

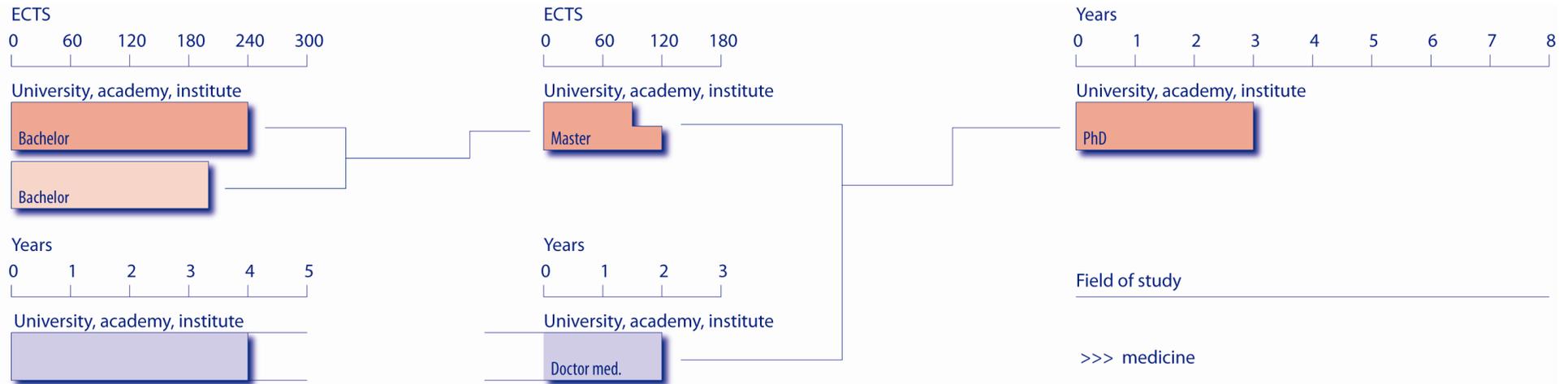


# HIGHER EDUCATION IN BOSNIA AND HERZEGOVINA



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# The higher education system in Bosnia and Herzegovina



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

## ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

Higher education in Bosnia and Herzegovina is regulated by the *Framework Law on Higher Education in Bosnia and Herzegovina* (hereinafter referred to as the *Law*), which was adopted in July 2007. The *Law* sets the basic standards and principles for the area of higher education.

In addition to the state level *Law*, the Republika Srpska (RS) entity and the ten cantons in the Federation of Bosnia and Herzegovina (FBiH) entity, as well as Brčko District (BD), have their own laws and regulations in the area of higher education. However, these laws have to be harmonized with the state *Law*. The harmonization process is currently underway. All other issues in the area of higher education that are not regulated by the *Law* are governed by entity law in RS and cantonal laws in FBiH.

### Types of tertiary education programmes and qualifications

Under the *Law*, higher education in Bosnia and Herzegovina is organized in the following three cycles:

- *The first cycle* - leading to an undergraduate degree (*Bakalaureat ili ekvivalent*) - can be obtained after 3 or 4 years of full-time study, after a high school certificate has been obtained. It carries between 180 and 240 ECTS. The exceptions are studies in medical sciences, which can comprise up to 360 ECTS.
- *The second cycle* - leading to a Master degree (*Magistar ili ekvivalent*) or equivalent - lasts 1 or 2 years and can be obtained after completing undergraduate studies. It comprises between 60 and 120 ECTS. The first two cycles together account for 300 ECTS.
- *The third cycle* - leading to a doctoral degree (PhD or equivalent - *Doktor nauka*) lasts 3 years and comprises 180 ECTS.

One semester comprises 30 ECTS in each cycle. Universities can offer postgraduate specialist courses in certain specialized fields, such as medicine. These courses last for one to

two years and lead to a title in a specialized field.

### Types of tertiary education institutions

Higher education institutions in Bosnia and Herzegovina include universities (*Univerzitet*) and 'colleges' (*visoka skola*).

