

Bosnia and Herzegovina
University of Travnik

inclusion 

INSTITUTIONAL MASTER PLAN

partnership noble mission Bosnia and Herzegovina specific objectives
equipment/software for special needs students
management
implementation
staff
respect
teaching
social dimension
acknowledged
mitigation
added value
Conference on the achievement
approach
inclusive sustainability
purpose
accepted
feel included
contributions of the HEIs
invaluable resources
n

"AN INCLUSIVE ETHOS OF THE
UNIVERSITY OF TRAVNIK"

Travnik, April 2018





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INCLUSION PROJECT TEAM ABSTRACT



The journey through inclusion started in the Inclusion project is a journey through a world of knowledge about life where small steps carry great value and the feelings of egalitarianism, justice and equality are tools with which the unattainable becomes accessible and unreal becomes real. It is only when we become aware of these values, we are prepared to embrace the world with arms wide open and realise that culture is the greatest wealth, one that cannot be earned, but can be created.

Our wealth lies in the fact that we are a part of the Inclusion project and that, through personal and the experience of our partners, we will open up the windows of Inclusion and turn up the lights that have not yet been burning sufficiently bright in our BiH and do not light up the notion of Inclusion in the way it deserves and the way developed countries do.

Even we, ourselves have observed the notion of Inclusion only from a standpoint of special needs reflected in physical impairments of individuals with disabilities or caused by certain genetic diseases. The Inclusion project draws us out of the dark and total darkness of Inclusion we encounter all around us, in our environment, and provides us with the bigger picture in which we recognise ourselves as an inclusive environment in informal action. We have identified inclusive education and inclusive behaviour towards our students who, according to many categories, belong to the inclusive groups we already work with. Top athletes, mothers with children, gifted students, individuals who have particular careers, specific vocations, individuals who come from rural areas, students with no parent/s, all belong to the categories we already work with and provide them with inclusion into the education system according to their abilities with the goal of satisfying the conditions and requirements of the teaching process.

We are pleased to be “engaged” with our consciousness and soul in the education system at our University and that the wish to create the conditions for ALL categories of students is our value, recognised in the results of our work. The Inclusion project is a different dimension of understanding the higher education system in which boundaries are shifted and where team individuality represents a model of an approach that enables inclusive education. We want to shift the boundaries and open doors so as to create an environment accessible to all where, without compromise, the synonym for quality will be excellence!

The document titled: “AN INCLUSIVE ETHOS OF THE UNIVERSITY OF TRAVNIK” is a guidance plan identifying our intentions, our goals and our originality. There are probably many more questions that will arise on the plan realisation path, and the answers will become guidelines to focus on in future work.

The plan is a living document and it will, during our journey throughout the project, be periodically revised and changed if needed. This plan will provide our University with guidelines for managing the inclusive practice through a strategic document and practical results in creating an Inclusive Incubator and a Training Centre for the Development of Inclusive Education.

The journey through Inclusion is a challenge we want to respond to, as well as share our experiences with the goal to spread an energy that will join inclusive processes in a subtle way.

Best regards,

University of Travnik Inclusion project team

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1.1. Inclusive education in Bosnia and Herzegovina

Many years later, following the adoption of inclusive education, it is still evident that there is a big gap between legislation and actual practice in schools and preschool facilities, and inclusion is almost absent in higher education institutions.

The concept of inclusion in the educational context of BiH is understood differently. The differences in perception are primarily seen in the terminological definitions themselves and categorisation of certain needs and difficulties. The language used in practice and in official documents indicates that inclusion in BiH is primarily understood in a defectological sense. Then, it is not surprising that inclusive education is primarily connected to integrating children with developmental difficulties into the education system, where emphasis is significantly placed on the educational aspect, while individualisation, participation and socialisation are focused on to a lesser degree.

Inclusive practices in educational institutions in BiH do exist. They are most frequently related to integrating children with special needs into regular schools and adapting the curriculum to the child's specific needs in accordance with the available resources.

In order to provide quality inclusive education, it is necessary to create an inclusive environment that will enable complete integration of individuals with special needs, regardless of its type, through individual approaches and concepts that should be adapted to the recognised needs.

Here we encounter many problems that, in the form of obstacles, arise on the way towards achieving inclusive education, and without which it is impossible to conceive a systematic implementation of inclusive education.

We can group those obstacles into several categories:

1. Individual educational programmes.
2. Professional training of the teaching staff and professional assistance and support to educational institutions.
3. Inconsistency between legislations on different levels of education and between those present in different territorial/administrative parts of BiH (municipalities/cantons/entities).
4. (Un)preparedness of educational institutions for inclusive education.
5. Understanding inclusion as a need for prosperity with the goal to achieve and exploit possible potentials.

Generally speaking, the structure for carrying out the adaptation of the existing school system to the inclusion requirements exists, but the fundamental requirements of the Convention on the Rights of the Child (1989), the Jomtien World Declaration on Education For All (1990) and the Salamanca Framework for Action (1994), where it is explicitly insisted on education for all children in their closest, least restrictive environment and conditions in which their needs will be met, are not yet fulfilled.

1.1. Inclusive education in Bosnia and Herzegovina



Definition

Definitions of inclusion provided by UNESCO originate from the Salamanca Convention in 1994, and emphasise that inclusion is a movement directly related to the improvement of the education system as a whole:

"Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children."

Deliberation

Inclusion is a new way of thinking. Instead of investing in special schools for children with developmental difficulties, many countries turn towards inclusive education - they redirect their efforts to:

- support ALL children in educational institutions,
- find new ways to support educational institutions and teaching staff
- create a positive environment for accepting inclusive education
- develop a system according to the needs of inclusive education

1.2. Inclusion at the University of Travnik

University of Travnik (UNT) is a Higher Education Institution composed of five organisational units: The Faculty of Education (EFT), The Faculty of Technical Studies (FTS), The Faculty of Management and Business Economics (FMP), The Faculty of Law (PFK) and The Faculty of Pharmacy and Medicine (FZF). The University has developed all three study cycles, 20 study programmes and has approximately 4000 students. Each year, the University of Travnik shows an upward trend in the number of students, a credit of the University's management which, through continuous investments in capacities, physical resources, human potentials and innovation processes, strives to keep up with the changes in society and to predict the needs that will place new knowledge required for adoption as tools and skills of the future.

For the last 10 years, the University has performed a lot of activities on creating an identity and establishing itself in the academic community of Bosnia and Herzegovina. The quality of study programmes, a high quality academic staff, a provision of high-standard studies and investments in the students are the fundamental presumptions that needed to be accomplished alongside the creation of conditions where excellence will become the standard of quality and a reference for the students' competitiveness regardless of their study programmes.

The University accreditation has opened up a path towards internationalisation and international cooperation at a higher level, resulting in its involvement in projects within the ERASMUS + programme, which has made the University visible in Europe and the world.

By participating in the Inclusion project, the University has been provided an opportunity to formalise its activities in the area of inclusion and shape its practices, used during work with students, in an environment that recognises inclusion as a model in which higher education will be available to all categories, without discrimination on any grounds and a provision of equal rights for acquiring knowledge in the forms adapted to the needs of all study programme beneficiary categories.

