

Bosnia and Herzegovina

European inventory on NQF 2018

Introduction and context

Bosnia and Herzegovina has been a potential candidate for European Union (EU) membership since 2003. It participates in the Stabilisation and association process and submitted its formal application to join the EU in February 2016. The country comprises two separate entities, the Federation of Bosnia and Herzegovina and the Bosnian Serb Republic (Republika Srpska), it has an overarching federal government (the Council of Ministers) and a presidency rotating every eight months among the three main communities: Bosniak, Croat and Serb.

The 3.5 million population is ageing and declining numerically, partly through migration outflows. The country experiences significant 'brain drain', with highly skilled individuals seeking work abroad (European Training Foundation, 2018a). Most of the population has attained primary or secondary education level and approximately three quarters of upper secondary students are enrolled in vocational education and training (VET). The percentage of early school leavers is low, at 5.1% in 2017, and participation in higher education has almost doubled since 2000. Only 1.8% of adults (aged 25 to 64) participated in lifelong learning in 2017. However, the percentage of young people aged 15 to 24 not in employment, education or training (NEETs) has been decreasing, from 28% in 2010 to 24.3% in 2017, and the youth employment rate increased from 13.8% in 2016 to 17.6% in 2017. There has also been a general fall in unemployment, from 27.6% in 2011 to 20.5% in 2017, while the share of the long-term unemployed remains high (European Training Foundation, 2018b).

The education and training system is highly fragmented, which results in a lack of common standards for education levels, teacher training and performance evaluation (European Commission, 2018). The institutional structure is complex, involving 14 different education authorities. Education reform so far has largely been focused on development of a legislative framework, which is a lengthy process requiring adoption at State, entity and cantonal levels. The following laws have been adopted at State level (ETF, 2018a):

- (a) the framework law on primary and secondary education (2003);
- (b) the framework law on pre-primary education (2007);
- (c) the framework law on higher education (2007);

- (d) the law on the Agency for Pre-primary, Primary and Secondary Education (2007);
- (e) the framework law on VET (2008);
- (f) two strategic documents to regulate adult learning and develop lifelong learning, adopted in 2014:
 - (i) *Principles and standards in the field of adult education in Bosnia and Herzegovina*;
 - (ii) *Strategic platform for development of adult education in the context of lifelong learning for the period 2014-20*.

Development of a qualifications framework for lifelong learning started in Bosnia and Herzegovina in 2006, with support from the ETF. The Bosnia and Herzegovina qualifications framework (BQF) was adopted in March 2011 through a Council of Ministers' decision ⁽¹⁾, which carries the force of law. It is an eight-level comprehensive framework, with descriptors defined in learning outcomes: knowledge, skills, and autonomy and responsibility. The framework is not yet operational, though preparatory work for its implementation has been carried out. An action plan for implementation ⁽²⁾ was adopted in February 2015 and institutional arrangements are pending approval. Referencing the BQF to the European qualifications framework (EQF) is a national priority, and a final draft of the referencing report has been produced as part of the EU-funded project *Qualifications framework for lifelong learning*. Part of the same project, a concept for validation of non-formal and informal learning (VNFIL), was developed in 2018 (ETF, 2018a).

A qualifications framework for higher education was developed in line with the Bologna process, with support from the Council of Europe. It was legislated in 2007 ⁽³⁾ and became an integral part of the BQF. Work in preparation for self-

⁽¹⁾ Decision on adoption of the baseline qualifications framework in Bosnia and Herzegovina (*Official Gazette of BiH*, No 31/11, 39/12).

http://www.cip.gov.ba/images/pdf/Legislativa/Bosanski/Nacionalni_kvalifikacijski_okvir_bos.pdf

⁽²⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH*, No 28/15). <https://pjp-eu.coe.int/documents/1465728/8504223/7.+Action+Plan+BIH+QF.pdf/150757bf-2e65-4399-bd1d-d24c62815f41>

⁽³⁾ The framework for higher education qualifications in Bosnia and Herzegovina and the strategy for its implementation were adopted in December 2007 through Decision of the Council of Ministries on the adoption of documents needed for further implementation of the Bologna process in Bosnia and Herzegovina (*Official Gazette*

certification to the qualifications framework for the European higher education area (QF-EHEA) ⁽⁴⁾ was carried out in parallel to that on EQF referencing and the joint report is awaiting adoption.

