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CONTENT

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THE SPECIFICS OF THE GENERATION Z'S ADAPTING TO LABOR MARKET CHALLENGES

Abstract

Generations are groups of people who were born in approximately the same time period, who live together and share some experiences under the influence of the same major events in the environment, which is why they share similar beliefs, values and attitudes.

Generation Z is a large demographic group that, according to theory, includes people born in the period from 1997 to 2012. These are young people who are currently entering the labor market and represent a new workforce or are about to enter the labor market. Generation Z is the generation that comes after the Millennials. The term post-Millennials is consequently associated with it. In literature, they are also called Zoomers, Gen Tech, iGeneration or Digital Natives. Generation Z grew up in the conditions of global recession, so that is where existential, financial and business concerns come from. They were not spared by the COVID-19 pandemic either, which left many consequences for each of the generations in the labor market, especially for this, youngest one.

This generation is expected with special attention by the business and scientific community, making the primary purpose of this research determining the characteristics of this generation in practice in Bosnia and Herzegovina and defining a set of recommendations for their best integration into the labor market.
The subject of research in this paper is investigating whether the theoretical determinants of members of Generation Z coincide with the theoretical patterns and determinants attributed to Generation Z.
The objective of this paper is to investigate and analyze the members of Generation Z in Bosnia and Herzegovina, to determine whether the given theoretical patterns of Generation Z coincide with the actual characteristics

identified in previous studies, and to define a set of recommendations for their successful inclusion in the labor market.

Based on all of the above, the main hypothesis of the research is as follows: The theoretical determinants of members of Generation Z coincide with the determinants that members of Generation Z have in real life.

Keywords: *Generations of people, Generation Z, managerial skills, personal skills, interpersonal skills, communication skills, group skills*

JEL: J17

1. INTRODUCTION

Generation Z is a demographic cohort that includes individuals born in the period from 1997 to 2012. These are young people who represent a new workforce in the labor market or are about to enter the labor market. They carry certain attitudes, values, beliefs and expectations with them. These are not related only to their general vision of the life they seek, but also to their attitude towards work. In other words, they have characteristics with which they approach the modern business reality, and which inevitably distinguish them from their predecessor generations.

The issue of Generation Z is a challenge, considering that this is the generation that research is yet to be conducted on. As previously stated, the subject of research in this paper is to investigate whether the theoretical determinants of members of Generation Z coincide with the theoretical patterns and determinants attributed to Generation Z.

The objective of this paper is to investigate and analyze the members of Generation Z in Bosnia and Herzegovina, to determine whether the given theoretical patterns of Generation Z coincide with the actual characteristics identified in previous studies, and to define a set of recommendations for their successful inclusion in the labor market.

2. GENERATION: A CONCEPTUAL DEFINITION

Generations are groups of people who were born in approximately the same period of time and share some experiences under the influence of the same major events in the environment, which is why they share the same/similar

beliefs, values and attitudes.[1] Certainly, we should not classify people into specific "boxes" based on the year of their birth, but we are led to do so by the common characteristics, values and attitudes shared by them. It is precisely the exposure to almost identical cultural, political, technological or economic contexts that led to unique patterns of behavior within generational groups.
When establishing a generation group, different authors define the lower and upper limits in different ways. The division that is considered appropriate is used in the following text.

2.1. Generation Z

Generation Z is a demographic cohort that includes individuals born in the period from 1997 to 2012. These are young people who represent a new workforce in the labor market or are about to enter the labor market. Generation Z is the generation that comes after the Millennials. The term post-Millennials is consequently associated with it. They are also called Zoomers, Gen Tech, iGeneration, Digital Natives, etc.

Generation Z grew up under the conditions of global recession. Hence the existential, financial and business concerns. They were not spared of the COVID-19 pandemic either. It is a pandemic that left many consequences for each of the generations in the labor market, especially for this, youngest one. Their predecessors, raising them, instilled certain values in them; however, society and technology are responsible for the kind of people they are today to a far greater extent. Especially technology. They were born and grew up in a hyper-networked world. They are children of technology, and life without the Internet is almost unknown to them. The knowledge of Generation Z comes almost entirely from digital sources. The virtual world is another reality for them, so most of their communication during the day is done virtually. The accepted opinion is that they manage information technology, and not the other way round. They are able to create something out of nothing. In other words, they shape technology and use its potential. Digital literacy is their hallmark.
The *Mission and Ministry* institution emphasizes that this generation is growing up faster, is in education earlier, and is being exposed to marketing younger.[2] They mainly believe that a college degree will help them achieve their career goals, so their primary goal is to complete their education and then acquire their first business experience. They are in a hurry to establish a career, and they consider the ideal workplace to be the one where their

[1] Kupperschmidt, B. R., "Multigeneration Employees: Strategies for Effective Management", The Health Care Manager, 19(1), 2000, pp. 65-76.
[2] Levickaitė, R., "Generations X, Y, Z: How Social Networks Form the Concept of the World Without Borders (The case of Lithuania)", 2010, pp. 170-183.

skills best come into play. They are characterized by the ability to perform two or more tasks simultaneously, with exceptional results. They move quickly from one task to another, so it can be said that they pay more attention to speed than to accuracy. They are determined in their intention to build a better future. They do not take things for granted, and as a result of the time in which they live, they develop an exceptional awareness of a number of problems and issues at the global level.

2. MANAGERIAL SKILLS OF GENERATION Z

Managerial skills are the manager's abilities to perform certain activities aimed at achieving the company's goals by selecting and using appropriate tools (means and methods).[3] Anyone who sees himself/herself as a manager, regardless of the managerial level, must have, improve and develop the knowledge and skills necessary to perform managerial functions.[4] Generation Z is permeated by unconventionality. Thereby, the managerial skills of Generation Z are far from common. As the Zoomers are a generation about which research has yet to be conducted, the next review of their managerial skills could be used both in the acquisition of new knowledge and insights and as a kind of landmark for a better understanding and management of Generation Z.

2.1. Personal skills of Generation Z

Members of Generation Z can take pride in their good conceptual skills. Namely, they have the ability to understand general or abstract ideas. With understanding, these same ideas are also applied. They are the ones who see the "big picture" and view the organization through a holistic approach. As a result of their continuous concern for the future, they are in search of solutions even for those problems that they have yet to encounter.

A large amount of information is available to them. Certainly larger than was the case with any previous generation. Such a privilege leads to a broadening of horizons. They absorb information surrounding them best visually. They arrange it well, and are skilled at identifying patterns. They are distinguished by creativity but not patience. They perceive attention quite selectively. They tend to filter and quickly lose interest. They think outside the box. They are more open in conversation and show more understanding.

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[3] Buble, M., *Menadžerske vještine*, Sinergija, Zagreb, 2010, p. 1.

[4] Bahtijarević-Šiber, F., Sikavica, P., Pološki Vokić N., *Suvremeni menadžment*, Školska knjiga, Zagreb, 2008, p. 3.

Members of Generation Z shift the focus from business (professional) life to the harmonization of business and private life. In other words, the view of time management to date is being redefined. Members of Generation Z are aware that life is multidimensional. The model in question makes time management more complicated but also brings a higher level of satisfaction. What is important to emphasize is that harmonizing business and private life does not require daily investment of the same amount of time and energy in both these areas. On the contrary, it means a smart investment of time and energy, the level of which will vary from day to day, but will eventually lead to quality results.

2.2. Interpersonal skills of Generation Z

Interpersonal skills are based on emotional intelligence, which is undeniable to members of Generation Z.
Generation Z is a generation that has more information at its disposal than their predecessors. Consequently, greater opportunities are opened up for them. In addition to developing self-awareness and empathy, greater opportunities are also accompanied by greater stress, as a natural consequence. Technology adversely affects their emotional intelligence. They have a harder time coping with and managing stress. Although under stress, they are mainly not afraid of mistakes. Unlike their predecessors, they mainly do not equate mistakes with failure.

Managers should primarily understand the factors (lack of work experience, use of smart devices, popularity of social networks, growing up in a culture of safety) that influence the generation and lead to a certain type of behavior. Understanding their behavior and expectations will help managers better integrate this generation into the working environment. Meeting the expectations of Generation Z can be achieved through an entrance interview, where managers present them with a realistic view of work in the organization. Such view helps the interested people decide whether the job would be suitable for them and would enable them to prepare in advance for the obstacles they will have to face. It is also appropriate to give this generation a certain degree of autonomy and that, over time, they make certain decisions. The manager should also support on-the-job training and create a culture that supports feedback. A manager who acts as a coach and provides emotional support reduces stress and anxiety in employees.[5]

The importance of a human approach is also evident in the fact that the members of Generation Z respect only those managers with whom they can

[5] H. Schroth, H., "Are You Ready for Gen Z in the Workplace?", California Management Review,
61(3), 2019, pp. 5-18.

talk, as managers whom they have not personally met can hardly be authority for them.[6]

Considering that Zoomers are a young cohort, from time to time they need to be encouraged to take initiative, regardless of the circumstances. Also, they need to be told that mistakes are all right as long as they learn from them. Factors such as fear and stress tend to hinder performance, so it would be desirable to work on them. In order to overcome them, it is recommended to work on identifying the causes of stress, to consider the situation in as objective a light as possible, to establish as clear and specific communication as possible, as well as to turn towards optimism.

2.3. Communication skills of Generation Z

Members of Generation Z communicate more spontaneously, but also much more directly if we compare them with their predecessors. They are not supporters of formality. They communicate briefly and without detailed explanations. In other words, they try to reduce communication to a minimum. The same opens up space for misinterpretations and often leads to misunderstandings, whether it is an oral or written form of communication - although it is usually the latter.
In written communication, members of Generation Z use abbreviations and acronyms. They like hints, and key points in the form of bold text, making it shorter and easier for them to search for the information they are looking for.

For them, communicating via social networks is the basic way of socializing. That is why this generation lacks social skills in direct communication.[7]

They communicate visually. Mostly by emoticons. Emoticons have become an essential part of the written language of Generation Z considering that they favor them over words when it comes to expressing emotions and moods. They experience them as a form of connecting.
Technology is their second name, so it is almost an impossible mission to find a Zoomer who doesn't have basic digital skills. Generation Z communicates through voice assistants – Siri, Alexa, Bixby, Google Assistant, etc. In order to be able to devote themselves to everything that requires their attention and commitment, they delegate certain tasks to their digital assistants using artificial intelligence. Their remarkable networking

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[6] Krasulja, N., Radojević, I., Janjušić, D., Vujić, N., „Multigeneracijska radna snaga – prednost ili nedostatak za suvremene organizacije“, Praktični menadžment: stručni časopis za teoriju i praksu menadžmenta, 2015, p. 62.
[7] Šafránková, J. M., Šikýř, M., "Work expectations and potential employability of millennials and post-millennials on the Czech labor market", Oeconomia Copernicana, Vol. 8, No. 4, 2017, pp. 585–599.

skills are largely due to technology. They have wide networks of acquaintances, and they know how to foster social relationships in order to achieve personal goals. Influencing others is not a problem for them.

Despite growing up in the digital age, Generation Z loves human contact and prefers to receive feedback face-to-face.[8] They appreciate sincerity. It is a way to win their favor. They are exceptionally adaptable and less sensitive than they seem, therefore managers really do not have any reason to withhold important information. They openly express their expectations and ambitions. They expect equal treatment and understanding and acceptance of differences. They stick to their principles. If you lose the trust they placed in you, do not expect the cooperation to continue. It is known that their attention is short-lived, therefore when communicating with Generation Z, it is recommended to use as personalized a communication as possible. It is considered that this should reduce distractions and keep attention for a longer period of time.

2.4. Group skills of Generation Z

In order to successfully manage a group, it is regarded as necessary to know the relevant characteristics of the group being managed. Generation Z is a generation that has no problems within a team environment. Teamwork is not unknown to them. They generally fit in well and work well in teams. Nevertheless, they prefer individual work or individual projects. They want to present themselves in the best light. It is important for them to prove themselves to the employer, and they believe that they will do it more effectively on their own. Good relationships in the workplace are important to them.

Tulgan[9] proposes stimulating interpersonal relationships of high intensity, by using small, highly defined working groups with a strong leader - a peer; narrow, well-defined and supervised chains of command and by practicing a consultative, participative leadership style. The building of a good rapport between team members and their leaders builds loyalty, and improving bonding between employees enhances their motivation, tolerance and acceptance of diversity in the workplace. [10] What particularly motivates

[8] Chillakuri, B., "Understanding Generation Z expectations for effective onboarding", Journal of Organizational Change Management, 2020, p. 12

[9] Bruce Tulgan and RainmakerThinking, Inc., Meet Generation Z: The second generation within the giant "Millennial" cohort, 2013, https://grupespsichoterapija.lt/wp-content/uploads/2017/09/Gen-Z-Whitepaper.pdf, retrieved in September 2023.

[10] Wilson, M., Veigas, A. M., George, A. S., "Prospective trends in the human resource management of generation Z", Synthesis by Christ university BGR campus, Bangalore: Christ University, 2017, pp. 9

Generation Z is when their potential and skills come into play in the workplace and when they perform complex and creative work.[11] They are change makers. They introduce technological solutions and exchange information and knowledge, all for the purpose of strengthening productivity and encouraging growth and development.

3. SOCIAL NETWORKS AND GENERATION Z

Social networks have become an indispensable part of everyday life. The generation that grew up with and on social networks is the youngest generation, the so-called Generation Z. The free possibility of communication with the unlimited sharing of numerous contents are the most attractive factors that influence the use of social networks among young people, who can thus present themselves to their peers and the world in the desired light. This is a generation that is used to having any information immediately available without excessive effort in finding it.[12]

Social networks are becoming a type of modern addiction due to the fact that younger generations activate their user profiles on social networks every day, a day cannot pass without logging into one of the social networks, at least for a moment. They consider social networks a type of freedom, an escape from everyday life. They browse social networks in different situations: when they don't know how to fill their free time - the Internet is a source of information for gathering ideas, when they can't sleep, when they want to take a break from work or study, when they need advice, a friend's opinion, when they want to know what their role model is doing today.[13]

They prefer social networks dominated by persons of the same and/or similar age. YouTube, Instagram, TikTok and Snapchat stand out among the most frequently used social platforms of Generation Z. They reduce communication to shorter text messages, add smileys, use GIFs and memes, photos and videos. The content they consume is considered easily digestible. At the same time, and in different ways, they communicate on multiple platforms.

In the virtual world, everything happens quickly. So much can happen overnight, so it is not surprising that they fear that they will miss random, at

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[11] Krasulja, N., Radojević, I., Janjušić, D., Vujić, N., op. cit., pp. 62

[12] Fistrić, M., „Utjecaj digitalizacije na generacijski jaz – od bejbibumersa do generacije Z“, Communication Management Review, Vol. 4, No. 01, 2019, p. 125.

[13] Kurtalić I., Kako pripadnici generacije Z koriste društvene mreže (How members of Generation Z use social networks), Graduation thesis, Faculty of Economics and Tourism "Dr. Mijo Mirković", Juraj Dobrila University of Pula, 2018, p. 24.

first irrelevant, pieces of the puzzle and later end up with an incomplete picture. They are afraid of falling out of trends.

They are intrigued by the lives of famous people. It is social networks that provide them with an insight into almost every aspect of the lives of famous people. No wonder. Zoomers are a young cohort, and they see in the famous what they themselves aspire to be. They see a defined identity, and they pay attention to it in order to be inspired on the way to developing their own identity.

Thus, this generation consumes information contents faster than any one before. It is impossible to review and critically consider all these contents at the same time, especially if people lack previous knowledge and/or experience. Thus, young people search the available contents spontaneously, consume them superficially and quickly lose interest since new contents appear constantly. Thus, their attention span has decreased even more in relation to the attention span of the previous generation.[14]

Being in front of the screen and in the screen takes its toll. Instead of helping them, the virtual world in which they stay so happily alienates them from reality. Not only does it alienate them. With alienation, it forms unattainable standards. No matter what and how much they achieve, members of Generation Z live in the belief that it is not enough. Consequently, they express dissatisfaction with their own life and situations in the environment. They sleep less than recommended. Maybe because their bedrooms have become the center of the network. The consequences of the digital age are reflected in the growing struggle of young people with mental health. Many members struggle with anxiety and/or depression. Although connected, Zoomers feel lonely and alienated.

