



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Bosnia and Herzegovina
Date	February 2009
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Bosnia and Herzegovina is by its administrative composition a very complex state, and such is its system of education. The authority of Bosnia and Herzegovina is divided into two basic administrative parts, i.e. two entities: Republika Srpska and Federation of B&H. The Federation of B&H is furthermore divided into 10 cantons. Beside two entities, there is the District of Brčko, which acts as a separate administrative unit under the State sovereignty.

There are 12 ministries of education in Bosnia and Herzegovina (one in Republika Srpska, ten in the cantons of the Federation of B&H, and the Department for Education in the District of Brčko) which have full competence over education, including higher education. The Ministry of Civil Affairs of Bosnia and Herzegovina has a mandate to coordinate education policies within the country, and at an international level, the Ministry is in charge of international educational cooperation. The Federal Ministry of Education and Science (in Federation of B&H) is in charge of coordinating activities among ten cantonal ministries of education.

Bosnia and Herzegovina adopted Framework Law on Higher Education in July 2007, after almost four years of political discussions.

The Framework Law on Higher Education in Bosnia and Herzegovina (hereinafter the Framework Law) sets: the organisation of higher education in Bosnia and Herzegovina, responsibility of competent authorities in this area, establish bodies for implementation of the Framework Law and international commitments of Bosnia and Herzegovina, and set the methods of quality assurance in the area of higher education.

For the purpose of reform of higher education, this Framework Law establishes basic principles and standards of acquiring higher education in Bosnia and Herzegovina, in accordance with relevant provisions of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ETS No. 5, 1950) and the Protocols thereto, the Council of Europe Committee of Ministers Recommendations on the Recognition and Quality Assessment of Private Institutions of Higher Education, [R(97)1], on Access to Higher Education [R(98)3] and on the Research Mission of Universities [R(2000)8] and other relevant principles reflected in internationally recognised legal instruments to which Bosnia and Herzegovina is a state party, and in accordance with the Council of Europe/UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (ETS No. 165, 1997).

Although it has been foreseen that laws of Republika Srpska and cantons in the area of higher education shall be harmonised with the provisions of this Framework Law no later than 6 (six) months after it had come into force, that work hasn't been completed by the time of writing this Report.

Two agencies are established: the Agency for Development of Higher Education and Quality Assurance and the Centre for Information and Recognition of Documents in the Area of Higher Education.

The Rectors' Conference of Bosnia and Herzegovina has been officialy established by an agreement of the universities. The Rectors' Conference determines and

represents common interests of universities in B&H and effects cooperation with institutions in the area of education in B&H. The Rectors' Conference shall also act as an advisory body for the implementation of the higher education reform process.

According to the Framework Law, higher education institutions in B&H are universities and colleges [orig. visoka škola] only.

The title "university":

- is limited to higher education institutions undertaking both education and research, offering academic degrees in all three cycles, with objectives including the advancement of knowledge, thought and scholarship in Bosnia and Herzegovina, the educational, scientific, cultural, social and economic development of Bosnia and Herzegovina, the promotion of democratic civil society, citizenship and the achievement of the highest standards in teaching and learning; and
- refer to a higher education institution offering studies in at least five different subject groups in at least three scientific areas – natural sciences, technical sciences, biomedicine and health, biotechnical sciences, social sciences and humanities.

The title "visoka škola" "college":

- is limited to a higher education institution that has been accredited to offer diplomas and degrees of the first cycle, with objectives including the preparation and training of individuals for the scientific, cultural and economic development of Bosnia and Herzegovina and promotion of democratic civil society, citizenship and the achievement of high standards in teaching and learning; and
- refer to a higher education institution offering studies of the first cycle in at least one subject group in one scientific area, and fulfilling other conditions in accordance with the Framework Law.

The statute of a higher education institution provides for an organisational structure within the institution which shall comprise units, which may include faculties, institutes, centres, academies or schools. In order to promote and ensure integration of the academic, financial and physical planning and development of the institution, as from one year following the date when the Law comes into force, such units shall have no legal personality which is independent of the institution. For a transitional period beginning on the entry into force of the Law, faculties which already have the status of a legal person according to existing law may maintain that status, but may not enter any financial obligations exceeding the stated transitional period.

In December 2007 the Council of Ministers of B&H adopted seven strategic documents for the implementation of the Bologna Process: Generic Qualifications Framework for Higher Education, Implementation Plan for the Qualifications Framework, Standards and Guidelines for Quality Assurance, adjusted to the ESG adopted in Bergen, Implementation Plan for the Standards and Guidelines of QA in Bosnia and Herzegovina, National Action Plan for Recognition of Higher Education Qualifications, and Diploma Supplement Model, harmonised with the UNESCO/Council of Europe Model, and Users' Manual for the Diploma Supplement.

In early June 2008 the Council of Ministers also adopted the Strategic Document in Education Development with the Implementation Plan for the period 2008-2015.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

We may say that there are two official structures which oversee the implementation of the Bologna Process in B&H.

First one is the Conference of Education Ministers of Bosnia and Herzegovina which was established in March 2008 with 14 ministers responsible for education taking part in its activities.

Second structure is the Rectors' conference which is formally established by the Framework Law.

a) Does your country have a national working group for Bologna follow-up ¹
Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Students	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other (please specify) _____

c) Does your country have a Bologna promoters' group² Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other (please specify) _____

Please add any additional comments if necessary:

The Strategic Document in Education Development with the Implementation Plan for the period 2008-2015 stipulates establishment of the Permanent Advisory Body for Higher Education in Bosnia and Herzegovina, which will involve all stakeholders. The establishment of the Permanent Advisory Body is under way.

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

There is also informal group - the Higher Education Cooperation Board (HECB) which was established in 1996 in order to create a communication platform for NGOs and other organizations working in the field of Higher Education in Bosnia and Herzegovina. Members of the HECB, apart from NGOs, are also institutions from the governmental sector, ministries, embassies and international organizations. The main objective is to exchange information and to coordinate joint activities. Furthermore, it is an opportunity to get feedback on activities that are currently implemented or planned.

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

Article 5 of the Framework Law on Higher Education in Bosnia and Herzegovina stipulates that higher education shall be organised in three cycles:

- the first cycle leading to the academic title of completed undergraduate studies [the degree of Bachelor] or equivalent, obtained after no less than three years and no more than four years of full time study upon acquiring a secondary school leaving certificate, valued as no less than 180 or 240 ECTS credit points;

- the second cycle leading to the academic title of Master or equivalent, obtained after the completion of undergraduate studies, of duration of one or two years, and valued as 60 to 120 ECTS credit points, in such a way that the total with the first cycle represents 300 ECTS points.

Studies in the medical group of sciences shall be excluded from provisions of the first paragraph of this Article, whose first cycle shall be valued up to 360 ECTS credit point.

The implementation of the first cycle at some HEIs started in 2003, and structured second cycle programmes were established two years ago. HEIs are involved in various single and joint activities in establishing new second cycle programmes and curricula.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
est. 100.000	est. 70.000	70%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

The implementation of the two cycle system is in progress at all HEIs in Bosnia and Herzegovina. Still there are differences in speed and achieved level of implementation at the various HEIs.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

Article 5 of the Framework Law on Higher Education in Bosnia and Herzegovina stipulates that:

- the third cycle leading to the academic degree of doctor or equivalent, of duration of three years, and valued as 180 ECTS credit points.

HEIs are at the initial stage of development of such programmes, and are involved in various individual and joint internationally financed projects such as Degree Development Structure (development of master and doctoral studies), implemented within the project of the Austrian support to the development of higher education in Bosnia and Herzegovina for the period 2008-2011, Tempus programmes, as well as other programmes.

Guidelines for the development of the Code of Rules for the Doctoral Studies have been adopted in Republika Srpska. The Guidelines give basic principles for the organization of studies: up to 45 ECTS for taught courses and at least 135 ECTS for independent and original scientific research.

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

Most of Bosnia and Herzegovina's R&D potential was destroyed during the war or is now out-dated. Bosnia and Herzegovina's S&T system extends to eight public universities (Sarajevo, Bihać, Tuzla, Zenica and two universities in Mostar for the BiH Federation; East Sarajevo, Banja Luka for the Republic of Srpska), several private universities, public-mission oriented research institutions (e.g. in metallurgy, agriculture and ecology) of various legal (and often undefined) status, as well as a limited number of industrial laboratories (performing mainly development tasks). Financing of research is on the entity and cantonal level.

As of 1 January 2009 Bosnia and Herzegovina associated to FP7 as a full member.

