

**BASELINE OF
THE QUALIFICATIONS FRAMEWORK
IN BOSNIA AND HERZEGOVINA**

Sarajevo, May 2010

Introduction

The document „Baseline of the Qualifications Framework in Bosnia and Herzegovina“ is based on the educational tradition and current educational framework in Bosnia and Herzegovina, the needs of economic development, individuals and society as a whole, and prepared in compliance with the provisions of the European Qualifications Framework (EQF) and respective European and international regulations.

This document provides foundations for the development of the “Qualifications Framework in Bosnia and Herzegovina“, which should establish a link between the previous, current and future learning outcomes and position them in the context of mutual relations in Bosnia and Herzegovina, but also within the European Qualifications Framework and European Education Area, and which should be established at latest by 2015. The foundations laid down in this document represent guidelines for the harmonisation of regulations governing elementary education, secondary education and research and higher education, i.e. lifelong learning, and for the establishment of better linkages between the labour market changes and needs and educational programmes in Bosnia and Herzegovina.

Implementation of the strategic objectives of the European Union member countries, from the objective of becoming the most competitive economy to establishing a widely accepted European system of values, resulted in a new approach to education. Education in the European Union is treated as one of the key factors for achievement of the above strategic objectives.

Rapid technological changes and development of the European market place numerous requirements on educational systems of all EU member countries, and also on the systems of the countries aspiring to join the European family, including Bosnia and Herzegovina. One of the first requirements is related to a necessity of systematic evaluation of education and training in all countries and ability of comparison with educational systems of other countries, on the basis of a jointly established European reference framework.

A demand that education should generate experts, able to successfully respond to constantly changing economic challenges and dynamic and expanding job market, moves away from the

opinion that education represents just one period of life which has its beginning and its end. Education has become a lifelong process and a constant in human life.

In 2008, after several years of working on the material, the European Parliament and Council of the European Union adopted the European Qualifications Framework for Lifelong Learning to facilitate lifelong learning, whereby fulfilling the requirements stipulated by the Lisbon Strategy for Growth and Jobs.

The European Qualifications Framework for Lifelong Learning aims to provide for easier comparison of transparent qualifications and qualification levels, thus enabling the greater mobility of labour market and development of the notion of lifelong learning, and ensuring the quality of education. The strategic objective of the European Qualifications Framework is to ensure that the qualifications meet social and economic needs of each individual country and the EU as a whole, that each qualification is backed by the quality and that each individual is, in a flexible manner, enabled both horizontal and vertical mobility through the qualifications scale.

The core European Qualifications Framework comprises eight reference levels which classify knowledge, skills and competences acquired as learning outcomes. These eight levels of the qualifications framework generically cover all levels and types of education and serve as a means of recognition, understanding and comparison of the qualifications within the EU member countries.

Being aware of the significance of this European document for its social and economic reforms, in particular, for the education sector reform, Bosnia and Herzegovina has been undertaking certain activities over the past five years with the objective of establishing the qualifications framework based on the European Qualifications Framework.

There are two strategic documents adopted by the Council of Ministers of BiH indicating necessity of adoption of the Qualifications Framework in BiH: Strategy for Development of Vocational Education and Training in BiH 2007-2013 (Official Gazette of BiH no. 65/07); Strategic Directions of Education Development in BiH 2008-2015 (Official Gazette of BiH no. 63/08).

In addition, the Council of Ministers of BiH in December 2008 adopted the Decision on Adoption of the Documents for Further Implementation of the Bologna Process in BiH (Official Gazette of BiH no. 13/08). These documents also include the “Higher Education Qualifications Framework in BiH”, “National Action Plan for Recognition of Qualifications in BiH” (for higher education) and “Implementation of the Higher Education Qualifications Framework in BiH”.

Higher Education Qualifications Framework in BiH was prepared on the basis of the Framework for Qualifications of the European Higher Education Area. This Framework provides generic descriptors of learning outcomes for three cycles of higher education and it is further elaborated within the current reform projects.

Once having the Higher Education Qualifications Framework, it was easier to initiate the development of qualifications frameworks for all levels of education. The Higher Education Qualifications Framework in BiH is integrated in the Baseline of the Qualifications Framework in BiH.

Glossary of Terms of Qualifications Framework

European Qualifications Framework (EQF) means an instrument for the classification of levels of qualifications designed to act as a means of recognition and understanding of different national qualifications frameworks.

National Qualifications Framework (NQF) means an instrument for the classification of qualifications in a certain country, which provides for transparency, access, progression, acquiring and quality of qualifications.

Qualifications framework in BiH means an instrument of is an instrument for the classification of qualifications earned in the Bosnia and Herzegovina, which provides the basis for transparency, access, progression, acquiring and quality of qualifications.

European Higher Education Qualifications Framework means a document adopted by the Conference of European Education Ministers in Bergen in 2005 which defines generic descriptors for each of the three higher education cycles applied in all countries signatories to the Bologna Process.

Qualification means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Learning outcomes means a statement of what a elementary and secondary school student/university student/person knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence

International Standard Classification of Education (ISCED) means an international standard classification of education.

Knowledge means the outcome of the assimilation of information through learning process. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework for lifelong learning, knowledge is described as theoretical and/or factual.

Skills means the ability to apply knowledge and use know-how to complete certain tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) and social skills (communication and co-operation skills, emotional intelligence, etc).

Competence means the ability to use knowledge, skills and personal, social and methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Lifelong learning denotes integration of formal, non-formal and informal learning, with the aim of creating possibilities for permanent improvement of the quality of life.

Formal education means learning directed by teachers or instructors in educational institutions as per curricula prescribed by responsible educational authorities.

Non-formal education means an organised process of learning and education directed at professional development, specialisation and enhancement of the knowledge, skills and abilities, in accordance with specialised programmes organised at educational intuitions (regular schools, education centre, companies, agencies, etc).

Informal learning means an unplanned learning and gaining of knowledge through everyday activities.

Inclusive education means the right to education of every person during their entire life, in particular, the right of children with developmental disabilities to be involved in regular instructions and the right of gifted children to a maximum development of their potential.

Objectives and Principles of the Baseline of the Qualifications Framework in BiH

The Qualifications Framework in BiH is a required instrument to ensure equal use and application of standards of: education, knowledge, qualifications, competences and certification of education providers. The Qualifications Framework stipulates standards of achievement which are expected from students and adults who earned a degree/certificate. Simultaneously, it guarantees equality and credibility both for employers and education participants.

Objectives of the Qualifications Framework in BiH are the following:

- understanding of different types of qualifications and their mutual relations;
- creation of a comprehensive and understandable overview of educational achievements for employers, education participants and parents;
- provision of guidance to individuals with regard to the education and career choices; facilitation of mobility and more transparent lifelong access to education;
- facilitation of recognition and award of domestic qualifications abroad and foreign qualifications in our country;
- facilitation of high-quality employability; creation of preconditions for establishment of the system of verification and recognition of competences acquired in non-formal and informal education;
- creation of a quality management system for the existing and new qualifications;
- improvement of co-operation of education sector with all social partners;
- promotion of education.

It should be added that the qualifications framework serves as a reference point for co-ordination of the development of curricula, learning methods and assessment, and of the methods of education process monitoring. Therefore, the transparency of qualifications is of key importance, not only within the country, but in regional and international context, in particular. All the elements above imply intensive preparations of our society for European integration in the area of education.

