

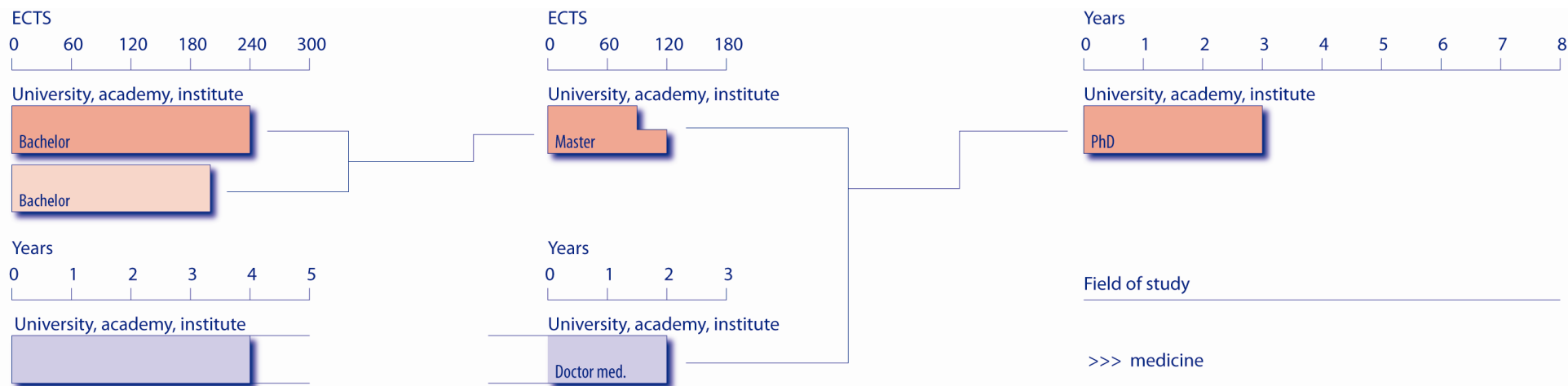


HIGHER EDUCATION IN BOSNIA AND HERZEGOVINA



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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		▽	△

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

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 law 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 area¹.

Higher education statistics

In the winter semester of the 2008/2009 academic year there were 105 358 students enrolled in 39 higher education institutions in Bosnia and Herzegovina, including 20 universities, 15 colleges (*visoka skola*), and 4 religious faculties². In this period, there were 140 faculties and 10 academies (*an academy is defined as an organizational unit of a university offering teaching, art and research activities in one or more similar, mutually related art disciplines*). 99 098 students were enrolled in universities, 5 083 in colleges (*visoka skola*), and 1 177 in religious faculties. About 79.9% of these students were full-time and 20.1% part-time students. In the same period there were 5 204 professors and assistants in higher education institutions, including 3 936 full time and 1268 part-time. In 2008, there were 15 013 undergraduate students (*Bachelor level or equivalent*), 576 Master of Science and specialist students, and 178 Doctor of science students³.

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,

¹ Framework Law on Higher Education in Bosnia and Herzegovina, Article 10

² Agency for Statistics of BiH, Educational Statistics, First Release, No 1, July 20, 2009

³ Agency for Statistics of BiH, Educational Statistics, First Release, No 1, July 20, 2009

e.g. its faculties are treated as financially independent legal entities, while others, such as the University of Tuzla, are centralized.

2. Distribution of responsibilities

The higher education system in Bosnia and Herzegovina closely reflects the constitutional complexities of the country. The Constitution⁴ 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 Herzegovina⁵. 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 škola*) 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. 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,

⁴ Article 3 of the Constitution of BiH

⁵ Article 1 of the Statute of Brčko District BiH, Official Gazette of Brčko District BiH, No 17-08

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 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 set 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) 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 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*⁶ was passed by both Houses 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 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

⁶ Law on Change and Amendments to the Framework Law on Higher Education in BiH, Official Gazette BiH 59/09

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 status⁷. 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.

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. They are to be issued on request, free of charge, in English and the local language.

The new "*Guide on the Form and Content of Diplomas and Diploma Supplements Issued by Accredited Higher Education Institutions*"⁸, 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.

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,

⁷ Article 7 of the Framework Law on Higher Education in BiH

⁸ 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

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. 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 are 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 are 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

BiH invests around 0.1 % of GDP in R&D. About 80% of it comes from public funds and 20% from private funds. The aim is to return to the pre-war level of R&D investment (1.5 % of GDP). Total annual national research expenditure is around BAM 21 million (EUR 10.7 million). Research activities are financed mainly from the entity and cantonal budgets. The majority of research activities (around 90%) are carried out at HEIs⁹.

However, this 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

⁹ National Report 2007-2009, Bologna process in BiH

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.

One of the important reforms currently under way is the development of the capacity of the national *Agency for Development of Higher Education and Quality Assurance (hereafter referred to as the Agency)* to undertake some of the accreditation and licensing tasks from higher education institutions. Under the existing system, the accreditation process came under the jurisdiction of cantonal ministries of education in FBiH and the Ministry of Education and Culture in RS. The new *Law* (hereafter referred to as the *Law*) assigns some accreditation and licensing tasks to the newly established Agency.

Currently, the Agency is in the process of preparing a call for tender for experts to participate in the accreditation process, including quality assessment, audit and providing recommendations on accreditation. All higher education institutions are expected

to undergo an accreditation process in the coming years.

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. The European Commission is investing EUR 3 million in reforming higher education in BiH under the financial Instrument for Pre-Accession 2007 and 2008. 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

The Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive but gradual introduction/on-going adaptations or extensions		
Student workload/duration for the most common Bologna programmes			
Bachelor programmes	Various combinations	Master programmes	Various combinations
Bachelor/Master cycle structure models most commonly implemented	Various combinations		

European Credit Transfer System (ECTS)

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
Level of implementation of ECTS	Over 75% of institutions and programmes use ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.

Diploma Supplement (DS)

Implementation of the Diploma Supplement	DS issued in the vast majority of study programmes	
Diploma Supplement issued	Automatically and free of charge	In the language of instruction and/or English

National Qualification Framework (NQF)

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

National Quality Assurance System

National Body for Quality Assurance		
Name	Agency for Development of Higher Education and Quality Assurance	
Year of establishment	2008	
Status	Independent national body	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
	X	Advice on how the reviewed institution/programme can improve quality in specific areas

Recognition of qualifications

Ratification of the Lisbon Recognition Convention	YES	2003
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	YES	2007
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Centre for Information and Recognition of Documents in the Area of Higher Education, universities	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Centre for Information and Recognition of Documents in the Area of Higher Education, ministries and universities	

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
Joint European Projects (JEP)	18	54	6	4	3
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	7	22	3	3	3
Total	25	76	9	7	6

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
UNIVERSITY OF SARAJEVO	77	58	19
UNIVERSITY OF BANJA LUKA	56	43	13
UNIVERSITY OF TUZLA	50	38	12
UNIVERSITY OF MOSTAR	36	23	13
DZEMAL BIJEDIC' UNIVERSITY OF MOSTAR	30	22	8
UNIVERSITY OF EAST SARAJEVO	16	11	5
UNIVERSITY OF BIHAC	9	8	1
UNIVERSITY OF ZENICA	6	3	3

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 process and compatibility 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 the mobility programme, 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.

2. Erasmus Mundus

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates)

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. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.

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

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

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. HEIs (and other key players in the HE sector) may apply.

More information: http://eacea.ec.europa.eu/erasmus_mundus

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Students	-	-	1	7	7	10	11
Scholars	-	-	-	1	1	-	n/a

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)

Year of the Grant Allocation	2007	2007	2009
Undergraduate	-	2	25
Master	-	4	34
Doctorate	-	7	4
Post-Doctorate	-	-	1
Academic staff	-	8	14
Total	-	21	78

Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
STUDENTS INFORMATION CENTER			X
UNIVERSITY OF SARAJEVO		X	
UNIVERSITY OF MOSTAR		X	
UNIVERSITY OF TUZLA		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)
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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)
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For further information:

- **Education, Audiovisual and Culture Executive Agency (EACEA)**

Unit P10 - Tempus and Bilateral Cooperation with Industrialised Countries

Postal address : Tempus Programme

Avenue du Bourget 1 (BOUR 02/017) B-1140 Brussels, Belgium

Contact : EACEA-Tempus-Info@ec.europa.eu

Website : www.eacea.ec.europa.eu/tempus/index_en.php

- **National Tempus Office Bosnia and Herzegovina**

Postal address: Obala Isa-bega Isakovica 8

71000 Sarajevo, Bosnia and Herzegovina

Contact: suad.muhibic@tempusbih.com

Website: www.tempusbih.com

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¹ Suad Muhibic (NTO Bosnia and Herzegovina).