



# Bosnia and Herzegovina



## Country profile

**Capital:** Sarajevo

**Principal cities:** Banja Luka, Tuzla, Zenica, Mostar, Bihać

**Official language(s):** Bosnian, Croatian, Serbian

**Population:** 3.9 million (2004)

**GDP per capita PPP:** 7,032 int'l \$ (2004)

**Currency:** Convertible mark (BAM)

**Labour force activity rate (pop. aged 15-64):** 74.4% (2005)

## Higher Education in Bosnia and Herzegovina

Bosnia Herzegovina's higher education system comprises eight universities (University of Sarajevo, University of Tuzla, University of Banja Luka, University "Dzemal Bijedic" Mostar, Sveuciliste Mostar, University of East Sarajevo, University of Bihać and University of Zenica) with some 90 faculties, which are treated as higher education establishments, and art academies. University degrees are acquired at the faculties and arts academies. There are 22 private higher education institutions and the law on higher education (passed in July 2007) treats private and public higher education institutions equally.

Under the new law, university education is organised according to the system of transferable points and has three levels: The undergraduate courses typically last for three to four years and bring 180 to 240 ECTS points. Upon the completion of the undergraduate courses, students are awarded the title of Bachelor of Arts or Science. Postgraduate courses, which last for two years, carry 120 ECTS points and award the degree of Master of Art or Science. PhD courses can be taken after completing a postgraduate university course – they typically last for three years, and the academic title of Doctor of Science or Doctor of Arts is awarded upon completion. The university can also offer postgraduate specialist courses which last for one to two years, by which one can acquire the title of a specialist in a certain specialist field such as medicine.

Bosnia and Herzegovina has a complex political structure consisting of three levels of government: state, entity and canton. At the state level there is no single ministry dealing specifically with education, and responsibility for education is thus divided between 2 entities: the Federation of Bosnia and Herzegovina (FBiH) (consisting of 10 Cantons, each with independent authority on educational issues), and the Republika Srpska (RS). The signature of the Bologna Declaration in 2003 has given Bosnia and Herzegovina a strong incentive to reform higher education at the state level. The new law incorporates the main higher education principles that have been or are being established in the EHEA.

In accordance with current laws and regulations, higher education institutions are funded by the corresponding RS or FBiH authorities. All higher education activities are thus governed by either RS or FBiH legislation, with the state-level Ministry of Civil Affairs assuming the task of co-ordinating the higher education activities of the 2 entities.

One of the main prerequisites for reform was the adoption of the higher education law in Bosnia and Herzegovina. Following its recent adoption, many challenges such as the establishment of ENIC institutions and a financing council will need to be addressed. Reforms within universities themselves will represent a challenge — for example, the introduction and implementation of the ECTS and diploma supplements, as well as other Bologna process initiatives.

**Years of compulsory education:** 9

**Gross enrolment ratio in tertiary education (ISCED levels 5 and 6)<sup>1</sup>:** Data not available

**Number of higher education institutions:** 8 public; 22 private

**Bologna signatory county since:** 2003

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<sup>1</sup> The country's total enrolment in tertiary education (regardless of age), as a percentage of the population in the official age group corresponding to this level of education

# TEMPUS in Bosnia and Herzegovina

## Participation of Bosnia and Herzegovina in Tempus

In its efforts to integrate in the EHEA, Bosnia and Herzegovina has been continuously encouraged and supported by international institutions, organisations, and associations, with the Tempus programme acknowledged as making one of the most significant contributions.

All state universities participate in Tempus. Study programmes updated since 2000 cover the fields of agribusiness, architecture, urban and regional planning, business administration, energy efficiency, forestry, geology, health care, information technology, computer science, software engineering, interdisciplinary studies, law, the medical sciences, regional environmental policy, transport and traffic studies, and veterinary science. Lifelong learning courses have been developed in the fields of agriculture, the food sciences, education and teacher training, environmental policy, the judicial system, public administration, quality control standards, marketing, and tourism and leisure.

The development of university strategic plans, management systems, university services, public and community relations, regional cooperation, quality assurance and credit systems, open and distance learning, student services, and university-industry links, as also the implementation of the Bologna process, have also been supported by Tempus.

## Impact of Tempus in Bosnia and Herzegovina

Although the framework law on higher education has not as yet been adopted, most universities indicate that Tempus has contributed to a harmonisation of higher education in terms of the development of unified curricula. Many of the Tempus projects involve all universities offering the same course, which has the advantage of ensuring consistent application of the process and compatibility within the country. The same advantages apply to projects addressing university management systems and other reforms taking place within the framework of the Bologna process.

Teaching methods are being updated and Tempus has worked enormously on capacity building, by providing opportunities to improve soft skills and to acquire knowledge on new or different processes. Work has now also commenced on student assessment methods. Student success rates have improved slightly. Teacher evaluations, which are generally a direct consequence of Tempus projects, are particularly appreciated by students.

Systems for continuous networking and teamworking 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 been highly effective in developing human resources and building capacity in public administration bodies, civil society, and

industry; it has also generally led to greater cooperation, not just through Tempus, but more importantly, at the national level.

Tempus has improved cooperation and has developed effective interaction between universities and the business sector, with sectoral partners highly supportive of Tempus developments. Tempus has also influenced universities in terms of governance, international relations, library and student services, and the modernisation of teaching.

### Participation in Tempus since: 1996

**Number of JEPs:** 77  
**Number of IMGs:** 123  
**Number of CMEs:** 7  
**Number of SCMs:** 22

**Total budget allocated:** € 24.8 million (€ 7 million 1996-1999 € 17.8 million 2000-2006)

### Total budget allocated to staff and student mobility in JEPs and SCMs:

€ 2.289 million (1990-1999)  
€ 5.382 million (2000-2006)

### Total budget allocated to IMGs:

€ 147,688 (2000-2006)

- Networking
- Unified curricula
- New teaching methods
- Society and sectoral linkages
- Capacity building