- *University* is defined as a higher education institution offering academic degrees in all three cycles, and studies in at least five different subject groups in at least three scientific areas, including: natural sciences, technical sciences, biomedicine and health, biotechnical sciences, social sciences, and humanities.
- *College (visoka skola)* is defined as a higher education institution offering diplomas and degrees of the first cycle in at least one subject group in one scientific area<sup>1</sup>.

### Higher education statistics

In the winter semester of the 2009/2010 academic year there were 105 137 students<sup>2</sup> enrolled in 43 higher education institutions in Bosnia and Herzegovina, including 24 universities (8 public and 16 private), 17 colleges (*visoka skola*), and 2 private faculties<sup>3</sup>. 99 218 students were enrolled in universities, 4 773 in colleges (*visoka skola*), and 1 146 in religious faculties<sup>4</sup>. In that period (2009/2010), there were 8 439 professors and assistants, out of which 5 822 in FBiH and 2 617 in RS<sup>5</sup>. In year 2010 there were 18 177 graduate student in BiH<sup>6</sup>

The *Law* on Higher Education treats private and public higher education institutions equally. There are some differences among public universities in terms of size, measured by number of students, as well as governance structure. Some universities, such as the University of Sarajevo are highly decentralized, e.g. its faculties are treated as financially independent legal entities, while others, such as the University of Tuzla, are centralized.

<sup>1</sup> Framework Law on Higher Education in Bosnia and Herzegovina, Article 10

<sup>2</sup> Agency for Statistics BiH "BiH in numbers 2010"

<sup>3</sup> Agency for Development of Higher Education and Quality Assurance BiH (HEA)

<sup>4</sup> See source 2

<sup>5</sup> Higher Education in FBiH 2009/2010 school year and Statistical Yearbook of RS, 2011

<sup>6</sup> Agency for Statistics BiH, "BiH in Numbers 2011"

Number of HEIs (in academic year 2009/2010)		
43		
University	College	Faculty
8 (public) 16 (private)	17	2 (private)

Number of students (in academic year 2009/2010)
105 137

## 2. Distribution of responsibilities

The higher education system in Bosnia and Herzegovina closely reflects the constitutional complexities of the country. The Constitution<sup>7</sup> defines Bosnia and Herzegovina as an independent state consisting of two entities: the Federation of Bosnia and Herzegovina (FBiH) and Republika Srpska (RS). Brčko District (BD) has been established as a separate administrative unit under the sovereignty of Bosnia and Herzegovina<sup>8</sup>. The Federation of BiH is made up of ten cantons. There are 14 governments in the country -1 national, 2 entity-level, 10 cantonal and Brčko District. This means that there are 14 different ministries/departments dealing with education in the country, including: the state-level Ministry of Civil Affairs of BiH, two entity level ministries of education (Federal Ministry of Education and Science and Ministry of Education and Culture RS), 10 cantonal ministries of education, and an education department within the Government of Brčko District.

At national level, education policies are coordinated by the *Ministry of Civil Affairs of Bosnia and Herzegovina* in consultation with other relevant ministries. This Ministry is also responsible for international cooperation in areas of higher education at the state level, including promoting links between BiH and foreign higher education institutions and promoting the mobility of students and staff within the field of higher education in Europe and internationally.

In FBiH, the main function of the *Federal Ministry of Education and Science* is to coordinate activities among the ten cantonal ministries of education. It does not have constitutional authority to create and implement higher education policies. In Republika Srpska, the *Ministry of Education and Culture RS* has full authority to develop

and implement higher education policies in this entity.

It is therefore difficult to speak of one higher education system in Bosnia and Herzegovina. It is probably more realistic to speak of 12 different higher education "systems" that exist in the country, that is to say 10 in FBiH, 1 in RS, and 1 in Brčko District. There is some degree of cooperation between these "systems", encouraged mainly by the above-mentioned institutions and laws. However, this cooperation is not sufficient to respond effectively to the challenges posed by the Bologna process and Lisbon agenda.

## 3. Governing bodies of the higher education institutions

The basic act of any higher education institution in BiH is its statute. The statute is adopted by the Senate of the higher education institution, having previously obtained the opinion of the governing board of the HE institution. The statute must be harmonized with the Framework Law on Higher Education in Bosnia and Herzegovina. University governing bodies include: 1) Governing Board, 2) Senate, and 3) Rector, while college (*visoka skola*) governing bodies include: 1) Governing Board, 2) Senate, and 3) Director.

*The Governing Board* performs tasks laid down by the Law and the statute, and is responsible for the functioning of the higher education institution. It gives opinions on the statute, adopts general acts, financial and development plans, annual plans and reports, guides, monitors and assesses the work of the rector in areas of financial affairs, etc. The Board has between seven and eleven members, of whom at least one third is appointed by the founder and the others by the Senate for a four year period.

*The Senate* is the highest academic body of the higher education institution. It comprises representatives of academic staff and students (at least 15%). The Senate decides about all academic issues, especially issues related to teaching and scientific and artistic activities, adopts curricula, elects rectors and vice-rectors and academic staff, and performs other important tasks. University Senates adopt general acts proposed by units of the university. However, prior to their adoption these acts need to be agreed upon by the units and the opinion of the relevant ministry has to be obtained. These acts regulate issues such as the course name, the course schedule by semester, the number of courses by week for all courses, and other important issues.

*The Rector* - is responsible for university management and is accountable to the Senate in relation to academic issues and to the Governing Board regarding business issues.

<sup>7</sup> Article 3 of the Constitution of BiH

<sup>8</sup> Article 1 of the Statute of Brcko District BiH, Official Gazette of Brcko District BiH, No 17-08

The Rector represents and acts on behalf of the HE institution, organizes and manages the work, adopts individual acts, proposes general acts and development plans, develops and submits financial reports, participates in the work of the Rectors' Conference and performs other tasks and duties in accordance with the Law. The Rector is elected by the Senate for a period of four years, with the possibility of re-election. Universities may have organizational units, such as faculties, academies, colleges, or scientific institutes, that engage in teaching, scientific research or artistic work in one or more areas of education and science.

#### **4. Financing**

Higher education institutions in Bosnia and Herzegovina are financed either from the entity budget in the RS entity or cantonal budgets in the FBiH entity. Brčko District has its own budget for education. There is no state level funding for higher education and there are 13 independent higher education budgets in this country (10 cantonal, 2 entity, and 1 district). The *Ministry of Education and Culture RS* is responsible for financing higher education institutions in this entity, while cantonal ministries of education and culture in FBiH are responsible for financing higher education institutions in their cantons.

Another important issue regarding financing is the lack of a midterm financing strategy and effective evaluation mechanisms that would ensure a results-based allocation of funds. Budgets for higher education institutions mainly cover their operating costs. In this situation, it is difficult to implement reforms without having a clear strategy and sufficient funds for implementation. Under the existing system, higher education institutions receive funds based on the number of students enrolled. Higher education institutions do not have a legal obligation to justify effective use of funds, which can negatively affect the quality of education.

#### **5. Students' contributions and financial support**

The Ministry of Education and Culture in RS and the cantonal ministries of education in FBiH provide scholarships for students who qualify for government scholarships. The main selection criteria are the results achieved in entry exams. This does not take into account the social status of students or any other criteria. The government sets quotas that limit the number of "full-time" students. Students are ranked on the basis of the results achieved in the exams, which are administrated by the higher education institutions. Those students who score within the quota limits are considered as "full-time" students, and are eligible for scholarships financed by the government; other students who pass the

entry exam but do not score within the quota limits, are allowed to attend studies either as part-time or full-time students but they can only participate on a self-financing basis.

#### **6. Licensing, quality assurance and accreditation of institutions and/or programmes**

Quality assurance, licensing and accreditation of higher education institutions and/or programmes in Bosnia and Herzegovina are governed by the *Law*. The *Agency for Development of Higher Education and Quality Assurance* was established under the *Law*, and became operational in December 2008.

The Agency is responsible, among other things, for:

- 1) defining criteria for the accreditation of higher education institutions,
- 2) setting norms for minimum standards in the field of higher education,
- 3) defining criteria for the selection of local and international experts in charge of appraisal, quality review and recommendations,
- 4) providing recommendations to relevant ministries on criteria and standards for the establishment and closure of HE institutions,
- 5) restructuring of study programmes,
- 6) providing recommendations on criteria for licensing of HE institution and study programmes,
- 7) setting quality standards and quality analysis,
- 8) providing recommendations on student fees, and
- 9) representing the country in international organizations dealing with Quality Assurance in higher education.

