National Report regarding the Bologna Process implementation 2012-2015

Bosnia & Herzegovina
**Data entry: (VIII QUESTIONNAIRE DETAILS)**

<table>
<thead>
<tr>
<th>For which country have you completed the questionnaire?</th>
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<tr>
<td>Bosnia and Herzegovina</td>
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</table>

**Name(s) of the responsible BFUG member(s)**

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- Government representatives "Ministry of Civil Affairs of Bosnia and Herzegovina in cooperation with relevant education"

**Contributors to the report:**

- Employer representatives ""

**Contributors to the report:**

- Student representatives "included through universities "

**Contributors to the report:**

- Academic and other staff representatives "Rector's Conference of Bosnia and Herzegovina - universities - Bologna Exports Group"

**Contributors to the report:**

- Other representatives (please specify) ""
Data entry: (I_Degrees_qualifications)

L1. Do your higher education steering documents address demographic projections for your country?
- Yes

L1.1. How do these projections affect higher education policy planning?
These demographic projections are used for determination of the total number of students that will be enrolled in some study programmes at entity and cantonal levels. NB There are 14 governments in the country: 1 national, 2 entity-level, 10 cantonal and Brcko District. This means that there are 14 different ministries/Departments dealing with education in Bosnia and Herzegovina, including: the state-level Ministry of Civil Affairs of BiH, two entity-level ministries of education (Federal Ministry of Education and Science and Ministry of Education and Culture RS), 10 cantonal ministries of education, and the education department within the Government of Brcko District. At national level, education policies are coordinated by the Ministry of Civil Affairs of Bosnia and Herzegovina in consultation with other relevant ministries. In FBiH, the main function of the Federal Ministry of Education and Science is to coordinate activities among the ten cantonal ministries of education. However, the Federal Ministry of Education and Science does not have constitutional authority to create and implement higher education policies. According to the Constitution of BiH (Article 3 of the Constitution of BiH), direct jurisdiction for education is at the cantonal level in Federation of BiH (10 cantons), entity level in Republic of Srpska, and Brcko district (Article 1 of the Statute of Brcko District). The official gazette of Brcko District, No 17-08).

L2. Please indicate the types of higher education institutions that exist in your country.
- Universities
- Higher education institutions other than universities

L2.1. Please specify

Colleges
There are several colleges that offer three/four year academic and professional first-cycle programs

L3. Which of the following statements correspond to structural distinctions in your national higher education system?
- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
- None of the above

L3.1. What is the number of institutions in the categories identified?
There are 10 public higher education institutions, out of which 2 are higher schools and 25 private higher education institutions. (see www.heagov.ba)

L4. Comments

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:
- 180 ECTS "35"
- 210 ECTS "25"
- 240 ECTS "65"

Other duration "2"

L5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:
- 180 ECTS "35"
- 210 ECTS "25"
- 240 ECTS "65"

Other duration "2"

L6.1. Please specify

L7. Please note that short cycle programmes are treated in a separate section below.
L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

Professional oriented cycles are aimed to prepare students for labour market and to equip them with the necessary skills to actively include in work processes. While academically oriented programmes prepare students for labour market and academic career (research).

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

L9.1. In which study fields do these study programmes exist?

The study of the medical group of sciences under the first cycle shall be excepted from the provisions arising from paragraph 1, of Article 5 of the Framework Law on Higher Education in Bosnia and Herzegovina, which shall be evaluated with up to 360 ECTS credits.

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

Five to six years

L9.3. What percentage of first cycle students is enrolled in these programmes?

No data available

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

- 60-75 ECTS "65"
- 90 ECTS ""'
- 120 ECTS "35"
- Other duration """

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

- 60-75 ECTS "65"
- 90 ECTS ""'
- 120 ECTS "35"
- Other duration """

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

L12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

L12.2. What is the typical duration of these degree programmes?

5 to 6 years

L12.3. In which study fields do these study programmes exist?

The study of the medical group of sciences (Pharmacy, Medicine, Dentistry)

L12.4. What percentage of first cycle students is enrolled in these programmes?

No data available

L13. Do second degree cycle programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

Five years

L15. Comments
L16. What percentage of first cycle programmes give access to at least one second cycle study programme?
76-99%

L16.1. Please provide a source for this information.
Documents on establishment of Study programmes
Register of licensed programmes
Guidebook for students
Offices for Teaching and Student Issues

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?
1-25%

L17.1. Please provide a source for this information.
Estimate

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...
- must sit an entrance exam ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must complete additional courses ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must have work experience ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must meet other requirements (please specify below) ☐ Yes ☐ No ☐ In some cases ☐ No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.3. Holders of a first cycle degree from a different study field...
- must sit an entrance exam ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must complete additional courses ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must have work experience ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must meet other requirements (please specify below) ☐ Yes ☐ No ☐ In some cases ☐ No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...
- must sit an entrance exam ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must complete additional courses ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must have work experience ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must meet other requirements (please specify below) ☐ Yes ☐ No ☐ In some cases ☐ No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...
- must sit an entrance exam ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must complete additional courses ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must have work experience ☐ Yes ☐ No ☐ In some cases ☐ No answer
- must meet other requirements (please specify below) ☐ Yes ☐ No ☐ In some cases ☐ No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?
100%

L19.1. Please provide a source for this information.
Register of licensed programmes

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

L20.1. Please provide a source for this information.
Estimate

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?
No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?
<table>
<thead>
<tr>
<th>Q</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>L22</td>
<td>Please choose</td>
</tr>
<tr>
<td>L23</td>
<td>Do higher education steering documents mention doctoral education/training?</td>
</tr>
<tr>
<td>L24</td>
<td>1. Do the following types of doctoral programmes exist in your higher education system?</td>
</tr>
<tr>
<td></td>
<td>Please indicate for each type of programme the approximate % of the total of all doctoral programmes.</td>
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<tr>
<td></td>
<td>Traditional supervision-based doctoral education <em>S</em></td>
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<tr>
<td></td>
<td>Structured doctoral programmes <em>10</em></td>
</tr>
<tr>
<td></td>
<td>Professional doctoral programmes <em>3</em></td>
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<tr>
<td></td>
<td>Industrial doctoral programmes **</td>
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<tr>
<td></td>
<td>Other **</td>
</tr>
<tr>
<td>L24.1</td>
<td>Please specify which other types of doctoral programmes exist</td>
</tr>
<tr>
<td>L25</td>
<td>Do doctoral and/or graduate schools exist in your higher education system?</td>
</tr>
<tr>
<td>L25.1</td>
<td>What are the main features of these schools and how many doctoral schools are there?</td>
</tr>
<tr>
<td>L25.2</td>
<td>Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools</td>
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<tr>
<td></td>
<td>Please choose</td>
</tr>
<tr>
<td>L26</td>
<td>What is the most common length of full-time third cycle (PhD) study programmes?</td>
</tr>
<tr>
<td></td>
<td>In theory / according to regulations: <em>3 (180 ECTS)</em></td>
</tr>
<tr>
<td>L27</td>
<td>Are doctoral studies included in your country’s qualifications framework?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>L28</td>
<td>Apart from doctoral degrees, are there other degrees/qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>L28.1</td>
<td>Please specify</td>
</tr>
<tr>
<td></td>
<td>What are the names of such degrees? **</td>
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<tr>
<td>L28.1.1</td>
<td>Please specify</td>
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<tr>
<td></td>
<td>What is the typical duration of programmes leading to such degrees? **</td>
</tr>
<tr>
<td>L28.1.2</td>
<td>Please specify</td>
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<tr>
<td></td>
<td>What is the purpose/function of those degrees? **</td>
</tr>
<tr>
<td>L29</td>
<td>Are ECTS credits used in doctoral programmes?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

- Gain full credit for their previous studies
- Gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- Gain full credit for their previous studies but in professional bachelor programmes only
- Gain a substantial (>50%) credit for their previous studies
- Gain some (<50%) credit for their previous studies
- Gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centered learning in higher education?