The main **principles** used in the development of the Baseline of the Qualifications Framework in BiH are the following:

- respect for the tradition and the existing state of education in BiH;
- observing the guidelines of the European Union, other countries' experiences in creation of their own qualifications levels and preparing the society for European integration;
- transparency of the existing and new qualifications;
- precise specification of levels and types of qualifications;
- horizontal mobility and vertical progression of competences between different sub-systems of education;
- building partnership with all stakeholders: responsible educational authorities and institutions, statistical agencies, employers, trade unions, education providers, academic community, civil society, etc;

Each of the objectives and principles above entails further development and elaboration through the very process of development of the Qualifications Framework in BiH.

Adoption of the Baseline of the Qualifications Framework in BiH is of particular importance for our country considering the lack of adequate links between qualifications and competences for any working position and lack of coherence in the existing qualifications systems in BiH. Therefore, Bosnia and Herzegovina should be predominantly open for further development and continuous improvement of the qualifications framework.

Baseline of the Qualifications Framework in BiH

Baseline of the Qualifications Framework in BiH is the first document in Bosnia and Herzegovina dealing with the qualifications framework for all levels of education, and it requires further development over the coming years.

This document is in compliance with the European Qualifications Framework for Lifelong Learning. It defines, co-ordinates, manages and places qualifications within eight reference levels (some being further divided in sub-levels). Each reference level captures defined combination of knowledge, skills and competence, i.e. achievement standards for each qualifications level, whereby it can be concluded that each qualifications level higher on the scale implies that a person has better knowledge, skills and competence as learning outcomes.

Framework levels define achievement in any field of education and training, regardless of the type of education, thereby enabling the comparison of qualifications on the basis of the same systematic values and providing the higher level of objectivity in evaluation. This makes vertical and horizontal mobility through the entire system of education and training easier, both in the country and abroad.

Learning outcomes are defined by descriptors describing expected knowledge, skills and competence for each qualifications level (and potential sub-levels) from the level of elementary education to doctorate.

The framework is designed in a manner to serve as a description of different qualifications in BiH, regardless of the type of education in educational institutions, training centres, work places, private life, etc. This means that the Baseline of the Qualifications Framework in BiH describes learning outcomes achieved in formal and non-formal education and informal learning. The Framework will help link results of different forms of learning through evaluation of learning outcomes.

Levels in the Baseline of the Qualifications Framework in BiH

Level	Type of education and training	Qualifications titles (position in the labour market)	Award type (Diploma / Certificate / Education Level)
1	Elementary education	Unskilled worker	Certificate on completed elementary education
2	Occupational training programmes	Low-skilled worker	Certificate on completed programme or education for lower level occupational qualifications, which contains the following information: - duration of education; - knowledge, skills and competence acquired; - field of work a person is trained for.
3	Vocational education and training	Skilled worker for a certain occupation	Diploma/Certificate of Final Examination (matriculation) with practical work, including a supplement which contains the following information: - level of qualifications; - knowledge, skills and competence acquired; - field of work a person is trained for.
4	Secondary technical education	Specialised skilled worker for technical and related occupation	Diploma/Certificate of Secondary Graduation with a supplement which contains the following information: - level of qualifications; - field of major study, specific knowledge, skills and competence acquired; - field of work a person is trained for.
	Secondary general education	Generally skilled worker	Secondary School Graduation Diploma with a supplement containing the following information: - level of qualifications; - major field of study with specific knowledge, skills and competence acquired; - other knowledge, skills and competence acquired by a person.

5	Postsecondary education, including master craftsman exams and similar exams	Highly skilled worker specialised for a certain occupation	Diploma/Certificate of completed post-secondary education or passed master craftsman exam and/or similar exam for a certain occupation, with a supplement containing the following information: - level of qualifications; - duration of education; - major field of study or a type of exam passed, indicating specific knowledge, skills and competence acquired; - other types of knowledge, skills and competence acquired; - field of work a person is trained for.
6	First cycle of higher education	Titles of qualifications and contents of diploma and diploma supplement for levels 6, 7 and 8 will be elaborated by adoption of the “Rulebook on Use of Academic Titles and Acquisition of Scientific and Professional Titles” ¹	- Diploma issued by the institution of higher education - Diploma supplement
7	Second cycle of higher education		- Master’s level diploma - Diploma supplement
8	Third cycle of higher education		- Doctorate diploma - Diploma supplement

¹ Title of the bylaw is defined under Article 6 of the Framework Law on Higher Education in BiH (Official Gazette of BiH no. 59/07).

LEVELS OF THE BASLINE OF THE QUALIFICATIONS FRAMEWORK IN BOSNIA AND HERZEGOVINA

(Tabular survey)

Reference to the ISCED and EQF levels		Baseline of the Qualifications Framework			Earlier system in BiH based on educational levels		
ISCED level	EQF	Qualification	Education completed	Level	Educational level	School completed	Qualification
1 i 2A	1	Unskilled worker	Elementary education	1	I.	Elementary school	Unskilled worker
2B	2	Low-skilled worker	Occupational training programmes	2	II.	Elementary school and occupational training	Semi-skilled worker
3C	3	Skilled worker	Secondary vocational education and training	3	III.	Three-year secondary school	Skilled worker (secondary education) level III
3A 3B	4	Generally or specialised skilled worker	Secondary general and technical education	4	IV.	Four-year secondary school	Secondary education – level IV
4A 4B	5	Highly skilled worker specialised for certain occupation	Post secondary education, including master craftsman exams and related exams	5	V.	Specialization based on secondary school competences	Highly skilled worker
5B	6	Bachelor or Baccalaureate	First cycle of higher education	6	VI.	Two/three year postsecondary education	Associate's degree
5A	7	Master	Second cycle of higher education	7	VII/1	Faculty – undergraduate studies	University degree
					VII/1	Specialisation	Master specialist degree
5	8	Doctorate	Third cycle of higher education	8	VII/2	Master degree	Master of Philosophy ²
6					VIII.	Doctorate	PhD

² The level 8 qualification, Master of Philosophy cannot be used for acquisition of new qualifications, but only for recognition of the existing qualifications, or the qualifications which were acquired or will be acquired abroad.

It should be noted that the relations between the existing system in BiH, based on educational levels, and qualifications defined by the European Qualifications Framework will be further elaborated and defined through amendments to the existing legislation, and where applicable, separate legal regulations and by-laws.

Generic descriptors of qualifications levels based on learning outcomes

Level	Knowledge (factual and theoretical)	Skills (cognitive, physical and social)	Competence (autonomy and responsibility)
1	<p>This person:</p> <ul style="list-style-type: none"> • has elementary general knowledge and demonstrates its understanding. 	<p>This person:</p> <ul style="list-style-type: none"> • possesses elementary skills and is capable of simple concrete logical thinking (necessary for performance of basic tasks) in a familiar environment; has elementary skills in ITC technologies • is able to apply general elementary knowledge in practice; • is able to gather and organise given information and clearly present them in oral and written form 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • demonstrates capacity to perform basic tasks in a familiar environment under permanent and professional supervision; <p>Personal competence³: This person:</p> <ul style="list-style-type: none"> • displays readiness to apply knowledge and assume limited responsibility for performance of simple tasks in a familiar environment.
2	<p>This person:</p> <ul style="list-style-type: none"> • has <u>narrow</u> theoretical and practical knowledge related to a certain field and capacity to apply it in performance of tasks within the area of work or learning (including correct use of professional vocabulary). 	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates <u>narrow</u> range of practical skills for a certain field (e.g. the use of simple methods, tools, instruments and materials) in a familiar environment; • demonstrates <u>simple concrete logical thinking</u> necessary for application of relevant information in performance of a sequence of simple and/or less-complex routine tasks in a familiar environment. 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • has a capacity to find solutions and perform simple and/or less-complex tasks for familiar problems with direct professional supervision in a familiar environment; <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • takes limited responsibility for performance of simple and/or less complex tasks in a familiar environment and for own learning

³ Including key competences for lifelong learning

3	<p>This person:</p> <ul style="list-style-type: none"> • possess practical and theoretical knowledge for certain field (facts, principles, processes and general concepts related to the field of work or learning) • demonstrates capacity to analyse facts within the field of work or learning. 	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates a wider range of <u>practical skills</u> in certain field in a changing environment; • demonstrates <u>concrete creative and simple abstract thinking</u> and ability to perform complex actions, tasks and problem resolution and use basic methods, tools, information and materials in a changing environment; • is able to collect, select and utilise relevant information from different sources. 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • demonstrates limited practical experience in work and learning; • demonstrates capacity to perform tasks by directing and adjusting its own behaviour within the given guidelines in a changing environment. <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • assumes limited responsibility for performance of simple and/or less complex tasks in a changing environment and for his/her own learning; • participates in work as a team member • demonstrates positive attitude towards key competences of lifelong learning – such as learning of foreign languages • demonstrates sense of initiative and entrepreneurship and civic competences
4	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates significant theoretical and practical knowledge in a certain field. • demonstrates capacity to analyse facts and theoretical knowledge within the field of work or learning. 	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates ability to apply general and specialised knowledge and skills in a changing environment. • demonstrates ability of <u>simple abstract logical and creative thinking</u> and performance of complex actions and of the complex use of methods, instruments, tools and materials, necessary for selection and application of relevant information in performance of a group of complex, specific tasks in a changing environment; • demonstrates ability to collect, select and utilise relevant information from various sources. 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • demonstrates practical experience in work or learning; • demonstrates capacity to perform complex tasks and independently solve problems; • has capacity to supervise others. <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • assumes partial responsibility for evaluation and enhancement of activities in a changing environment; • demonstrates self-directed learning, and will and positive attitude towards key competences of lifelong learning, e.g. learning to learn, etc.
	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates wide theoretical and factual knowledge, as well as specialised practical 	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates a wide range of theoretical and practical skills related to a certain field. • demonstrates ability of simple 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • demonstrates wide and practical experience in work or learning; • demonstrates capacity to apply

5	<p>knowledge in a specific field of work or learning;</p> <ul style="list-style-type: none"> • has ability to analyse and synthesise facts and theoretical knowledge, and to evaluate them; • demonstrates ability of practical application of theoretical knowledge and facts and their analysis, synthesis and evaluation. 	<p>abstract creative thinking necessary for creation of solutions of abstract problems in partially unpredictable situations.</p> <ul style="list-style-type: none"> • demonstrates ability of the complex use of methods, instruments, tools and materials and performance of complex moves in a partially unpredictable environment, as well as of the development of simple methods, instruments, tools and materials. 	<p>knowledge and skills to find strategic solutions for well-defined abstract and concrete problems;</p> <ul style="list-style-type: none"> • has capacity to assume full responsibility in management/co-ordination functions related to staff and projects in partially unpredictable situations; • assumes limited responsibility for evaluation of improvement of activities in partially unpredictable situations. <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • 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.
6	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates knowledge and understanding in a field of study that builds upon their secondary education and which is typically at a level, whilst supported by appropriate learning resources (texts, information and communication technologies), which includes some aspects that will be informed by knowledge of the forefront in a given field of study. 	<p>This person:</p> <ul style="list-style-type: none"> • is able to apply acquired knowledge and critical understanding of the principles relating to the given field of study/discipline in a manner to demonstrate professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining arguments and solving problems within a given field of study; • is able to apply main methods of acquiring new knowledge and applicative research in a given discipline, and is able to decide on which approach to use in solving a given problem and is aware of the extent to which the selected approach is suitable for solving such a problem; • is able to communicate in one or several foreign languages and by using communication technologies, information, ideas, problems and solutions to both specialist and non-specialist audiences for given area of study 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • demonstrates ability to gather and interpret relevant data (usually within the given field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues. <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • has developed learning skills to undertake further study, with a high degree of autonomy and academic skills and attributes necessary to undertake research work, comprehend and evaluate new information, concepts and evidence from a range of sources; • possesses a foundation for future self-directed and lifelong learning; • has acquired interpersonal skills, teamwork skills adequate for employment and further study.
	<p>This person:</p> <ul style="list-style-type: none"> • is able to demonstrate a 	<p>This person:</p> <ul style="list-style-type: none"> • demonstrates ability to apply 	<p>Professional competence: This person:</p>

7	<p>systematic understanding and mastering of knowledge in his/her field of study/discipline, that is founded upon and extends and/or enhances the undergraduate-level studies (first cycle), and that provides a basis or opportunity for originality in developing and/or applying ideas, usually within a research context.</p>	<p>knowledge and understanding, and problem solving abilities in new and unfamiliar environment within broader (or interdisciplinary) contexts related to their field of study;</p> <ul style="list-style-type: none"> • has ability to apply conceptual and abstract thinking with a high level of proficiency and creativity whereby enabling: <ul style="list-style-type: none"> - critical evaluation of current research and academic work at the forefront of the discipline, - evaluation of different methodologies, development of critical opinion and raising of alternative solutions. 	<ul style="list-style-type: none"> • has ability to integrate knowledge and handle complex problems, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge or judgements; • is able to communicate the conclusions, and the knowledge and rationale underpinning these using appropriate language(s), to specialist and non-specialist audiences, clearly and unambiguously; <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • is able to take own knowledge to a higher level, deepen the understanding of their field of study/discipline and continuously develop their own new skills through individual learning and self-development; • has the learning skills to allow them to continue to study in a manner that may be largely self-directed and autonomous; • has acquired interpersonal and teamwork skills appropriate to a variety of learning and employment contexts and also demonstrates leadership and/or initiative and makes a contribution to change and development.
8	<p>This person: has demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;</p>	<p>This person:</p> <ul style="list-style-type: none"> • has demonstrated the ability to design research project and then, implement the research in accordance with the methodology of a given science; • has made a scientific contribution through original research that extends the frontier of knowledge; • will continue scientific research and development and be initiators and implementers of development of knowledge-based society, constantly contributing to development of new techniques, ideas, or approaches. 	<p>Professional competence: This person:</p> <ul style="list-style-type: none"> • capable of critical analysis, evaluation and synthesis of new and complex ideas; <p>Personal competence: This person:</p> <ul style="list-style-type: none"> • can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;

Upcoming Tasks

The document “Baseline of the Qualifications Framework in BiH” is titled so because it represents only a beginning of a long process of the development and establishment of the qualifications framework in our country. Even when the Qualification Framework in BiH, synthesising strategic objectives of education and of all social partners in education, i.e. society as a whole, is in place, we will still have to be aware that there is no such thing as the final qualifications framework, due to the fact that the qualifications framework necessarily changes with the changes in the production procedures, and in particular with introduction of new technologies.

Baseline of the Qualifications Framework in BiH represents our strategic commitment to the development of such a qualifications framework that would enable our country to pursue faster social and economic development and ensure its sustainability.

In order for this commitment to be realised, it is necessary to continue with further work on the Qualifications Framework in BiH, both on its development and prediction of legal and institutional requirements for its application in practice.

It is necessary to ensure that the qualifications are responsive to the needs of the present time and to the needs of the labour market and in compliance with the international standards, i.e. to develop quality assurance mechanisms, including also a systematic defining of the instruments of internal and external quality evaluation which should eliminate unacceptable disparities in the quality, currently present in our country.

This also raises the issue of accreditation of educational institutions offering qualifications. It is of particular importance to equally involve all social partners in education and other relevant stakeholders in all activities. The ultimate goal is the development of a system which will enable companies in Bosnia and Herzegovina to find skilled workers and facilitate mobility of our workers in the European labour market.

Future activities also include the development and establishment of a system of recognition of knowledge, skills and competence previously acquired through non-formal and informal

education. In addition to planning of infrastructure, regulation of procedures, methodologies and certification manner of earlier learning, this new institute requires solution of other problems, one of the most important ones being the introduction of a credit system in secondary education on the basis of the European Credit Transfer System for Vocational Education and Training (ECVET), similarly to how the Bologna Process regulated this issues in higher education. In addition, it is necessary to initiate development of concrete learning descriptors for all occupations, on the basis of a generic framework, and reform of curricula on all levels of education with the objective of making them a basic tool for achievement of defined learning outcomes. This opens up the issue of modularisation of curricula in secondary and higher education, redesign of the existing and introduction of new qualifications, as well as the issue of certification and recognition of partial qualifications (this already exists in a form of verification of knowledge of foreign languages and information technologies).

The process of development of the Qualifications Framework in BiH necessarily implies the activities on adoption of international qualifications standards, primarily of ISCED.

The Qualifications Framework in BiH should include all forms of the development of human resources in our country. Therefore, it represents a long-term and serious task which should be approached in a defined manner, with a distinct skill of anticipation of time to come.

Baseline of the Qualifications Framework in BiH represents a strategic commitment of our country to the development and maintenance of high standards of the qualifications earned in BiH.

The text above specifies only the relevant key activities to be undertaken in the forthcoming period with the objective of the establishment and development of the Qualifications Framework in BiH. Considering the fact that the Qualifications Framework should establish an internationally recognised standard of qualifications in BiH, i.e. a new system, it is necessary to review our legal regulations in the field of education, in order to analyse their adequacy to meet the specified requirements and to consider institutional prerequisites for implementation of the qualifications framework.

Considering the fact that this is a long-term task, there is a need to promptly establish an intersectoral **commission which will develop and propose a work plan of all main activities for the development of the Qualifications Framework in BiH** (including methodology, standards, necessary resources, deadlines, operational teams, etc.).

The intersectoral Commission for the development of the Qualifications Framework in BiH comprises 19 members, 6 members from each of the constitutional peoples and one member representing the Others, with appropriate regional representation.

Commission members should be representatives of the sectors of education, statistics, labour and employment sectors, and of employers, academic community and other social partners.

The Commission should comprise representatives of the following sectors/institutions: 5 representatives of educational sector (Ministry of Civil Affairs – Education Sector; Co-ordination of Education Ministers of Federation of BiH: 2 representatives of cantons; Ministry of Education and Culture of RS; Education Department of the BD Government); 3 representatives of Rectors' Conference; 3 representatives of the education agencies in BiH (Agency for Pre-school, Elementary and Secondary Education, Agency for Deelopment of HE and QA, Centre for Information and Recognition of Qualifications in Higher Education); 3 representatives of the statistical sector (Agency for Statistics of BiH, Federation Institute for Statistics, RS Institute for Statistics); 3 representatives of labour and employment sector (Ministry of Civil Affairs – Department of Labour and Employment, Federation Ministry of Work and Social Policy, Ministry of Labour and Veterans of RS); 1 representative of employers in BiH (Association of Employers of BiH) and 1 representative of trade unions (Confederation of Trade Unions of BiH)

The Ministry of Civil Affairs is tasked with implementation of procedures for the establishment of the Commission on the basis of the proposal of members nominated by responsible educational and other authorities, with the Ministry of Civil Affairs/Sector of Education appointing their representative in the Commission.

The Commission will make decisions by majority of votes of the total number of members, provided that the majority includes at least two thirds of votes of representatives of each constituent people.

The Commission will, by majority of votes of the total number of commission members, elect a chair-person of the commission.

The Commission, at the proposal of the Ministry of Civil Affairs (which was earlier approved by the Conference of Education Ministers in BiH), is appointed by the Council of Ministers of BiH for a one-year mandate.