Policy objectives

The BQF is intended as a tool for transparency and reform. While Bosnia and Herzegovina already had a classification of qualifications, the *nomenclatura*, which comprehensively described the education and training system, the BQF aims not only to structure and classify qualifications, but also to provide meaningful links between education and the labour market (ETF, 2018a).

As an instrument for reform, the BQF supports the development of an education and training system based on lifelong learning principles, use of learning outcomes, and quality assurance at all levels of education. In the highly fragmented national context, the framework is expected to enable the development and application of common educational, occupational and qualification standards, as well as common standards for the certification of education service providers. It aims to increase access to education and social inclusion, including through supporting mechanisms for validation and recognition of non-formal and informal learning, and to enable comparability of qualifications with a view to supporting mobility and progression, both within the country and abroad.

The general goals identified in the action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 ⁽⁵⁾ are:

of BiH, No 13/08). Other key documents adopted through this decision included: Standards and guidelines for quality assurance in higher education in Bosnia and Herzegovina; Recommendations for implementing quality assurance in higher education in Bosnia and Herzegovina; National action plan for qualifications in Bosnia and Herzegovina; Diploma supplement model for Bosnia and Herzegovina; Users manual for the diploma supplement for Bosnia and Herzegovina.

⁽⁴⁾ Tempus project *Bosnia and Herzegovina qualifications framework for higher education* (2014-17): <http://www.bhqfhe.eu/en/>

⁽⁵⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH, No 28/15*).
<https://pjp-eu.coe.int/documents/1465728/8504223/7.+Action+Plan+BIH+QF.pdf/150757bf-2e65-4399-bd1d-d24c62815f41>

- (a) linking, facilitating communication and creating partnerships between all relevant stakeholders;
- (b) linking with the EQF and the QF-EHEA and, consequently, with the qualifications frameworks of other countries, creating a basis for recognition of national qualifications in other countries and vice versa;
- (c) reform of the education system, including development and introduction of learning outcomes into curricula, establishment and improvement of the quality assurance system, relating to the needs of the labour market, supporting mobility and other needs of individuals and society;
- (d) development of a system of evaluation and recognition of non-formal and informal learning.

Specific goals for the BQF include ⁽⁶⁾:

- (a) understanding different types of qualifications and their relationships;
- (b) comprehensible presentation of education achievements to employers, learners and parents;
- (c) guiding individuals in the selection of education and career; facilitating mobility and more transparent access to education throughout life;
- (d) facilitating identification and recognition of national qualifications abroad and of foreign qualifications in Bosnia and Herzegovina;
- (e) creating the preconditions for introducing a quality assurance system for existing and new qualifications;
- (f) creating the preconditions for the development of a system of evaluation and recognition of competences acquired through non-formal and informal education / learning;
- (g) improvement of cooperation with all social partners.

Given its potential to aid reform and create synergies, the BQF is considered in several strategic documents for the modernisation of education and training: *Priorities for development of higher education in Bosnia and Herzegovina for period 2016-26*; *Strategic platform for development of adult education in the context of lifelong learning for the period 2014-20*, and the *Strategy for VET 2015-20* ⁽⁷⁾.

⁽⁶⁾ Idem.

⁽⁷⁾ Documents are available in English or local languages at:
<http://mcp.gov.ba/Content/Read/obrazovanje-dokumenti>

Levels and use of learning outcomes

The BQF has eight levels, designed for one-to-one referencing to EQF levels; unlike in other countries in the region, no sub-levels were defined. It is a comprehensive framework, including all types of qualifications from general education, VET and higher education. Qualifications awarded outside formal education and training can be included, but criteria and procedures for inclusion and levelling are yet to be defined. A methodology for this was developed as part of the EU project *Qualifications framework for lifelong learning* ⁽⁸⁾. Level descriptors are derived from those of the EQF, using the same three domains of learning outcomes: knowledge, skills, and autonomy and responsibility. Level descriptors may be further developed to represent the country context better, and to serve the EQF referencing process (ETF, 2018a).

According to the action plan for the development and implementation of the qualifications framework, a qualification is defined as ‘a formal title of the result of a process of assessment and validation obtained once a competent body determines that an individual has achieved the learning outcomes as per the defined standards’ ⁽⁹⁾. In practice, however, the distinction between curriculum and qualifications is not always clear.