The deadline for accreditation of HE institutions in BiH was defined by the *Law*, which stipulates that accreditation should be completed within two years of adoption of the *Law* (i.e. by July 2009). However, this deadline could not be achieved because the Agency became operational only in December 2008 and did not adopt any act regarding accreditation.

In July 2009, the *Law on Change and Amendments to the Framework Law on Higher Education in BiH*<sup>9</sup> was passed by both Houses

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<sup>9</sup> Law on Change and Amendments to the Framework Law on Higher Education in BiH, Official Gazette BiH 59/09

of Parliament of BiH. This Law extended the deadline for two additional years (i.e. until July 2011). The law specifies that the Council of Ministers, on the proposal of the Ministry of Civil Affairs, should be responsible for developing guidelines for using and acquiring academic and expert titles. The deadline for accreditation defined by the new Law expired on August 14, 2011. Since then, no new accreditation has been issued to any HEI in BiH. So, currently there is no accredited HEI in the country, in accordance with the Framework Law, but 5 HEIs are currently in the process of accreditation. All HEIs operate in accordance to the licences (permission to work) issued by responsible ministries of education.

In addition to the state level Agency for Development of Higher Education and Quality Assurance (HEA), the entity level *Higher Education Agency of Republica Srpska* was established in July 2011 as a public institution. The main task of this Agency is the organization and implementation of external quality evaluation process and accreditation of HEIs and applied study programmes.

The establishment of the *Centre for Information and Recognition of Documents* is governed by Article 44 of the Law, which defines this institution as an autonomous unit in charge of information and other tasks related to recognition in the area of higher education in compliance with the Lisbon Convention. The Centre is in charge of international exchanges of academic staff and students and programmes in the area of higher education. It represents BiH in international projects, provides information to HE institutions in relation to foreign HE institutions and programmes, provides information and opinions on foreign degrees and diplomas, and gives recommendations to relevant ministries on the recognition of foreign diplomas.

## 7. Admission

All persons who have completed four years of high school and who pass the entry exam should have access to higher education. Access should not be restricted, directly or indirectly, on any actual or presumed grounds, such as sex, race, sexual orientation, physical, or other impairment, marital status, language, religion, political or other opinion, national, ethnic, or social origin, association with the national community, property, birth, age, or other status<sup>10</sup>. The Law specifies that the statutes of higher education institutions should regulate study methods, including full-time, part-time or distance learning, or combinations of these methods.

<sup>10</sup> Article 7 of the Framework Law on Higher Education in BiH

The entry exam is the usual admission practice at all public universities. Universities or their faculties are responsible for the development and implementation of these exams. Students are ranked according to the results they achieve in these exams.

## 8. Organisation of the academic year

Universities organize undergraduate and graduate studies in accordance with the relevant laws. Studies can be organized in two semesters, e.g. fall and winter semester, and by the year of studies. Curricula for postgraduate studies are developed by universities or their units, and include general and joint courses that are offered in the first and second year of studies.

Higher education institutions are required to develop and update the register of all study programmes offered in the academic year, as well as to provide the names of teachers responsible for teaching selected courses.

Higher education institutions have teaching service units in charge of monitoring the implementation of the teaching process.

## 9. Curriculum content

The Senates of HE institutions are responsible for curricula development. They decide on important academic issues, including curricula development for undergraduate, postgraduate and doctoral studies. Universities may organize their curricula according to their needs.

The Diploma Supplement (DS) is an obligation regulated by the Law, and other laws in RS, FBiH and Brčko District. Most universities and faculties have already prepared drafts of these documents. The first Diploma Supplements were issued in the 2005-2006 academic year.

The "Guide on the Form and Content of Diplomas and Diploma Supplements Issued by Accredited Higher Education Institutions"<sup>11</sup>, which was adopted by the Agency for Development of Higher Education and Quality Assurance on 6 October 2009, regulates the form and content of higher education diplomas and diploma supplements issued by HE institutions in BiH. This document is an obligatory reference point, and all ministries in charge of higher education in BiH need to respect it when developing acts in this field.

