

Abstract

The present work compares the educational systems in the Czech Republic, Bosnia and Herzegovina, Croatia and Serbia in the period of political, economic and social transformation after the fall of the communist regimes in 1990. These states were chosen considering their shared historical experience, similar social and economic conditions and shared vision of the inevitable democratization and European integration (in Serbia after 2000). In a diachronic comparison, a special emphasis is put on the analysis of the constitutional anchoring of the education, education legislation and government and ministerial strategic documents. In this respect, all four countries are nearly identical; the constitutions mention education only marginally, but the relevant laws are very voluminous and they are changing as often as elected political representatives. At first, long-term development plans blindly followed European reform trends, then these plans were more focused on specific measures under local conditions. In a synchronous comparison the special attention is paid to the current parameters of the educational systems and basic educational statistics at various levels of education from pre-primary to tertiary education. There were no apparent significant deviations, although individual countries retain a certain degree of particularity. Fundamental differences are seen between performance and system efficiency, availability and impact of provided education.

Key words

comparative analysis, educational system, transformation, Bosnia and Herzegovina, Czech Republic, Croatia, Serbia