They practice digital detox from time to time. This is the period in which they deliberately separate themselves from their devices, and thereby also from their presence on social networks. Such attempts generally last a short time, precisely because they live in constant fear of missing out. Digital detox is more and more popular, but also more needed, particularly when we talk about members of Generation Z.

[14] Rupčić, N., „Značajke post-milenijalaca ili generacije z kao novih sudionika na tržištu rada“, Zbornik radova Veleučilišta u Šibeniku, Vol. 15, No. 1-2, 2021, pp. 47-60.

4. ATTRACTING AND ENGAGING GENERATION Z

Companies generally view members of Generation Z as an enigma of its own kind. An enigma that they hope to solve soon, although they generally do not make enough effort in that direction.

It has never been more difficult to attract, recruit and retain employees. Contributing to the appearance of present-day employee market is the increased number of options available when it comes to vocation. Young people have more post education options than ever before; opportunities to travel, to work overseas, or to retrain for yet another career. Gen Z aren't just thinking about their local area, state or nation. They have a global perspective in terms of where they can work, study and travel.[15] In order to engage them, it is necessary to study the way they "breathe".

Generation Z is primarily shaped by the constant use of information technology. However, managers, but also professionals defining educational policies, should take into account the fact that information availability does not mean that young people can determine what they want and what they can be good at. This requires time and joint, mentoring work on processing information, but also emotions and discovering talents. Therefore, it can be concluded that it is necessary to work with young people more, and not less, and so directly as much as possible, in order for them to go through the path of self-awareness and self-development. Managers in companies must be aware of this and offer trainees a number of programs in this sense. However, it is also useful to prepare clearly structured tasks and clear roles and limits that can enable trainees to feel their own achievement in a certain context. The help and support of senior colleagues is also very important in this regard.[16]

They stick out of the frame, and yet often feel invisible. They cannot help feeling that they are not taken seriously enough, despite the efforts they make. They exceptionally value companies that are ready to give them the opportunity to express themselves. In this respect, they are in no way different from their predecessors. Understandably, they don't want their opinion only to be heard, but also to be taken into consideration.

Rather than just applying the traditional "older manager mentors younger employee" approach, try reverse mentoring, where the knowledge flows both ways. Let older generations share experiences and expertise while younger

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[15] McCrindle, M., Fell, A., Understanding Generation Z: Recruiting, Training and Leading the Next Generation, McCrindle Research Pty Ltd, 2019, p. 101.
[16] Rupčić, N., op. cit., pp. 47-60.

employees give insight into engaging with their generation, as well as new trends and technologies.[17] Such a view of mentoring could be a potential key to bridging generational gaps. After all, both parties could benefit from such mentoring.

Zoomers strive for harmony between business and private life, so a flexible working relationship will certainly attract their attention. They often choose companies that allow their employees to work from home. They like flexible work but also a clearly defined structure of the work they need to do. In addition to this, they are supporters of continuous improvement, therefore financing further education in line with the work they perform would be an excellent way of both attracting and retaining them.

Generation Z is indifferent to authority. They respect titles but these do not mean as much to them as you would think they do. They believe in and support equality. They are open to cooperation. Teamwork is not unknown to them.

Improving the image and recognizability and creating the image of an environmentally and socially friendly organization today plays a vital role in attracting and recruiting the desired talents of Generation Z who value emotional and psychological connection with organizations.[18]
They take their digital presence seriously because they are completely digital themselves. Companies without a digital presence are companies that are given a wide berth, considering that they are not up to the level of the task. In other words, Zoomers don't care about companies that don't care about their online presence. Moreover, they almost consider them non-existent.

On the other hand, a company that they have the opportunity to encounter virtually is viewed by them as an existing one and, after all, as a potential one. According to research, the introduction of daily goals and challenges and the possibility of monitoring them, virtual awards and performance ratings, motivate employees from younger generations and thus increase their work engagement.[19]

When talking about Generation Z, we talk about a generation that generally does not tend to stay in one workplace for a long time. The reason behind it could very easily be mere saturation. Zoomers are constantly searching through changes. They enjoy challenges and like competitions. They believe

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[17] McCrindle, M., Fell, A., op.cit, p. 15

[18] Wilson, M., Veigas, A. M., George, A. S., op. cit., p. 7

[19] Jayathilake, H. D., Annuar, N., Exploring HRM Practices to Retain Generation-Z in Information Technology Sector: A Systematic Literature Review, International Journal of Business and Technopreneurship, Vol. 10, No. 1, 2020, pp. 79-100.

in healthy competition and the benefits it brings along. Regarding conflicts, the aspiration for healthy competition could point to a tendency to choose a dominant or competitive style of management, although, due to the openness and empathy they cultivate, they are often associated with a cooperative style. Which side they will take depends from situation to situation.

Research on a sample of students in the Czech Republic showed that the expectations of the new generation from work are not unreasonable. Thus, in their career, they expect meaningful work (80%), self-fulfillment (70%), friendly working environment (66%), fair wages (63%), job security (54%), professional management (43%) and personal development (43%).[20]

Tulgan et al.[21] have summarized several key strategies for getting the most out of Generation Z in the workplace. They recommend the following: a) promoting high-intensity relationships – small teams with a strong leader, tight and well-defined chain of command, teaching style leadership; b) continuing reeducation - young workers lack non-technical skills such as personal responsibility, problem solving, time management and interpersonal communication, employers should invest in the training process in these areas; c) clearly defined tasks - structured and defined roles and responsibilities. In conclusion, for an employer who tries to attract and engage, especially to retain the talents of Generation Z, it is necessary to study the way they work, which is followed by adaptation by adoption.

5. SURVEY OF GENERATION Z

The survey of Generation Z deals with the features of Generation Z, or the traits and characteristics that are typical of people born in the time period from 1997 to 2012. The survey aims to determine whether the theoretical determinants of members of Generation Z agree with the determinants that members of Generation Z have in reality.

Accordingly, the main hypothesis of the paper is as follows: The theoretical determinants of members of Generation Z agree with the determinants that members of Generation Z have in real life. The validity of the main hypothesis of the paper is tested on the basis of three auxiliary hypotheses.
The first auxiliary hypothesis is: *Members of Generation Z look for a mentor and need as personalized a communication as possible.*

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[20] Šafránková, J. M., Šikýř, M., op. cit., pp. 585-599.
[21] Bruce Tulgan, and RainmakerThinking, Inc., Meet Generation Z: The second generation within the
giant "Millennial" cohort, 2013, pp. 1-13 https://grupespsichoterapija.lt/wp-content/uploads/2017/09/Gen-Z-Whitepaper.pdf, retrieved in September 2023.

The second auxiliary hypothesis is: *Companies reach members of Generation Z best through social networks*.
The third auxiliary hypothesis is: *Members of Generation Z are more inclined to integrative than distributive negotiation, and in a conflict situation they use a dominant or competitive style*.

Seventy-seven respondents participated in the survey. The respondents were chosen by random selection, and the basic criterion was being part of Generation Z. Statistical processing and analysis of the results was made in the IBM SPSS Statistics 25 software. In order to answer the set research hypotheses, descriptive and inferential statistics methods were used. Chi-square test and Mann-Whitney U test were used to test the significance of differences.

5.1. Sociodemographic insight

Upon examination of Table 1, it is evident that there are 16 men (20.8%) and 61 women (79.2%) in the total sample. When it comes to the level of education, most respondents reported high school, followed by undergraduate studies and graduate studies, while the fewest reported elementary school and postgraduate studies. Most of the respondents are still receiving education, while there are significantly fewer of those who are employed or unemployed.

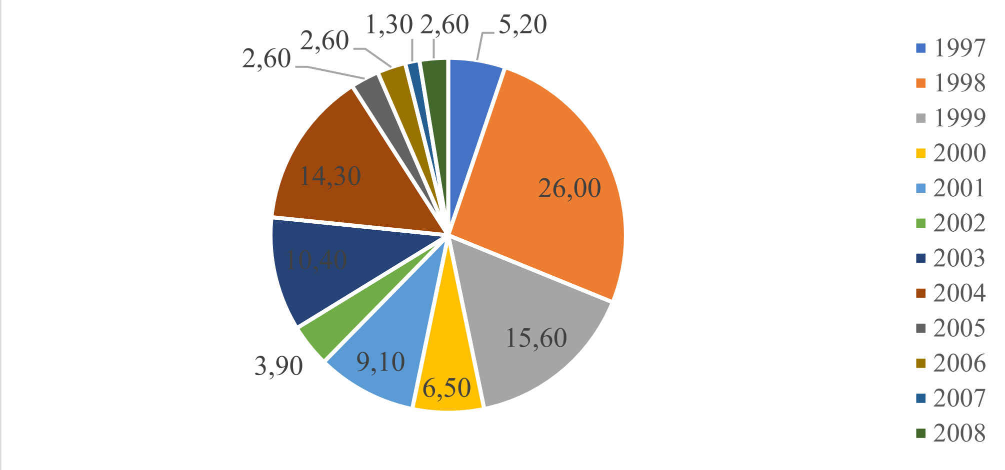
Table 1. Basic descriptive parameters of sociodemographic variables

		f	**%**
Gender	Men	16	20.8
	Women	61	79.2
Education level	Elementary school	2	2.6
	High school	32	41.6
	Undergraduate studies	24	31.2
	Graduate studies	17	22.1
	Postgraduate period	2	2.6
Current status	Student	56	72.7
	Unemployed	5	6.5
	Employed	16	20.8

f-frequencies; %-percentage
Source: Author's research

When it comes to year of birth, the total sample consists of respondents born from 1997 to 2008; most respondents were born in 1998, 1999 and 2004.

Figure 1. Graphical representation of the respondents' year of birth



Source: Author's research

5.2. Generation Z and attitude towards mentoring and communication

The first auxiliary hypothesis presumed that *members of Generation Z look for a mentor and need as personalized a communication as possible*, and in order to test this hypothesis, the responses related to this hypothesis were analyzed. It was found that there was a statistically significant difference in the frequency of responses to the statement *Do you agree that it is important for organizations to assign a mentor to new employees, taking into account that they are the ones who must acquire new knowledge, skills, etc.?*. A significant majority of respondents agree or completely agree with the above statement. Furthermore, a significant majority of respondents prefer personalized communication over formalized communication. Only 10.4% of respondents prefer formalized communication.

Table 2. Basic descriptive parameters and calculation of the significance of differences in responses to questions related to the search for a mentor and the need for personalized communication

		F	p	χ^2(p)
Do you agree that it is important for organizations to assign a mentor to new employees, taking into account that they are the ones who must acquire new knowledge, skills, etc.?	I completely disagree	3	3.9	30.896 (p<0.001)
	I neither agree nor disagree	14	18.2	
	I agree	36	46.8	
	I completely agree	24	31.2	
I prefer personalized communication (communication that includes a personal "touch") over formalized communication.	Yes	46	59.7	28.545 (p<0.001)
	No	8	10.4	
	I can't assess	23	29.9	

f-frequencies; %-percentage; χ^2-chi-square value; p-probability
Source: Author's research

Members of Generation Z agree that it is important for organizations to assign a mentor to new employees. In their opinion, an ideal mentor would be a person with an open mind, optimistic, full of knowledge, with some experience, enthusiastic in sharing his/her expertise, ready to listen and provide feedback, a person with developed empathy and exemplary work. It is clear that members of gen Z seek out a mentor and that they need a highly personalized communication style. The first set auxiliary hypothesis proves to be correct.

5.3. Generation Z and social networks

In order to test the second auxiliary hypothesis, which presumed that *companies will best reach members of Generation Z through social networks*, the responses related to this hypothesis were analyzed. The majority of respondents spend an average of 3-4 hours and 1-2 hours on social networks. A significant majority of respondents state that for them it is to some extent important that companies have a digital presence. Only 6.5% of respondents do not consider this important. Furthermore, it was determined that a significant majority of respondents agree that social networks are one of the best but also easiest ways to get regular information about new products or upcoming events of a certain company. It is important to point out that not a single respondent stated that s/he did not agree with this statement.

Table 3. Basic descriptive parameters and calculation of the significance of differences in responses to questions related to companies reaching Generation Z through social networks

		F	p	χ^2(p)
How much time do you spend on social networks per day (approximately)?	< 1 hour	2	2.6	60.597 (p<0.001)
	1-2 hours	24	31.2	
	3-4 hours	37	48.1	
	> 4 hours	13	16.9	
	Others	1	1.3	
To what extent is it important for companies to be digitally present (generally present on the Internet)?	Completely unimportant	3	3.9	46.961 (p<0.001)
	Somewhat unimportant	2	2.6	
	Neither important nor unimportant	16	20.8	
	Somewhat important	34	44.2	
	Particularly important	22	28.6	
Do you agree that social networks are one of the best but also easiest ways to get regular information about new products or upcoming events of a certain company?	I neither agree nor disagree	8	10.4	30.416 (p<0.001)
	I agree	47	61.0	
	I completely agree	22	28.6	

Source: Author's research

Members of Generation Z spend a good part of their day on various social platforms. They agree that social networks are one of the best but also easiest ways to get regular information about new products or upcoming events of a certain company. Thereby, they consider the digital presence of companies to be important. Companies that take their digital presence seriously are companies that enjoy a certain competitive advantage. Companies will reach members of Generation Z best through social networks, i.e. the second set auxiliary hypothesis proves to be correct.

5.4. Generation Z and the attitude towards negotiation and conflict

In order to test the third auxiliary hypothesis, by which it is assumed that members of Generation Z are *more inclined to integrative than distributive negotiation, and in a conflict situation they use a dominant or competitive style*, the questions testing this hypothesis were statistically processed. When they are in negotiations, respondents use constructions such as I would like, can you, I hope, etc. When they are in a situation where they have to negotiate, a significant majority of respondents state that they are cooperative, flexible, ready to make concessions and do not perceive the other party as competition. Accordingly, most of them cultivate a win-win style when negotiating. When there is a conflict, the majority of respondents try to find a middle solution, even though it does not fully satisfy their needs.

Table 4. Basic descriptive parameters and calculation of the significance of differences in responses to questions related to negotiation style and conflict resolution style

		f	p	χ^2(p)
When addressing the other party in negotiations, you generally use the following constructions and words:	We will, you will, I insist, I request, etc.	12	15.6	36.481 (p<0.001)
	I would like, can you, I hope, etc.	65	84.4	
Choose the answer that most closely describes the attitude you take when you find yourself in a situation where you have to negotiate:	I am cooperative, flexible in my approach, ready to make concessions and I do not perceive the other party as competition.	60	77.9	24.013 (p<0.001)
	I always want more, regardless of whether I am satisfied with what I have achieved, I want to concede as little as possible, no matter how little I concede to the other side	17	22.1	
Which of the listed negotiation styles do you think best describes you?	I win - you lose	7	9.1	52.403 (p<0.001)
	Both sides win	40	51.9	
	Both sides lose	1	1.3	
	It depends on the type and goal of the negotiations	29	37.7	
When there is a conflict:	I present my facts, feelings and viewpoint and seek a compromise with the other party	1	1.3	78.438 (p<0.001)

	You try to find a middle solution although it doesn't fully meet the needs you have	42	54.5	
	You do not get involved, i.e. you avoid conflict, do not express your dissatisfaction and disagreement, and generally postpone solving problems	18	23.4	
	I do not know myself what to say	1	1.3	
	You focus on yourself and use all available means to emerge from the conflict as a winner.	11	14.3	

Source: Author's research

When addressing the other party during negotiations, they mostly use constructions and words which are associated with an integrative negotiation style. Members of Gen Z are more inclined towards the integrative, rather than distributive type of negotiation therefore the first part of the third set auxiliary hypothesis is confirmed. In contrast, in a situation of conflict, they opt for finding the middle ground therefore the second part of the third set auxiliary hypothesis is rejected.

6. CONCLUSION

Generation Z is a generation that we have not had the opportunity to meet before. It is a child of the hyper-networked world, the youngest participant in the labor market at the time of writing this paper and the main subject of research of the paper. Members of Generation Z are well-disposed towards changes, free in behavior, thinking and speech, flexible, able to perform multiple tasks simultaneously. They are the one-click generation, the one that manages information technology, creative, that does not know and does not recognize limits, that relies on its own strengths and is in a hurry to establish a career. They are oriented towards entrepreneurship and tend to use technological skills. The information that is within their reach makes the goals of members of Generation Z far more accessible and attainable compared to those of their predecessors. Zoomers have a vision of where they want to be in the future. They are a generation of change. With their work, activity and innovation, they could influence the development of the economy as a whole.

Members of Generation Z spend a good part of their day on various social platforms. They believe that social networks are one of the best but also easiest ways to get regular information about new products or upcoming events of a certain company. Thereby, they consider the digital presence of companies to be important. Companies that take their digital presence seriously are companies that enjoy a certain competitive advantage. The fact that they keep up with the market needs enables them to survive on the same market.

They agree that it is important for organizations to assign a mentor to new employees. In their opinion, an ideal mentor would be a person with an open mind, optimistic, full of knowledge, with some experience, enthusiastic in sharing his/her expertise, ready to listen and provide feedback, a person with developed empathy and exemplary work. Although they consider each of the previously mentioned items important, they focus on knowledge, providing feedback and the ability to listen. They prefer personalized communication, or communication that includes a personal touch.

When they address the other party in negotiations, they mostly use constructions and words that are associated with an integrative style of negotiation. They are cooperative, flexible in approach, ready to make concessions and do not perceive the other party as competition. They believe that the best outcome is one in which both parties win. In other words, it turns out that they prefer a win-win approach rather than a win-lose approach.

The survey results show that in a conflict situation, members of Generation Z are supporters of a middle solution. The openness and empathy they cultivate associates them with a collaborative style.

In conclusion, the issue of Generation Z truly represents a challenge of its own kind. Despite being insufficiently studied, the theoretical framework of the work and activities of members of Generation Z proves to be acceptable. The theoretical determinants of members of Generation Z agree with the determinants that members of Generation Z have in reality, so we can say that the main hypothesis of the research has been confirmed.

Taking into account all the above, we can conclude that Generation Z will bring plenty of changes to the market, that it will enrich the market with its specificities, and that it will present managers with some new challenges in management and decision-making.

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PROBLEMS OF THE IMPLEMENTATION OF THE BOLOGNA PROCESS IN THE ACCESSORY PROCESS OF BIH TO THE EU

Abstract

The main goals of implementing the Bologna Process and creating a unique area of higher education in Europe are to increase the quality of education and to recognize diplomas, so that diplomas obtained in one country have the same value in other countries. At the ministerial meeting in Rome in 2020, it was concluded that a special effort should be made to implement the three key obligations essential for the functioning of the EHEA: qualification frameworks and ECTS, the convention on the recognition of diplomas and quality assurance according to the Standards and Guidelines for Quality Assurance (ESG) and that that area will be built by 2030," and at the next meeting (in Tirana in 2024) the implementation of those conclusions will be analyzed and evaluated, appropriate decisions (conclusions) will be adopted and official reports with data for each country will be published. All these materials and acts are prepared in the body for the implementation of the Bologna process (BFUG), which performs tasks between ministerial meetings, and representatives of BiH participate in its work, which (in 2003) undertook to implement the Bologna process and accepted all decisions and conclusions on the construction of a single space higher education in Europe. According to the reports published so far in BiH, no great progress has been achieved, which does not mean that the situation is not better in some higher education institutions. The problem is that students, businessmen and authorities were not more involved in the implementation of decisions and conclusions from the ministerial meetings, and even bigger that they were not university employees. The Bologna Process was implemented by all higher education institutions in the way they understood and interpreted it, as it suited them. Some European educational standards were adapted to their own, not theirs to European standards, so their success in implementing that process could not have been greater. That is why they talked and

discussed more about its negative effects than about its positive effects, that the quality of education did not increase, but decreased, that the educational system is unified with it and academic autonomy is limited, that developed countries insist on European standards and guidelines, as less developed ones would train a workforce that suits them, etc. The paper analyzes the extent to which such positions are founded and whether there are other, objective and subjective reasons for slowing down or delaying the introduction of European educational standards in higher education in BiH and emphasizes the importance of the full inclusion of the higher education system of BiH in the EHEA from the point of view of accession to the EU.

Keywords: *higher education, Bologna process, EHEA, qualification framework, European educational standards and guidelines, recognition of diplomas, nostrification, accession to the EU*

JEL: I2

1. INTRODUCTION

In addition to marking the 900th anniversary of the oldest university in Bologna, 388 rectors of European universities signed (September 18, 1988) the Great University Charter (Magna Charta Universitatum), calling on universities to assume a leading role and greater responsibility for social and economic development.

One of the reasons for this was the results of scientific research, according to which European countries lagged behind the USA in economic development due to different access to the higher education system. Inferior quality was not mentioned because it cannot be expressed exactly and precisely, and it can be measured and compared in different ways and with various indicators, regardless of the fact that, then as now, American universities were ahead of European ones in all known and recognized rankings of the best universities,[1] and ten years later (1999) the Bologna Declaration was adopted, with the implementation of which the reform of higher education began and was supposed to be implemented by 2010.

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[1]According to the QS ranking list 2021/2022. among the first 15 are 10 from the USA, 4 from England and one from Switzerland

2. THE BOLOGNA PROCESS

Higher education in Europe was based on concepts developed in the 19th century in England (Oxford), France (Napoleonic) and Germany (Humboldt), and the idea of creating a European Higher Education Area (EHEA) was inaugurated in the principles of the Great Charter of Universities (Magna Charta Universitatum)[2] and the documents that were adopted at the meetings of the ministers of education after that.

The Lisbon Convention was drawn up by the Council of Europe and UNESCO and was adopted by state representatives at a meeting (April 8 to 11, 1997), and it refers to the recognition of higher education qualifications, "that when recognizing diplomas, it must be examined whether there are significant differences between programs for which a diploma was issued and the corresponding program in the institution where nostrification/recognition is requested."

The Sorbonne Declaration[3] was signed by the Ministers of Education of France, Germany, Italy and Great Britain (May 25, 1998), agreed on the harmonization ("harmonization") of higher education and stated the main principles on which the unified European area of higher education should be based. "where national identities and common interests can interact and strengthen each other for the benefit of Europe, its students, and its citizens in general."

The Bologna Declaration was signed by 29 Ministers of Education of European countries in (June 19, 1999), called the "Joint Declaration of the European Ministers of Education", it is considered a key document that stimulated the revolutionary reform of higher education, and it defines six goals that are considered fundamental for creating European area of higher education:

- a comparable system of education degrees, with the application of a diploma supplement

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[2]On September 22, 2004, the University of Mostar was the first in Bosnia and Herzegovina to sign

[3]http://www.hea.gov.ba/Dokumenti/Bolonja/?id=32 (viewed 10.09.21)

- a system based on two main cycles, of which the first cycle lasts at least three years, is a prerequisite for enrollment in the second cycle and is relevant for the European labor market
- the introduction of the ECTS system, as a prerequisite for student mobility, whereby ECTS points can be acquired outside the context of higher education
- mobility of students, teachers, researchers and administrative staff
- European cooperation in the field of quality assurance regarding the development of comparable criteria and methodologies
- promoting European dimensions in higher education: curriculum development, inter-institutional cooperation, mobility and joint programs of study, training and scientific research.

Two years after its signing, the Salamanca Convention on European Institutions of Higher Education established the European University Association (EUA), which (in 2001) adopted a declaration expressing support for the creation of the European Higher Education Area and the principle of university autonomy with responsibility. Socially responsible autonomy of universities and higher education based on scientific research are stated as common principles, and in May of the same year, the Prague Communiqué (2001) was adopted, signed by the ministers of thirty-two member countries. It defines additional prerequisites for the European Higher Education Area:

- the importance of lifelong learning in order to face the challenges of competitiveness and new technologies, creating social cohesion and equal opportunities;
- the role of higher education institutions as partners in the creation of the European area of higher education and the participation of students in the organization and content of education at higher education institutions;
- promoting the importance of the European area of higher education, which also refers to the creation of a common framework of qualifications;
- partners in the creation of the European area of higher education: the Association of European Universities (EUA), the European Association of Institutions of Higher Education (EURASHE), National Unions of Students in Europe (ESIB) and the Council of Europe.

The Berlin Communiqué (2003) states: the inclusion of the doctoral level as a third cycle, greater mobility of doctoral students and post-doctoral students, quality assurance, a two-cycle education system (undergraduate and graduate), mobility, introduction of the ECTS credit system, recognition of diplomas and the role of institutions higher education and students. For state quality assurance systems, it is stated that they should define bodies and institutions that will carry out internal and external evaluation of institutions and programs, accreditation and certification system, student participation and publication of results, international participation, cooperation and network creation.

At the ministerial meeting in Bergamo (2005), two key documents were adopted:

- The European Qualifications Framework for Higher Education, which includes three cycles, descriptions for each cycle based on learning outcomes and abilities, and ranges of points in the first and second cycle
- Standards and guidelines for quality assurance in the European Higher Education Area (ESG) on the proposal of the European Network of Quality Assurance Agencies (ENQA).

Standards and guidelines are defined specifically for internal and external quality assurance of higher education as well as for quality assurance of external quality assurance agencies.
Standards and guidelines for internal quality assurance in higher education institutions refer to: quality policy and procedures for quality assurance, monitoring and periodic checks of programs and qualifications, student evaluation, teacher quality assurance, educational resources and assistance to students, information systems and informing the public.

It was agreed that the mandatory introduction of supervision of quality assurance agencies at the national level, respecting the adopted guidelines and criteria, and the acceptance of the principles of the European Register of Quality Assurance Agencies, the establishment of the European Register of Quality Assurance Agencies (EQAR), the European Registration Committee and the European Consultative Forum. In addition, the Communiqué emphasizes the importance of research in higher education, the social dimension, mobility and the promotion of the European area of higher education.

At the following ministerial meetings in London (2007), Leuven (2009), Budapest and Vienna (2010), Bucharest (2012), Yerevan, 2015 (revised Standards and guidelines for quality assurance in the European Higher Education Area were adopted and revised Guide for Users of the European Points Collection and Transfer System), Paris (2018) and Rome (2020).

At them, the results achieved in the implementation of the conclusions from the previous meetings were analyzed and the agreed goals to be implemented until the following: "the introduction of the concept of lifelong education in higher education, the establishment of a common European research area (European research area-ERA), national qualification frameworks comparable to the umbrella the EHEA qualification framework (A Framework for Qualifications in the EHEA), defining learning outcomes, quality assurance in accordance with European quality standards (Standards and Quidelines for Quality Assurance in the European the higher Education - ESG), recognition of foreign diplomas and other higher education qualifications, that the implementation of the Bologna Process should continue until 2020, 2025 and 2030, that instead of the term Bologna Process, the term European Higher Education Area (EHEA) should be introduced, etc.

From the above, it can be concluded that the countries that agreed to be part of the European Higher Education Area undertook to: (1) introduce a system of higher education in three cycles, bachelor's, master's and doctoral studies; (2) ensure mutual recognition of qualifications and study periods abroad obtained at other universities; (3) to implement the education quality assurance system[4] and to cooperate for more than 30 years in order to overcome obstacles and harmonize their national systems of higher education with the jointly agreed, European one.

3. EUROPEAN HIGHER EDUCATION AREA (EHEA)

The European Higher Education Area (EHEA) was formally launched at the ministerial meetings in Budapest and Vienna, on the occasion of the 10th

[4]https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/bologna-process

anniversary of the Bologna Process, and was actually implemented from 1999 in the countries that joined it and signed and ratified the contract of the European Cultural Convention.

It is a unique international cooperation in higher education and the result of the political will of 49 countries that, step by step over the last twenty years, have built an area that implements a common set of obligations, structural reforms and common tools. These countries agree and adopt higher education reforms based on common core values – such as freedom of expression, institutional autonomy, independent student unions, academic freedom and free movement of students and staff. Through this process, countries, institutions and stakeholders are adapting their higher education systems by making them more compatible and strengthening their quality assurance mechanisms with the aim of increasing the mobility of staff and students and facilitating employment.[5]

The education reform as conceived and planned was not enthusiastically accepted in many academic communities who believed that no one should interfere with their autonomy, that they know best how they should educate, and those in Germany and France did not like what was being advocated a system of education that is closer to the Anglo-Saxon than to their previous one. Denmark was the first country outside of the United Kingdom and the USA to introduce the "3+2+3" education system, and other countries have also done so and are actively participating in the construction of the European area of higher education, because the goals of implementing the Bologna process are not endangering their autonomy, limiting academic freedom and the unification of educational standards, but harmonizing educational standards in order to increase the mobility of students and teaching staff, make it easier to compare obtained diplomas and recognize each other.

In 2017, the EU launched the "European Universities" initiative with the aim of strengthening strategic partnerships between institutions and institutions of higher education, to include at least twenty universities by 2024[6] in order to create networks of high-level universities that will enable students to obtain

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[5] https://ehea.info/ 19.04.23.
[6] So far, more than 40 have been included (none from BiH)

a degree by combining studies in several EU countries and that this will contribute to the international competitiveness of European higher education.

4. EUROPEAN QUALIFICATION FRAMEWORK

For the creation of the European Higher Education Area (EHEA), in addition to documents on quality control, documents on the national and European qualification framework are also important.

The general framework for qualifications in the EHEA was accepted at the ministerial meeting in Bergen (2005) and it was concluded that national frameworks should be set in 2007 and implemented from 2010, and in London (2007) the first institution of the Bologna process was established - the European Register quality assurance (EQAR – European Quality Assurance Register).[7]

The obligation for national frameworks for qualifications implies the voluntary (not forced) incorporation of these frameworks into national frameworks for the study of scientific and professional qualifications.
The obligation does not refer to the study of national subjects in which each country incorporates its specificities (language, history, culture and others) and they are not subject to European standards.

The European Qualifications Framework (EQF - European Qualifications Framework) describes the qualifications that are acquired when a student completes a certain level of education, they are defined through learning outcomes that describe what the student knows, understands and can do at the end of the learning process, which are divided into three categories: knowledge, skills and competences.[8]

It is linked to national qualification frameworks in 39 European countries and serves as a map of all types and levels of qualifications in Europe, 35 countries have linked their national qualification frameworks or systems to the EQF,[9] 23 countries display its levels on certificates, diplomas or

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[7]http://www.nsz.hr/novosti-i-obavijesti/vijesti_iz_znanosti_i_obrazovanja/istrazivanje-o-primjeni-bolonjskog-procesa-na-hrvatskim-sveucilistima/ (viewed 21.10.21)
[8] https://hr.wikipedia.org/wiki/Europski_kvalifikacijski_okvir
[9] https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=hr

Europass supplementary documents, and 17 countries display them in qualifications databases or qualifications registers.

Most countries have introduced eight-level frameworks, some have more or less, French has five levels, Irish has ten, Scottish has twelve, and in some countries there are sub-levels to meet the interests of those it suits.[10]

5. EUROPEAN STANDARDS AND GUIDELINES IN THE EUROPEAN HIGHER EDUCATION AREA

The standards and guidelines for quality assurance in the European Higher Education Area (ESG) were adopted in Begram (2005) and revised in Yerevan (2015), and in them the term "quality assurance" means all activities within the cycle of continuous quality improvement, quality assurance and improvement activities.

The following were agreed upon at the ministerial meetings and introduced: (1) so that appropriate standards could be reached in the structure of higher education diplomas; (2) ensure that a diploma obtained in one European country has the same meaning in another country; (3) that as such it represents a confirmation of the value of the student who possesses it and (4) that the existing education system be reorganized in such a way that it is understandable and credible. [11]
Their purpose is to build a common framework for the quality assurance system of teaching and learning at the European, national and institutional level, enable the assurance and improvement of the quality of higher education, encourage mutual trust, facilitating recognition and mobility within and across national borders and provide information on quality assurance, help higher education institutions in quality management and its improvement, create a basis for the work of quality assurance agencies and make external quality assurance more comprehensible and transparent.

The goals of the standards and guidelines are: (1) to help develop your own quality assurance culture, (2) to inform and raise expectations about learning

[10] The European Qualifications Framework: supporting learning, work and cross-border mobility, Luxembourg: Publications Office of the European Union, 2019.
[11] https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_hr (viewed 11.11.21.)

processes and outcomes, and (3) to contribute to joint quality assurance within the EHEA.

The basic principles for quality assurance are: (1) higher education institutions are responsible for the quality of their own work and its assurance; (2) quality assurance differs for higher education constitutions and their study programs; (3) encourage the development of a culture of quality and (4) take into account the needs and expectations of students, all other stakeholders and society. Quality assurance includes: (1) internal quality assurance; (2) external quality assurance and (3) quality assurance of external quality assurance agencies.
ESG does not represent quality standards or prescribe ways of implementing quality assurance processes, but focuses them on areas that are of critical importance for the quality of work and learning environments in higher education. It also includes qualification frameworks, ECTS and supplementary study documents that contribute to fostering transparency and mutual trust in higher education.

The standards related to higher education institutions are: quality assurance policy, development and approval of programs, learning, teaching and evaluation, enrolment and advancement of students, recognition and certification, teaching staff, resources for learning and student support, information management, informing the public, continuous monitoring and periodic revision of the program and periodic external quality assurance.

Their intention is not to dictate practice or to be interpreted as perspectives quality improvement agencies for external quality assurance. That is why they are not quantified and specified, but described and tentative, in some cases "following the experiences of successful people".

They are detailed at the principle level in all three key components of the quality assurance system: (1) internal quality assurance, (2) external quality assurance, and (3) quality assurance of external quality assurance agencies.

Internal quality assurance refers to the institutional mechanisms of higher education institutions: (1) the development of the institutional work policy in quality assurance, quality culture and student involvement; (2) establishment of monitoring mechanisms and their periodic verification, and (3) transparency and public publication of results.

External quality assurance refers to: (1) systematic monitoring and effectiveness of internal quality assurance systems and (2) definition of goals, tasks, procedures and criteria that need to be established and published prior to evaluation. Thus, Quality Assurance Agencies receive a clear mission to perform the work that is necessary for the external quality assurance system to function and to guide the development of institutional mechanisms.[12]

All national quality assurance systems should contain five key elements: "internal evaluation (1), external evaluation (2), student involvement (3), publication of results (4) and international participation (5).[13]

5.1. Standards and guidelines for quality assurance

A successfully implemented quality assurance system provides information to educational institutions and the public to ensure the quality of work (accountability) and advice and recommendations on what can be done to improve that work (improvement). Thus, quality assurance and quality improvement are interconnected and can support the development of a quality culture that suits everyone: students, scientific and teaching staff, management of educational institutions, businessmen, authorities and the state. The standards and guidelines are determined by the higher education institution itself, taking care to ensure that they are in line with European standards and guidelines,[14] and they are:

For quality assurance policy:
<u>Standard</u>: Higher education institutions must have a quality assurance policy that is publicly available and part of their strategic management.
<u>Guidelines</u>: Policies and processes are the foundations of an internal quality assurance system that forms a cycle of continuous improvement and contributes to the accountability of the higher education institution. Such a

[12]https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_hr (viewed 11/18/21)
[13]https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_hr (viewed 09/16/21)
[14] Standards and guidelines for quality assurance in the European area of higher education, European Organization for Quality Assurance in Higher Education

system supports the development of a quality culture, all internal stakeholders take responsibility for quality, and the quality policy

For teaching staff:
Standard: Educational institutions must ensure the competence of their teachers, apply fair and transparent recruitment and development processes for their staff and have methods for verifying the qualifications and expertise of teaching staff which should be available to external reviewers and commented on in reports
Guidelines: The role of the teacher is crucial in creating a high-quality student experience and enabling the acquisition of knowledge, competences and skills, but in focusing on learning outcomes and requiring student-centered learning and teaching, so the role of the teacher is also changing[15]

For periodic external quality assurance:
Standard: Higher education institutions must periodically undergo external quality assurance procedures in accordance with ESG
Guidelines: External quality assurance can confirm the effectiveness of internal quality assurance, act as a catalyst for change and offer the higher education institution new perspectives, and provide the educational institution and the public with information confirming the quality of the institutional or educational program, one or more of them.

For reporting:
Standard: Complete reports of expert committees in external quality assurance processes must be published, clear and accessible to the academic community, external partners and other interested persons.
Guidelines: In case the agency makes formal decisions based on the reports, these must be published together with the reports, and the external evaluation helps the agency to review its policies and work, to confirm to the agency and its stakeholders that it continues to follow ESG principles.

To inform the public:
Standard: Higher education institutions must publish clear, accurate, objective, valid and easily accessible information (qualitative and quantitative) about study programs, enrolment criteria, expected learning

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15 https://www.enqa.eu/wp-content/uploads/filebase/esg/ESG%20in%20Croatian_by%20ASHE.pdf

outcomes, qualifications acquired by them, procedures applied in teaching, learning and evaluation, pass rates, current student population profile, graduate employment information and others that should not be used for marketing purposes only and to confirm in an unbiased and objective manner whether it has met its own expectations.
Guidelines: Information about the work of higher education institutions is useful to potential, current and former students, as well as other stakeholders and the public.

5.2. International institutions in the field of quality assurance

EUA, the European University Association, is an organization that gathers representatives of universities and rectors' conferences from all over Europe. EUA's goals are to represent the interests of universities in the Bologna process and towards institutions dealing with higher education.

ENQA, the European Network for Quality Assurance is a European association for quality assurance, made up of national quality assurance agencies in Europe, whose activities are aligned with ESG and contribute to its full application. ENQA represents the interests of quality assurance agencies at the European and international level.

EQAR, European Quality Assurance Register of Higher Education, is a European quality assurance register for higher education that includes those national quality assurance agencies that are members of ENQA.

EURASHE, the European Association of Institutions in Higher Education is an organization that brings together representatives of higher education institutions that are not universities and represents their interests at the European level.

ESU, European Student Union, is a European umbrella organization of students, founded as **ESIB** (European Student Information Bureau). ESIB was actively involved as the sole representative of students in the creation of the Bologna Process, and ESU regularly represents student interests to the institutions of the European Union, Council of Europe, UNESCO,
E4, the common name for the main European institutions ENQA, EUA, EURASHE and ESIB (ESU), which, together with representatives of the European Commission at the ministerial conference held in Berlin in 2003,

received the order to prepare a proposal for common standards, procedures and guidelines in quality assurance at the European level.

OECD, Organization for Economic Cooperation and Development, is an intergovernmental organization that brings together the most economically advanced countries in the world and primarily deals with ways to further improve the economy of these countries.

UNESCO, the United Nations Education, Science and Culture Organization, is an intergovernmental organization that deals with education issues within the United Nations
European Commission and EU Council.

6. IMPLEMENTATION OF THE BOLOGNA PROCESS AND CONCLUSIONS FROM THE ROME COMMUNICATION ON THE IMPLEMENTATION OF THE THREE KEY OBLIGATIONS FOR THE FUNCTIONING OF EHEA IN BIH

Bosnia and Herzegovina joined the Bologna process at the ministerial meeting in Berlin (September 19, 2003), undertook to implement it, accepted all adopted decisions and conclusions from the previous meetings, and since then participates in all meetings and in the work of the body for the implementation of that process (BFUG).

All higher education institutions in Bosnia and Herzegovina implemented it in the way they understood it, interpreted it and how it suited them. Some of them adapted the European educational standards to their own, not theirs to the European standards, so the Bologna process was implemented in 39 higher education institutions in 39 ways, and because of that, their successes are different.

The results achieved as a whole are less than expected because in educational institutions and the public there was more talk and discussion about its negative effects than about its positive effects, that the quality of education did not increase, but decreased, that it unifies the educational system and limits academic autonomy, that European standards and guidelines are insisted on by developed countries in order for less developed ones to train their workforce, that it is not implemented in many countries, that it is abandoned, "dead" and similar.

Exactly what has been done and how much has been done to implement the three key obligations from the Rome Communiqué for the functioning of the EHEA in each individual higher education institution is known by their management, employees and students, and businessmen and the public as much as it is presented to them, what the representatives of those institutions say about it.

Bosnia and Herzegovina accepted the European qualification framework and undertook to harmonize its national qualification system with the European one, formally it did so, but it does not work due to the imprecision of the legal provisions or due to the inappropriate behaviour of higher education institutions, and perhaps both, because in practice they are identified professional and university studies, which is unimaginable in countries that have harmonized their national educational frameworks with European ones. According to the reports published so far in Bosnia and Herzegovina, no great progress has been achieved, which does not mean that the situation is not better in some higher education institutions, and the problem is that students, businessmen and authorities have not been more engaged in it, and even bigger that they are not university employees.

There is no precise data on what and how much higher education institutions have done to introduce European standards and guidelines for quality assurance, because they have not published the data on their websites. Some published only a part of these data, and a larger number of them did not publish any data, which does not mean that they are not introducing European educational standards and will not publish them. What is known about BiH, all higher education institutions, is the data listed in the Eurydice[16]

[16] Eurydice is a European network dedicated to the exchange and provision of relevant data on education systems and policies in 38 countries, thus providing support for European cooperation in the field of lifelong learning and education. The Eurydice network publishes information on education systems and policies, descriptions of national education systems, thematic comparative studies, indicators and other statistics in the field of education. These data enable policymakers in the field of education to make quality decisions. The network was established by the European Commission and member states in 1980 with the purpose of exchanging information and providing support for European cooperation in the field of education. Since 2014, Eurydice has been part of the Erasmus+ program as one of the activities within Key activities 3 - Support for policy reforms, https://www.mobilnost.hr/hr/sadrzaj/programi/mreze-i-inicijative/eurydice/

Report "Towards Equity and Inclusion in European Higher Education"[17] collected by Eurydice national units representing 38 education systems in 36 European countries[18] for the academic year 2020./ in 202. year.

The data in that report refer to the level of compliance of European higher education systems with 10 principles and guidelines agreed by all EHEA countries, and the situation in BiH is as follows (for individual principles and guidelines):

a) For higher education strategies with a social dimension:

- a1) The existence of a national strategy (or other large strategic plan) for equity, ***<u>there is no strategy</u>***
- a2) Strategy (or other main strategic plan) for equity with specific and measurable goals, ***<u>no strategy or in preparation</u>***
- a3) Strategy for equity and social dialogue, ***<u>no strategy</u>***
- a4) Quality assurance agencies are required to monitor higher education institutions' fairness policies, ***<u>monitoring is not required</u>***
- a5) Social dimension in higher education as a strategic priority, ***<u>0 points (from 0 to 4)</u>***

b) For flexibility:

- b1) Quality assurance agencies dealing with the recognition of prior informal and/or formal learning ***<u>do not deal with the recognition of prior learning</u>***
- b2) Flexibility in higher education, ***<u>1 point out of a possible 4</u>***

c). For lifelong learning

- c1) State coordination mechanisms between different levels of education, ***<u>the state coordination mechanism has not been established</u>***
- c2) State coordination mechanisms dealing with equity and inclusion, ***<u>there are no state coordination mechanisms</u>***
- c3) State coordination mechanisms of higher education that systematically involve related policy sectors in discussions on equity and inclusion, ***<u>there are no state coordination mechanisms</u>***

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[17] https://op.europa.eu/hr/publication-detail/-/publication/fa946919-b564-11ec-b6f4-01aa75ed71a1

[18] In Bosnia and Herzegovina, the Ministry of Civil Affairs is responsible for these issues

c4). Support measures for adult students in accessing higher education, ***there are no support measures for adult students***

c5) Competencies for equity, diversity and inclusion in programs of initial teacher training and continuous professional development, ***there are no requirements for competencies for equity, diversity and exclusivity in teacher training***

c6) Lifelong learning, ***1 point (0 to 4)***

d) For data

d1) Administrative data on student ***characteristics are not collected***

d2) Administrative data on completion rates and characteristics of students at the end of the ***first cycle are not collected at the end of the first cycle***

d3) Collection of data on completion rates of the first, ***no data***

d4) The countries that participated in the Euro student VII project, 2018–2021, ***did not participate***

e) For guidance and counselling

e1) Educational systems that have a state legal obligation to provide psychological counselling services ***do not have a state legal obligation***

e2) Psychological counselling service providers, ***no services***

e3) Psychological counselling services aimed at students with specific characteristics, ***there are no services***

e4) Obligation that psychological counseling services are subject to quality assurance, ***no services***

e5) Public institutions that have a formal role in mediating equity-related conflicts in higher education ***There is no public institution for conflict mediation***

e6) Psychological counselling systems to support potential and enrolled students, ***0 points (0 to 4)***

f) For financing

f1) Trend of public spending on higher education in % of GDP, 2013 - 2018, ***data not available***

f2) Public funding allocated on the basis of equity-related objectives, ***No public funding was allocated on the basis of equity-related objectives*** f3) Percentage of first-cycle full-time students receiving universal or need-based scholarships, 2019/2020 ***No need-based or universal scholarships***

f4) Equity and Inclusion Support Funding, ***1 point (0 to 4)***

g) To train the staff and mission of the institution

g1) State regulations/recommendations for higher education institutions to offer diversity or inclusion training to academic and administrative staff, ***No training regulations or recommendations***

g2) Support provided by national public bodies to higher education institutions for diversity or inclusiveness training of academic and administrative staff, ***no support***

g3) Focus of external quality assurance agencies, focus on the mission of the institution ***(not on study programs)***

g4) Focus on the social dimension in external quality assurance procedures, ***No focus on issues of the social dimension***

g5) Training for equity and inclusion, ***0 points (0 to 4)***

h) For mobility

h1) State mobility policies aimed at students with specific characteristics, ***There are no state policies covering mobility***

h2) State monitoring of the specific characteristics of students participating in physical mobility, ***there is no monitoring***

h3) Transferability of scholarships for mobility for the purpose of obtaining a higher education qualification and credits, ***there is no transferability***

h4) Measures to support vulnerable, endangered or underrepresented students in mobility, ***there are no measures*** (or they exist only in some higher education institutions

h5) State bodies that advise higher education institutions on the application of new technologies in teaching and learning, ***there is no state advice/support***

h6) State mobility policies and equity***, 0 points (0 to 4)***

i) For social engagement

i1) Support provided to higher education institutions for the development of social engagement activities focused on equity and exclusivity, ***no support*** i2) External quality assurance agencies required to evaluate social engagement activities aimed at fairness and exclusivity, External quality assurance agencies ***are not required to evaluate social engagement activities***

i3) Support of public bodies to the social engagement of higher education institutions, ***0 points (0 to 4)***

j) For political dialogue

j1) Political dialogue on the implementation of principles and guidelines ***has not yet been established***

j2) Political dialogue, ***0 points (0 to 4)***

j3) ***There is no information*** on whether this is discussed at the meetings of the University's Senate and Administrative Councils

7. CONCLUSION

The implementation of the Bologna Process and the introduction of European educational standards into the higher education system in Bosnia and Herzegovina could have had greater effects if the participants in that process had shown more willingness and interest, if they had realized and understood the importance of this for students, the economy and the entire society.

Considering that they were obliged to carry out that process, they did it in a way that suited them, and that is why the situation is not the same at all universities, and differences also exist between individual organizational units within one university.

With the negative views of their professors, even students did not show greater interest in implementing the Bologna Process and did not realize or understand how important it is for them, and neither did businessmen, that is, employers of the future workforce. Their expectations were higher, problems were also caused by the different titles of bachelor's and master's degrees compared to the previous ones with higher and higher education, and even more so that they cannot understand or understand the difference between those professions (diplomas) of professional and university studies.

The authorities agreed to become a member of the European Higher Education Area, undertook to implement the Bologna process and created the assumption that higher education institutions can introduce European educational standards, but did not oblige them to do so and did not solve the problems of financing scientific research work, which is an integral and indivisible part of the university of education.

Harmonization of national qualification frameworks with European ones does not endanger national ones, on the contrary, it emphasizes their importance and specificity for language, culture, history and other national and specific characteristics, and harmonization refers only to scientific and professional qualifications, which is important for students and their future employers, that diplomas from universities from other countries can be compared, recognized and mutually recognized.

A big problem is that the Agency for the Development of Higher Education and Quality Assurance of BiH is not a permanent (already affiliated) member of ENQA and cannot perform the accreditation of higher education institutions as an agency in other countries, it is not licensed. This problem needs to be solved by the competent authorities, and they probably won't do it quickly, and higher education institutions can hire licensed agencies from other countries for accreditation, institutional and accreditation of their study programs.

They can and should also introduce European educational standards because there are no restrictions for this, except for financial ones for scientific research work, and there are especially no restrictions for information standards that are not introduced solely for subjective reasons, so that the truth is not known. The authorities do not force them to do so, among other things, so that they would not be accused of interfering with autonomy, and if autonomy is an excuse for higher education institutions, then they could be accused and sanctioned for its abuse, because they conceal information that is important to students and businessmen. and the public.

The implementation of the Boplogna process, i.e. the construction of the European area of higher education, provides the opportunity for Bosnia and Herzegovina to become an integral part of Europe, to become more developed, not to be synonymous with underdevelopment and backwardness, because there is no better, safer and faster entry into the EU than unconditional, comprehensive and complete integration into the European Union. area of higher education.

Otherwise, students in BiH would be educated according to standards that do not exist in European countries, and their diplomas would not be valid, they would not be recognized as from universities in countries that have introduced European educational standards.
The implementation of the education reform is a true test of maturity and willingness to invest, in the present sacrifice and renunciation for a better future, the results of the present work will be known later, when students are employed, and their fate is in the hands of those who decide about it.

They, the students, can and should help in that process, but their role is limited. Some will finish their studies before then, and it is understandable that they are more concerned about finishing their studies than about the problems of studying future generations, and some do not want to hold a grudge against professors who do not support the reform.
Professors and colleagues are more concerned about "their adaptation" and think about the conditions for elections and promotions that will apply according to the new rules and criteria.

They are not enthusiastic about changes, especially if these changes will force them to make new sacrifices and investments, and the introduction of European, common standards does not suit them because it "limits" their autonomy and because they are more comfortable with the standards they determined themselves, so there were so many standards as much as professors.

Power holders, without whom the implementation of the education reform is unthinkable, also have "limiting" factors that prevent them from greater engagement in these tasks. The opposition could use the change in legal acts and the establishment of institutional frameworks for the introduction of European educational standards for their own purposes, and an even bigger problem is securing a significant amount of financial resources for education, scientific research and standards regarding the construction and equipping of classroom and laboratory space and facilities. student standard.

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THE DEVELOPMENT MODEL OF CONTINENTAL TOURISM UNTIL THE REDUCTION OF THE SEASONALITY OF CROATIAN TOURISM

Abstract

Modern tourism is significantly different from the tourism of the past, in which the main emphasis was on mass tourism and quantity. Modern tourism turns to quality and adaptation to the demands and needs of tourists. Continental tourism is characterized as an area rich in greenery, forests, meadows, and other natural resources that possesses cultural assets and traditional heritage, but also faces problems of depopulation and the abandonment or extinction of "old" activities. In such situations, tourism tries to devise sustainable ways to preserve such areas. Tourism is of great importance for the areas of continental Croatia because its effects (whether direct or indirect) tend to generate income for the local population, and it also increases employment and investment rates, which result in a better quality of life for the population and the development of the regional economy. In addition to the above, it solves the fundamental problem of Croatian tourism, excessive seasonality. The main goal of the work is to research and analyze tourist resources in the area of continental Croatia and, according to the results of the survey, to define the possibilities for the development of continental tourism in Croatia.

Keywords: *seasonality, continental tourism, selective forms of tourism;*

JEL: Z3

1. INTRODUCTION

Tourism is described as a massive and complex social and economic phenomenon of the modern era, which with its volume penetrates almost every segment of economic and economic development. Tourism is considered to be a phenomenon that is included in the flow of everyday life, the fundamental determinant of which is consumption. The advantage of tourism development in the destination is the generation of various entrepreneurial activities. Local entrepreneurs participate in tourism and establish mutual contacts with entrepreneurs engaged in other activities, for this to happen several factors are listed on which it depends (Wall and Matheison, 2006:162):

- connection between tourism requirements and types of suppliers and producers,
- the ability of local entrepreneurs to meet certain needs (management skills, availability of resources, etc.),
- historical development of tourism in a particular destination,
- the type of tourism development, i.e. the balance of local and foreign entrepreneurial activities.

As for Croatian tourism, it has great potential and the possibility of achieving tourism results in the rank of tourism developed countries. In order to achieve such results, it is necessary to adapt, improve and develop the tourist offer through the application of tourism policy. According to the development strategies developed so far, tourism can be accepted as one of the fundamental directions of the Croatian economy, insisting on changing the perception of tourism as a common understanding according to which tourism belongs to tertiary or service activities, with an effort to accept the thesis about tourism as a unique opportunity for the development of numerous economic activities as well as entire economic branches. In the same way, the Croatian tourism policy serves as a unique policy in the territory of the Republic of Croatia (abbreviated Republic of Croatia), whereby the specificities of regional units enrich what is called the Croatian tourist product. Continental Croatia as a tourist region that is rich in natural resources, cultural heritage and many other resources is still not sufficiently recognized by tourist visitors, nor by investors or the media. Tourism is of great importance for Croatia, and it is important to follow trends in tourism in order to increase competitiveness on the market. The aim of the paper is to determine the tourist offer and potential of tourism in continental Croatia, which is not yet sufficiently developed and recognized. Selective forms of tourism are a group of tourist movements that are conditioned by a certain dominant tourist motive that drives tourists to travel to a destination whose tourist offer is adapted to the contents for the realization of experiences related to the dominant interest of a certain demand segment.

2. SELECTIVE FORMS OF TOURISM

Selective tourism as a term appeared in Croatian tourism literature in the seventies as one of the ways to solve the problem of mass tourism. Alfier (1994) under the selective forms of tourism belong all those which, in terms of content and with regard to the place and time of development, can, in the best way, satisfy the motives of tourist demand, i.e. the desire to return to the original nature.

Geić (2011:222-223) states that the end of the 20th century is characterized by the intensive growth and dispersion of tourism in all parts of the world and diversification into different forms that tourism theory treats as special, specific or selective forms of contemporary tourism. The same appear in the segment of wishes and needs of the increasingly demanding tourist demand, while they are realized through the tourist offer according to the available natural and anthropogenic resources as well as the existing tourist infrastructure. According to Geić (2011:230), selective tourism can be defined as a response to the problems encountered in modern tourism and which are the cause of mass or "hard" tourism and its infrastructure. As an answer to the mentioned problems, contemporary theoreticians find in the development of selective forms of "soft" tourism, that is, in the reduction of trips that are characterized as mass, impersonal and schematic. The opposite of the negativity that is thought to have been brought by mass tourism are forms of tourism for which names such as responsible tourism, individual tourism, tourism of special forms, alternative tourism, etc. are used, and their main goal is to more fully satisfy the special wishes and needs of modern people. tourist. Figure 1 shows the difference between hard tourism and soft tourism, which arose in accordance with changes in the wishes and needs of tourists.

Rabotić (2013:18) also calls selective tourism "niche tourism" which has several components, namely:

- cultural component - includes heritage, educational, religious, research tourism, etc.,
- ecological component - includes nature, alpinism, ecotourism, coastal tourism, geotourism, etc.,
- rural component - includes camping tourism, wine and gastronomic tourism, sports, event tourism, etc.,
- urban component - includes galleries, conferences, fairs, etc., and
- other components - includes photographic, volunteer, dark, youth, transport tourism, cruises, etc.

Destination resources are those that determine what form of selective tourism can be developed in a tourist destination. Tourist destinations are different and each has different characteristics, natural and cultural heritage, and the tourist offer is designed accordingly. Pančić believes (2000:85) that each type of selective tourism must be compatible with natural and other features of the area, that is, they should not harm the environment, but should preserve ambient values. Therefore, selective types of tourism can also be called ecological types of tourism, the development of which can contribute to ecological rehabilitation and readaptation. A positive characteristic of selective tourism is that it affects the growth of the economy, the recognition of the image and the competitiveness of a certain tourist destination.

3. BASIC CHARACTERISTICS OF CONTINENTAL TOURISM

Modern tourism is significantly different from the tourism of the past, in which the main emphasis was on mass tourism and quantity. Modern tourism turns to quality and adaptation to the demands and needs of tourists. The improvement of the standard of living and the new lifestyle of people significantly affects the increase in tourism demand.

Continental tourism is characterized as an area rich in greenery, forests, meadows, and other natural resources that possesses cultural assets and traditional heritage, but also faces problems of depopulation and the abandonment or extinction of "old" activities. In such situations, efforts are made through tourism to devise sustainable ways to preserve such areas. Tourism is of great importance for the areas of continental Croatia because it, through its effects (whether direct or indirect), tends to generate income for the local population, and also increases employment and investment rates, which result in a better quality of life for the population and the development of the regional economy (Smolčić Jurdana et al., 2018:220).
The changes that tourism brings to the traditions and heritage of local communities is what creates new questions, which are questions about the authenticity of tourist offers. Considering that society is not static, it can be assumed that the community is not completely authentic either (Jelinčić, 2006:169). In interaction and correlation, there are tourist products that are aligned with the norms of social behavior. Tourist, hotel and other organizations that participate in the creation of culture support or change the behavior of individuals and groups and change the norms of behavior. The imposition and creation of new norms of behavior affects the creation of a false image among potential tourists, that is, tourists are told that only the sea and the sun cannot provide a quality vacation. Such images are imposed through the media through the production, purchase and consumption of advertising products (Pende, 2013). According to Pende (2013), mass tourism changes its forms, that is, it puts on "new clothes" that are acceptable to the modern way of using free time, because no one wants to have a share in the production and consumption of the old form. The new and increasingly demanding tourist is looking for more and more to satisfy his needs, while his main goal is to travel for the purpose of enriching his own culture and creating his own image. Authentic tourists look for such experiences that are based on local culture, tradition and respect for nature and people. As a tourist destination, Croatia has and can offer exactly what tourists are looking for due to its rich and unexplored nature, as well as culture and tradition (Pende, 2013).

4. INDICATORS OF (UNDER)DEVELOPMENT OF THE CROATIAN TOURIST MARKET

Croatia as a tourist country is not sufficiently developed, although it has great potential for future progress. One of the indicators of the development of the tourist market is the number of foreign tourists, which is the number of foreign tourists per the number of local residents. The following indicators are the share of tourism in the GDP of a country and the share of employees in tourism to the total number of employees in all industries. Analyzing the mentioned indicators, it can be concluded that Croatia counts a large number of tourists every year, except for the previously mentioned year of 2020. As for GDP indicators, tourism makes up a large share of Croatia's GDP, and it also contributes to the employment of a large number of the population. Although the indicators show a positive picture of tourism in Croatia, it is not yet developed at a satisfactory level, that is, tourism in Croatia is unevenly developed. The most developed tourist area is the coastal area of Croatia, i.e. Dalmatia, Istria and Kvarner, while the continental part lags behind and is less developed in terms of tourism. Therefore, it is extremely important to invest in and develop the tourist offer and infrastructure of underdeveloped areas.

Some of the indicators that point to insufficient tourism development are the lack of accommodation capacity, insufficient tourist offer that needs to be developed in order to keep up with trends. Some of the ways of developing tourism are the development of selective forms of tourism that would contribute to the improvement and increase of the tourist offer, increasing the number of accommodation capacities as well as the quality of services offered in accommodation facilities. According to Gračan and Alkier (2003:2-8), insufficient care for the tourist product is one of the effects that lead to a decline in the quality of services and the reduction of the offer to just average in tourist destinations throughout Croatia. Likewise, it led to the loss of the image of certain destinations. The image of Croatia was based on the clean sea and coast, but not enough attention was paid to the tradition itself and the rich cultural and historical heritage, which can be of great importance for the further development of tourism in Croatia. Such heritage is characterized by various characteristics such as originality and diversity and as such increase the value of tourist destinations. By supplementing content such as events, sports games, various manifestations, etc., it will influence not only the increase in the tourist offer, but also the improvement of tourist experiences. Croatia is a country that has a lot of potential and possesses many resources that, if used correctly, can be used for the purpose of increasing the number of visitors and increasing competitiveness on the market.

5. RESEARCH METHODOLOGY

Croatian tourism records ups and downs during its development, although the COVID-19 pandemic has set it back, it is still one of the most significant in Europe and beyond. Tourism is one of the main activities for the country and represents one of the main sources of income. Croatian tourism has developed thanks to its good geographical location, rich natural and cultural heritage, good climate and other resources. Today, the tourist offer is based on natural beauty, cultural resources and tradition. What can be cited as the problems of Croatian tourism are seasonality, the orientation of tourists to the sun and the sea, and the endangerment of natural resources by mass visits. Croatia as a tourist destination can increase competitiveness and recognition in the world by extending the tourist season and further developing continental tourism. Hypotheses were defined in accordance with the above:

Hypothesis H1: Potential tourists are not sufficiently familiar with the tourist offer of continental Croatia.

Hypothesis H2: On the territory of continental Croatia, it is possible to develop tourism and increase the number of visitors through selective forms of tourism.

Hypothesis H3: By developing different forms of tourism and by complementing the tourist offer in the continental part of Croatia, it is possible to reduce the seasonality of tourism.

What today's tourist is looking for in a tourist destination can be found precisely on the territory of continental Croatia. According to Grižnić and Bevanda (2014:1), mass tourism turns into an escape into nature, a desire for education, entertainment, experience and ecology. Likewise, what characterized mass tourism was "value for money", while today it is changing to "value for time". With the advent of sustainable development, efforts are being made to protect natural resources for future generations in such a way as to maintain harmony between ecology and economy (Smolčić, 2003). At the threshold of tourist expectations, the research objectives were set:

- research and analyze tourist resources,
- explore the theoretical background of tourism,
- to investigate the theoretical background of specific forms of tourism and their development on the territory of continental Croatia,
- investigate the existing tourist offer of continental Croatia and trends in tourism and
- explore the possibilities of developing continental tourism in Croatia.

• 268 respondents took part in the research, who answered the questions of the questionnaire in stages anonymously.

Table 1. *Description of the research sample (n= 268)*

	N	%
SEX		
Male	51	19%
Female	217	81%
AGE GROUP		
To 18	2	0,7%
18-35	134	50%
36-50	92	34,3%
51-65	39	14,6%
66+	1	0,4%
COMPLETED EDUCATION		
Completed elementary school	6	2,2%
Finished high school	103	38,4%
Completed undergraduate studies	42	15,7%
Completed graduate studies	100	37,3%
Completed higher level than graduate studies	17	6,3%
EMPLOYMENT STATUS		
Employed	208	77,6%
Unemployed	14	5,2%
Student	36	13,4%
Disciple	5	1,9%
Retired	5	1,9%
COUNTY OF RESIDENCE		
City Zagreb	50	18,7%
Zagrebačka	16	6%
Krapinsko-zagorska	8	3%
Sisačko-moslavačka	5	1,9%
Karlovačka	3	1,1%
Varaždinska	32	11,9%
Koprivničko-križevačka	67	25%
Bjelovarsko-bilogorska	6	2,2%
Primorsko-goranska	13	4,9%
Ličko-senjska	3	1,1%
Virovitičko-podravska	2	0,7%
Požeško-slavonska	2	0,7%
Brodsko-posavska	4	1,5%

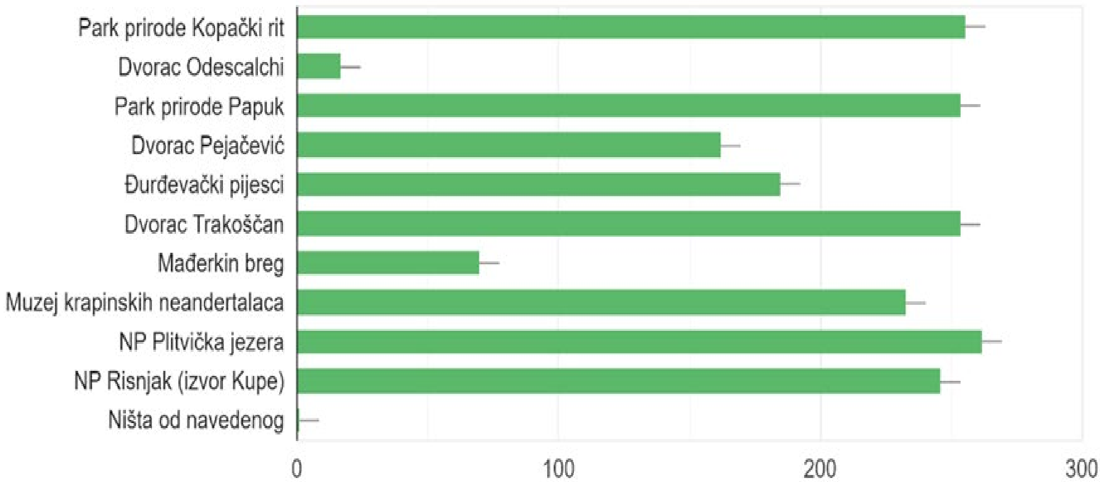
Zadarska	5	1,9%
Osječko-baranjska	7	2,6%
Šibensko-kninska	2	0,7%
Vukovarsko-srijemska	3	1,1%
Splitsko-dalmatinska	13	4,9%
Istarska	8	3%
Dubrovačko-neretvanska	4	1,5%
Međimurska	10	3,7%
Other countries outside of Croatia	5	1,9%

Source: author's own work

Table 1 shows that the sample of this research is men and women of younger age (persons up to 35 years old) and more mature age (from 36 years old). The research was conducted throughout Croatia, and respondents from outside the Republic of Croatia could also participate. The research was conducted with the aim of determining the respondents' knowledge of existing tourist resources in continental Croatia and to explore the potential of future tourism development in continental Croatia. The sample consisted of 268 people, of which 51 men (19%) and 217 women (81%) participated. As for the age of the respondents, the most represented age group with 50% are people between 18 and 35, followed by the group of people between 36 and 50 years old with 34.3%, while only 1 person who belongs to the age group of 66 and several years. Regarding the level of education of the respondents, the most represented group are those with completed secondary school (38.4%), followed by persons with completed graduate studies with 37.3%, while the least number of those whose highest level of education is stated is completed elementary school with 2, 2%. The majority of respondents in this research are employed people (208 of them), which makes up 77.6% of the respondents, followed by students, more precisely 26 respondents declared themselves as students (which amounts to 13.4%), followed by unemployed people (14 of them and 5.2 %) and the least respondents of the conducted research are pensioners (1.9%) and students (1.9%). Although most of the respondents were from the territory of the Republic of Croatia, a few respondents, namely 5 of them (1.9%) live outside the Republic of Croatia. The most represented respondents residing in Koprivnica-Križevac County are 67 of them (25%), followed by residents of the City of Zagreb with 18.5% (50 respondents), followed by residents of Varaždin County, 32 of them (11.9%), while are 2 (0.7%) respondents from Šibenik-Knin, Požega-Slavonia and Virovitica-Podravina counties.

The next question (chart 1) was asked so that respondents would choose localities they had heard of, and 10 well-known localities in the territory of the Republic of Croatia were listed. Respondents heard the most about NP Plitvička Jezera (chosen by 262 respondents), PP Kopački rit (chosen by 256 respondents), PP Papuk (chosen by 254 respondents), Trakošćan Castle (chosen by 254 respondents), NP Risnjak (chosen by 246 respondents), Krapin Neanderthal Museum (chosen by 233 respondents) and Đurđevačke pijeske (chosen by 185 respondents). The lowest number according to respondents' familiarity with localities was given to: Pejačević Castle (chosen by 162 respondents), Mađerkin breg (chosen by 70 respondents) and Odescalch Castle (chosen by 17 respondents), while one respondent was not familiar with any of the mentioned localities.

Chart 1. Localities in continental Croatia that you have heard of or visited



Source: author's own work

Before testing the defined research hypotheses, the reliability and validity of the applied measurement scales will be tested. The reliability of the measuring scales was tested by calculating the Cronbach Alpha coefficients, and by calculating what the value of the Cronbach Alpha coefficients of individual measuring scales would be if a single claim were removed from the corresponding measuring scale, shown in table 2.

Table 2. Cronbach Alpha coefficient

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,638	,718	9

Source: author's own work

Table 2 shows the Cronbach's Alpha coefficient used to measure the reliability of a measurement scale or test. In this research, the Cronbach Alpha coefficient was measured on 9 items or 9 particles to which respondents gave answers using a Likert scale with numbers from 1 to 5, the meaning of which is from completely disagree to completely agree. The Cronbach Alpha coefficient is 0.638, which indicates that the conducted research is relatively reliable.

To prove hypothesis H2, the following variables are necessary: "I would rather spend my annual vacation in destinations in continental Croatia than in coastal areas" (V1); "Continental Croatia has the potential for further development of tourism" (V2); • "By introducing new services into the tourist offer of continental Croatian tourism, it is possible to increase its competitiveness on the market" (V3); "Through the development of selective forms of tourism, it is possible to increase the number of visitors to the area of continental Croatia" (V4) and "The development of selective forms of tourism encourages the economic development of destinations in the area of continental Croatia" (V5).

Table 3. Descriptive statistics of hypothesis H2

	V1	V2	V3	V4	V5
Valid	268	268	268	268	268
Missing	0	0	0	0	0
Mean	2.82	4.59	4.51	4.54	4.50
Median	3.00	5.00	5.00	5.00	5.00
Mode	3	5	5	5	5
Std.Deviation	1.241	.700	.776	.683	.777
Sum	756	1230	1210	1216	1207

Source: author's own work

I would rather spend my annual vacation in the destinations of continental Croatia than in the coastal areas" - the average value of the stated statement is 2.82 with a standard deviation from the average of 1.241. The median value is 3, which means that most respondents neither agree nor disagree with the statement, while the most common rating is 3. "Continental Croatia has the potential for further development of tourism" - the average value of the stated statement is 4.59 with a standard deviation from the average of 0.700 . The median value is 5, which means that the majority of respondents completely agree with the statement, while the most common rating is 5. "By introducing new services into the tourist offer of continental tourism in Croatia, it is possible to increase its competitiveness on the market" - the average value of the stated statement is 4.51 with standard deviation from the mean by 0.776. The median value is 5, which means that most respondents completely agree with the statement, while the most common rating is 5. "By developing selective forms of tourism, it is possible to increase the number of visitors to the area of continental Croatia" - the average value of the stated statement is 4.54 with a standard deviation from the average for 0.683. The median value is 5, which means that the majority of respondents completely agree with the statement, while the most common rating is 5. "The development of selective forms of tourism encourages the economic development of destinations on the territory of continental Croatia" - the average value of the stated statement is 4.50 with a standard deviation of average by 0.777. The mean value is 5, which means that most respondents completely agree with the statement, while the most common rating is 5. Statements with which respondents agree:

- continental Croatia has the potential for further development of tourism,
- by introducing new services into the tourist offer of continental Croatian tourism, it is possible to increase its competitiveness on the market,
- by developing selective forms of tourism, it is possible to increase the number of visitors to the area of continental Croatia,
- the development of selective forms of tourism encourages the economic development of destinations on the territory of continental Croatia.

Seasonality is listed as one of the negative economic impacts of tourism in Croatia, which means that it has a negative effect on the country's economy. Countries with the wealth of warm seas, most often Mediterranean and Adriatic countries, are characterized by seasonality. The reason for this is the lack of variety of tourist offers for staying in Croatia in the months outside the tourist season, i.e. the summer months due to the lack of interest from entrepreneurs, business barriers and the lack of active public sector processes (Ministry of Tourism of the Republic of Croatia, Tourism Development Strategy of the Republic of Croatia until 2020; access date : 28.08.2023). Proving hypothesis H3 is possible with particle S1 or "I travel only during the tourist season", S2 or "I would visit destinations in continental Croatia outside the tourist season". "I believe that increasing the tourist offer of destinations in continental Croatia would contribute to reducing seasonality" is particle S3 and S4 is particle: "I believe that specific forms of tourism have the potential to enable an even number of tourists throughout the year".

Table 4. Descriptive statistics of hypothesis H3

	S1	S2	S3	S4
Valid	268	268	268	268
Missing	0	0	0	0
Mean	2.19	4.52	4.02	4.11
Median	2.00	5.00	5.00	5.00
Mode	1	5	5	5
Std.Deviation	1.241	.700	.776	.683
Sum	587	1211	1078	1102

Source: author's own work

I travel only during the tourist season" - the average value of the stated statement is 2.19 with a standard deviation from the average of 1.250. The median value is 2, which means that most respondents completely disagree with the statement, while the most common rating is 1. "I would visit the destinations of continental Croatia outside the tourist season" - the average value of the stated statement is 4.52 with a standard deviation from the average for 0.832. The median value is 5, which means that the majority of respondents completely agree with the statement, while the most common rating is 5. "I believe that an increase in the tourist offer of destinations in continental Croatia would contribute to a reduction in seasonality" - the average value of the stated statement is 4.02 with a standard deviation from the average for 1,084. The median value is 4, which means that most respondents agree with the statement, while the most common rating is 5. "I believe that specific forms of tourism have the potential to enable an even number of tourists throughout the year" - the average value of the stated statement is 4.11 with a standard deviation from the average for 0.937. The mean value is 4, which means that most respondents agree with the statement, while the most common rating is 5.

Statements with which respondents agree:

- I would visit destinations in continental Croatia outside the tourist season,
- I believe that increasing the tourist offer of destinations in continental Croatia would contribute to reducing seasonality,
- I believe that specific forms of tourism have the potential to enable an even number of tourists throughout the year.

Hypothesis H1 reads "potential tourists are not sufficiently familiar with the tourist offer of continental Croatia" and it was tried to be refuted/confirmed through survey research. Using the responses of respondents, it can be concluded that 254 respondents (94.8%) travel, while the other 14 respondents (5.2%) do not travel. The largest number of respondents, precisely 48.1% of respondents (129 of them) travel 2-4 times a year, 74 of them (28%) travel more than 5 times a year, 55 respondents (20.5%) travel once a year, and the other 9 (3 .4%) does not travel. Destinations in continental Croatia were visited by 250 respondents (93.3%), 13 of them (4.9%) did not visit destinations in continental Croatia, while 5 respondents (1.9%) were unsure. 147 respondents (54.9%) confirmed that they were not familiar with the tourist offer of continental Croatia, 70 (26.1%) respondents answered that they were familiar, while 51 (19%) were not sure.

Table 5 shows the results of the ANOVA tool for hypothesis H2. Hypothesis H2 reads "On the territory of continental Croatia, it is possible to develop tourism and increase the number of visitors through selective forms of tourism." ANOVA is a tool used to look at the difference between sample averages in the assumption of the existence of differences between population averages. Most often, research participants responded with a grade of 3, and it can be concluded that hypothesis H2 is accepted. "I would rather spend my annual vacation in the destinations of continental Croatia than in the coastal area" (K1); "By introducing new services into the tourist offer of continental Croatian tourism, it is possible to increase competitiveness on the market" (K2). "By developing selective forms of tourism, it is possible to increase the number of visitors on the territory of continental Croatia" (K3). "The development of selective forms of tourism encourages the economic development of destinations on the territory of continental Croatia" (K4).

Table 5. ANOVA test for proving hypothesis H2

		Sum of Squares	df	Mean Square	F.	Sig.
K1	Between Groups	25.913	3	8.638	5.915	<0.001
	Within Group	385.490	264	1.460		
	Total	411.403	267			
K2	Between Groups	56.196	3	18.732	47.213	<0.001
	Within Group	104.744	264	,397		
	Total	160.940	267			
K3	Between Groups	43.168	3	14.389	46.634	<0.001
	Within Group	81.459	264	,309		
	Total	124.627	267			

K4	Between Groups	35.704	3	11.901	25.077	<0.001
	Within Group	125.293	264	,475		
	Total	160.996	267			

Source: author's own work

It is clear that the data presented in Table 5 are in favor of the development of selective forms of tourism, which the scientific literature considers to be the basis of the development of future perspectives of tourism, and that the tourism of the future is based on the development of specific forms of tourism that are focused on the individual needs of tourists and their motivation travels.

5.1. Research conclusion and limitations

Certain conclusions can be drawn according to the hypotheses set and the research carried out. Hypothesis H1 referred to the statement "Potential tourists are not sufficiently familiar with the tourist offer of continental Croatia". With their answers, the respondents confirmed that they usually travel 2-4 times a year, they have heard of certain localities, but according to the answers, it can be concluded that the respondents are not sufficiently familiar with the tourist offer of continental Croatia, which confirms hypothesis H1.

Hypothesis H2 referred to the statement "On the territory of continental Croatia, it is possible to develop tourism and increase the number of visitors through selective forms of tourism". The majority of respondents agree with the claims that selective forms can influence the future development of tourism, they stimulate the economic development of continental Croatia, as well as the claim that their development can influence the increase in the number of visitors to destinations in continental Croatia. After analyzing the above data, it is concluded that hypothesis H2 is confirmed.

Hypothesis H3 read "By developing different forms of tourism and by complementing the tourist offer in the continental part of Croatia, it is possible to reduce the seasonality of tourism". Analyzing the respondents' answers, it can be determined that the majority of respondents travel throughout the year and confirm that they would visit destinations in continental Croatia outside the tourist season. Likewise, according to the opinion of the respondents, by increasing the tourist offer, it is possible to influence the reduction of seasonality, and that by introducing selective forms of tourism, an even number of tourists can be made possible throughout the year. Accordingly, hypothesis H3 is confirmed.

After the analysis of the research results, it can be concluded that there is a possibility of greater development of selective forms of tourism on the territory of continental Croatia, and below are three proposals for further research, namely:

- selective forms of tourism as a basis for reducing the problem of seasonality,
- marketing aspects of the development of selective forms of tourism in continental Croatia and
- selective forms of tourism and their influence on the sustainable development of continental Croatia.

6. CONCLUSION

Tourism is an important activity, not only for the coastal areas of Croatia, but also for the area of continental Croatia, which achieves significant economic results. According to the theoretical analysis, continental Croatia has numerous natural and cultural resources, rich history and historical heritage, a large number of accommodation facilities, rich and preserved traditions and customs. The regions of continental Croatia are currently lagging behind the rest of Croatia in terms of development, so continental Croatia achieves a lower number of tourist arrivals, and it is stated that tourists stay shorter in continental destinations. By developing and including selective forms of tourism in its tourist offer through an appropriate tourism policy, competitiveness on the tourist market can be enabled. Based on these findings, research was conducted through a questionnaire whose goal was to determine the significance of the introduction of selective forms of tourism in the offer of a certain destination and also whether they can affect the reduction of seasonality, which creates a big problem for tourism in the whole of Croatia. After analyzing the results of the research, the problems of continental tourism are determined, as well as the ways to solve them. The main problem of continental tourism is insufficient promotion of destinations, the effect of which is ignorance of the tourist offer, which affects tourist attendance. The second, already mentioned problem is seasonality, which is tried to be solved by introducing selective forms of tourism in destinations and tourist offer. The development of tourism is encouraged with financial resources from the Croatian Tourist Board, which strives to improve the quality and standard of tourist products that make up the tourist offer. In conclusion, tourism in continental Croatia has a wide tourist offer and has great potential for the development of selective forms of tourism and tourism in general. Investing in promotion, introducing new forms of tourism, expanding the tourist offer and investing in new infrastructure are some of the ways that would bring tourism in continental Croatia to a higher level and increase its competitiveness on the market.

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PUBLIC SECTOR REFORM IN BOSNIA AND HERZEGOVINA - MAIN DIRECTIONS

Abstract

The public sector in Bosnia and Herzegovina faces many deep-rooted problems that negatively affect its work and the quality of services provided to citizens. Politicization is one of the biggest problems, as many institutions and agencies, including public enterprises, are subject to political influence and hire employees based on political affiliation and family ties rather than expertise. Corruption and lack of transparency are also noticeable, as citizens find it difficult to monitor how public institutions spend money and how efficient they are in providing services. This leads to doubts about the integrity and legitimacy of public institutions, reducing trust in the state. The lack of qualified personnel further worsens the situation, as many employees are not adequately trained for jobs in the public sector, and low wages often encourage them to leave the sector. Excessive bureaucracy complicates processes, slowing down the response to changes and crisis situations. Public debt and budget imbalances also affect fiscal stability, and the complex political system of government makes it difficult to make decisions regarding the fiscal system.

Keywords: *public sector reform, coruption, fiscal stability, bureaucracy*

JEL: H0

1. INTRODUCTION

The public sector in Bosnia and Herzegovina faces many problems that negatively affect its work and the quality of services provided to citizens.

These problems are deeply rooted in social, political and economic factors that affect the functioning of the public sector in the country. This paper describes some of the main problems encountered in the public sector in Bosnia and Herzegovina.

One of the biggest problems in the public sector in Bosnia and Herzegovina that we are talking about is politicization. Many institutions and agencies in the public sector, including public enterprises, are subject to political influence and have associated employees. Instead of employees being hired on the basis of their expertise and abilities, they are often appointed on the basis of political affiliation and family ties. This often leads to inefficiency in the work of public institutions and deterioration of the quality of services provided.

Another problem is the lack of transparency in the public sector. It is often difficult to monitor how public institutions spend money and how efficient they are in providing services to citizens. The lack of transparency leads to increased doubts about the integrity and legitimacy of public institutions, which further undermines citizens' trust in the state.

The lack of qualified personnel is also a serious problem in the public sector in Bosnia and Herzegovina. Many employees in the public sector are not adequately educated or trained for their jobs, which leads to poor quality of services provided. This problem is further exacerbated by the fact that salaries in the public sector are often low, leading to the departure of qualified staff to other sectors.

Excessive bureaucracy is also a problem in the public sector in Bosnia and Herzegovina. Numerous procedures and regulations that need to be followed complicate and slow down processes in the public sector, and this often leads to inefficiency and a lack of agility in responding to changes and crisis situations.

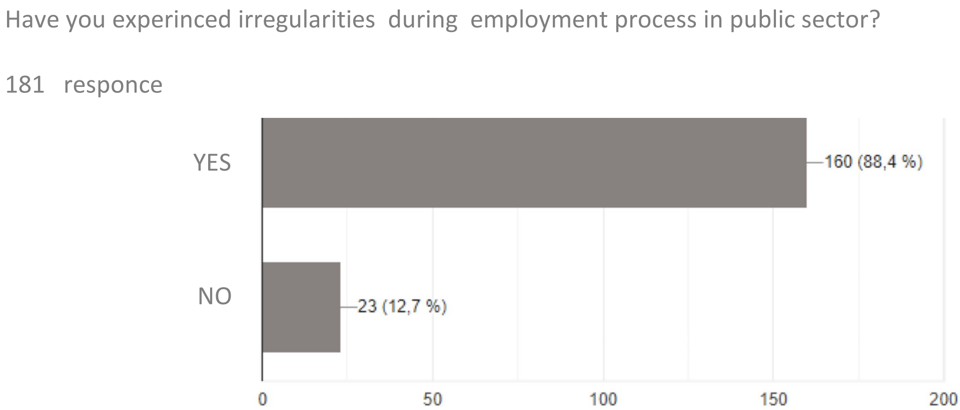
Public debt and budget imbalance are also problems that affect fiscal stability in Bosnia and Herzegovina. These problems are further aggravated by the fact that the country has a complex political system with numerous levels of government, which makes it difficult to coordinate and cooperate in making decisions about the fiscal system.

2. POLITICIZATION

The politicization of the public sector in Bosnia and Herzegovina is one of the key problems facing this country (Hulsey, 2016). Politicization refers to the practice of placing employees in the public sector on the basis of political affiliation instead of expertise and ability. This practice has negative consequences for the functioning of public institutions, the provision of services to citizens and the overall quality of management.

One of the key aspects of the politicization of the public sector in Bosnia and Herzegovina is the so-called "party recruitment", where political parties appoint their members and sympathizers to key positions in public institutions regardless of their expertise and abilities. This practice has serious negative consequences on the quality of public services, because people appointed on the basis of political loyalty are often not adequately trained or motivated to perform their jobs.

Graph 1. Citizens' views on employment in the public sector in Bosnia and Herzegovina



Source: Olof Palme International Center and Center for Civic Cooperation Livno (2021), Analysis of Irregularities in Employment in the Public Sector, available at: https://cgslivno.org/wp-content/uploads/2022/02/CGS-Analiza-gradani-o-zaposljavanju-u-javnom-sektoru.pdf

The politicization of the public sector in Bosnia and Herzegovina also leads to nepotism, where family and friendship relationships are used to obtain jobs in the public sector (Keil and Perry, 2015). This further reduces transparency, competition and ability-based advancement, and creates a climate of distrust and dissatisfaction among citizens.

The public sector should be impartial and professional, focused on providing quality services to citizens. However, the politicization of the public sector undermines the fundamental principles of good governance and democracy. To solve this problem, fundamental reforms are needed (Hulsey, 2018).

Addressing the politicization of the public sector in Bosnia and Herzegovina requires comprehensive reforms that will promote impartiality, expertise and transparency in the appointment of employees (Hulsey, 2018). Here are some key steps that can be taken in this process:

Strengthening the independence of institutions: It is necessary to ensure the independence of institutions from political influence. This includes establishing clear legal frameworks that will ensure impartiality in the appointment and promotion of public sector employees. Independent bodies or commissions may be established to evaluate the qualifications of candidates based on expertise and ability rather than political affiliation.

Transparent recruitment procedures: It is necessary to establish transparent recruitment procedures in the public sector. This includes publishing public tenders for positions, clearly defining the criteria for selecting candidates and transparent evaluation processes. Also, it is necessary to establish supervisory mechanisms that will ensure compliance with the law and actions in accordance with the rules.

Professional development of public servants: It is necessary to invest in the education, training and professional development of public servants. Training programs should be aimed at developing professional skills and competencies, in order to ensure high quality work in the public sector. Also, it is necessary to establish a reward and promotion system based on achievements and results.

Strengthening transparency and accountability: It is necessary to ensure greater transparency in the work of public institutions. This includes the publication of information on financial statements, budgets and expenditures of public institutions. Also, mechanisms should be established to monitor the efficiency of public services and enable citizens to access information and participate in decision-making processes.

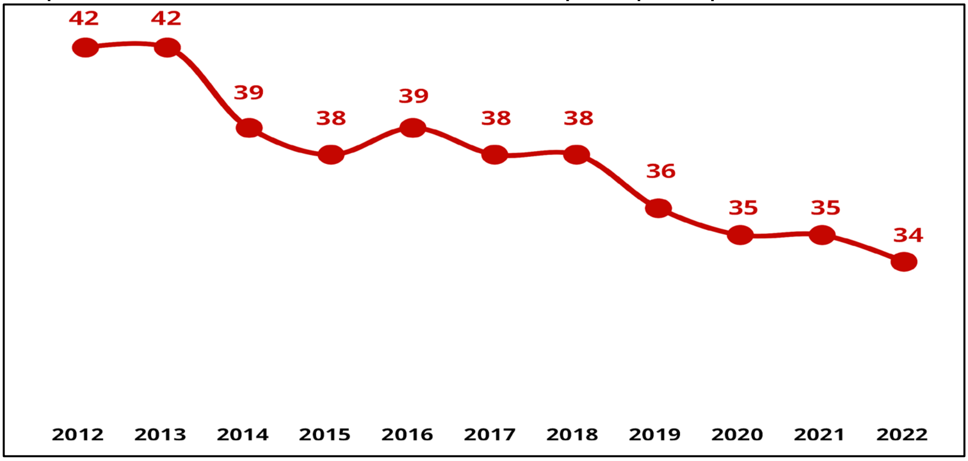
Strengthening of independent institutions: Independent institutions, such as the Anti-Corruption Agency and the State Audit Institution, should play a strong role in the fight against corruption and ensuring accountability in the public sector. It is necessary to ensure that these institutions have sufficient resources, authority and independence to carry out their work.

3. CORRUPTION

Corruption is a serious problem in Bosnia and Herzegovina, especially in the public sector (Belloni, and Strazzari, 2014, Lee-Jones, Chêne, Korajlić,, 2018). Widespread corruption has an extremely negative impact on the provision of services to citizens, the democratic development of society and the overall economic stability of the country. In this part, we will investigate the causes, consequences and possible solutions for corruption in Bosnia and Herzegovina.

Corruption in the public sector of Bosnia and Herzegovina has deep roots that go back in history (Mangafić, & Veselinović, 2020). After the disintegration of former Yugoslavia and war conflicts, society is faced with economic and political challenges. The unstable political situation, weak institutions and lack of transparency have created a fertile ground for corruption. Many public officials, who should be responsible for the welfare of citizens, exploit their positions for personal gain.

Graph 2. Constant deterioration of the corruption perception index



Source: Transparency International BiH, Sarajevo

One of the key causes of corruption in Bosnia and Herzegovina is the lack of an efficient judicial system (Lee-Jones, Chêne, Korajlić,, 2018). Lack of punishment for corrupt acts and weakness in law enforcement create a climate of impunity and encourage further abuses. Also, political influence on the judiciary often leads to selective application of the law, where powerful individuals or political structures avoid responsibility for their actions.

The consequences of corruption in the public sector are deeply negative for citizens and society as a whole. First, corruption reduces citizens' trust in institutions, thereby reducing the quality of the democratic process (Lofranco, 2016). Citizens lose faith in justice and equality, and become skeptical of the authorities. Second, corruption undermines economic development and investment. The business climate becomes unfavorable, and foreign investments decrease due to the high risk associated with corruption. Third,

corruption siphons off funds intended for public services, such as education, health and infrastructure. These sectors are suffering due to reduced funds and poor management.
There are many lines of reform that could be implemented to address the problem of corruption in the public sector of Bosnia and Herzegovina. Some of them are:

Strengthening the judicial system: It is necessary to ensure effective law enforcement and strengthen the judicial system so that corruption can be prosecuted more efficiently. This includes strengthening the independence of the judiciary, the judicial service and the prosecutor's office, and improving international cooperation in the fight against corruption.

Increasing transparency: Transparency is key in the fight against corruption. It is necessary to establish public registers, accessible to all, which would display information about the income, assets and interests of public officials, all in accordance with international standards.

Strengthening ethical standards: Strict ethical standards for public officials must be established and their application ensured. This includes mandatory training for all public officials and the introduction of ethical codes for all institutions.

Reduction of political influence: Politicization of the public sector is one of the key causes of corruption in Bosnia and Herzegovina. Therefore, it is necessary to reduce political influence in the public sector and ensure that the appointment of employees is based on expertise and abilities, and not on political affiliation.

Strengthening civil society: Civil society has a key role in the fight against corruption. Therefore, it is important to strengthen civil society, especially non-governmental organizations that deal with issues of corruption and transparency.

Increasing cooperation with the international community: The international community plays an important role in the fight against corruption in Bosnia and Herzegovina. Therefore, it is important to increase cooperation with international organizations such as the European Union, the UN and the World Bank.

Overall, solving the problem of corruption in the public sector of Bosnia and Herzegovina requires a broad approach, including reforms in the judicial system, increasing transparency, strengthening ethical standards, reducing political influence, strengthening civil society and cooperation with the international community.

4. BUREAUCRACY

Excessive bureaucracy represents a significant challenge for doing business in Bosnia and Herzegovina (Hulsey, J. 2018). This problem has a negative impact on economic development, investment and job creation. In this part, we will explore the causes, consequences and possible solutions for excessive bureaucracy in Bosnia and Herzegovina.

Excessive bureaucracy in Bosnia and Herzegovina stems from a complex legislative framework and administrative procedures (Stipić, 2017). There are many bureaucratic obstacles, such as lengthy and complex registration procedures, obtaining permits and licenses, as well as an excessive number of administrative steps and regulations.

One of the main causes of excessive bureaucracy is the lack of coordination and cooperation between different institutions. A fragmented and disjointed administration often leads to overlapping powers, inconsistencies in action and a lack of clearly defined procedures. Also, corruption and lack of transparency in the administrative system further exacerbate the problem of excessive bureaucracy (Lee-Jones, Chêne, Korajlic,, 2018).

The consequences of excessive bureaucracy are numerous and significant. First, it makes business more difficult and creates administrative obstacles for businesses. Lengthy procedures for registration and obtaining permits slow down the process of establishing new companies and prevent the growth of existing ones. This results in a decrease in the competitiveness of the business sector and makes it difficult to attract foreign investments.

Graph 3*. Ranking of Bosnia and Herzegovina in the Doing business study of the World Bank (190 countries), 2020.*

Source: World Bank, (2020), Doing Business 2020, World Bank Publications - Books, The World Bank Group, number 32436, December.

Second, excessive bureaucracy increases the cost of doing business. Companies have to hire a large number of employees who will deal with administrative tasks instead of productive activities. Administration-related costs, such as registration costs, taxes and fees, are also high, which reduces the profitability of businesses.

Third, excessive bureaucracy undermines the rule of law and citizens' trust in institutions. Unnecessary administrative burdens and inconsistencies in handling create a favorable environment for corruption and irregularities. Citizens lose confidence in institutions that fail to ensure efficient and fair administration.

Solving the problem of excessive bureaucracy in Bosnia and Herzegovina requires comprehensive reforms. Here are some key steps and directions that could be taken:

Transparency of the administrative system: It is necessary to increase the transparency and public availability of information about administrative procedures and requirements. This includes publishing clear guidelines, instructions and regulations on the websites of relevant institutions to reduce ambiguity and inconsistencies.

Transparency of procedures: Reduction of the number and complexity of administrative steps and procedures. It is necessary to simplify the procedures for registration, obtaining permits and licenses in order to reduce the burden on companies. This would include revising and simplifying the legal regulations they regulate business activities.

Digitization and automation: Improvement of technological infrastructure and introduction of electronic systems for processing and managing administrative procedures. This would enable faster and more efficient resolution of company requests and reduce the need for physical documents and manual processes.

Coordination and cooperation: Strengthening coordination between different institutions to reduce overlaps and redundancies in administrative procedures. It is necessary to establish integrated information systems and cooperation mechanisms between institutions in order to facilitate the exchange of data and harmonization of procedures.

Training and Awareness: Providing professional training for civil servants to improve their skills in managing administrative procedures. It is also necessary to educate entrepreneurs and citizens about their rights and obligations so that they are aware of their possibilities and the requirements of the administrative system.

Monitoring and control: Introduction of an efficient system of monitoring and control of administrative procedures to prevent abuses and corruption. This includes the strengthening of supervisory mechanisms, the establishment of independent monitoring bodies, as well as criminal sanctions for cases of irregularities.

Cooperation with the international community: Increasing cooperation with international organizations, such as the European Union, the World Bank and the OECD, in order to use them.

5. LACK OF TRANSPARENCY

The lack of transparency in the public sector makes it difficult to monitor and evaluate its work (Belloni, and Strazzari, 2014). The reforms should establish clear mechanisms for monitoring and reporting on public finances, public procurement and efficiency of public services.

The lack of transparency in the public sector of Bosnia and Herzegovina is a serious problem that makes it difficult to monitor and evaluate the work of institutions. The lack of openness and access to information reduces citizens' trust in public institutions, undermines the rule of law and makes the fight against corruption more difficult. In this part, we will analyze the causes of the lack of transparency in the public sector of BiH, the resulting consequences and potential directions of reforms to improve the situation.

One of the main causes of the lack of transparency is the insufficiently established legal framework that would ensure access to information. Although there are laws on freedom of access to information, their enforcement is often weak and inconsistent. Also, public institutions often do not have sufficiently developed mechanisms for collecting, storing and sharing information, which creates obstacles in achieving transparency.

The consequences of the lack of transparency are numerous and significant. First, it makes it difficult to monitor and evaluate the work of public institutions. Citizens do not have access to relevant information about the work of institutions, their policies, decisions and financial transactions. This reduces the ability of the public to evaluate the efficiency and responsibility of public officials and to participate in making informed decisions.

Second, the lack of transparency creates an enabling environment for corruption. Without openness and access to information, corrupt activities can take place without supervision and sanctions (Lee-Jones, Chêne, Korajlić, 2018). Also, the lack of transparency about the financial operations of public institutions facilitates the manipulation of funds and the misuse of public resources.

Third, the lack of transparency reduces citizens' trust in institutions. When public institutions do not provide information about their activities and decisions, citizens lose confidence in their transparency, accountability and integrity. This can lead to further alienation of citizens from the political process and feelings of political apathy.

Improving transparency in the public sector of Bosnia and Herzegovina requires comprehensive reforms. Here are some key steps and directions that could be taken:

Strengthening the legal framework: It is necessary to ensure a strong legal framework that guarantees freedom of access to information. This includes revising and improving Freedom of Information laws to ensure their effective implementation and sanctioning of non-compliance.

Development of institutional capacities: Public institutions should be trained to collect, process and publish relevant information. It is necessary to invest in the education and training of officials to ensure their awareness of the importance of transparency and provide them with the necessary tools and skills to manage information.

Electronic platform for transparency: An electronic platform should be established that enables the public to easily access information about the work of public institutions. This platform should be easy to use, and information should be published in an understandable way. This could include the publication of reports, decisions, financial information, schedules of public hearings and the like.

Openness of financial operations: It is necessary to ensure transparency in the financial operations of public institutions. This includes regularly published reporting on the budget, costs, public procurement and management of public funds. Citizens should have insight into how public resources are spent and the ability to check whether the funds are being used as intended.

Promoting a culture of openness: It is necessary to work on promoting a culture of openness in the public sector. This includes educating public officials about the importance of transparency and accountability, and encouraging participatory decision-making processes. Also, it is important to strengthen civil society and the media so that they can play an active role in monitoring the work of public institutions.

Cooperation with the international community: It is important to establish cooperation with international organizations, such as the European Union, the World Bank and the OECD, which can provide expertise, technical support and financial resources.

6. EDUCATION AND EXPERTISE

The lack of qualified and professional staff in the public sector of Bosnia and Herzegovina represents a significant challenge that affects the efficiency, transparency and provision of quality services to citizens (Pranjic, Gonzales, Cvejanov-Kezunović, 2019). In this part, we will analyze the causes of this problem, the consequences arising from it, and potential directions for solving the lack of qualified personnel.

One of the main causes of the lack of qualified personnel is the departure of experts from the public sector in search of better working conditions abroad. The economic and political challenges facing Bosnia and Herzegovina after the war resulted in high unemployment and low wages in the public sector. This led to the departure of many professionals who found better opportunities to work in other countries.

Graph 4. Population loss in Bosni and Herzegovina fo 2050.

Source: UNFPA, SEECONS, (2020). Population Situation Analysis in Bosnia and Herzegovina, Sarajevo, available at: https://ba.unfpa.org/sites/default/files/pub-pdf/psa_bih_final_november_2020_eng_1.pdf

Another cause of the lack of qualified personnel is the lack of adequate educational programs and institutions that could provide the necessary knowledge and skills to work in the public sector. Also, insufficient investment in education and the lack of permanent professional development programs hinder the development of expertise and the advancement of employees.

The consequences of the lack of qualified personnel are numerous and significant. First, the lack of expertise and knowledge can result in a low level of services that the public sector provides to citizens. This can affect areas such as health, education, public safety and administrative services.

Second, the lack of qualified personnel can negatively affect transparency and accountability in the public sector. The lack of experts can lead to insufficient control and supervision of public resources, which opens up space for corruption and abuse.

Third, the lack of qualified personnel can affect the development and implementation of reforms. Without experts who are able to analyze problems, make informed decisions and implement reforms, it is difficult to make progress in the public sector and society in general.

In order to solve the lack of qualified personnel in the public sector of Bosnia and Herzegovina, it is necessary to undertake comprehensive reforms. Here are some key steps and directions that could be taken:

Improving the education system: It is necessary to invest in education and the development of professional programs that will provide relevant skills and knowledge for work in the public sector. This includes modernizing curricula, aligning with international standards, providing practical skills and connecting educational institutions with the public sector to ensure the relevance of education.

Encouraging the return of experts: It is necessary to create a stimulating environment that will attract experts back to the public sector. This may include improving working conditions, increasing wages, ensuring job security, providing opportunities for advancement and professional development, and promoting the value of the public sector as a key factor in the development of society.

Partnerships with educational institutions: It is necessary to establish cooperation between the public sector and educational institutions in order to ensure the alignment of education with the needs of the labor market. The public sector can provide support in the form of visiting lecturers, internships, scholarships and mentoring to prepare young professionals for work in the public sector.

Professional development and mentoring: Continuous professional development programs should be ensured for existing employees in the public sector. These programs should be aimed at developing specific skills needed to perform work in the public sector, as well as at promoting leadership and management. Also, mentoring can be useful for transferring the knowledge and experience of older generations of experts to younger ones.

Promotion of the public sector as an attractive employer: It is necessary to promote the public sector as an attractive employer through adequate marketing and information work. This includes emphasizing the importance of the public sector for social development, promoting success stories of public sector work and ensuring transparency

7. INSUFFICIENT FISCAL STABILITY

Bosnia and Herzegovina faces challenges in fiscal stability, including large public debt and budget imbalances.

Fiscal stability is the key aspect of economic development and sustainability of a country. However, Bosnia and Herzegovina faces a number of challenges that threaten fiscal stability, including large public debt and budget imbalances (Poljašević,, Grbavac, Mikerević, 2020). In this section, we will analyze these challenges and explore possible ways to solve the problem.

Public debt is one of the biggest challenges in terms of fiscal stability in Bosnia and Herzegovina. Public debt is debt accumulated by the state and other public institutions and is a burden for future generations. High public debt can have a negative impact on economic growth, reduce investor confidence and limit opportunities for other public investments.

Table 1. External and internal debt in BiH

	2020.	**2021.**	**2022.**	**2023.**	**2024.**
I. FOREIGN DEBT (1+2+3+4)	**8.617,9**	**9.705,3**	**10.543,8**	**10.827,6**	**10.523,3**
1 Institutions of Bosnia and Herzegovina	664	653	626	487	466
2 Federation of Bosnia and Herzegovina	4973,8	5402,0	5761,1	5673,2	5722,1
3 Republika Srpska	3526,4	4190,2	4662,3	5055,0	4714,3
4 District Brcko	513	478	578	507	403
2. INTERNAL DEBT (2.1+2.2+2.3)	**3.424,2**	**3.119,9**	**2.990,6**	**2.750,1**	**2.961,8**
2.1 Federation of Bosnia and Herzegovina	1,1153	1,1448	1,1197	1,0983	1,0709
Government of the Federation of Bosnia and Herzegovina	8.499	8.643	8.287	7.929	7.753
Cantons, municipalities, cities	2.654	2.805	2.910	3.054	2.956
2.2 Republika Srpska	2,3071	1,9740	1 .870,4	1,6518	1,8909
Budget of the Republic of Srpska	1,7238	1,4330	1,4158	1,2831	1,6028
Local self-government units	3.707	3.375	2.908	2.445	1.998
Social security funds	2 12,6	2.035	1.639	1.243	883
2.3 District Brcko	18	11	05	00	0
TOTAL (1+2)	**12.042,1**	**12.825,2**	**13.534,4**	**13.577,7**	**13,485,1**

Source: Ministry of Finance and Treasury of BiH, Federal Ministry of Finance, Ministry of Finance of the Republic of Srpska Herzegovina, Brčko District

Budget imbalances also pose a challenge to fiscal stability. An imbalance occurs when government expenditures exceed revenues, resulting in a budget deficit. In Bosnia and Herzegovina, budget imbalances often stem from a lack of proper oversight of expenditures, corruption, and inefficient public spending. This imbalance can lead to the need to borrow, increase public debt and further undermine fiscal stability.

Table 2. Public revenues and expenditures in BiH

	202 1.	2022,	2022.-2021.	2022./2021.
Total revenues	155.797	160.392	4.595	29
Current income	155.797	160.392	4.595	29
Tax revenues (direct and indirect)	8245, 1	86.016	3.565	43
Income from contributions	56.063	58.196	2.133	38
Other income	17.283	16.180	-1 10,3	-64
Total expenditure	159.030	161.350	2.320	15
Current expenses	14305, 1	141.704	-1.347	-09
Gross wages and salaries	41.435	42.950	1.515	37
Material expenses	27.467	27.360	- 10,7	-04
Transfers for social protection	59.045	61.088	2.043	35
Interest	2.845	3.313	468	164
Other expenses	1225 ,9	6.993	-5.266	-430
Capital expenditures	15.979	19.646	3.667	229
Balance	-3.233	-958	2.275	-704
Primary balance	-388	2.355	5.624	-1.720

Source: Ministry of Finance and Treasury of BiH, Federal Ministry of Finance, Ministry of Finance of the Republic of Srpska Herzegovina, Brčko District

There are numerous causes of these challenges in Bosnia and Herzegovina. First, political fragmentation and a complex institutional framework make it difficult to make decisions and implement structural reforms. The complexity of the political system makes it difficult to reach a consensus on the necessary measures to improve fiscal stability.

Second, the lack of transparency in the management of public finances and the limited responsibility of institutions contribute to problems in fiscal stability. Insufficient transparency opens up space for corruption and abuse of public funds, while the lack of accountability makes it difficult to monitor expenditures and implement reforms.

Also, the economic structure of Bosnia and Herzegovina, which is based on the public sector and the service sector, may limit the generation of sufficient revenues to cover expenditures and reduce the deficit. Dependence on specific sectors can expose the economy to the risk of external shocks and uncertainty.

In order to solve the challenges in the fiscal stability of Bosnia and Herzegovina, including the large public debt and the imbalance in the budget, it is necessary to implement comprehensive reforms. Here are some key steps and directions to consider:

Fiscal consolidation: It is necessary to take measures to reduce public debt and achieve fiscal balance. This may include reducing expenditures through rationalization of public spending, reduction of administrative costs, more efficient management of public investments and implementation of structural reforms that will stimulate economic growth. Also, it is important to work on increasing income by improving the tax system, fighting against irregularities and the gray economy, and promoting investments and creating new jobs.

Improving transparency and accountability: It is crucial to ensure transparency in the management of public finances in order to reduce corruption and misuse of public funds. This includes strengthening legal and institutional frameworks, establishing independent bodies for financial oversight, improving accounting standards and reporting, and strengthening the role of civil society and the media in budget oversight.

Debt management: A strategy for public debt management needs to be developed to reduce risks and ensure sustainability. This includes diversification of funding sources, debt optimization, risk monitoring and management, and ensuring transparency in relation to public debt.

Structural reforms: It is necessary to carry out broad structural reforms that will stimulate economic growth, increase competitiveness and create more favorable conditions for business. These include reforming the labor market to increase employment, reforming the pension system to ensure its sustainability, liberalizing the market and encouraging the private sector.

Cooperation with international institutions: Bosnia and Herzegovina should cooperate with international financial institutions such as the International Monetary Fund (IMF) and the World Bank in order to obtain technical and financial assistance, expertise and support in the implementation of fiscal reforms.

8. CONCLUSION

The public sector in Bosnia and Herzegovina faces numerous problems that negatively affect its work and the quality of services provided to citizens. Politicization, lack of transparency, lack of qualified personnel, excessive bureaucracy, public debt and corruption are some of the main problems facing the public sector.

Politicization of the public sector is one of the key problems in Bosnia and Herzegovina. Appointing employees on the basis of political affiliation instead of on the basis of expertise and ability leads to inefficiency in the work of institutions and poor quality of services provided. Politicization also undermines the fundamental principles of good governance and democracy.

The lack of transparency in the public sector makes it difficult to monitor the spending of public funds and efficiency of service provision. Lack of qualified personnel leads to poor quality of services, while excessive bureaucracy slows down processes and makes it difficult to react to changes and crisis situations.

Corruption is a serious problem in the public sector of Bosnia and Herzegovina. The lack of an efficient judicial system, political influence on the judiciary and lack of transparency create a fertile ground for corruption. Corruption reduces citizens' trust in institutions, disrupts economic development and takes away funds intended for public services.

Solving these problems requires comprehensive reforms. It is necessary to strengthen the independence of institutions, establish transparent recruitment procedures, invest in the education and professional development of public servants, and ensure greater transparency and responsibility in the work of public institutions. It is also important to strengthen the judicial system, increase transparency, establish strict ethical standards and reduce political influence in the public sector.

Reforms should be aimed at promoting impartiality, expertise and transparency in the appointment of employees, strengthening the judicial system, increasing transparency, establishing ethical standards and reducing political influence. Only through comprehensive reforms can an efficient, transparent and responsible public sector be created, which will provide high-quality services to the citizens of Bosnia and Herzegovina.

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PROBLEMATIQUE DE L'INTEGRATION ET EXPERIENCES INTEGRATIONNISTES SUD -SUD: LE CAS DE L'UNION DU GRAND MAGHREB

Résumé

La problématique de l'intégration régionale a fait l'objet d'un grand nombre de débats et d'analyses économiques et a suscité un intérêt marqué de la part des économistes et des décideurs politiques. Ainsi, déjà en 1950, VINER a montré que la mise en place d'une zone de libre échange est susceptible d'accroitre le bien-être des pays qui s'y associent.

Dans cette perspective, plusieurs expériences d'intégration ont vu le jour et se sont développées à travers le monde. Elles regroupent soient des pays du nord entre eux (UE par exemple), soient des pays du nord avec ceux du sud (l'ALENA, l'UE avec les pays de la rive sud de la Méditerranée …) ou enfin des pays du sud entre eux (MERCOSUR, l'UMA …).

Au niveau des pays du sud, les expériences intégrationnistes sont nombreuses, variées et connaissent des fortunes diverses. C'est le cas notamment de l'Union du Grand Maghreb qui au moment de sa création en 1989 avait permis tous les espoirs en promettant un marché commun maghrébin à l'horizon 2000. Mais, les différents politiques entre le Maroc et l'Algérie, ont complètement bloqué le processus.

Ainsi, sur le plan commercial, les échanges économiques réciproques entre les Etats du Maghreb n'ont guère progressé et sont restés figés à des niveaux dérisoires. Pas plus de 3%, tel est la part de leurs échanges extérieurs que ces économies consacrent au commerce intra régional. Ce qui la situe très largement en deçà du taux atteint par les groupements similaires dans le monde : 65% pour l'UE, 56% pour l'ALENA, 23% pour l'ASEAN ... Le Maghreb constitue le bloc régional qui commerce le moins à travers la planète.

Il faut souligner que la perte de la non intégration maghrébine est estimée à 2% du PIB. Ce qui constitue un gâchis énorme dans un monde de plus en plus compétitif et dominé par des grands ensembles régionaux.

Dans n'importe quel projet d'intégration régionale comme au Maghreb, un inventaire détaillé et exhaustif des facteurs favorables et des facteurs de blocage s'impose. Dans cet espace nord africain, les facteurs en faveur d'un processus d'intégration apparaissent forts et variés et les éléments qui entravent un tel processus sont importants.

De même, la démarche politico diplomatique engagée a montré les limites d'une approche par le haut (ou intégration de jure). Par conséquent, le processus d'intégration devrait être relancé par l'économique, sous la forme d'une intégration de facto.

En partant de toutes ces considérations, notre communication s'articulera autour des axes suivants :

- L'expérience intégrationniste maghrébine: Evolution historique et institutionnelle.
- L'expérience intégrationniste maghrébine: Facteurs de blocage et déterminants de réussite.
- Pour une nouvelle approche de l'intégration au Maghreb.

Mots-clés: *L'expérience intégrationniste maghrébine, L'expérience intégrationniste maghrébine, Pour une nouvelle approche de l'intégration au Maghreb*

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