<sup>11</sup> Uputstvo o formi i sadržaju diplome i dodatka diplome koju izdaju akreditirane visokoskolske ustanove No 01-50-624-2/09, Banja Luka, October 6, 2009

## 10. Assessment, progression, certification and degree

All accredited higher education institutions in BiH are allowed to award the degrees and diplomas specified in their accreditation certificate. Rules and regulations regarding awards of degrees and diplomas are regulated by the statute of the higher education institution, and should ensure compliance with ECTS. Higher education institutions enjoy freedom to organize their curricula, as well as the assessment and examination schemes, by means of rules which are transparent, fair and readily accessible to students. The first cycle degree and diploma courses offered by public higher education institutions have to be flexibly constructed so as to allow entry and exit at appropriate points with the award of credits and/or qualifications depending on the progress made by individual students.

Article 54 of the Law stipulates that only those degrees and diplomas awarded by accredited higher education institutions are to be recognized by the competent state bodies, other organs and institutions in the country for the purpose of employment or holding public office. The same Article stipulates that the accredited higher education institutions must issue Diplomas and Diploma Supplements, certified by the seal of the higher education institution, to all persons who have been awarded an academic degree or diploma.

Once awarded, a degree or diploma may be revoked only in special circumstances specified in the statute of the higher education institutions and subject to appeal in the relevant court.

Upon completion of courses, most higher education institutions organize graduation ceremonies to award the degrees or diplomas to the successful students.

## 11. Academic staff

Academic titles are regulated by Article 27 of the Law. The Law lays down that higher education institutions are responsible for awarding academic titles, which may be teaching, scientific-teaching or artistic titles. Universities should award the following scientific-teaching and artistic titles: full professor, associate professor, assistant professor, lector, senior assistant, and assistant. Colleges (*visoka skola*) should award the following teaching and artistic titles: college professor, college lecturer, and assistant. The Law also defines the minimum requirements for academic staff in higher education institutions. However, the new Law on Amendments to the Framework Law on Higher Education in BiH that was passed in July 2009 stipulates that the Council of Minister of BiH should be responsible for developing

guidelines for using academic titles and for acquiring academic and expert titles.

Academic staff is appointed through public competition, in accordance with the Law, the statutes of the higher education institution, and generally accepted professional standards.

Academic staff at universities is appointed in accordance with the following criteria:

- Assistant: appointed for 4 years with no possibility of re-appointment
- Senior assistant: appointed for 5 years, with possibility of re-appointment only if he/she attains a third cycle degree.
- Lector: appointed for a 5 year period, with no possibility of re-appointment
- Assistant professor: appointed for a 5 year period with possibility of re-appointment
- Associate professor: appointed for a 6 year period with possibility of re-appointment
- Full-time professor: appointed indefinitely

Academic staffs at colleges are appointed in accordance with the following criteria:

- Assistant: appointed for a 4 year period, without possibility of re-appointment
- College lecturer: appointed for a 5 year period, with possibility of re-appointment
- College professor: appointed indefinitely

## 12. Research activities

The level of investment in research and development (R&D) activities is not sufficient to cover the needs of research, and it is low according to most international standards. Investment in R&D is an important element of the modernization of the higher education system of any country. Bosnia and Herzegovina needs to increase its investment in research and development if it wants to achieve the desired level of development.

## 13. University-enterprise cooperation

Higher education institutions in BiH are involved in cooperation with enterprises and research institutions. This cooperation is encouraged by Tempus and other programmes designed to support the establishment of links between companies and higher education institutions.

University-enterprise cooperation is further encouraged by internship agreements between universities and companies. Universities are becoming more aware of labour market needs. Some universities are more active in promoting

this type of cooperation. However, the current extent of university-cooperation is not sufficient to bridge the growing gap between the skills and competences provided by higher education institutions and those demanded by the market. The best indicator of this mismatch is the high rate of unemployment.

## **14. International cooperation**

The Ministry of Civil Affairs in BiH is responsible for international cooperation in the area of higher education at state level, including the promoting of links between BiH and foreign higher education institutions and promoting the mobility of students and staff within the field of higher education in Europe and internationally. This Ministry is also responsible for the co-ordination and development of higher education within the country, in consultation with other relevant ministries.

Public universities and some private universities participate in international projects intended to support the modernization of higher education, such as Tempus and Erasmus Mundus programmes. International

cooperation at institutional level is supported by International Relations Offices. These offices provide information to students about international programmes, student exchanges, international events, networking, and other important issues.

The most important EU programmes supporting the modernization of higher education in Bosnia and Herzegovina are Tempus and Erasmus Mundus.

BiH has been a member of the Central European Exchange Program for University Studies (CEEPUS) since 2007. The main activity of CEEPUS II is the creation of university networks operating joint programmes, ideally leading to joint degrees. CEEPUS II covers mobility grants for students and teachers within this framework. The main objective of CEEPUS II is to develop academic cooperation in and with Central and Eastern Europe and South Eastern Europe, to contribute to building Europe and the European Higher Education Area, and to use regional academic mobility as a strategic tool to implement Bologna objectives.

# **II. Current challenges and needs**

## **1. Trends and challenges**

The reforms of higher education in BiH have been implemented pursuant to the Bologna objectives. They include the development of quality assurance mechanisms, modifying the rules on diplomas and diploma supplements, improving the mobility of students, recognition of study periods and results from abroad, promotion of European cooperation in quality assurance, modernization of curricula, teaching and learning material, promoting equal access to education, development of linkages between education and labour markets, and other reforms.

Currently, the main challenge with regards to accreditation in BiH is to define an appropriate model for financing of accreditation process, because this issue is not covered by any law. The second challenge is dividing tasks and responsibilities between main stakeholders, including relevant ministries, HEIs, and QA agencies, which is currently not clearly defined.

### **2. Overall situation**

The Agency and the Standing Conference of Ministers at state level are the institutions contributing to the coherence of higher

education reform activities in the country. At state level and in the Federation of BiH there are no ministries of education with overall responsibility for the education sector. Moreover, the Rectors Conference is not active enough and it does not contribute sufficiently to the harmonization of reform activities in the country. The main challenges in these areas therefore still remain the same as in the past: to harmonize reform activities between BiH universities so as to increase the internal mobility of students.

The implementation of the Law is slow. Harmonisation of higher education legislation between cantons has not been completed yet. From 2007 the European Commission has invested EUR 6.2 million in reforming higher education in BiH under the financial Instrument for Pre-Accession (IPA). The assistance will support implementation of the Law by strengthening the capacities of the Agencies and institutional development of public universities. However, this support is not sufficient since there is no political will in the country to treat the reform of higher education as one of the country's priorities.

## 2. The Bologna Process<sup>12</sup>

### General Information

<b>Level of integration in the Bologna Process</b>	X	Bologna-Signatory Country (in 2003)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

### Bologna cycle structure

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement
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<b>Student workload/duration for the most common Bologna programmes</b>			
<b>Bachelor programmes</b>	Various combinations	<b>Master programmes</b>	Various combinations

<b>Bachelor/Maste cycle structure models most commonly implemented</b>	Various combinations
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### European Credit Transfer and Accumulation System (ECTS)

<b>Definition of the Learning Outcomes Concept</b>	Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations
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<b>Level of implementation of ECTS</b>	More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on contact hours, or a combination of contact hours and student workload.
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<b>Indicative number of hours of student workload corresponding to one ECTS</b>	1 ECTS = 20 – 30 hours
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### Bologna Diploma Supplement (DS)

<b>Level of implementation of the Bologna Diploma Supplement</b>	Bologna DS is issued to students in more than 75% of institutions and study programmes
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<b>Diploma Supplement issued</b>	Bologna DS issued automatically and in return for payment	Bologna DS issued in the language of instruction and /or English
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<sup>12</sup> Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

## National Qualifications Framework (NQF)

<b>Stage towards establishing a National Qualification Framework</b>		Not yet started formally/not foreseen.
		<b>Step 1:</b> Decision taken. Process just started.
		<b>Step 2:</b> The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
	X	<b>Step 3:</b> The NQF has been adopted formally and the implementation has started.
		<b>Step 4:</b> Redesigning the study programmes is ongoing and the process is close to completion.
		<b>Step 5:</b> Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.

## Quality Assurance Practices

<b>National Quality Assurance body</b>				
<b>Name</b>	Agency for Development of Higher Education and Quality Assurance (to be confirmed by NTO)			
<b>Status</b>	A single or several independent national bodies for quality assurance have been established.			
<b>Year of establishment</b>	2008 (to be confirmed by NTO)			
<b>Main outcome of the review</b>		A decision granting the reviewed institution/programme permission to operate		
		Advice on how the reviewed institution/programme can improve quality		
		Both permission and advice		
	X	Not available		
<b>Involvement in external quality assurance process</b>		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts		X	
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

## Recognition of foreign qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	X	2003 (signature), 2004 (ratification)
<b>Recognition of Foreign Qualifications for academic study</b>	Recognition for academic study by higher education institutions	
<b>Recognition of Foreign Qualifications for professional employment</b>	Recognition for professional employment by central or regional governmental authorities	
The relevant laws and regulations have not been adopted in all parts of the country and the Convention is therefore implemented in different ways within the same country.		

## Joint Degrees

<b>Establishment of joint degrees and programmes in higher education legislation</b>	Joint programmes and joint degrees are allowed in the higher education legislation.
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## III. Participation in EU programmes

### 1. Tempus

Bosnia and Herzegovina has participated in the Tempus Programme since 1996.

#### 1. Statistics

**Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)**

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
<b>Joint Projects (JEP)</b>	18	54	6	4	3	6	12
<b>Structural &amp; Complementary Measures (Tempus III)</b>	7	22	3	3	3	2	1
<b>Structural Measures (Tempus IV)</b>							
<b>Total</b>	<b>25</b>	<b>76</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>13</b>

#### Higher education institutions with highest participation under TEMPUS IV (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
<b>UNIVERSITY OF BANJA LUKA</b>	<b>27</b>	17	10
<b>UNIVERSITY OF SARAJEVO</b>	<b>25</b>	17	8
<b>UNIVERSITY OF TUZLA</b>	<b>19</b>	11	8
<b>UNIVERSITY OF MOSTAR</b>	<b>18</b>	8	10
<b>UNIVERSITY OF EAST SARAJEVO</b>	<b>12</b>	5	7
<b>UNIVERSITY OF ZENICA</b>	<b>11</b>	3	8
<b>DZEMAL BIJEDIC' UNIVERSITY OF MOSTAR</b>	<b>10</b>	3	7
<b>UNIVERSITY OF BIHAC</b>	<b>8</b>	2	6

#### Higher education institutions coordinating TEMPUS IV projects (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
<b>UNIVERSITY OF SARAJEVO</b>	<b>4</b>	3	1
<b>UNIVERSITY OF ZENICA</b>	<b>1</b>	0	1

#### 2. Impact of the Tempus Programme

Tempus has contributed to a large extent to the modernization of the higher education system in BiH. Tempus projects have supported, *inter alia*, cooperation between higher education institutions, ministries, companies, NGOs, and other stakeholders. They have promoted *understanding* and better cooperation among stakeholders, transparent and consistent application of the Bologna process within the country, improvements in curricula and harmonization of education policies. The same advantages accrue to projects addressing university management systems and other reforms taking place within the framework of the Bologna process.

Tempus has supported the development of laws and regulation in the field of higher education, including the *Framework Law on Higher Education in BiH*, which was adopted in July 2007. The programme has also supported

capacity building at the *Agency for Development of Higher Education and Quality Assurance* and other important higher education institutions, such as the *Centre for Information and Recognition of Documents* and the *Rectors Conference*.

Teaching methods are being updated and Tempus has worked on capacity building, by providing opportunities to improve soft skills and to acquire knowledge of new or different processes. Work has now also commenced on student assessment methods. Student success rates have improved slightly. Evaluations of the teaching process, which are generally a direct consequence of the Tempus projects, are particularly appreciated by students. Systems for continuous networking and team working between faculties and universities have been established. The professional benefits of participation in mobility and in Tempus projects in general, are already evident.

Tempus has contributed to the development of human resources by developing the capacity of universities to design and implement projects and activities effectively in close cooperation with other stakeholders. It encourages knowledge sharing and dissemination of good practices through networking among universities, society, and industry. It has improved the mobility of students and staff and supported interaction between universities and the business sector. Tempus has also influenced universities in terms of governance, international relations, library and student services, and the modernization of curricula.

Considering that since 1996 the HE institutions from BiH participated in 131 projects, Tempus

has provided a great opportunity for academics, administrative staff and students to acquire new knowledge and to become more familiar with good practice in use at the European universities. Under Tempus IV the number of regional projects has increased, strengthening the collaboration among institutions in the Western Balkan region. Moreover, projects funded under Tempus IV have supported further the implementation of the Bologna process in BiH, including the promotion of the EU standards in the accreditation of academic programs as well as the organization of doctoral studies.

## 2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

### Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

### Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical “lot” on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorates, post-Doctorate– and for academic staff.

### Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

*More information:*

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php)

## Number of students/staff participating in the programme

### Erasmus Mundus – Joint degrees (Action 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>Students</b>	-	-	1	7	7	10	11	7	7
<b>Scholars</b>	-	-	-	1	1	-	NA	NA	NA
<b>Fellows</b>	NA	NA	NA	NA	NA	NA	0	1	2

*Nationals of the country participated in the programme for the first time in 2006-2007 (students) and in 2007-2008 (scholars).*

### Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

	Undergraduate	Masters	Doctorate	Post-doctorate	Staff	Total
<b>2008</b>	4	5	7	0	8	<b>24</b>
<b>2009</b>	28	36	8	1	15	<b>88</b>
<b>2010*</b>	19	14	7	3	33	<b>76</b>
<b>2011*</b>	46	18	7	5	8	<b>84</b>
<b>TOTAL</b>	<b>97</b>	<b>73</b>	<b>29</b>	<b>9</b>	<b>64</b>	<b>272</b>

### Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
<b>STUDENTS INFORMATION CENTER</b>			X
<b>UNIVERSITY OF BANJA LUKA</b>		X	
<b>UNIVERSITY OF SARAJEVO</b>		X	
<b>UNIVERSITY OF MOSTAR</b>		X	
<b>UNIVERSITY OF TUZLA</b>		X	

## IV. Bibliographical references and websites

- Framework Law on Higher Education in Bosnia and Herzegovina
- Agency for Statistics of BiH, Educational Statistics, First Release, No 1, July 20, 2009
- Overview of Higher Education System in BiH (add details)  
[http://eacea.ec.europa.eu/tempus/participating\\_countries/higher/bosnia.pdf](http://eacea.ec.europa.eu/tempus/participating_countries/higher/bosnia.pdf)
- 'Trazi Vise'- Campaign for Increasing Student Enrolment Rate at BIH Faculties, CCI , January-May, 2009
- Law on Change and Amendments to the Framework Law on Higher Education in BiH, Official Gazette BiH 59/09
- Eurydice Focus on the Structure of Higher Education of Europe, National Trends in the Bologna Process, 2006-2007
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- Uputstvo o formi i sadržaju diplome i dodatka diplome koju izdaju akreditirane visokoskolske ustanove (Guide on Form and Content of Diploma and Diploma Supplement Issued by Accredited Higher Education Institutions) No 01-50-624-2/09, Banja Luka, October 6, 2009
- National Report 2007-2009, Bologna process in BiH
- International Relation Offices from all public universities in BiH
- Article III of the Constitution of BiH (link towards website/the document)  
[http://www.ccbh.ba/public/down/USTAV\\_BOSNE\\_I\\_HERCEGOVINE\\_engl.pdf](http://www.ccbh.ba/public/down/USTAV_BOSNE_I_HERCEGOVINE_engl.pdf)
- Article 1 of the Statute of Brčko District BiH, Official Gazette of Brčko District BiH, No 17-08Agency for Statistics BiH "BiH in numbers 2010 and 2011"
- Higher Education in FBiH 2009/2010 school year and Statistical Yearbook of RS, 2011
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[www.hea.gov.ba](http://www.hea.gov.ba)

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This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

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