# SUBMISSION TO THE OHCHR ON THE SITUATION IN BOSNIA AND HERZEGOVINA

**RE: Call for inputs on the solutions to promote digital education for young people and to ensure their protection from online threats**

## Q1. WHAT ARE THE MAIN CHALLENGES THAT YOUNG PEOPLE IN YOUR COUNTRY FACE IN ACCESSING DIGITAL EDUCATION?

A key factor of a country’s readiness for digitalisation in education is the availability of digital infrastructure, including the availability of computers and access to the Internet. Despite efforts of both official and civil society organisations, Bosnia and Herzegovina (BiH) still lags behind. According to Eurostat, the level of digital skills in the overall population in BiH is low compared to other Western Balkans countries.[[1]](#footnote-2) While almost 30% of the population of BiH have basic digital skills, only 5% have above-basic knowledge. On the other hand, the percentages tend to be much higher in the 16-19 age group, with 52% having basic digital skills and 19% with above-basic knowledge, which is among the highest in the region.

The Ministry of Communications and Transport of BiH recently revealed that around 600 elementary and secondary schools (or above 25%) lack regular Internet connection and classrooms with computers.[[2]](#footnote-3) The International Telecommunication Union highlighted that even among schools with access to the Internet, around 13% only fulfil the minimum standard of connection.[[3]](#footnote-4) The country's digital infrastructure, in general, is lower than the European average in almost all aspects,[[4]](#footnote-5) with disparities between different areas of the country,[[5]](#footnote-6) affecting usually the most vulnerable children. Namely, urban area residents were more likely to attend online education, while vulnerable categories and rural areas residents were significantly less likely to do so (41% compared to 28%).[[6]](#footnote-7) Due to the absence of digital technology and/or access to the Internet in many marginalised households, the crisis exacerbated the pre-existing education disparities by reducing access to continued education for children living in poor or rural areas, girls, refugee and migrant children, Roma children, and children with disabilities. For instance, Roma children constituted at least 6% of the overall number of children deprived of access to the Internet or digital devices at the onset of the transition to online learning, during lockdown.[[7]](#footnote-8)

The availability of digital learning devices in schools is low. On average, thirteen pupils share one computer in the classroom, while only one-fourth of the country’s elementary and secondary teachers have a school computer at their disposal while teaching.[[8]](#footnote-9) Hence, the country-wide lockdown during the COVID-19 pandemic and the shift to distance learning and virtual classrooms primarily required teachers to make-do with the infrastructure and devices available in their households. Mory over, teachers did not have adequate access to online tools or platforms that could increase pupils’ involvement and interaction in the online learning process, such as the ability to create interactive audio-visual materials, work with students in smaller groups, and similar techniques used to enable student engagement and learning.[[9]](#footnote-10) The general lack of digital competencies, overreliance on traditional forms of (ex-cathedra) teaching, and the lack of clear guidelines and instructions for teaching in the digital environment[[10]](#footnote-11) significantly reduced education quality.[[11]](#footnote-12)

Reduced quality of interpersonal communication between teachers and students, disruption of the learning process flow and discipline compared to classroom teaching, and technical issues (poor connection, lack of appropriate devices, and similar) account for the most usually reported obstacles in online education, which remained mainly unaddressed.[[12]](#footnote-13) Such a situation, unsurprisingly, was a source of stress for teachers, parents and pupils alike. The below-optimal conditions and quality of e-learning and hybrid learning in primary and secondary education also led to a significant decline in achieving learning outcomes in the affected period.[[13]](#footnote-14) The persistence of these issues in 2022 likely impacted an observed regression in the use of digital technologies among teachers and students in formal education and the return to the traditional way of teaching and learning at the beginning of the 2022/23 school year.

## Q2. WHAT STEPS IS THE GOVERNMENT TAKING TO ENSURE DIGITAL EDUCATION IS ACCESSIBLE AND PROMOTED AMONG YOUNG PEOPLE?

At the country level, the Ministry of Civil Affairs prepared a working document, ‘Priorities in Integrating Entrepreneurial and Digital Competence into Education Systems in Bosnia and Herzegovina 2021-2030’,[[14]](#footnote-15) aimed at establishing relevant learning outcomes and modernising the curricula in BiH by strategically integrating digital skills and competences in the formal education system. Moreover, the Ministry drafted the ‘Guidelines for the Improvement of Online and Blended Teaching and Learning for the Educational Systems in Bosnia and Herzegovina in the Context of Quality (and) Inclusive Education’[[15]](#footnote-16) in 2022, laying out a plan to enable digital learning for children across the country. All cantonal governments and the government of Republika Srpska endorsed the Guidelines.

The Ministry also drafted ‘Basic Technical Standards for the Tools of Information and Communication Technologies in Educational Systems in Bosnia and Herzegovina’ in 2021, comprising a comprehensive analysis of the available information and communication technology infrastructure and proposing technological standards for education reform. It includes a set of minimum standards regarding the quality of the digital equipment required for schools to be able to deliver digital education in an effective way. The Basic Technical Standards were recognised as a best practice example of digital learning in the Western Balkans.[[16]](#footnote-17)

At the entity level, the Government of the Federation of Bosnia and Herzegovina adopted the Development Strategy 2021–2027,[[17]](#footnote-18) enlisting a strategic framework for long-term economic and social development, which includes improving the population’s digital skills through education. The Strategy aims to increase digital literacy and competencies at all educational levels without delay and to support educational institutions in providing children with more intensive digital technologies knowledge and skills. It also highlights the need to improve wireless communication infrastructure and provide digital equipment to support learning. By underlining effective cooperation between the education system and the private sector/industry to support interactive education and interactive digital content, the Strategy proposes integrating science, technology, engineering and mathematics subjects from primary to tertiary levels of education. However, the absence of regular reporting and data collection make it difficult to measure the implementation, progress and impacts of these strategic goals.

In the administrative entity of Republika Srpska,[[18]](#footnote-19) the authorities adopted the 2022-2030 Education Development Strategy covering all stages of education, with an accompanying Action Plan until 2024.[[19]](#footnote-20) One of the five strategic goals of the Strategy is the modernisation of the educational process through enhanced use of contemporary digital tools. This includes the issuance of new digitised textbooks, enabling access to digitised learning content, and building capacities of both teachers and pupils to access and utilize digital learning.[[20]](#footnote-21) The digitalisation of learning materials was initiated in 2019, with around twenty textbooks digitalised since. A web platform and various strategies, such as an e-journal, were developed to provide teachers with digital content for facilitating teaching and learning. The response in the Federation of BiH was less harmonised, with each cantonal Ministry developing its own digital learning platforms, which often depended on international development aid.

Improving the link between education and the labour market is one of the reform measures in the new Economic Reform Programme of BiH for the 2023-2026 period. The strategy strongly focuses on the educational systems’ digitalisation and continual training possibilities for teachers and pupils to develop digital competencies, among others. One of the obstacles to programme implementation is the lack of cooperation between the cantonal ministries, over which the Federal Ministry of Education and Science has no authority.

While there have been several important initiatives and policy developments, the main gap in these efforts has been the lack of a countrywide coordinated approach to support the digital transformation of the education system. The insufficient efforts of the Ministry for Civil Affairs to reduce gaps in the quality of education among different jurisdictions, particularly in rural areas, was also noted by the Committee on the Rights of the Child in the most recent observations.[[21]](#footnote-22) Educational reforms in general have been misaligned to needs and have faced obstacles to alignment and implementation due to weak coordination between central, local governments and schools.

## Q3. WHAT STEPS IS THE GOVERNMENT TAKING TO ENSURE THAT YOUNG PEOPLE CAN REALISE THEIR HUMAN RIGHTS ONLINE IN A SAFE, EMPOWERING, AND INCLUSIVE WAY?

The Ministry of Education and Science of the Federation of BiH supported 30 projects to increase the functional knowledge and skills of preschool, primary and secondary school children in 2022.[[22]](#footnote-23) Through these projects, several schools were able to procure innovative teaching tools to improve the quality and inclusiveness of education and improve pupils’ functional knowledge.

The Ministry of Education of the Federation of BiH and Save the Children jointly developed ‘Education of Children on the Safe Use of Digital Technologies – A Teacher’ Guide’ in 2021,[[23]](#footnote-24) which was distributed to all educational institutions to make it easily accessible to school employees and pupils. The Guide focuses on the concept of violence, the causes of violence and the consequences of violent behaviour through digital technologies and lists ways to prevent such violence. The Guide also addresses the role of teachers and parents in the fight against digital violence against children and highlights the importance of establishing a partnership between family and school.

The entity of Republika Srpska introduced a curriculum subject called ‘Digital World’ in primary schools in 2021. Still, media and digital literacy remain noticeably absent from formal curricula in other parts of BiH[[24]](#footnote-25) despite Information Technology (IT) being a mandatory subject. In the Federation of BiH, a draft online safety school curriculum was recently piloted and later recommended for use in all primary schools in the entity.

## Q4. WHAT ARE THE MAIN GAPS AND CHALLENGES TO YOUNG PEOPLE’S PROTECTION FROM ONLINE THREATS IN LAW, POLICY, AND PRACTICE IN YOUR COUNTRY AND THE IMPACTS ON YOUNG PEOPLE’S HUMAN RIGHTS?

The increasing uptake of digital technologies has led to an alarming increase in online child abuse, as children and youth in BiH increasingly started using the Internet, often, however, unaware of the dangers lurking in cyberspace. While 99.8 % of children and youth (15 to 24) were using the Internet in 2021,[[25]](#footnote-26) BiH still lacks comprehensive legislation addressing online abuse and child protection, resulting in unpunished online criminal activities. The existing legislation and policies are not tailored to respond to the cases of violence against children in the digital environment in terms of identification, recording, and reporting. There is an urgent need for these to be amended immediately. Limited knowledge of key stakeholders, human and sustainable financing for child protection, and an underdeveloped multi-sectoral referral system amongst support services prevent authorities from providing adequate responses to cases of violence against children perpetrated online.

The country’s youth lack knowledge about online privacy and rights. Digital safety is not integrated into the official curricula, which explains why more than half of those surveyed in recent research were unaware of their digital rights.[[26]](#footnote-27) Alarmingly, one in three secondary school pupils surveyed within the same research have experienced hate speech perpetrated by their peers in an online setting, while every fifth pupil has faced some form of discrimination by their peers online. Moreover, there has been an emergence of criminal offences perpetrated online against girls and boys. These crimes include sexual exploitation, violence, and abuse in the form of sharing explicit video content, the sending of threatening and offensive messages, inciting hatred, bullying and harassment, and other forms of violence. There are gendered dimensions of violence, with a rise in cases of sextortion of boys and live streaming of abuse impacting more girls, leaving lasting scars on the child’s development.

While violence in **the digital environment is increasingly present,** the lack of comprehensive and reliable data hinders the protection of children and leads to unaddressed impunity of the perpetrators. Moreover, the research conducted by BIRN (Balkans Investigative Reporting Network) has revealed that they were usually not aware of mechanisms for reporting harmful content online.[[27]](#footnote-28) Moreover, the shortage of regulatory measures in the digital sphere and inconsistent legislation and policy across numerous administrative units in the country impede the protection of children from rights violations occurring online. According to the Republika Srpska’s Ombudsperson for Children,[[28]](#footnote-29) the protection authorities do not recognise all forms of violence, including digital violence, which leads to the assumption that the number of instances of violence committed is far higher than reported.

## Q5. WHAT STEPS IS THE GOVERNMENT TAKING TO ENSURE THAT YOUNG PEOPLE ARE PROTECTED FROM ONLINE THREATS?

Some of the most important steps towards protecting children and young people from online threats have been made through the project supported by the Child Protection Consortium comprising of UNICEF Bosnia and Herzegovina, Save the Children, and the International Forum of Solidarity – Emmaus in the 2018-2021 period. The most important novelty is the launch of the Safer Internet Center consisting of an Awareness Centre that provides key information on internet safety, a Helpline to report experiences of abuse to, a Hotline to report disturbing content to (member of international network INHOPE) and a Youth Panel.[[29]](#footnote-30) The project team held workshops in approximately 55 primary and secondary schools, involving more than 2,000 children, parents, and around 300 teachers. The workshops resulted in an increase of education on Internet safety in schools in Bosnia and Herzegovina, as well as launching the portal ‘Sigurno dijete’[[30]](#footnote-31) as the homepage for IT classes in most of the schools involved in the project.

The Federation of Bosnia and Herzegovina developed and adopted the ‘2021-2024 Strategic Programmes and Action Plans for combating violence against children in the digital environment.’[[31]](#footnote-32) The strategic measures include harmonisation of the key legislation with technological development, international law and child rights standards, establishment of standard operating procedures for digital evidence handling, development of reporting procedures for unlawful content of child abuse in the digital environment, creating Computer Emergency Response Teams, and enhancing cross-sectoral cooperation in all aspects. Given its close expiry, the document requires a comprehensive evaluation and revision, with greater attention to gender sensitivity and social inclusion of vulnerable children (refugees/migrants, rural, violence survivors, etc).

Effective cooperation of Judiciary and Prosecutorial Training Centres in Bosnia and Herzegovina with civil society, including Save the Children in North West Balkans, resulted in the development of institutionalised training curricula for the education of judges and prosecutors on violence against children in the digital environment that continues to be applied in the training of professionals. Given the changes in legislation, new forms of violence and emerging trends, the training curricula require revisions and continuation of the rollout. Further efforts are needed to tackle existing challenges in cooperation between police and judicial institutions in protecting children from digital violence.

1. Eurostat, [Individuals' level of digital skills (from 2021 onwards)](https://ec.europa.eu/eurostat/databrowser/view/isoc_sk_dskl_i21/default/table?lang=en). [↑](#footnote-ref-2)
2. Ministry of Communications and Transport of BiH, [‘We must connect all schools in BiH to Internet’](https://mkt.gov.ba/publication/read/sve-skole-u-bih-moramo-povezati-na-internet?pageId=48&lang=en), press release, 5 October 2023. [↑](#footnote-ref-3)
3. ​International Telecommunication Union (ITU) Office for Europe, [Bosnia and Herzegovina Digital Development Country Profile](https://www.itu.int/en/ITU-D/Regional-Presence/Europe/Documents/Publications/2023/Digital%20Development%20Country%20Profile%20Bosnia%20and%20Herzegovina%20%5Bfinal-%20March%202023%5D.pdf), 2023, p. 40. [↑](#footnote-ref-4)
4. ​International Telecommunication Union (ITU) Office for Europe, [Bosnia and Herzegovina Digital Development Country Profile](https://www.itu.int/en/ITU-D/Regional-Presence/Europe/Documents/Publications/2023/Digital%20Development%20Country%20Profile%20Bosnia%20and%20Herzegovina%20%5Bfinal-%20March%202023%5D.pdf), 2023, p. 15. [↑](#footnote-ref-5)
5. Ibid, p. 40. [↑](#footnote-ref-6)
6. UNDP & UNICEF, [Social Impacts of COVID-19 in Bosnia and Herzegovina, Second Household Survey](https://www.undp.org/sites/g/files/zskgke326/files/migration/ba/SIA_II_eng.pdf), 2021, p. 40. [↑](#footnote-ref-7)
7. United Nations in BiH, [Rapid Situation and Needs Assessment- Education in Bosnia and Herzegovina Phase II](https://bosniaherzegovina.un.org/sites/default/files/2020-10/UNICEF_UNESCO%20RNA%202%20Phase%202_final.pdf), 2020. [↑](#footnote-ref-8)
8. Institute of Statistics of the Federation of Bosnia and Herzegovina, [Primary Education Statistical Bulletin 326](https://fzs.ba/index.php/bosanski-bilteni/obrazovanje/), 2021; Institute of Statistics of the Federation of Bosnia and Herzegovina, [Secondary Education Statistical Bulletin 330](https://docs.google.com/gview?url=http://fzs.ba/wp-content/uploads/2021/07/Srednje-obrazovanje-u-FBiH-2020-SB-330-.pdf), 2021. [↑](#footnote-ref-9)
9. The BiH Ministry of Civil Affairs, [Guidelines for Improving Online and Blended Teaching and Learning in Educational Systems in Bosnia and Herzegovina in the Context of Quality (and) Inclusive Education](http://www.mcp.gov.ba/attachments/en_Migrirani_dokumenti/Units/Education/Obrazovanje-ostalo/Guidelines_for_improving_blended_and_online_learning_BiH.docx), 2022, p. 42. [↑](#footnote-ref-10)
10. Ibid. While there were general guidelines for teachers, they did not explicitly tackle the application of digital tools in education, the digital competence of teachers or the digital infrastructure. An example is the [Instrumentation for Evaluation and Self-Evaluation of Primary School Work Quality](https://aposo.gov.ba/sadrzaj/uploads/Instrumentarij-za-samovrednovanje-BOS-final1.pdf) drafted by the Agency for Preschool, Primary School and Secondary Education of BiH. [↑](#footnote-ref-11)
11. Low quality of education, in general, was observed by the UN Treaty Bodies in the recent reporting cycles. While Bosnia and Herzegovina was the only country in the region that did not participate in the Programme for International Student Assessment ([PISA](https://www.oecd.org/pisa/aboutpisa/bosniaandherzegovina.htm)) in 2022 due to political issues, [the 2018 test results](https://aposo.gov.ba/sadrzaj/uploads/PISA-2019-izvje%C5%A1taj-za-BiH.pdf) indicated that every other 15-year-old in BiH fails to meet the mere basic levels of reading literacy and as such are three years on average behind their peers from OECD countries. Considering the issues around digital education during lockdowns, it is likely that the statistics . [↑](#footnote-ref-12)
12. UNDP & UNICEF, [Social Impacts of COVID-19 in Bosnia and Herzegovina, Third Household Survey](https://www.undp.org/sites/g/files/zskgke326/files/2022-06/SIA%20III_ENG.pdf), 2022, p. 29. [↑](#footnote-ref-13)
13. United Nations BiH, UNICEF, UNESCO, International Labour Organization, UN Volunteers, [Assessment of the Quality of E-Learning and Blended Learning in Elementary and Secondary Education (and TVET) in Bosnia and Herzegovina During the COVID-19](https://bosniaherzegovina.un.org/sites/default/files/2022-08/3_Assessment%20on%20the%20quality%20of%20e-learning%20and%20blended%20learning%20in%20elementary%20and%20secondary%20education%20%28UNICEF%29.pdf), 2021; The Bosnia and Herzegovina Ministry of Civil Affairs, [Guidelines for Improving Online and Blended Teaching and Learning in Educational Systems in Bosnia and Herzegovina in the Context of Quality (and) Inclusive Education](http://www.mcp.gov.ba/attachments/en_Migrirani_dokumenti/Units/Education/Obrazovanje-ostalo/Guidelines_for_improving_blended_and_online_learning_BiH.docx), 2022. [↑](#footnote-ref-14)
14. The Bosnia and Herzegovina Ministry of Civil Affairs, [Priorities for Integration of Entrepreneurial Learning and Entrepreneurship Key Competence in Education Systems in Bosnia and Herzegovina (2021 – 2030)](http://www.mcp.gov.ba/attachments/en_Migrirani_dokumenti/Units/Education/Obrazovanje-strate%C5%A1ki/ENG_Priorities_for_integration_of_entre_comp_-_FINAL.docx). [↑](#footnote-ref-15)
15. The BiH Ministry of Civil Affairs, [Guidelines for Improving Online and Blended Teaching and Learning in Educational Systems in Bosnia and Herzegovina in the Context of Quality (and) Inclusive Education](http://www.mcp.gov.ba/attachments/en_Migrirani_dokumenti/Units/Education/Obrazovanje-ostalo/Guidelines_for_improving_blended_and_online_learning_BiH.docx), 2022. [↑](#footnote-ref-16)
16. UNICEF, [Digital Learning Landscape in Bosnia and Herzegovina, Kosovo, Montenegro, and North Macedonia: A Policy Analysis](https://www.unicef.org/eca/media/32371/file/Digital%20learning%20landscape.pdf), 2023, p. 22. [↑](#footnote-ref-17)
17. [Strategija razvoja Federacije BiH 2021-2027](https://fzzpr.gov.ba/files/Strategije/Strategija%20razvoja%20FBiH_Slu%C5%BEbene%20novine%20Federacije%20BiH%20br%2040_2022_26%2005%202022.pdf). [↑](#footnote-ref-18)
18. BiH has a complicated political and administrative portfolio. It comprises four tiers of governance: state, entity (the Republika Srpska, the Federation of Bosnia and Herzegovina), cantonal, and municipal levels. [↑](#footnote-ref-19)
19. Republika Srpska Government, [Preschool Education](https://vladars.rs/sr-SP-Cyrl/Vlada/Ministarstva/mpk/PAO/Pages/Predskolsko_Obrazovanje.aspx). [↑](#footnote-ref-20)
20. [Akcioni plan za sprovođenje Strategije razvoja predškolskog, osnovnog i srednjeg vaspitanja i obrazovanja Republike Srpske za period 2022-2024. godine](https://vladars.rs/sr-SP-Cyrl/Vlada/Ministarstva/mpk/PAO/PublishingImages/Pages/Predskolsko_Obrazovanje/%D0%90%D0%BA%D1%86%D0%B8%D0%BE%D0%BD%D0%B8%20%D0%BF%D0%BB%D0%B0%D0%BD%20%D0%B7%D0%B0%20%D1%81%D0%BF%D1%80%D0%BE%D0%B2%D0%BE%D1%92%D0%B5%D1%9A%D0%B5%20%D0%A1%D1%82%D1%80%D0%B0%D1%82%D0%B5%D0%B3%D0%B8%D1%98%D0%B5%20%D1%80%D0%B0%D0%B7%D0%B2%D0%BE%D1%98%D0%B0%20%D0%BF%D1%80%D0%B5%D0%B4%D1%88%D0%BA%D0%BE%D0%BB%D1%81%D0%BA%D0%BE%D0%B3%2C%20%D0%BE%D1%81%D0%BD%D0%BE%D0%B2%D0%BD%D0%BE%D0%B3%20%D0%B8%20%D1%81%D1%80%D0%B5%D0%B4%D1%9A%D0%B5%D0%B3%20%D0%B2%D0%B0%D1%81%D0%BF%D0%B8%D1%82%D0%B0%D1%9A%D0%B0%20%D0%B8%20%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D1%9A%D0%B0%20%D0%A0%D0%A1%20%D0%B7%D0%B0%20%D0%BF%D0%B5%D1%80%D0%B8%D0%BE%D0%B4%202022-2024.pdf). [↑](#footnote-ref-21)
21. Committee on the Rights of the Child, [Concluding Observations on the Combined Fifth and Sixth Periodic Reports of Bosnia and Herzegovina\*](https://documents-dds-ny.un.org/doc/UNDOC/GEN/G19/336/95/PDF/G1933695.pdf?OpenElement), para. 39(b). [↑](#footnote-ref-22)
22. [Economic Reform Programme of Bosnia and Herzegovina 2023-2025](http://www.dep.gov.ba/naslovna/?id=2723), p. 18. [↑](#footnote-ref-23)
23. [Odgoj i obrazovanje djece o sigurnoj upotrebi digitalnih tehnologija: Vodič za nastavnike](https://nwb.savethechildren.net/sites/nwb.savethechildren.net/files/library/Vodi%C4%8D%20za%20nastavnike%20BA%20%28web%20verzija%29.pdf), 2021. [↑](#footnote-ref-24)
24. Balkans Investigative Reporting Network (BIRN), [Bosnia and Herzegovina’s Youth Online: Victims and Perpetrators of Digital Rights Violations](https://birn.eu.com/wp-content/uploads/2023/12/02-BIRN-Research-Paper-Bosnia-Youth.pdf), 2023. [↑](#footnote-ref-25)
25. International Telecommunication Union (ITU) Data Hub, [Bosnia and Herzegovina: Individuals Using the Internet](https://datahub.itu.int/data/?e=BIH&c=701&i=11624&d=Age). [↑](#footnote-ref-26)
26. Balkans Investigative Reporting Network (BIRN), [Bosnia and Herzegovina’s Youth Online: Victims and Perpetrators of Digital Rights Violations](https://birn.eu.com/wp-content/uploads/2023/12/02-BIRN-Research-Paper-Bosnia-Youth.pdf), 2023. [↑](#footnote-ref-27)
27. Ibid. [↑](#footnote-ref-28)
28. Istinomjer, [Peer Violence in Bosnia and Herzegovina is on the Rise: Has the System Failed?](https://medium.com/%40istinomjer/peer-violence-in-bosnia-and-herzegovina-is-on-the-rise-has-the-system-failed-c09ab29374e1), 14 February 2023. [↑](#footnote-ref-29)
29. The platform is available [here](https://www.sigurnodijete.ba/en/). [↑](#footnote-ref-30)
30. [Sigurno dijete platform](https://www.sigurnodijete.ba/). [↑](#footnote-ref-31)
31. [Strateški program: Sigurnost djece u digitalnom okruženju u Federaciji BiH 2021-2024](https://nwb.savethechildren.net/sites/nwb.savethechildren.net/files/library/Knjiga%20Strate%C5%A1ki%20Program%20WEB.pdf). [↑](#footnote-ref-32)