Article 38 of the Framework Law on Higher Education in Bosnia and Herzegovina stipulates that: The statute or equivalent basic document of any higher education institution shall contain provisions which: - Secure the students' freedom within the law, to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their position or any privileges they may have with the institution; - Secure the students' freedom of speech, organisation and assembly, within the law; - Protect students against discrimination on any ground such as sex, race, sexual orientation, marital status, colour, language, religion, political or other opinions, national, ethnic or social origin, association with a national community, property, birth or other status; and - Provide fair and impartial mechanisms for dealing with disciplinary questions affecting students.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning
- Learning in small groups
- Training in teaching for staff
- Assessment based on learning outcomes
- Recognition of prior learning
- Learning outcomes
- Student/staff ratio
- Student evaluation of teaching

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning
- Learning in small groups
- Training in teaching for staff
- Assessment based on learning outcomes
- Recognition of prior learning
- Learning outcomes
- Student/staff ratio
- Student evaluation of teaching

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning.

Framework Law on Higher Education in Bosnia and Herzegovina and other entity and cantonal laws harmonized with the Framework Law as well as Statutes or other general acts of a higher education institutions.

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g., how credits are calculated and whether the system is based on learning-
L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions: 100 %, 76-99 %, 51-75 %, 0-50 %, 0 %, No answer
Percentage of programmes: 100 %, 76-99 %, 51-75 %, 0-50 %, 0 %, No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?
Combination of student workload and teacher-student contact hours

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?
Combination of student workload and teacher-student contact hours

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?
Yes

L41.1. What is the number of hours per credit?
25/30 ECTS per credit

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)
Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?
Yes, this is done through advisory measures (guidelines, recommendations etc)

L43.1. Does your country take specific support measures on the national level?
Yes, with the adoption of the Framework for Higher Education Qualification in Bosnia and Herzegovina in 2007

L44. Does national policy steer student assessment procedures to focus on learning outcomes?
Yes, this is done through advisory measures (guidelines, recommendations etc)

L44.1. Please indicate the approximate percentage that participate
Approximate 40% for each category that participate

L44.2. Please specify for which categories of students training programmes are offered
For all

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory: Yes, for all academic staff, Yes for some academic staff, No, No answer
Voluntary: Yes, for all academic staff, Yes for some academic staff, No, No answer

L45.1. Please indicate the approximate percentage that participate
Approximate 40% for each category that participate

L45.2. Please specify for which categories of academic staff training programmes are offered
For all

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?
Yes

L46.1. Please explain how, and provide a reference to further information
One of the criteria for self-evaluation and later on external evaluation (licensing and accreditation) is students assessment presented in percentage of students who passed the exams and fulfilled other requirements in programme.
For all further information please contact Agency for Development of Higher Education and Quality Assurance in Bosnia and Herzegovina (www.hea.gov.ba). In accordance with the principle of institutional autonomy all universities also have internal quality assurance offices.

L47. If you would like to make any additional comments on ECTS and learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?
The Diploma Supplement is issued:

...automatically to all students by 100% of HEIs
...automatically to all students by 76-99% of HEIs
...automatically to all students by 51-75% of HEIs
...automatically to all students by 26-50% of HEIs
...automatically to all students by 1-25% of HEIs
...automatically to all students by 0% of HEIs
...automatically to some students by 100% of HEIs
...automatically to some students by 76-99% of HEIs
L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

Yes

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

In both official languages in use in Bosnia and Herzegovina and in English

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1. Please provide a reference to the legislation and/or cite the relevant articles

Framework Law on Higher Education in Bosnia and Herzegovina does not explicitly mention international joint degrees and programmes, but does stipulate institutional autonomy of higher education institutions relating, among other, to the conclusion of agreements with other higher education institutions abroad. Art. 19.

References for other laws at cantonal and entity level can be found at www.cip.gov.ba

L56. Does higher education legislation explicitly allow:

Establishing joint programmes:

- Yes
- No
- Legislation not clear
- Legislation does not mention joint degrees
- No answer

Awarding joint degrees:

- Yes
- No
- Legislation not clear
- Legislation does not mention joint degrees
- No answer
L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees
  - 00%
  - 07-99%
  - 51-75%
  - 25-50%
  - 01-25%
  - 06-10%
  - 01-5%
  - 00%
  - No answer

- Participate in joint programmes
  - 00%
  - 07-99%
  - 51-75%
  - 25-50%
  - 01-25%
  - 06-10%
  - 01-5%
  - 00%
  - No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree
  - 010%
  - 07-5-10%
  - 05-75%
  - 02-5%
  - 06-25%
  - 01%
  - No answer

- ...from a joint programme
  - 010%
  - 07-5-10%
  - 05-75%
  - 02-5%
  - 06-25%
  - 01%
  - No answer

L59. Please estimate the share of joint programmes in the three cycles

- First cycle (%): 30
- Second cycle (%): 60
- Third cycle (%): 10

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

| Yes | No | No answer |

L60.1. Please explain briefly and mention a link to the source of this information

There is no specific source for the information, but estimation for most common field refers to management and information technology.

L61. Comments

L62. The BPIU working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

7: Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, quality assurance agencies and other bodies.

For the decision to start developing a NQF in Bosnia and Herzegovina, which includes all levels of education adopted by the Council of Ministers of Bosnia and Herzegovina in March 2011. Some study programs have already been LO based redesigned. Adoption of self-certification report is planned for 2016.

L62.1. Please provide the date when the step was completed.
11-03-2011

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

| Yes | No | No answer |

L62.3. Please provide the link to the website:

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

- EQF level 4 or equivalent

L64. How have you referenced your higher education qualifications against EQF levels?

Notes: The process of referencing qualifications against EQF levels has not yet taken place

L64.1. Please provide a reference to official documents

L65. How have you referenced your short-cycle higher education qualifications against EQF levels?

