



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Bosnia and Herzegovina

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Bosnia and Herzegovina

Name(s) of the responsible BFUG member(s)

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Contributors to the report

Government representatives = Ministry of Civil Affairs of Bosnia and Herzegovina in cooperation with relevant education ministries, Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina, Center for Information and Recognition of Qualification in Higher Education

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Employer representatives =

Contributors to the report

Student representatives = included through Rector's Conference of Bosnia and Herzegovina

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Academic and other staff representatives = Rector's Conference of Bosnia and Herzegovina in close cooperation with universities and the Bologna experts Group

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Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

These demographic projections are used for determination of the total number of students that will be enrolled in some study programmes at entity and cantonal levels. N.B There are 14 governments in the country -1 national, 2 entity-level, 10 cantonal and Brcko District. This means that there are 14 different ministries/departments dealing with education in Bosnia and Herzegovina, 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 the education department within the Government of Brcko District. At national level, education policies are coordinated by the Ministry of Civil Affairs of Bosnia and Herzegovina in consultation with other relevant ministries. In FBiH, the main function of the Federal Ministry of Education and Science is to coordinate activities among the ten cantonal ministries of education. However, the Federal Ministry Education and Science does not have constitutional authority to create and implement higher education policies. According to the Constitution of BIH (Article 3 of the Constitution of BIH), direct jurisdiction for education is at the cantonal level in Federation of BIH (10 cantons), entity level in Republic of Srpska, and Brcko district (Article 1 of the Statute of Brcko District BIH, Official Gazette of Brcko District, No 17-08).

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

In accordance with the evidence of the Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina (www.heg.gov.ba), there are 10 public and 27 private higher education institutions in Bosnia and Herzegovina.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 35

240 ECTS = 60

Other number of ECTS = 5

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 35

240 ECTS = 60

Other number of ECTS = 5

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Medical group of sciences in accordance with the Framework Law on Higher Education in Bosnia and Herzegovina, shall be valuated up to 360 ECTS. These study programmes exist only at public Universities because students who were enrolled in the studies before the reforms of Higher education have to have a possibility to complete their studies.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

Medical group of sciences in accordance with the Framework Law on Higher Education in Bosnia and Herzegovina, shall be valuated up to 360 ECTS. Students who were enrolled in the studies before the reforms of Higher education have to have a possibility to complete their studies in length 4 to 5 years.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

No data available, but possible approximate 7% - 10%

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 55

90 ECTS = 0

120 ECTS = 35

Other = 10

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 55

90 ECTS = 0

120 ECTS = 35

Other = 10

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

Typical length is 2 years + defence of master thesis

5.11. What percentage of all second cycle students is enrolled in these programmes?

30

5.12. In which study fields to these programmes exist?

All study fields

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

General data on higher education statistics are available at the web page www.bhas.gov.ba -Agency for Statistics in Bosnia and Herzegovina, but in their annual reports there is no data available on specific data required in this questionnaire. N.B Specific data required in this specific questionnaire are accomplished by the Ministry of Civil Affairs (MCA)of Bosnia and Herzegovina – Sector for Education on the basis of free assessment made in accordance with consultations with certain relevant institutions.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

In accordance with the Framework Law on Higher Education in Bosnia and Herzegovina.

6.1.1. Please provide a source for this information.

Framework Law on HE in Bosnia and Herzegovina

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>10-25%

No official data available; See N.B 18 [III.7]

6.2.1. Please provide the source for this information.

MCA free assesment in cooperation with relevant instit.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

These specific requirements are competences of Higher Education Institutions.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

There are only very few study programmes in accordance with Bologna at this moment developed in B&H that offers the third cycle. More likely it is 0 – 10 %.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

Framework Law in HE In B% H

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Progression between cycles is to certain extend described in the Framework Law in Higher Education in Bosnia and Herzegovina. Qualification Framework is yet to be developed in Bosnia and Herzegovina, Basis for Qualification Framework in Bosnia and Herzegovina is adopted in March 2011.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

There are very few higher education institutions in Bosnia and Herzegovina which have developed doctoral studies in accordance with Bologna principles. For the time being majority of doctoral programmes are still traditionally supervision-based and structured doctoral programmes.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

Three years and is valued as 180 ECTS

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

It is included in Basis of Qualification Framework in Bosnia and Herzegovina officially approved by the Council of Ministers of Bosnia and Herzegovina as well as in the Framework for Higher Education Qualifications in Bosnia and Herzegovina.

