

Bosnia and Herzegovina

Country Overview

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Country name

Bosnia and Herzegovina

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Introduction

In Bosnia and Herzegovina, public/private early childhood education and care (ECEC) organisations, stakeholders and professionals are still working on promoting the importance of early childhood education and care in general, considering that the enrolment of children in a preschool institution is still an important goal for the future. Social and emotional skills (SES) learning is not a priority for future strategic development of ECEC. In official legislation, the term of programme for socioemotional learning cannot be found. Activities related to SES are a part of learning outcomes for preschool education development. There are no systematic approaches or programmes related to SES learning in preschool institutions at a national or local level. An additional problem presents further adaptation of the national policies by the 10 cantons in Federation, Republic of Srpska and Brčko District, which results in their implementation in a different way.

Development

In official legislation, the term of programme for socioemotional learning cannot be found. Activities related to SES are a part of learning outcomes for preschool education development. In document of “Common core of comprehensive development programs for preschool education”, one of the key competence is social and civic competence, which includes the children’s a sense of responsibility for their behaviour; positive and tolerant attitude towards others; interpersonal and intercultural cooperation; mutual assistance and acceptance of diversity; self-esteem and respect others, and training for effective participation in the development of democratic relations in kindergarten and community (Agencija za predškolsko, osnovno i srednje obrazovanje, 2018). In a document “Platform for development preschool education and care in Bosnia and Herzegovina from 2017-2022” SES learning is not a special priority, but some priorities and activities related to SES learning can be found in the activities package for ensuring quality preschool education and care in Bosnia and Herzegovina (Ministarstvo civilnih poslova, 2016).

Assessment

Preschool teachers and psychologists have no specific instrument for the assessment of SES that are obligatory for administration and evaluation of children in general. In this context, most of them do not assess children, or just include observations as part of their evaluation reports. Professionals from other organisations (NGO or health institutions) often use different test batteries for measuring childhood development, where the assessment of social and emotional development is a part of them.

Intervention

The specific intervention, as well as measures of social and emotional skills for preschool children cannot be found in the frame of intervention programmes. To our knowledge, professionals in preschool institutions still don't have appropriate measuring instruments for the assessment of social and emotional skills of preschool children, and there are no intervention programmes exclusively directed to social and emotional learning. Some NGO and associations of children and health institutions promote and work on assessments and treatments related to behaviour disorders, but these interventions are not systematic nor within specific intervention and evidence-based programmes at national level.

References

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