Notes: There are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Other (please specify)

There are different legislation and recognition procedures in Bosnia and Herzegovina. Recognition authorities in Bosnia and Herzegovina are at the level of Republic of Srpska and at the level of 10 cantons in the Federation of Bosnia and Herzegovina. The complete legislation can be found at the official web page of the Centre for Information and Recognition of Qualifications in Higher Education on the following link:
http://www.cep.ba/index.php?option=com_content&view=section&id=19&Itemid=78

However, all authorities have to have their legislations harmonized with Lisbon Recognition Convention. Therefore, following 3 options are applicable as answers to this question:

- option 1, option 2 and option 4

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)

There are different legislation and recognition procedures in Bosnia and Herzegovina. Recognition authorities in Bosnia and Herzegovina are at the level of Republic of Srpska and at the level of 10 cantons in the Federation of Bosnia and Herzegovina. The complete legislation can be found at the official web page of the Centre for Information and Recognition of Qualifications in Higher Education on the following link:
http://www.cep.ba/index.php?option=com_content&view=section&id=19&Itemid=78

However, all authorities have to have their legislations harmonized with Lisbon Recognition Convention. Therefore, following 3 options are applicable as answers to this question:

- option 2, option 3 and option 4

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be
L68.1. Please provide a reference to the relevant legislation

There are different legislation and recognition procedures in Bosnia and Herzegovina. Recognition authorities in Bosnia and Herzegovina are at the level of Republic of Srpska and at the level of 10 cantons in the Federation of Bosnia and Herzegovina. The complete legislation can be found at the official website of the Centre for Information and Recognition of Qualifications in Higher Education on the following link:

However, all authorities have to have their legislations harmonized with Lisbon Recognition Convention.

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

In the context of recognition, that means that each administrative entity sets out its own regulations regarding recognition. There is no state-level legally-binding legislation on recognition. However, Guidelines for Recognition of Foreign Higher Education Qualifications in Bosnia and Herzegovina adopted by the Conference of Ministers of Education in Bosnia and Herzegovina in 2012 recommend adhering to the LAR principles (with the help of the ENIC Centre that was established for this purpose in 2009), however competent recognition authorities enjoy autonomy in interpretation of the Guidelines.

In any case, each individual can appeal to competent court.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context.

Recognition of foreign credential which should give access to higher education in Bosnia and Herzegovina is performed by the Ministry of Education and Culture in the Republic of Srpska, the Federal Ministry of Education and Science and 10 cantonal ministries in the Federation of Bosnia and Herzegovina and the Department for Education in the Brok District of Bosnia and Herzegovina. Access will be granted for everyone, whose qualification was recognized in Bosnia and Herzegovina and where such qualification gives access to higher education in the country where qualification was awarded.

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context.

Some countries allow candidates that are still not graduated on first cycle to enroll to the second cycle, if they are having some specific and great achievements in non-formal education. In Bosnia and Herzegovina that is not the case. This represents "substantial difference" that not allows enrolment on second cycle.

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context.

L71.1. Please specify

Every foreign higher education system and every foreign qualification is specific. In some cases it is possible to consider/compare them in the same way (especially qualifications obtained in former Yugoslavia). Generally in Bosnia and Herzegovina third cycle is not yet developed sufficiently in accordance with the Bologna.

L72. Do higher education institutions typically:

- make recognition decisions at central level (this may include employing or involving experts who are competent in various HE system and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

If there is a faculty which provides a same or similar study program the recognition is at the faculty level, if there is not, recognition is at the university level and there is a Commission which comprises people who belong to scientific area of the qualification obtained.

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

There aren’t special measures. Recognition authorities should be aware of the fact that recognition procedures in Bosnia and Herzegovina should be stipulated that they are in accordance with the provisions of the Lisbon Recognition Convention and its subsidiary documents. This is the key element in order to ensure fair recognition of foreign higher education qualification in Bosnia and Herzegovina. The Centre for Information and Recognition of Qualifications in Higher Education at the ENIC Centre of Bosnia and Herzegovina try to raise awareness of the recognition authorities in Bosnia and Herzegovina concerning implementation of the above mentioned provisions.

L74. Comments
Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?
A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?
Formative advice on strengthening and enhancing quality

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?
No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:
All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?
Institutions

II.6.1. Are all institutions included?
Yes

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?
Please choose...

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?
All reports are publicly available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- Teaching (Yes) (No) (In some cases) (No answer)
- Research (Yes) (No) (In some cases) (No answer)
- Student support services (Yes) (No) (In some cases) (No answer)
- Lifelong learning provision (Yes) (No) (In some cases) (No answer)
- Admissions processes (Yes) (No) (In some cases) (No answer)
- Student progression, drop-out and completion (Yes) (No) (In some cases) (No answer)
- Employability (Yes) (No) (In some cases) (No answer)
- Internal Quality Assurance / Management system (Yes) (No) (In some cases) (No answer)
- Recognition policy and practice (Yes) (No) (In some cases) (No answer)

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of
II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

These institutions will not be registered in the National register of accredited higher education institutions in BIH

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

The agency must be a member of the European Association for Quality Assurance in Higher Education (ENQA)

II.10.1. How many higher education institutions have used this opportunity?

No data available

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

II.15. Is there a formal requirement that students are involved?

| In governance structures of national QA agencies | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As full members in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As observers in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In the preparation of self evaluation reports | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In the decision making process for external reviews | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In follow-up procedures | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

| In governance structures of national QA agencies | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As full members in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As observers in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In the decision making process for external reviews | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In follow-up procedures | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved?

| In governance structures of national QA agencies | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As full members in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As observers in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In the decision making process for external reviews | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In follow-up procedures | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved?

<p>| In governance structures of national QA agencies | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As full members in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| As observers in external review teams | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |
| In the decision making process for external reviews | Yes, it is compulsory | Yes, it is advised | No | In some cases | No answer |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>In some cases</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II.18.</strong> In follow-up procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.20.</strong> Are there formal requirements for higher education institutions to develop internal quality assurance systems?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.20.1.</strong> Please specify these requirements and the relevant source</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defined in Statutes and laws</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.21.</strong> Who is primarily responsible for deciding the focus of internal quality assurance processes?</td>
<td>Higher education institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.21.1.</strong> Please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.22.</strong> Are there formal requirements for students to be involved in internal quality assurance systems?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.22.1.</strong> Please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.23.</strong> Is there a requirement for students to be involved in the preparation of self evaluation reports?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.23.1.</strong> Please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.24.</strong> Is there a requirement for students to be involved in decision-making as an outcome of evaluation?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.24.1.</strong> Please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.25.</strong> How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?</td>
<td>75 - 99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.26.</strong> How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?</td>
<td>75 - 99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.26.1.</strong> Please describe what kind of arrangements are in place.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.27.</strong> How many higher education institutions publish up to date and objective information about the programmes and awards offered?</td>
<td>75 - 99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.28.</strong> How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?</td>
<td>75 - 99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.29.</strong> Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.29.1.</strong> Please explain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Data entry: (III_Social_dimension)

#### III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communique, 18 May 2007).

#### III.1. How is the objective of widening participation reflected in steering documents of your country?
It is reflected through general policy statements but no concrete measures have been put in place.

#### III.1.1. Please indicate these measures in the form of bullet points:

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?
No, there are no specific quantitative objectives to be reached.

#### III.2.1. Please indicate which statement(s) best describes your country-specific situation: The quantitative objectives are formulated in terms of:

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which under-represented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

<table>
<thead>
<tr>
<th>Students with disabilities: Objective set and period covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults/mature students: Objective set and period covered</td>
</tr>
<tr>
<td>Students from lower socio-economic background: Objective set and period covered</td>
</tr>
<tr>
<td>Students from lower socio-economic background/male/female: Objective set and period covered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students living in specific geographical areas (e.g. rural areas): Objective set and period covered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Migrants: Objective set and period covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrants’ children: Objective set and period covered</td>
</tr>
</tbody>
</table>

#### III.2.4. Comments

#### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

- no

#### III.3.1. Please provide a short description of the mechanisms in place:

#### III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

<table>
<thead>
<tr>
<th>Disability: At entry to HE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability: During HE studies</td>
</tr>
<tr>
<td>Disability: At graduation</td>
</tr>
<tr>
<td>Disability: After graduation</td>
</tr>
<tr>
<td>Labour market status prior to the entry to HE: At entry to HE:</td>
</tr>
<tr>
<td>Labour market status prior to the entry to HE: During HE studies</td>
</tr>
<tr>
<td>Labour market status prior to the entry to HE: At graduation</td>
</tr>
<tr>
<td>Labour market status prior to the entry to HE: After graduation</td>
</tr>
<tr>
<td>III.1.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>III.2.</td>
</tr>
<tr>
<td>III.3.</td>
</tr>
<tr>
<td>III.5.</td>
</tr>
</tbody>
</table>

**HE**<sub>5</sub>, **WITHOUT** obligation to submit data to another body (e.g. ministry, statistical agency/office): At entry to HE: 0 y

**HE**<sub>5</sub>, **WITHOUT** obligation to submit data to another body (e.g. ministry, statistical agency/office): During HE studies: 0 y

**HE**<sub>5</sub>, **WITHOUT** obligation to submit data to another body (e.g. ministry, statistical agency/office): At graduation: 0 y

**HE**<sub>5</sub>, **WITH** obligation to submit data to another body (e.g. ministry, statistical agency/office): At entry to HE: 0 y

**HE**<sub>5</sub>, **WITH** obligation to submit data to another body (e.g. ministry, statistical agency/office): During HE studies: 0 y

**HE**<sub>5</sub>, **WITH** obligation to submit data to another body (e.g. ministry, statistical agency/office): At graduation: 0 y

**HE**<sub>5</sub>, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office): At entry to HE, Ministry/governmental body: 0 y
3.5.1. Please specify which other organization monitors the composition of the student body.

3.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved.

3.5.3. Comments

3.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- Collect data on certain student characteristics: No legal restrictions apply to... Some legal restrictions apply to... No answer

- Publish data on certain student characteristics: No legal restrictions apply to... Some legal restrictions apply to... No answer

3.6.1. Please specify which data cannot be collected or published and why.

Results are not publicly available in accordance with Act on data protection.

3.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes

3.7.1. How are these results published?

Information is aggregated

3.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Results on monitoring activities can be consulted only inter institutionally by request of other legal entities.
Stages at which they are collected is defined by semester inputs on two month basis that starts and ends with winter and summer semester.

3.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

No data available, however quality of incoming students is improving compared to generations educated during the war

3.9. Please choose a statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- Guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice: Universities

- Guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice: HEIs other than universities

- Guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice: Universities

- Guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice: HEIs other than universities

- Guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice: Universities

- Guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice: HEIs other than universities

- Guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice: Universities

- Guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice: HEIs other than universities

- No guaranteed right to higher education: Universities

- No guaranteed right to higher education: HEIs other than universities
### III.9.1. Please specify which fields are excluded:

#### III.9.2. Comments

#### III.10. Please explain on what basis higher education institutions most commonly select students:

| Level of achievement in standard entry requirements: Universities | 1 ✓ |
| Level of achievement in standard entry requirements: HEIs other than universities | 0 ✓ |
| Entry examinations for all programmes: Universities | 1 ✓ |
| Entry examinations for all programmes: HEIs other than universities | 0 ✓ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others: Universities | 1 ✓ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others: HEIs other than universities | 0 ✓ |
| Other: HEIs other than universities | 0 ✓ |

#### III.10.1. Please specify which other criteria apply:

#### III.10.2. Comments

#### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

**Route 1** "Entry with 4 years high school diploma with excellent grades"

**Route 2** "n/a" (not applicable)

**Route 3** "n/a" (not applicable)

**Route 4** "n/a" (not applicable)

**Route 5** "n/a" (not applicable)

#### III.12. The different routes are opening access to...

- (III_11_SQ001) All HEIs / HE programmes
- (III_11_SQ002) Some HEIs / HE programmes
- (III_11_SQ003) Some HEIs / HE programmes
- (III_11_SQ004) No answer
- (III_11_SQ005) No answer

#### III.12.1. For routes that open access only to some HEIs or programmes, please specify which institutions/programmes they do open access and to which institutions/programmes they do not open access:

#### III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

(III_11_SQ001):% of students entering HE through this access route

(III_11_SQ001): Official data based on central level monitoring, including surveys

(III_11_SQ001): Estimates

(III_11_SQ001): Impossible to say (no official data and impossible to estimate)

(III_11_SQ002):% of students entering HE through this access route

(III_11_SQ002): Official data based on central level monitoring, including surveys

(III_11_SQ002): Estimates

(III_11_SQ002): Impossible to say (no official data and impossible to estimate)

(III_11_SQ003):% of students entering HE through this access route

(III_11_SQ003): Official data based on central level monitoring, including surveys

(III_11_SQ003): Estimates

(III_11_SQ003): Impossible to say (no official data and impossible to estimate)

(III_11_SQ004):% of students entering HE through this access route

(III_11_SQ004): Official data based on central level monitoring, including surveys

(III_11_SQ004): Estimates

(III_11_SQ004): Impossible to say (no official data and impossible to estimate)

(III_11_SQ005):% of students entering HE through this access route

(III_11_SQ005): Official data based on central level monitoring, including surveys

(III_11_SQ005): Estimates

(III_11_SQ005): Impossible to say (no official data and impossible to estimate)
III.13.1. Please indicate the source of the official data:

<table>
<thead>
<tr>
<th>III_11_SQ004: Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII_11_SQ005: % of students entering HE through this access route</td>
</tr>
<tr>
<td>VII_11_SQ005: Official data based on central level monitoring, including surveys</td>
</tr>
</tbody>
</table>

III.14. Are there any incentives for higher education institutions to admit non-traditional students?  

- Yes

III.14.1. Please indicate which incentives exist and how they operate.  
Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualifications opening access to higher education?  

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g., standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?  

- No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?  

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e., without standard HE entry qualifications):  

Please choose

III.21.1. Please indicate the source of this information  
Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?  

- Yes

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?  

- No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?  