8.5. Are ECTS credits used in doctoral programmes?

Yes

In accordance with the Framework Law of Higher Education in Bosnia and Herzegovina is valued as 180 ECTS.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

There are very few "new" doctoral programmes developed. These still need to be developed broadly and many higher education institutions in Bosnia and Herzegovina have been intensively working on it. Former educational results are recognised in third cycle programs. In some cases it reduces the length of third cycle study.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Framework Law on Higher Education in Bosnia and Herzegovina does not explicitly mention international joint degrees and programmes, but does stipulate institutional autonomy of higher education institutions relating, among other, to the conclusion of agreements with other higher education institutions abroad ...Art. 19.

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Some private and public institutions in Bosnia and Herzegovina award joint degrees and organize joint programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

Article 38 of the Framework Law on Higher Education in Bosnia and Herzegovina stipulates that: The statute or equivalent basic document of any higher education institution shall contain provisions which: - Secure the students' freedom, within the law, to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their position or any privileges they may have with the institution; - Secure the students' freedom of speech, organization and assembly, within the law; - Protect students against discrimination on any ground such as sex, race, sexual orientation, marital status, colour, language, religion, political or other opinion, national, ethnic or social origin, association with a national community, property, birth or other status; and - Provide fair and impartial mechanisms for dealing with disciplinary questions affecting students.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

Framework Law on Higher Education in Bosnia and Herzegovina and other entity and cantonal laws harmonized with the Framework Law as well as Statutes or other general acts of a higher education institutions.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Yes, it is defined in the Basis of Qualification Framework in Bosnia and Herzegovina which was adopted in March 2011 by the Council of Ministers of Bosnia and Herzegovina, as well as in the Framework for Higher Education Qualification in Bosnia and Herzegovina, which was adopted in 2007. Definition: Learning outcomes represent a statement of what certain student/person knows, understands and is able to do upon completion of a learning process, which are defined in terms of knowledge, skills and competences.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In some (5-50 %) programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Yes, with the adoption of the Framework for Higher Education Qualification in Bosnia and Herzegovina in 2007

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

Through latest common CoE/EC SHE III 2009-2011 Project a Handbook of good practises for the curriculum development process was designed to aid future BiH institutional curriculum development teams in various other subject disciplines was elaborated and distributed to all relevant actors.

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes for all academic staff Yes for some academic staff No No answer
Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina was established and is fully operational. (www.heq.gov.ba) In accordance with the principle of institutional autonomy all universities have internal quality assurance offices.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of student workload and teacher-student contact hours

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

10

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

Higher Education Institutions define the rules of studies and therefore number of student teacher contact hours. It is more commonly 10 to 12 student-teacher contact hours per credit. Most commonly the sum of 60 ECTS credits corresponds to the average total student engagement in the volume of a 40-hour work week during one academic year and consists of: a) teaching, c) tests, g) exam d) final papers, f) practical work and e) performing volunteer work, in accordance with the regulations governing this area.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Some students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Upon request >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

In certain fields of study >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

No students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

Diploma supplement is not yet broadly and automatically issued under same conditions at all Universities in Bosnia and Herzegovina. In accordance with relevant documents it is foreseen to be free of charge, but it is still not the case.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

In both official languages in use in Bosnia and Herzegovina and in English

6.5. Is the Diploma Supplement issued

for a fee

6.5.1. Please provide the amount and the reason for the fee.

Administrative and issuance costs defined by the Universities in Bosnia and Herzegovina.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Diploma supplement is not yet broadly and automatically issued under same conditions at all Universities in Bosnia and Herzegovina. In accordance with relevant documents it is foreseen to be free of charge, but it is still not the case.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders

7.2.1 Please provide the date when the step was completed.

24.03.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

The Basis of QF in Bosnia and Herzegovina, which include all levels of education, is adopted by the Council of Ministers of Bosnia and Herzegovina in March 2011.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7 Key Strategies and Guidelines to implement the Bologna Process www.mcp.gov.ba adopted by the Council of Ministers of Bosnia and Herzegovina in December 2007. These include the Framework for Higher Education Qualifications in Bosnia and Herzegovina. (www.mcp.gov.ba) The Basis of QF in Bosnia and Herzegovina, which include all levels of education, is adopted in March 2011(www.mcp.gov.ba) All relevant stakeholders were involved in the process.

7.2.7. Which stakeholders have been consulted and how were they consulted?

Ministry of Civil Affairs in collaboration with Entities' Ministries of Education and Cantonal Ministries of Education, universities, Agency for Development of Higher Education and Quality Assurance, Centre for Information and Recognition Higher Education Qualification and other relevant stakeholders.

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

The main elements of BH external quality assurance system are specified in the BH Standards and Guidelines for Quality Assurance in Higher Education, Standard 2.2 as follows: a) a self-review report, b) a site visit, c) a published evaluation report and d) a follow-up. Agency for Development of Higher Education and Quality Assurance, competent cantonal ministries and ministry of the Republic of Srpska and the Department for education of the Brčko District are responsible for quality assurance. In line with the Framework Law on Higher Education in Bosnia and Herzegovina the competent ministry/department

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose..

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, some institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

According to the BiH Constitution, the responsibility for higher education lies with the competent cantonal and entity ministries as well as the Department for education of the Brčko District, and HEIs operate in line with the respective cantonal/entity/Brčko District laws. A number of these laws stipulate that a higher education institution can be evaluated by an international QA agency, however it is not specified which agencies.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

According to the BiH Constitution, the responsibility for higher education lies with the competent cantonal and entity ministries as well as the Department for education of the Brčko District, and HEIs operate in line with the respective cantonal/entity/Brčko District laws. A number of these laws stipulate that a higher education institution can be evaluated by an international QA agency, however it is not specified which agencies.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
According to the Framework Law on Higher Education in BiH, the List of experts for conducting the external reviews was established with 4 categories of experts including the students.
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
In line with the Criteria for accreditation of higher education institutions in BiH, the participation of students in preparing the self evaluation reports should be stipulated in the formal regulations of HEIs.
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures

Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

According to the Framework Law on Higher Education in BiH, the List of experts for conducting the external reviews was established with 4 categories of experts including the representatives of economy and practice.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

According to the legislative requirements in BiH, i.e. the cantonal/entity/Department of the Brčko District laws, the Criteria for accreditation of higher education institutions in BiH and BiH Standards and Guidelines for Quality Assurance in Higher Education, HEIs should develop internal quality assurance systems with clearly defined quality assurance policy and procedures.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

More than 75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

The Office for Quality Assurance establishment has been opened at all Higher Education Institutions in Bosnia and Herzegovina.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

There are no existing verification sources up until now.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

A definition of LLL is included in the Development Strategy of Bosnia and Herzegovina, Strategic Directions for the Development of Education in Bosnia and Herzegovina, with the Implementation Plan, 2008-2015, as well as in the all national education strat

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Formal learning, special courses offered by HEIs for continuing education, distance learning and e-education through LLL courses

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

State, entity and cantonal laws on Higher Education and various regulations of HEIs.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications

Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

LLL is in its initial phase of implementation in Bosnia and Herzegovina and due to this reason the degree of funding foreseen in budgets is very modest.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

Underrepresented societal groups in higher education are identified, and specific, targeted measures are taken to counteract underrepresentation.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

All education laws on HE in Bosnia and Herzegovina prescribe the following: "Access to higher education cannot be restricted directly or indirectly on the grounds of: gender, race, sexual orientation, lack of physical, marital status, skin colour, language, religion, political or other opinion, national, ethnic or social origin, connection with a national community, property, status acquired by birth, number of years or other status."

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Measures are put in place with laws, regulations, campaigns, incentives and subsidies.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

On the basis of official evidence made on self-declaration that it belongs to a certain under-represented group.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

There are different grants and scholarships for these groups.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

Social Inclusion Strategy of BiH deals with underrepresented groups which include vulnerable groups (Roma) and people with special needs. For example: Students who live in economically undeveloped areas: the goal is to motivate them to return to their municipalities for work purposes after their completion of studies.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

No

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Please choose..

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

In the Strategic Directions for the Development of Education in Bosnia and Herzegovina, with the Implementation Plan 2008-2015, document adopted by the Council of Ministers of BiH 2008 (www.mcp.gov.ba/zakoni_akti/strategije) it is stated that "it is necessary that each university bring their development strategies, which will, focus on (among other things): • Encouraging students to graduate on time; • Increasing the number of highly educated people in Bosnia and Herzegovina;" (page 33) Long-term goals of higher education are: "• Completed the process of inclusion of B&H higher education in the European area of higher education and research, with effective rates of enrollment and completion, and sufficient funds for research and international educational and scientific cooperation and exchange; Increased student enrollment to 32%." (page 34)

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

Annual Report of the Agency for Statistics of Bosnia and Herzegovina www.bhas.ba Annual Reports of faculties' and universities' bodies (Senate, Councils...)

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

Introduction of ECTS in the curricula, then one semester courses and reducing hours of student workload.

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

There are other services provide by HEIs too: accommodation, sport facilities, social and cultural activities, information on possibilities of studying at other institutions, language course, counselling services for future jobs, University enterprises centre, students career centre and center for Persons with Special Needs etc.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Budget and own sources of income of HEIs and entities ministries, cantonal ministries of education and Brčko District.

8.4. What are the main tasks of the services?

To help and assist students in their social, cultural and physical development as well to find appropriate job upon completion of studies.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

In accordance with the Article 9 of the Framework Law on Higher Education in BiH: Higher education may be acquired on a basis of full-time, part-time studies, or using distance learning, or using the combination of these three methods of studying, as envisaged in the statute of the higher education institution.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = entry with a school leaving certificate (of duration of 4 years)

Route 2: = n/a

Route 3: = n/a

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

See 57 [II.1.1.]

16.1.2. How do you define it?

Part-time students

16.1.3. What are the reasons for offering a different student status?

The society need for part-time studies as there is an increasing number of students who also are employed.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

The part-time students pay higher fees but they are also obliged to attend lectures that are organized according to their needs.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide and only a limited number offers part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

Nothing yet

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

BAM - Convertible Marks

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

Students that lost a parent in the war, students whose parents have been left as invalids in the war, students who have become invalids in the war and students with special needs are eligible according to the entity and cantonal legislation are participating 50% or are fully exempted in fees. At all universities students have to pay some kind of fee. (Full-time students pay only registration fees, all other students pay tuition fees).

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

Students from other countries have to pay fees

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

Main exemptions are related to success -good academic performance, social/vulnerable groups and scholarships

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = Various from 100 – 400 KM

Maximum amount = Various from 600-3000 KM

Most common amount = Various from 300 – 1500 KM

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The fees are the same for all categories of students except for students referred to in previous, above mentioned question (Students that lost a parent in the war, students whose parents have been left as invalids in the war, students who have become invalids in the war and students with special needs are eligible according to the entity and cantonal legislation are participating 50% or are fully exempted in fees. At all universities students have to pay some kind of fee. (Full-time students pay only registration fees, all other students pay tuition fees)). However, part-time students are paying higher fees (in average 50% more than full-time students).

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Data not available! Cc 10 ? of overall number of students do not pay at all; cc 30 ? pay minimum amount and cc 60? pay maximum amount.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 150 – 200 KM It various from university to university

Maximum amount = 2000 – 5000 KM It various from university to university

Most common amount = 1000 KM-3000 KM It various from university to university

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The fees are the same for all categories of students except for students referred to in previous, above mentioned question 6[III.4.1], as well as best students with good performance at public universities.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Maximum amount pay full-time and part-time students.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Data not available! Cc 80 ? maximum and cc 20 ? minimum

8. Concerning fees, are international students treated differently in your country from home students?

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = Cc 2000 KM

Maximum amount = Cc 5000 KM

Most common amount = Cc 3000 KM

8.2. According to your country's steering documents, students from which countries are considered international students?

Each student who is not in possession of citizenship of Bosnia and Herzegovina.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Grants/ loans and scholarships are provided by municipalities and cantons in one entity (Federation of Bosnia and Herzegovina) mainly, but there are other institutions/organizations providing them too. While in other entity (Republika Srpska) there are no possibility to get loans, but just grants and scholarships.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

X All students who fulfil required criteria.

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

0

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = Cc 100 KM monthly

Maximum = Cc 200 KM - 400 monthly

Most common = Cc 200 KM monthly

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

X

All students have a right to apply at a scholarship competition and those who fulfil the competition requirements receive a scholarship

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

0

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

No data available: minimum cc 100 KM, maximum cc 400 KM, most common amount cc 200 KM (monthly).

13.5. What percentage of all students receives a grant and/or scholarship?

0

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = Cc 1000 KM

Most common first cycle = Cc 2000 KM

Maximum first cycle = Cc 2500 KM

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = Cc 1000 KM

Most common second cycle = Cc 2000 KM

Maximum second cycle = Cc 2500 KM

14.3. If different types of loans exist in your country, please provide the details here.

No data available

14.4. What percentage of students takes out loans?

In the first cycle = 10

In the second cycle = 20

Of all students = 30

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

In the Federation of Bosnia and Herzegovina there is Fund for students loans through which funds for student loans are allocated.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt

- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

IMPORTANT: There is no fund or budget at national level in Bosnia and Herzegovina foreseen for these purposes. In accordance with Constitution of Bosnia and Herzegovina direct competence for education belongs to Entity Republika Srpska, 10 cantons in another entity of the Federation of Bosnia and Herzegovina and to District Br?ko. Therefore, on one hand, in one Entity - the Republika Srpska Ministry of Education does not provide any loans, while in other entity- the Federation of Bosnia and Herzegovina there is Governmental Fund for students loans through which funds for student loans are allocated. Possibility of loans, however is given at all levels offered by different other organizations and institutions

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

Main exemptions are related to success -good academic performance, social/vulnerable groups and scholarships.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student
- success rate, distance from home, full-time students

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

There is no difference in eligibility between first and second cycle students.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

We have not chosen multiple option.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Own resources, grants/scholarships

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Comparing to first and second cycle students at third cycle do not have health insurance, have higher amounts of fees, no accommodation support.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

It varies from institution to institution and from nature of studies. Very broad range goes from 10.000 KM on.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Doctoral studies have not been fully implemented according to the Bologna principles. Development of Doctoral studies in Bosnia and Herzegovina is in its very initial phase, and there are only few doctoral programmes developed at the moment.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

X Aida Duric, Head of Department for EU Integrations and International Affairs
Milijana Lale, Head of Department for Statistics and Informatics
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B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

CEEPUS programme

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	CEEPUS scholarships	
Loans for outgoing students		
Grants/scholarships for outgoing students	CEEPUS travel cost allowance	
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

CEEPUS programme

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		
Recognition		
Language		
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

????

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

CEEPUS Programme

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	X		
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

CEEPUS statistic for winter term 10/11: 31 outgoing - 12 incoming

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: