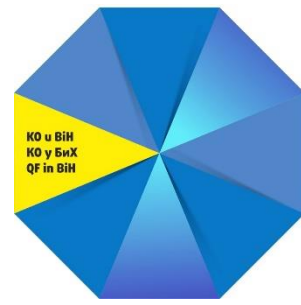




KO u BiH  
QF in BiH



# **Bosnia and Herzegovina: Referencing to the EQF and self-certification to the QF-EHEA**

## **State of Play**

Daria Duilović, NCP and EQF AG member

Ministry of Civil Affairs of Bosnia and Herzegovina

50<sup>th</sup> Meeting of the EQF AG, Brussels, 11-12 June 2019

# Bosnia and Herzegovina - Constitutional set-up

- Republika Srpska
- Federation of BiH (consisted of 10 cantons)
- Brcko District of BiH



# Bosnia and Herzegovina – Country profile

**3.531.159 inhabitants (Population census 2013)**

**Area: 51.129 km<sup>2</sup>**

## Labor market indicators (2018):

- Activity rate: 42,1%
- Employment rate: 34.3%
- Unemployment rate:18.4%,
- Youth unemployment rate (aged 15-24): 38,8%

## Education indicators (2018)

- 282.946 pupils in primary education (1.817 school)
- 124.148 students in upper secondary education (311 school)
- 93.984 HE students ( 50 HEI)
- 11,360 students in MA and „specialist” studies
- 856 students in PhD studies



# Education systems in BiH

At the BiH level **Ministry of Civil Affairs** coordinates policy & strategy, legislation and institutional development and represents BiH internationally in the area of education and training

Education is under the full jurisdiction of 12 administrative units:

Republika Srpska

10 Cantons in the Federation of BiH

Brcko District of BiH

Each of these 12 units has full responsibility for organisation and functioning of the education system in their territory, including:

Competent education authority – ministry

Education legislations

Budgets

Education policies



# Key institutions in education systems in BiH

**Ministry of Civil Affairs of BiH – EQF AG and NCP**

**Conference of Ministers of Education in BiH**

Ministry of Education and Culture of Republika Srpska

Ministry of Education, Science, Culture and Sport of Una-Sana Canton;

Ministry of Education, Science, Culture and Sport of Posavina Canton;

Ministry of Education, Science, Culture and Sport of Tuzla Canton;

Ministry of Education, Science, Culture and Sport of Zenica-Doboj Canton;

Ministry of Education, Science, Culture and Sport of Bosnian-Podrinje Canton  
Gorazde;

Ministry of Education, Science, Culture and Sport of Central Bosnia Canton;

Ministry of Education, Science, Culture and Sport of Herzegovina-Neretva Canton;

Ministry of Education, Science, Culture and Sport of West Herzegovina Canton;

Ministry of Education, Science and Youth of Sarajevo Canton;

Ministry of Education, Science, Culture and Sport of Canton 10;

Department of Education of Brcko District BiH

Ministry of Education and Science of FBiH

Rector's Conference in BiH

Council of General Education in BiH

Centre for Information and Recognition of Qualifications in Higher Education

Agency for Development of Higher Education and Quality Assurance

Agency for Preschool, Primary and Secondary Education

10 Pedagogical institutes

Institute for Adult Education in Republika Srpska



# QF in BiH – purpose and scope

- Better communication and involvement of stakeholders, leading to partnerships and stronger relationship between E&T and employment, social inclusion and economic growth
- Improvement of qualifications systems, based on key elements: **learning outcomes, key competences, comprehensive quality assurance systems and validation of prior learning**
- Better understanding and trust of qualifications (within the country, within and among different sectors and internationally), establishing stronger links with labour market for sustainable employability and greater involvement of social partners.
- Supporting development of flexible education and training systems and implementation of LLL policies

**QF in BiH as major reform tool for education and training**

**Only learning outcome based qualifications could be placed in the QF in BiH**



AGE

QF LEVEL

Over 19

15 - 19

6 - 15

Up to 6

THIRD CYCLE (PHD)

INTEGRATED SECOND CYCLE (MASTER)

SECOND CYCLE (MASTER)

FIRST CYCLE (BACHELOR)

SPEC.

Master Cr.

Working exper.

Working exper.

GENERAL SECONDARY EDUCATION

VET 4-Y

VET 3-Y

ELEM. OC. Up to 2-Y

PRIMARY EDUCATION

PRESCHOOL EDUCATION

# Progression chart

8

7

6

5

4

3

2

1



# Types of qualifications

Level 1	Basic skilled worker	certificate
Level 2	Semi-skilled worker	certificate
Level 3	Skilled worker	certificate
Level 4	Generally skilled worker, Technician	certificate
Level 5	Master craftsman, Specialist (VET)	certificate
	Short-cycle (HE)	diploma
Level 6	Bachelor	diploma
Level 7	Master	diploma
Level 8	Doctorate	diploma





# QF in BiH – levels and credit values

Levels in BQF in BiH	Credit values
1	No credit value
2	30-60 ECVET
3	180 ECVET
4	240 ECVET / for general education no credit value (4 years)
5 (short cycle)	120 or 180 ECVET / 120 ECTS
6 (first cycle)	180 or 240 ECTS
7 (second cycle)	60 or 120 ECTS; minimum 300 ECTS together with the first cycle Exemption is medical group of subjects with integrated second cycle with up to 360 ECTS
8 (third cycle)	180 ECTS



# Credit systems

## **ECTS** in HE (levels 5 to 8)

- 60 ECTS for one year of study (full time)
- 1 ECTS corresponds to 25-30 actual hours of learning (all forms of learning)

## **ECVET** in VET (levels 2, 3, 4 and 5)

- 60 ECTS for one year of study (full time)
- 1 ECVET corresponds to 25 actual hours of learning (all forms of learning)

No credit system for general education



# QF in BiH – development process

## Preparatory phase (2003-2015)

- 2003: BiH joined Bologna process
- Seven basic strategy documents and guidelines for the implementation
- Baseline QF (key concepts, terms, level descriptors, etc.)
- Capacity building
- AP for the development and implementation of the QF in BiH for 2014-2020

## Development phase (since 2010)

- Capacity building – ToT for HE
- Level descriptors for levels 1 to 8
- Development of qualifications standards, occupational standards, guidelines
- Modernisation of quality assurance mechanisms

## Implementation and next steps (since 2012)

- Capacity building – ToT for VET and general education
- Levelling and inclusion of qualifications in data-base
- Development and implementation of VNFIL
- Referencing and self-certification process
- Dissemination processes

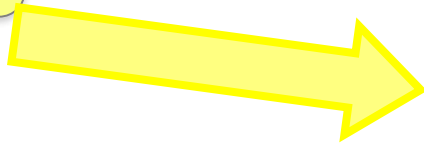
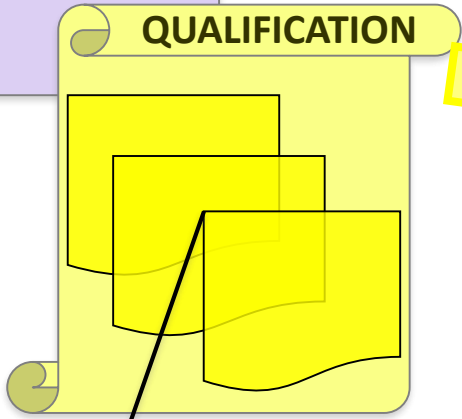
**Participation of all key institutions/ stakeholders: ministries for education and labour, quality assurance agencies, HEIs, employers, unions, students, institutes for statistics, ENIC/NARIC**



# Key concepts

OCCUPATIONAL  
STANDARD

QUALIFICATION  
STANDARD



**TYPE OF QUALIFICATIONS**

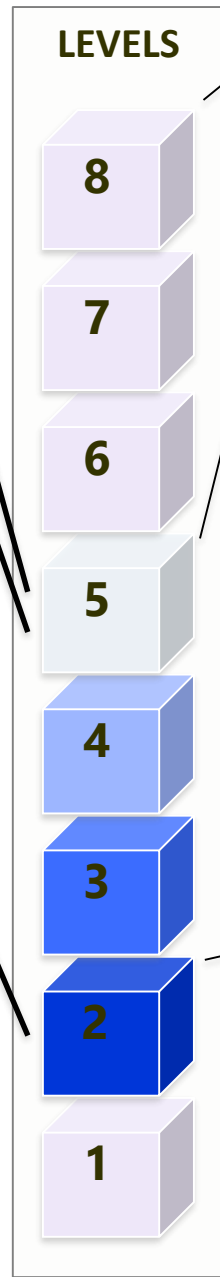
**TYPE OF QUALIFICATIONS**

Level; ECVET credits; Entry routes; Possibility for further education

LEARNING OUTCOMES	
Knowledge	Skills
Competences	



**TYPE OF QUALIFICATIONS**



**8 - LEVEL  
DESCRIPTOR**

**5 - LEVEL  
DESCRIPTOR**

**2 - LEVEL  
DESCRIPTOR**



# Level descriptors

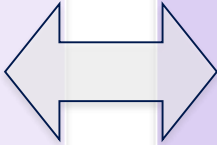
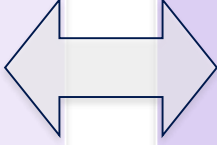
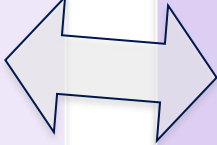