In a contemporary approach to the education tradition, emphasis is placed on an inclusive culture in education institutions that implies acknowledging diversity of all the participants in education. Education for All, which, according to UNESCO, belongs to a priority education programme, is student-centred and implies an inclusive education. Thereby, the right to education for all members in a social community is equalised regardless of the national, religious, cultural, age, gender, language, social or any other individual diversity such as differences in learning, teaching and socialisation abilities.

Since the University of Travnik is recognised by the model "students at the centre of attention" where each student is observed in all segments and levels of their education, inclusion has already been present and implemented. It only needs to be formalised and given a specific role in the University's future strategy.

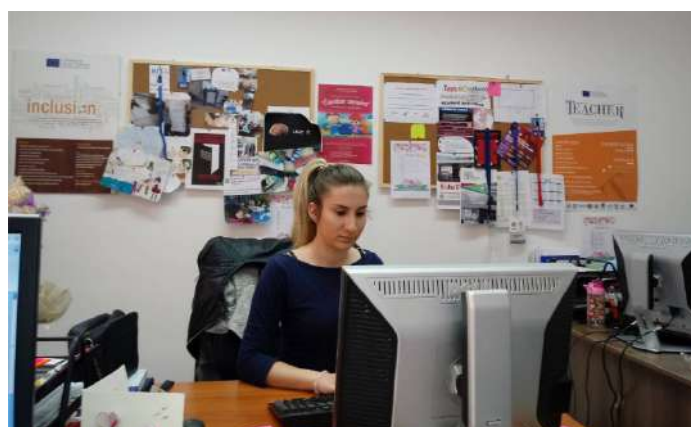
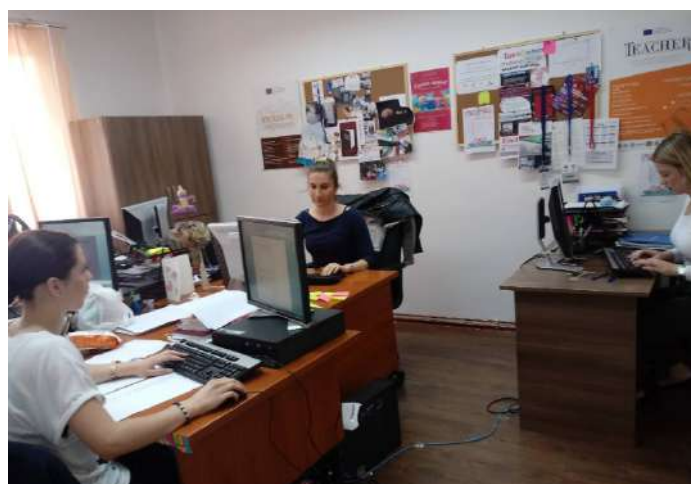
1.2. Inclusion at the University of Travnik

Since the University of Travnik is recognised by the model "students at the centre of attention" where each student is observed in all segments and levels of their education, inclusion has already been present and implemented. It only needs to be formalised and given a specific role in the University's future strategy. Among 4000 students, there are different categories of students that belong to inclusive practice.

Top athletes, mothers with children, students from rural areas, students with a specific employment status, students with a specific social status, as well as students with special needs are the categories of students for whom access to higher

education at the University of Travnik is enabled, whereby the inclusion processes gain importance as a recognised need to create an inclusive environment for different categories of students.

If we are familiar with the fact that inclusion is a product of an interaction between family processes (beliefs and values), education processes (teaching activities, the teacher's approach to education), community processes and social processes (the value system, policies), the development of an inclusive culture at the University of Travnik can be observed through inclusive orientation, inclusive ethos and inclusive action.



1.3. University of Travnik mission and vision

In line with the stated goals, the mission of the University of Travnik is to create an environment where all students will have equal rights to higher education on all study levels depending on their capabilities and needs which will be shown as indicators for establishing a model for each category of students with the goal to implement an education system in all segments that constitute the higher education area. Moreover, the University of Travnik conducts scientific, developmental and professional research, particularly programmes of strategic interest for the region it operates in and for Bosnia and Herzegovina as a whole, on the basis of which it creates the undergraduate, graduate and postgraduate education, and thereby, through the models of creating an inclusive environment, enabling the "inclusion" approach for each individual in exercising the right to higher education.

The University of Travnik actively cooperates with the academic, scientific and professional partners in the country and abroad, ensures the possibility of internal and external mobility for its

students and teachers, and, through a rational exploitation of human and material resources, the development of multidisciplinary, scientific and teaching activities, surveillance and a continual increase in quality, competitiveness and an international competence of its teaching, scientific and professional activities, introduces new models that distinguish and make it a desirable place for acquiring higher education for all categories of students.

The vision of the University of Travnik is to become a Higher Education Institution that will create an inclusive environment system with models developed for each of the recognised "inclusive categories" and ensure excellence without compromise in view of the study outcomes, acquired skills and competences. Developing a model in the area of an inclusive environment leads to creating an "Inclusive Incubator" through which the University of Travnik will become a "Training Centre for the Development of Inclusive Education" with an international licence.



1.4. The University of Travnik organisational system

The University of Travnik organisational system is shown in Image number 1., and Table number 1. provides a short description of the University entities represented in the organisation schematics.

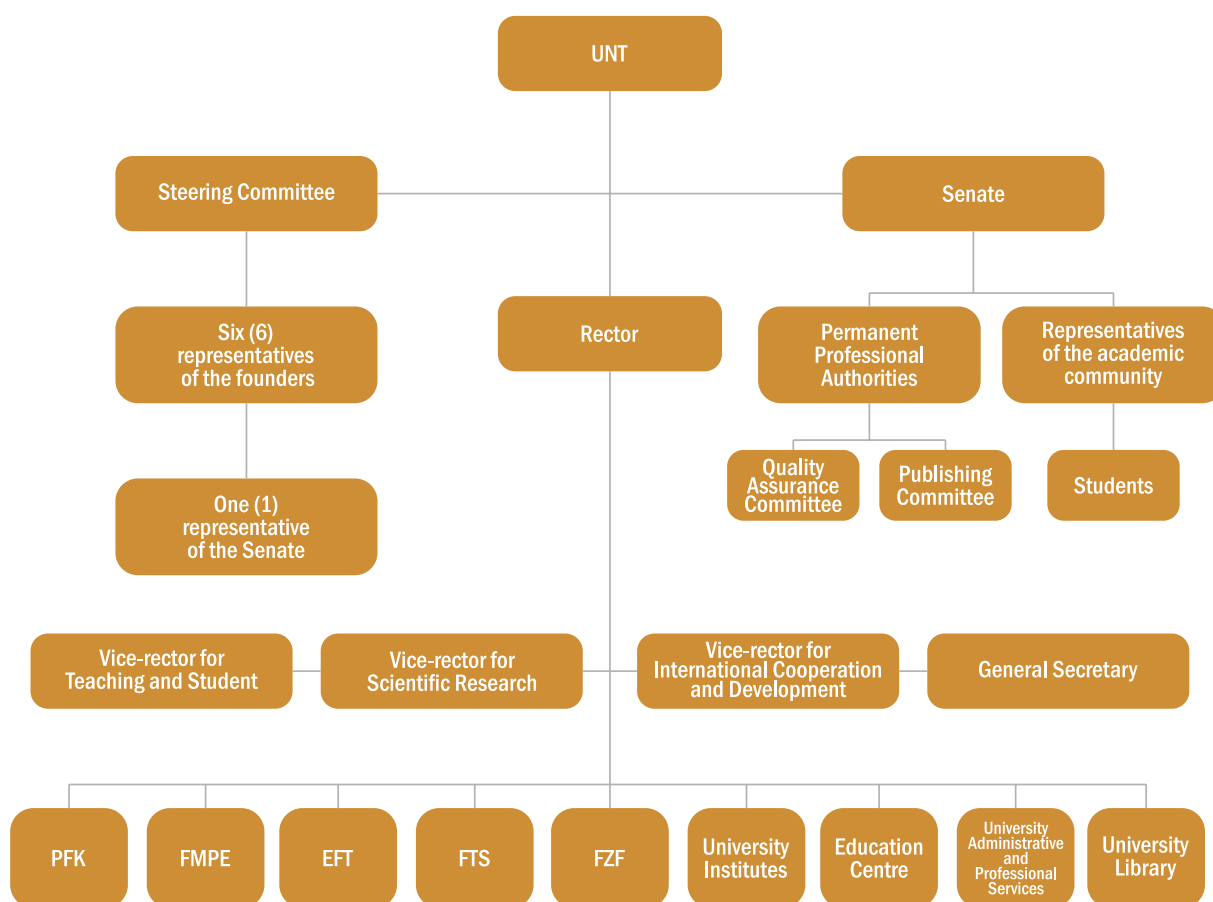


Image 1. The University of Travnik organisational system

1.4. The University of Travnik organisational system

UNIVERSITY ENTITIES

Entity title	Description
Steering Committee	The highest management entity in the HEI business domain
Senate	The Senate is the highest academic entity responsible for academic matters at the University
Rector	A management authority at the University
Vice-rectors	Assist the Rector
Office for International Cooperation	A Vice-rector for International Cooperation and Development manages the Office
Office for Scientific Research	A Vice-rector for Scientific Research manages the Office
Secretariat	Administrative and professional services for performing administrative, professional, technical and ancillary services and tasks within the activities performed at the University and by its authorities
Quality Assurance Committee	Higher education quality assurance at the University
Commissions	A permanent professional authority of the Senate
	Other professional and advisory bodies The Senate appoints other entities as needed
Student Parliament	Student authority
Academic Councils	The Faculties' academic body
Dean	Manages the operations at the Faculty

1.5. Higher education quality assurance at UNT

The specificity of the University of Travnik is also its originality in designing higher education quality assurance that is implemented on the model of Team management with the ethos "Strength is in the Team".

With the goal of understanding the mode of operation, the function and activities, we will explain the quality assurance system at UNT that comprises representatives of all organisational units from different structures. Considering that the Quality Assurance Committee plays a big part in the functioning of the University, it is the main incubator for generating the new, and monitoring and improving the existing systems and

processes. In interpreting the implementation of activities, the division of roles and responsibilities, the Quality Assurance Committee, Teams within the Committee and procedures related to the operations are mentioned, so the functioning of the Quality Assurance Committee has to be presented in order to easily follow and understand the established system of inclusive processes envisaged in the Master Plan.

The students, academic staff, administrative and professional services employees, the University leadership and management, graduates, employers/representatives of the labour market, external beneficiaries primarily participate in the quality assurance system.

The categories for which procedures are implemented with the goal to provide higher education quality assurance at the University of Travnik are: the studies, students, teaching process and staff, student support resources, the quality system. Each subject in the stated system, as well as each category is highly significant and has its rightful place in the global image that is quality.

The connection between systems, the vertical and horizontal accessibility are the basis for establishing feedback, i.e. connections in both directions necessary to monitor, assess and evaluate the system.

Students are, through the defined rules and criteria for assessment, enabled to have transparent criteria, rules and procedures for student assessment. The appeal process for student grades enables the students to express dissatisfaction with the obtained exam grade.

By analysing the data on the number of students enrolled in a higher year of study, we determine the passing rate for students and evaluate the study performance. Through the examinations performance analysis, we determine indicators of the passing rate and grades on partial, final and repeat exams, as well as identify special measures for improving the exam success rate.

The studies, in the quality assurance procedures, undergo analyses of the study programmes' attractiveness, review of the existing study programmes, the graduation success rate, student employment upon obtaining a degree; surveys are conducted on graduates and employers with the goal to obtain data on the quality of study programmes, their effectiveness, usefulness and the possibilities of applying the acquired knowledge in relation to the competences required for work. higher education quality assurance at the University of Travnik.

1.5. Higher education quality assurance at UNT

The teaching process and staff, in the analysis procedure, are observed through the data on the number of teachers and students, teaching and teacher evaluations conducted by the students, the teachers' self-evaluation. An objective approach is the most significant point that the success rate of the analysis procedure is dependent upon, and which demands special attention during the preparation of the stated procedures. A proper explanation and an approach to students and the teaching staff performing the evaluation, i.e. self-evaluation, related to the meaning and final goal of the procedure is a prerequisite for a successful implementation of procedures and obtaining results that can be used in quality assurance procedures.

Student support resources assure the quality of studies if we provide student support mechanisms. Administrative and professional services performance evaluation shows the quality of operations, and, based upon the obtained results, their future performance can be influenced.

The quality system undergoes analyses so as to determine its success rate. SWOT analysis indicators, the procedures for implementing internal evaluation and the self-evaluation procedure define the success rate of the quality system and higher education quality assurance at the University of Travnik. The predicted participants' approach and the quality of procedures that have to be implemented so as to obtain results which should be properly perceived, assessed and evaluated with the goal of identifying advantages, weaknesses, possibilities and potential threats influencing the established system needed to be continually improved is of vital importance.

The University Management comprised of University founders and the University Steering Committee, by means of monitoring all procedures, considering the results of the conducted analyses and monitoring the conditions in the higher education area of Bosnia and Herzegovina and the European Higher Education Area, conducts an examination and assessment of its own performance efficiency and is responsible for providing the conditions and resources for eliminating the perceived defects, potential threats and weaknesses that jeopardise the continuity of performance and higher education quality assurance at the University of Travnik.

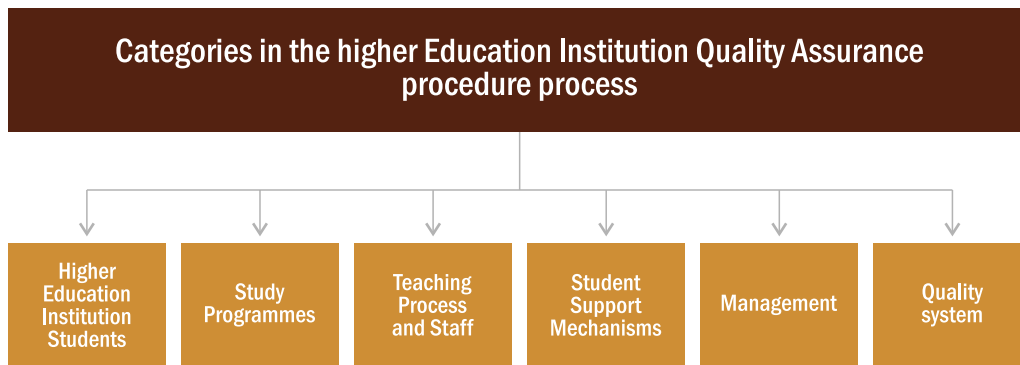


Image 2. Categories in the higher education quality assurance procedure process at the University of Travnik.

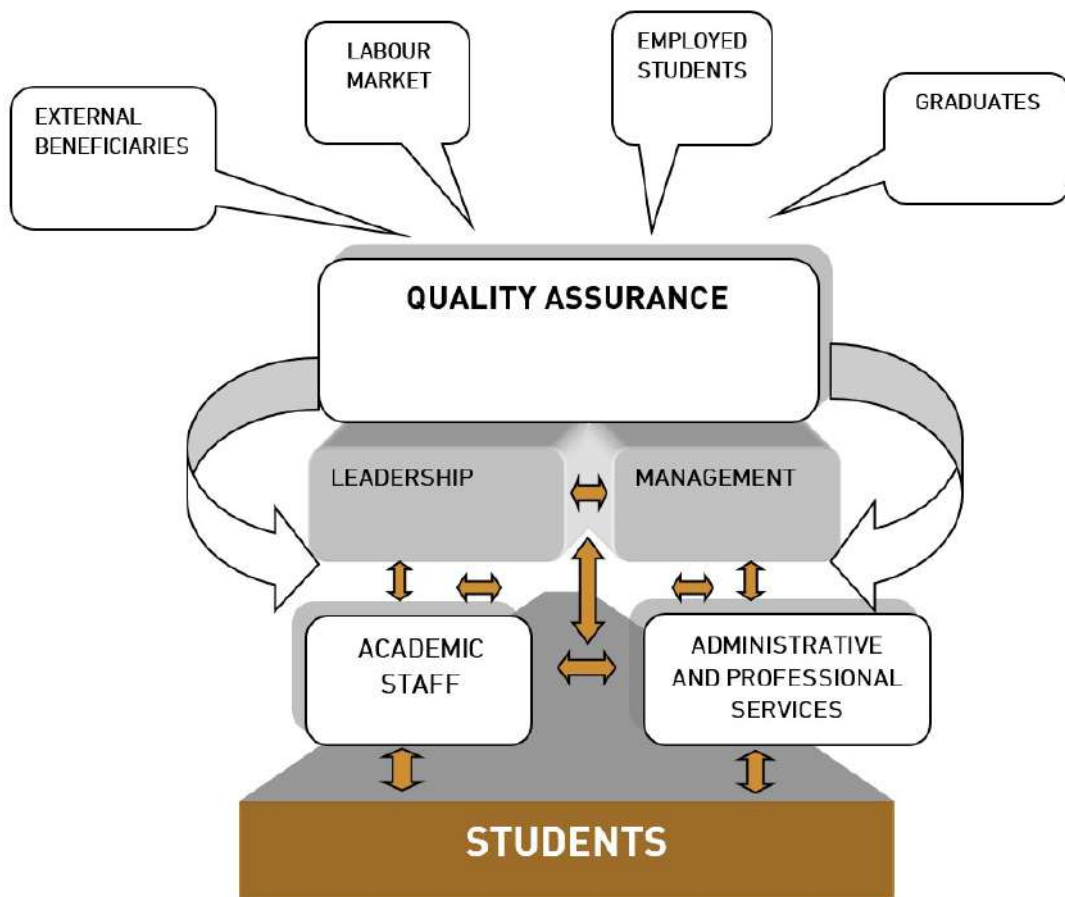


Image 3. Participants in the higher education quality assurance procedures at the University of Travnik.

1.5. Higher education quality assurance at UNT

According to the UNT Quality Assurance System Rule Book and its Amendments, the UNT Quality Assurance Bodies are:

- **UNT Quality Assurance Committee;**
- **UNT Quality Improvement Department;**
- **UNT Organisational Units Management and Quality Improvement Committees.**

The quality system bodies act in an integrated manner and share the responsibility for quality assurance and improvement in all areas of operations at the University, with full cooperation with the University Rector and Organisational Units (Faculty) Deans.

The University Quality Assurance Committee (hereafter referred to as the Committee) is a professional body of the Senate in the area of quality assurance established under the decision made by the Senate. The Committee has a total of sixty-eight (68) members, namely:

- A University Management representative: Rector (1), president of the Quality Assurance Committee;
- Vice-president of the Quality Assurance Committee, Quality Assurance Manager (1);
- The University General Secretary, UNT Legal Team Leader (1);
- Organisational Units Deans (5);
- UNT Quality Improvement Department Manager and members (5);
- Quality Assurance Committee Managers at the Organisational Units (5);
- Legal Department Managers at the Organisational Units (5);
- Representatives of University teachers: one representative per each Faculty - a member of the Organisational Units Management and Quality Improvement Committees (5);

- A representative of assistants for each Organisational Unit - a member of the Organisational Units Management and Quality Improvement Committees (5);
- A students representative for each Organisational Unit - a member of the Organisational Units Management and Quality Improvement Committees (5);
- A representative of the University Library for each Organisational Unit (5);
- Representatives of the administrative staff for each Organisational Unit (5);
- Representatives of the technical staff for each Organisational Unit (5);
- Representatives of external beneficiaries (5);
- UNT Alumni Association representatives (5);
- Web Team representatives (5)

The structure and composition of the University Quality Assurance Committee is shown in Image no. 4.

1.5. Higher education quality assurance at UNT

If there is an increase or a reduction in the number of University affiliates, the total number of the Committee members is automatically changed. The Rule Book regulates the method of choosing the Committee members, its functioning and jurisdiction. Organisational Units Deans, representatives of teachers at UNT and members of the Quality Improvement Department constitute the Committee Advisory Team (STO). The other

Committee members constitute the Committee Executive Team (ITO).

The Committee Advisory Team Leader is the Rector, who is also the Committee president. Executive Team members chose the Committee Executive Team Leader, who is also the Committee vice-president and the UNT Quality Assurance Implementation Manager.

For the purposes of working within the Quality Assurance Committee, teams are formed according to their competences and Committee membership. Each team has its jurisdiction and responsibility during work:

- **Deans Team,**
- **Jurists Team,**
- **Student Administration Managers Team,**
- **Assistants Team,**
- **Students Team,**
- **Coordinator/Quality Assurance Committee Managers at the Organisational Units Team,**
- **External Beneficiaries Team,**
- **Other teams if needed.**

During the planning process for implementing the procedures and methods, planning is carried out on two levels:

Level I - the level of organisational units,

Level II - the University.

Each level implies clear definitions of the following:

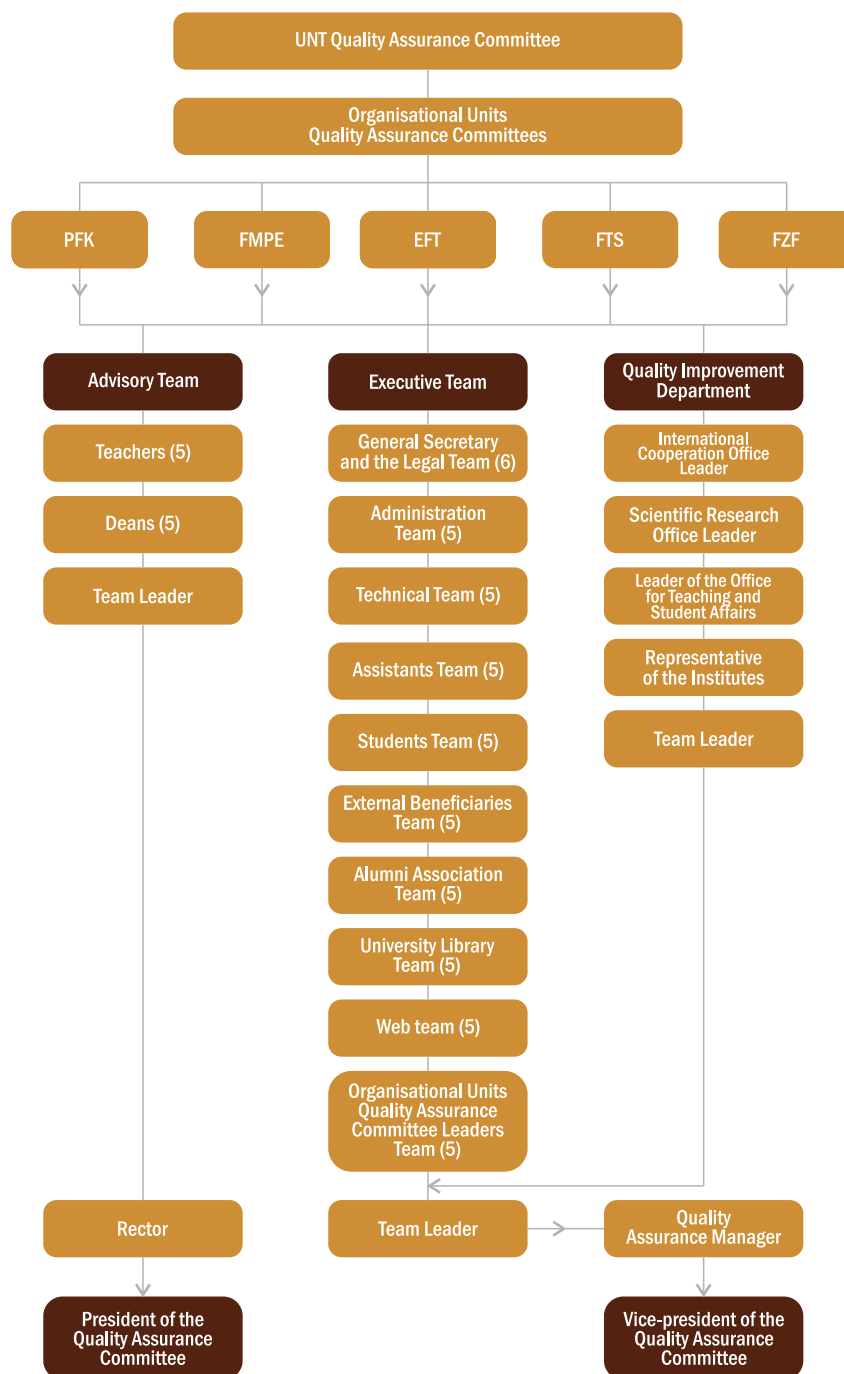
A desk officer - state the authority in charge of the activity.

- Implementers - state the participants in the implementation of the planned procedure.
- Who analyses the data and on which level - precisely define where and to whom the filled out, processed and prepared surveys are delivered and state who analyses them.
- Repetition interval - state the repetition frequency of the planned activity.

- The estimated implementation deadline - specify the deadline for the planned implementation of the activity.
- Availability of results - state who has the results available to them and who can see them.
- Proposal for the implementation deadline - specify the dates for the planned implementation of the activity.
- Proposal for the University data delivery deadline - specify the proposal of the dates.

1.5. Higher education quality assurance at UNT

The modes of operation and responsibilities for each level are precisely given making this system accessible at a horizontal level which is represented by organisational units in our case and at a vertical level that is the University in our case. In this way, we ensure a unique work system and the responsibilities at all the organisational units as the University components that will unify their work, i.e. work results per the stated system, into University-level results.



1.5. Higher education quality assurance at UNT

UNT Organisational Units Management and Quality Improvement Committee (Organisational Unit Committee) is appointed at all organisational units. The Organisational Unit Committee has the freedom to adapt the quality system procedures to the needs of their organisational unit.

The Organisational Unit Committee is comprised of at least nine (9) members:

- **A management representative - the Dean (1),**
- **A teachers representative (1),**
- **Assistants representative (1),**
- **Students representative (1),**
- **Administrative and technical staff representative (2),**
- **External beneficiaries representative (1),**
- **The alumni association representative (1),**
- **A library representative (1).**

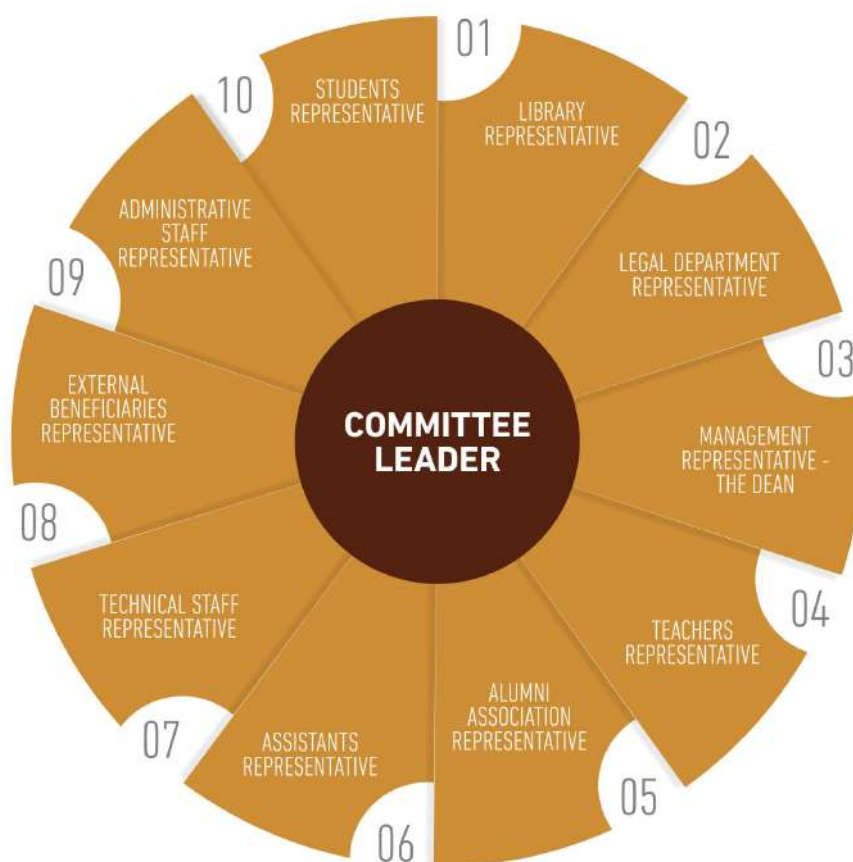


Image 4. The internal quality assurance system establishment and functioning in the form of Team work on the organisation's principle "Success lies in team work"

1.5. Higher education quality assurance at UNT

Since all structures and departments are represented in the Organisational Units Management and Quality Improvement Committee structure, it was possible to create an efficient system that will be linked to the system at the UNT level and have a two-way course of action. The system has predicted that each member of the Organisational Units Management and Quality Improvement Committee, a representative of a certain category, becomes a member of the Team pertaining to that category at the UNT level which will act in their work domain and responsibility (Image 4.).



PART 2

A VIEW OF THE MASTER PLAN



“AN INCLUSIVE ETHOS OF THE UNIVERSITY OF TRAVNIK”

The Master Plan “An Inclusive Ethos of the University of Travnik” is a document aimed at a planned definition and determination of the way to design an inclusive environment at UNT through 6 key activities or topics that are interdependent meaning that overlapping necessarily exists with the expectations for the results of a preceding activity to be input parameters for the subsequent one, achieving plan accessibility and correlation.

Each activity or topic has its own content and description of activities with an overview of actions and responsibilities.

1. Conduct research and identify the state of the three target groups: students, teaching staff and the curriculum
2. Adopting an Action Plan for working towards the set goal
3. Drafting a strategic document: “Inclusive Practice Development Strategy at UNT”
4. Institutional support for inclusive education
5. Practical application of the inclusive environment model
6. Quality assurance for the implementation of inclusive changes at UNT- Brainstorming, Self-evaluation and Self-assessment -



3.1. Conduct research and identify the state of the three target groups: students, teaching staff and the curriculum

In order to talk about the state of inclusive education at UNT, adopt plans and programmes, as well as draft a strategic document, it is necessary to primarily conduct research on the UNT higher education area, i.e. target groups.

The goal: Identify the categories of students in relation to the inclusive needs, preparedness of the teaching staff to work in an inclusive environment and the needs for further education, as well as analyse the curriculum which will indicate its state and adaptability according to the inclusive needs for exercising the rights of ALL students to higher education.

- The research will determine the diversity of students who will, according to the differences, be grouped into the following categories:
 - Students with special needs with regard to physical disabilities;
 - Students with special status: top athletes, students who have particular careers and students with work experience in the profession;
 - Students with special social status: bad financial situation, family environment, environments they come from;
 - Students belonging to other categories;
 - Research which will include the teaching staff should indicate the extent to which the teaching staff is familiar with inclusion, their experience, the way they are oriented towards inclusion, the way they perceive inclusion at UNT and the domain where they need help in additional education.
 - Curriculum and study programmes research and analysis should result in indicators that will refer to the content, limitations, possibilities and models for incorporating an inclusive method to keep up with the lectures, inclusive work and assessment methods.
 - Implementation method: The research will be conducted through a survey method and a questionnaire will serve as the instrument.
 - Entities in charge of the implementation:
 - A proposal for the implementation method will be created by the UNT Inclusion Office
 - The UNT Quality Assurance Committee will review the proposal and send it to the UNT Senate
 - The Organisational Units Quality Assurance Committees will implement the activity and deliver Reports
 - The UNT Quality Assurance Committee will prepare the analyses and send them to the UNT Senate
- The Inclusion Office was established within the INCLUSION project, and its role is to provide support during the project implementation and, through its activities, act as a service department and support students belonging to inclusive categories. The Inclusion Office is an integral part of the Quality Assurance Committee and it is already fulfilling its role and mission.

3.1. Conduct research and identify the state of the three target groups: students, teaching staff and the curriculum

The Inclusion Office was established within the INCLUSION project, and its role is to provide support during the project implementation and, through its activities, act as a service department and support students belonging to inclusive categories.

In order to talk about the state of inclusive education at UNT, adopt plans and programmes, as well as draft a strategic document, it is necessary to primarily conduct research on the UNT higher education area, i.e. target groups.



3.2. Adopting an Action Plan for working towards the set goal

Upon analysing the results obtained through research, we will start drafting the Action Plan which will predict Who, What, How, When and Where do they act so as to determine the timescale and content of activities.

The goal: Draft an Action Plan for all activities to be implemented and define them

- The Action Plan will refer to activities from the three research areas: students, teaching staff and the curriculum
- Based upon the results, the Action Plan will precisely predict what needs to be done in the student area: categorisation, how to deal with each category and how to approach each category, which actions have to be undertaken with the goal to create an inclusive environment that has to be recognised by all students.
- Based upon the research results, the Action Plan will offer contents for the teaching staff alongside the activities to be implemented.
- The Action Plan will, based upon the curriculum analysis, predict how to make the existing curriculum more accessible for the inclusive categories of students keeping the learning outcomes, acquiring knowledge and skills in its domain without compromise when it comes to the implementation quality.
- Implementation method: The Action Plan will be created upon the model provided by the UNT Quality Assurance Office, and adopted by the Deans Team.

Each organisational unit will, based upon its research results, make a proposal of the Action Plan for its own organisational unit, and then, the plans will, at the Quality Assurance Committee level, be unified and sent to the Senate for adoption. Entities in charge of the implementation: The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee and the Senate

3.3. Drafting a strategic document: “Inclusive Practice Development Strategy at UNT”

The goal: Draft a strategic document which will promote inclusive education at UNT as a need and strength of the higher education institution which is not imposed, but founded on the perception of the right to education for ALL categories who want to exercise it.

· In order to create the conditions for inclusive practice, it is necessary to primarily create an inclusive environment where it will be recognised as the necessity of the system itself. In this regard, the strategic document has to be observed through the implementation of tasks from the three strategic goals:

- A) Development of inclusive culture
- B) Creation of inclusive policy
- C) Development of inclusive practice



Image 5. UNT strategic inclusive goals

A

Development of inclusive culture implies promoting Inclusion as a need aimed at specifying inclusive categories, modelling the system to be founded on the existing one and adapted to the objective potentials of the institution and actual needs of the inclusive categories.

For the promotion of inclusive culture, the demands and regulations prescribed by the national and international legislations in the area of inclusion and inclusive education will be taken into account. The tradition of a higher education institution where, through appropriate management, conditions are created and strategies allowing an effective inclusion of students from different categories in the higher education system are enabled, marks an inclusive culture with a developed inclusive ethos (character, custom, nature).

The higher education institution ethos is a significant part of the students education system as a whole for which the students' acceptance of the higher education institution is dependent upon.

The higher education institution ethos implies the creation of culture in the institution related to accepting diversity, developing a sense of social justice and solidarity, as well as inclusive policy. Inclusive culture is viewed as an independent aspect of an improvement in performance and as an integral part of any other area of performance (the teaching process, resources, management).

UNT promotes the quality culture, continually develops an effective system for internal quality assurance, aiming at improving all processes and activities happening at UNT. In order to promote culture and quality at the University, we take into account the demands which are in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Standards and Guidelines for Quality Assurance in the Higher Education Area of BiH ("Official Gazette of BiH", number 13/08), the Criteria for Accreditation of Higher Education Institutions in BiH ("Official Gazette of BiH", number 75/10), as well as the Standards and Norms for Practicing Higher Education in SBK/KSB ("Official Gazette of SBK/KSB", no. 11/13).

Inclusive culture is observed as an integral part of the quality culture and is the Quality Assurance Committee's area of responsibility.

Building an inclusive culture belongs to the domain of the Quality Assurance Committee which will, through its teams and in the manner of the described levels and procedures, create an inclusive ethos, promoting the institution in light of inclusion in the best way possible.

The Quality Assurance Committee has the power to, through its teams, the levels of decision-making and management, as well as through clearly

prescribed revision procedures, develop inclusive culture in the way the institution deems fit, while encompassing all students and participants in higher education.

Inclusive culture must incorporate each segment of the institution, which is why it is important that it is developed through the Quality Assurance Office, because, through the teams, it includes all segments, all departments and all participants in the process, both internal and external ones, described in detail in the stated images.

The described procedures indicate the existence of a system where it is possible to develop inclusive culture, since we will precisely know who, when, where and how it is implemented.

B

Creation of inclusive policy

Creation of inclusive policy lies in the domain of responsibilities attributed to the Senate.

Under inclusive policy we imply the way inclusive culture is implemented at UNT and the determination of the direction in which we will

strategically act while realising the goals set.

The Senate, as the highest authority in the area of academic matters, will provide guidelines on how to establish the policy for action and determine the ways in which the system will function. It will submit its proposals to the Steering Committee for adoption.

C

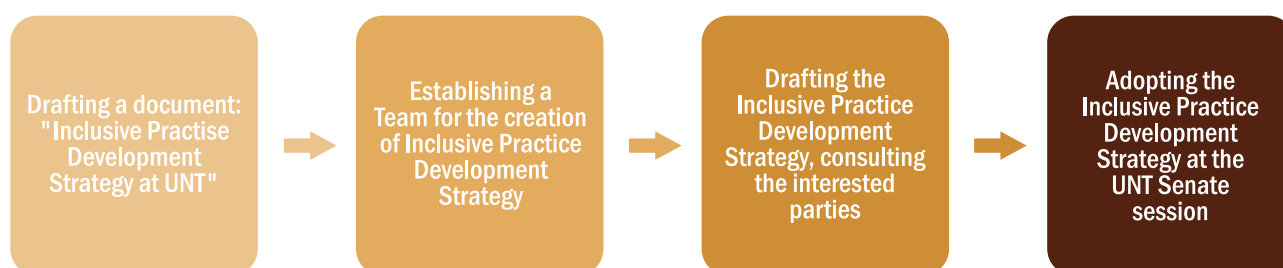
Development of inclusive practice

Considering the specificities related to the categories of students and study programmes, the development of inclusive practice lies in the domain belonging to the Faculties and Academic Councils, i.e. Organisational Units Quality Assurance Committees appointed by the

Organisational Units Academic Councils.

- The target categories are those which present the research subject in activity 1.
- For the needs of the strategic document, we will conduct a SWOT analysis indicating the internal strengths, internal weaknesses, as well as opportunities and threats in the environment.

Implementation method:



Entities in charge: The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee, the Senate and the Steering Committee.

3.4. Institutional support for inclusive education

Institutional support for inclusive practice implies a support system consisting of:

1. Inclusive preparedness of the HEI (physical resources, material resources, financial resources...)
 2. Inclusiveness in the programmes
 3. Inclusive teaching
 4. Ensuring staff training
 5. Learning assistance
 6. E-learning and technology
- The goal: Ensure support from the institution in implementing inclusive education.

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- HEI's preparedness has to be considered from the viewpoint of physical, material and financial resources. Physical resources at UNT do exist, and they are dominant, which will greatly simplify the preparation and support processes of inclusive education. Based upon the previously stated points, we will examine the state, recognise the needs and the implementation method in providing physical resources.
- Material resources will also be provided based upon the stated needs and in line with the institution's potentials.
- Ensuring funds can be conducted through several different resources:
 - Via the project
 - Via alumni associations
 - Via student associations
 - Via students - inclusive practice beneficiaries
 - Via independent activities of the students themselves
 - Via the Inclusive Incubator
 - Via the Training Centre for the Development of Inclusive Education
- Inclusiveness in the programmes has to be supported by the Institution to embed inclusive categories in the study system.
- Inclusive teaching implies organisational models for distinct schedules in regard to inclusive categories that will be adapted to their needs, circumstances and capabilities.
- Ensuring staff training, learning assistance, as well as e-learning and technology is of institutional importance for inclusive education. Without trained teachers, different resources, equipment and monitoring methods (tutelage, mentorship, inclusive assistance...) that provide support in learning and establishing platforms in the form of DL, and using technology functioning as a service department for inclusive categories of students, it is unrealistic to expect the survival of the inclusive environment model at UNT and its progress.
- Implementation method: The Inclusion Office will produce forms that will be sent to the Organisational Units Quality Assurance Committees and then to UNT. When the forms comply with the stated needs for support, the Senate will, upon its adoption, send them to the UNT Steering Committee.
- Entities in charge: The Inclusion Office, the Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee, the Senate and the Steering Committee.

3.5. Practical application of the inclusive environment model

According to the planned points 1 through 7, the environment should be prepared for the implementation of the inclusive education models for inclusive categories of students.

The goal: Self-evaluation and self-assessment through the results of one's own work.

Implementation method: Apply everything that has been previously done along with the monitoring, testing and correcting the possible conditions and providing instructions and recommendations for the continuation and further work.

Entities in charge: Organisational Units, the Academic Council, the Organisational Units Quality Assurance Committees and the UNT Quality Assurance Committee, the Senate and the Steering Committee.

3.6. Quality assurance for the implementation of inclusive changes at UNT - Brainstorming, Self-evaluation and Self-assessment -

The goal: Ensure the quality for the implementation of inclusive changes at all times.

Ensuring inclusive practice will be conducted through the Quality Assurance Committee. The Inclusion Office will be an integral part of the Quality Assurance Committee (Image 8.) and it will provide the inclusive practice quality assurance. The Quality Assurance Committee will propose a Rule Book on Inclusive Monitoring which will be sent to the Senate for adoption. The Rule Book will regulate the performance of the Inclusion

Office, the levels of responsibility, procedures and the scope of work with precise guidelines and instructions for action and activities in the domain of inclusive education.

Implementation method and entities in charge: Everybody will take on responsibility in their work domain at all levels related to the implementation of quality assurance for inclusive changes.

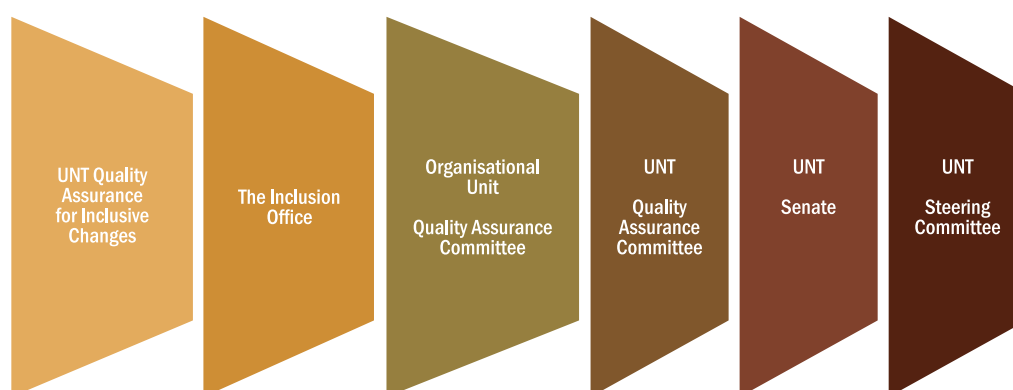


Image 6. Quality assurance for inclusive changes at UNT

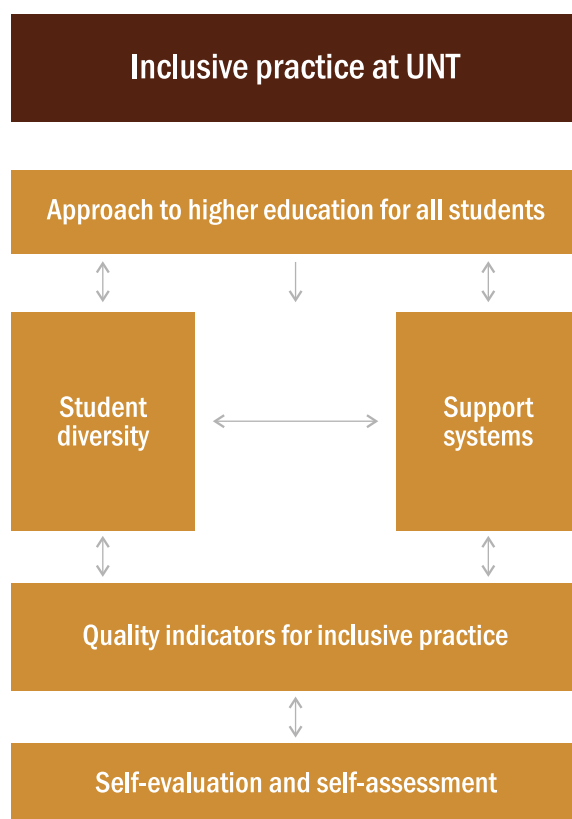


Image 7. Inclusive practice quality assurance indicators





MASTER PLAN

“AN INCLUSIVE ETHOS OF THE UNIVERSITY OF TRAVNIK”

No.	Activity	Entities in charge	Time frame
1.	Conduct research and identify the state of the three target groups: students, teaching staff and the curriculum	The Inclusion Office, The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee and the Senate	April - June 2018
2.	Adopting an Action Plan for working towards the set goal	The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee and the Senate	July 2018
3.	Drafting a strategic document: “Inclusive Practice Development Strategy at UNT”	The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee, the Senate and the Steering Committee	September - October 2018
4.	Institutional support for inclusive education	The UNT Quality Assurance Committee, the Senate and the Steering Committee	November 2018 - January 2019
5.	Practical application of the inclusive environment model	The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee and the Senate	March - July 2019
6.	Quality assurance for the implementation of inclusive changes at UNT - Brainstorming, Self-evaluation and Self-assessment -	The Organisational Units Quality Assurance Committees, the UNT Quality Assurance Committee, the Senate and the Steering Committee	April 2018 - October 2019

PART 5

ADDITIONAL INFORMATION



5.1. References and web sites

- Cerić, H. (2007). KONTINUUM SHVATANJA O INKLUZIVNOM OBRAZOVANJU1. Mirjana Nadaždin Defterdarević Prava djeteta kao pretpostavka za odrastanje u građanina-ljudska prava i dječija prava u kontekstu pravopolitičkih rješenja u Bosni i Hercegovini, 29 Reima Ana Maglajlić Mogućnosti za učestvovanje djece i mladih u BiH, 53, 179.
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- Šakotić, N., & Veljić, Č. (2010). Inkluzivno obrazovanje u bolonjskom procesu. Sociološka luča, 4(1), 184-195.
- Wulf, C.(2017) OBRAZOVANJE I KULTURA KAO ZADAĆA UNESCO-A: IZAZOVI I PERSPEKTIVE.
- Strategija za unapređenje prava i položaja osoba s invaliditetom u Federaciji Bosne i Hercegovine (2016.-2021.) Sarajevo, juli 2016. godine
- Statut Univerziteta u Travniku (2014), Unverzitet u Travniku, Travnik
- Pravilnik o osiguranju kvaliteta visokog obrazovanja na Univerzitetu u Travniku (2014), Univerzitet u Travniku, Travnik
- Priručnik za osiguranje kvaliteta visokog obrazovanja na Univerzitetu u Travniku (2010), Univerzitet u Travniku, Travnik
- ERASMUS+ Capacity Building: "Development and Integration of Social Dimension Strategies in Armenia and Bosnia and Herzegovina trough Cross-regional Peer –Learning / INCLUSION"
- <http://www.mrezainkluzija.org>
- <http://inkluzija.hr/>
- <https://www.unicef.org/>
- www.inclusionbc.org/
- www.unt.ba
- www.eft.ba
- <http://ba.one.un.org/>

5.2. Key organisations that offer advice and support to faculties / institutions

- Centar za edukaciju mladih Travnik, CEM, Bosna i Hercegovina, <http://cem.ba/>
- Edukacijsko – rehabilitacijski centar „Duga“, Novi Travnik, <http://www.centar-duga.com/>

5.3. Ministry contacts

Ministry of Education, Science, Culture and Sport
 Minister: Katica Čerkez
 Tel.: 030 511 214
 Address: Stanična 43, Travnik
 Web: www.mozks-ksb.ba

inclusion



students

vulnerable

Teaching resources

ongoing initiatives training
openness materials

inclusion

community

Armenia

awareness

welcome

soc
incl

VU

Teaching r



dissemination
comprehensive

mutuality

purpose

role

tool kit