Learning outcomes are a requirement for a qualification to be placed into the framework and the process of designing learning-outcomes-based qualifications has been a challenge, especially in VET. An inventory of vocational qualifications in Bosnia and Herzegovina was carried out by the ETF in 2017, covering qualifications from level 2 to 5. It revealed that from the 1 155 qualifications reviewed, the majority were at BQF levels 3 and 4, classified in 13 occupation families. Of these, more than half were developed in 1995 and 1996 and require revision; 43% of them are based on learning outcomes at module level, but not at the level of the qualification profile. Only six qualifications were identified at level 2 and they did not use learning outcomes; 88 qualifications were found at level 5, where learning outcomes were used in a few cases. At level 5, old qualifications

⁽⁸⁾ EU project *Qualifications framework for lifelong learning* (2016-20): final report (Annex: Manual for enhancement of vocational qualifications).

⁽⁹⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH*, No 28/15).

<https://pjp-eu.coe.int/documents/1465728/8504223/7.+Action+Plan+BIH+QF.pdf/150757bf-2e65-4399-bd1d-d24c62815f41>

for 'high skilled worker' are being restructured into the new 'master craftsman', a process which represents a challenge for all education authorities (ETF, 2018a).

Bosnia and Herzegovina participates in the Bologna process; higher education reform has been supported by the EU and the Council of Europe. All public universities started to implement first and second cycle study programmes in 2006, and the European credit transfer and accumulation system (ECTS) has been introduced in all new programmes. With the exception of higher education (levels 6 to 8), the use of credits is not described in detail in the BQF-related legislation. Short-cycle qualifications at BQF level 5 are offered by several higher education institutions and have a VET orientation (ETF, 2018a). There is an ongoing debate in the country on whether or not to develop academic qualifications at level 5 (European Commission and Cedefop, 2018). A joint EU/Council of Europe project ⁽¹⁰⁾ aimed to support a more transparent and cohesive approach for higher education qualifications and curricula based on learning outcomes. It focused on developing and interlinking higher education qualifications with occupations in five prioritised fields. Standards were developed for selected qualifications and corresponding occupations.

Stakeholder involvement and institutional arrangements

Bosnia and Herzegovina has a complex and fragmented institutional landscape. Following the Dayton Peace Agreement of 1995, the country's constitution is decentralised, which poses challenges in creating a truly national qualifications framework, with equal validity and application across the country (ETF, 2018a). The Ministry of Civil Affairs is responsible for education policy at State level and has a leading role in BQF implementation. Decisions also have to be adopted by education authorities at lower levels: the Republika Srpska, the Federation of Bosnia and Herzegovina and its 10 cantons, and the Brcko District.

The BQF was adopted in March 2011, through a decision of the Council of Ministers ⁽¹¹⁾, which carries the force of law. The action plan for development and

⁽¹⁰⁾ Joint EU/CoE project *Strategic development of higher education and qualifications standards (2013-15)*. <https://pjp-eu.coe.int/en/web/bih-higher-education/home>

⁽¹¹⁾ Decision on adoption of the baseline qualifications framework in Bosnia and Herzegovina (*Official Gazette of BiH*, No 31/11, 39/12). http://www.cip.gov.ba/images/pdf/Legislativa/Bosanski/Nacionalni_kvalifikacijski_okvir_bos.pdf

implementation of the BQF was adopted in February 2015 ⁽¹²⁾. Lower levels of government have also adopted legislation concerning the BQF (European Commission and Cedefop, 2018).

An inter-sectoral commission (ISC) for the development of the BQF was established in 2013 by the Council of Ministers ⁽¹³⁾ as a policy-making and executive structure. It comprises 19 members in total (six for each of the three major population groups – Bosniak, Croat and Serb – plus one member for minorities such as Roma), representing education and training, the academic community, labour and employment, statistics institutions, and other social partners ⁽¹⁴⁾. The ISC is chaired by the Ministry of Civil Affairs. Its principal function is to oversee and ensure implementation of the action plan, with a seven-year mandate (2014-20) after its initial one-year mandate. Its decisions are made by majority vote, requiring a minimum of two thirds of votes from the representatives of each constituent community. However, the ISC is not operational; nomination of representatives has been delayed for political reasons. The action plan provides for the eventual establishment of a BQF Council as a decision-making and governing body, and sectoral qualifications councils as technical or expert bodies.

The Agency for Development of Higher Education and Quality Assurance (HEA) is the lead institution for quality in higher education. It is an affiliated

⁽¹²⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH*, No 28/15). <https://pjp-eu.coe.int/documents/1465728/8504223/7.+Action+Plan+BIH+QF.pdf/150757bf-2e65-4399-bd1d-d24c62815f41>

⁽¹³⁾ Council of Ministers (2013). Decision on the appointment of a commission for the development of the qualifications framework in Bosnia and Herzegovina.

⁽¹⁴⁾ Members of the inter-sectoral commission include: five representatives of education sector (Ministry of Civil Affairs; two canton representatives; Ministry of Education and Culture of Republika Srpska; Education Department of the Government of the Brcko District); three representatives of the Rectors Conference; three representatives of education agencies (Agency for Pre-primary, Primary and Secondary Education; Agency for the Development of Higher Education and Quality Assurance; and the Centre for Information and Recognition of Documents in Higher Education); three representatives of the statistics sector (Agency for Statistics of Bosnia and Herzegovina, Federal Institute for Statistics, Institute for Statistics of Republika Srpska); three representatives of labour and employment (Ministry of Civil Affairs, Federal Ministry of Labour and Social Policy, Ministry of Labour and Protection of Veterans and Disabled Persons of Republika Srpska); one representative from the Association of Employers and one representative of the Confederation of Labour Unions.

member of the European Association of Quality Assurance in Higher education (ENQA). In recent years the agency focused on accrediting public and private higher education institutions and updating quality assurance procedures to meet European standards and guidelines. With the exception of higher education, arrangements for quality assurance of qualifications are little developed in the country and, particularly in VET, they are highly fragmented. The Agency for Pre-primary, Primary, and Secondary Education (APOSO), which includes a VET department, is responsible for quality in pre-university education; its functions include developing education and occupational standards and guiding curriculum development. Development of occupational standards is carried out mainly with the support of school teachers, who visit a large number of enterprises. The two entities and the cantons develop individual qualifications and determine the awarding process; standards are not consistent between the entities and between cantons, which raises questions on the reliability and validity of qualifications (ETF, 2018a).

Education authorities generally play a decisive role and the involvement of sector representatives remains weak. Some employers find it excessively difficult to engage with government bodies and officials in VET (ETF, 2018a).

Recognising and validating non-formal and informal learning and learning pathways

There is no country-wide system in place for recognition of prior learning (RPL) or validation of non-formal and informal learning (VNFIL) but, given the high rate of labour migration, recognition and validation are seen as a valuable opportunity. Creating the preconditions for their development is one of the policy objectives for BQF implementation and among the activities outlined in the action plan ⁽¹⁵⁾. Two strategic documents were adopted by the Council of Ministers in 2014 as a basis for development of lifelong learning and for regulating adult learning: *Principles and standards in the field of adult education in BiH* and *Strategic adult education development platform in the context of lifelong learning for the period 2014-20*. Guidelines for development of methodologies for recognition of non-

⁽¹⁵⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH*, No 28/15). <https://pjp-eu.coe.int/documents/1465728/8504223/7.+Action+Plan+BIH+QF.pdf/150757bf-2e65-4399-bd1d-d24c62815f41>

formal and informal learning were prepared in 2018, by a working group within the EU-funded project *Qualifications framework for lifelong learning*.

At present, there are isolated cases of RPL or VNFIL offering access to study programmes. The German agency for international cooperation GIZ (*Deutsche Gesellschaft für Internationale Zusammenarbeit*) currently runs the project *Support to adult education*, and developed the Competence Passport, intended to support the employability of adults by identifying and presenting outcomes from informal learning (ETF, 2018a).

NQF implementation

The baseline qualifications framework (BQF) was formally adopted ⁽¹⁶⁾ and the action plan for its implementation ⁽¹⁷⁾ has been in place since 2015. The framework is in the initial stages of implementation and institutional arrangements to coordinate operations are not fully functional.

