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Association of scientists
Veljka Lukića Kurjaka 41,
75 000 Tuzla, Bosnia and Herzegovina
hrr@human.ba

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FAMILY AS AN INDICATOR OF ACHIEVEMENT OF DEAF AND HARD OF HEARING STUDENTS

Ivana Pavković¹
Ivana Roksandić
Jasmina Kovačević

Original scientific paper

*Life Skills Improvement Center, Belgrade
Elementary school "Radivoj Popović", Zemun
Faculty for special education and rehabilitation, University of Belgrade*

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ABSTRACT

The formation of an educated and a successful personality depends on a number of pedagogical, sociological and social factors. In the process of socialization and education, both contemporary school system and family share responsibility and make an important role in the success, not only of individuals, but of society as a whole. The influence of the family environment on achievement can be seen from different aspects. The aim of the research was to examine the connection between achievement of deaf and hard-of-hearing students and factors of the family environment seen through their socio-economic status. The survey sample comprised 59 parents of deaf and hard-of-hearing children attending the school for deaf and hard-of-hearing students in the territory of the Republic of Serbia. In the process of relevant literature research and determining the theoretical facts relevant for the research problem, the method of theoretical analysis and synthesis was used. In relation to research techniques, survey and content analysis were used. Family questionnaire was used to analyze the link between the socioeconomic status of families and achievement of deaf and hard-of-hearing students. The results have shown that there was no correlation between the socioeconomic status of the families and the school achievements of deaf and hard-of-hearing students.

Keywords: *factors of the family environment, deaf and hard-of-hearing students, achievement of deaf students*

INTRODUCTION

The formation of an educated and a successful personality depends on a number of pedagogical, sociological and social factors. In the process of socialization and education, both contemporary school system and family share responsibility and make an important factor of success, not only of individuals, but of society as a whole.

The term of success in everyday school practice and pedagogical work is often present as a term that defines the current and ultimate achievement of students. Achievement is a subjective assessment of an activity, or a personal feeling that gives certain results. Therefore, a student who is capable of achieving certain personal goals and at the same time fulfilling his own, but also the expectations of his parents and teachers, is a successful student (Roksandić, 2016).

¹Correspondence to:

Jasmina Kovačević, University of Belgrade, Faculty of Special Education and Rehabilitation
Visokog Stevana 2, 11000 Belgrade, Serbia
Phone: +38765 2052771
E-mail: kovacjasmina@gmail.com

On the one hand, the achieved success encourages devotion and forms a positive attitude towards further learning, while experiencing failure reduces the interest in further work, discourages and inhibits it.

The influence of the family environment on achievement can be seen from different aspects. The social and economic status of the family are the general aspects of the family environment. On the other hand, the active involvement of parents in the education of their children, involvement in creating work habits, assistance in doing homework, makes a psychologically-pedagogical aspect. The set of social and cultural features of the family and the personality of the parents are factors that can make the family environment stimulating for the development and achievement of school success, or, in contrast, a non-motivating one. The family environment, that can be considered as motivating and stimulating for the child's development and school success, is complex and involves a wide range of issues, such as financial situation in the family of a student, family relationships, encouraging the student and parental monitoring of schoolwork. The influence of the family environment significantly reflects on: the level and quality of achievement, development of motivation, attitudes towards the school, development of interest, personality and competences that are relevant for achievement, competence development and life success. Parents can very effectively initiate a number of activities that will create conditions for the development of their child's motivation (Trebješanin, 1986).

There is a large number of research papers that point to the socioeconomic and sociocultural stimulating aspect of the family, which differ according to the relevance level attributed to one of the groups of factors. A group of authors (Taylor et al., 1997; Leinonen et al., 2003) emphasize the influence of economic status on achievement, whereas other researchers (Redding, 2005) consider the family relationships and patterns of family behavior to be the strongest factors that determine the child's school achievement.

Socioeconomic status of the family and achievement of deaf and hard-of-hearing students

The issue of the school success of deaf and hard-of-hearing students makes a particularly complex influence of different indicators in collaboration with the consequences of primary impairment. Generally speaking, the average school success of deaf and hard-of-hearing students is well below the level of

their peers (Traxler, 2000). However, the average often hides a wide range of achievements, and there are deaf and hard-of-hearing students who achieve school success proportionate to their peers in a regular school (Karchmer & Mitchell, 2003). A number of variables that positively or negatively affect school achievement have been studied by a large number of researchers (Luckner & Muir, 2001; Mitchell & Karchmer, 2006; Powers, 2003). The tested variables include demographic variables, which are: level of hearing impairment, ethnicity, school variables such as level and type of special support in education, and family variables, parental resources and support, and socioeconomic status.

Educational level of parents, family income and the profession of parents have been stated as the most reliable indicators of the socioeconomic status (Francis & Munjas, 1976). Variables, such as the amount of family income, employment of parents and living conditions, were used in this research as indicators of socioeconomic status. Results of the research on the connection between family environment and achievement have shown that there is a significant correlation between father's level of education and school success, as well as the one between family income and housing conditions (Stanojlović, 2012). Among the results of research that included a family and school success comparison (Zorman, 1982), it was concluded that the level of parents' education significantly influenced the students' success. Findings of foreign research have shown the difference in academic achievement of pupils of different socio-economic status, whereas less successful students were those of lower socio-economic status of the family and students of minority groups (Desimone & Long 2010; Haycock, 2001; Kober, 2001; Ladson-Billings, 2006; Lubienski, 2002).

The aim of the research

The aim of the research was to examine the connection between the factors of the family environment seen through its socioeconomic status and the school achievements of deaf and hard-of-hearing students.

The aim of the research

The aim of the research was to examine the connection between the factors of the family environment seen through its socioeconomic status and the school achievements of deaf and hard-of-hearing students.

The research sample

The research sample comprised 59 parents of deaf and hard-of-hearing children attending school for the deaf and hard-of-hearing in the territory of the Republic of Serbia.

Methods, techniques and instruments

The method of theoretical analysis and synthesis was used in relevant literature research, as well as in determining significant theoretical facts. Survey and content analysis were used in relation to research techniques. In addition to general information about the respondent, the questionnaire for parents included a list of questions related to the living conditions and student's work, the behavior of the child, the family involvement in school activities and homework assignments.

RESULTS OF RESEARCH AND DISCUSSION

Education of parents, family income and achievement of deaf and hard-of-hearing students

Numerous worldwide studies have shown the connection between the socioeconomic status of the family and achievement (Sirin, 2005). In their research, the authors stated that parents with higher education, which is one of the preconditions of the stimulating family atmosphere, cooperate with teachers more intensively by helping children to overcome difficulties and are more interested in the child's success (Fantuzzo et al., 2000). In such families, children are more motivated and more ambitious for schoolwork and engagement in school and outdoor activities. It is stated that parents' education can be a potential factor in achievement of their children by activating its incentive capacities with personal, intellectual and active involvement in creating and providing direct conditions for the development of a child (Grolnick & Slowiaczek, 1994; Grolnick et al., 1997). The results of the research that relate to the socioeconomic status of a family, according to the parameters of father's education, have shown that the arithmetic mean of school achievements $M = 4.38$, was the highest among those students whose fathers were highly educated, while the lowest arithmetic mean $M = 3.91$, resulted among pupils whose fathers had no primary education (Table 1). Also, the results related

to the educational level of mother have shown that the arithmetic mean of achievement $M = 4.38$ was the highest among students whose mothers were highly educated, while average achievements were recorded among the students whose mothers had university education – degree VI ($M = 4.17$) or primary education ($M = 4.12$). The arithmetic mean of achievement of students whose mothers had secondary education was $M = 3.97$, while students whose mothers had no education had the lowest average school achievement (Table 2).

In relation to achievement and financial status, the results of this study showed that averagely the lowest personal income is provided for families of the best students; in the second place are the families of the less successful students, while the students with the lowest achievement have the highest financial status (Table 3). The results of the study showed that there is a very high ($r = .802$) statistically significant correlation between the educational level of father and mother, as well as the personal income is in a high, significant correlation with the education of both parents. There is, however, no connection between the socioeconomic status of the family shown through the educational and financial status and achievement of the students (Table 4). Such findings are contrary to the results of studies that indicate the education of the mother as a strong predictor of educational outcomes and achievements (Stevenson & Baker, 1987). Also, the results are contrary to the findings of the research which, as the causative factors of the failure of the deaf and hard of hearing, indicate a low socioeconomic status, degree of hearing impairment, and the presence of other cognitive and behavioral problems (Karchmer & Mitchell, 2003). The results of this research can be explained by the fact that parents of deaf and hard of hearing children, of higher educational level and better financial status, are unable to encourage child progress due to lack of time, lack of motivation, unwillingness to engage in the educational process of their child, leaving it completely to experts and special education teachers. Furthermore, greater involvement of parents through different forms of participation in the education of children also requires greater competence of parents. In addition to this, foreign studies have shown there is a correlation of knowledge, skills and competences of parents and achievement of deaf and hard-of-hearing students (Bodner-Johnson, 1986, Kluwin & Gaustad, 1992).

Table 1. Achievement in relation to educational level of father

	N	M	Sd
Incomplete primary education Average	2	3.91	1.29
Primary education Average	10	4.12	.90
Secondary education Average	35	3.97	.92
University education (degree VI) Average	2	4.17	1.16
University education (degree VII) Average	5	4.38	.79

Table 2. Achievement in relation to educational level of mother

	N	M	Sd
Incomplete primary education Average	3	3.27	1.43
Primary education Average	14	3.84	1.06
Secondary education Average	31	4.17	.89
University education (degree VI) Average	2	2.93	.09
University education (degree VII) Average	5	4.05	.81

Table 3. Achievement of the students in relation to financial status of the family

School success		N	M	Sd
Sufficient	Personal income	4	16250.00	16700.80
Good	Personal income	8	3856.88	3152.15
Very good	Personal income	8	10500.00	10690.45

Table 4. Spearman's correlation coefficient between the students' achievements, parents' education and financial status of the family

	Education of father	Education of mother	Personal income
School achievements	.026	.044	-.030
Education of father		.802**	.524**
Education of mother			.502**

** - Correlation is significant at the level .01

* - Correlation is significant at the level .05

Parents' employment, living conditions and achievement of deaf and hard-of-hearing students

Due to the poor economic situation and political events

in our country for the past two decades, there is no possibility of finding a job according to the degree of vocational education, which makes a noticeable gap between the educational degree and the job of a person.

Because of that, the educational degree of parents was not considered in this study as a potential factor that can contribute to school success or failure. However, the employment of parents was highly correlated with the quality of life, and the intention was to determine whether the parents of the students from our sample were employed, as well as to determine the potential connection between the employment of the parents and the achievement of students. The analysis of the variance examined indicated whether the employment of parents (Table 5) and living conditions (Table 6) were factors in the achievement of deaf and hard-of-hearing students. The results showed that no statistically significant differences were identified in the achievement of students from families of different socio-economic status seen in relation to the employment of parents and living conditions. The results of the similar study showed that, in the situation where both parents were employed, but in regard to father's employment, no significant differences were identi-

fied between the students who failed and repeated the year and those who passed the year, while in the situation of mother's employment, the differences between student groups were statistically significant (Malinić, 2009). However, the results obtained are incompatible with the results of the research that showed a high correlation between school success or failure and controlling the student's homework (Troy, 1967). The findings of this research could be explained by the existence of well-organized pedagogical work in schools for deaf and hard-of-hearing students, in which students receive adequate forms of support to achieve the results. They also get support from their teachers to finish the lessons and assignments at school.

Considering the results of this research that relate to the stated aspects of socioeconomic status, the educational level of parents, financial status, employment and living conditions of the family, it is concluded that it does not make a factor of the achievement of deaf and hard-of-hearing students.

Table 5. Significance of differences between respondents from families of employed or unemployed parents in relation to achievement

Employment of parents	N	M	Sd	F	p
Both parents employed	14	4.14	.95	1.68	0.197
One parent employed	22	4.23	.88		
Both parents unemployed	17	3.70	.97		

Table 6. Significance of differences between respondents from families of different housing status in relation to achievement

Housing status	N	M	Sd	F	t
Subtenants	11	3.94	.97	.20	.818
One-room or two bedroom apartment	24	3.89	.96		
Three bedroom apartment	22	4.07	.97		

CONCLUSION

The influence of the socioeconomic status of the family on student's achievement is the subject to numerous studies. Different variables and factors were included in the research models, countries and schools were compared; the family, the school, financial and social status of the family were correlated. The levels of influence of socioeconomic status on student achievements were examined, and in each new study some variables were added and some were excluded from the model in order to obtain the most relevant data. Most of the authors confirmed the correlation between the socio-

economic status and achievement (Gregurović, 2010). On the other hand, some studies showed that the social environment in an early childhood as well as the intellectual stimulation of children are more important than the socioeconomic status of their parents (Zloković, 1998). The results of this research showed that the socioeconomic status of the family is not a factor in achievements of deaf and hard-of-hearing students. The results of this study could be explained by the fact that parents of deaf and hard of hearing children, despite the university level, were not able to encourage child progress due to communication barriers, lack of time, motivation or competence.

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THE SIGNIFICANCE OF ORIENTATION OF BLIND PUPILS TO THEIR BODY IN REGARD TO MOBILITY AND SPACE ORIENTATION

Amela Teskeredžić¹

Original scientific paper

Faculty of Education and Rehabilitation, University of Tuzla

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ABSTRACT

Independent and safe movement includes the development of motor skills, the acquisition of basic concepts, the awareness of oneself and the awareness of the environment. The aim of the research was to determine the influence and significance of the orientation to the body of blind students, on orientation and mobility. The sample consisted of 30 blind students aged 7 to 15, placed in the internal accommodation of the Center for Children and Youth with Developmental Disabilities "Budućnost" in Derventa and the Center for Blind and Visually Impaired Children and Youth in Sarajevo. The research used an instrument for assessing the ability of the mobility of the blind, which established the initial and final levels of development of the ability to orientate towards one's own body and the mobility of blind students. For statistical data processing, descriptive statistics and t-test methods were used. The results are in favor of the final measurement, that is, after the treatment was carried out, the improvement of the orientation towards the body was determined, which influenced the orientation and mobility of the blind pupils.

Keywords: *blind pupil, orientation towards one's own body, movement*

INTRODUCTION

Blind students face daily problems with routine activities and problems in orientation and movement. No matter how a blind student or person is trained on some activities, they always encounter new temptations and unknown situations. Therefore, working with blind people should be planned, programmed and continuous. Some authors point out that one of the specifics in working with a blind child, the fact that such a child, due to the tendency of passivity, must always be en-

couraged to activity (Zrlić, 2008, according to Sekulić-Majurec, 1988). Movement is a fundamental learning block. As a child explores his world and has physical contact with it, learning takes place. Children with visual impairment usually need encouragement to explore their own body and their environment. For them, the world can be a startling and unpredictable place or it can be very non-motivational. Vučinić (2014) points out that children with visual impairment face the limitations of acquiring knowledge and skills because they are not visually motivated to explore space.

¹Correspondence to:

Amela Teskeredžić, Faculty of Education and Rehabilitation, University of Tuzla
Univerzitetska 1, 75000 Tuzla, Bosnia and Herzegovina
Phone: +387 61 195 865
E-mail: amela.teskeredzic@untz.ba

Among the consequences of blindness, especially difficult are the ones in the area of orientation and mobility in the space, which make the blind person independent to the visible population. Therefore, programmed exercises try to mitigate the consequences, with naturally precisely defined techniques of individual work (Teskeredžić et al., 2012). One of the most important, if not the most significant factor of the independence of persons with visual impairments, is the successful self-movement, both in the known and in the unknown area (Nenadić, 1999). In an unknown place, a blind person can not move on his own, nor orient without a companion (even with a stick or with a dog). Anđelković (2014) points out that children with visual impairment are often at risk of being socially isolated. Orientation and movement is one of the important specific rehabilitation programs created for people with visual impairment (Fajdetić, 2012, according to De l'Aune, 2006, Bussen, 1992, Giffin-Shirley et al., 2006, Welsh, 2006). This is the process of establishing a unique attitude and relation to important objects in one environment. For a blind person, the ability to perceive her/himself and her/his environment is the result of concentration and practice during the training period. Orientation is the ability to understand the environment through spatial orientation and understanding spatial relationships between objects and people around (Kuduzović, 2013, according to Best, 1995). The importance of spatial orientation and the independent movement of the blind person is not only in the management of the culture of the movement, but it is a basic condition for the independent life of the blind and visually impaired, their integration into the society, the process of work and the life of the society as a whole (Češarak, 2015, according to Wiener, 1995). Independent and safe movement includes the development of motor skills, the acquisition of basic concepts, the awareness of oneself and the awareness of the environment. The ability to move independently is an integral aspect of each individual, educational and social development of one person. Effective use of appropriate techniques allows pupils with visual impairments to participate, as much as possible, in their activities alone and / or individually (Briggs, 1999). Early childhood orientation and movement mean helping a blind and visually impaired child to become independent of movement, research, use of senses and practical infor-

mation about his world (Cesarek, 2014, according to Simmons and O'Mara, 1992). Orientation and mobility must begin with basic steps, through good knowledge of one's own body (Cesarek, 2014). More authors (Cesarek, 2014, by Anthony et al., 2002; Dodson - Burk and Rosen, 2002; Hill, Rosen Correa and Langley, 1984, by Anthony, Hatton and Stewart, 2008; Eichfield, 2011; Shiltz, 1997; Filan, 1998; Bishop, 1996; Wiener, Welsh, Blash 2010; Anthony, 2014) show that to gain orientation and mobility for a child, important skills are to acquire: sensory skills, concept development, development of motor skills, monitoring, using protective skills and using them before the stick. Today, there is relatively little knowledge of these abilities, and in our pedagogical and psychological, as well as defectological literature, very little or almost no writing is written, and at first glance it seems that they are not particularly important in the process of learning and developing a child (Zovko, Oberman-Babić, 1994). Psychomotor abilities refer to concepts or knowledge of the own body, its keeping and walking, then on coordination in the movement of sensory ability, and other psychomotor traits. In connection with the body structure, Frostig (1970) lists three of his components: the body pattern, the concept of the body and the appearance of the body. The scheme of the body includes the body structure and its parts, and their position in general at a certain time. Awareness of the material of the own body is always present, although a blind person often is not aware of it. The concept of the body refers to the understanding of the body, that is, its structure and the names of their parts, and their interrelations. Body appearance includes individual emotional reactions to one's own body (Zovko, 1994). Independence in orientation and movement is a very important factor in the independence of people with visual impairment. In order to achieve this step, it is necessary to develop and improve orientation, on the own body, and individual treatments in orientation and movement in the micro and macro environment. The aim of this paper was to examine the orientation towards one's own body of blind students if one of the factors influencing independence in orientation and movement. Because of the complexity of early development and the development of perceptual abilities, the process of orientation and movement in the early years differs from the older chronological age.

Therefore, it is important to assess the perceptual abilities of blind students as soon as possible. In training for orientation and self-movement, an individual approach is indispensable, since the two subjects on the stimulus and movement, which are not even developed, do not react successfully and equally quickly. It is very important to do an initial assessment of the perceptual abilities of a blind student, at an earlier age, in order to respond in time to help him overcome certain problems, for example, in terms of lateralization, the relation of one's body to another, the orientation of one's body, the adoption of the basic concepts (above, below, up, under etc.), all of which is a condition for successful orientation and mobility. The aim of the research was to determine the influence and significance of the orientation towards the own body of the blind pupils on orientation and mobility.

WORK METHODS

The sample consisted of 30 blind students aged 7 to 15 years old, out of which 17 male and 13 pupils of the female population, with the basic sampling kit being amourosis without any further damage. The pupils are in the internal accommodation of the Center for children and youth with developmental disabilities "Budućnost" in Derventa and the Center for blind and visually impaired children and youth in Sarajevo, of which 9 blind students are not accommodated, but come to the educational process on a daily basis. It is important to note that students of the Center for children and youth with developmental disabilities "Budućnost" of Derventa, for the first time had the testing of the remaining perceptual abilities, and that they also established their first contact with a white stick and generally with individual treatment of orientation and mobility. For data collection, data from the respondent's file was used, which consists of the basic data of the respondents. The research used the "Mobility Impact Assessment Instrument for the Blind" (Zovko, 1994), which established the initial and final levels of development of mobility capabilities of blind students. The test consists of ten subtests with a total of 67 variables, and for our research we used a subtest: Orientation to the own body. After individually determining the initial level of development of orientation towards one's own body and the ability of the mobility of blind students, an individual programmed quarterly treatment in the field of orientation and mobility was applied. Individual treatments

up to 45 minutes were done once a week with each student. Because the pupils stay in the school, (those are internatinal types of schools), the research was done after regular classes, in the student's free time. All treatments were in accordance with established safety rules and with the verbalization of the activities being conducted. Per one trial exercise is permitted, in order to gain a sense of a given task, and after that the students independently did the tasks in the initial test. In this way, initial testing was done, and on the basis of it, an individual treatment for each student was created. After the individual treatment of orientation and mobility, the same test also carried out a final assessment of the orientation and mobility capabilities. For statistical data processing, descriptive statistics were used, and a t-test for the dependent sample of the respondents was used to test the significance of the differences between the arithmetic meanings of the initial and final states.

RESULTS

The results of descriptive statistics, that is, the measures of central tendency and the dispersion measure in relation to the orientation towards their own body in the initial measurement, ie prior to the implementation of the treatment, are shown in Table 1. From the measures of central tendency, the arithmetic mean, median and modus were calculated, while the standard deviation, variance, minimum and maximum results were obtained from the dispersion measures. Also, distribution measures, ie measures of roundness and rigidity are shown. The results obtained with respect to the Body Plans variable indicate that the arithmetic mean is 11.57 ± 1.01 , the median 12, the modus 12, while the minimum and maximum results range from 9 to 12. In relation to symmetry measures, the distribution is negatively asymmetric (-2.04) and platycurtical (2.58). The arithmetic mean on the variable "Body Parts" is 42.73 ± 2.13 , median 44, modus 44, minimum and maximum results range from 37-44. The distribution is negatively asymmetrical (-1.62) and platycurtical (1.38). The arithmetic mean of the variable "Complex estimates of body reactions" is 25.37 ± 4.72 , "Understanding relations on the body of another person" 41 ± 1.60 and on the variable "Body-subject relations" is 6.97 ± 1.75 . The results in relation to symmetrical and curtical measures show that distributions on all three variables are negatively asymmetric and platycurtical.

Table 1 Measures of central tendency and dispersion measures with respect to the orientation towards the own body (initial measurement)

Variables	M	MED	MOD	SD	VAR	SIM	CUR	MIN	MAX
Body plans	11.57	12.00	12.00	1.01	1.01	-2.04	2.58	9.00	12.00
Body parts	42.73	44.00	44.00	2.13	4.55	-1.62	1.38	37.00	44.00
Complex estimates of body reactions	25.37	28.00	28.00	4.72	22.31	-1.45	.46	14.00	28.00
Understanding relations on the body of another person	41.00	42.00	42.00	1.60	2.55	-1.47	.98	37.00	42.00
Body-subject relations	6.97	8.00	8.00	1.75	3.07	-1.14	-.71	4.00	8.00

The results obtained with respect to the orientation towards the own body in the final measurement, or after the implementation of the treatment, on the "Body Plans" variable indicate that the arithmetic mean is 12, median 12, modus 12. In relation to the remaining

variables, it can be seen from the table that the values of the arithmetic meanings on all applied variables are maximal, which suggests that after the treatment was carried out, the orientation of the subject was improved on the respondent's own body (Table 2).

Table 2 Measures of central tendency and dispersion measures in relation to the own body orientation (final measurement)

Variables	M	MED	MOD	SD	VAR	SIM	CUR	MIN	MAX
Body plans	12.00	12.00	12.00	.00	.00	-	-	12.00	12.00
Body parts	44.00	44.00	44.00	.00	.00	-	-	44.00	44.00
Complex estimates of body reactions	28.00	28.00	28.00	.00	.00	-	-	28.00	28.00
Understanding relations on the body of another person	42.00	42.00	42.00	.00	.00	-	-	42.00	42.00
Body-subject relations	8.00	8.00	8.00	.00	.00	-	-	8.00	8.00

Table 3 shows the results of the t-test before and after the performed treatment. On the basis of the obtained results, it can be concluded that there is a statistically significant difference on all applied variables of the orientation towards the body. The results of the t-test show that at the level of statistical significance, .01 and .05 there is a difference between the initial and final measurements on the variables "Body parts" (t

$= -3.25$, $p = .00$), "Complex estimates of body reactions" ($t = -3.05$, $p = .00$), "Understanding relations on the body of another person" ($t = -3.43$; $p = .00$), "body-subject relations" ($t = 3.23$; $p = .00$) and "Body plans" ($t = -2.36$; $p = .03$). The results are in favor of the final measurement, that is, after the treatment has been carried out, there has been an improvement in the orientation towards one's own body.

Table 3 Results of the t-test in relation to the orientation towards the own body

Orientation	Measurement	M	SD	t	p
Body plans	Initial	11.57	1.01	-2.36	.03
	Final	12.00	.00		
Body parts	Initial	42.73	2.13	-3.25	.00
	Final	44.00	.00		
Complex estimates of body reactions	Initial	25.37	4.72	-3.05	.00
	Final	28.00	.00		
Understanding relations on the body of another person	Initial	41.00	1.60	-3.43	.00
	Final	42.00	.00		
Body-subject relations	Initial	6.97	1.75	-3.23	.00
	Final	8.00	.00		

DISCUSSION

Generally speaking, for the successful orientation and movement of the blind, it is necessary to adopt important concepts such as, for example, concepts of the body, its parts, concepts of the relation body - surrounding objects, concepts of the position and shape of objects and their interrelations in space, concepts of topographical characteristics of soil, texture, temperature. Various authors stifle the body pattern as an indispensable factor of good spatial orientation (Sleuwenhock et al., 1995). Body awareness is the information about which person has an idea of his body, the position in the space, its parts (shape, function, length), the position in relation to each other and their movement (direction, intensity and result) (Andreou and MCall, 2010; Bina et al., 2010; Stuart, 1995). A body image is a subjective assessment of an individual's own body, that is, awareness resulting from his knowledge of his own motor and physical capacity and limitations. An irregular body schematic can mask the integration of sensor information during travel, or movements, such as body rotation or distance estimation, speed and duration conditions (Thinus- Blanc and Gaunet, 1997). In order for a blind person to adopt these and other important concepts, this person needs the help of an orientation and movement instructor who understands the lawfulness of adopting these concepts (Zovko, 1994). What can be complicated, difficult, and long-lasting to people who see, simply, daily and spontaneously, to those who have high or total visual impairment. People with visual impairment must learn how to overcome the space around them, how to orientate and move in it. The terms of orientation and movement (mobility), and the process itself are inseparable. Orientation precedes movement or

mobility and is a prerequisite for successful movement. Also, a person needs to understand his current position, to predict novelty in movement and always be oriented (Banovački, 2014). The term concept of the body implies the knowledge that a person has of his own body, and acquired it in the process of conscious learning. This concept includes the ability to distinguish parts of the body and knowledge of their location and function (Zovko, 1994). The concept of the body according to Cratty and Sams (1968) consists of five levels. The first level is the ability to identify the front, back, upper and lower body, the ability to recognize the different positions of the body, and the ability to determine the position of the object in relation to foreign body sides. The second level involves the ability to recognize parts of the body, and the third level involves movements of the body with regard to its sides or plans and the movements of the limbs. The fourth level covers the area of laterality, ie. identifying the right and left sides of the own body, and moving towards the nearest object on the right or left side and vice versa. The fifth level, that is, the component of the concept of the body, is aimed at increasing the success of determining the laterality of body parts of the subject in the immediate vicinity and vice versa (Zovko, 1994). Searching for selections, editing and programming information develops as a consistent individual model that every child uses in learning. The notion of a unique learning model emphasizes the need for individualized instruction for maximum learning (Keogh, 1973).

In our research, the results showed the predicted period of three months of continuous individual work was sufficient for the students to adopt certain concepts about their body and to orient themselves towards it.

The pupils mostly showed deviation in adoption, i.e. misunderstanding of certain concepts when it comes to orientation to one's own body, purely for reasons of speech and the use of words used at their parts, in relation to the words used in the test. On the other hand, the reason may be that the so-called incomplete integration of the movement, which can affect the ability of a person not to respond to the way the researcher directs them. Reference points are related to the body, not spatial, which creates an unstable relationship, valid only when a person is stationed. Otherwise, it is disturbed and we have a problem with the egocentric reference frame, which is necessary for the memory of the path, that is, the creation of a mental scheme of the path, when a blind person moves.

Zovko (1994) conducted a study on the impact of training on the adoption of the notion of one's own body. Data were collected on 11 respondents (6 totally blind and 5 with very small visual remnants), Vinko Bek Center for Education and Training in Zagreb. After the initial examination, the "General Body Orientation" program was conceptualized, which was individually applied with each respondent twice a week for 1 hour. During the implementation of the program, two more measurements were made, and after its completion and final measurement, and thus obtained data in 4 measurements or time points. The results showed that in the initial test subjects did not have enough knowledge about their own body or the body plans. By applying the system training program, there was a positive shift in the knowledge of one's own body, the respondents generally advanced in adopting this term. For orientation and movement in space, the awareness of one's own body, or a good body image, is very important, because our own body is often the basic reference point of orientation, on the basis of which we can determine that something is in front, behind, on the left or right, up or down in relation to the own body. According to Stančić, by children with visual impairment, there is often a delay in the development of image of the body, which negatively affects their ability to orientate and move in space (Zovko, 1994, according to Stančić, 1991). Developing individual skills of blind people can influence the development of their other skills. Koustriava and Papadopoulos (2012) conducted a survey aimed at discovering possible links between the various spatial skills of blind people. Twenty-eight blind people participated in five experiments that examined body knowledge, linearity, orientation, perspective view, spatial knowledge (encoding) of close spaces and spatial knowledge of distant space. According to

the results, there was a positive correlation between body knowledge and orientation. Moreover, for the knowledge of the body and the spatial knowledge (encoding) of the immediate space, they are considered the predictors of a perspective, while for orientation and perspective they are considered the predictors of spatial knowledge. This finding suggests that future research should take more seriously into account the possibility that the development of a particular skill could actually be the result of the development of another skill. Moreover, researches support the idea that the delay in the development of spatial skills does not necessarily have to be the result of the visual impairment itself, but the incomplete development of some other spatial skill.

CONCLUSION

In our country, the importance of developing and encouraging the development of the remaining perceptual abilities, which are necessary for orientation and mobility of blind students, is a current issue. In concluding observations on the results of this research, it seems important to recall the contemporary efforts, which are aimed at ensuring maximum opportunities for the development of all students. Within these efforts, we can also observe blind students and their remaining abilities, as well as their specific needs in the field of orientation and mobility. When it comes to stimulating the remaining perceptual abilities, it is very important to note when the stimulation began, in which age, the motivation, the influence of the family, the stimulation of the students until then, etc. Taking into account these many factors, which influence the perceptual abilities necessary for the orientation towards the mobility of blind people in general, it is also necessary to prepare programmed individual treatments, thus ensuring the use of personal forms of stimulation and teaching, in order to achieve the self-confidence of pupils when moving with a white stick. Unfortunately, in our region, we find examples that blind students are not independent, but depend on others to help them with everyday skills as well as movement. In view of today's understanding and the role of knowing your own body in training blind people for orientation and independent movement in space, the results of this research have a great importance for the rehabilitation of the blind. They point to the need for greater respect for the role and knowledge of blind persons own body in the process of their training for moving in space.

It therefore seems reasonable to conclude that it is necessary to include the programs of rehabilitation of the blind in general, and especially those related to orientation and movement in the area, in the content of this domain. By creating and applying individual programs, it can positively influence the increase in the remaining perceptual abilities towards the own body and physical abilities, and the orientation in the micro and macro environment. On the basis of all of the foregoing, and for the purpose of joint action (team approach), it is necessary to emphasize the role and importance of the expert associate, educator-rehabilitator in the process of education, both in specialized institutions and in the regular elementary school, as an expert who will help the blind student in individual programs and help him develop and encourage all remaining perceptual abilities necessary for better orientation and mobility, and to create a better mental scheme, which is one of the basics for the independent movement of the blind.

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CHILD PROTECTION OF CHILDREN ON THE MOVE - SERBIAN CONTEXT

Iva Branković¹
Anita Burgund Isakov

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*Republic Institute for Social Protection
Faculty of Political Sciences University of Belgrade*

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ABSTRACT

This paper presents findings of a research about the systematic solutions to the needs of migrant/ refugee children, who were passing through Serbia during the transit period in 2015 and 2016. The aim of the research is to analyze systematic solutions to the needs of the children and to define recommendations for improving the protection of unaccompanied children during the migrant crisis.

It involved 17 professionals from Centers for Social Work and 18 representatives of governmental and non-governmental sector, who shared their experiences by participating in the individual interviews and focus groups. One of the key findings identified is the need to establish mechanisms for enhancing cooperation among stakeholders in relevant systems, especially between the social protection system and the non-governmental organizations at the local level. Furthermore, a special part of the research is dedicated to official child protection procedures in cases of unaccompanied children and children at risk as it was noticed during the research preparation that, in addition to the uncertainty with respect to roles and difficulties in communication among various actors, there is a particularly significant challenge in the child protection system considering the doubts about the steps in the process of protection of children migrants/refugees in the specific circumstances of their passage or prolonged stay in Serbia.

Key words: *migrants / unaccompanied refugee children, child protection, systematic solutions to the needs of the protection of children migrants/refugees, child protection procedures, Center for Social Work, case management*

INTRODUCTION

In 2015, Europe was affected by an immense migrant/refugee crisis, counting over one million of refugees/migrants from various areas affected by wars and conflicts. Although Serbia is dominantly a country

of transit, in which migrants/refugees usually remain only for a short period of time (in 2015, the average retention period was only a couple of days), migratory tendencies in 2015 and in early 2016 unambiguously indicated an increase in the number of migrants/refugees.

¹Correspondence to:

Iva Branković, Republic Institute for Social Protection, Belgrade, Serbia
E-mail: brankoviciva@yahoo.com

The circumstances under which migrations take place have a remarkable impact on the safety and well-being of the child. The sudden commencement of an emergency, war, violence and family breakdown significantly affect the physical and psychological well-being of refugee/migrant children (Child Protection Working Group, 2012). Therefore, migrations demand urgent reactions because they cause extreme health and social risks for the child's growth and development, as well as for the family functioning. In accordance with the internationally accepted refugee/migrant protection standards and respecting, to the extent possible, their specific needs and interests, the Republic of Serbia provides children and their families with the protection and support through the application of relevant laws and social protection measures.

More than 600,000 refugees and migrants have traveled through Serbia, and it has been estimated that children represent 25-30% of this population (according to the estimates of the Commissariat for Refugees and Migration (2016), there have been approximately 150,000 children). At the end of March 2016, about 2,000 migrants/refugees and asylum seekers were present in Serbia, of which 1,703 were in the governmental accommodation units around Belgrade, Preševo and Šid (UNHCR, 2016). During the research realization period (June 2016), there were still talks about 2,000 migrants living in Serbia, mostly families, women and children who were illegally traveling through Serbia, hoping that they would still be able to cross the border with Hungary and come to the European Union. The specificity of this outbreak covered by the research is the increased number of underage immigrants and the increased risk of smuggling and trafficking in human beings, which is a particularly important warning signal for all systems, especially system of social protection.

Children constitute a delicate part of the migrant population that becomes seriously endangered in cases of children who are separated from their parents/guardians, as well as unaccompanied children (ENOC Taskforce Children on the move, 2016). According to the data from the Ministry of Labor, Employment, Veterans and Social Affairs "in the last year about 230 underage migrants without responsible adults to accompany them were registered in Serbia" (RTS, 2016). Centers for Social Work in Serbia are responsible for assessing the

risk and vulnerability of children and young people, for following the procedural and methodological steps in the cooperation with other organizations from the state and non-governmental sector in order to protect the most vulnerable children and, if necessary, to provide immediate intervention. The retention of migrant/refugee children has also caused the need for an adequate, permanent care of children, for which institutions, such as asylum centers and accommodation facilities from the social protection system (foster care centers, childcare facilities, reception units of the institutions for education), are responsible. In addition to the housing facilities, the non-governmental sector represents a significant resource in times of crisis since their services are aimed at providing immediate support to migrants/refugees in fulfilling their basic needs. Moreover, there are international organizations that provide resources, coordination, training and support both at national and at the local level.

The research, "Protection of Child migrants - experiences and recommendations," was prompted by the fact that during the migration crisis there were many actors in the field who provided support to or were in some way responsible for the migrant/refugee children, leading to various disagreements and barriers in finding ways to provide effective support as a result of the lack of experience. Given that the countries in the region have experienced similar challenges, the aim of the research is to understand the factors that lead to problems, as well as to create recommendations for overcoming them and improving the mechanisms for the adequate response of the system to the complex needs of child migrants/refugees.

Instruments for the protection of child migrants/refugees

The issue of unaccompanied and separated children poses a complex problem requiring government agencies to find new ways of working together in innovative constellations and with new partners as well to operationalize the principles of relevant international instruments as well as national regulations. The most recognized international instrument for the protection of children in emergencies is the Convention on the Rights of the Child, which defines the protection of children as a key legal instrument.

Furthermore, many international documents related to the protection of children in the emergency situations are based on The Convention on the Rights of the Child (UNICEF & UNHCR, 2014), as well as the procedures for the protection of the children within the system of child social protection in the Republic of Serbia. The four key principles of the Convention related to the protection of child migrants/refugees are: The Right to protection of the best interest (Article 3), The Right to non-discrimination (Article 2), The Right to life, survival and development (Article 6), The Right to Participation (Article 12). Applying these principles when protecting children on the move means that the best interests of the child should be essential in making the decisions and in the implementation of activities involving children. Assistants working with children are expected to provide help regardless of the sex, age, disability, social class, ethnicity, religion, language, political conviction or sexual orientation. Moreover, they are obliged at all times to show respect for all differences that a child might possess. All actors involved in providing support to children on the move have a responsibility to provide to children all requirements necessary for their development. Securing the right to participation is of a particular importance for children on move, as they are encountered with the need to make numerous decisions that significantly affect their lives. In addition to these four principles, the Convention on the Rights of the Child prescribes other basic rights, such as, *inter alia*, the need to be protected against all forms of violence, exploitation and neglect, as well as the right to the physical and intellectual development of a child. The Convention underlines the importance of family in children's lives, but also devotes special attention to the needs of children without parental care and asylum seekers or refugee/migrant children (UN Convention on the Rights of the Child, 1990).

Relevant national regulations for the protection of children refugees/migrants are based on the following laws, regulations and protocols of the Republic of Serbia: Family law: regulates custody of the child, parental rights and the child's administrative capacity (Family Law, 2005); The Law on the Social Protection: defines the basic regulations for ensuring the child care in the social protection system (The Law on Social Protection, 2011); Rulebook on the organization of the Center for Social Work: defines the basic professional procedures and manners of exercising the public authority of the Center for

Social Work as a guardianship implementation body (Rulebook on organization, norms and standards of work of the Center for Social Work, 2012); General and special protocols for the protection of children against abuse and neglect: cite criteria for differentiating child abuse and neglect and clearly link the institutions of the system to the protection of abused and neglected children (Milanović, Perišić i Milić, 2016). Finally, in order to enable the equal engagement of all social welfare institutions in providing assistance and support to refugees, the Ministry of Labor, Employment, Veteran and Social Affairs has issued an Instruction about the conduct of Centers for Social Work and Social Protection Residential Institutions in providing protection and accommodation of unaccompanied minors (MoLEVSA, 2015) as well as the Action Plan for providing protection and accommodation of the unaccompanied underage migrants.

RESEARCH METHOD

For the purpose of the research, qualitative methodology of interviews and focus groups has been used. Focus groups allow observing the ways in which respondents engage in planning, and how they understand their participation, as well as the concerns, expectations, fears and challenges, together with the sources of support that are available to them during the migration crisis processes. Moreover, focus groups are based on dialogue and action dynamics, thus, they enable describing the phenomenon and understanding its quality through a dialogue (Đurić, 2005).

The research includes a sample of 17 professional workers from the Centers for Social Work and 18 representatives of the governmental and non-governmental sector that participated in individual interviews and focus groups in order to share their experiences. Interviews with employees from 6 CSW who had experience in working with migrants during the migrant crisis represent the basis of the research. Interviews were conducted with managers, supervisors, case managers, field workers engaged in the migration crisis and their coordinators².

²All interviews have been transcribed and encrypted so each respondent received the code: R-respondent, gender (m or f), a letter that indicates his/her position in the Center for Social Work (f-field worker, CS-case manager and C-coordinator), and the number that the respondent has.

Furthermore, three focus groups were completed with representatives of governmental, non-governmental and international organizations, as well as with representatives of institutions for the accommodation of children during the migration crisis, which included 18 associates, 13 women and 5 men³.

Data from focus groups was processed qualitatively, by the means of a thematic analysis. The thematic analysis took place at two levels: semantic and latent. Semantic analysis was concerned with the categorization of topics on the basis of the explicit content that respondents reported, while latent content refers to the meanings related to the interpretation of responses provided by both respondents and researchers (Žižak et al., 2012). Qualitative analysis of the focus groups included the following phases: reading the complete focus group transcripts, determining the coding unit, defining codes for each participant, creating categories at the sub-sample level, interpreting the results obtained for each sub-sample of participants together with supporting the categories with the literal quotes of the focus group participants.

RESULTS AND DISCUSSION

The results of the research are presented in several thematic parts, following the structure of the interviews and focus groups, but also in line with subthemes identified during data analysis which are described and illustrated by the corresponding quotations. Thematic parts are presented as following: cooperation among relevant actors, challenges encountered in protecting child migrants/refugees, resources to meet the needs of child migrants/refugees, child protection procedures during the migrant crisis, with the focus on the Center for Social Work since it is an institution accountable for identification and protection of vulnerable children migrants/refugees and children at risk, characteristics of case management in specific circumstances of migrant crisis, overall capacities of the Center for Social Work to respond to the needs of child migrants/refugees and the quality of the normative framework concerning regulations and guidelines governing the response of the social protection system and the cooperation among different actors in the protection of child migrants/refugees.

³The results have also been encrypted through a code for respondent, gender, and a number, like in the interviews, but with the FG index in order to create a difference with respect to the material obtained through the interviews.

Cooperation among relevant actors

The research has covered issues about the number and understanding of the migratory movements at the territory of Serbia, with all actors giving different estimations (from seven to 200-300 migrants) relative to the region they come from. Different estimations are understandable considering that the survey was carried out in the period of evident changes due to the longer retention of migrants/refugees and reduced legal flows of people. Registration of unaccompanied children is further hampered by the difficulty of determining the age of children and illegal smuggling after the closing of the Balkan route. *IFGI: Documentation of cases was lacking (...) Those who were not identified as the most urgent were not documented, there were many failures.*

Participants in the research have identified a large number of actors working in the field with migrants and showed clear understanding of their activities, responsibilities and inherence within the protection of child migrants. The cooperation between the governmental and the civil sector has been described as good, positive and improved with respect to the beginning of the refugee crisis. Representatives of the state and international institutions emphasized the importance of cooperation between the state and the civil sector in situations such as migrant crisis that exceeds the capacity of the state to respond to the needs of protection, thus the existence of the civil sector is significant. However, at the beginning of the migration crisis, there were numerous challenges in cooperation due to the communication problems among different actors, as well as the lack of understanding of roles between different actors as well as boundaries between their responsibilities and inherence. Representatives of all sectors have disclosed cases where representatives of non-governmental organizations took over the role of the Center for Social Work (CSW) in determining the vulnerability of the child, assessed and made decisions which are out of their jurisdiction; as well as the cases in which they expressed dissatisfaction with the way in which CSW determined the level of risk. *IWVS1: It sometimes happens that those NGO stakeholders are not satisfied with our assessment. (...) It often happens that those calls are completely unnecessary (...) they say that they have an unaccompanied minor. When we arrive to the field, it turns out that somewhere around there is his/her father; mother; uncle ... so there was no need to call us at all.*

Considering the cooperation with governmental institutions, primarily with the Centers for Social Work, representatives of the non-governmental sector also note that there has been a great progress compared to the beginning when they had the impression that representatives of the state did not listen to them and that there was a huge gap between them. Additionally, they openly raise doubts about the accuracy of some Center for Social Work' decisions, because they believe that the social protection system included new people (field workers) in the process of protection without necessary preparation, in order to respond to the needs of migrants as fast as possible. However, those people usually have neither experience, nor the necessary knowledge and skills. *IFGM1: The system is generally messed up in a way that many inexperienced people have been put in to deal with refugees, and refugees are a very serious thing. Those people often have a good will to help but they lack experience.*

Challenges in the protection of child migrants/refugees

Regardless of the period of the migration crisis, all participants have agreed that one of the greatest difficulties in protecting the child migrants is the challenge of identifying the age of child migrants/ refugees. Children and young people often do not communicate their age for various reasons and they don't have any documents. Since no method for determination of someone's age is currently available the identification of the age is limited to accepting their testimonies. There are suggestions for introducing some methods, such as training for determining the age by bone development and size, but for now they are not being used. *IFG5: The problem in assessing the age occurs when children are between 15 and 18 years old, methods for determining age are expensive and that is an obstacle.*

The problem of smuggling is recognized as a major challenge in assessing the vulnerability of children. As all children are accompanied by an adult, it is very difficult to distinguish a responsible adult from a smuggler. Furthermore, it is difficult to determine whether the adults they travel with are really their relatives, as well as whether they have the capacity to take care of those children. *IFGM4: We had many groups of children that consisted of one 17-year old and for example 5 or 6 boys who were around 8 or*

9 years old. I think that the focus should be on the leader of the group ... Whether he can take care of them and what is his interest.

All representatives of the governmental sector stressed problems that arose due to the lack of an interpreter. They emphasized that child refugees have the same treatment as children without parental care only on paper. In situations without an interpreter, who would enable the understanding of a language, culture and civilization context from which they come from, these children are provided only with elementary needs: basic security, food, clothes and "roof over the head". *IFGM1: "It's not real, we have no interpreter, we cannot provide the same treatment."* Representatives of the Centers for Social Work claim that not understanding the language in assessing the vulnerability of a child creates many problems. At the practical level, it slows down the process at the moment the child is identified. On the other side it affects the quality of care because the language barrier interferes with creating rapport with the child and therefore presents an obstacle for adequate assessment of the situation and needs. The lack of translators imposed another barrier to better protection of the children that came from the inability of the same translator to "follow" the entire procedure related to one child. *IFGM3: When a child is placed somewhere, the first contact he has is with an interpreter, and then he loses that contact. Children, especially younger, ask us: "Will I see you tomorrow?"*

Resources for meeting the needs of child migrants/refugees

Representatives of the Centers for Social Work state that the systemic response to the essential need of children at risk, a need for accommodation, has been largely answered for the time being, although the accommodation units of the social protection system have occasionally been unable to respond adequately. The main difficulty in the work of accommodation providers lies in the lack of a clearer procedure and alternative accommodation in cases of children staying longer than planned. The services of the reception centers and accommodation facilities are intended for the transit period and provide basic needs in the form of food, clothing and information, while longer child retention requires the provision of structured activities in accordance with their development developmental needs.

An additional problem is the situation, in which children neither have the possibility to legally cross borders, nor they desire to seek asylum in Serbia. These children are in a state of waiting and uncertainty, which is another difficulty for both them and the professionals who cannot plan for long-term nor can they apply a structured approach. *Izkk1: There are no structured activities. There are, for example, those non-governmental organizations' mobile teams; there is this corner for children, but...*

Only one Center for Social Work has developed the practice of placing children in foster families during the migration crisis, and this is stated as a very positive experience. All respondents agree that family accommodation is a resource that needs to be further empowered, through mobilizing and motivating foster families, so they can meet the specific needs of younger child migrants/refugees.

Moreover, all focus group participants agreed on the importance of ensuring the availability of education for all children, and even for children in the migration process, but with the remark that this issue should be approached with caution. The participation of the education system in this context has been recognized as necessary, through the creation of programs tailored to child migrants and the creation of non-formal education, as well as the sensitization of the local community. *IFGMI: Never send children to school without serious preparation because it is a source of traumatization.*

Child protection procedures during the migrant crisis – the role of the center for social work

In accordance with their competencies Centers for Social Work are engaged in situations when, upon the notice from the police or non-governmental organization, they discover that there is a minor at risk or unaccompanied (Rulebook on organization, norms and standards of work of the Center for Social Work, 2012). The representative of the Center for Social Work (case manager or field worker that is specially employed during the migration crisis⁴) comes to the field and, together with the minor, goes to the police for registration.

⁴The specific characteristic of the work of field workers is that they have a limited mandate, that is, they can assess the risk and make a decision that the child should be urgently separated from the group in which he is located and arrange for accommodation, but they cannot be guardians, which is an option only for professional workers of the Center- case managers

An assessment of the degree of vulnerability is carried out, and if it is established that the minor is at risk or without accompanying responsible adult, the Center appoints the guardian. *IMVS9: The police inform us about everything. We have a mandatory 24-hour on call duty. From the first moment when it is registered that a child is unaccompanied, his temporary guardian is appointed (orally).*

In a methodological sense, the procedure for identifying children at risk by the CSW involves steps similar to those when working with a regular population in situations of immediate interventions. First, an assessment of the condition of the child is carried out and the urgent needs related to safety, nutrition, personal hygiene and clothing are met. At the same time, information is gathered about the child, what is his/her age, when did he/she come to Serbia and who he/she is traveling with, where are the parents and whether there are any trustworthy adults around. The risk assessment can lead to the conclusion that the child is not endangered and that he/she can continue his/her stay or the journey with the group he/she is with, then the Center for Social Work stops the procedure. The other conclusion may be that the child is at risk, that he needs to be relocated and taken care of, in which case the accommodation for the minor is being organized in one of the institutions for that purpose.

The key dilemma for the representatives of the Center for Social Work in determining the best interests of the child is whether to separate the child from the group he/she is traveling/staying with or not, especially in situations where in that group there are no parents or close relatives of the child. Experiences in resolving this issue are different and vary on a case-by-case basis, mostly depending on the available information about the child and about members of the group he/she is traveling with. However, among the representatives of Centers the belief predominantly represented is that the child should not be separated from the group she/he travels with, even if there are no relatives or close people in the group, mostly because it is considered much safer for a child to be in the group with the people he/she knows. *IMVS9: Most of these migrants are from a totally different cultural environment (...) For example, we think that the Syrian child is travelling alone, while he is travelling with the tribal head of the village, who, in our point of view, is not related to him, whereas according to their tradition he is more important to the child than the uncle or any other relative.*

Other big dilemma is related to those situations in which children clearly express the desire to continue the journey, despite the opinion of the professionals that that is not in the child's best interests. *IFGm4: There are many minors around 12 years old, who are overly concerned with the idea that they need to arrive somewhere and earn some money*". Participants agreed that in those situations, it is important to enable the children to continue their journey legally and to arrive to the destination where their needs will be met in accordance with their age. *IFG6: The boy who was with us went to Sweden legally with an idea to work there. He is now in the boarding school and he does not work, but the only way to save those kids is to enable them to legally go somewhere and to be accepted there with legal documents.*

Characteristics of case management during the migrant crisis

Considering the case management, the representatives of Centers for Social Work have had different opinions, but in their statements, regardless of their position in the Center, there is a common understanding that a key obstacle to the realization of the case management is the short retention of migrants and children in Serbia. They consider the regular procedure, involving implementation of all phases of the case management (Žegarac, 2015) in the context of migrants passing through Serbia too complicated and useless, since it prescribes a lot of steps in a situation on a field that, however, requires fast decision-making and urgent reactions. The situation after the closure of the Balkan route, when a part of the refugees/migrants remained in Serbia, opened more room for, as said by one of the interviewees" *a more serious level of work*". *IMVS5: Experience and case management are determined by the nature of their stay in Serbia which is transitory. There are, also, those children who are stuck here for some specific reason. Again, the case is being raised to a more serious level due to the length of the stay and the type of services that need to be provided.* Respondents were trying to apply the principles of case management (Child Protection Working Group, 2014), but this attempt was hampered by the lack of data, language barriers, "the abduction of children from their natural context" and the like. It is important to point out that on the questions on terminology and the

principles of the case management the majority of professionals did not respond to or answered in an unclear and undetermined way. The impression is that a large part of the migrant protection practice was based on the current improvisation and the search for alternatives in a completely new situation for which there was no preparation, and there was certainly no specific experience from the past that could be applied.

Capacity of Centres for Social Work to respond to migrant crisis

All Centers for Social Work that participated in the research had on-call duty organized 24 hours a day. Furthermore, Centers that have employed field workers were satisfied with the work organization, stating that without the support of field workers they would not be able to provide that level of availability of professional workers on the field. On the other hand, in Centers that did not have hired field workers, the 24 hours responsiveness has often caused fatigue within the workforce, and sometimes even difficulties performing regular tasks. *IMS11: It is difficult to organize work when two workers are on on-call duty for a month. Often during the night, one takes care of the accommodation and then in the morning he/she comes to work.* Besides the problem regarding human resources, majority of Centers in transit areas also had difficulties in organizing transportation due to the lack of vehicles, but also other material and technical conditions. *IMS6: We, as a Center, do not have the resources (...) unless we have additional financial or project support. Unless we have someone to finance it, we cannot support 24 hours duty.*

All representatives of the Centers report about the case overload and stress to which they have been continuously exposed, as well as about very high expectations of other systems and stakeholders, and in some situations, the feeling of powerlessness and emotional fatigue. Nevertheless, during the migration crisis, no Center paid special attention to the need for the adaptation of supervision to the extraordinary circumstances. *IMT4: Working on the field is exhausting, stressful and very unpredictable. There should be some activities aimed at preventing burnout syndrome, more inter-organizational sessions for exchanging the experience and capacity building for the further work, as well as more individual supervisions.*

Normative framework – advantages and disadvantages

All participants in the research have identified a large number of regulations that were useful to them while working with unaccompanied refugee children in the area of social protection and family law, as well as asylum and migrations management law. They also asserted that in all areas it is necessary to revise regulations based on experience from the previous period in order to make them more adequately correspond to the reality. *IFgm4: Our Asylum Law was written in 2008 when there were dozens of migrants. The complexity of the matter, and its changing nature, is shown by the fact that the State still cannot pass the new Asylum Law.*

In addition to the regulations that specifically regulate the work of their institutions, all actors were familiar with the Instruction on the conduct of the Center for Social Work and of Social Protection Institutions for accommodation of beneficiaries in providing protection and accommodation for unaccompanied minors (Instruction). Moreover, CSW representatives indicated that the Instruction provides a good enough framework for action and serves as a guideline due to the lack of specific internal procedures for working with migrant children. Some of them agree with their colleagues working on accommodation services, that there is a room for improvement of this document, especially with respect to the alternative ways of accommodating children and using foster care as a resource for taking care of the children. In relation to the institute of a temporary guardian, representatives of NGOs have pointed out the disadvantages of current practice based on the procedure that in each new environment a child is placed in a new temporary guardian is appointed for him/her, whereas after the child is transferred from one municipality to another they no longer have any form of communication. Furthermore, some CSW representatives have pointed out to a systemic problem stemming from the fact that the appointed guardian for a child needs to be a citizen of the Republic of Serbia and they believe that the procedure would be significantly facilitated if the appointed guardian could be one of the people travelling with a child, and who may not even be a direct relative but can better decide on the interests of the child than the CSW representative. *IMK3: The disadvantage is that the guardian traveling with the child, a person considered trustworthy by child's parents, has reduced power in Serbia and that creates a*

problem. He can, for example, take care of the child, of his important needs, health, safety, and so on, but he cannot represent him when he is out of his country. Representatives of the accommodation services pointed out to the another systematic disadvantage, which refers to the absence of services that depend on the status of the child. Namely, children who have the status of asylum seekers have the same rights as citizens of the Republic of Serbia and they have all the services of health, social and other protection available, which is not the case with child migrants. IFG7: What we did not manage is to overcome the difference between the child migrant and the asylum seeking child. We take children to see the doctor but she cannot write a prescription. She writes on the paper and then we call NGOs to provide us with the medicine.

As an opportunity to overcome the barrier between responsibilities and competencies of state and non-governmental organizations, representatives of state organizations have acknowledged the newly drafted Standard Operational Procedures (SOPs), which regulate the competencies of all involved actors. On the other hand, representatives of the NGO sector expressed their concerns regarding this document, noting that due to its complexity, a thorough training of field workers for its preparation is necessary. Despite stating that the cooperation among all relevant actors in responding to the crises has become very good, all respondents believe that it would be necessary to institutionalize this cooperation, that is, to make general instructions, based on this experience, for working under extraordinary circumstances that will be binding on all, and not just for the social protection system. *IMVS8: The only thing missing is the exact identification of a procedure that will oblige all participants and show them how to behave.*

CONCLUSION AND RECOMMENDATIONS

Research results show that the protection system responded in a timely manner including many relevant stakeholders in the process, but since there was no previous experience various obstacles and barriers were encountered. All participants report on lack of coordination in the field and difficulties in achieving mutual understanding during risk assessment between sectors, lack of material and technical resources in the government sector and need for improvement of skills for working with migrant children and information sharing among all relevant stakeholders.

Having this in mind the main recommendation for improving the response system to the challenges of the migrant crisis is related to the enhancement of cooperation among the relative stakeholders. This area could be improved by the strategic planning of the country's response to the migrant flows, including activities regarding the integration of migrants to whom Serbia is the final destination. The strategic plan should define the right path for establishing a regional communication network and for improving communication and coordination among different actors in Serbia, but also for regulating the normative framework. The new normative framework should enable identifying a systematic solution for the improvement and adjustment of the role of a temporary guardian, determined for unaccompanied migrant children, as well as for ensuring the access to services to all children, both minors and asylum seekers in the same manner. Thus, it is necessary to create and adopt the universal instruction that will be binding on representatives of all relevant systems (social protection, police, health, education ...), and whose part could include the standard operating procedures for the social protection system and all other crucial actors. Moreover, the development of improved guidelines for the cooperation among all relevant actors would support the practitioners and enable greater availability of services dedicated to migrants through the creation of the list of contacts of both professionals and service providers with clearly defined areas of expertise and support options.

Another important area is the improvement of the child protection system for children migrants/refugees, through the following activities: introduction of the modern methodology for age determination and through the education of professionals assessing the vulnerability of the child for its implementation; improving the assessment of child's vulnerability by focusing more attention on the ability of the group leader, with whom the child is currently living/traveling, to take care of the child; organizing trainings for members of all sectors who have direct contact with a minor for age and developmental needs appropriate interviewing; improving the process of documenting cases with a special focus on migrant children. In response to the need for long-term accommodation, it is necessary to improve the normative framework of conduct in order for it to provide clear directions of financing and define effective procedures. For the accommodation of small children, it is necessary to facilitate resources in the form of foster families and

for older children to create alternative accommodation options.

Furthermore, in order to ensure the strengthening of capacities of all actors on the field, it is necessary, above all, to enhance CSW both materially and technically with greater access to resources for financing services provided to migrants. For the purpose of more efficient organization of work, centers and institutions for social protection should be supported in the creation of internal procedures for emergency response and for the formation of special teams with the engagement of field workers, who would be only working on the protection of child migrants and therefore, possess relevant qualifications and skills. Empowering Centers' employees should be based on providing information and education for the development of culturally competent practice, and in particular for the development of skills needed to conduct interviews with migrant children via an interpreter. Advancement of competencies is needed for provision of tailored supervisory support to the staff engaged in direct work with migrants in order to prevent professional burnout. Additionally, all actors on the field need to have access to trainings for enhancement of skills necessary for provision of psychological first aid, as well as with a continuous education for determining the vulnerability and best interest of the child.

In order to activate resources and utilize the potential of the community, it is necessary to prepare and inform the local population in environments where children are expected to stay longer, as to facilitate better integration of children into the local community. Moreover, it is necessary to create services for the preservation of migrant/refugee families in the community that would be available to them while they are on the territory of Serbia and to engage the resources of the non-governmental sector in creating and providing services on the field where the child migrants/refugees are located in order to enable them as much structure and development as possible during the migratory movement. It is also important to create conditions for meeting the educational needs of child migrants/refugees in a way that is appropriate to their specific situation and context.

Finally, in order to improve direct work with children and raise the quality of services provided, systematic planning of child protection is needed, taking into account the need for continuity in working with the child and avoiding exposure of a child to a large number of professionals who will assess and provide care.

In addition, accommodation services providers should be educated on the ways of communication, cultural and other specificities, and all activities with children should be planned in respect of cultural differences, especially the gender issues with the emphasis on the specific needs of girls from the migrant population.

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THE CHARACTERISTICS OF BEHAVIOR OF DEAF AND HARD-OF-HEARING LEARNERS IN DIFFERENT TYPES OF SCHOOL ENVIRONMENT

Ivana Roksandić¹
Ivana Pavković
Jasmina Kovačević

Original scientific paper

*Elementary school "Radivoj Popović", Zemun
Life Skills Improvement Center – Belgrade
Faculty for special education and rehabilitation – University of Belgrade*

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ABSTRACT

The school environment is a context that provides students with the opportunity to acquire certain skills during regular teaching, extracurricular and other activities, as well as to manage social relationships, adapting their behavior to specific social demands and interactions. The results of a large number of surveys indicate the specificities and shortcomings in social adaptation, communication, education, problems in the behavior of deaf and hard-of-hearing learners that result from primary damage. This paper analyzes the behavior of deaf and hard-of-hearing students who are educated in regular schools and schools for deaf and hard-of-hearing students, especially aspects of behavior during the class, at the break time, towards friends as well as their emotional attitude. The similarities and the differences in the behavior of deaf and hard-of-hearing learners in different types of school environment are highlighted. Finally, some general guidelines for the approaches to the development of individual educational models of support for deaf and hard-of-hearing students are given. The pointed out fact is the importance of the participation of defectologists in the inclusive school environments in order to provide the expert guidance to the teachers, the teaching staff and the parents in order to create an incentive environment for the development of positive interactions and forms of behavior for deaf and hard-of-hearing students.

Keywords: *behavior, deaf and hard-of-hearing students, school environment*

INTRODUCTION

The school environment is a context that provides students with the opportunity to form positive behaviors during regular teaching, extracurricular and other activities, and develop and build the so-

cial relationships (Roksandić & Kovačević, 2016). The research shows that students who have positive interactions with peers also have better school achievements, positive attitudes towards school and learning and manifest the prosocial behavior (Berndt, 1996).

¹Correspondence to:

Jasmina Kovačević, University of Belgrade, Faculty of Special Education and Rehabilitation
Visokog Stevana 2, 11000 Belgrade, Serbia
Phone: +38765 2052771
E-mail: kovacjasmina@gmail.com

Also, students who exhibit responsible behavior and who are accepted by peers achieve better school results than peers who are socially rejected and unadjusted (Chen et al., 1997; Green et al., 1980; Hatzichristou & Hopf, 1996; Welsh et al., 2001; Wentzel, 1991a; Wentzel & Asher, 1995). Similar studies have shown that the positive interaction among students contributes to the motivation for work and learning (Hartup, 1985). Namely, the positive interaction, in addition to facilitating the adoption and understanding of content, improves self-esteem and increases emotional support and thus directly contributes to the overall intellectual development of the students (Wentzel, 1991a).

In deaf and hard-of-hearing students, the consequences of the primary damage are complex and significantly reflect on a number of the developmental aspects. Differences occur often in social adaptation, communication, education, behavioral problems (Hauser, 2006; Wool, 2008).

Whitaker and associates emphasize behavior as one of the leading factors in building an effective school and achieving positive educational and social outcomes (Whitaker et al., 2008). The authors emphasize the aspect of communication that applies to all participants in the teaching process from the students and the teachers to the technical staff and the school management. The two-way communication, transparency of communication and timely information are key to achieving the success. This creates an incentive teaching and working environment, raises motivation and creates a positive atmosphere. They further emphasize observation as a systematic monitoring of the work of all employees, mutual cooperation, and professional development. In addition to the communication and observation, they put special emphasis on relationships, for which the work is needed to create an incentive climate and develop a cooperative approach among all participants in the teaching process, including parents and the local community. Also, the expectations related to setting standards in relation to the behavior of students and teachers are highlighted. The research shows that the condition of the auditory dysfunction determines the specificity of social development and social communication of deaf and hard-of-hearing children, and there are often present manifestations in the form of unadjusted behavior, reduced communication with the environment, frequent withdrawals and social isolation. In addition, there is also the inability to control their own behavior and accept responsibility for their actions, disregard for social norms and specific deviations in moral development and moral reasoning (Brajović et al., 1997). The inad-

equated communication among deaf and hard-of-hearing learners due to limited language development is the cause of frequent behavioral rigidity (Kovačević, 2016).

Most deaf and hard-of-hearing students finish a school with poor linguistic abilities and speech-reading skills, not higher than the normally-hearing population (Conrad, 1979). The very low level of school achievement of deaf children is associated with the inadequate speech-language development, a poor vocabulary, and therefore insufficient understanding of instruction during the class, as well as a lower degree of motivation for achieving better school success (Brasel & Quigley, 1977; Lewis, 1996). In addition, there is a characteristic existence of limited interests, a feeling of less value, dissatisfaction with oneself, identification problems, and there are often symptoms of depression and anxiety (Tambs et al., 2007).

The examination of the sense of loneliness and coherence in deaf and hard of hearing children in special classes at regular schools as well as in inclusive classes shows that there are no significant differences between these two groups of students. However, students attending special classes in regular schools have a significantly lower average grade of comprehensibility of speech than students in inclusive classes. The author emphasizes the importance of good comprehension of the speech, not only for the successful communication but also for the unhindered social and emotional development of the child and successful social integration (Most, 2007).

As a result of the inadequate communication with the environment, there is often a manifestation of distrust towards the environment and a feeling of insecurity, affective reaction and a changeable mood (Pavković, 2016). A study of the frequency of problems in the behavior of deaf children and children with cochlear implants compared to children who regularly hear has shown the existence of a relationship between behavioral problems and the level of speech-language development. The frequency of psychosocial difficulties is reduced with a greater degree of language development, either oral or sign language, which affects the successful social integration of deaf children (Kovačević, 2016; Dammeyer, 2010; Jiménez-Romero, 2015).

The results of the study on the influence of family and peers on the pupil behavior show that the peers in the adolescent period increase their interaction with each other, while the influence of the family does not decrease.

Specifically, strong relationship with parents do not necessarily imply a weak relationship with their peers, and vice versa (Krnjajić). The results of the study of the relation between the environment in which the deaf and hard-of-hearing children live and the expression of behavioral problems and emotional problems show that students living in the families find it more difficult to establish communication with people whom they do not know well, they are nervous and often worried, while differences in the behavior have not been determined (Kovačević, 2016). In the period when children start to establish more intense social contacts outside the family, a more intense peer influence begins not only on the behavior level but on the overall functioning of the child. In this way, families and schools are the most responsible for providing the curriculum, models of individual support and educational models that enable optimal intellectual, social, moral and emotional development of pupils.

At school, a systematic planned and organized learning process is realized, which enables students to acquire certain knowledge as well as to manage social relations, adapting their behaviour to specific social demands and interactions. The success of the deaf and hard-of-hearing learners regardless of the environment, regular and "special school" depends on many factors, but a significant influence in addition to their work habits and attitudes toward learning and school obligations is their behavior during the class and during extracurricular activities as well as their emotional attitude.

In order to take into account the characteristics of the behavior of deaf and hard-of-hearing students in different types of school environment, regular and "special" schools, and to highlight similarities and differences, a comparative analysis of two surveys that addressed this problem was done.

Pavković's research (2016) was conducted in regular schools on a sample of 30 deaf students on the territory of the Republic of Serbia. In order to analyze the assessment of the behavior of deaf students in a regular school, a questionnaire was constructed, modeled on the Savanović-Bojanin test (1976/90). Roksandić's research (2016) on the behavior of deaf and hard-of-hearing students in schools for impaired pupils was carried out on a sample of 59 deaf and hard-of-charge students attending schools for deaf and hard-of-charge students on the territory of the Republic of Serbia. A questionnaire for teachers was used to analyze the assessment of the behavior of deaf and hard-

of-hearing students in the school (Stanojlović, 2012). The questions presented in both tests dealt with behavior at school - addressing the teacher, mood at the break time, behavior at break time towards the other children, behavior at break time while playing, behavior at the break time in the yard, mood during the class, attention of students during the class, behavior during the class towards the other students.

Behavior of deaf and hard-of-hearing learners in different types of school environment

In order to achieve positive educational outcomes at school, the norms which govern social interaction in the classroom are the most important - first of all rules relating to mutual respect and cooperation, respect for the other, co-operation and readiness for mutual and group work (Sheridan, 1995). Respecting and internalizing these rules is a precondition to creating a rewarding learning environment for an effective teaching process (DeVries & Zan, 1994). Socially responsible behaviour involves acceptance of the expected roles, social rules and moral values (Gresham, 1986). Consequently, socially responsible behavior, i.e. instilling values such as accuracy, diligence, reliability, responsibility for learning and school obligations in children, is an important educational goal.

The social participation of students with disabilities in a regular school involves the presence of positive interactions among peers, their acceptance by peers, friendship with peers, and the experience of acceptance in the class. Social participation of children with disabilities is one of the main motives of parents when enrolling a child in a regular school. The results of the survey show that attending regular school does not necessarily mean an increase in the number of contacts and friendships with peers (Pijl, 2005). Namely, the creation of close relationships is connected with the children's ability to communicate with other people. The results of the studies point to the existence of deviations in the social and emotional development of deaf and hard-of-hearing children in the field of communication, moral development, solving social problems, areas of empathy and social perception (Suarez, 2000).

An analysis of the research results of Roksandić (2016) on student behavior in the school environment, "special" school indicates that when it comes to behavior in the class, pupils exhibit coherent behavior in the largest percentage.

Addressing the other students is consistent and, if necessary, careful attention is being paid to the mood (Table 1). The results of the Pavković's research (2016) on behavior in the school environment, regular school, show that when it comes to behavior of pupils in class, the largest percentage also shows coherent behavior, they carefully monitor and they reduce their negative mood. On the one hand, the similarity in the behavior of deaf and hard-of-hearing students in a completely different school environment stems from the realization of a set of traditional and respected educational goals, which is the development of social skills, positive social interaction, adapting to social rules and adopting moral values. These outcomes are defined by school rules that at the same time send pupils to a cooperative relationship, respect and constructively solve problems, but also discourage students from displaying negative behaviors. On the other hand, behavioral differences were observed in addressing other students and the emotional attitude of students. In the regular school, deaf and hard-of-hearing pupils do not turn to anyone and have lowered moods, while in the school for deaf and

hard-of-hearing students, peers often turn to the others because of the need and have a balanced mood with a situation in class (Table 1). The first obstacle in contact and building friendship among deaf and hard-of-hearing students with peers of typical development is difficulty in communication. In addition, research suggests that deaf and hard-of-heart children have under-developed social skills appropriate to peer interaction, which is in accordance with the results of these two studies. Often the social interaction in a regular school is affected by misinterpretation of the communication needs of deaf and hard-of-hearing students, and the child's request for repetition of spoken language is often interpreted as a lack of consideration or a lack of ability to understand the content. Foreign researches indicate a uniform pattern of behavior in the interaction between deaf and hard-of-hearing peers and peers in a regular school which is characterized by more frequent interactions with the deaf children than with peers in the class who hear, but that mutual exposure can lead to an increase in interaction (Weisel et al, 2005; Kluwin et.al 2002).

Table 1 Behaviour of deaf and hard-of-hearing students in the class in a diverse school environment

Type of school environment		Regular school	School for deaf and hard –of – hearing students
		%	%
Behaviour in the class, sitting place	Noticeably calm	40.0	16.7
	In accordance	43.3	43.1
	Not patient	16.7	40.3
Behaviour in the class towards friends	Does not address anyone	40.0	13.9
	Addresses if needed	36.6	66.7
	Teasing	0.0	19.4
Behaviour in the class / patience	Lack of patience	20.0	16.7
	Follows carefully	43.3	44.4
	Scattered attention	3.3	38.9
Behaviour in the class / mood	Lowered	54.0	23.6
	In accordance	17.0	56.9
	Increased	23.3	19.4

Numerous studies deal with the question of the quality and quantity of social interactions among the deaf and hard-hearing learners and their peers of typical development in the regular education system and point to a series of adaptation factors for deaf and hard-of-hearing children (Martin & Bat-Chava,

2003; Kersting, 1997). The research on the social functioning of the deaf and the hard-of-hearing child is directed at various aspects in the context of a "special", partially or completely inclusive class, as well as in interaction with peers with and without hearing impairment.

General social maturity, relationship with parents and peers, social interaction and the importance of language for social development of the child are the most commonly used variables in the social development of deaf and hard-of-hearing children. Apart from the above-mentioned variables for a complete view of social interactions in a different school environment, students' behavior at break time, organized play, and interaction with other students are also significant.

The results of the research Pavković (2016) and Roksandić (2016) related to the behavior of deaf and hard-of-hearing students at the break time show that deaf and hard-of-hearing pupils show coherent behavior, engage in peer-to-peer play and have organized

activities. Furthermore, the results show that there is a positive interaction in the group, since most respondents accept other children, while in terms of feelings they display coherent moods (Table 2). The results of similar foreign studies show that students of typical development in regular schools are ready to accept their deaf peers (Kluwin et.al, 2002). However, although they were accepted by their peers of typical development, deaf and hard-of-hearing students perceived that relationship as less satisfactory. Namely, the results of the research using self-assessment of deaf and hard-of-hearing students show that their sense of connection with peers of typical development is considerably weaker than with deaf and hard of hearing students (Jolić & Isaković, 2008).

Table 2 The behavior of deaf and hard-of-hearing students at the breaktime in a different school

Type of school environment		Regular school	School for deaf and hard-of-hearing students
		%	%
Behaviour at the breaktime in the yard	Clumsy behaviour	16.7	9.7
	In accordance	30.0	66.7
	Noticeably mobile	10.0	23.6
Behaviour at the breaktime in the relation to the game	Does not participate in the game	0.0	29.2
	Plays organised	30.0	62.5
	Disturbs organised game	26,6	8.3
Behaviour at the breaktime in the relation to the group of children	Does not notice	0.0	22.2
	Accepts	80.0	69.4
	Does not accept	20.0	8.3
Behaviour at the breaktime /mood	Lowered	10.0	22.2
	In accordance	20.0	59.7
	Increased	23.3	18.1

In the school environment, students learn not only knowledge but also learn how to manage social relationships. Moreover, positive peer relationships contribute to the development of empathy and building a cooperative relationship with the others (Roksandić & Kovačević, 2016). In addition, pupils' behavior and their proper emotional and mental development are significantly influenced by the interaction among teachers learners (Murray & Pianta, 2007; Natvig et.al, 2003; Roeser, Eccles & Sameroff, 2000). Whether the interaction among teachers and students will be

open and motivating depends on the one hand on the style of teacher behavior, while on the other hand, it depends the personal characteristics of students. The positive emotional dimension of the teacher-student relationship creates conditions for the development of positive behaviors.

A comparison of the research results of Roksandić (2016) and Pavković (2016) points to the existence of differences in the attitude of the deaf pupils towards the teacher, the assignments, praises, and remarks (Table 3).

The explanation of the obtained results can be found in the nature of hearing impairment that limits the communication skills and the lack of experience that deaf and hard-of-hearing learners obtain through interaction with other people resulting in difficulties in the social and emotional functioning of children (Edwards & Crocker, 2008). For this reason, the achievement of positive educational outcomes, while respecting the individual potentials of deaf and hard-of-hearing students in inclusive schools, requires well-planned and programmed content and activities, as well as competent teaching staff with positive pedagogical skills. It is necessary for the teacher to see and understand the needs, interests, and capabilities

of each deaf and hard-of-hearing learner individually, and adapt the teaching style to their learning styles and abilities, or choose the level and form of help in relation to the specific needs of the individual. Accordingly, the involvement of defectologists is required to provide expert guidance to teachers in the planning and realization of teaching work and achieving a positive interaction with deaf and hard-of-hearing students (Pavković, 2016). In addition, parents' participation in child's school activities can significantly contribute to academic success, and the level of communication skills of parents is a more important predictor of the overall socio-emotional and intellectual development of a child (Calderon, 2000).

Table 3 - The attitude of deaf and hard-of-hearing learners towards teachers in different school environments

Type of school environment		Regular school	School for deaf and hard –of – hearing students
		%	%
Addresses the teacher	Never	10.0	16.7
	As needed	40.0	61.1
	Asking questions	50.0	22.2
Attitude towards tasks	Accepts confusingly	57.0	15.3
	Accepts normally	20.0	58.3
	Stands up, walks	0.0	26.4
Praise	Being ashamed	0.0	14.1
	Accepts normally	23.3	53.5
	Does not affect the behaviour	16.7	32.4
Remarks	Being ashamed	57.0	26.4
	Accepts normally	26.7	47.2
	Does not affect the behaviour	16.7	26.4

CONCLUSION

The school environment, regularly or "especially" strongly influences young people, especially the environment in which the individual characteristics of each student are respected. Inadequate auditive perception determines the specificity of social development and social communication of deaf and hard of hearing children, and there are often manifestations in the form of unadjusted behavior, reduced communication with the environment, frequent withdrawal and social isolation (Kovačević, 2016). Most of the previous research on the social development of deaf and hard-of-hearing students focused on the inclusive environment and examined the quality of their inter-

action with peers of typical development, while fewer data on behavior and social adaptation of deaf and hard-of-hearing students in a "special" school environment. The purpose of this paper was to look at the characteristics of the behavior of deaf and hard learners studying in an inclusive education system and those in special schools. The synthesis of the results of the presented analyzes points to certain similarities in the behavior of deaf and hard-of-hearing students in different types of school environment, but also to significant differences. Deaf and hard-of-hearing pupils, regardless of the type of school environment, show coherent behavior in the class and at the break time, they are attentive, involved in the game with peers in the organized game.

Differences in behavior are observed in addressing other students, while in the regular school of deaf and hard-of-hearing students mostly do not address anyone, while at the school for deaf and hard-of-hearing pupils they most often address peers as needed. Also, there are significant differences in the attitude of the deaf students to the teacher, the assignments, praises, and remarks. Namely, in schools for deaf and hard of hearing pupils, the highest percentage of students addresses the teacher as needed and agrees to accept orders, compliments and teacher's remarks. In a regular school environment, the highest percentage of students are with lowered moods, asking teachers without any need, confusingly accepting the orders, praises accept normally but they are ashamed by the remarks.

The obtained research results point to possible ways to improve everyday pedagogical practice in the schools where the deaf and hard-of-hearing students are educated and create conditions for achieving positive teacher-student and student-student relationship, by upgrading the existing educational process.

The development of social skills and positive behaviors is an important and sufficient reason for changes in pedagogical work by improving the cooperation of defectologists, teachers, professional associates and the family. The planning of quality individual support in an incentive and supportive school environment creates the conditions for the overall development of deaf and hard-of-hearing students and their successful social integration.

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DIFFERENCES IN THE PERCEPTION OF SOCIAL SUPPORT BETWEEN THE YOUTH WITH INVALIDITY AND THE YOUTH WITHOUT INVALIDITY

Izeta Husić-Đuzić¹
Ševala Tulumović
Vesna Bratovčić

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University of Tuzla, Faculty of Education and Rehabilitation Bosnia and Herzegovina

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ABSTRACT

The aim of this paper was to identify differences in the perception of social support for young people with and without disabilities in the age of 18-35 in the Tuzla Canton. The sample of examinees consists of two sub-classes. The first subsample is made of young people with disabilities, chronological age 18-35, both sexes (N = 50). The second subsample consists of young people with no disabilities, chronological age 18-35, both sexes (N = 50). The data obtained by the research were processed by the method of parametric and nonparametric statistics. The frequencies, percentages and measures of central tendency (arithmetic mean, standard deviation) are calculated. P-values were used to investigate the differences between the examined variables, and the variance analysis was used to investigate the significance of differences. The results of research on differences in the perception of social support among young people with disabilities and young people without disabilities show that there is a statistically significant difference in the most applied variables. Based on the results obtained in the case of youth with disabilities, it would be advisable to start with integration into social life at all levels.

Keywords: *youth with disabilities, youth without disabilities, social support.*

INTRODUCTION

There is a large number of people in Bosnia and Herzegovina with a different degree and type of disability who are trying to be accepted by the society. The wish of every young person is to be independent and successful in all aspects of life. In order to achieve such

a thing, sufficiently stimulating environment, social support and family support are required (Husić-Đuzić, 2016). Accessibility means that people with disabilities have access, on an equal basis like everyone else, to the physical environment, transportation means, information and communication technologies and systems, as well as other facilities and services.

¹Correspondence to:

Ševala Tulumović, PhD, University of Tuzla, Faculty of Education and Rehabilitation Bosnia and Herzegovina
Univerzitetska 1, 75000 Tuzla, Bosnia and Herzegovina
Phone: 387 35-320 673
E-mail address: sevala.tulumovic@untz.ba

There are still tremendous obstacles in all these areas (Matković & Načinović, 2015). The obligation of the society is to ensure that all people with disabilities are less likely to experience the consequences of disability by providing them with adequate health care, rehabilitation, safer environment and raising community awareness that is ready to provide support to people with disabilities (Husić-Đuzić, 2016). A person with a disability is like every person with a different physical, intellectual or mental condition or illness that permanently disables the satisfaction of personal and social needs in everyday social and economic life (Žunić, 2001). In the past few decades, at least three predominant models in approaching the interrelated disability phenomenon are available, defining in this way the relationship between the community towards people with disabilities and the relation of people with disabilities to the phenomenon of disability and towards themselves. (Zahirović, Čolić & Jonjić, 2009). In order to achieve the basis for a standardized assessment of the functioning of a person, and its interaction with the environment, it is necessary to make a specification for each of the separate functions, activities and factors of the environment when there is no damage to the observed variable when the damage is mild, moderate, severe or complete (Strnad & Benjak, 2010). The philosophy of independent life is the result of the movement of people with disabilities that issue the disability as a matter of human rights (Vučenović & Mastikosi, 2011). Self-esteem for people with disabilities is defined by estimating their own capacity for functioning in the social environment (Omolayo, 2009). Activities of everyday life include tasks for which a person is regularly preparing or in addition to participating in his or her social roles and work in everyday life (Trombly, 1995). Managing social interactions is one of the most complex tasks that people do (Masty & Schwab, 2006). Bratovčić and Galijašević (2015) state that the possession and use of social skills by young people with disabilities affects life and professional achievements and social relations.

THE AIM OF THIS PAPER

The aim of the paper is to identify differences in the perception of social support between young people with disabilities and young people without disabilities.

WORK METHODS

Sample of respondents

The sample of respondents consists of two subsamples. The first subsample was composed of young people with disabilities, chronological age 18-35 years, both sexes, 50 of them. The second subsample was made of young people with no disabilities, chronologically aged 18-35 years, both sexes, 50 of them, selected by a random selection method from the territory of Tuzla Canton.

Method of conducting research

The study was conducted over a period of two months during which field testing was carried out. Each respondent responded independently after receiving the instructions from the interviewer. The respondents were asked to express their agreement or disagreement, ie degree of agreement or disagreement with the paragraphs expressed in the statements. Young people with disabilities were interviewed individually. The time that was foreseen for an interview with each respondent was 15-25 minutes. Young people without disabilities are surveyed in groups. The estimated time required to complete the questionnaire provided by this survey is 15 minutes. All respondents are familiar with the purpose of the survey and are informed about how to complete the questionnaire.

Measuring instruments

For this research, a Multidimensional Scale of Perceived Social Support was used (Multidimensional Scale of Perceived Social Support - Zimet, Dahlem, Zimet & Farley, 1988).

Methods of data processing

The data obtained by the research were processed by the method of parametric and nonparametric statistics. The frequencies, percentages and measures of the central tendency (arithmetic mean, standard deviation) are calculated. P-values were used to investigate the differences between the examined variables, and the variance analysis was used to investigate the significance of differences. The data is shown in tabular form. The data was processed in the SPSS 16 statistical package for Windows.

RESULTS

In order to assess the perception of social support for young people with disabilities, 18 variables related to the perception of family and friend support were applied. Ta-

ble 1 shows the results of the research, in terms of level of agreement or non-agreement with the offered statements and differences in responses, or perception of social support, between young people with disabilities and young people without disabilities.

Table 1 Structure of respondents according to the perception of social support

Claim	Control I agree		Experimental I disagree	
	f	%	f	%
I have a clear role in my family	49	98.00	47	94.00
I have a clear role among my friends	50	100.00	45	90.00
I feel family members understand me	49	98.00	43	86.00
I feel my friends understand me	49	98.00	40	80.00
When I talk to family members, I feel they listen carefully to me	49	98.00	43	86.00
When I talk to my friends I feel they listen carefully to me	48	96.00	39	78.00
My family members help me to do things for me	1	2.00	8	16.00
My friends help me to do things for me	1	2.00	8	16.00
I'm active on social networks	50	100.00	44	88.00

The results of Table 1 clearly show that **there is a statistically significant difference ($p < .05$) in all applied variables, except for the first claim "I have a clear role in the family" ($p = .307$)**. A greater percentage of the proposed allegations were recorded in care of young people without disabilities. The results of the research presented in Table 1 also point to the existence of statisti-

cal significance regarding the activities of young people with disabilities in social networks compared to young people without disabilities.

Table 2 shows average values and deviations in relation to certain activities of respondents, such as socializing and dating with friends, telephone conversations, going to cultural and sporting events.

Table 2 Average values and measures of dispersion related to social life

Questions	Control group	Experimental group	p
	$\mu \pm \sigma$	$\mu \pm \sigma$	
How many times have you been spending time with people who do not live with you in the past month?	8.12 \pm 4.41	11.87 \pm 12.99	.057
How many times have you been visiting friends or family for the past month?	6.32 \pm 2.40	6.89 \pm 6.11	.540
How many times in the past month have you been invited to go out with your friends?	7.40 \pm 3.30	5.23 \pm 3.96	.004
How many people in your environment can you count for help at any time (apart from family members)?	2.32 \pm 3.05	4.85 \pm 10.07	.093
How many times did you talk to someone over the phone in the past month?	20.10 \pm 8.16	23.47 \pm 37.29	.535
How many times did you go to the movies last month?	1.64 \pm 0.96	0.81 \pm 1.57	.002
How many times did you go to the theater last month?	1.78 \pm 1.43	0.36 \pm 0.49	.000
How many times did you go to a sports event in the past month?	2.28 \pm 1.80	1.09 \pm 1.16	.000
How many times did you visit the organization you are involved in the past month?	0.44 \pm 3.11	5.23 \pm 10.85	.003

According to the results obtained in Table 2 we conclude that **there is a statistically significant difference ($p < .05$)** in average values for the following variables-questions: „How many times in the past month have you been invited to go out with your friends?“; „How many times did you go to the movies last month?“; „How many times did you go to the theater last month?“; „How many times did you go to a sports event in the past month?“; „How many times did you visit the organization you are involved in the past month?“ According to the results, it is evident that the average number of outings with friends, cinema, theater or sports events is statistically higher for young people with no disabilities compared to young people with disabilities. By contrast, the average number of visits to an organization involved is higher among young people with disabilities compared to young people without disabilities ($p < .05$).

DISCUSSION

The need and availability of support is a critically intervention factor in relation to social support and health. Perception of the need and availability of social support has a greater impact on health than the actual need and availability (Gibson, 1994). Some research shows that poor (community) support is a consequence of bad health, not weak social support (Parker et al., 1992). Poor social support and a social networking can bring a person into social isolation. This can result in physical symptoms that a person in an unadjusted way asks for help or attempts to attract the attention of others to him (Cohen, 1990). Support that young people with disabilities receive from friends and parents can be one of the drivers to a successful and independent lifestyle. Willing to be self-reliant, and not being supported by close family and people around them, are the barriers faced by young people with disabilities (Bratovčić & Mehmedinović, 2015). Although the development of technology and access to the Internet enables and facilitates communication between people and the creation of wider social networks, however, social life on the Internet can not fulfill the needs of the person's support and social affiliation in quantitative or qualitative terms. Research related to the Internet's influence on mental health and the wealth of social relationships are contradictory. While others talk about the negative impact of

the Internet on the mental health and social lives of its users (Bratovčić & Mehmedinović, 2015), others (Rakić-Bajić, 2012) argue that the Internet has no negative impact on mental health unless there is already a psychopathological disorder or predisposition to develop addictive behavior. The research carried out by Bratovčić & Mehmedinović (2015) suggests that young people with disabilities have fewer opportunities to develop social relationships, networks and social interaction with peers because social interaction is performed indirectly through parents, family members and, in particular, the internet. Also, young people with no disabilities, in relation to young people with disabilities, go out with friends more, visit a cinema, a theater or a sports event more often. By contrast, young people with disabilities in relation to young people without disabilities spend more time in the organizations they are involved in. The results indicate that the social life of young people with disabilities is mainly within the family and within the organizations of people with disabilities. Karacic (2012) states that social support does not always necessarily mean a positive experience, especially in the context of independence. Accepting help from other people can create some sense of addiction or inferiority in some, and that is when social support can be detrimental, as it does not allow social support recipients to develop their own resources to deal with stressful situations. The lack or insufficient development of social skills affects the social integration of young people with disabilities (Arsenović & Pantelić, 2014).

CONCLUSION

Based on the results of the research itself, the following conclusion can be made:

The results obtained in this research show that there is a statistically significant difference in the perception of social support among young people with disabilities and young people without disabilities. The results show that young people with disabilities in relation to young people without disabilities have a poorer perception of social support in terms of feeling that people in their environment listen and respect their thinking and understand their needs. The results obtained also indicate that the social life of young people with disabilities is mainly within the family and within the organization of people with disabilities.

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INTERNET AMONG STUDENTS – FROM MATHEMATICAL RATIONALITY TO UNREALITY

Tarik Bazdalić¹
Vehbi Ramaj
Sead Rešić
Maid Omerović

Original scientific paper

*Faculty of Education Travnik, Bosnia and Herzegovina
Business Faculty, University of "Haxhi Zeka"
Department of Mathematics, Faculty of Sciences, University of Tuzla, Bosnia and Herzegovina
Faculty of Education Travnik, Bosnia and Herzegovina*

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ABSTRACT

Today's modern lifestyle and contemporary ways of working and gaining knowledge in schools and universities could not be imagined without high technology – the Internet. Simply said, internet entered all the pores of contemporary life in big style. If used rationally, internet can truly facilitate work in all spheres of modern man's life. However, internet also has a dark side which comes to light if its excessive use becomes internet addiction, or internet infatuation. We reached this hypothesis through everyday contact with students in class as well as our colleagues teachers. In order to determine if and to what extent internet addiction among students exists, we applied a generic method, that is, we used survey as one of techniques of research. The survey was conducted in October of academic year 2017/2018. Sample of 79 students was selected from first and fourth grades in Secondary school "Muhsin Rizvić" in Kakanj.

Keywords: *scientific achievements, the Internet, free time, school subject matter, textbooks, Mathematics.*

INTRODUCTION

Modern lifestyle and working conditions, as well as communication models, can not be imagined without the use of internet. "Internet was invented by accident, during the cold war when the American army needed

to establish communication and exchange of experiences between American scientists hired by the US army. Some years afterwards, internet was still limited to universities, but the development of personal computers enabled its true explosion" (Kukić, 2004). Today, internet has penetrated all pores of human life.

¹Correspondence to:

Sead Rešić, Department of Mathematics, Faculty of Sciences, University of Tuzla
Šabana Zahirovića 10, Tuzla, B&H
Phone: +387 61 101 230
E-mail: sresic@hotmail.com

It has become inevitable as means of communication, doing everyday chores in companies, it helps students better understand and gain more knowledge in various school subjects, aids in different life situations, provides information of all kinds. Simply said, internet has become one of basic needs in human life.

However, besides all mentioned benefits, internet can become very harmful or even lethal if approached incorrectly. This applies, first and foremost, to unconfirmed and unreliable information which can be found on the Internet. The reason why such information is available is the fact that anyone can write various information even without having knowledge about the subject matter or even if their intentions are not benevolent. So, considering that certain information was written without scientific proof, it is not always possible to differentiate between correct and incorrect information, especially if the subject matter is not very well known to readers. Because of this, there is a great danger of inappropriate use of internet and deliberate placement of incorrect information to lead the reader to wrong conclusions and complete disorientation, followed by offer of salvation from hopelessness through joining different socially harmful and dangerous groups of people.

What is also beyond understanding is the mass use of certain internet sites where people, without any obvious need and justification, voluntarily enter their personal information and photographs without even considering the fact that someone may use them for dark purposes. This is especially true for young people, mostly high school and university students. It can be said that young people spend most of their time visiting such sites where they communicate discussing meaningless things. "With the exception of email, where users identify themselves, nobody online knows who they are talking to – male, female, where they live. Is this invention going to make us lose our identity in a new space? Is computer technology start to dominate us, instead of it being vice versa?" (Giddens, 2001).

Some high school and university students were noticed to use the Internet to gain knowledge in all subjects, including Mathematics, and all that without their textbooks and notebooks. Students are encouraged to do this by their teachers, which can not be a good thing for either. Students get the feeling that they do not have to pay attention or participate in class, which results in a great number of absences, especially when it comes to university students, and creates a feeling of uselessness in teachers.

"Will electronic media destroy books?" (Giddens, 2001). Where does this world of high technology lead us? Does internet lead young educated people in a state of infatuation which can at the end cause psychological disorders with unforeseeable consequences followed by inability for socially valuable work and independent life?

All these questions can not be answered precisely at this moment.

The subject of this research is to evaluate how much students use the Internet and whether its use has reached the state of addiction to internet, that is, infatuation by internet, or if this is a mathematical reality.

AIM AND TASKS

The main goal of this research is to determine how much students use the Internet in learning school subject matter as well as in everyday life, and whether the use of internet is so extensive that students became addicted to it.

The subject of this research and its formulated aim give us the following research tasks:

1. To determine whether students spend most of their free time sitting by the computer and surfing the Internet.
2. To determine whether students use only internet for learning school subjects, including Mathematics, and neglect other learning aids – textbooks and notebooks.
3. To determine whether students, while surfing the Internet, visit sites with various quasi-scientific theories which are completely opposite from knowledge they gained in school and whether they believe everything they find online.
4. To determine how the use of internet negatively impacts students, but also how it has positive effects in realization of teaching content (Selimović, Rodić & Selimović, 2013).

HYPOTHESES

From the aim and tasks of research mentioned above, zero hypothesis is formed:

H₀: Students use the Internet rationally for electronic communication and acquiring information in everyday life which is urgently needed or cannot be gained any other way. In order to master school subjects, students only need their textbook and notebook, and there is no need for internet, especially in Mathematics.

The main hypothesis stands against zero hypothesis: H: Students use the Internet excessively, whether they really need it to gain information or not. They spend all their free time online. They use only internet as learning aid to master school subjects and neglect completely notebooks and textbooks considering them unnecessary. They accept all information as reliable, even that which is completely opposite from the knowledge they gained in their school years. All this leads to main hypothesis stating that students became addicted to internet, or even infatuated by it.

RESEARCH

In order to secure quality survey conditions, while gaining reliable empirical data, characteristics and size of the sample were taken into account. Sample consisted of students in two first and two fourth grades in "Muhsin Rizvić" secondary school in Kakanj, a total of 79 students – examinees. The sample was deliberately made of first and fourth grades in order to examine whether there is deviation between generations in the degree of using the Internet. When it comes to sample size, it is medium size, but the accent of the survey is not in the number of examinees, but rather in results of the research.

In order to make the survey good, successful and adequate, it had to fulfil the following conditions:

- Contributing to examinees' high motivation;
- Asking examinees to provide necessary information which cannot be gained any other way;
- Being optimally long and not demanding a lot of time to complete;
- Satisfying esthetic qualities (arrangement and attractiveness);
- Not prying into personal matters;
- Guaranteeing anonymity;
- Being clear;
- Having questions in the survey formulated clearly, definitely, short, unambiguous, understandable without unnecessary words, or unknown and unusual terminology;
- Without suggestive questions.

General information required from all examinees on the survey was gender, class and average grade in Mathematics.

The questionnaire type was closed and consisted of nine questions, with three possible answers offered for each one. The answers were graded from 1 to 3 points without examinees' knowledge of grading so as to avoid suggestible answers.

Offered answers graded with one point were formulated in favor of zero hypothesis. Those answers graded with two points indicate border between zero and main hypothesis. Finally, answers graded with three points were formulated in favor of the main hypothesis.

Survey questions and possible answers with awarded points are shown as follows:

1. In your opinion, what is the biggest achievement of modern civilization?
 - a) Wireless communication between people (2)
 - b) Internet (3)
 - c) Radio and television (1)
2. How do you spend most of your free time?
 - a) Partly using internet, partly for a hobby. (2)
 - b) Internet is my favorite way to spend free time. (3)
 - c) I spend most of my free time walking, doing sports activities, going to sports matches, socializing with my friends, etc. (1)
3. How would you feel if you spent a longer time without access to internet?
 - a) I would feel like I lost one of my senses. (3)
 - b) I would hardly feel anything. (1)
 - c) I would feel unusual at the beginning, but it would stop being a problem in time. (2)
4. How much time do you spend surfing the Internet daily?
 - a) I visit internet only when I need information or to send and receive emails. (1)
 - b) I surf the Internet at least 3 hours a day, mostly Facebook, internet games or other lighter reading. (3)
 - c) Every day I visit the Internet to see if I received an email or to read news from different areas of interest, spending 30 minutes at most. (2)
5. Do you use internet to master school subjects?
 - a) No, textbooks, notebooks and following the classes are enough for me. (1)
 - b) Yes, internet has become a necessary means in conquering school subjects, so I do not need textbooks at all, while I use notebooks only for subject topics. (3)
 - c) Occasionally (2)
6. Do you use internet to learn Mathematics?
 - a) Occasionally (2)
 - b) No, textbooks, notebooks and following the classes are enough for me. (1)
 - c) Yes, internet is the simplest and fastest means for gaining knowledge in Mathematics. (3)
7. Mathematics homework has a task for which you need a pattern you cannot remember. What will you do?

- a) I will look for it in a mini collection of Mathematical patterns. (1)
- b) I will call one of my friends and ask them. (2)
- c) I will look for it on the Internet. (3)
- 8. Do you believe everything you find on the Internet, such as theory that “Earth is flat”, “Gravity does not exist”, “the atomic bomb does not exist”, etc.?

 - a) Of course I do. (3)
 - b) After learning this, I am starting to doubt what we learn in school. (2)
 - c) I believe only those theories which do not contradict what I learn in school. (1)

- 9. If you read online that someone saw aliens, photographed them and posted those photos on the Internet, would you believe it?

 - a) I would accept it with a grain of salt. (2)
 - b) Of course not. (1)
 - c) Yes, I would. (3)

Adding points for all offered answers to nine questions was formulated to result in a sum not smaller than 9 or greater than 27. This range of possible sums

of points in this questionnaire gave a scale based on which every examinee was grouped as follows:

1. Examinees whose sum of points was 9-16 were considered to use the Internet rationally, i.e. only when they need it and exhibit no internet addiction.
2. Examinees whose sum of points was 17-20 were considered to exhibit increased appetite for internet, but still were not addicts.
3. Examinees whose sum of points was 21-27 were considered completely addicted to the Internet, or infatuated by it.

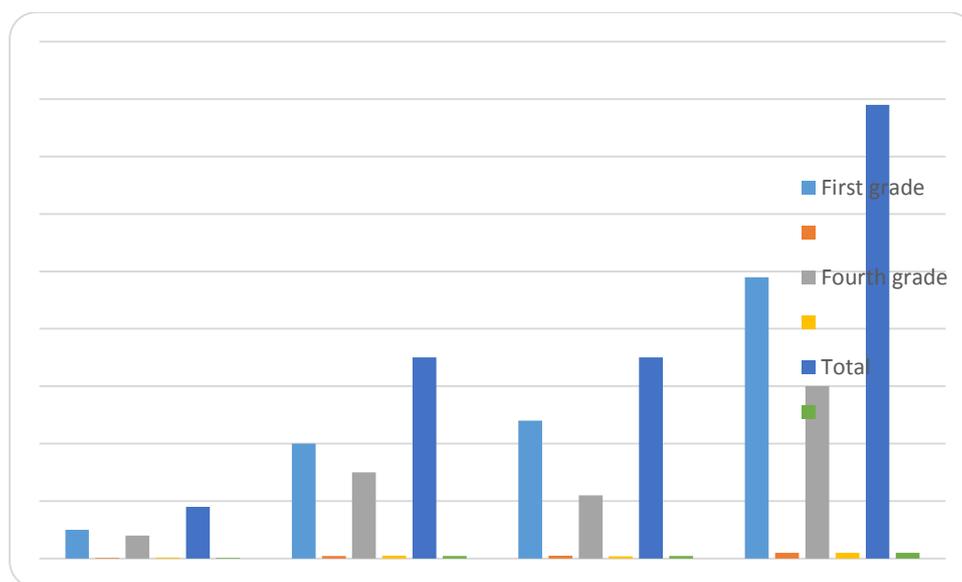
RESULTS

For analysis and interpretation of results, percentage procedure was used as a quick and simple way of statistical analysis.

So, after the survey was completed on a sample of 79 examinees in total, from first and fourth grades, and after the questionnaire was reviewed and analyzed, the results are shown in the following summary table:

Table 1 Demonstration of internet addiction

	First grade		Fourth grade		Total	
	f	%	f	%	f	%
Not addicted to internet	5	10	4	13	9	12
Increased use of internet	20	41	15	50	35	44
Addicted to (infatuated by) internet	24	49	11	37	35	44
Total	49	100	30	100	79	100



Graph 1 Demonstration of internet addiction

CONCLUSION

Based on gained results of this research, it can be concluded that, according to previously determined criteria, approximately only 1/7 of representative sample is not addicted to the Internet.

Approximately 3/7 of representative sample can be considered as not yet addicted to the Internet, but still uses it excessively.

Finally, approximately 3/7 of representative sample can be considered infatuated by the Internet, because their use of it has become so excessive that they are addicted.

Comparing results of research between first and fourth grades, what can be seen is that the younger generation (first grades) is about 1/3 more susceptible to the influence of the Internet than the older generation (fourth grades). This difference between generations can be explained through the fact that the older generation spent more time “socializing” through the Internet so that they became oversaturated. However, this could be the topic of another research.

Based on the acquired results of this research, it can be said that the main hypothesis was completely confirmed although, comparing zero and main hypothesis, the result are in favor of the main hypothesis. That is, according to previously determined criteria, significant part of the sample (3/7) gave results that characterize examinees as excessively using internet, but still are not internet addicts.

Even though research results are generally discouraging, the above-mentioned conclusion regarding differences between generations gives hope because it can be expected that older generations will use the Internet more rationally without the attribute “infatuated”.

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THE RIGHTS OF NATIONAL MINORITIES TO INFORMATION

Aid Mršić¹
Larisa Softić-Gasal

Original scientific paper

*Editor on Television of Sarajevo
European University „Kallos“ Tuzla, Bosnia and Herzegovina*

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ABSTRACT

The public service, which should be the guardian of the identity of national minorities, fell under the political pressure. In this way, it came out of the scope of its actions. Leading people in independent media believe that the role of the public service is crucial in protecting national minorities. But the media can not do it alone. First of all, the state must regulate, and respect what it has brought. With strong strategies and the inclusion of national minorities in all social trends, it is possible to achieve, not fully, but partially, the equality of all those who live on the territory of BiH. On the other hand, the public service must respect what the state says. The Communications Regulatory Agency is obliged to impose rules in an adequate manner and at the same time to monitor how much the media (public service) meets its obligations.

Keywords: *media, national minorities, public service, degradation, equality, freedom*

INTRODUCTION

In transition countries that want democracy, minorities are an indispensable topic. Although communism left us fictitiously long time ago, and democracy came to the big door, it was believed that the problem of minorities would be resolved more quickly. However, it turned out that the inclusion of minorities in the transition process would be more difficult than anybody expected. „The dissolution of Yugoslavia, along with the already existing large number of minority communities, created new ones.“ (Biserko, 2002, p. 4) Historically, the Balkans is marked by many specifics. „One of them is

the late national revolutions. As such as a consequence they had a struggle for ideas that in the meantime were abandoned in Europe, for the creation of an ethnically pure state. Such an idea in Europe has been overcome. It disappeared from the scene because it turned out to be in a certain sense hard to achieve.“ (Korać, 2002, p. 2) In the context of democratic development, an important segment in the lives of members of national minorities should be the media. In fact, the media should take care of national minorities. However, the connection between them should be strong. The state should provide members of national minorities with free information and education in their languages.

¹Correspondence to:

Aid Mršić, Editor of Television of Sarajevo
Geteova 12/5 71000 Sarajevo, BiH
Phone: +387 61 606 775
E-mail: aidmrsic22@yahoo.com

„For every society, and for mankind as a whole, the fate of minority groups is not just ordinary files like the others. It is, with the fate of women, one of the indicators of moral advancement, or a decline.“ (Maalouf, 2009, p. 62) It is important to note that the media is crucial in promoting all aspects of life, especially social virtues. Without the media and communication with society, there would be no clear picture of what surrounds us, and the information would come to us very slowly. The inclusion of national minorities in the media in BiH is very modest. Thereasons are multiple. First of all, the media is not very interested in the problems of national minorities. At the same time national minorities do not show a great interest to be present in the media. However, the right to have a medium in their own language is guaranteed by the Constitution of BiH, international conventions, as well as domestic legal acts related to the media within the Public Service of BiH. „The state is obliged to provide a sufficient legal framework for exercising the right to information in minority languages and conditions for funding, so that this right can be realistically realized. However, the primary responsibility for the development of information in minority languages lies with the Association of National Minorities.“ (Žigmanov, 2008, p. 116)

Media relations towards national minorities in a democratic society - minorities are presented as fanatical

Are democracy and public opinion in BiH just some of the questions we will try to give answers to? However, we should not expect much, because a society as our own, inert and passive, has not developed this phenomenon enough in contrast to modern societies in which democracy is the key for their success. „The crisis of the modern state is obvious: it protects itself and neglects human rights; a modern state becomes what Duverger called, „a democracy without a people.“ (Vreg, 1991, p. 288) We can not speak of a democratic society if the problem of minorities is not resolved in it, and if a part of the population does not enjoy the same rights that most citizens have. One does not go without another.

Although information in the mother tongue is the fundamental right of every individual, in this case we can exclude this right. The possibility for minority members to be informed in their own language promotes their integration into society and strengthens its cohesion system. „By losing identity, a man is really wondering who he is, and he is increasingly feeling the need to find himself again. As the media spread more and more, the man's need to feel at home well as a citizen of his own town, as strong as a true member of his tribe.“ (Balle according to Nuhanović, 2010, p. 144) The acceptance of the

other is greatly facilitated if the media is open to events in other national communities. But all this fails when we talk about the domestic media sphere.

According to the Communications Regulatory Agency, 41 television stations and 139 radio stations are registered in BiH. None of these media is not primarily targeted at reporting about national minorities. In BiH, 12 daily newspapers and 99 periodicals are published (53 magazines are registered in the Federation and 46 in Republika Srpska).

We have already said that there are no larger, electronic media that are continuously talking about the rights of national minorities. Printed are sporadic, such as, print edition **"Voice of Minorities of the Region" (Glas manjina regije)**, issued by the Association of National Minorities of Doboj - the financiers are foreigners. There are several other print editions such as the **"Jewish Voice" (Jevrejski glas)**, and the **Black and White World magazine or Kbalopbarno umal (Crno bijeli svijet)** what comes out in the local and Roma language in 2,500 copies. There is also a web portal manjine.ba. However, this portal does not only talk about minorities, but also about other vulnerable categories of the population. Also, the Facebook page of the **"National Minority in BiH" (Nacionalne manjine u BiH)** can be found, but the administrator is rarely active.

If minorities want to be informed, there must not be a strictly minority medium. They can also be informed through other means of communication, primarily the Public Service, which will speak about their rights through different shows. However, „the best situation is when there are media on the languages of national minorities, and the worst or most disadvantaged is when there is a minority, but not a minority media, or the possibility for members of the minority to be informed in their mother tongue.“ (Biserko, 2008, p. 114) This second, unfavorable option is expressed in BiH.

The emphasis is on sensationalism, drama, conflict, deviant behavior to an inappropriate civil society. Entering the art of massacre (Art masacr live) into our homes has become a practice, but this is what spectators, readers, listeners expect. Only minority groups that can be identified with such activities enter the daily news corps. In that way, the information threshold is significant for the decision to publish.

Declaring that the right of national minorities to be informed is not sufficient, it is necessary to show it. In this regard, there is no readiness for the majority of the population to transfer media space to national minorities. „Minorities are generally stereotypically portrayed as „fanatic and fundamentalist.“ (Engineer, 1999, p. 21,32)

Writing about them is compassionate. The facts are taken selectively (they are often related to petty crime, eg Roma). In that way, the media encourages the spread of stereotypes and prejudices. „Armed with prejudice and stereotypical reporting, the media offers their audience an interpretive framework and models of behavior that are not benevolent to minority communities“ (Hodžić and Jusić, according to Van Dijk, 1995, p. 29).

Based on the above, we come to the conclusion that the media promotes the discriminatory use of politically incorrect language and ignores minority issues. „All this tell us that national minorities are in the media ghetto, surrounded by barbed wire, in which they live by imposed rules, or by their own, and the possibilities for any informative upgrade are stunned“ (Gajicki, 2008, p. 43). The topics that the media deal with are mostly, according to Van Dijk's studies, the problems that minorities create in society. We will remember the burning of the mistress Ljubica Djokić-Spasojević, who was robbed and burned by people of the Roman origin on the street several years ago. It was a striking news in all the media. This tells us that minorities must be „the case“, and the causes of the problem, in order to write about them. Apart from being a problem, it is also evident that they are subject to manipulation that is not so portrayed in the media as well as in the society (the Sejdic-Finci case), and it will become when the political powers are most needed to score points. „The media simply gives what is sold well, which maximizes profits.“ (Thurow to Nuhanović, 2010, p. 142) Many topics which are an integral part of writing when the majority population is concerned, such as economy, politics, society, are missing when we talk about the minority population, although in these areas there are equally good examples and results. National minorities are not residents of the public sphere. They are blocked and isolated, suppressed by those who have privileges, because the group which has the greatest influence in society has its own control and media. Media control by political powers is largely the reason why the media is losing its sense, while at the same time serving only a certain circle of people. Satisfying their wishes and putting them (political elites) at their disposal, the media loses its basic function. Instead of misinforming the public, they should inform it.

RESEARCH

The research was conducted throughout BiH. Members of 17 national minorities participated. Albanians², Montenegrins³, Czechs⁴, Italians⁵, Jews⁶, Hungarians⁷, Macedonians⁸, Germans⁹, Poles¹⁰, Roma¹¹, Romanians¹², Russians¹³, Rusins¹⁴, Slovaks¹⁵, Slovenians¹⁶, Turks¹⁷ i

Ukrainians¹⁸.

²According to the population census in 1991, there were 4,922 inhabitants in this area, the reference sample for our research was a figure of 492 respondents.

³According to the 1991 census, Montenegrins were the largest national minority in Bosnia. Of the 10,048 registered, our reference sample was 1004.

⁴The Czechs belong to a larger national minority in Bosnia. According to the census on which this research was done, there were 590. The reference sample for our research was 59.

⁵Italians also belong to a larger national minority in Bosnia. In the past, 732 lived in the territory of Bosnia. The sample was 73.

⁶According to the data from 1991, the number of Jews was 426. Our reference sample of 10% is 42.

⁷There were 893 Hungarians 21 years ago. The sample is 89.

⁸By number, the Macedonian national minority was the sixth in line with the 1991 census. That figure was then 1596. Our reference sample is 159.

⁹According to the population census what we took as relevant for our research in BiH, 470 German nationals lived. The reference sample was 47.

¹⁰The Polish national minority in the territory of BiH counted 526 members. A sample of 10% is 52.

¹¹According to the 1991 census, the Roma were the second largest national minority in BiH. Then there were 8,864. Our reference sample for this research was 886.

¹²Romanians in Bosnia belong to one of the smallest national minorities. According to the data for which this research was conducted, in 1991, there lived 162 here. Therefore, our valid sample is 16. What is worrying is that there is no Association of the Romanian National Minority, they are not organized in any form. Even the Embassy of Romania in our country has no data on how many of them live in this region. In the survey, individual cases, found with the help of friends and members of other national minorities, took part.

¹³The Russian national minority has a similar destiny as Romania, at least in terms of organization. They do not have an association, and there is no information about their current number in the Embassy in Sarajevo or any other organization. Everything is based on the data from 1991. By that time, 297 of them lived in Bosnia. Our sample was 29. In the survey, individual cases were found through other associations of national minorities and friends.

¹⁴The smallest national minority in Bosnia is Rusins/Ruthenians. Apart from being the smallest, at the same time they have occupied the most attention. Associations like the previous two national minorities do not have. Information about them, at least of the newer ones, can't be reached. According to the census of 1991, there were 133. Our reference sample is 13. In this survey, individual cases were involved.

¹⁵Slovaks in BiH also belong to a small national minority. According to the census there were 297, and our reference sample was 29.

¹⁶The number of Slovenians according to the 1991 census was 2,190. They are among the more numerous national minorities in Bosnia. Their number still moves in these proportions today. Our sample was 219.

¹⁷Turks in BiH also belong to a larger national minority. With the data we use in this paper, their number was 267, and our sample was 26.

¹⁸Ukrainians, by number, occupy the fourth place in BiH. This national minority according to the 1991 census counted 3,929 members. Our sample was 392.

Methods and techniques of research

The following research methods will be used in this paper:

- Interview
- Poll

What the media scene offers to national minorities in BiH, certainly is not enough. Below we bring the results of the research.

Mode, organization and process of research

The Association's chairmen and their members responded to the questions raised in the research. Those members of national minorities who are not organized in the Association participated individu-

ally. The study was conducted on a sample of 10%, or 3627 individuals. That is a reference sample according to the 1991 census. It should be noted that the demographic picture of BiH has changed greatly, and that the current ratio of forces is not the same as that of 1991. For the purpose of this research, the embassies of the countries whose national minorities live in BiH have been contacted. Most of them did not have the information about the number of their citizens in this area. First of all, this applies to the members of the Russian, Romanian, and also of the Rusins/Ruthenians national minorities. The research was done online and face to face. All the respondents answered to six questions, without having to provide their personal information. The research was conducted in six months.

RESULTS AND DISCUSSION

1. Are national minorities degraded by the media?

	YES	NO	PARTIALLY
Albanians	68%	11%	21%
Montenegrins	87%	4%	9%
Czechs	73%	3%	24%
Italians	51%	34%	15%
Jews	59%	12%	29%
Hungarian	56%	32%	12%
Macedonian	59%	23%	18%
Germans	66%	4%	30%
Poles	75%	8%	17%
Romans	72%	9%	19%
Romanian	81%	19%	0%
Russians	62%	0%	38%
Rusins/Ruthenians	92%	8%	0%
Slovaks	66%	10%	24%
Slovenian	58%	34%	8%
Turks	81%	0%	19%
Ukrainians	48%	19%	33%

In the first question, respondents of 17 national minorities could choose one of the three offered answers - Yes, No and Partly. The results we received gave us a confirmation of what we have already mentioned several times. Observing the obtained data, we can see that the greatest dissatisfaction was expressed by the Rusins/Ruthenians. Even 92% of them believe that minorities are degraded by the media. This question can be viewed individually for a particular minority, but we can also understand it in general terms. After Rusins, there are Montenegrins, Romanians, Turks.

If we carefully analyze the obtained data we can see that a percentage below 50% is recorded only with Ukrainians, while the others are above that number. This data tells us that members of national minorities are dissatisfied with the media relations. On the basis of the obtained results, we can conclude that minorities are not interesting for the media. Out of the total number of 3627 respondents, 2568 of them answered yes to this question, which is more than 70%. 448 or 12% of the respondents choose No for their answer and 611 or 17% went for Partly.

2. Have you ever started an initiative to make a broadcast of the national minority you belong to?

	YES	NO
Albanians	24%	76%
Montenegrins	14%	86%
Czechs	27%	73%
Italians	29%	71%
Jews	24%	76%
Hungarian	16%	84%
Macedonian	15%	85%
Germans	45%	55%
Poles	37%	63%
Romans	5%	95%
Romanian	69%	31%
Russians	62%	38%
Rusins/Ruthenians	31%	69%
Slovaks	45%	55%
Slovenian	8%	92%
Turks	19%	81%
Ukrainians	23%	77%

Minorities are lethargic, uninterested with a greater presence in the media. But these results should not be confusing. Minorities are passive, but this is not the reason for their media absence. Most of the members of national minorities, that show the results of our survey, have never started an initiative to create a television or radio show about them. Nearly all, except for two, this percentage is above 55%.

Surprisingly, the highest percentage is again among members of the Roma national minority and it is

95%. Although according to some indicators they are the highest in BiH today, most of them are apathetic. They are followed by Slovenians, Montenegrins, Macedonians. These results give us the right to say that minorities do not care about themselves. They do not strive to improve their position in the media, and have presented themselves to the general public in a different way. Out of the 3627 respondents, 587 or 16% answered YES as their answer, while 3040 or 84% chose NO.

3. Do you think that within the Public Services there should be channels in the languages of national minorities, or at least broadcasts?

	YES	NO	MAYBE
Albanians	72%	11%	17%
Montenegrins	93%	2%	5%
Czechs	81%	3%	16%
Italians	80%	16%	4%
Jews	83%	17%	0%
Hungarian	80%	17%	3%
Macedonian	67%	23%	10%
Germans	70%	28%	2%
Poles	90%	0%	10%
Romans	87%	2%	11%
Romanian	81%	19%	0%
Russians	62%	14%	24%
Rusins/Ruthenians	85%	15%	0%
Slovaks	79%	4%	17%
Slovenian	75%	17%	8%
Turks	73%	23%	4%
Ukrainians	81%	9%	10%

The public service should have a channel in the languages of national minorities, or at least emissions. This is the opinion of most respondents. The percentage of the answer does not go below 60%. In the case of members of the Montenegrin national minority, it reaches 93%, and in the Poles 90%. The fewest answers with Yes, were Macedonians 67% and Russians 62%. A few respondents consider that they should not have a show or channel in their own language. This is among Germans

expressed in 28% of cases, and this is the highest percentage.

To what extent are national minorities interested in the channel, or at least the broadcast in the language of the minority also shows collective results. 3031 or 84% of respondents answered that the Public Service should have such a thing. An incomparably smaller number of 263 or 7% think that it does not need, while 333 or 9% of respondents consider that it may need a channel or broadcast.

4. *What is the position of the minority you belong to in relation to the majority?*

	GOOD	BAD	I DON'T KNOW
Albanians	18%	53%	29%
Montenegrins	6%	69%	25%
Czechs	19%	61%	20%
Italians	19%	51%	30%
Jews	33%	48%	19%
Hungarian	35%	55%	10%
Macedonian	16%	45%	39%
Germans	55%	45%	0%
Poles	35%	53%	13%
Romans	24%	70%	6%
Romanian	6%	81%	13%
Russians	7%	65%	28%
Rusins/Ruthenians	31%	54%	15%
Slovaks	13%	61%	26%
Slovenian	9%	62%	29%
Turks	31%	50%	19%
Ukrainians	22%	41%	37%

It is very important what minorities think about their position in the society. Are they neglected, left to themselves, or viewed with special care?

Most respondents within 17 national minorities think that their position is bad. Each of these is expressed in more than 40 percent. Romanians are the foremost in this. In 81% of the cases, they find that their position is poor. They are followed by

Roma with 70%, and Montenegrins with 69%. In total, 627 respondents or **17% answered Good, 2212 or 61% Poor, and 788 or 22% do not know**. From this analysis we can see that minorities are not satisfied with their position in relation to the majority. We would say for a good reason, because the position the majority have in the society is not guaranteed for the minorities

5. Do you, as a member of a national minority, feel free in the Bosnian society?

	YES	NO
Albanians	89%	11%
Montenegrins	96%	4%
Czechs	100%	0%
Italians	100%	0%
Jews	98%	2%
Hungarian	100%	0%
Macedonian	100%	0%
Germans	100%	0%
Poles	100%	0%
Romans	93%	7%
Romanian	100%	0%
Russians	86%	14%
Rusins/Ruthenians	100%	0%
Slovaks	93%	7%
Slovenian	93%	7%
Turks	100%	0%
Ukrainians	81%	19%

Being free is important for every individual or group. So it should be with us. Freedom is the fundamental right of every human being. 89% of Albanians, and 96% of Montenegrins responded to feel free. In Czech, the feeling of freedom is 100%, as well as with Italians, Hungarians, Macedonians, Germans, Poles, Romanians, Rusins and Turks. In others, this is expressed in a slightly lower percentage. If nine national minorities, or their members think that they feel

free, then we can consider that the majority are satisfied. The remaining eight national minorities have members who do not feel free, but this percentage is small and it ranges from 19% among Ukrainians to respondents of the Jewish national minority, which is two percent. Even the total number of respondents goes in a positive direction, so we have 3369 or 93% of the respondents to feel free, and 258 or 7% who do not feel free.

6. Do you, as a member of national minority, feel equal to others in the Bosnian society?

	YES	NO
Albanians	3%	97%
Montenegrins	25%	75%
Czechs	27%	73%
Italians	36%	64%
Jews	29%	71%
Hungarian	42%	58%
Macedonian	14%	86%
Germans	13%	87%
Poles	44%	56%
Romans	3%	97%
Romanian	69%	31%
Russians	3%	97%
Rusins/Ruthenians	38%	62%
Slovaks	48%	52%
Slovenian	41%	59%
Turks	46%	54%
Ukrainians	28%	72%

Freedom and equality are two different concepts. Discrimination is present in every form. Members of national minorities have no equal rights as constituent peoples in this country. They do not have their media, educational and cultural institutions ... They do not feel equal in any segment of social activity. On the basis of the obtained results, Albanians, Roma and Russians feel at least equal to others. The survey shows that only members of one national minority exceed 50% of positive answers. In total, 678 respondents or 19% answered that they felt equal, while 2949 or 81% answered No (not feeling equal with others).

Fake creation of media multiculturalism - Public services became commercial media

The Bosnian-Herzegovinian media scene, over the past decade of a socio-political shift from autocracy to democracy, has been facing with the problem of establishing a satisfactory value system for creating a media policy that will respect the specific political, cultural and economic objectives of this area, but also to meet European democratic standards. "So far, media policy has not yet been fully defined, despite the principle of „pluralism and diversity of the media in the political and social system that should also contribute to us with goals such as „freedom and openness of the media with different ideas, and the critical role of the media in political and social system“ (Zgrabljčić, 2003, p. 60; Antunović, 2000, p. 45).

In public service programs you can see everything except what is related to our topic. It is expected to be at the service of everyone. When we say this, then first of all we are thinking of the citizens. It's their service, their voice is against, or for someone and something. However, the public service in BiH is far from that. The public, no matter what kind it was, excluded from all segments of the creation of a public service program. Here we allude to certain groups that, according to their small or no influence, can (not) be represented in the programs of public broadcasters. And it is precisely on this basis that „the civil public stands and falls under the principle of general availability. The public from which certain groups would be „eo ipso“ excluded is not only incomplete, but it is not a public either“ (Habermars, 1969, p. 110).

We know that members of national minorities are not only excluded from the public sphere, but also by the Law, and by Constitution of this country in an unequal position with „others“ ethnic, majority population. Although the Law on Public Broadcasting Service of BiH requires that through the content they must affirm the

cultural and other needs of national minorities, there have not even been any objections to possible discriminatory content against them. The data we receive shows that national minorities in BiH are media degraded. This will also confirm our first question, as well as the answers received. Neglected are not any other issues. It shows that national minorities want a show or channel in their own language. This, perhaps, is unrealistic to expect, but it needs to be taken seriously for consideration. And as they seek their rights, in order to preserve their identity, they are disputed by the same rights. There were also several issues related to the rights of members of national minorities. Perhaps not directly, but from the question, „do you feel the same in the Bosnian society“ much can be concluded. The answers are devastating. However, to conduct a survey and among the constituent peoples in this country we would surely get similar results, because everyone in this country feels threatened. This is a real overview of how society treats national minorities. Finally, the results obtained gave as a true picture of the society, the media and the state where we struggle for survival alone, without any help. In the end, we should not forget one thing. Europe rests on the foundations of diversity, where it is respected, and not rejected. As we have seen, the situation is not harmless. The data obtained can be compared in several ways.

CONCLUSION

When we talk about rebuffing members of national minorities and their rights, we should not go further than the region. We see how the countries who are preparing to join the EU regulate these segments. They are far ahead of us. To be a serious player throughout this story, one of the tasks is to solve the problems and status of national minorities in the society. However, one should not forget, that the situation in our country is somewhat more complex. It took a long time to present multiculturalism as the only possible and sustainable one. Authority has not always been interested in resolving such issues. However, the desire to pay more attention to minorities has resulted in numerous laws and initiatives. The minorities themselves also took an active part in social and political life. Understanding and work have led to the fact that national minorities are not forgotten. Nevertheless, all laws are dead letters on paper. The struggle for armchairs led us to a situation where there is no place for national minorities. The fact that the media does not pay enough attention speaks to the fact that we did not recognize the problem within our community. But in multicultural Europe there is no room for one or the other, but for everyone equally.

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CRITICISM OF THE CONSTITUTIONAL ORGANIZATION OF B&H

Edin Djedović¹

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ABSTRACT

The Constitution of B&H and Annex IV of the General Framework Agreement for Peace in Bosnia and Herzegovina is the highest legal and political act in B&H. This document ended the war, and at the same time it is the basis of polity, and a path of further development of B&H. Through analysis of constitutional norms of different types and levels of the B&H government, especially its structure, the author concludes that certain regulations about common presence of civil and national elements are not consistent. The author highlights urgency to change the Constitution, and he elaborates on different de lege ferenda suggestions for future constitutional solutions. The author especially highlights that the Constitution of Bosnia and Herzegovina is based on such premises which with its adequate application and changing should gradually enable an appropriate legal system which will affirm the sovereignty of Bosnia's citizens, achieve equality of constitutive peoples in the whole Bosnia and Herzegovina, and adequately protect rights of national minorities.

Key words: *The Constitution of B&H, citizens, constitutive peoples, constitutional changes.*

INTRODUCTION

The General Framework Agreement for Peace in Bosnia and Herzegovina was initiated in Dayton on November 21, 1995, and signed in Paris on December 25, 1995. It was created as a result of a war about which there is not still a mutual agreement in B&H whether it was a war in which the internationally recognized country defended its territory and people against different aggressors or whether it was exclusively a civil war according to the categorization of the International Law. It fits into the context of Bosnia and Herzegovina

which is present in the last twenty years, since there is not an agreement to whom B&H as a country belongs, how to organize it, and what is its future. In that sense, even clear and unambiguous norms of the Constitution of Bosnia and Herzegovina as a highest legal and political act in B&H are negated.

The Constitution of B&H is a compromise of different interests. As such, it grants at the same time the highest degree of protection of civil rights, but also discriminates many citizens, constitutive peoples and national minorities, everything in favor of territorialisation of national interests.

¹Correspondence to:

Edin Djedović, Cantonal Administration for Inspection Affairs of Tuzla Canton

Phone: +387 61 731 129

E-mail: e_djedovich@hotmail.com

There is a lot of literature on the constitutional organization of B&H. However, the focus and objective of our research is concrete and clear criticism of the constitutional organization of B&H with *de lege ferenda* suggestions for changing the situation.

We are looking at the problem of how the Constitution of Bosnia and Herzegovina is discriminating and for whom, and whether its regulations about interweaving of civil and national elements are consistent. Therefore, the subjects of the research are branches of legislative, executive and judicial government at the state and entity levels.

The basis of the synthesis are results of researches conducted especially by dogmatic, sociologic and normative methods of law interpretation, and by applying other (logical) methods.

STATE AUTHORITIES

Parliamentary Assembly of B&H

The Parliamentary Assembly of B&H is a representative body which has constitutional and legislative authority in B&H within the scope of law and duty of B&H. Due to the complex organization of B&H “The Parliamentary Assembly shows principles of national sovereignty of the three constitutive peoples, and it shows a complex state structure, i.e. the fact that B&H consists of two entities” (Trnka, 2006, p. 288). It consists of the House of Representatives and the House of Peoples, but this situation is not rare because “in bicameral structure of parliament, which is the most common in the world, interests of citizens are harmonized with other entities in the process of decision-making whether it is about federal units, nationalities, specific social groups or prominent individuals from public or political life” (Trnka, 2006, p. 288).

House of Representatives

The House of Representatives of the B&H Parliamentary assembly, which is in fact the House of Commons, gives voice to B&H citizens’ interests. However, in contrast to other democratic countries in which the elections for the House of Commons are held on the basis of equal and general right to vote, election of MPs for the House of Representatives of the Parliamentary Assembly is mediated through entities which causes unequal right to vote.

This is how representation of the citizens of the whole country was disabled, i.e. constituency of the political

people in B&H was bought in question. The House of Representatives has “42 MPs, of which one third is elected from RS, and two thirds from Federation of B&H” (The Constitution of Bosnia and Herzegovina, Article 4 Act 2). Legitimacy of MPs which represent the citizens as sovereignty holders is endangered by the fact that elections are done through entities, so that the number of MPs from an entity is fixed. Therefore, the principle of equal active and passive right to vote was negated because regardless of growth or decline of an entity’s population, they have a fixed number of MPs proportionally. It is not important whether two thirds of the population live in Federation of B&H, and one third of the population in RS. Citizens of B&H are reduced to citizens of entities, because on the basis of such election MPs have legitimacy to represent only citizens of ‘their’ entity, and not all citizens of B&H.

House of Peoples

The House of Peoples has 15 delegates which represent national interests and equality of the three constitutive peoples. In the House of Peoples, there are 5 Bosniaks (which are chosen by Bosniak delegates in the House of Peoples of the Parliament of Federation of B&H), 5 Croats (which are chosen by Croat delegates in the House of Peoples of the Parliament of Federation of B&H), 5 Serbs (which are chosen by the National Assembly of RS). The main aim of the House of Peoples which is supposed to be protection of collective (national) interests is violated since the election of national representatives is mediated through entities. Therefore, Croats and Bosniaks who live in RS and Serbs who live in Federation of B&H are discriminated. “If national structure of B&H according to the census from 1991 is taken into consideration, it turns out that almost one third of the electorate cannot choose their representatives to the House of Peoples” (Trnka, 2006, p. 289). If we take into consideration the fact that people of B&H who do not belong to any of the three constitutive peoples cannot be members of the House of Peoples, we clearly come to the conclusion that the House of Peoples negates fundamental constitutional principles about civil rights which are integral part of the Constitution of Bosnia and Herzegovina.

This is the reason why it has to be clearly defined whether fundamental principles about protection of human rights and freedom (individual and collective) whose tributary is B&H. However, state authorities and the way of decision making disable it.

This is the reason why it is necessary, among other things, to redefine the composition and role of the House of Peoples which should protect interests of constitutional peoples in B&H² as well as national minorities, i.e. others.

When we compare the system of protection of collectivities' interests in B&H with those in other multinational countries like Belgium or Switzerland, we can see that they protect all collectivities in the way which agrees with the European Convention on Human Rights which states that nobody can be discriminated based on skin color, gender, nationality, etc.

European Court of Human Rights has concluded in the subject of Sejdić and Finci that "discrimination on the basis of ethnic origin of a person presents one of the forms of racial discrimination... The Court also thinks that any form of a different conduct which is exceptionally or to critical extent based on ethnic origin of a person cannot objectively be justified in contemporary democratic society which is built on the principles of pluralism and respect of other cultures" (The European Court of Human Rights, High Council, Verdict on the subject of Sejdić and Finci against Bosnia and Herzegovina, Application number 27996/06 i 34836/06 od 22.12.2009, act 43 and 44). In addition, when the sued country became a member of the Council of Europe in 2002 and unreservedly ratified the Convention and its protocols, it agreed arbitrarily to respect relevant standards. "Therefore, the Court concludes that a long-term inability of applicants to run for the House of Peoples of Bosnia and Herzegovina does not have objective and acceptable justification, and therefore it violates the 14th article in relation of 3th article of the 1st Protocol" (The European Court of Human Rights, High Council, Verdict on the subject of Sejdić and Finci against Bosnia and Herzegovina, Application number 27996/06 i 34836/06 from 22.12.2009, act 57).

²According to the Third partial decision of the Constitutional Court of B&H, all constitutive peoples are constitutive on entity level as well.

B&H had enough time to redefine its legislation in order to eliminate this kind of discrimination, but it did not do it. This is the reason why the Court talks about the long-term inability of applicants for election for the House of Peoples.³ B&H has to decide in which way it is going to remove the proved discrimination. The Venice Commission suggests abolition of the House of Peoples and moving the veto for protection of the vital national interests into the House of Representatives.⁴ The House of Peoples could expand and predict appropriate delegating of members of other peoples in B&H.⁵

Anyways, the opinion of the Venetian Commission is that "it is important and urgent to give a clear definition to the vital national interest in the text of the constitution itself... However, it should not be the same as the definition in the entities' constitutions which enables that practically anything can be defined as the vital interest. It should not be excessively broad, but it should be focused on rights which are especially important for those peoples, especially in fields such as language, education and culture" (Opinion of the Venetian Commission CDL-AD(2005)004 from March 11, 2005. Retrieved from the verdict of Sejdić and Finci against Bosnia and Herzegovina).

³In favor of this, the Court mentioned in the supplement: "When B&H became a member of the Council of Europe in 2002, it agreed to reconsider the voting legislature in the light of the norms of the Council of Europe and change things which are necessary in the period of one year and with the help of the European Commission of Democracy through Law (Venetian Commission)", 21st Act of the verdict. And, "Also, through ratification of the Agreement on stabilization and joining of the EU in 2008, the respondent side agreed to change the Voting Law in the period of one to two years which refers to members of the Presidency of Bosnia and Herzegovina and delegates of the House of Peoples, in order to completely coordinate the law with the European Convention on Human Rights and obligations towards the Council of Europe", Act 49 of the verdict.

⁴The role of the House of Peoples is especially negative as a house of veto, where its members see protection of the vital national interest as their main job, without participation in the legislative process. Therefore, it seems that it would be better to move the veto right for protection of vital national interest to the House of Representatives and abolish the House of Peoples' is an opinion of the Venetian Commission from March 11, 2005. Retrieved from the verdict Sejdić and Finci against Bosnia and Herzegovina.

⁵In that case, there is a question, as with an eventual four-member Presidency of B&H, which is whether members of minorities in B&H have their vital national interests, i.e. whether their delegates in the House of Peoples have the veto right for protection of such interest, and whether they would be equal then to the constitutive peoples.

Therefore, it is needed to define the vital national interest so that it represents just things in which a people is different from others peoples (language, culture, etc.), and it should prevent that decision on questions which deal with specificities of a people are made through the system of plurality voting.

However, relying on the vital national interest does not present a big problem to the functioning of the Parliamentary Assembly of B&H, as so-called entity voting does in a way that two thirds of the MPs, i.e. delegates from every entity can prevent passing of any law or decision which is not in their interest. The use of the vital national interest in the House of Peoples of the Parliamentary Assembly of B&H is in the end in control of the highest judicial unit - Constitutional Court of Bosnia and Herzegovina, whereas entity voting is a regular way of decision making of both Houses of the Parliamentary Assembly of B&H, and it is not subject to any further control.

Every of the two Bosnian-Herzegovinian entities can in any moment prevent passing of any decision. This absolute veto is paralyzing because “since effective participation of ethnic groups is an important element of democratic institutional structures in multinational country, democratic decision making would be transformed into ethnic domination of one or more groups if for example absolute or limitless power of veto is given to them, thereby enabling a numerous minority represented in government institution to forever impose its will to majority” (Third partial decision of the Constitutional Court of B&H about constituency of people, number U-5/98 from 01.07.2000, Act 55). B&H will have to change and coordinate its constitutional regulations and legislation during its progress towards the membership of the European Union. However, the specific political situation which exists in B&H leads to the situation in which every eventual change of state organization in the sense of effectiveness of state authority and removal of discrimination is presented as a wish for purely civil, unitary organization which will enable to Bosniaks as the most numerous people to dominate over other two peoples, and it is a priori rejected. In fact, B&H will never be, and it should not be a country of pure civil democracy because of its specific national structure.

However, being constitutive as a mirror of multinationalism means coexistence, not separation through an exclusive right for a certain territory which is actually created on genocide and ethnic cleansing, and in which they now persistently want to create an illusion of sovereignty and statehood.

We cannot only take into consideration interests of constitutive peoples because there are also interests of Bosnian-Herzegovinian political people, interests of abstract citizens, interests of national minorities, interest of the state, etc. All these interests can be neglected in order to take into consideration interests of constitutive peoples through entities, and this is how the system now functions.

We consider the current situation in B&H to be unsustainable in the sense of protection and achievement of human rights, especially when the European Convention on Human Rights and Fundamental Freedoms and its protocols are taken into consideration. Constitutional organization of B&H which maintains the maximalist approach to protection of the entities and ruling people(s) in an entity, and the minimalist approach to protection of an abstract citizen and members of others, i.e. effectiveness of the B&H state will have to change as B&H advances on its path towards the European Union, and as it starts fulfilling conditions which are assigned to it. It especially refers to stronger and more functional capacities of state authorities because B&H as a subject of international law has different laws, but also obligations which it has to fulfill.

B&H is facing various challenges. Primarily, B&H has to cease to be a discriminatory country, and it has to find a way to enable the citizens of B&H to achieve equal right to vote, and enable integration to minorities and inclusion into institutions of the system. On the other hand, it must not violate the constitutional principle of national equality of the constitutive peoples. However, accomplishing constitutive rights has to be taken into consideration in regards to the Third partial resolution about constitution of the people in whole the territory of B&H. The entity election of the Parliamentary Assembly B&H is bought into question. However, every attempt to changing the Constitution of Bosnia and Herzegovina in order to improve efficacy of the country and elimination discriminatory regulations is usually considered as an attack to the constitution of peoples and entities.

“It is very desirable that the process of democratic constitutional reforms includes broad consultations and public dialog. In order to be sustainable and legitimate, the process of reforms should be open, and with broad participation and support of citizens. Mechanism for participation and consultation should be included from the very beginning, starting from seeking public opinion about constitutional principles.

It is of essential importance that a board of domestic experts (as the Constitutional Board of the Parliamentary Assembly) is responsible for making a plan of constitutional proposals. Participation of domestic experts is obligatory, but external suggestions and support should also be available... The elements of the current constitutional regulations which violate the international obligations, endanger financial sustainability of the public sector or enable blockade of the system of decision making, and in that way cause damage to all B&H citizens, have to be revised” (National Endowment for Democracy, text retrieved from www.sarajevo-x.com on March 26, 2011).

Compromise should be made in all of these questions in some new circumstances.

Presidency of Bosnia and Herzegovina

The Presidency of B&H is a collective chief of the country, i.e. executive organ within boundaries which the Constitution of Bosnia and Herzegovina set. According to the 5th Article of the Constitution of B&H “Presidency of B&H consists of three members: a Bosniak and a Croat who are elected directly from the territory of the Federation, and a Serb who is chosen from the territory of Republika Srpska”.

A detailed way of election of the members for the Presidency is settled by the Election Law of B&H. It seems that Presidency of B&H represents equality of the three constitutive peoples, but nevertheless it is not the case. Members of the Presidency of B&H are chosen by entities, not by Bosnian-Herzegovinian constitutive peoples. A Serb member of the Presidency is chosen by citizens of RS, not Serbs, whereas Bosniak and Croat members are chosen by citizens of Federation of B&H, not Bosniaks and Croats. When we also take into consideration the process of decision making in the Presidency⁶, we come to the conclusion that for example a Serb member of the Presidency represents interests of RS, not Serbs as a constitutive people in the whole B&H.

⁶Article 5, Act 2. (b states 'A member of the Presidency who voted against certain resolution can say that the resolution is harmful for the vital interests of the entity from which he is chosen.... Such resolution will be immediately submitted to the National Assembly of Republika Srpska if it was expressed by their member, or it will be submitted to Bosniak delegates in the House of Peoples of the Federation if it was said by a Bosniak member; or to Croat delegates in the House of Peoples of the Federation if it was said by a Croat member. If that declaration is supported by two thirds majority of those people in the period of ten days from its submission, the controversial regulation will not be passed.'

Situation is similar with Bosniak and Croat member which represent Federation of B&H, not Bosniaks or Croats in B&H.

Election like this one leads to a situation in which the passive right to vote of citizens of RS which are not members of the national group, as well as citizens of the Federation B&H who do not declare themselves as Bosniaks or Croats is eliminated. Therefore, although they are constitutive peoples in the whole B&H, Serbs from Federation of B&H, and Bosnians and Croats B&H from RS cannot run for the Presidency of B&H, nor vote for a candidate of their constitutive people. Citizens who are in preamble of the Constitution of B&H marked as others cannot run for a member of the Presidency. The constitution of B&H does not enable it to them.

“Inability for citizens, which do not belong to the three constitutive peoples to be elected in the House of Peoples and Presidency is still in contrast with the protocols 1 and 12 of the ECHR” (Report of the Commission about development of Bosnia and Herzegovina in 2009, reporter for B&H is Ms. Doris Pack. Retrieved from www.dei-gov.ba on 14.09.2010).

Venetian commission explained the question of the Presidency of B&H like this: “Collective Presidency is especially unusual question... In this case, distribution of places in state organs among constitutive peoples was a central element of the Dayton Agreement which enabled peace in B&H... Inclusion of those rules in the text of the Constitution (of Bosnia and Herzegovina) at the timetherefore does not deserve criticism, although it is in contrast with the basis of the Constitution which aims prevent discrimination. This justification has to be taken into consideration in the light of the development of Bosnia and Herzegovina since the Constitution came into force. B&H has become a member of the Council of Europe, and a country which has to accordingly be regarded through parameters of the common European standards. ... Therefore, it is legitimate to try to shape the election rules which will ensure necessary representation of different groups. However, it has to be done without coming into conflict with the international standards” (Venetian Commission-Opinion about the constitutional situation in Bosnia and Herzegovina and authorities of the High Representative, document CDL-AD (2005)004 from March 11, 2005).

In multinational and post-war country such as B&H, the reality is that institutional government ensures appropriate presence of citizens and certain national groups.

However, protection of human rights of the majority cannot be arranged in a way so that it violates basic human rights of others collectivities. Discrimination which we have mentioned earlier, which is highlighted by Mr. Sejdić and Mr. Finci, also refers to the Presidency of B&H. They claimed that the difference in treatment “which is exclusively based on race and ethnic origin cannot be justified, and it represents direct discrimination” (European Court for Human Rights, High Council, verdict on the case of Sejdić and Finci against Bosnia and Herzegovina, application number 27996/06 and 34836/06 from 22.12.2009, Act 32).

The respondent side, i.e. the Government of B&H declared that “it is still not time for political system which would be only reflection of the rule of majority, especially when taking into consideration importance of mono-ethnic political parties and long-term international administration in B&H” (European Court for Human Rights, High Council, verdict on the case of Sejdić and Finci against Bosnia and Herzegovina, application number 27996/06 and 34836/06 from 22.12.2009, Act 32). However, applicants claimed that there is not a possible justification for race and ethnic discrimination⁷, and the time of this exclusion only makes greater the responsibility of the respondent side, and that protection of the three main collectivities in B&H cannot be a justification for the discrimination of other people.

The Human Rights Committee⁸ expressed its concern about B&H: “The Committee expresses deep concern about the fact that according to the IV and V Articles of the state Constitution only people who belong to a group which is according to law considered one of the Bosnian-Herzegovinian constitutive peoples (Bosniaks, Croats and Serbs), or a group which makes a dominant majority in the territory in which a person has residence (e.g. Bosniaks and Croats in the territory of Federation of B&H, and Serbs in the territory of Republika Srpska) can be elected to the House of Peoples, or the triple Presidency of Bosnia and Herzegovina.

⁷Discrimination based on ethnicity, the Court considered to be a type of racial discrimination in the case *Timishev against Russia*, number 55762/00 and 55974/00, Act 56, ECHR 2005-XII, verdict number 32.

⁸International Covenant on Civil and Political Rights was adopted and opened to be signed, ratified and entered by the Resolution of the General Assembly 2200 A (XXI) from December 16, 1966. The Covenant became valid on March 23, 1976. In the Article IV, Act 28 of the Covenant the Human Rights Committee was established.

The existing legal structure therefore excludes all people who declare themselves as ‘others’, or people who belong to national minorities or ethnic groups which are not Bosniaks, Croats or Serbs from the House of Peoples and Presidency” (Concluding considerations of the Committee retrieved from the verdict of Sejdić and Finci against Bosnia and Herzegovina, p. 14 and 15).

The Great Chamber of the European Court of Human Rights made a decision about the case of Sejdić and Finci against Bosnia and Herzegovina on December 22, 2009 in which it was decided (with 16 votes for and 3 against) that “the controversial precondition which refers to the eligibility for candidacy for the Presidency represents violation of the 1st Article of the 12th Protocol” (European Court for Human Rights, High Council, verdict on the case of Sejdić and Finci against Bosnia and Herzegovina, application number 27996/06 i 34836/06 from 22.12.2009, Act 55). “After ethnic conflict of law difference which is based on ethnic affiliation, tensions can be worsened, instead of strengthening constructive and sustainable relationships among all ethnic groups which is necessary for sustainability of a multi-ethnic country” (Submission of AIRE center (Center for Advice on Individual Rights in Europe), as a third party in the case of Sejdić and Finci against Bosnia and Herzegovina from 15.08.2008, p. 30).

“There is a possibility that rules about Presidency are transformed so that they are compatible with the international standards, but which political balance in the country” (Venetian Commission - Opinion on the constitutional situation in Bosnia and Herzegovina and authorities of the High Representative, document CDL-AD(2005)004 from March 11, 2005. Retrieved from the verdict of Sejdić Finci against Bosnia and Herzegovina, pg. 19). Appropriate constitutional inclusion of the ‘others’ in the Presidency of B&H does not violate the status of constitutive peoples, but it will lead to the situation in which B&H ceases to function as a discriminatory country.

There are different opinions about how to redefine the Presidency of B&H which come from different domestic and foreign, especially political actors. It is almost impossible to introduce a suggestion which was not already popular, and about which a public opinion has not been made. Anyway, we think that it is important to decrease the role and importance of the Presidency because it is neither effective nor functional, and the executive government positioned in the Council of Ministers in which constitutive people are represented (to which a member of others would be added), and which has an effective apparatus (administration) to effectively perform executive government.

All this is not possible if members of the Presidency are chosen directly which does not give them strong legitimacy. The problem of active and passive right to vote of Serbs in Federation of B&H and Bosniaks and Croats in RS could be solved if the state Parliamentary chose members of the Presidency (e.g. the both Houses together). Therefore, the discrimination would be eliminated because members of the Presidency would also be chosen by representatives of others, Serbs from Federation of B&H and Bosniaks and Croats from RS, i.e. by members of the House of Representatives which they can choose. In the case the triple Presidency would be abolished, and a system of one president introduced, every next president would be from a different constitutive people or a member of others. It is important to find a way which would effectively disable the current situation in which “members of the Presidency still represent a personal standpoint on international forums which usually does not maintain overall policy of Bosnia and Hercegovina” (Report of the Commission of European Communities on development of Bosnia and Herzegovina in 2009).

NECESSITY FOR CONSTITUTIONAL CHANGES IN B&H

The Dayton Agreement was successful in its primary role which is to stop the war, and stabilization in the territory of B&H. When we take into consideration different agreements which were proposed during the war in B&H, we think that the Dayton Agreement secured interests of B&H and its citizens. However, conditions have changed since then, and therefore priorities of B&H which is now a member of the Council of Europe, and wants to join the EU have changed. Therefore, certain constitutional regulations which once could have been accepted in order to stop the war are now unsustainable. The verdict of the European Court of Human rights on the case of Sejdić and Finci against B&H in December of 2009 confirm it in the best way. It only made a decision about the fact the Constitution of B&H is discriminatory against minorities. However, the Constitution of B&H is also discriminatory against constitutive peoples depending on the entity in which they live.

There have been different attempts to change the Constitution of B&H. There have been several important meetings on this topic of domestic as well as foreign political officials. Certainly the most known are ‘Aprilski paket’ from 2006, ‘Sporazum iz Pruda’ from 2008, and ‘Butmirski proces’ from October, 2009.

The process of constitutional changes in B&H is the topic about which we are informed through media, different political and scientific meetings, professional and scientific articles, etc. The Venetian Commission⁹ gave opinions and suggestions about the necessity of constitutional changes in B&H.

Therefore, it is difficult to offer an ‘original’ opinion on this topic, without it being already represented in the politics. Throughout the study, we have critically touched upon certain question of the constitutional organization of B&H and proposed different constitutional changes. Now we will try to summarize it, and present several possible models of constitutional changes in B&H with appropriate comments.

We ground the necessity of constitutional changes on the fact that the Constitution of B&H represents secure constitutionality. It is the result of unlawful power. The Constitution of B&H incorporates all possible international acts of human rights, and at the same time makes unbelievable discrimination. The constitution of B&H defines the continuity of B&H as a country whose citizens decided for restoration of its sovereignty with free will, and at the same time leads the country and citizens into a dangerous position of functioning and survival. All this was enabled by a shameful role of the international community which as an answer to the question of dissolution of SFRY offered democracy through Arbitration Commission (November 1991), and after recognition of B&H as a sovereign country did not do anything to protect it, but through passive role as a solution of the peace process at the end offered ethnocracy (November 1995). In just four years, B&H went from democracy and citizens which renewed its sovereignty in the direction which saved the country and its continuity, but with constitutional elements which paralyze its democratic capacity.

The absolute mechanism of protection of constitutive peoples and their territorialization minimalized the role of Bosnian-Herzegovinian citizens who are not even in the Constitution of B&H explicitly mentioned as sovereignty holders. However, the Constitution of B&H is normed by a broad range of possibilities towards democratization which are long lasting, and in B&H often impossible, process.

⁹Venetian Commission, whose first name is European Commission of Democracy through Law, is an advisory body of the Council of Europe for constitutional questions. See more in the text *VENECIJSKA KOMISIJA* which is published by *Zajednička Služba* of secretariat of the Parliamentary Assembly of B&H in 2009. Retrieved from www.parlament.ba on 04.01.2016. or from the website www.venice.coe.int

The contradiction of norming international acts of human rights protection while at the same time setting consociation ethnocracy is in the fact that the system of special values should be stabilization of the country after the peace agreement, and the system of progressive values, which would finally balance common values of the state and citizens with the special values, should be its future. However, obstructions of progress are constant and the struggle is long lasting, but not impossible.

Constitutional changes in B&H can be done through 'sets' if changes or just certain cosmetic alternations can be initiated by the international community or local ethno-political leaders. However, constitutional changes have to bring necessary functioning and democracy which should enable to B&H to have elements and mechanisms primarily as counterweight to clear specific elements in B&H.

Democracy of society should at the same time lead to adequate realization of active and passive voting right with which the democratic system, based on the citizens of B&H, would be qualitatively distanced from the process of accomplishing the interests of constitutive peoples. It would gradually develop constitutional patriotism through the feeling of affiliation to Bosnian-Herzegovinian political (state) nation of equal citizens. Therefore, it would establish a democratic system and capacity of government, together with collectivities and their interests which would be predominant. Besides democratization of the whole society and establishment of the civil values and actions, it would separate in a coexistent way and enable accomplishment of civic and national interests through election of representatives and processes of decision making which would at the same time abolish the discrimination in the electoral process.

Functionality and democracy have the role of the propellant power which would improve the relationships between civil and national values in the constitutional system of B&H which now functions as a paralyzed ethnic-territorial misbalance in favor of special values which are grounded on absolute blockade of the process of decision making, ethnic territorialization of constitutive peoples, rejection of citizens as a component of the constitutional process, and creating an illusion of sovereignty and statehood of entities. New democratic processes in B&H should gradually work on correction of the misbalance and adequate balancing of the relationship which would be somewhere in the 'middle', and which would enable parallel achievement of both interests in full form in federal constitutional organization.

PROPOSALS FOR DE LEGE FERENDA CONSTITUTIONAL CHANGES

Considering Bosnian-Herzegovinian political reality, we cannot expect some significant constitutional changes because of the way in which they are made. However, we can currently analyze a possible process of changes through the prism of the verdict Sejdić and Finci against B&H.

Presidency of B&H

The process of constitutional changes can be performed in several ways. Our proposals would be the following:

- Abolition of three-member presidency and establishment of an inocular president, with the situation in which election of a president would be regulated in a way that four consecutive different presidents cannot be from the same constitutive peoples or among 'others', which means that for example the first president of B&H would be a member of others, then a Serb, a Croat and Bosniak and so on; this method should follow the election of the president of B&H in the Parliamentary Assembly of B&H and decrease their authorities, which would solve the case of Sejdić/Finci.
- Introduction of the system with one president and three vice presidents from different constitutive peoples and minorities which would with appropriate rotations and accompanying constitutional regulation solve the problem of Sejdić/Finci, and also decrease the constitutional importance of the presidency.
- Introduction of an additional member of the Presidency among others, i.e. establishment of four-member presidency which opens many further question such as the way of election of the "new" member, the way of decision making, and the question of the veto of others.
- Retention of the current structure with formal enabling to members of others to be elected to this position, although it would be difficult for them to be elected to this position.
- Regardless the structure of changes, we think that the role and importance of the Presidency of B&H should be decreased in the way that election of its members is done by the Parliamentary Assembly of B&H. This would decrease its legitimacy because members of the Presidency would not be chosen by citizens, and the current discriminatory regulations would be abolished because in the election of members of the Presidency would take part both houses of the Parliamentary assembly of B&H, i.e. members of others, Serbs from Federation of B&H, and Bosniaks and Croats from RS would also participate.

In fact, members of the House of Representatives whom they can choose would take part in the election, and the main role of the executive government should be given to the Council of Ministers of B&H to which it is necessary to insure adequate administrative structure to perform its duties, and which primarily as a professional organ should maintain proportional structure of B&H population.

The House of Peoples of the Parliamentary Assembly of B&H

When it comes to the House of Peoples, we recommend the following:

- Make the makeup of the House of Peoples larger for the members of others in the whole territory of B&H
- Enable to all members of constitutive peoples to accomplish their passive voting right for this House in a way that more than three or four members of one constitutive people cannot be from the same entity, i.e. number of delegates from every entity would be normed, so that national representation and protection are not linked to one entity, but to one people in the whole country, at least in the election of one member. Criticism of nationalist for this proposal would be that a Serb from Federation of B&H is not a true Serb as the one from RS, and the same applies to Bosniaks and Croats in RS. However, if only one or two members of the House of Peoples were chosen as Serbs from the Federation of B&H and in the same way Bosniaks and Croats from RS, they would not change the structure and the way of decision making in the House, but just add a new way of thinking and representing of constitutive peoples in the constitutional system of B&H, and at least partially annul the consequences of the genocide and ethnic cleansing, and it would bring people together in accordance with the Third partial decision about constituency of peoples.
- Besides national clubs in the House of Peoples, establish also clubs of entities (determine a minimal number of delegates for each entity, and if it is not possible to abolish ethnic voting in the House of Representatives of the Parliamentary Assembly, then it should be moved to the House of People and used through entity clubs. In this case, the vital national interest of constitutive peoples, but also interests of entities would be accomplished in

the House of Peoples, whereas the House of Representatives would remain a true representative of citizens of B&H (with a supplement with which a number of mandates is balanced in regards to the number of voters from both entities as voting units, which would ensure equal active and passive voting right for citizens of B&H). Therefore, this would adequately separate interests of citizens of B&H from interests of constitutive peoples and entities, and through a constitutional system on state level we would get by an election process a 'citizen of B&H' and their representative.

CONCLUSION

Criticism of this proposal of constitutional changes would probably be that it is not possible, applicable or that it discriminates certain people. However, our counterargument would be that any proposal in B&H could not be accepted which is proved by the proposals of constitutional changes until now about which 'leaders' of constitutive peoples discussed outside of the usual parliamentary procedure. The reason is that it is currently in B&H difficult to find a solution which suit all the three constitutional peoples, citizens of B&H and others which would be valid and protect national interests, but the same time strengthen the status of citizens and contribute to the functional government on state level. Therefore, every (even the one we proposed) proposal for changes of the Constitution of B&H has to compromise, and it has to get approval of the national collectivities which was for example in the period 2014 – 2017 in contrast with their real political interests. On the other hand, the state sovereignty of B&H as a member of the international community, i.e. as a member of United Nations is limited by the obligations which it took by its Constitution, and which potentiate original rights of a sovereign people as citizens of a political community. The Constitution of B&H is grounded on these premises which by their adequate application and changing should gradually enable an appropriate legal system which would affirm sovereignty of citizens of B&H, achieve equality of constitutive peoples in the whole territory of B&H, and adequately protect rights of national minorities. Therefore, we will as a finishing consideration of the constitutional organization of B&H define two necessary steps towards establishment of a 'normal' democratic European country.

First step – it is necessary to write in the Constitution of B&H all authorities which B&H has at the moment of application for membership to European Union at the beginning of 2016. It refers to all the changes which have happened since 1995 in favor of B&H and which in sui generis constitutional situation of B&H represent the constitution in material sense, and which are of primary importance for B&H. That would be the first positive step towards a functional country.

Second step - refers to the second common element which are citizens of B&H. B&H needs besides all international acts which are part of its Constitution one new ‘charter’ which will detach citizens from race, religion, ethnicity, national affiliation and language which serve as basis for political identity and differences, and instead list them as citizens - equal and abstract holders of sovereignty and legitimacy of all B&H government. It is necessary to *define citizens as holders of sovereignty* in the composition itself which has primarily legal, but also sociological, political and every other importance, and in that sense and on these foundations build balance between common and special values.

When we look from the time perspective of (1992-2017) at the referendum question which was basis of B&H renewed sovereignty, and which was “Do you want a sovereign and independent Bosnia and Herzegovina, a country of equal citizens, peoples of B&H – Muslims, Serbs, Croats and members of other peoples which live in it?”. There are two main consequences from this question: all citizens which answered to this

question with YES can be satisfied because B&H is a sovereign and independent country (at least in its foundations), whereas all citizens who answered with NO can be satisfied because B&H is not a country of equal citizens, peoples of B&H and members of other peoples.

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EFFECTS OF TRADE FLOW LIBERALIZATION: CASE OF ASEAN, NAFTA & MERCOSUR

Hasan Mahmutović¹
Alem Merdić

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University of Zenica, Faculty of Economics, Bosnia and Herzegovina

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ABSTRACT

An important factor and the inescapable link of the globalization process are economic integrations, which by the liberalization of trade flows contributes significantly to the interconnection of countries, thus directly affecting the enhancement of the value of macroeconomic parameters at the level of the formed integration. The aim of this paper is to examine the effects of economic integration on the example of ASEAN, NAFTA and MERCOSUR integration, which, along with the European Union, represent the most relevant integrations in the world. The analysis showed, as a consequence of the integration, increased volume of trade exchange, increased FDI level and achieved real economic growth on the level of integration. However, the analysis has shown, in particular in the ASEAN area, that there is still a problem of uneven distribution of income and fairer implementation of regional policy, in order to integrate growth generated into the development of less developed areas.

Key words: *effects of economic integration, ASEAN, NAFTA, MERCOSUR, regional policy*²

JEL: F 15

INTRODUCTION

The development of the theory of international economics and economic integration, on the one hand, and the success of regional integration processes in the context of enhancing economic variables, on the other hand, contributed to the formation of numerous

regional integrations, which were primarily established with the aim of absorbing positive economic effects arising from liberalization of goods flows and services, and then with a number of other positive effects (such as political, military, institutional, etc.) resulting in stronger co-operation between member states of a particular integration.

¹Correspondence to:

Hasan Mahmutović, PhD, University of Zenica, Faculty of Economics, Bosnia and Herzegovina

Phone: +387 61912 531

E-mail: hasanmahmutovic@hotmail.com

²The publication of this paper is an integral part of the realization of the project "Situation and perspectives of economic convergence / divergence of Bosnia and Herzegovina towards the EU" realized with the help of the Federal Ministry of Education and Science of the Federation of Bosnia and Herzegovina, with the aim of analyzing the effects on the level of the formed integrations and assessing potential effects in economic integration of Bosnia and Herzegovina.

The current analysis of the effects of various regional integration has shown that there is inevitably a real growth of the economy at the level of integration established, but that all available capacities, knowledge and energy should be directed to reduce uneven development. The key question is no longer whether regional opening is necessary, as well as linking and building economic and other content that are of interest to the contemporary world, but to make regional and global economic relations more honest and humane and attractive to all participants (Bogunović, 2011).

By default, any form of economic integration will not bring benefits to all integrative process participants if a potential integration member is not ready to integrate, with maximum use of comparative advantages, and prepared internal forces to cope with competitive pressures coming from member states. Therefore, the realization of economic motives of integration, which are reflected in the advancement of economic activity through increased productivity, innovation and technological progress, the mobility of production factors, and ultimately better distribution of wealth and growth of living standards, must be supported by structural changes and adequate preparation not only for formal membership, but also for the substantive and positive economic integration of the country. Both theoretical and empirical evidence has shown that economic integration has positive effects, which does not question the need for integration of countries, but the will of the developed member states is a problem that the integration will be effective for all members by running a just regional policy that will result in a humane and just distribution of wealth, therefore the convergence of members of the integration.

This paper analyzes the effects of three multilateral regional economic integrations, which, together with the European Union, represent the most significant economic integration in the world, ie the axis of the development of world trade relations, namely:

1. **ASEAN** – *Association of Southeast Asian Nations*
2. **NAFTA** – *North American Free Trade Agreement*
3. **MERCOSUR** – *Mercado Comun del Sur*

METHODS

The study of the effects of interconnection in these integrations was done by applying qualitative and quantitative research methods. The qualitative methods used in the paper are: deduction, induction, analysis, synthesis and concretization as a form of specialization. In addition to these methods, methods of comparing economic parameters at the level of connected countries were used before and after interconnection, and analytical statistics for the purpose of making conclusions about the effects of specific integration.

RESEARCH

ASEAN – The Association of Southeast Asian Nations was founded on August 8, 1967. by signing the Bank Declaration by 5 Southeast Asian countries: Indonesia, Malaysia, the Philippines, Singapore and Thailand, which are considered ASEAN's founders. Subsequently, the following Southeast Asian countries were joined by Brunei (1984), Vietnam (1995), Laos and Myanmar (1997) and Cambodia (1999). ASEAN was established with the intention of countering the obvious offensive communist states in the wake of the Vietnam War and the bipolar balance of power in the world (Turčinović & Vrcelj, 2010.) In addition to this objective, as defined in the Bank Declaration, the purpose and objectives of ASEAN include the following (adapted: <http://asean.org/asean/about-asean/overview>):

1. through joint efforts to accelerate economic growth, social progress and cultural development in the spirit of equality, with the aim of creating the basis for successful development of South East Asia;
2. promotion of regional stability and peace in accordance with the UN Charter;
3. improving common co-operation on issues of mutual interest;
4. mutual cooperation and assistance in research, education, technical and administrative areas;
5. more effective co-operation for exploiting all potentials (agricultural, industrial, and so on);
6. maintaining close co-operation with existing organizations and integrations with similar interests and goals.

The cooperation of the member countries takes place through the Council of the organizations that comprise the Foreign Minister of the Host Country Council meeting and the ambassadors of the member states. The Chamber has three panels to address significant issues: Economy, Political-Security Council and the socio-cultural council. Significant issues are addressed at the annual summits of the heads of governments and member states, which are held annually. In addition to the summit, ministerial conferences are held twice a year, addressing issues of major importance to ASEAN (Turčinović & Vrcelj, 2010.).

NAFTA – The North American Free Trade Agreement was created as a result of the US, Canada and Mexico Free Trade Establishment negotiations that began in 1991 and resulted in the signing of the Free Trade Agreement on December 17, 1992. This Agreement was put into effect on 1 January 1994, creating one of the world's largest free trade zones. This agreement has laid the foundations for a strong economic growth and prosperity for Canada, the United States and Mexico. From then on, the effects of this integration are reflected in increasing wealth and competitiveness. The basic objective of the NAFTA Agreement is to remove barriers to trade between its members in order to increase the positive effects of integration by increased liberalization and increase the consumer's surplus, which is reflected in the fall in product prices due to the reduction of barriers on the one hand and the increase in the product range, on the other side. Also, positive effects also apply to efficient manufacturers, due to increased market size. Member States' cooperation is geared to adequate competition with other regional integration, notably the EU, but given that NAFTA is only a free trade zone, not a customs union or a common market, it is more appropriate to integrate that integration with the EFTA than with the EU. Each of the member

states can independently regulate their trade policy in relation to third countries, which is a lower degree than the EU integration. The NAFTA Group is by its power the largest in the world and implies, in its final and future development projections, facing all the challenges of modernizing international economic and trade relations (FOLSOM, 2004).

MERCOSUR – The Common Market of the South represents the integration that was formed on 29.11.1991. by 4 countries from South America: Brazil, Argentina, Paraguay and Uruguay, and includes the establishment of a free trade zone by signing the Asuncion Treaty. In addition to permanent members, into the integration Venezuela was included in 2012, which has been ratifying full membership since 2006 from Brazil and Paraguay, as well as associated members: Chile, Bolivia, Colombia, Peru and Ecuador. MERCOSUR functions as a customs union with a long-term ambition to create a common market model based on the EU, which was the goal of its founding, but for more than 25 years it has not been realized.

RESULTS

ASEAN

ASEAN is the world's third-largest scope with 629 million inhabitants. In 2015, ASEAN made 3.3% of the world's production. With 3,867 US \$ GDP p.c. in 2015, ASEAN represents the poorest regional integration.

The effects of the ASEAN Agreement are shown in Image 1. The movement of all key economic indicators within the ASEAN zone shows that integration has resulted in real economic growth and improvement of competitiveness and level of prosperity at the level of integration.



ASEAN: State of the Nations

	1990	2000	2012
ASEAN Member States	Brunei Darussalam Indonesia Malaysia Philippines Singapore Thailand	Brunei Darussalam Cambodia Lao DPR Indonesia Malaysia Myanmar Philippines Singapore Thailand Viet Nam	Brunei Darussalam Cambodia Lao DPR Indonesia Malaysia Myanmar Philippines Singapore Thailand Viet Nam
Total GDP (US\$ Billion)	334.1	606.4	2,311.3
Avg GDP per capita (US\$) ¹	760.9	1,172.4	3,748.4
Total Trade (US\$ Billion)	306.4	759.1	2,476.4
Intra-Trade (US\$ Billion)	144.1	166.8	602.0
FDI Inflows (US\$ Billion)	12.8	21.8	110.3
FDI Inflows (% of Global Inflows)	6.2	1.6	8.2
Population (Million)	317.2	517.3	617.2
Poverty Rate ² (% Population Living Below US\$1.25 PPP per capita per day)	45.0	33.0	15.3 ³
Infant Mortality Rate (per 1,000 live births)	27.3	35.9	22.4

Image 1 The impact of the ASEAN Agreement on Key Economic Indicators for the period 1990 - 2012.

Source: <https://aseanup.com/benefits-asean-economic-community-aec/>

The data presented in Image 1 best describes the results of interconnection between countries, i.e. liberalization of trade, but the problem remains for the implementation of a more just regional policy. The total GDP on the level of integration between 1990 and 2012 has increased from US \$ 334.1 billion to US \$ 2,311.3 billion, and average GDP per capita increased by approximately 5.5 times. The total trade exchange between related countries at the level of integration was increased by 8 times, foreign direct investment by 10 times.

Neither ASEAN has operated since the uneven distribution of income, as ASEAN Member State Singapore in 2015 had a GDP value per capita of US \$ 52,888, which is more than 15 times more than the average at

ASEAN level. This situation, once again, confirms the fact that the development of underdeveloped (poor) parts of the world is under the control of developed countries and that, by focusing exclusively on the economic motives of integration, the questioning of the process of equalization of regional development is questionable.

NAFTA

The following table shows the effects of trilateral linking, i.e. the creation of a free trade zone NAFTA, as well as the movement of bilateral trade between the member countries of integration.

Table 1 Effects of the NAFTA Agreement on Trade between Member States (in 000 000 \$)

Relation	1993	2015	Nominal growth	Real growth
USA-Canada	199.184	518.217	160,2 %	63,5 %
USA-Mexico	85.224	481.543	465,0 %	265,0 %
Mexico-Canada	4.052	34.344	747,6 %	432,5 %
Trilateral trade	288.460	1.034.104	285,5 %	125,2 %

Source: According to data: Mexican Embassy in Canada

The data presented in Table 1 best reflect the effects of trade integration of NAFTA members. In the observed period from 1993 to 2015, the total volume of

US and Canada trade exchanges increased nominally by 160.2%, while real growth was 63.5%, as a consequence of the liberalization of trade in goods and services.

The volume of trade exchange between the United States and Mexico increased by 465.0% in nominal terms, i.e. the real growth rate was 265.0%. Although Canada had initially been distorted when it comes to incorporating Mexico into a free trade zone, the easy placement of Mexican market products was a benefit Canada should not miss. The outcomes of trade liberalization are visible in a huge increase in trade between Canada and Mexico by 747.6% in nominal terms, i.e. a real growth rate of 432.5%. A significant increase in US and Canadian trade exchange with Mexico in relation to their mutual exchange is the consequence of the Canada-US Free Trade Agreement (CUFTA), which was the Free Trade Agreement between the United States and Canada, and was signed in 1989 and was active five years before the signing of the NAFTA Agreement. The total value of trilateral trade for the 22-year NAFTA agreement increased by 285.5% in nominal terms or by 125.2% in real terms.

In addition to the increase in the volume of trade at a trilateral level, real GDP per capita growth of all members of the integration has increased. From

1993 to 2015, real GDP p.c. of the US has increased by 39.3% and in 2015 it amounted \$ 51.628. GDP p.c. of Canada rose by 40.3% in the observed period and in 2015 it was \$ 50.001, while real GDP p.c. in Mexico rose by 24.1% and in 2015 it was \$ 9,511 (according to: www.data.worldbank.org). The above data best reflects the benefits of functional integration for all members and represents the confirmation of the existence of scientifically proven benefits of integration.

MERCOSUR

The analysis of MERCOSUR's economic indicators is presented in Table 2, showing comparative trends of key economic indicators at the beginning of integration with indicators in 2012. According to data from Table 2, GDP p.c. of Argentina in 1990 amounted to \$ 5,180, and after 10 years of MERCOSUR membership it was \$ 9,209, which is less than twice the increase, the increase to \$ 14,667 by 2012 represents almost 3 times higher GDP p.c. in relation to its value at the moment of establishment of integration.

Table 2 MERCOSUR's Effects on the Movement of GDP p.c. and foreign trade exchange

Economic Indicator	Argentina		Brazil		Uruguay		Paraguay	
	1990	2012	1990	2012	1990	2012	1990	2012
GDP p.c. \$	5.180	14.667	3.107	11.315	3.302	14.728	1.167	3.729
Export (mil \$)	12.353	80.927	31.413	242.580	1.708	8.709	959	7.282
Importation (mil \$)	4.077	68.508	22.460	233.368	1.415	11.652	1.350	11.555

Source: customized according to: Bastos, A. L., others, *Analysis of the Evolution of Social and Economic Indicators of the Mercosur's Members: 1980-2012*, World Academy of Science, Engineering and Technology International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering Vol:10, No:6, 2016

The data from Table 2 show that all permanent MERCOSUR members by 2012 realized GDP growth p.c. by 3 to 5 times in relation to the GDP level p.c. in the year before integration. Also, there has been an increase in the trade volume between 5 and 8 times the size before integration. Integration has had positive effects on Argentina and Brazil, as trade surplus has increased, with Uruguay and Paraguay having negative effects, as the deficit in the trade balance has increased, confirming once again that integration leads to the improvement of economic indicators at the level of integration, but there is always a problem of distribution through the integration of established wealth, ie even distribution of income, which is an imperfect gap in the scientific study of regional (non) equality and leaves room for

ambitious and serious researchers to create adequate models of even distribution of wealth.

CONCLUSION

The complete, above presented analysis of economic integration from the aspect of economic parameters does not in any way call into question the need for integration, as the macroeconomic parameters in the integrated space will be improved. However, the question arises as to how the dispersion of the created wealth will be carried out, and whether integration leads to rich prosperity and the introduction of less competitive countries in function of the additional development of more developed members of the integration.

It is hard to expect that a developed country, joining the integration processes, will advocate for a just regional policy. In support to this, the fact is that even in developed countries in the internal plan, the principles of balanced regional development have not been respected, so the question is how some countries will strive for a fair regional policy at the international level when there are regional diverging development trends on the internal plan. It is important to conclude that any integration does not have to mean generating positive economic results but that economic integration can contribute to the economic development of a Member State if it achieves the appropriate degree of competitiveness on the internal plan and exploits its comparative advantages in the integrated space.

The presented analysis of the effects of integration in the case of ASEAN and MERCOSUR showed all the possible drawbacks, i.e. the negative effects of integration. In the case of ASEAN, Singapore has 15 times higher GDP per capita compared to the average on the level of integration. This is also a challenge for creators of a more just regional policy model, as well as those in the process of integration, how to create a more equitable distribution model through the integration of created wealth, and how to apply the created model for the purpose of realizing the goals of regional policy. In the case of MERCOSUR, the negative effects of integration were generated by

Uruguay and Paraguay, as there was an increase in the deficit in the balance of trade, resulting from a low level of competitiveness in relation to Brazil and Argentina, where the value of surplus trade balance in relations with Uruguay and Paraguay rose, i.e. in trade relations at the level of formed integration. This confirms once again that an appropriate level of competitiveness of the domestic economy needs to be developed before integration, so that the economy can deal with competing forces at the level of integration rather than go into integrative processes at all costs, as it will contribute to the generation of negative effects of integration..

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DEVELOPMENT OF E-GOVERNMENT IN BOSNIA AND HERZEGOVINA

Zvezdan Stojanović¹
Mehrudina Musić

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European University Kallos, Tuzla, Bosnia and Herzegovina

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ABSTRACT

Effective collaboration between all level of government (on local and state level), all agencies and ministries have great impact on development one country. Here is reflected the importance of the introduction of e-government, which should effectively connect all of those participants into one efficient unit. Bosnia and Herzegovina is country with complicated political and terrestrial order with two entities and one district and with ten cantons in one entity. It is main reason why Bosnia and Herzegovina has uneven development of e-Government. In this article, we will give an overview of the situation in Bosnia and Herzegovina regarding ICT and we will make a comparison of the situation in BiH in terms of development of e-government with the neighboring countries.

Keywords: e-government, ICT infrastructure, legislation

INTRODUCTION

Technology development, especially using information-communications technologies (ICT), Internet, mobile phones and digital television transformed functioning of government. Most governments around the world distribute information through their websites, build their digital databases, and increasingly allow citizens to provide online services using the Internet (UN, 2014).

Today, in literature, e-Government and e-Governance are terms, used interchangeable. In (ITU,

2008) is made differences between them. “E-Government focuses on the utilization of information and communication technologies (ICT) to deliver e-government services. Term e-Governance characterizes effort to use ICT for political purposes and the organization of political activity in a country”.

Essentially, this is a new way of governing, by which the state administration focuses its business towards the needs of citizens and the economy, all with the help of modern information and communication technologies.

¹Correspondence to:

Zvezdan Stojanovic, associate professor, Mehrudina Musić, dipl. ing. Department of Information Technology, European University Kallos

Maršala Tita 2A-2B, 75000 Tuzla, Bosnia and Herzegovina

Phone: +387 35 299 091

E-mail: zvezdan.stojanovic070@gmail.com; mehrudina.music82@gmail.com

ADVANTAGES AND DISADVANTAGES OF e-GOVERNMENT

By introducing e-government, the provision of information and services to the users is significantly improved, and in addition, which is very important, it facilitates and encourages the participation of citizens and legal entities in decision-making processes. In this way, the time of collection, processing and transfer of data reduced, it achieves greater transparency, accountability and efficiency of the work of the administration, and the whole business directed towards the users. Efficient public services can result in significant cost savings, or the development of new kinds of services at the same cost. In 2012, the European Commission estimated that all EU public administrations using e-procurement procedures could save at least €100 billion per year and that e-government could reduce costs by 15 to 20%, (European Parliament, 2015).

In (Protopappas & Sideridis, 2013), using e-Government services is considered as a way to eliminate corruption because mediators between citizens and service providers are abolished.

The use of e-Government services brings benefits to both the administration and the citizens. In regard of administration, this is reflected in the increased speed of service provision to citizens, as there is a reduction in waiting time in queues because citizens can now access e-Government services both from home or through their mobile phones. This will lead to increased citizen's satisfaction, because the implementation of e-Government services will lead to faster and cheaper performance of services. When developing the e-Government services, it must be careful that there are still a significant number of citizens without enough technical skills and often no desire to apply something new. Data used by citizens when using certain services at the request of the administration are later entered into different digital databases and information system of the administration, and these data are again used in the access of citizens to other administrative services. This data helps the administration to create more personalized services, but the citizens can't be sure that these data will not be misused. On-line payment of e-Government services for one significant part of the population continues to raise doubts as to the security of transactions.

SERVICES OF e-GOVERNMENT

E-government users can be classified into the following categories: G-Government, E-Employee, B-Business, C-Citizen.

By interacting between them, the following categories of e-government are created (Figure 1):

- government-to-citizens (G2C): includes all the interactions between a government and its citizens,
- government-to-business (G2B): includes interactions between government and businesses,

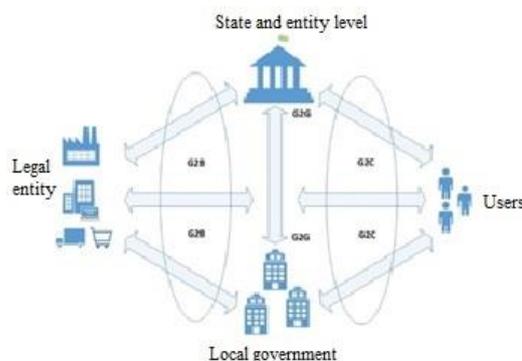


Figure 1. Categories of e-government

- government-to-government (G2G): includes activities within government units (state level, entities level and between entities),
- government-to-employees (G2E): includes activities between government units and their employees (Stojanović, 2014).

Table 1 Services for the public sector and business

Public services for citizens		Public services for businesses	
1.	Income taxes: declarations, notifications of assessment	1.	Social contributions for employees
2.	Job search services	2.	Corporation tax: declaration, notification
3.	Social security: <ul style="list-style-type: none"> • unemployment benefits • medical costs 	3.	VAT: declaration, notification
4.	Personal documents (passport or driver's licences)	4.	Registration of a new company
5.	Car registration	5.	Submission of data to statistical offices
6.	Application for building permission	6.	Customs declarations
7.	Declaration to the police	7.	Environment-related permits
8.	Public libraries	8.	Public procurement
9.	Certificates (birth, marriage)		
10.	Enrolment in higher educations		
11.	Announcement of moving (chage address)		
12.	Health related services		

The European Commission set up a set of 20 basic electronic services: 12 services for the public sector, and 8 services for the business, (Commission of the European Communities, 2015).

OVERVIEW ON SITUATION IN BOSNIA AND HERZEGOVINA

Bosnia and Herzegovina (BiH) is a transitional economy which is pursuing membership in the European Union and the World Trade Organization.

From the wars of the nineties, BiH came out with a devastated economy whose current level of de-

velopment best illustrates BiH's position in the WEF's (World Economic Forum) annual report for 2016/2017. WEF defined competitiveness of the countries as "set of institutions, policies, and factors that determine the level of productivity of an economy in its "Global Competitiveness Report (GCI)" (Schwab, 2016).

It estimates a number of indicators as it can be seen in Fig 1. Report for 2016/2017 year covers 138 economies and BiH is on the 107 position in it. In this Report, we can see state of the countries in seroundings. Croatia is in the 74th position, Montenegro in the 82th and Serbia in the 90th.



Figure 2. GCI for BiH

The level of economic development has a large, but not decisive, impact on the development of e-Government. In (UN, 2016), it can be seen that "There are many countries that have significantly advanced their e-government despite relatively low national income, just as there are many countries which are lagging behind despite their relatively high income".

ICT infrastructure in BiH

In accordance by International Telecommunications Union (ITU, 2015), key ICT indicators for developed and developing countries are: penetration rates for fixed, mobile and Internet subscribers, (CRA, 2014).

In Report (UNDP, 2010) is also considered at those

three key indicators and they are compared to different countries of Southeast Europe, but this report looks at more two important indicators which can be used to determine the availability of e-Government services:

- the percentage of government institutions that use some form of networking services;
- the percentage of government institutions that are connected to the Internet.

Number of pupils per computer (in primary and secondary schools) is used also as indicator of the level of a country's investment in ICT infrastructure in this Report (UNDP, 2010).

Communication Regulatory Agency (CRA) in BiH collects data from the all operators in BiH and performs their processing and analysis.

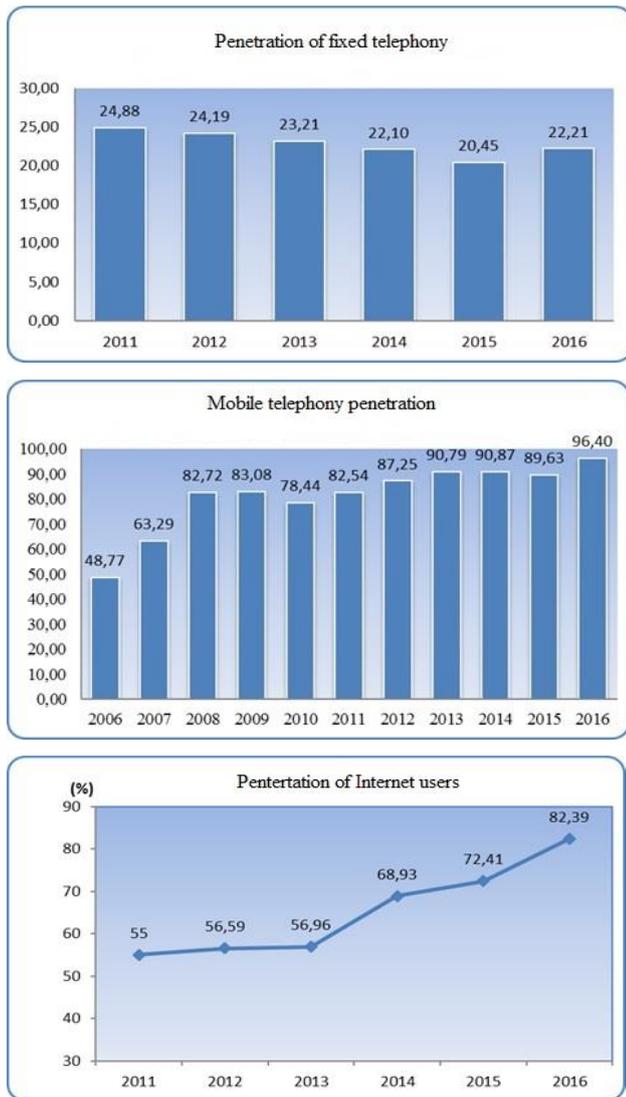


Figure 3. ICT indicators in BiH

ICT indicators for BiH (based on CRA reports) are shown in Figure 3.

New services require high speeds and it is therefore important that access networks are broadband.

The use of broadband Internet access in Bosnia and Herzegovina is constantly on the rise, as evidenced by the fact that the degree of use of broadband access for the level of Bosnia and Herzegovina (the number of connections compared to the total population) is 18.76%, (CRA, 2017).

Legislation for e-Government in BiH

Appropriate legal framework is needed to regulate the relationship between citizens, business and legal entities on the one side and the state (state bodies and civil servants) on the other side in the use of ICT.

Legal regulation of e-government should create clear rules for all previously listed relationships: G2C, G2B, G2G and G2E in the use of information and communication technologies.

In accordance with the Dayton Peace Agreement, the state-level government is weak and has limited jurisdiction over the adoption and implementation of public policies. Bosnia and Herzegovina consists of the two entities - the Federation of BiH (FBiH) and Republika Srpska (RS), and the Brcko District as a separate administrative unit of local self-government. The FBiH is divided in ten cantons and additionally includes 80 units of local self-government (78 municipalities and two towns), and RS 63 (61 municipalities and two towns). The state level has no authority over the issues of local self-government, (Čurčić & Hodžić, 2011).

Entity authority is the competent in the RS for local self-government. In FBiH the competence for local self-government is on the entity and cantonal level and main problem is in the fact that the cantons compete with local governments for the jurisdiction.

At the state level, the Law on the Information Society Agency has not yet been adopted. One of the most strategically important projects at the state level was the introduction of a system for issuing personal documents called CIPS (Citizen Identification Protection System). The legal successor of this project is the Agency for Identification Documents, Records and Data Exchange of Bosnia and Herzegovina.

However, while the FBiH relies exclusively on the laws adopted at the state level, whose adoption is very slow, the RS has already adopted a whole set of laws and by-laws related to e-government.

RS was created Agency for Information Society of Republika Srpska (AIDRS) with responsibility of development and coordination of the development of the Information Societies in the RS.

AIDRS is working on proposing and implementing measures for the construction of information systems of local self-government bodies, ensuring communication with republic authorities and applying unified software solutions as much as possible, as well as coordinating the establishment of a single database of state authorities and local government bodies in the RS.

The RS has adopted the strategic document "The Strategy of Electronic Government Development for the Period 2009-2015" and formed a body for monitoring the implementation of the strategy.

At the RS level, the web portal of the public administration of the Republika Srpska -eSrpska (www.esrpska.org) is made.

At the RS level the following laws were adopted:

- Law on Electronic Signature of the RS²,
- Law on Electronic Document of RS³,
- Law on Electronic Business of RS⁴,
- Law on Information Security of RS⁵,

as well as by-law:

- Rulebook on Information Security Standards,
- Regulation on Information Security Measure,
- Rules on the records of certification bodies
- Registration policy certification,
- Rulebook on Electronic Signature and Qualified Electronic Signature Protection Measures, minimum amount of compulsory insurance and application of organized and consolidated text,
- Rulebook on technical rules for ensuring the connection of records of issued and revoked certificates of certification bodies in RS.

There are only a few documents on the state level like:

1. Law on electronic signature⁶,
2. Law on Electronic and legal business traffic⁷,
3. Regulations on access to records and data exchange⁸.

The FBiH relies mainly on state-level laws.

Comparison development of e-Government with its surroundings countries

Goal of E-Government Survey (produced every two year) is to give an indicative assessment of the diffusion of e-government through a performance rating of national governments relative to one another, (UN, 2016).

“Conceptual framework of the United Nations E-Government Survey has adopted a holistic view of e-government development resting on three important dimensions: (i) the availability of online services (Online Service Component-OSI), (ii) telecommunication infrastructure (Telecommunication Infrastructure Index-TII) and (iii) human capacity (Human Capital Index-HCI)”, (UN, 2016).

²Official Gazette RS No, 106/15

³Official Gazette RS No, 106/15

⁴Official Gazette RS No, 59/09

⁵Official Gazette RS No, 70/11

⁶Official Gazette BiH, No, 91/2006

⁷Official Gazette No, 88/2007

⁸Official Gazette No, 35/2009

Where is BiH in comparison with the rest of the world in term of e-government development and its neighboring countries?

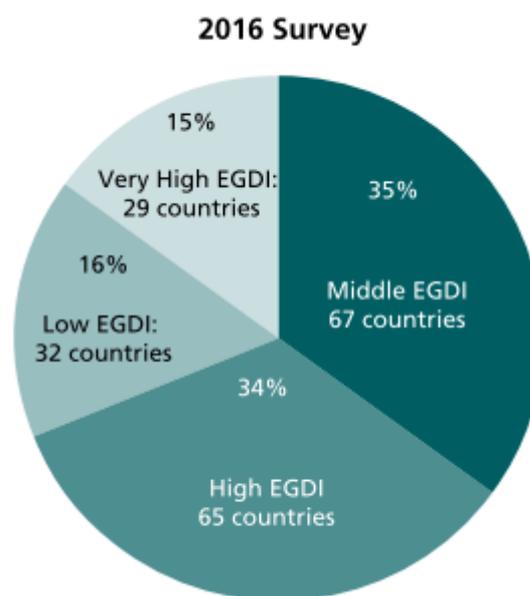


Figure 4. Number of countries grouped by E-Government Development Index (EGDI)

BiH belong to the countries with high E-government development Index (EGDI) with EGDI value between 0,5 and 0,75 as it can be seen in Fig. 4.

This is a big improvement from the 2014 report when Bosnia belonged to a group of the countries with a medium EDGE index, (UN, 2014).

Data for BiH and for countries in BiH neighbourhood are summarized in Tables 2, 3 and 4. The three previously mentioned components (OSI, TII and HCI) are considered.

Table 2 E-government development Index (EGDI)

Rank	Country	EGDI	Online Service Component (OSI)	Telecomm. Infrastructure Index (TII)	Human Capital Index (HCI)
37	Croatia	0,7162	0,7464	0,5974	0,8050
39	Serbia	0,7131	0,8188	0,5434	0,7769
45	Monte Negro	0,6733	0,6812	0,5221	0,8165
92	Bosnia and Herzegovina	0,5118	0.4493	0.4047	0.6815

Table 3 Telecommunication Infrastructure Index (TII) and its components

Country	TII	Percentage of individuals using the Internet	Fixed/telephone subscription per 100 inhabitants	Mobile-cellular telephone subscription per 100 inhabitants	Fixed (wired) broadband subscription per 100 inhabitants	Wireless broadband subscriptions per 100 inhabitants
Croatia	0.5974	68.57	37.72	104.43	23.04	66.10
Serbia	0.5434	53.50	37.33	122.13	15.57	55.70
Monte Negro	0.5221	61.00	26.49	163.03	15.20	23.10
Bosnia and Herzegovina	0.4047	60.80	22.20	91.28	14.15	23.90

Table 4 Human Capital Index (HCI)

Country	HCI	Adult literacy (%)			Gross enrolment ratio (%)			Expected years of schooling			Mean years of schooling		
		Index value	Ye	Source	Index value	Ye	Source	Index value	Ye	Source	Index value	Ye	Source
Croatia	0.8050	99.27	2015	UNESCO	86.47	2012	UNESCO	14.81	2012	UNESCO	11.03	2011	UNESCO
Serbia	0.7769	98.11	2015	UNESCO	83.55	2013	UNESCO	14.39	2013	UNESCO	10.46	2011	UNESCO
Monte Negro	0.8165	98.73	2015	UNESCO	88.62	2010	UNESCO	15.18	2010	UNESCO	11.16	2011	UNESCO
BiH	0.6815	98.48	2015	UNESCO	71.00	2014	UNESCO	13.60	2012	UNDP	7.21	2011	UNESCO

BEST EXAMPLES OF e-GOVERNMENT SERVICES IN BIH

Most municipalities in Bosnia and Herzegovina use software that increase efficiency in different areas, such as registries (99.7%), citizen registration software (87.7%), as well as software for registering cadastral properties (47.4%) and software for records social benefits.

Most municipalities have their own website and most use social networks like Facebook to inform citizens (Čurčić & Hodžić, 2011).

The best examples of e-Government services in the Federation of the Bosnia and Herzegovina are:

- Web site of the Institute of Health Insurance and Re-insurance Fund of Federation of Bosnia and Herzegovina⁹
- Web site of the Federal Administration for Geodetic and Property Relations¹⁰
- Web site of the Tax Administration Federation of Bosnia and Herzegovina¹¹

The best examples of the e-Government services in the Republic of Serbs:

- Web site of the Health Insurance fund of Republika Srpska¹²
- Web site of the Electronic Land Registry of the Republika Srpska¹³
- Web site of the Tax Administration Republika Srpska¹⁴
- Web portal of the public administration of the Republika Srpska¹⁵.

CONCLUSION

Bosnia and Herzegovina has a solid information-telecommunication infrastructure, but development of e-Government slows down the harmonization and adoption of laws and by-laws that are important for development of e-Government on the state level.

The basic limiting factor in the development of e-government is the lack of a political agreement on the further development of e-government, which should be followed by the adoption of appropriate laws.

But, comparing United Nations reports from 2014 and 2016, we can come to still encouraging conclusions: Bosnia and Herzegovina, despite all the difficulties it faces, made a certain shift in this field.

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⁹<http://www.fedzzo.com.ba>

¹⁰<http://www.katastar.ba/>

¹¹<http://www.pufbih.ba/v1/>

¹²<https://www.zdravstvo-srpske.org/home.html>

¹³<http://www.ezkrs.net/>

¹⁴<https://www.poreskaupravar.org/>

¹⁵www.esrpska.com



IMPACT OF APPLICATION SOFTWARE ON DIAGNOSIS OF SPEECH AND LANGUAGE DEVELOPMENT OF CHILDREN WITH HEARING IMPAIRMENT

Esad H. Mahmutović¹
Husnija Hasanbegović
Meliha Powlakić Hadžiefendić

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*University of Tuzla, Faculty of Education and Rehabilitation, Bosnia and Herzegovina
Center for Hearing and Speech Rehabilitation, Sarajevo, Bosnia and Herzegovina*

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ABSTRACT

Aim of this paper was to examine effectiveness of speech and language development examination of persons with hearing impairment in form of applicable diagnostic software in relation to classical approach. Research was conducted on the sample of 45 respondents from the population of students with hearing impairments based on following criteria: degree of impairment above 80 dB, age from 6 to 15 years without any other disabilities. Data was processed with descriptive analysis, Wilcoxon test and t-test. Results of the research confirmed that applicable diagnostic software provide more effective diagnostic procedures for examining of speech and language development of persons with hearing impairment in relation to classical approach.

Key words: *speech and language development, effectiveness, diagnostic software*

INTRODUCTION

Hearing loss is considered to be the most prevalent congenital abnormality in newborns and is more than twice as prevalent as other conditions that are screened for at birth, such as sickle cell disease, hypothyroidism, phenylketonuria, and galactosaemia (Finitzo & Crumley, 1999 according to Shemesh, 2013).

Depending on the degree of impairment, hearing impairment can cause milder or more severe deviations in the development of speech and language, to complete aphasia, in the case of deafness. Deviations are most prevalent in terms of articulation disorders, inadequate construct of meaning (understanding), adoption and use of words (naming concepts and situations), inadequacy of language statement - sentences, absence of grammatical rules and illiteracy.

¹Correspondence to:

Esad H. Mahmutović, University of Tuzla, Faculty of Education and Rehabilitation, Bosnia and Herzegovina
Univerzitetska 1, 75000 Tuzla, Bosnia and Herzegovina
Phone: +387 61 290 780
E-mail: esad25@yahoo.com

There are no satisfactory results without timely detection and adequately conducted diagnostic procedures to evaluate all levels of developmental areas, especially the speech and language, and determine the initial platform for any action needed by the necessary methods and procedures based on scientific principles that respect the identified specifics of an individual.

According to Haug (2011) „A common goal of language testing in children is to see if a child’s language development is following the expected course. To reach this goal, “a child’s language skills are compared to the skills of same-age peers” (Johnston, 2007, p. 1). Another goal of language testing might be to describe the child’s current language abilities so that “language therapy and school programming can be individualized” (Johnston, 2007, pp. 1–2). A third reason for language testing would be the “measurement of progress, either for an individual child, or an educational or therapeutic program” (Johnston, 2007, p. 2)“.

Obviously, the issue of assessment is an important one. When it relates to children who are deaf and hard-of-hearing, the issue is at once both more complex and even more important. Perhaps the greatest challenge in assessing the skills of deaf learners — whether in school testing, clinical assessment, or research — is ensuring that language is not a barrier. When potential communication problems are eliminated, most assessments (and assessors) assume that deaf and hearing children are much the same. It is often overlooked that the background, experiences, and knowledge of deaf students may not be the same as that of hearing students, regardless of the language or mode of communication they use. In order to fully understand the characteristics of deaf learners, including both strengths and weaknesses, it is necessary to understand the interactions of cognitive, social, and linguistic factors in the environment (Marschark, 2001). The problems of assessing deaf children’s language development are due to the lack of assessment materials normed on deaf students and the inability of many examiners to fully communicate with and analyze the communication of deaf children (Easterbrooks & Baker, 2002, according to Miller, 2006).

In order to evaluate the hearing impaired person well, it is also necessary to provide quality preparation for conducting diagnostic procedures, separating the optimal time and analyzing all aspects of functioning in different circumstances and contexts. The motivation of the respondent and the general functioning through diagnostic procedures that have subjective character-

istics (concentration, attention, perception and memory) and cooperation are very important for optimum assessment.

If the assessment field is to move forward in meaningful ways, it is important to develop a general assessment framework that can be used with all deaf and hard of hearing children. This framework must have enough flexibility and rationality to fit the varying assessment and intervention needs of this heterogeneous population, including the necessary psychometric standards and guidelines for translating test data into meaningful intervention and/or programming strategies and approaches (Miller, 2006).

Scientific activity over the last thirty or many years is a condition of extremely noticeable and frequent technological and technical progress, which is constantly changing the necessary knowledge in all areas of human activity, resulting in rapid social development in those areas where this knowledge is practically applied.

When it comes to hearing impaired people, the application of technology is reflected in three basic areas of action: hearing impairment diagnosis, objective but also specific subjective diagnostic methods; amplification, through various types of hearing aids (individual and installable hearing aids, cochlear implants); education and re-habilitation through the application of different types of didactic tools and aids.

Computer technology for the deaf and hearing-impaired should mainly serve the improvement of communication and information processing tasks. Therefore the analogy for the deaf is - starting from the example of the blind: Take spoken language out from the acoustic channel and put it into the visual channel; that is: Write it. Computer aids cannot substitute everyday communication but they are inestimable tools for strengthening and broadening language competence and information processing. The point has to be stressed that communication skills are learnt by communicating with human beings. That means, we have to provide an education system in which the computer aids for deaf are embedded in a course system which secures the use of those aids (Dotter, 1996). According to Debevc i Peljhan (2004): „With the incredible speed of development of ICT and with the availability of high speed Internet, the study materials can be distributed in even more complex audio and video formats. Most frequently, it is presented as interactive video on demand (Deloddere, Verbiest & Verhille, 1994). A video clip with sound is a very vital method of presenting information in a traditional written form.

The mimicking and gesturing offered by a video clip tell us much more than just words and pictures in a book. However, the words, sounds and simple mimics and gestures are not always enough for successful teaching of the deaf. In European projects like project SMILE (Sign language and Multimedia-based Interactive Language course for the deaf for learning European written languages)(Kronreif et al., 2000) and project VISIOCOM (Video-supported Online Communities)(Debevc, 2002) it has been determined that the deaf have poor reading and writing skills. That is to say that they frequently are not proficient in their own national or local language. Therefore, teachers must spend more time using different methods of teaching words and lack the time to teach the lesson material. Consequently, the deaf also have difficulties in understanding multimedia applications, which appear on the World Wide Web (WWW). The WWW has an overwhelming amount of information, which is available to everyone except the deaf who are not proficient in the written language and often do not know English. The situation is even more difficult because most of the educational institutions for the deaf in Europe do not have the best conditions for using ICT and because programs for teaching foreign languages like English at schools for the deaf are just being introduced.

There is no doubt that using computers in teaching deaf/hard of hearing students has come along way and proved its effectiveness. Computers and the many new and exciting software packages that have been developed in recent years are important tools that can help develop emerging literacy skills (Parette & VanBiervliet, 1991, according to Gaad i Qaryouti, 2002).

For deaf people it is extremely important to introduce the use of information and communications technology on all levels of education and rehabilitation. This increases their ability to learn and improves their understanding of learning materials, especially if the applications are designed specifically for their needs. Through daily exposure to a larger number of such materials, we can positively influence the literacy (reading and writing skills) of the deaf. With increased literacy, the deaf would be able to read literature, and subtitles, enabling them to receive information through written sources. Therefore, we can expect them to have a higher self-esteem, more easily integrate into society and have more opportunities for employment (Debevc & Pljhan, 2004).

The justification for the use of software applications cannot be called into question when it comes to the deaf population of students because rehabilitation as

well as most of the education is carried out individually through sessions, where the advantage in the specific capabilities of this media is unlimited, at least in problem training, which is characteristic of the processes of language learning. There are, of course, open questions as well as about the creation of computer software applications for which an audio-rehabilitator is required, as well as about the choice of educational content to be computerized (Hasanbegović, 2006).

Different ways - paths of conducting diagnostic procedures, from the aspect of organizing procedures and technical support, have a very important influence on setting up a clear and correct diagnosis. The efficiency and effectiveness of these methods depends on the time frame of their duration, the speed of processing and evaluation of the data collected, the accuracy and precision of the data collected, the speed and manner of data archiving, the availability of collected data, the speed and flow of collected information, the level of general functioning of the respondent when evaluated (attention, concentration, cooperation), possibilities of continuous evaluation and monitoring of the realization of the rehabilitation program.

The traditional (paper - pencil) way of evaluation, from an organization's point of view and technical support, implies that, when determining speech - language development, diagnostic procedures are carried out with the help of paper and as an incentive material (pictures, illustrations), but also as input forms, processing and evaluation of data. The data is entered manually, the numeric values are counted and processed subsequently and, differently selected, archived into personal files. This kind of evaluation in direct contact with the respondent, mainly due to poor interaction due to language non / competency, requires long lasting preparation of the child, diagnostician and material. Also, it takes too much time to conduct the examination, the fatigue of the respondent and examiners, leaves the possibility of overcoming some important elements for setting up an adequate diagnosis, hindering the repetition process and verifying the obtained results, and complicating access to the data collected. Developing software for deafness diagnosis, using model equations, numerical schemes, Dunmade, A. O., Dunmade, A. D., Taiwo, Tomori, and Komolafe, (2009), according to Mahmutović and Hasanbegović (2017) emphasize importance of computer technologies in the process of diagnosis, claiming that this software is an important tool for medical practitioner - otorhinolaryngologists because it helps in determining severity of deafness in each individual patient case.

They also point out that Dolinay, Zlinsky, and Vasek (2005) have developed a computer program that helps doctors and audiologists to calculate the percentage of hearing loss per Fowler-Sabine, calculating the average hearing loss and displaying audiometric curves, which can alongside others, be stored as a picture and can be archived for future queries.

The aim of the research conducted by Mahmutović and Hasanbegović (2017) was to examine effectiveness and efficiency of examination of hearing status of persons with hearing impairment in form of applicable diagnostic software, in relation to classical approach. Sample was comprised of 90 respondents and was formed out of two subsamples. First subsample was comprised of 45 students with hearing impairment with a degree of impairment of over 80 dB, both genders, age from 6 to 15 years and without any other disabilities. Second subsample was comprised of 45 students (absolvents) from department of audiology. For data gathering, audiogram, applicable diagnostic software and scale for evaluation of attention and cooperation were used. Results of the research confirmed that applicable diagnostic software provide more effective and more efficient diagnostic procedures for examining hearing status of persons with hearing impairment in relation to classical approach. Significantly better effectiveness of conducting diagnostic procedures in favor of diagnostic software has been confirmed with evaluating percentage of hearing loss according to Fowler-Sabine and degree of hearing impairment, while presence of significantly better efficiency is confirmed on evaluated indicators: time, attention and cooperation of students during evaluation of hearing status.

According to Haug (2011): „The use of new technologies for the instruction and testing of both Deaf children and adults is very common today. Examples include web-based video lectures for Deaf students in Slovenia (Debevc & Peljhan, 2004), a computer-based psychiatric diagnostic interview in ASL (Montoya et al., 2004), a computer-based test for Deaf children and young adolescents in DGS (Mann, 2008), a web-based version of the Test of American Sign Language (see Haug, 2008a), and the development of a computer-based environment in ASL for delivering performance-based content from kindergarten through high school (Hooper, Rose, & Miller, 2005; Miller, Hooper, & Rose, 2005). The increasing use of new technologies provides a good opportunity to exploit the use of video to meet the modality-specific features of sign languages in testing. The availability of new technologies has also contributed to the design of the test interface for the adapted DGS test.“

Macedo et al. (2004) presented a research with the help of created test battery (BALS On-line) to assess the development of language skills in Portuguese and Libras (Brazilian Sign Language) by deaf students via WWW. The battery consists of six tests, namely: Picture Naming by Matching Written Words (PNM On-line), Picture Naming by Spelling (PNS On-line), Sign Naming by Matching Written Words (SNM On-line), Sign Naming by Spelling (SNS On-line), Word Reading Competence (WRC On-line), Receptive Sign Vocabulary (RSV On-line). The traditional paper-and-pencil versions have been standardized with a sample of 1158 deaf students. Aim of this paper was to examine effectiveness of speech and language development examination of persons with hearing impairment in form of applicable diagnostic software in relation to classical approach. It was assumed that there is significant advantage in favor of applying diagnostic software in effectiveness of diagnostic procedures, considering the basic indicators of speech and language development.

METHODS

Sample of respondents

Research was conducted on the sample of 45 respondents from the population of students with hearing impairments based on following criteria: degree of impairment above 80 dB, age from 6 to 15 years without any other disabilities.

Measuring instruments and sample of variables

Measuring instruments were tests and diagnostic patterns of speech-language development, prepared in two different forms (media), for implementation in two different ways.

The first, classical (paper - pencil) form, where the test material (incentive material - pictures, input forms for entering of evaluation results) is on paper and the other, computerized, where the complete, same test material is embedded in the form of computer-application - in this case, diagnostic software. For the evaluation of speech-language development, modified and mutually combined, Articulation Test, according to Vuletić (1990), from which the standards for assessment of voice articulation are taken and Test Lingvogram (Kostić, Vladislavljević, Blagojević, 1983) from which stimulation material (drawings) and word list formulas for estimating basic speech-language development indicators are taken, were used (Figure 1, Figure 2, Figure 3).

A sample of the Articulation Test variables used in this research: *total correctly pronounced voices - exact repeating of words, total articulation errors in repeating words, omission in pronunciation, substitution in pronunciation, distortion in exclamation.*

A sample of Lingvogram variables used in this research: *correct understanding of words, accurate naming of concepts, partial naming of concepts, reading of words with understanding, reading of words without understanding, writing words, total word errors, writing omission, writing substitution, writing addition, writing metathesis.*

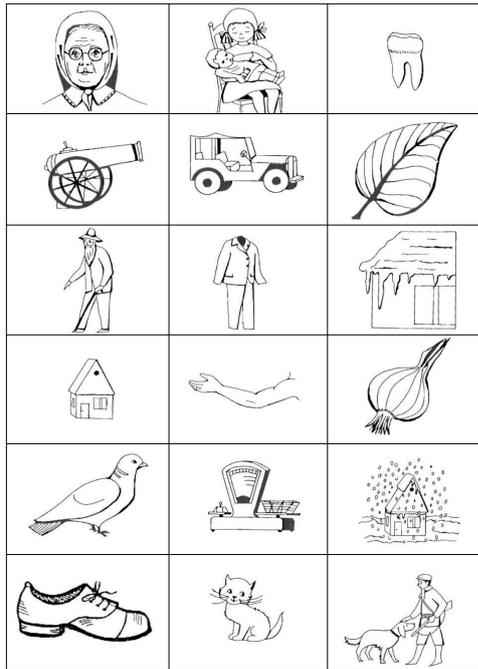


Figure 1 Classical diagnostics

PONAVLJANJE RIJEČI I UTVRĐIVANJE ARTIKULACIJE GLASOVA

Uputstvo za ispitivanje: Ispitivač govori riječi i pokazuje pojam koji ga imenuje, a ispitanik treba da ponovi izgovorenu riječ.

Oznake za odgovore: tačan izgovor - T, distorzija - D, supstitucija - S, omisija - O.

Ime i prezime ispitanika: _____

Datum rođenja ispitanika: _____; Datum ispitivanja: _____

Tačno izgovorenih glasova: _____; Distorzovanih glasova: _____;

Supstituisanih glasova: _____; Omilovanih glasova: _____; Ukupno oštećenje: _____%

Vrijeme trajanja ispitivanja ponavljanja riječi (navesti sate): od _____ do _____

Vrijeme kad želi odustati od ispitivanja (navesti tačno sate): _____

POLOŽAJ GLAS	POČETNI RIJEČI	ODGOVORI				SREDNJI RIJEČI	ODGOVORI				ZAVRŠNI RIJEČI	ODGOVORI			
		T	D	S	O		T	D	S	O		T	D	S	O
A	Auto					Pas					Mačka				
E	Ekser					Dijete					Džep				
I	Igla					Sir					Oči				
O	Okno					Voz					odjelo				
U	Uho					Zub					Jedu				
P	Pile					Kapa					Džep				
B	Baba					Baba					Zub				
T	Top					Auto					List				
D	Djed					Odijelo					Led				
K	Kuća					Ruka					Luk				
G	Golub					Vaga					Snijeg				
C	Čipela					Miaca					Lovac				
Č	Čuran					Kuća					Konjic				
Ć	Ćamac					Oči					Ključ				
Đ	Đak					Leđa					Čađ				
DŽ	Džak					Odžak					Bedž				
F	Fenjer					Kafa					Saraf				
V	Voz					Avion					Lav				
S	Sir					List					Pas				
Z	Zec					Koza					Voz				
Š	Šuma					Kišobran					Miš				
Z	Zaba					Ruža					Nož				
H	Harmonika					Jahač					Sah				
R	Riba					Bure					Lapir				
J	Jagoda					Jaje					Zmaj				
L	List					Kola					Sal				
LJ	Ljulačka					Uje					Pašulj				
M	Macka					Lampa					Sam				
N	Nis					Dinac					Limun				
NJ	Njuška					Dinja					Konj				

Subjektivna procjena ispitivača:

Pažnja mujoj je usmjerena na sadržaje: 1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Saradnja između ispitivača i ispitanika: 1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Vrijeme trajanja izračunavanja oštećenja artikulacije (navesti sate): od _____ do _____

Figure 2 Classical diagnostics

SKALA UČESTALOSTI GLASOVA				
Oštećenje izgovora izraženo u postocima				
Glasovi	Omisija %	Supstitucija %	Distorzija %	%
A	13,84	9,22	4,61	
E	9,35	6,22	3,11	
I	10,87	7,24	3,62	
O	9,85	6,76	3,28	
U	3,12	2,08	1,04	
P	2,68	1,78	0,89	
B	1,47	0,98	0,49	
T	5,43	3,61	1,81	
D	4,18	2,78	1,39	
K	3,57	2,38	1,19	
G	1,10	0,74	0,37	
C	0,68	0,46	0,23	
Č	0,61	0,40	0,20	
Ć	0,71	0,48	0,24	
Đ	0,18	0,12	0,06	
DŽ	0,04	0,03	0,01	
F	0,26	0,18	0,09	
V	2,60	1,74	0,87	
S	4,54	3,02	1,51	
Z	0,96	0,64	0,32	
Š	1,74	1,16	0,58	
Ž	0,55	0,30	0,15	
H	0,41	0,28	0,14	
R(k)	3,45	2,30	1,15	
R(v)	0,30	0,20	0,10	
J	3,96	2,64	1,32	
L	3,08	2,06	1,03	
LJ	0,31	0,20	0,10	
M	4,37	2,92	1,46	
N	5,48	3,66	1,83	
NJ	0,31	0,20	0,10	
UKUPNO				

Figure 3 Classical diagnostics

Diagnostic software represented digital-diagnostic product but it can be also used in rehabilitation purposes in the process of rehabilitation of speech and listening. It was arranged in form of diagnostic procedures (measuring instruments) and database for storing, querying and printing stored evaluation results through findings, opinions or, if needed, in some other form. Program has four segments, which, combined together comprise unique diagnostic whole (Mahmutović & Hasanbegović, 2017).

The third segment provides an evaluation of the basic indicators of speech-language development. It consists of a combination of two modified, mutually combined and computerized tests (Articulation Test and Lingvogram). It is possible to determine the described speech-language parameters (variables), so that all the stimulating image appears on the left side of the display, and on the right are the commands for responding of the respondents. The examiner, by pressing the appropriate button, selects the option to accumulate results in a common database, from where it can be retracted to print findings and opinions (Figure 4).

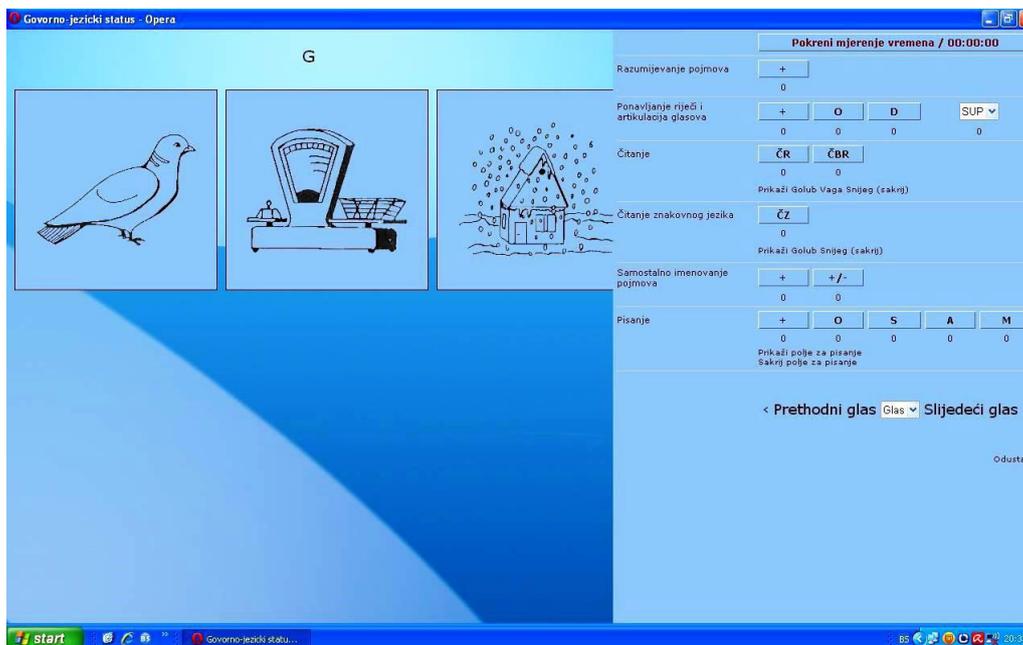


Figure 4 Diagnostic software

Research conducting manner

An experimental method was used in the research. The evaluation was done in teams and was conducted by three team members. The first part of the evaluation was carried out using the aforementioned diagnostic procedures - the tests in a classic way (paper - pencil) and the other through the same tests in the form (media) of the computerized diagnostic program. The classical examination was conducted so that one member of the team was questioning the pupil, the others recorded the results of the variables for the evaluation of effectiveness, and all three jointly verified the accuracy of the results. When examining with the application software, the test was performed by the same examiner, and the results were automatically recorded in the software.

Data processing methods

SPSS for Windows was used to process data. In order to make decision on conducting adequate tests and analysis, Shapiro-Wilk test ($N < 50$) was used for evaluation of normal distribution. Data was processed by descriptive analysis.

To test the differences in determining the effectiveness of diagnostic procedures for the evaluation of speech-language development, obtained from two different ways (media), thirteen variables belonging to nonparametric statistics were used, the Wilcoxon rank test was used, and for the three variables belong-

ing to the parametric statistic t-test for repeated measurements was used.

RESULTS AND DISCUSSION

Although most language teachers today stress the development of oral skills in their teaching, it is very difficult for them to find time to assess these skills. The general consensus in foreign- and second-language education is that oral skill development is a high priority, indeed in many cases, the top priority. If, in fact, speaking is emphasized, it should also be tested periodically. However, assessing oral skills requires a significant commitment of time and energy on the part of language teachers. In an effort to mitigate this testing burden, testing software has been developed that allows teachers to construct computerized oral tests, to administer them, and to massess students' responses with relative ease. Using this kind of software in conjunction with an appropriate scoring technique, teachers can assess their students' oral performance on a relatively frequent basis with a minimal loss of classroom time (Larson, 2000). Evaluating all segments of speech-language development of children with hearing impairment should represent a steady process. The reason for this is the use of a treatment that continually seeks to cause change, which is why it is important to constantly check it, monitor it - evaluate it. Continuous monitoring gives insight into development levels, but rates the treatment too, which should be continued, modified or completely changed.

Procedures in the diagnostic process, in addition, should not become self-purposive. They also need to be verified, with regard to the applied content, the timeliness, the means of evaluation, the effectiveness and the efficiency of implementation in all individual development areas.

Table 1 shows basic statistical parameters of the results on the applied variables. The most significant mean-value deviations of respondents in both modes of evaluation are expressed in the following variables: *correctly understands words, correctly names*

concepts, reads words with understanding, reads words without understanding and literally writes words.

By comparing the range of responses and the arithmetic means of the largest difference, between the two modes of evaluation, they are also observed on variables: *correctly understands words, correctly names concepts, reads words with understanding, reads words without understanding and literally writes words, but also on the variables total errors in writing, writing omission, and writing addition.*

Table 1 Basic statistical parameters

Variables	Evaluation type	Min	Max	M	Sd
RAZURIJE	Classical	13	90	63.76	21.65
	Software	22	90	70.40	15.86
IMENPOJM	Classical	13	88	58.71	21.54
	Software	12	89	60.36	21.26
DJIMPOJM	Classical	0	37	11.18	9.58
	Software	0	37	10.96	9.53
PONARIJE	Classical	8	30	19.20	5.33
	Software	8	30	19.58	5,06
UKGRPORI	Classical	0	24	11.07	5.61
	Software	0	28	10.76	5.94
OMISIZGO	Classical	0	8	.62	1.76
	Software	0	8	.78	1.81
SUPSIZGO	Classical	0	13	3.29	3.01
	Software	0	13	3.38	3.37
DISTIZGO	Classical	0	18	7.16	4.25
	Software	0	17	6.60	4.02
ČITARIRA	Classical	22	90	71.53	16.49
	Software	21	90	75.31	14.86
ČITARIBR	Classical	0	68	17.96	16.81
	Software	0	69	14.67	14.88
PISERIJE	Classical	7	90	52.98	21.37
	Software	11	87	57.02	21.86
UKGRPIRI	Classical	0	28	9.38	6.28
	Software	0	30	10.91	6.32
OMISPISA	Classical	0	5	1.11	1.34
	Software	0	11	1.78	2.20
SUPSPISA	Classical	0	21	6.07	4.36
	Software	0	15	5.53	3.65
ADICIJA	Classical	0	7	1.38	1.56
	Software	0	15	2.56	2.78
METATEZA	Classical	0	5	.82	1.25
	Software	0	9	1.18	1.91

LEGEND:

RAZURIJE – Understanding words
 IMENPOJM – Naming of concepts
 DJIMPOJM – Partial naming of concepts
 PONARIJE – Word repeating
 UKGRPORI – Total errors in repeating the word
 OMISIZGO – Pronunciation omission
 SUPSIZGO – Pronunciation substitution
 DISTIZGO – Pronunciation distortion

ČITARIRA – Reading words with understanding
 ČITARIBR – Reading words without understanding
 PISERIJE – Word writing
 UKGRPIRI – Total errors in writing
 OMISPISA – Writing omission
 SUPSPISA – Writing substitution
 ADICIJA – Writing addition
 METATEZA – Writing metathesis

Through the Wilcoxon test, it was found that differences, in nine out of thirteen variables, that were determined by descriptive analysis, in addition to diagnostic significance are statistically significant too (Table 2). There is a statistically significant increase in the benefit of diagnostic software on variables that define the basic indicators of speech-language development: *the number of words students understand* ($Z = -3.28$, $p = .00$), concepts that they correctly name ($Z = -2.05$, $p = .04$), words that they read with understanding ($Z = -3.65$, $p = .00$), words that they read without understanding ($z = -3.03$, $p = .00$) and words that they correctly write ($Z = -2.71$, $p = .01$). However, it is important to emphasize that students make and statistically significantly exceed the total number of errors in writing ($z = -4.86$, $p = .00$), omission ($Z = -2.02$, $p = .04$) and addition ($Z = -3.37$, $p = .00$), when applying the diagnostic software, compared to the classic evaluation method.

And according to the comparative study of the listening population, in comparison to print-oriented and computer-assisted multiple choice for learning English as a second language, conducted by García and Arias (2000), it has been proven that computers increase motivation and effective learning. The research shows that students find improvements in the grammar domain, adoption of vocabulary and pronunciation when they have computer-assisted sources.

In regard to the research in this paper, which mainly outlines the better results in favor of the application program, the research of De Macedo, Capovilla, Diana, Orsati and Nikaedo (2004), which presented the research of the created test battery (BALS On-line) for evaluating the development of language skills of deaf students in Portuguese and Libras via the World Wide Web (WWW) Internet Service, by evaluation of three out of six computer test batteries on hearing children, comparing the obtained data in this way with the data obtained from the paper-and-pencil test, the study found out that they are compatible.

In the process of developing a software, the scientists and engineers study various areas and techniques of designing software with a view to efficiently and effectively sorting and retrieving information. Many factors must be put into consideration when writing a software (Dunmade et al. 2009).

Better responses to software solutions in the work with deaf persons are in favor of the researches by Segers and Verhoeven (2003), which have shown that using computer programs in treatment increases the vocabulary in a very short period of time, and that in working with young children, very little help is needed.

The aim of the research conducted by Hasanbegović and Mahmutović (2014) was to determine the development of syntax in language development of children who are deaf or hard-of-hearing, who are taught to new dynamic linguistic features with the help of computers. The sample consisted of 70 children who are deaf or hard-of-hearing, aged 7-17 years. To assess language development were applied following variables: total number of words used, the total number of different words used, the correct and incorrect statements (sentences) of the respondents. The results showed a significant improvement of the experimental group and that dynamic computer programming activities, which were challenged participants of the experimental group, contribute to a better linguistic competence of children who are deaf or hard-of-hearing.

Also, the purpose of the paper by Debevc and Peljhan (2004) was to determine the effectiveness of web-based video lectures on demand for the deaf in comparison to the traditional method of teaching using a sign language interpreter. The web-based lectures presented are specifically designed for the deaf in education and rehabilitation. By using the SUMI questionnaire, they determined the usability of the user interface for comprehension and gathering of knowledge. They found that the system was usable according to the standards.

Better results of the respondents in our work with classical estimates of errors in writing (smaller number of errors) can be caused by the earlier mastery and pencil training, compared to computer writing-typing, as well as ways of writing. When writing with a pencil, the student follows and writes the sequence of thoughts, while typing the letters on the computer, in addition, he must first find them on the keyboard because of what he can make mistakes.

In addition to the results that show a statistically significant difference between the variables mentioned, and for the variable partial naming of concepts and writing substitutions, there is a diagnostic but not statistically significant difference in the benefit of the diagnostic software.

Table 2 Wilcoxon test results

Variables	z	p	r
Understanding words	-3.26	.00	-.35
Naming of concepts	-2.05	.04	-.22
Partial naming of concepts	-.71	.48	-.08
Pronunciation omission	-1.63	.10	-.17
Pronunciation substitution	-.06	.95	-.07
Reading words with understanding	-3.65	.00	-.39
Reading words without understanding	-3.03	.00	-.32
Word writing	-2.71	.01	-.29
Total errors in writing	-4.89	.00	-.51
Writing omission	-2.02	.04	-.21
Writing substitution	-.56	.58	-.06
Writing addition	-3.37	.00	-.36
Writing metathesis	-1.09	.28	-.11

T-test showed that differences, determined by descriptive analysis, are not statistically significant, but for all three variables there are diagnostically significant differences in the benefit of the diagnostic program (Table 3). This also confirmed the need for the preference of this method of evaluation. The most significant differences were observed in the *pronunciation distortion*. The results present on the variable *word repeating* in two ways of evaluating were expected because the evaluation of this variable was an excuse for verifying the pronunciation of the voices and determining any mistakes where the investigators investigated that the respondents repeated the word

several times and were not given a great freedom of expression, as in evaluation of other variables.

Comparison of the results of the effectiveness of two methods of evaluation, based on the same diagnostic content, carried out at the same time, with the same sample of respondents, which showed the advantage of the IT diagnostic software compared to the classical evaluation, and since these results on most variables for the evaluation of speech-language development are statistically significant too, strongly suggests the need for IT improvement of the diagnostic process in the rehabilitation of hearing and speech.

Table 3 T- test results

Variables	t	df	p
Word repeating	-1.57	44	.12
Total errors in repeating the word	.93	44	.36
Pronunciation distortion	1.70	44	.10

According to Haug (2011) „Many paper-and-pencil tests have been converted to computer-based or web-delivered tests. Test content may not change, but two of the main advantages are that scores are stored automatically and that subjects can receive a report of their performance immediately after completing the test. Choi, Kim, and Boo (2003) compared the same language test delivered in paper-and-pencil and computer-based versions and found that scores from both formats were comparable.“

In the approach proposed by Zalewska et al. (1990), the deaf child is not seen as an object of the speech education and where the specialists concentrate on the child as a whole--with his various emotional needs and psychical traits. According to that way of seeing the deaf child, they organized the diagnostic-rehabilitation courses for small deaf children and

their parents (9 children aged 1.8-5 years). They found these courses as a method opening new perspectives in the process of the diagnosis and rehabilitation in the small deaf children.

While we still need to develop a better understanding of how deaf and hard of hearing children learn, we are cognizant of the fact that no single approach or strategy will provide the solution. We need to move away from standardized tests to assessments that will inform teachers, parents, and students through individually referenced performance measures. While there is little research to guide us, only when we have valid and reliable progress monitoring measures will we be able to identify instructional strategies and audiological, medical, and communication interventions that are effective or ineffective for a child (Rose, 2007).

CONCLUSION

Based on the results of the research it can be concluded that there is a significant difference in the implementation of diagnostic procedures for the evaluation of the basic speech-language development indicators, when applying two different methods of evaluation, on all examined indicators for determining their effectiveness. This difference is also statistically significant when evaluating the understanding of words, naming of concepts, reading words with understanding and writing words, in favor of the application diagnostic software, in comparison to the classic evaluation method. Applied software-based diagnostics, both theoretically and in practical terms, provide a more efficient and effective way of implementing diagnostic procedures for evaluating speech-language development than classical (paper-pencil) estimation methods. Computer-adapted diagnostic procedures, as a technical-technological approach to diagnosis, simplify and facilitate both diagnostic and re/habilitation procedures to the audiologists.

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