In 2007 the Ministry of Science and Technology of Republika Srpska, together with the Universities of East Sarajevo and Banja Luka started the project "Development of Capacities of Scientific and Research Higher Education Institutions in the Republika Srpska for participation in International Programmes (Centre for project management)" that has as its aim the strengthening of higher education institutions and research, but also the involvement of other institutions in the Republic of Srpska in European programmes for science and higher education (FP7, TEMPUS etc.) and to improve international co-operation of these institutions.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

According to the available data, Bosnia and Herzegovina invests in R&D around 0.1 % of GDP (around 80% comes from public funds and 20% from private funds). The aim is to recover the pre-war level of R&D investment (1.5 % of GDP).

Total annual national research expenditure is around 21.000.000,00 BAM.

Majority of research is carried out in HEIs (around 90%).

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

In the Federation of Bosnia and Herzegovina the Register of holders of doctoral degree has been established since 2006, while in the Republika Srpska such Register is still under establishment.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

All first cycle qualifications give access to the second cycle.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam Yes No In some cases

complete additional courses Yes No In some cases

have work experience Yes No In some cases

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

In some cases admission is restricted by average mark during first cycle studies.

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

e) to which students the above special requirements apply (*please tick*):

- | | | |
|---|---|--|
| all students | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| holders of particular first cycle qualifications | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| students of the same field coming from other HEIs | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

- | | | | |
|--------------------|------------------------------|--|---|
| entrance exam | Yes <input type="checkbox"/> | No <input type="checkbox"/> | In some cases <input checked="" type="checkbox"/> |
| additional courses | Yes <input type="checkbox"/> | No <input type="checkbox"/> | In some cases <input checked="" type="checkbox"/> |
| work experience | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | In some cases <input type="checkbox"/> |

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

All first cycle qualifications give access to the second cycle.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

No.

c) any measures planned to remove obstacles between cycles

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

Bosnia and Herzegovina has a very high unemployment rate. According to the 2008 Labour Force Survey conducted by the Agency for Statistics of Bosnia and Herzegovina, unemployment rate is 23,4%. Among unemployed persons by the highest education level attained, 10,3% are those who completed tertiary education.

The Government of the Federation of Bosnia and Herzegovina initiated amendments of the Law on Civil Service in the Federation of B&H and the Law on Civil Service in institutions of Bosnia and Herzegovina in order to provide equal opportunities for employment of graduates with bachelor qualifications.

HEIs, relevant educational ministries, employment institutes and employers are exchanging information on degrees offered and labour market needs. HEIs and student associations organize Career Days in order to improve understanding of new degree programmes and to improve employability of graduates.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

See answer to a).

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment The new framework has been produced in the frame of a joint project of the European Commission and the Council of Europe “Strengthening Higher Education in Bosnia and Herzegovina”, following widespread consultation and agreement with appropriate stakeholders including academics, students, public authorities and social partners.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment The BiH framework for higher education qualifications consists of three cycles that reflect and expand upon the "Dublin Descriptors". The BiH descriptors provide more detail than the Dublin Descriptors and are intended to be read with reference to each other. They describe the knowledge, skills and abilities associated with typical end cycle qualifications e.g. Bachelors Degree, Masters Degree, and Doctorates. These descriptors are not meant to be prescriptive or exhaustive and need to be cross-referenced with other external reference points including national and international academic or professional subject specific guidance materials.

Currently, the BiH framework for higher education qualifications does not include any further levels or sub-divisions within the three cycles to illustrate progressions within the structure. The work on NQF development will continue within the new project financed from IPA funds.

However, the structure does reflect the ECTS credit ranges associated with the Bologna framework.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment See answer to b).

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment See answer to a).

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment The BiH framework for higher education qualifications was adopted by the Council of Ministers of Bosnia and Herzegovina in December 2007 and published in the Official Gazette of Bosnia and Herzegovina. The Council of Ministers of Bosnia and Herzegovina also adopted the document "Implementing a Framework for Higher Education Qualifications in Bosnia and Herzegovina".

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment As the relevant structures to fully and coherently implement the framework in Bosnia and Herzegovina were incomplete, the Council of Ministers of B&H adopted recommendations which outline the first few steps for implementation and offer further guidelines for the whole implementation process to higher education institutions and the relevant authorities.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) 2010.

b) If a review has been undertaken or is planned, please give further details of the review process.

There is Agency for Development of Higher Education and Quality Assurance (hereinafter the Agency) established by the Framework Law. Agency is now in the process of adoption criteria for accreditation and selection of national and foreign experts.

Furthermore, Bosnia and Herzegovina is the Governmental member in the EQAR, and took responsibility of reviewing national QA system against the ESG, in the near future

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

- Other measures

Yes No

If Yes, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

As it was mentioned earlier the Council of Ministers of B&H adopted document Standards and Guidelines for Quality Assurance in Bosnia and Herzegovina. First part of this document defines internal QA.

HEIs undertake internal quality assurance activities under its own responsibilities. A higher education institution should have a clearly defined quality assurance policy and procedures derived from its documented vision, mission and strategy, and procedures for the design and approval of study programme.

HEIs regularly review the efficient use of its premises, equipment and facilities, to ensure their adequacy and efficiency in relation to the programmes of higher education and training provided. HEIs must ensure that teaching is performed by qualified and competent teaching staff. The HEIs review the efficient use of its premises, equipment and facilities, to ensure their adequacy and efficiency in relation to the programmes of higher education and training provided. HEIs shall have in place mechanisms for collection, analysis and use of information relevant for an efficient management of study programmes and other activities. The HEIs regularly make public impartial and objective information on all programmes and awards offered, both qualitative and quantitative. Internal quality assurance system provides a reliable basis for external quality assurance processes. Internal quality assurance procedures should be open for regular external evaluation processes, in order to determine to what extent standards have been met.

There is obligation of every HEIs to prepare for external review of its QA. Higher education authorities in B&H shall arrange for: a review of the effectiveness of the internal quality assurance procedures, and validation process of degree programmes, that are leading to the kinds of awards set in the National Qualifications Framework.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

All public and some private HEIs from Bosnia and Herzegovina adopted policies and strategies for the quality assurance and the continuous enhancement of quality. That HEIs published guide books for quality assurance. Until now, it isn't common practice publishing that type of documents on web sites.

In accordance with the Standards and Guidelines for Quality Assurance in Bosnia and Herzegovina most of HEIs are in a process of internal approval, monitoring and reviewing of programmes and awards.

c) How many HEIs have described their programmes in terms of learning outcomes?
All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs
Please describe how the above is achieved.

The curriculum of most HEIs have defined objectives and learning outcomes for every teaching subject. Furthermore, the curriculum of some HEIs contains precise criteria of examination, which contains measure of the achievement of the internal learning outcomes.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary Usually every year most of the HEIs publish up to date information about the programmes and awards offered. Furthermore, in the May every year on the fairs for the new students' recruitment universities present information about programmes and awards they offer.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

The Agency was established in December 2008, and now is in the phase of staffing and preparation of internal documents. Criteria and procedures for external reviewing and accreditation, and selection of national and foreign experts, in accordance with ESG, are under adoption. We may say that the stage of implementation of B&H external QA system is at the very beginning.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

As it was stated earlier, process of external reviewing and accreditation is at the initial phase. At this moment documents which define external reviewing are in adoption phase. Draft documents define level of students participation as it is indicated above.

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

Please add any additional comments, especially if there is no international involvement in any of the aspects:

At this stage international participation is regulated by the Framework Law just for the external review of institutions or programmes. International experts for QA were involved in preparation of the Standards and Guidelines for QA in Higher Education in Bosnia and Herzegovina and Recommendations for the Implementation of QA in Higher Education in Bosnia and Herzegovina. External evaluation of Agency should be done in the near future. For that activity international participation will be needed. In the previous short time period external review of institutions and study programs was done with strong international participation. The external review of approximately ten study programs was done by the team consisted of exclusively foreign experts.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

The Council of Ministers of Bosnia and Herzegovina adopted Model of a Diploma Supplement for Bosnia and Herzegovina, which was developed on the basis of the recommendations of the European Commission, the Council of Europe and UNESCO/CEPES. Universities started to issue adopted Diploma Supplement.

a) Is the Diploma Supplement issued to students graduating from:

- | | | | |
|-------------------------------------|---|-----------------------------|---|
| • 1st cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • 2nd cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • 3rd cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| • remaining "old type" programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Not applicable <input type="checkbox"/> |
| • short higher education programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Not applicable <input type="checkbox"/> |

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language mainly in English*
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment Unfortunately, there are many institutions that still ask for the official translation of documents issued in foreign languages.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment The Diploma Supplement has been promoted as an important communication tool towards the labour market. Employers are encouraged to ask for the Diploma Supplement to be presented when applying for employment.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

The National Action Plan for the Recognition of Qualifications in Bosnia and Herzegovina has been adopted by the Council of Ministers of Bosnia and Herzegovina in December 2007. It is recommended that the B&H Ministry of Civil Affairs coordinates activities with the objective to review the existing legislation and its compliance with the provisions of the Lisbon Recognition Convention and its subsidiary texts. The review should include the current legislation as well as recommendations for the implementation of the principles of the Lisbon Recognition Convention and its subsidiary texts. The mentioned activities will be conducted through a working group which will be composed of representatives of education authorities and higher education institutions.

There is no new legislation at the state level which regulates this issue. Outdated B&H Law on nostrification and equivalence of foreign educational documents from 1988 is in force only in those cantons (in the Federation of B&H) that haven't adopted its own legislation which regulates this issue.

Republika Srpska regulates this issue through the Law on Higher Education in Republika Srpska, while in the Federation of B&H it is regulated through some cantonal laws on higher education or laws on nostrification and equivalence of foreign educational documents,

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

At the moment, recognition of foreign higher education qualifications/diplomas is done at the level of the Commission for Information and Recognition of Documents in Higher Education and universities (recognition for academic purposes) in the Republika Srpska and cantonal ministries of education and/or HEIs in the Federation of B&H.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: see answer to a)

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved: see answer to a)

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved: see answer to a)

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

Although there is no unified recognition procedure at the national and institutional level, the assessment is based on adequate expertise and transparent procedures and criteria. Evaluators take into account achieved learning outcomes and competencies, as well as the quality of an educational programme, and its duration and number of ECTS.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level If there is no substantial differences, recognition is awarded to the applicant. Partial recognition is also possible.

iii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level Applicant is provided by information and explanation on substantial differences. Applicant has a right to appeal.

iv) provision of information about your country's HE programmes and

institutions

Yes No

If Yes, please describe how it is done in practice Detailed information about individual higher education institutions in BiH and the programmes offered can be obtained via the BiH country pages on the ENIC-NARIC website, i.e. via links to the individual universities' websites and by the individual universities' publications.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally : **The Centre for Information and Recognition of Documents in the area of higher education has been recently established pursuant to the Framework Law. According to the Framework Law, The Centre is competent for:**

- information and recognition in the area of higher education.
- coordination of international exchange of academic staff, students and programmes in the area of higher education.
- representing B&H in international projects in the area of higher education within its competence;
- shall provide, through the international network of information centres (ENIC/NARIC network), information to higher education institutions in B&H in relation to foreign higher education institutions and programmes as the basis for recognition of degrees and diplomas for the purpose of further education at higher education institutions in B&H, and shall represent B&H in those networks;
- shall provide information and opinion on foreign degrees and diplomas in B&H for the purpose of continuation of education at higher education institutions in B&H;
- shall provide advice and information on issues within its mandate to parties with legitimate interest;
- in compliance with the Lisbon Convention and accompanying documents, shall give recommendations to the ministry of Republika Srpska, cantonal ministries and the Brcko District of B&H, on recognition of diplomas acquired outside Bosnia and Herzegovina for the purpose of employment, continuation of education and the exercise of other rights arising from the qualification acquired.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

see answer to a).

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

- a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits
- 100% 75-99% 50-75% <50%

From the Article 5 of the Framework Law it is clear that all higher education institutions have to use ECTS. Only few remaining "old type programmes", which will soon disappear, are not linked with ECTS credits.

- b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

- c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

- d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain: It is done at the institutional level.

- e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain: At the institutional level. Periodic reviews are carried out at some HEIs in order to improve measurement and checking of student workload.

- f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

¹² Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

Yes No

If Yes, please explain: At the institutional level. There are ECTS coordinators at the level of university and majority of faculties. HEIs staff participate in various international programmes, visits and seminars (such as Tempus, bilateral exchanges, etc..) in order to improve understanding and applying .ECTS

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation: Article 4 of the Framework Law stipulates that higher education shall be based on the concept of lifelong learning. In July 2008 the Council of Ministers of B&H adopted the Road Map and Action Plan for Inclusion of B&H in EU Community Programmes for LLL and Youth in Action by 2013.

LLL remains one of the priorities for Bosnia and Herzegovina and specific project on LLL will be designed under IPA framework.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

Adoption of the Framework Law and entity and cantonal laws on higher education creates legal opportunities (eg. introduction of ECTS, promotion of LLL concept and introduction of distance learning) for HEIs to introduce flexible learning paths in higher education. Since the new legislation was adopted a year ago, relevant educational ministries and HEIs are in a phase of preparation and adoption of new guidelines, rules and procedures which will ensure implementation of flexible learning paths in higher education in practice.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation Not at the moment (see previous answer). Work on the NQF continues through the new project financed from IPA funds, and a new project for LLL will be applied for financing from IPA 2009 funds.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation There are several activities which assists academic staff to introduce flexible learning paths. Academic and administrative staff has been trained for establishing e-Learning platforms since 2000. Majority of universities we have established distance learning centres. Course materials are posted online on universities/faculties web sites.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle According to the activities listed

under b), many universities introduced flexible methods of provision of education. In some study areas distance learning programmes are created to meet the needs of part-time students and to reduce studying and living costs of economically deprived students. Some faculties offer different forms of e-Learning such as online exams, individualized monitoring of student achievement and flexible learning calendar adapted to the needs and level of achievement of students.

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle Majority of universities introduced nodular structure of programmes. The process of harmonization with the new QF is ongoing, so we may expect greater participation in near future.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

There are no such statistics at the moment.

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Democracy and Human Rights, European Studies, State Management and Humanitarian Affairs, Gender Studies, Economy, Social Work, Forestry, Electrical Engineering.

Majority of these programmes are second cycle programmes.

e) Estimate the number of joint programmes in your country

est. 10

f) Describe any actions being taken to encourage or allow joint programmes.

There are no legal obstacles to establish joint programmes. Relevant educational authorities, as well as some other ministries (like ministries of social welfare, ministries of forestry and some others), give financial support to the universities/faculties for establishing and running joint programmes.

g) Are there any specific support systems for students to encourage joint degree cooperation?

There are limited funds for stipends.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

As of 1 January 2008 Visa Facilitation and Readmission Agreements between the European Community and Bosnia and Herzegovina entered into force, with the exception of the Kingdom of Denmark, the Republic of Ireland and the United Kingdom.

Agreement on the facilitation of the issuance of visas, among other categories, mentions B&H citizens participating in scientific, cultural and artistic activities, including university and other exchange programmes, pupils, students, post-graduate students and accompanying teachers who undertake trips for the purposes of study or educational training, including in the framework of exchange programmes as well as other school-related activities.

Relevant educational authorities at the entity and cantonal levels give financial support for mobile students and staff.

HEIs encourage students and staff to participate in bilateral and other exchange programmes. Information on exchange programmes are posted on universities and ministries web sites.

As of 2008 Bosnia and Herzegovina participates in CEEPUS II (Central European Exchange Programme for University Studies) as a full member.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: Financial support is given by relevant educational authorities at the entity and cantonal levels.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: It is fully recognised at the institutional level if the exchange/mobility programme is supported by home institution.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: The host institutions are offering accommodation in a student dorms, hostels or private apartments.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation: see answer to 19. a).

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

The Ministry of Civil Affairs of B&H is responsible for promoting links between higher education institutions in B&H, neighbouring countries and regions and internationally. The Office for International Cooperation in the Fields of Science, Technology, Education, Culture and Sports within the Ministry of Foreign Affairs of B&H promotes cooperation between domestic and foreign HEIs.

Bosnia and Herzegovina was one of founders and is full member of MERIC (Mediterranean Recognition Information Centres) network. MERIC aims to promote information exchange in the Mediterranean Region and with the ENIC/NARIC networks, those being developed in the Arab states as well as other existing relevant networks to promote synergy.

At the institutional level, there are bilateral cooperation agreements signed between HEIs from Bosnia and Herzegovina and HEIs from other parts of world (e.g. USA, Canada, Japan, Arab states). Every institution involved in this cooperation promotes Bologna Process and attractiveness of EHEA.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

see answer to a).

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

see answer to a).

iii) strengthen cooperation based on partnership in higher education?

see answer to a).

iv) intensify policy dialogue with partners from other world regions?

see answer to a).

v) improve recognition of qualifications with other world regions?

see answer to a).

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Since it is obvious that Bosnia and Herzegovina will not complete all Bologna action lines by 2010, one of the main challenges ahead is fast and proper implementation of the Framework Law on Higher Education in Bosnia and Herzegovina.

Newly established agencies in the field of higher education need to become fully operational in the near future.

Integration of universities, introduction of structured doctoral studies, development of lifelong learning concept and financing of higher education remain among the major challenges and upcoming activities.

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

d) is there a timeline for action? If yes, please provide details.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

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ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?