Qualifications from vocational education and training and higher education are being prioritised for inclusion in the BQF, due to their potential to support employability. However, neither VET, nor higher education, has yet agreed criteria for quality assurance and validation to support levelling. Initiatives and developments in the different education and training sub-systems have been undertaken over recent years, mostly as part of EU-funded projects ⁽¹⁸⁾; they have the important task of ensuring that outcomes, standards and methodologies

⁽¹⁶⁾ Decision on adoption of the baseline qualifications framework in Bosnia and Herzegovina (*Official Gazette of BiH*, No 31/11, 39/12).
http://www.cip.gov.ba/images/pdf/Legislativa/Bosanski/Nacionalni_kvalifikacijski_okvir_bos.pdf

⁽¹⁷⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH*, No 28/15). <https://pjp-eu.coe.int/documents/1465728/8504223/7.+Action+Plan+BIH+QF.pdf/150757bf-2e65-4399-bd1d-d24c62815f41>

⁽¹⁸⁾ The proposal for the Bosnia and Herzegovina qualifications framework was developed as part of the EU VET III project; the VET IV project developed vocational qualifications based on occupational standards, which were a new development in the country. A joint EU and Council of Europe project developed a good practice guide for development of qualifications and occupational standards in higher education. An IPA-funded project managed by the British Council (2014-16) sought to raise the quality of primary and general secondary education and to reform the school-leaving *matura* exam; the project prioritised training for teachers, pre- and in-service, in primary and secondary education.

used by all responsible authorities are harmonised and comparable. More recently, working groups established in the scope of the EU-funded project *Qualifications framework for lifelong learning* focused from March 2016 to June 2018 on several aspects of the BQF, such as quality assurance, accreditation procedures, EQF referencing, and validation of non-formal and informal learning. A manual for enhancement of vocational qualifications was developed with involvement of representatives from all relevant education authorities and key partners; it is intended for all bodies involved in developing occupational and qualification standards, curricula and programmes, and in using learning outcomes (ETF, 2018a).

A national register of qualifications is not yet available. The BQF web portal is in the process of being set up ⁽¹⁹⁾ and will also serve as a national register. The Agency for Pre-primary, Primary, and Secondary Education and the Agency for Development of Higher Education and Quality Assurance maintain an overview of VET and, respectively, higher education qualifications available in the country. In 2017, the ETF conducted an inventory of vocational qualifications in Bosnia and Herzegovina, covering 1 155 qualifications from level 2 to level 5. Of these, 836 are obtainable through formal VET, and 319 through lifelong learning programmes (ETF, 2018a).

The main obstacle in implementing the BQF so far has been the complex administrative arrangements in Bosnia and Herzegovina, which require a high degree of coordination and cooperation of stakeholders, within the constraints of insufficient human capacity and financial resources. Key challenges for the future include revision of the BQF level descriptors and development of VNFIL arrangements to enable transfer and accumulation of learning outcomes (European Commission and Cedefop, 2018).

Communication about the BQF has so far been directed at stakeholders relevant for, and directly involved with, the development and implementation of related elements and processes. These included policy makers in education and employment, teachers, students, education and employment agencies and employers. The main channels used were the websites of different ministries, social media, leaflets, conferences and workshops. According to the EQF NCP, the framework is known to a high degree among education and training institutions and providers; to some degree among labour market stakeholders,

⁽¹⁹⁾ The BQF website will be available at: www.eqf.ba

guidance and counselling practitioners, and recognition bodies; and little known to the general public (European Commission and Cedefop, 2018).

As the BQF is not yet in use, no evaluation studies have been carried out to assess its impact. Given its major reforming role, BQF implementation initiatives are starting to influence the introduction and use of learning outcomes, and the review, renewal and quality assurance of qualifications. The BQF has helped formalise cooperation between stakeholders across education sub-sectors and institutions at different levels (political, technical, expert) and is seen as a solution for enhanced dialogue between stakeholders from education and training and those representing the labour market. It provides a basis for developing arrangements for validation of non-formal and informal learning, and is expected to increase permeability in the education and training system and to support recognition of foreign qualifications (European Commission and Cedefop, 2018).

Referencing to the EQF

Bosnia and Herzegovina has been a full member of the EQF advisory group since 2015 and referencing the BQF to the EQF is considered a national priority. Work towards EQF referencing and self-certification to the qualifications framework in the European higher education area (QF-EHEA) has been carried out in parallel. A final draft of the joint report for EQF referencing and QF-EHEA self-certification has been produced and is awaiting adoption by the relevant authorities. An update on the latest NQF developments will be presented to the EQF advisory group in 2019.

Important lessons and future plans

The baseline Bosnia and Herzegovina qualifications framework (BQF) is an important development towards better education quality in Bosnia and Herzegovina, increased access to lifelong learning and more relevant qualifications for citizens and the labour market. Part of the country's efforts to gain EU membership, work on the BQF is seen as creating the conditions for increased mobility, flexibility and competitiveness of the labour force ⁽²⁰⁾.