Please choose
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.25.1. Please specify the groups of students that are targeted:</td>
<td></td>
</tr>
<tr>
<td>III.25.2. Please also provide the full reference(s) to all relevant document(s):</td>
<td></td>
</tr>
<tr>
<td>III.26. In your country, are there any specific measures to improve retention rates of first year students?</td>
<td>No</td>
</tr>
<tr>
<td>III.26.1. Please describe the measures:</td>
<td></td>
</tr>
<tr>
<td>III.26.2. Please also provide the full reference(s) to all relevant document(s):</td>
<td></td>
</tr>
<tr>
<td>III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?</td>
<td>Yes, there are financial incentives encouraging students to complete their studies within a limited period of time</td>
</tr>
<tr>
<td>III.27.1. Please provide details on the incentives that exist in your country:</td>
<td>Scholarships offered by different levels of government, cantonal, entity ministries and municipalities that encourage students to complete their studies within a limited period of time.</td>
</tr>
<tr>
<td>III.27.2. Please also provide the full reference(s) to all relevant document(s):</td>
<td></td>
</tr>
<tr>
<td>For example: Rule book on student scholarships (Official Gazette of Republic of Srpska, no. 101/10 and 92/12)</td>
<td></td>
</tr>
<tr>
<td>III.28. Does the improvement of completion/drop-out rates have an impact on H3s' funding?</td>
<td>No</td>
</tr>
<tr>
<td>III.28.1. Please provide details how:</td>
<td></td>
</tr>
<tr>
<td>III.28.2. Please also provide the full reference(s) to all relevant document(s):</td>
<td></td>
</tr>
<tr>
<td>III.29. Are there any other non-financial mechanisms/incentives in place to help H3s improve student completion rates?</td>
<td>No</td>
</tr>
<tr>
<td>III.29.1. Please provide details:</td>
<td></td>
</tr>
<tr>
<td>III.29.2. Please also provide the full reference(s) to all relevant document(s):</td>
<td></td>
</tr>
<tr>
<td>III.30. Comments</td>
<td></td>
</tr>
<tr>
<td>III.31. Are student completion rates systematically measured in your country?</td>
<td>Yes, at the end of the 1st cycle</td>
</tr>
<tr>
<td>III.31.1. Please also provide the full reference(s) to relevant document(s):</td>
<td>Completion rates are supported by the database of HEIs that measures graduates of every year of the first study cycle</td>
</tr>
<tr>
<td>III.32. In your country, are completion rates calculated for underrepresented groups of students?</td>
<td>No</td>
</tr>
<tr>
<td>III.32.1. Please specify for which underrepresented groups data is calculated:</td>
<td></td>
</tr>
<tr>
<td>III.32.2. Please also provide the full reference(s) to relevant document(s):</td>
<td></td>
</tr>
<tr>
<td>III.33. Based on your official data, please provide the following information:</td>
<td>In 2012 there were 18,365 students who graduated, which was a 3.5% higher in comparison with the previous year.</td>
</tr>
<tr>
<td>Completion rate of 1st cycle programmes, most recent available year: % according to official data based on central level monitoring</td>
<td>2012</td>
</tr>
<tr>
<td>Completion rate of 1st cycle programmes, most recent available year: not available</td>
<td>no data</td>
</tr>
<tr>
<td>Completion rate of 1st cycle programmes 5 years earlier: % according to official data based on central level monitoring</td>
<td>no data</td>
</tr>
<tr>
<td>Completion rate of 1st cycle programmes 5 years earlier: not available</td>
<td>no data</td>
</tr>
<tr>
<td>Completion rate of programmes not divided into two cycles, most recent available year: % according to official data based on central level monitoring</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Completion rate of programmes not divided into two cycles, most recent available year: Year</td>
<td></td>
</tr>
<tr>
<td>Completion rate of programmes not divided into two cycles, most recent available year: not available</td>
<td></td>
</tr>
<tr>
<td>Completion rate of programmes not divided into two cycles 5 years earlier: % according to official data based on central level monitoring</td>
<td></td>
</tr>
<tr>
<td>Completion rate of programmes not divided into two cycles 5 years earlier: Year</td>
<td></td>
</tr>
<tr>
<td>Completion rate of programmes not divided into two cycles 5 years earlier: not available</td>
<td></td>
</tr>
</tbody>
</table>

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose: ▼

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

<table>
<thead>
<tr>
<th>Drop-out in first year of 1st cycle programmes, most recent available year: % according to official data based on central level monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop-out in first year of 1st cycle programmes, most recent available year: Year</td>
</tr>
<tr>
<td>Drop-out in first year of 1st cycle programmes, most recent available year: not available</td>
</tr>
<tr>
<td>Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year): % according to official data based on central level monitoring</td>
</tr>
<tr>
<td>Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year): Year</td>
</tr>
<tr>
<td>Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year): not available</td>
</tr>
<tr>
<td>Drop-out in 1st cycle programmes, most recent available year: % according to official data based on central level monitoring</td>
</tr>
<tr>
<td>Drop-out in 1st cycle programmes, most recent available year: Year</td>
</tr>
<tr>
<td>Drop-out in 1st cycle programmes, most recent available year: not available</td>
</tr>
<tr>
<td>Drop-out in 1st cycle programmes 5 years earlier: % according to official data based on central level monitoring</td>
</tr>
<tr>
<td>Drop-out in 1st cycle programmes 5 years earlier: Year</td>
</tr>
<tr>
<td>Drop-out in 1st cycle programmes 5 years earlier: not available</td>
</tr>
<tr>
<td>Drop-out in 2nd cycle programmes, most recent available year: % according to official data based on central level monitoring</td>
</tr>
<tr>
<td>Drop-out in 2nd cycle programmes, most recent available year: Year</td>
</tr>
<tr>
<td>Drop-out in 2nd cycle programmes, most recent available year: not available</td>
</tr>
<tr>
<td>Drop-out in programmes not divided into two cycles, most recent available year: % according to official data based on central level monitoring</td>
</tr>
<tr>
<td>Drop-out in programmes not divided into two cycles, most recent available year: Year</td>
</tr>
<tr>
<td>Drop-out in programmes not divided into two cycles, most recent available year: not available</td>
</tr>
<tr>
<td>Drop-out in programmes not divided into two cycles 5 years earlier: % according to official data based on central level monitoring</td>
</tr>
<tr>
<td>Drop-out in programmes not divided into two cycles 5 years earlier: Year</td>
</tr>
<tr>
<td>Drop-out in programmes not divided into two cycles 5 years earlier: not available</td>
</tr>
</tbody>
</table>
III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools: free of charge
- by upper secondary schools: for a fee
- by higher education institutions: free of charge
- by higher education institutions: for a fee
- by external services: free of charge
- by external services: for a fee
- by other service providers: free of charge
- by other service providers: for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

- No

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):
<table>
<thead>
<tr>
<th>III.48.</th>
<th>In your country, are there any career guidance services targeting underrepresented groups of students?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td></td>
</tr>
</tbody>
</table>

| III.48.1. | Please provide the details on such services here:                                                    |
| III.48.2. | Please also provide the full reference(s) to relevant document(s):                                  |
Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

- Yes

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle: All students
- 1st cycle: Specific groups of students
- 1st cycle: No students
- 1st cycle: No answer

- 2nd cycle: All students
- 2nd cycle: Specific groups of students
- 2nd cycle: No students
- 2nd cycle: No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle: Most common amount 500 euros
- 1st cycle: Minimum amount 100 euros
- 1st cycle: Maximum amount 2,000 euros

- 2nd cycle: Most common amount 800 euros
- 2nd cycle: Minimum amount 500 euros
- 2nd cycle: Maximum amount 1,500 euros

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle: Most common amount
- 1st cycle: Minimum amount
- 1st cycle: Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle: Most common amount
- 2nd cycle: Minimum amount
- 2nd cycle: Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Fully-time/Distance learning
- Field of study
- Members of families of war veterans

IV.5. Concerning fees, are international students treated differently in your country from home students?

- Yes

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students: Most common amount 2,000 euros
- 1st cycle international students: Minimum amount 1,000 euros
- 1st cycle international students: Maximum amount 4,000 euros

- 2nd cycle international students: Most common amount 2,000 euros
- 2nd cycle international students: Minimum amount 1,000 euros
- 2nd cycle international students: Maximum amount 5,000 euros

IV.7. Who defines the fee amounts?

- 1st cycle home students
- 2nd cycle home students
- 1st cycle international students
- 2nd cycle international students

- Government
- Other
- No answer

IV.7.1. Please specify

IV.8. Comments

Fees are defined differently across Bosnia and Herzegovina.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.
IV.10. Please briefly describe what kinds of student financial support are offered in your country.

Students that lost a parent in the war, students whose parents have been left as invalids in the war, students who have become invalids in the war and students with special needs are eligible according to the entity and cantonal legislation are participating 50% or are fully exempted in fees. At all universities students have to pay some kind of fee. (Full-time students pay only registration fees, all other students pay tuition fees).

IV.11. Please briefly describe what student financial support arrangements from your home country can students use if they study abroad.

Grants/loans and scholarships are provided by municipalities and cantons in one entity (Federation of Bosnia and Herzegovina) mainly, but there are other institutions/organizations providing them too. While in other entity (Republic of Srpska) there are no possibility to get loans, but just grants and scholarships.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

- First cycle: [ ] Yes, [ ] No, [ ] No answer
- Second cycle: [ ] Yes, [ ] No, [ ] No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

| % of students receiving grants: First cycle | 50 |
| % of students receiving grants: Second cycle | 50 |

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable.

IV.15. Are there any additional requirements for using the grant/scholarship abroad? [ ]

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

- Citizenship (Grant 1)
- Citizenship (Grant 2)
- Citizenship (Grant 3)
- Citizenship (Grant 4)
- Residency (Grant 1)
- Residency (Grant 2)
- Residency (Grant 3)
- Residency (Grant 4)
- Recognised HEIs (programmes only): Grant 1
- Recognised HEIs (programmes only): Grant 2
- Recognised HEIs (programmes only): Grant 3
- Recognised HEIs (programmes only): Grant 4
- Course load (e.g. full-time): Grant 1
- Course load (e.g. full-time): Grant 2
- Course load (e.g. full-time): Grant 3
- Course load (e.g. full-time): Grant 4
- Only certain countries: Grant 1
- Only certain countries: Grant 2
- Only certain countries: Grant 3
- Only certain countries: Grant 4
- Only certain study programmes (e.g. where mobility is mandatory): Grant 1
- Only certain study programmes (e.g. where mobility is mandatory): Grant 2
- Only certain study programmes (e.g. where mobility is mandatory): Grant 3
- Only certain study programmes (e.g. where mobility is mandatory): Grant 4
- Equivalency condition: Grant 1
- Equivalency condition: Grant 2
- Equivalency condition: Grant 3
- Equivalency condition: Grant 4
- Programme not available in the national system: Grant 1
- Programme not available in the national system: Grant 2
- Programme not available in the national system: Grant 3
- Programme not available in the national system: Grant 4
- Other: Grant 1
- Other: Grant 2
- Other: Grant 3
- Other: Grant 4

IV.16.1. If there is more than one type of grant, please specify:
### IV.16.2. Which other requirements exist?

### IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

<table>
<thead>
<tr>
<th>First cycle</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second cycle</td>
<td>Yes</td>
<td>No</td>
<td>No answer</td>
</tr>
</tbody>
</table>

### IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

No data available

### IV.19. Can students use loans for studying abroad?

Some loans are portable

### IV.20. Are there any additional requirements for using the loan abroad?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

| Citizenship Loan 1 |  |
| Citizenship Loan 2 |  |
| Citizenship Loan 3 |  |
| Citizenship Loan 4 |  |
| Residency Loan 1 |  |
| Residency Loan 2 |  |
| Residency Loan 3 |  |
| Residency Loan 4 |  |
| Recognised HEs/programmes only: Loan 1 |  |
| Recognised HEs/programmes only: Loan 2 |  |
| Recognised HEs/programmes only: Loan 3 |  |
| Recognised HEs/programmes only: Loan 4 |  |
| Course load (e.g., full-time): Loan 1 |  |
| Course load (e.g., full-time): Loan 2 |  |
| Course load (e.g., full-time): Loan 3 |  |
| Course load (e.g., full-time): Loan 4 |  |
| Only certain countries: Loan 1 |  |
| Only certain countries: Loan 2 |  |
| Only certain countries: Loan 3 |  |
| Only certain countries: Loan 4 |  |
| Only certain study programmes (e.g., where mobility is mandatory): Loan 1 |  |
| Only certain study programmes (e.g., where mobility is mandatory): Loan 2 |  |
| Only certain study programmes (e.g., where mobility is mandatory): Loan 3 |  |
| Only certain study programmes (e.g., where mobility is mandatory): Loan 4 |  |
| Equivalency condition: Loan 1 |  |
| Equivalency condition: Loan 2 |  |
| Equivalency condition: Loan 3 |  |
| Equivalency condition: Loan 4 |  |
| Programme not available in the national system: Loan 1 |  |
| Programme not available in the national system: Loan 2 |  |
| Programme not available in the national system: Loan 3 |  |
| Programme not available in the national system: Loan 4 |  |
| Other: Loan 1 |  |
| Other: Loan 2 |  |
| Other: Loan 3 |  |
| Other: Loan 4 |  |

### IV.21.1. If there is more than one type of loan, please specify:

### IV.21.2. Which other requirements exist?

### IV.22. Additional comments on public grants and loans

Grants/loans and scholarships are provided by municipalities and cantons in one entity (Federation of Bosnia and Herzegovina) mainly, but there are other institutions/organisations providing them too. While in other entity (Republic of Serbia) there is no possibility to get loans, but just grants and scholarships.
IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes □ □

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

<table>
<thead>
<tr>
<th>1st cycle credit mobility: Study costs/ fees abroad (host institution)</th>
<th>1st cycle credit mobility: Travel costs</th>
<th>1st cycle credit mobility: Living cost difference</th>
<th>1st cycle credit mobility: Language courses</th>
<th>1st cycle credit mobility: Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st cycle credit mobility: Study costs/ fees abroad (host institution)</td>
<td>1st cycle credit mobility: Travel costs</td>
<td>1st cycle credit mobility: Living cost difference</td>
<td>1st cycle credit mobility: Language courses</td>
<td>1st cycle credit mobility: Other</td>
</tr>
<tr>
<td>2nd cycle credit mobility: Study costs/ fees abroad (host institution)</td>
<td>2nd cycle credit mobility: Travel costs</td>
<td>2nd cycle credit mobility: Living cost difference</td>
<td>2nd cycle credit mobility: Language courses</td>
<td>2nd cycle credit mobility: Other</td>
</tr>
<tr>
<td>1st cycle degree mobility: Study costs/ fees abroad (host institution)</td>
<td>1st cycle degree mobility: Travel costs</td>
<td>1st cycle degree mobility: Living cost difference</td>
<td>1st cycle degree mobility: Language courses</td>
<td>1st cycle degree mobility: Other</td>
</tr>
<tr>
<td>2nd cycle degree mobility: Study costs/ fees abroad (host institution)</td>
<td>2nd cycle degree mobility: Travel costs</td>
<td>2nd cycle degree mobility: Living cost difference</td>
<td>2nd cycle degree mobility: Language courses</td>
<td>2nd cycle degree mobility: Other</td>
</tr>
</tbody>
</table>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

<table>
<thead>
<tr>
<th>1st cycle credit mobility: Study costs/ fees abroad (host institution)</th>
<th>1st cycle credit mobility: Travel costs</th>
<th>1st cycle credit mobility: Living cost difference</th>
<th>1st cycle credit mobility: Language courses</th>
<th>1st cycle credit mobility: Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st cycle credit mobility: Study costs/ fees abroad (host institution)</td>
<td>1st cycle credit mobility: Travel costs</td>
<td>1st cycle credit mobility: Living cost difference</td>
<td>1st cycle credit mobility: Language courses</td>
<td>1st cycle credit mobility: Other</td>
</tr>
<tr>
<td>2nd cycle credit mobility: Study costs/ fees abroad (host institution)</td>
<td>2nd cycle credit mobility: Travel costs</td>
<td>2nd cycle credit mobility: Living cost difference</td>
<td>2nd cycle credit mobility: Language courses</td>
<td>2nd cycle credit mobility: Other</td>
</tr>
<tr>
<td>1st cycle degree mobility: Study costs/ fees abroad (host institution)</td>
<td>1st cycle degree mobility: Travel costs</td>
<td>1st cycle degree mobility: Living cost difference</td>
<td>1st cycle degree mobility: Language courses</td>
<td>1st cycle degree mobility: Other</td>
</tr>
<tr>
<td>2nd cycle degree mobility: Study costs/ fees abroad (host institution)</td>
<td>2nd cycle degree mobility: Travel costs</td>
<td>2nd cycle degree mobility: Living cost difference</td>
<td>2nd cycle degree mobility: Language courses</td>
<td>2nd cycle degree mobility: Other</td>
</tr>
</tbody>
</table>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments
### IV.28. Are there any specific eligibility criteria for receiving additional public financial support? 

<table>
<thead>
<tr>
<th>Need-based criteria: Grant/Loan 1</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-based criteria: Grant/Loan 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Need-based criteria: Grant/Loan 3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Need-based criteria: Grant/Loan 4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Merit-based criteria: Grant/Loan 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Merit-based criteria: Grant/Loan 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Merit-based criteria: Grant/Loan 3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Merit-based criteria: Grant/Loan 4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Course load (e.g. full time): Grant/Loan 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Course load (e.g. full time): Grant/Loan 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Course load (e.g. full time): Grant/Loan 3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Course load (e.g. full time): Grant/Loan 4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Criteria based on field of studies: Grant/Loan 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Criteria based on field of studies: Grant/Loan 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Criteria based on field of studies: Grant/Loan 3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Criteria based on field of studies: Grant/Loan 4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other criteria (e.g. age, disability, parenthood, other): Grant/Loan 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other criteria (e.g. age, disability, parenthood, other): Grant/Loan 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other criteria (e.g. age, disability, parenthood, other): Grant/Loan 3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other criteria (e.g. age, disability, parenthood, other): Grant/Loan 4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below:

### IV.29.1. If there is more than one type of grant or loan, please specify:

### IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

### IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

www.mnp.gov.us
www.mmon.gov.hr

### IV.31. Additional comments

### IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

### IV.33. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

### IV.34. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

- Personal financial resources
- Co-financing by the employer
- Tuition fees and support by university and government
- Own financial sources
- Scholarship (Cantonal or Federal Ministry of Education)
- Grants (Cantonal or Federal Ministry of Education)
- Private funds
- Company funds

### IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

No differences

### IV.35. Additional comments on doctoral education
Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Strategic development plan of HEI
Stakeholders Forum
Center for career development – support for students

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

No

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Please choose...

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

☐ In regular intervals
☐ On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Please choose...

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

☐ In regular intervals
☐ On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose...

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

☐ Curriculum development in higher education
☐ Teaching
☐ Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions
☐ Participation in governing bodies of HEIs

☐ Employers have to be involved
☐ Employers can be involved
☐ Employers are not involved
☐ No answer

V.3.2. Please provide the details and the source of evidence here.

Guest teacher for some lessons
Member of the Stakeholder Forum
Member of Steering Board

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

No

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?
V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Faculty of Information Technologies, Mostar, Study program in IT

V.4. Within the European Union, Directive 2005/36/EC on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/spécialized doctor, midwife, nurse responsible for general care, dental practitioner/spécialized dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Framework Law on Higher Education in Bosnia and Herzegovina

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

<table>
<thead>
<tr>
<th>Cycle</th>
<th>0%</th>
<th>1-10%</th>
<th>11-30%</th>
<th>31-50%</th>
<th>51-70%</th>
<th>71-99%</th>
<th>100%</th>
<th>Not available</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2nd cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st and 2nd cycle combined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V.4.2.1. Please provide the source information here.

Estimation

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. Is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

No

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

No

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.
<table>
<thead>
<tr>
<th>V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).
VI. Lifelong Learning

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

- Lifelong Learning means integration of formal, non-formal and informal learning in order to acquire abilities for continuous improvement of quality of life (Baseline of the Qualification Framework in Bosnia and Herzegovina adopted by the Council of Ministers of B&H in 2011)
- Lifelong Learning—overall learning activity during lifetime with aim to improve knowledge, skills and competencies in the frame of personal, civil and social perspective and/or employment perspective; encompass learning process in all periods of life (from early childhood to old age) and all forms in which it is realized (formal, non-formal and informal), where learning means ongoing process in which results and motivation of individual in determined period of life is conditioned by knowledge, habits and experience of learning gained in early period of life; there are four basic interlinked aims connected with lifelong learning: personal satisfaction and individual growth, active citizenship, social inclusion and employment. (Principles and Standards in Adult Education in Bosnia and Herzegovina adopted in 2014)

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Yes, all institutions

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Statute of universities
Higher Education Framework Law of Bosnia and Herzegovina - Article 3

VI.2.2. Please provide details on the institutions for which it is or it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

- **Formal HE programmes provided under flexible arrangements**: 0% (no institution involved) 25-50% 51-75% 76-99% 100% (all institutions involved) 0% impossible to provide 0% no answer
- **Non-formal courses open to all (e.g. languages)**: 0% (no institution involved) 25-50% 51-75% 76-99% 100% (all institutions involved) 0% impossible to provide 0% no answer
- **Preparatory courses for HE entrance examinations**: 0% (no institution involved) 25-50% 51-75% 76-99% 100% (all institutions involved) 0% impossible to provide 0% no answer
- **Professionally-oriented upgrading of already achieved qualifications**: 0% (no institution involved) 25-50% 51-75% 76-99% 100% (all institutions involved) 0% impossible to provide 0% no answer
- **Tailor-made provision for industry**: 0% (no institution involved) 25-50% 51-75% 76-99% 100% (all institutions involved) 0% impossible to provide 0% no answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No

VI.3.2. Please specify which forms and provide % of HE institutions involved:

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.
VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

- **No**

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

Special budget for lifelong learning (%) "0"

Private contributions from students (%) "65"

Private contributions from business and industry (%) "25"

Other (%) "10"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

- No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

Full-time students: Full-time students are classified as such and are taking minimum 70% of a traditional course load. Some number of credits for all students.

Part-time students: Part-time students are classified as such and are taking minimum half of a traditional course load. Some number of credits for all students.

Difference between these two categories is defined by statute of every higher education institutions and it is about the way the students attend teaching and pass exams.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.
No fees for students studying part-time
It varies from university to university.

VI.4. Please indicate which fees apply to de facto part-time students.

VI.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

No financial support for students studying part-time

VI.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

[Yes] □

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

According to The Law of Higher Education all higher educational programmes can be designed as “part-time” programmes except medicine, pharmacy and dentistry. Students that are enrolled in part time programmes pay higher fees and they can not get support.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide and only a limited number offer part-time studies or other alternative forms of study.

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

No.

VI.10.1. Please choose the statement that best applies to your country-specific situation.

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfill their higher education modules/programme through the recognition of non-formal and informal learning?
VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

Within NQF debate

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

- No

VL11.1. Please specify what they are.
Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):


7.3.2. Has the impact of the strategy been assessed?

No ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

Estimation

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

7.3.4.1. Please provide a source for this information:

Estimation

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility: yes
Credit mobility:Incoming mobility : yes
Degree mobility:Outgoing mobility: no
Degree mobility:Incoming mobility: no

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

CEEPUS III Agreement and Erasmus+

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

7.5.1. Please specify:

In the frame of CEEPUS III Agreement Bosnia and Herzegovina provides 152 scholarships ……

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No ▼

7.6.1. Please name and describe them:
7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

| No |  |

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

| No |  |

7.9. Do any higher education institutions have campuses abroad?

| No |  |

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

| No |  |

7.10.1. Please provide:

- The percentage of HEIs offering MOOCs (%) **

- The number of MOOCs currently offered (1, 2, 3) **

7.11. Does your country have main regions of operation for international student mobility?

| Yes |  |

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

| Yes |  |

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

| No |  |

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
  - No EU EHEA
  - EU only
  - USA/Canada
- Latin America
  - Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life
  Lack of facilities for student accommodation; lack of funds for language courses

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:
7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?
Introduction of Bologna study system to HE institutions, participation in EU funded projects addressing the issues, involvement in international mobility networks such as CEEPUS, Erasmus+, etc.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:
Who is responsible (which institution(s))?

7.16.2. Please provide information on how this monitoring is undertaken:
How regularly is monitoring conducted (annually, biannually, etc.)?

7.16.3. Please provide information on how this monitoring is undertaken:
The most recent results (please specify)

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:
www.studiravni.ba

7.18.2. Is the website linked to Bologna website?
No

7.19. Do your national institutions/agencies responsible for internationalisation:
Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:
www.mcp.gov.ba
www.heo.gov.ba
www.cip.gov.ba

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?
Please choose...

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:
2012 EHEA Ministerial Meeting held in Bucharest;
 „Policy Leader Forum – Western Balkan and Turkey”, October 2013, Salzburg etc...

7.22.2. What were the main higher education issues addressed in these events?
Overall HE policy

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:
ERASMUS+, CEEPUS III Agreement

7.26. Are there any national mobility programmes for higher education staff?

Researchers
### 7.26.1. Please provide details and a link for further information on relevant programmes

**CEEPUS III Programme**
Central CEEPUS Office in Vienna
www.mcp.gov.bo

### 7.27.1. Does your country define quantitative targets for any incoming staff mobility?

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teaching staff</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Doctoral candidates</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Technical staff</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>International officers</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Guidance counsellors</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Others</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
</tbody>
</table>

#### 7.27.1.1. Please specify any targets that exist:

No data available

### 7.27.2. Does your country define quantitative targets for any outgoing mobility?

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
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<tr>
<td>Teaching staff</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Doctoral candidates</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Technical staff</td>
<td>Y</td>
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</tr>
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<td>Y</td>
<td>N</td>
<td>No answer</td>
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<tr>
<td>International officers</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Guidance counsellors</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Others</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
</tbody>
</table>

#### 7.27.2.1. Please specify any targets that exist:

No data available

### 7.28. For each staff group, is information collected on participation rates in mobility?

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching staff</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Doctoral candidates</td>
<td>Y</td>
<td>N</td>
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</tr>
<tr>
<td>Technical staff</td>
<td>Y</td>
<td>N</td>
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</tr>
<tr>
<td>Administrative staff</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>International officers</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Guidance counsellors</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Others</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
</tbody>
</table>

#### 7.28.1. Which organisation(s) collect this information? Please provide a link.

No data available

### 7.29. Are there any mechanisms to reward staff who participate in mobility?

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career development advantages</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Financial benefits</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Non-financial benefits</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
<tr>
<td>Other</td>
<td>Y</td>
<td>N</td>
<td>No answer</td>
</tr>
</tbody>
</table>

#### 7.29.1. Please specify how staff who participate in mobility are rewarded:

differ from university to university
7.30. Is there a website which provides information about all international mobility schemes for staff?

No □ □

7.30.1. Please provide a link:

7.31. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration restrictions</td>
<td>6</td>
</tr>
<tr>
<td>Recognition issues</td>
<td>3</td>
</tr>
<tr>
<td>Language issues</td>
<td>4</td>
</tr>
<tr>
<td>Lack of funding</td>
<td>2</td>
</tr>
<tr>
<td>Administrative burden</td>
<td>1</td>
</tr>
<tr>
<td>Lack of personal motivation and interest</td>
<td>5</td>
</tr>
<tr>
<td>Incompatibility of pension and/or social security systems</td>
<td>7</td>
</tr>
<tr>
<td>Legal issues</td>
<td>8</td>
</tr>
</tbody>
</table>

7.31.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration restrictions</td>
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<td>Incompatibility of pension and/or social security systems</td>
<td>7</td>
</tr>
<tr>
<td>Legal issues</td>
<td>8</td>
</tr>
</tbody>
</table>

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

No unified measures have been undertaken.

7.33. Has your country monitored the effects of these measures/programmes?

No □ □

7.33.1. Please provide information on how this monitoring is undertaken:

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible (which institution(s))</td>
<td></td>
</tr>
<tr>
<td>How regularly is monitoring conducted (annually, biannually, etc.)</td>
<td></td>
</tr>
<tr>
<td>The most recent results (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: