

**Universal Periodic Review**  
**(20<sup>th</sup> session, Oct–Nov 2014)**  
**Contribution of UNESCO to Compilation of UN information**  
**(to Part I. A. and to Part III - F, J, K, and P)**

**Bosnia and Herzegovina**

**I. BACKGROUND AND FRAMEWORK**

**Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO**

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Notification of succession 12/07/1993	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	12/07/1993 Notification of succession			Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	23/02/2009 Ratification			Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	27/01/2009 Ratification			Right to take part in cultural life

## **II. Input to Part III. Implementation of international human rights obligations, taking into account applicable international humanitarian law to items F, J, K, and P**

### **Right to education**

#### **Constitutional Framework:**

2. “**The Bosnia and Herzegovina Constitution** is the highest legal and political document of the State which defines Bosnia and Herzegovina as a state consisting of two entities: the Federation of Bosnia and Herzegovina, and the Republika Srpska, and of the Brčko District as a separate administrative unit under the State sovereignty. The entity of the Federation of Bosnia and Herzegovina constitutes of ten cantons.”<sup>1</sup>

3. The Constitution of Bosnia and Herzegovina of 1995<sup>2</sup> enshrines the right to education in its **Article II. 3. I)** which states: “All persons within the territory of Bosnia and Herzegovina shall enjoy the human rights and fundamental freedoms referred to in paragraph 2 above; these include: 1) The right to education.” The Constitution also recognizes the principle of non-discrimination in **Article II.4** which provides: “The enjoyment of the rights and freedoms provided for in this Article or in the international agreements listed in Annex I to this Constitution shall be secured to all persons in Bosnia and Herzegovina without discrimination on any ground such as sex, race, color, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.” **Article II.1** enshrines the recognition of human rights and general freedoms in general: “Bosnia and Herzegovina and both Entities shall ensure the highest level of internationally recognized human rights and fundamental freedoms. To that end, there shall be a Human Rights Commission for Bosnia and Herzegovina as provided for in Annex 6 to the General Framework Agreement.”

#### **Legislative Framework:**

4. Between 2003 and 2008, five framework education laws were passed at the state level, according to which the lower government levels have the duty to harmonize their laws:

- The **Framework Law on Primary and Secondary Education (2003)**<sup>3</sup> started the reform of primary education ordering for introduction of **mandatory nine-year attendance of primary education, free of charge** (Article 16). According to Article 17, **secondary education** shall be **free of charge**. This law enshrines the **right to education** and equal right of access without discrimination (Article 4).
- The **Framework Law on Preschool Care and Education in Bosnia and Herzegovina (2007)**<sup>4</sup> envisages **mandatory attendance of preschool institutions** for all preschool aged children for one year before enrollment into primary schools (Article 16). It also ban any form of discrimination and provides in Article 6 for an equal right to access without discrimination to preschool.

---

<sup>1</sup> Bosnia and Herzegovina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 3

<sup>2</sup> [http://www.ccbh.ba/public/down/USTAV\\_BOSNE\\_I\\_HERCEGOVINE\\_engl.pdf](http://www.ccbh.ba/public/down/USTAV_BOSNE_I_HERCEGOVINE_engl.pdf)

<sup>3</sup> <http://www.unesco.org/education/edurights/media/docs/ea7d50d6d639284d5847dc6784aa53de846b8de3.pdf>,

<sup>4</sup> <http://www.unesco.org/education/edurights/media/docs/308622a80f5d8c05cf0bd480621a9ebbbcb9b15.pdf>

- The **Framework Law on Higher Education in Bosnia and Herzegovina (2007)**<sup>5</sup> determines the organization of the higher education in Bosnia and Herzegovina. Article 7 ensures that **no discrimination restricts access** to higher education.
- The **Law on the Agency of Preschool, primary and Secondary Education (2007)**<sup>6</sup> “establishes the Agency for Preschool, Primary and Secondary Education [...], governs its legal status, organization, competencies, method of establishment and the competencies of the expert and management bodies, financing and other issues related to the proceedings of the Agency” (Article 1).
- The revised **Framework Law on Secondary Vocational Education and Training in Bosnia and Herzegovina** entered into force in 2008.

5. “The **Law on Gender Equality in Bosnia and Herzegovina** regulates the obligation of harmonisation of the curricula and teaching facilities for all levels of education and the elimination of discriminatory and stereotypical content about gender roles of women and men. This has not been done in a systematic way.”<sup>7</sup>

6. “The **Republika Srpska National Assembly** adopted the **Law on Adult Education in 2009**, and thus adult education has become an integral part of the education system of education of the Republika Srpska. This law requires the establishment of the Republika Srpska Institute for Adult Education within the Ministry (established in 2010) responsible to supervise and develop the adult education sector”.<sup>8</sup>

### **Policy Framework:**

7. Different strategies and documents were adopted in the area of education:

8. The **Strategic Guidance for Development of Education in Bosnia and Herzegovina with Implementation Plan 2008-2015** defines the priorities in development of education, pertaining to: (i) the raising of the educational level among population and of competitiveness of the labor force, (ii) the improved efficiency of the education and training system, (iii) the prevention of social exclusion among children and youth, (iv) the expanding of the opportunities for adult education and training, as well as for quality assurance and revitalization of research in education.<sup>9</sup>

9. The document **Roadmap and Plan of Activities for Inclusion of Bosnia and Herzegovina into European Union Programmes for Life-Long Learning and Youth in Action for the Period 2007-2013** (Official Bulletin of Bosnia and Herzegovina, No. 74/08) describes activities related to upgrading the education system, particularly in terms of the improved life-long learning

<sup>5</sup><http://www.unesco.org/education/edurights/media/docs/b31116b9f2fdaaded482705ec4ba897bc085ee64.pdf>

<sup>6</sup><http://www.unesco.org/education/edurights/media/docs/308622a80f5d8c05cf0bd480621a9ebbbcb9b15.pdf>

<sup>7</sup> Bosnia Herzegovina’s report submitted to the CEDAW for the 4-5<sup>th</sup> periodic review, 2011, CEDAW/C/IH/4-5, p. 46, [http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fBOSNIA%2f4-5&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fBOSNIA%2f4-5&Lang=en),

<sup>8</sup> IBE, World Data on Education, 7th Ed., 2010-2011, Bosnia Herzegovina, pp. 3-4, [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Bosnia\\_and\\_Herzegovina.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Bosnia_and_Herzegovina.pdf),

<sup>9</sup> Development of education in Bosnia and Herzegovina: state report for the 48<sup>th</sup> International Conference on Education; Geneva; 2008, p. 9, [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/bosniaher\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/bosniaher_NR08.pdf), Accessed on 30/10/2013

programme for all potential beneficiaries and youth activities aimed at the preparation of young people to take the proactive role in the society.<sup>10</sup>

10. The **joint project of the European Commission and the Council of Europe, 2006-2008 “Strengthening of Higher Education in Bosnia and Herzegovina”** contributed to the development of important instruments for application of the Bologna principles.<sup>11</sup>

11. The **Strategy for Development of Secondary Vocational Education and Training in Bosnia and Herzegovina for the period 2007-2013** (Official Bulletin of Bosnia and Herzegovina, No. 65/07).<sup>12</sup>

#### ➤ **Primary Education**

12. According to the **Strategic Directions for the Development of Education in Bosnia and Herzegovina 2008 - 2015**, one of the general objectives is aimed at "ensuring the conditions that all children in Bosnia and Herzegovina are included in the education system", and at implementing the documents approved for the educational needs of children–returnees, Roma and other ethnic minorities, while one of the long-term objectives consists in achieving the "increased enrollment and completion of compulsory education up to 100%". However, the enforcement of the statutory obligations and the implementation of the strategic decisions regarding the provision of basic rights to education is faced with a number of **difficulties** which are primarily manifested in the **lack of financial resources** for the implementation of all statutory provisions, namely: difficult social and economic situation, unemployment and education structure of parents; irrational network of primary schools; the difficulties related to the registration of children (especially when it comes to Roma children and children from socially marginalized families; traffic-separated areas; poor infrastructure and lack of support for children with disabilities - these are some of the most important reasons why children leave education before finishing primary school or remain excluded from education.<sup>13</sup>

#### ➤ **Secondary Education**

13. According to the information received from the relevant ministries of education, a high percentage of children are enrolled in high school after completion of primary school, at the same time, there is also a high level of students who **abandon** secondary education during the first and second grade before acquiring the required qualifications. Some ministries resolved this issue by the legal introduction of a compulsory secondary education for a period of two years for all students up to the age of 18<sup>14</sup>.

14. “The main difficulty in the field of secondary education is **insufficient funds in the budgets of the relevant institutions**. This deficiency is particularly manifested in situations where students have difficult access to education in the sense that there is no adequate secondary school in their place of residence, which further results in issues of financing accommodation and meals, and some students face the problem of transportation (payment of travel tickets, elimination of

---

<sup>10</sup> Ibid, p. 48

<sup>11</sup> Ibid, p. 15

<sup>12</sup> Ibid, p. 15

<sup>13</sup> Bosnia and Herzegovina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 13

<sup>14</sup> Ibid, p. 14

bus lines, etc.), because only certain categories of students are partially or fully exempt from paying the costs of transportation.”<sup>15</sup>

### ➤ **Inclusive Education**

15. **School development teams**, composed of representatives of parents, students, local community representatives, teachers and other school staff that are to work on drafting school development plans which should contribute to the progress in the area of building an inclusive culture, policies and practices, are trained in order to encourage the changes at schools aimed at advancing quality and inclusive education for all children. These activities are conducted in cooperation and with the financial assistance of local and international nongovernmental organizations (e.g. Duga, Save the Children, etc).<sup>16</sup>

16. The **Action Plan on the Educational Needs of Roma and Members of Other National Minorities in Bosnia and Herzegovina** was adopted in February 2004. Its revised version of 2010 defines the overall goal of improving the access of Roma to mainstream education system in Bosnia and Herzegovina through addressing many obstacles they currently face, i.e. practical, systemic and wider issues, while enhancing the participation of the Roma communities and advocating for full inclusion of their children in regular education. [...] The **main difficulties** in implementing the activities and measures set out in the Action Plan are: a large percentage of the absence of records in the registers of births and marriages; the Roma way of life (frequent migration, poverty, unemployment, housing problems, low educational level of parents, lack of health insurance, etc.); low level of information and awareness about rights; lack of official statistics on the exclusion percentage of Roma children from the education system, the percentage of children subsequently enrolled in primary school, the percentage of high school students who enter the higher education system, etc. Although the Roma are the largest minority in Bosnia and Herzegovina, there are no qualified teachers for teaching in the Roma language, which proved to be a problem across the country.<sup>17</sup>

### ➤ **Fragmented Education**

17. “Under the 1995 Dayton Agreement, which aimed to allow separate ‘national identities’ to coexist within a single border, Bosnia and Herzegovina emerged with a governance structure highly decentralized along ethnic, linguistic and religious lines. The danger is that the education system may reinforce social divisions, with adverse consequences for peace building. The Dayton Agreement has had far-reaching consequences for education, including the **absence of an effective central education authority**. Today, there are effectively thirteen separate ministries of education: one for each of the ten cantons in the Federation of Bosnia and Herzegovina plus an overarching Federal Ministry of Education and Science, one for the Republika Srpska, and one for the Brčko District. **A state-level Education Agency was established in 2008, but is not yet fully operational**”<sup>18</sup>.

---

<sup>15</sup> Ibid, p. 14

<sup>16</sup> Ibid, p. 11

<sup>17</sup> Ibid, pp. 22-23

<sup>18</sup> EFA Global Monitoring Report 2011, p. 171, <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf> ,

18. “Most schools are segregated by ethnicity, religion and language. In some areas, this is a result of geographic segregation caused by ethnic cleansing and displacement. Even in areas with greater ethnic mixing, parents are wary about the security of their children in schools dominated by another community. Rather than enroll children in the nearest school, many parents seek to place children in schools associated with their ‘national identity’, often some distance away. A small number of schools (less than 3%) operate a ‘two schools under one roof’ policy, but children from different groups have separate teachers, learn at different times and have different curricula”<sup>19</sup>.

19. “The **absence of a strong federal ministry** and the **lack of a centralized system for allocating funds** contribute to wide geographic variations in student performance, undermining prospects for greater equity. Moreover, **rigid separation of schools and pupils does not help children develop the sense of multigroup identity** upon which lasting peace and security will ultimately depend.”<sup>20</sup>

20. However, “**Džemaludin Caušević Primary School** is exceptional as a multi-ethnic, multi-cultural institution open to all students. The school, which was rebuilt with support from UNICEF, its partners and the Danish Government after the war in the region ended, has adopted a new model of inclusive child-centred education known as child-friendly schools. The school also made a special effort to reach out to Roma families who often miss out on education opportunities in the region. The school that brings children of all origins together, giving them equal opportunity to learn and thrive is helping to rebuild and reconcile a divided society.”<sup>21</sup>

### ➤ **Human Rights Education**

21. **The education on human rights is present in the curricula and educational standards.** Textbooks, manuals and other teaching materials on human rights used in Bosnia and Herzegovina schools are released by CIVITAS<sup>22</sup> in cooperation with education institutions, local and international organizations. [...] The **Democracy and Human Rights course** is studied in the sixth or eighth grade of primary school (depending on the curriculum), and in the third year of high school as a compulsory subject. One part of Bosnia and Herzegovina also introduced **courses on “Life Skills and Attitudes” and “Humanitarian Law”** that are thematically processed within hours of class meetings and extracurricular activities. [...] It is significant to point out that 36246 teachers were included in the **CIVITAS professional development programs for teachers of elementary and secondary schools** so far.<sup>23</sup> [...] **The importance of respecting human rights is presented to young people in Bosnia and Herzegovina through** regular lessons, class meetings, extracurricular activities, organized competitions among students on the topic of human rights, **many activities** of nongovernmental organizations from European countries, and

---

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> <http://www.educationandtransition.org/featured/a-multi-cultural-school-in-bosnia-and-herzegovina-brings-out-the-best-in-children-2/>,

<sup>22</sup> CIVITAS in Bosnia and Herzegovina is a nongovernmental organization established in 1996 whose establishment is initiated by the Center for Civic Education, the Council of Europe and the United States Information Agency. CIVITAS education network in Bosnia and Herzegovina is established to promote democracy, human rights and effective citizenship.

<sup>23</sup> Official data and statistics of CIVITAS submitted to the Ministry of Civil Affairs for the purpose of the report.

nongovernmental organizations from Bosnia and Herzegovina, and thus they are encouraged to learn on human rights.<sup>24</sup>

### ➤ Gender Equality

22. “An **analysis of textbooks and classroom practice** was conducted with support from UNICEF, in order to establish the level of harmonisation of textbooks and teaching practices with the principles of gender equality. The analysis revealed that the stereotypical representation of gender roles is present in textbooks and teaching practices.”<sup>25</sup>

23. “The **project “Implementation of the Law on Gender Equality in Bosnia and Herzegovina”**, which is supported by UNDP in Bosnia and Herzegovina, included drafting and publishing of the “Findings and Recommendations of the Education Working Group”. The publication contains analysis and recommendations for the introduction of standards of gender equality in the education system in Bosnia and Herzegovina.”<sup>26</sup>

### Cooperation:

24. Bosnia and Herzegovina is party to the 1960 UNESCO Convention against Discrimination in Education since 12/07/1993.

25. Bosnia and Herzegovina did not report to UNESCO on the measures taken for the implementation of the 1960 UNESCO Convention against Discrimination in Education within the framework of the:

- Sixth Consultation of Member States (covering the periods 1994-1999)
- Seventh Consultation of Member States (covering the periods 2000-2005)

26. However, Bosnia and Herzegovina reported to UNESCO within the framework of the recent Eighth Consultation of Member States (covering the period 2006-2011) completed in 2013.

27. Bosnia and Herzegovina did not report to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the Fourth Consultation of Member States (covering the period 2005-2008).

28. Bosnia and Herzegovina reported within the recent Fifth Consultation of Member States on the measures taken for the implementation of the 1974 UNESCO Recommendation (covering the period 2009-2012).

29. Bosnia and Herzegovina did not report to UNESCO on the measures taken for the implementation of the 1976 Recommendation on the Development of Adult Education within the framework of the First Consultation of Member States (1993) nor of the Second Consultation of Member States (2011).

---

<sup>24</sup> Bosnia and Herzegovina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 19-20

<sup>25</sup> Bosnia Herzegovina’s report submitted to the CEDAW for the 4-5<sup>th</sup> periodic review, 2011, CEDAW/C/IH/4-5, p. 46, [http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fBOSNIA%2f4-5&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fBOSNIA%2f4-5&Lang=en),

<sup>26</sup> Ibid, p. 46

30. Bosnia and Herzegovina is not party to the 1989 UNESCO Convention on Technical and Vocational Education.

### **Freedom of opinion and expression**

#### Constitutional and Legislative Framework:

31. Freedom of expression is guaranteed under Article II.3 of the Constitution of Bosnia and Herzegovina.<sup>27</sup>

32. Bosnia and Herzegovina has decriminalized defamation since 1 November 2002.<sup>28</sup> A new law, the Law on Protection against Defamation, was enacted in the same month, placing defamation within the civil jurisdiction.<sup>29</sup>

33. The Freedom of Access to Information Act was enacted in Bosnia and Herzegovina since 2001.

#### Media Self-Regulation:

34. Media self-regulatory mechanisms exist in the country through the Press Council of Bosnia and Herzegovina, the Ombudsman of the Federation of Bosnia and Herzegovina, the Bosnia and Herzegovina Journalists Association, and Bosnia and Herzegovina Journalists Union. The Press Council only mediates between the complainant and the media, and has no power to fine, suspend, or close down media outlets.<sup>30</sup>

#### Safety of Journalists:

35. UNESCO recorded no killing of journalists in Bosnia and Herzegovina between 2008 and 2012.

### **Freedom of scientific research and the right to benefit from scientific progress and its applications**

36. In 2006, UNESCO Venice Office published the Report entitled “Guidelines for a Science and Research Policy in Bosnia & Herzegovina” carried out by UNESCO’s experts with financial support of the Italian government<sup>31</sup>. The Report concluded that “despite the fact that Bosnia and Herzegovina inherited from Yugoslavia a strong scientific and technological tradition, its research system is presently unable to work properly according to international standards. Thus, the funding of R&D activities in the country (at around 0.1% of the GDP) is far below the levels attained in industrialized countries”. “Rebuilding the science and research system in Bosnia and Herzegovina is a means to ensuring the cultural and economic future of the country. It will be

---

<sup>27</sup> <http://legislationline.org/documents/section/constitutions>

<sup>28</sup> [http://www.coe.int/t/dghl/standardsetting/media/doc/dh-mm%282003%29006rev\\_EN.asp#P334\\_23789](http://www.coe.int/t/dghl/standardsetting/media/doc/dh-mm%282003%29006rev_EN.asp#P334_23789)

<sup>29</sup> <http://unpan1.un.org/intradoc/groups/public/documents/untc/unpan017549.pdf>

<sup>30</sup> <http://www.refworld.org/docid/507bcae728.html>

<sup>31</sup> <http://unesdoc.unesco.org/images/0014/001478/147820e.pdf>.



also a means to stabilizing the peace in a country that has been physically and morally damaged by war”<sup>32</sup>.

37. In 2012, Bosnia and Herzegovina transmitted its national submission to UNESCO on the application of the 1974 Recommendation on the Status of Scientific Researchers and took part in the consultations concerning the issue of a possible revision of the 1974 Recommendation discussed currently at UNESCO. Bosnia and Herzegovina indicated that its national legislation in the areas covered by the 1974 Recommendation is compatible with the principles of the 1974 Recommendation at all levels of responsibility in Bosnia and Herzegovina.

38. As indicated in its national submission, Bosnia and Herzegovina is a decentralized country, and science falls under the responsibility of the ministries of science of each of the constituent entities of the country. Besides the Bosnia and Herzegovina Parliament and Bosnia and Herzegovina Council of Ministers responsible for the framework legislation and national STI strategy, the major role in research policy making in Bosnia and Herzegovina is with the two entity parliaments – Republic of Srpska and Federation of Bosnia and Herzegovina. In Republic of Srpska, the Parliament of Republic of Srpska adopts the entity-level STI strategy and legislation. In Federation of Bosnia and Herzegovina, the Parliament of Federation of Bosnia and Herzegovina adopts the entity-level STI Strategy and cantonal parliaments adopt the legislation, while the relevant cantonal ministries develop and administer the policy in coordination with the relevant entity-level ministry. The Ministry of Civil Affairs of Bosnia and Herzegovina devises a Bosnia and Herzegovina national STI strategy and coordinates the national STI policy and international cooperation. The R&D system in the Republic Srpska is governed by the entity-level Ministry of Science and Technology of Republic Srpska. In Federation of Bosnia and Herzegovina, the entity-level Ministry of Education and Science of Federation of Bosnia and Herzegovina only coordinates and supplements the R&D activities and funding of relevant cantonal ministries. Brčko District governs its R&D activities and funding through relevant departments in the Government of Brčko District.

- i) Framework Law on Scientific and Research Activities and Coordination of Domestic and International Scientific and Research Cooperation in Bosnia and Herzegovina (Official Gazette of Bosnia and Herzegovina, No. 43/09): provides that the field of science and technology in Bosnia and Herzegovina is of special interest, defines the basic principles of scientific research, establishes scientific and research cooperation within Bosnia and Herzegovina and at the international level;
- ii) Science Development Strategy in Bosnia and Herzegovina with Action Plan 2010 - 2015: includes the basic principles, objectives, directions and priorities of scientific and technological development; provides strategic guidelines and action plan for the enhancement of scientific research and research for development activities in Bosnia and Herzegovina for the period 2010 - 2015, with particular emphasis on the coordination of activities and harmonization of plans related to the international scientific and research cooperation, with the aim of development of science and research, economy, education and culture in Bosnia and Herzegovina in accordance with the international recommendations for the development of science;

---

<sup>32</sup> <http://unesdoc.unesco.org/images/0014/001478/147820e.pdf>, p. 47-48.

- iii) The Law on Science-Research and Technology Development of Republic of Srpska (Official Gazette of Republic of Srpska, No.6/12);
- iv) The Strategy of Science and Technology Development of Republic of Srpska (Official Gazette of Republic of Srpska, No.72/12).

39. In conformity with the Science Development Strategy in Bosnia and Herzegovina, the scientific research system is oriented towards meeting social development needs. Further reforms are needed in order to achieve the desired level in the areas of scientific research, innovation and technology development. However, investments in the area of scientific research are insufficient. They are provided from budgets of authorities at all levels, including local communities, companies, and various donors. The total allocation in Bosnia and Herzegovina from the financial sources at all levels is estimated at the level of approximately 0,2% GDP. According to the statistical research in the entity Republic of Srpska, the total allocations from research and development (GERD) in 2010 were 0,25% GDP.

40. Research is primarily conducted in science institutions (universities and faculties, research institutes, centres and laboratories, academies of arts and sciences of BiH and RS); R&D organizations (R&D institutes, centres and laboratories); technology transfer organizations (technology transfer centres and innovation centres); intermediary organizations (R&D units, technology parks and business incubators).

41. International co-operation and best practices: Bosnia and Herzegovina participates in many international projects which contribute to the implementation of 1974 Recommendation:

- i) In 2004, Bosnia and Herzegovina launched the promotion of the European Union Framework Programme for Research and Technological Development, and, in 2009, received status of associated member in the European Union's FP7 Programme. From 2009, Bosnia and Herzegovina is member of COST (European Co-operation in Science and Technology) Programme and enjoys NIP status in the EUREKA Programme.
- ii) Bosnia and Herzegovina's institutions participated so far in the SEE-ERA.NET project that aims at building and expanding the ERA (European Research Area) in the Western Balkans Countries through the coordination and support for research and technological development.
- iii) The Ministry of Civil Affairs of Bosnia and Herzegovina is one of the partners of the WBC-INCO.NET project, which aims at supporting bi-regional dialogue between the European Commission, the countries associated with the Seventh Framework Programme and the Western Balkan Countries in order to promote the participation of researchers from the region in projects within the Framework Programme.
- iv) I-SEEMob is a project that should contribute to the career development of researchers from the South-Eastern Europe countries, in accordance with the priorities and objectives of establishing a common European Research Area, including prioritizing and defining the policy to coordinate scientific and technical cooperation, with particular emphasis on intersectoral mobility of research staff. Eight institutions from seven countries participate in this project, which is financed through the Seventh Framework Programme for Research and Technological Development: Greece,

Turkey, Serbia, Romania, Bulgaria, Croatia and the Former Yugoslav Republic of Macedonia. The Ministry of Civil Affairs of Bosnia and Herzegovina participates in this project as a partner. The main objective of the project is, using the latest information and communication technologies, to examine the situation in the participating countries in relation to the mobility of researchers, developing training programs for active participation in the EU's 7th Framework Programme, networking with other scientific initiatives offered by the European Union, and establishing networks of scientific institutions, organization of meetings and training sessions for the transfer of knowledge and technology, as well as the strategic cooperation in the field of policy that regulates the issues of mobility, both in South-Eastern Europe and in the European Research Area.

- v) The Ministry of Civil Affairs of Bosnia and Herzegovina successfully joined the MIRA project (Mediterranean Innovation and Research Action) funded by the European Commission under the 7th Framework Programme to support scientific and research projects in the field of the Euro-Mediterranean Innovation Area.
- vi) BAMONET project (Development of a network of mobility centers in Bosnia and Herzegovina), participants are the Ministry of Civil Affairs of Bosnia and Herzegovina (project coordinator), the University of Banja Luka (Bridgehead partner) and the University of Sarajevo (partner). The project envisages setting up the infrastructure to deal with providing information on the opportunities for mobility of researchers in the country and abroad, who wish to continue their career in European scientific institutions, thus Bosnia and Herzegovina would join the wider pan-European initiative including over 200 participating centers in 37 countries ([www.euraxess.ba](http://www.euraxess.ba)), which is known as the EURAXESS. Accordingly, the overall objective of the project is to establish a sustainable network for the mobility of researchers, which will consist of a well-developed infrastructure, providing logistics and other services to the research community in Bosnia and Herzegovina, where the majority of these activities should be carried out through the Internet portal as a unique web service that provides access to the full and updated information and services intended for researchers, which will provide advisory assistance and overcome administrative barriers that hinder the mobility of researchers.

### **III. RECOMMENDATIONS**

#### **Right to education**

42. In the Report of the Working Group on the Universal Periodic Review of 17 February 2010,<sup>33</sup> various recommendations were made to Bosnia and Herzegovina regarding education.

The recommendations listed below enjoyed its support:

- 24. *To implement the recommendation of the Committee on the Rights of the Child to improve support for street children, in particular shelter, nutrition, health care and educational opportunities (Austria);*
- 30. *To continue its efforts to combat racial and ethnic discrimination, in particular through programmes promoting tolerance in public education (France);*

---

<sup>33</sup> [http://www.upr-info.org/IMG/pdf/Recommendations\\_to\\_Bosnia\\_and\\_Herzegovina\\_2010.pdf](http://www.upr-info.org/IMG/pdf/Recommendations_to_Bosnia_and_Herzegovina_2010.pdf)

- 40. *To continue to enhance its efforts to take into account the needs of children, and to continue to take the measures necessary to guarantee children's rights in the field of social protection and education (Libyan Arab Jamahiriya);*
- 109. *To take the steps necessary to resolve the problem of the fragmentation of the education system, including strengthening policy development and strategic planning, improving access to inclusive and high-quality education, promoting child participation, taking measures to prevent discrimination against and segregation of children, and promoting tolerance and respect for diversity in the education system (Norway);*
- 121. *To intensify its efforts to ensure the sustainable return of returnees to their home communities, by ensuring their equal enjoyment of their social, economic and cultural rights, especially in the field of social protection, health care and education (Brazil);*
- 123. *To strengthen cooperation with the international community and organizations in building capacity in crucial areas, including poverty eradication, justice administration, primary education and gender equality (Malaysia).*

43. The recommendation below is rejected:

- 110. *To enhance human rights education (Jordan);*

44. Analysis: While welcoming the adoption of a revised Action Plan on the Educational Needs of Roma and Members of Other National Minorities in 2010, it is noted that the implementation of inclusive education, which Bosnia and Herzegovina was recommended to strengthen during the 1<sup>st</sup> cycle of the UPR, continues to be a challenge. Bosnia and Herzegovina undertakes efforts to address the issue of racial and ethnic discrimination and to promote values of human rights and tolerance through the integration of human rights education in its education curricula. The remaining fragmentation of educative authority is an issue that seems to work counterproductively to the aims and vision of the inclusive education.

Specific Recommendations for the 2<sup>nd</sup> cycle of UPR on the right to education:

45. Bosnia and Herzegovina is encouraged to submit regular state reports for the periodic consultations of UNESCO's education related standard-setting instruments, especially for the Convention against Discrimination in Education.

46. Bosnia and Herzegovina is encouraged to intensify its efforts to make the educational system less fragmented and thus to build a more inclusive education.

47. Bosnia and Herzegovina is encouraged to pursue its efforts to raise general awareness on the importance of the right to education and to disseminate information on educational opportunities.

48. Based on the analysis of the Education for All Global Monitoring Report 2011, Bosnia and Herzegovina is encouraged to continue its efforts to improve the quality of education and to undertake effective measures to eliminate discrimination and segregation of children in schools, in particular in the framework of the International Decade for the Rapprochement of Cultures 2013–2022, proclaimed by UNESCO General Conference's Resolution 36C/40 in November 2011 followed by the United Nations General Assembly Resolution 67/104 in December 2012.