⁽²⁰⁾ Action plan for the development and implementation of the qualifications framework in Bosnia and Herzegovina for the period 2014-20 (*Official Gazette of BiH*, No 28/15). <https://pjp->

Implementation actions are, however, at an early stage and behind schedule. Technical work necessary to implement the action plan has started, primarily through EU-funded projects. Useful tools, such as methodologies for qualification development, provide the groundwork for improving quality assurance systems and setting up mechanisms for validation of non-formal and informal learning. However, EU projects have a limited timeframe and scope for intervention; sustained follow-up is necessary, with allocation of financial resources from national funds at all relevant levels of government (ETF, 2018a).

Reform of vocational education and training and higher education is continuing, but quality of provision remains a challenge. Efforts should be made to increase the number of learning-outcomes-based qualifications and to revise curricula for existing qualifications. Procedures and criteria for placement of qualifications into the BQF should be adopted and applied country-wide.

The complex institutional arrangements, with State institutions having very limited mandates, make the overall pace of reform slower than might otherwise be the case and represent the main challenge in BQF implementation so far. Support is needed to re-establish the operational capacities of the inter-sectoral committee at technical level, and to create the BQF Council as a permanent NQF structure at policy level (ETF, 2018a; European Commission and Cedefop, 2018).

Main source of information

[URL accessed 20.5.2019]

The Ministry of Civil Affairs hosts the EQF national coordination point (EQF NCP);
http://www.vijeceministara.gov.ba/ministarstva/civilni_poslovi/default.aspx?id=104&langTag=en-US

Bosnia and Herzegovina qualifications framework (BQF)

Level	Type of education and training	Qualification titles (position in the labour market)	Award type (diploma / certificate / education level)
8	Third cycle of higher education	Titles of qualifications and contents of diploma and diploma supplement for levels 6, 7 and 8 will, at a later stage, include relevant NQF/ EQF levels and will be further elaborated by the adoption of the <i>Rulebook on use of academic titles and acquisition of scientific and professional titles</i> ⁽²¹⁾ .	PhD Doctorate diploma and diploma supplement
7	Second cycle of higher education		Master diploma (MA) Master level diploma and diploma supplement
6	First cycle of higher education		Bachelor diploma (BA) Diploma issued by the institution of higher education and diploma supplement
5	Postsecondary education, including master craftsman exams and similar exams	Highly skilled worker specialised for a certain occupation	Diploma/certificate of completed post-secondary education or passed master craftsman exam and/or similar exam for a certain occupation, with a supplement
4	Secondary general education	Generally skilled worker	Secondary School graduation diploma with a supplement
	Secondary technical education	Specialised skilled worker for a technical and related occupation	Diploma/Certificate of secondary graduation with a supplement
3	Vocational education and training	Skilled worker for a certain occupation	Diploma/certificate of final examination (matriculation) with practical work, including a supplement
2	Occupational training programmes	Low-skilled worker	Certificate on completed programme or education for lower level occupational qualifications
1	Elementary education	Unskilled worker	Certificate on completed elementary education (nine years)

Source: Adapted from European Training Foundation (2016).

⁽²¹⁾ Title of the bylaw is defined under Article 6 of the framework law on higher education in Bosnia and Herzegovina (*Official Gazette of Bosnia and Herzegovina*, No 59/07).

Abbreviations

APOSO	Agency for Pre-primary, Primary and Secondary Education
BiH	Bosnia and Herzegovina
BQF	Bosnia and Herzegovina qualifications framework
ECTS	European credit transfer and accumulation system
ENQA	European Association of Quality Assurance in Higher education
EQF	European qualifications framework
ETF	European Training Foundation
GiZ	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit, GmbH</i> (German agency for international cooperation)
HEA	Agency for Development of Higher Education and Quality Assurance
IPA	Instrument for pre-accession (EU support programme for candidate and potential candidate countries)
ISC	Inter-sectoral committee for the development of the BQF
VET	vocational education and training

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https://connections.etf.europa.eu/wikis/home?lang=en#!/wiki/Wf591e43b607e_4ccf_8d94_a3256a255147/page/Bosnia%20and%20Herzegovina%20-%20NQF%20Inventory

European Training Foundation (2018b). *Key indicators on education, skills and employment 2018*.

<https://www.etf.europa.eu/sites/default/files/2019-01/KIESE%202018.pdf>