Domains of learning outcomes, 1 to 8 levels:

Knowledge – Skills – Competences (responsibility and autonomy)

**An example (level descriptors for level 5):**

<b>Knowledge:</b>	<b>Skills:</b>	<b>Competences</b> - responsibility and autonomy:
<p>This person:</p> <ul style="list-style-type: none"><li>•has comprehensive theoretical and factual knowledge, as well as specialised practical knowledge in a specific field of work or learning/study</li><li>•has ability to analyze and synthesise facts and theoretical knowledge, and to evaluate them</li><li>•has ability of practical application of theoretical knowledge and facts and their analysis, synthesis and evaluation</li></ul>	<p>This person:</p> <ul style="list-style-type: none"><li>•demonstrates a comprehensive range of theoretical and practical skills related to a certain field</li><li>•demonstrates ability of simple abstract creative thinking necessary for creative solutions of abstract problems in partially unpredictable situations</li><li>•demonstrates ability of the complex use of methods, instruments, tools and materials and performance of complex actions in a partially unpredictable environment, as well as of the development of simple methods, instruments, tools and materials</li></ul>	<p><b>Professional competence</b> This person:</p> <ul style="list-style-type: none"><li>•demonstrates wide and practical experience in work or learning</li><li>•demonstrates capacity to apply knowledge and skills to find strategic solutions for well-defined abstract and concrete problems</li><li>•has capacity to assume full responsibility in management/co-ordination functions related to staff and projects in unpredictable situations</li><li>•assumes limited responsibility for evaluation of improvement of activities in unpredictable situations</li></ul> <p><b>Personal competence</b> This person:</p> <ul style="list-style-type: none"><li>•demonstrates autonomy in learning and positive attitude towards key competences in life-long learning, such as learn to learn, communication in foreign languages, digital competences, sense of initiative and entrepreneurship</li></ul>

# Occupational standards and qualification standards

OCCUPATIONAL STANDARD		QUALIFICATION STANDARD
<p><b>1. BASIC CHARACTERISTICS</b></p> <ul style="list-style-type: none"><li>1.1 Name of the occupation</li><li>1.2 Code of the occupation</li><li>1.3 Occupation family</li><li>1.4 International classification</li><li>1.5 Level of required qualifications</li></ul>		<p><b>1. BASIC CHARACTERISTICS</b></p> <ul style="list-style-type: none"><li>1.1 Title of the qualification</li><li>1.2 Field in ISCED-FoET2013</li><li>1.3 ECVET</li><li>1.4 Level</li><li>1.5 Entry requirements</li></ul>
<p><b>2. KEY TASKS AND REQUIRED K, S AND C</b></p> <ul style="list-style-type: none"><li>2.1 Description of the occupation</li><li>2.2 Group of tasks / key tasks / activities</li><li>2.3 Required K, S and C</li><li>2.4 Desirable attitudes related to the occupation</li></ul>		<p><b>2. LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"><li>2.1 Learning outcomes (K, S, C)</li><li>2.2 Learning outcomes assessment criteria</li><li>2.3 Units of learning outcomes and ECVET</li></ul>
<p><b>3. RELEVANCE OF THE OCCUPATION</b></p> <ul style="list-style-type: none"><li>3.1 Labour market needs</li></ul>		<p><b>3. RELEVANCE OF THE QUALIFICATION</b></p> <ul style="list-style-type: none"><li>3.1 Labour market needs</li><li>3.2 Further education/progression</li><li>3.3 Other needs</li></ul>
<p><b>4. QUALITY ASSURANCE</b></p> <ul style="list-style-type: none"><li>4.1 Expert group members</li><li>4.2 Proponents</li><li>4.3 Web-page of the decision on adoption of the OS</li><li>4.4 The deadline by which the OS should be reviewed</li></ul>		<p><b>4. QUALITY ASSURANCE</b></p> <ul style="list-style-type: none"><li>4.1 Expert group members</li><li>4.2 Proponents</li><li>4.3 Web-page of the decision on adoption of the QS</li><li>4.4 The deadline by which the QS should be reviewed</li></ul>
<p><b>5. ADDITIONAL INFORMATION</b></p> <ul style="list-style-type: none"><li>5.1 Specific regulations for the occupation</li><li>5.2 Risks and working conditions</li><li>5.3 Specific requirements</li></ul>		<ul style="list-style-type: none"><li>4.5 Competent authorities for awarding the qualification</li><li>4.6 External quality assurance</li></ul>

# Quality assurance

- Modernisation of quality assurance mechanisms – in progress
- Self-evaluation/ internal, external and system evaluation
- Standards and guidelines (input, process and output)

## Preschool, primary and secondary (general and VET) education

- **APOSO** – Agency for preschool, primary and secondary education (i.e. international testing, CCC based on LO and key competencies)
- Pedagogical institutes
- Competent education authorities (ministries)
- Significantly improved recent years

## Higher education

- ESG principles
- **HEA** - Agency for Development of Higher Education and Quality Assurance – at BiH level
- Higher Education Accreditation Agency of Republika Srpska



# External assistance

- EU (projects in GE, VET and HE) focused on QF development and implementation
- CoE (projects in HE and inclusion) focused on QF development and implementation
- Bilateral donors (GIZ, KKA, DVV, Swiss)
- ETF – inventory of VET qualifications:
  - Includes totally 1.155 vocational qualifications (levels 2-5), out of which 836 are formal, obtained in vocational schools, while 319 are obtained through lifelong learning programs
  - 42.9% of most used qualifications at levels 3 and 4 are based on learning outcomes
  - 37 occupational standards (QF levels 2 - 5) and 21 qualification standards





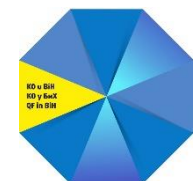
# International experts

- To review and suggest improvement of the Referencing and self-certification report, including participation at workshops and other events
- Expertise in general education, VET and higher education
- Very familiar, familiar and unfamiliar with education systems in BiH

Mr John O'Connor, Ireland

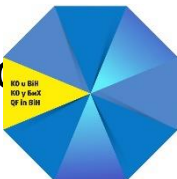
Mr Eduard Staudecker, Austria

Prof. Mile Dželalija, PhD, Croatia



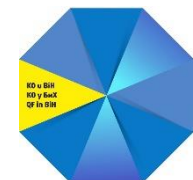
# Referencing and self-certification report

- Integrated report, covering all education systems and levels
- Over 20 workshops and meetings (development and review), with participation of all key institutions and stakeholders – Focus groups, working groups, steering and advisory boards, Conference of Education Ministers in BiH (MoCA as Secretariate)
- Structure:
  - Executive summary
  - Introduction
  - Description of Education Systems and Qualifications in BiH
  - EQF Referencing and QF-EHEA Self-certification Process
  - Qualifications Framework in BiH
  - Response to the EQF Referencing Criteria
  - Response to the QF-EHEA Self-certification Criteria and Procedures
  - Challenges and Plans
  - Glossary
  - References
  - Examples of occupational standards and qualification standards
  - Annexes – digital form



# Main challenges

- Governance and coordination of QF in BiH
- **Full implementation of the AP 2014 – 2020**
- Continuing process of development of relevant qualifications for employability and social inclusion
- Further implementation of ECVET and modularisation in VET
- Strengthening QA system in QF and E&T (leading to full membership EQVET, ENQA, EQAR)
- Strengthening the system of VNFL



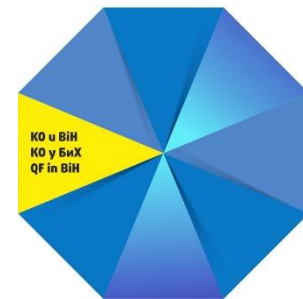
# Next steps

- **Governance and coordination of QF in BiH:** full functioning of the implementation bodies, coordinating different policy making and executive levels/ stakeholders and unique placement procedures
- **Further implementation of the AP 2014 – 2020:** continuing process of development of relevant qualifications for employability and social inclusion, further implementation of ECVET and modularisation in VET, strengthening the QA system in QF and E&T, strengthening the system of VNFL
- **2019 – Formal approval of the EQF Referencing and Self-certification report** by the new Conference of Ministers of Education in BiH
- **Late 2019/ early 2020 - EQF AG – Presentation of the EQF Referencing and Self-certification report**





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**Thank you for your attention!**

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