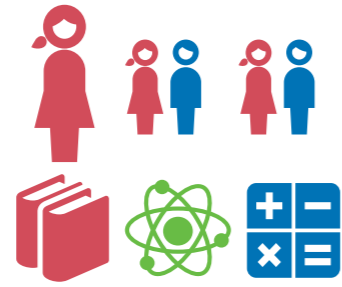


In Bosnia and Herzegovina mean achievement in mathematics is 406 score points, in reading 403, and in sciences 398 score points, which is below the OECD average.



The girls outperformed the boys in reading by 30 score points. In mathematics and science achievements are similar.



In Bosnia and Herzegovina, urban school students perform better than rural school students in all domains, on average, the difference is 25 score points.



About 32% of schools have a sufficient number of digital teaching devices, of which 56% have satisfactory availability of software that enhances the teaching and learning process.



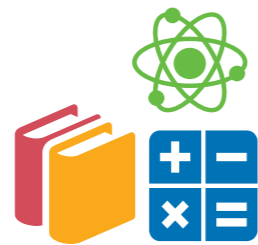
In 45% of schools in Bosnia and Herzegovina, principals find they have little or no difficulty with inadequate or insufficient infrastructure.



In Bosnia and Herzegovina most students, 80% of them, feel they belong to school, while the OECD average is 71% of the students.



Socio-economically advantaged students outperformed disadvantaged students in all three domains. In mathematics by 63 score points, in reading by 58 and in science by 54 score points.



58% of students does not attain minimal level of proficiency in mathematics, 54% in reading and 57% in science, while the OECD average is: 24% in mathematics, 23% in reading and 22% in science.



In Bosnia and Herzegovina 77% of students estimate they are satisfied and very satisfied with their lives, while 11% are not satisfied.



Some 12% of the students in Bosnia and Herzegovina reported that, at least once a month, they were ridiculed by other students, and some 15% said that other students spread ugly rumors about them.



In Bosnia and Herzegovina 15% of students reported to have skipped a whole day of school three times.



Some 12% of students say the teacher provides assistance to any student who has difficulty understanding the topic, and 75% believe the teacher sets clear learning goals.



Students in Bosnia and Herzegovina have positive attitudes towards education. Over 85% believe the education will provide better future and employment and that effort in education pays off.



Generally, students are more likely to experience positive than negative emotions, which is more often reported by advantaged students than by disadvantaged students.



90% of principals believe the teaching process is not or is very little limited due to the lack, or inadequacy, of teaching and professional staff.

Key Recommendations

Developing reading literacy at all levels of education through implementation of CCC defined on learning outcomes

Overcoming difficulties in the teaching process and learning environment by strengthening teachers' competency and meeting student needs in learning and gaining knowledge and skills

Developing new elements of the evaluation strategy at national and lower levels to strengthen the process of evaluating and monitoring the learning outcomes