

IPA National Programme 2008 Part II – Bosnia and Herzegovina

Fiche 8: Support to Education Reform

1. Basic information

- 1.1. CRIS Number:** 2008/20-339
- 1.2. Title:** Support to Education Reform in B&H
- 1.3. ELARG Statistical code:** 02.26 Economic criteria/Education and culture
- 1.4. Location:** Bosnia and Herzegovina

Implementing arrangements:

- 1.5. Contracting Authority:** European Commission
- 1.6. Implementing Agency:** European Commission
- 1.7. Beneficiary:**

B&H Ministry of Civil Affairs-Sector for Education, SPO Ms. Esma Hadzagic, Assistant Minister

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Secondary beneficiaries are entity and cantonal ministries of education, Brcko District Department for Education, Agency for pre-primary, primary and secondary education, vocational education and training schools, Pedagogical Institutes, social partners for VET and eight public universities, Agency for HE Development and Quality Assurance.

Financing:

- 1.8. Overall cost (VAT excluded):** EUR 3 million
- 1.9. EU contribution:** EUR 3 million
- 1.10. Final date for contracting:** Two years following the date of the conclusion of the Financing Agreement
- 1.11. Final date for execution of contracts:** Two years following the end date of contracting
- 1.12. 1.12 Final date for disbursements:** One year following the end date for the execution of contracts

2. Overall Objective and Project Purpose

2.1. Overall Objective

To build an efficient and effective quality education system in Bosnia and Herzegovina in line with European trends and standards

2.2. Project purpose

To enhance vocational education and training and higher education in B&H in line with the Copenhagen Declaration and Bergen Communiqué

2.3. Link with AP/NPAA / EP/ SAA

According to the European Partnership document 2007 it is foreseen: "...to create a modern vocational education and training system"; and "implement the State level Law on higher education, paving the way for the implementation of the main components of the Bologna process and the Lisbon Recognition Convention."

Priorities in the field of education in SAA are regulated in the Article 100: "The parties shall cooperate with aim of raising the level of general education and vocational education and training in B&H. A priority for higher education systems shall be the achievement of the objectives of the Bologna Declaration in the intergovernmental Bologna process."

2.4. Link with MIPD

Socio-economic requirements:

"Community assistance will seek to improve the investment climate by creating appropriate legal and administrative framework, by adapting the education system to the demands of labour market..."

In the revised MIPD 2004-2007 it states that "the percentage of the GDP that is allocated for education is by international standards still very high, which is a result of the fragmented structure of this segment as well as doubling of functions especially in the area of higher education."

Main areas of intervention, priorities and objectives:

"Advancing the reform of education system to support the development of economy and society"

2.5. Link with national/ sectoral investment plans

B&H Strategy for VET development 2007-2013 (Official Gazette, No 65/07) gives the main directions of the vocational education and training and priorities with focus on attracting and keeping as much people as possible within active labour market and the improvement of adjusting work force and companies for permanent introducing of new technologies.

B&H Strategy for Integration into the European Union in its part that identifies measures to be taken in the education sector refers to the need to “The adoption of European reference lists and principles with regard to compulsory education, qualifications for teachers, mobility, recognition of out of school skills, quality of vocational education as well as ECTS, creation of European framework for qualifications recognition; to enhance the system of governing and financing of education institutions”.

3. Description of project

3.1. Background and justification:

The B&H education system has not yet reached a satisfactory level in terms of its efficiency and functionality. The EU Commission Progress Report 2007 for B&H refers to the low education outcomes.. The European Training Foundation (ETF) country analysis 2006 asserts that “...if left unaddressed the weakness in the supply side will be a serious impediment for the economic restructuring and development of the country”. Also, pursuant to the above reference documents, B&H has to take measures for improving the education sector and its alignment with European standards. There are two areas which are singled out for special attention; Vocational Education and Training and financial management of higher education.

Within the VET sector improving the quality of VET and its attractiveness is one of the main challenges for B&H. Up to date achievements in this sector are mainly related to creation of normative and institutional frameworks. A strategy for VET was adopted in April 2007 as a result of reform efforts.. This document represents a set of guidelines for the sector in the period 2007-2013. The strategy underlines a need that VET has to be modernized and harmonized with global processes and the European education dimension.

Therefore it is planned for the project to support the implementation of some priorities identified in the VET strategy. The Law on Agency for pre-primary, primary and secondary education was enacted in 2007. It is envisaged that the Agency will assume its responsibilities in the second quarter of 2008. The Agency will have a department for VET. Thus, a required institutional framework for adequate and more systematized VET development is now in place.

EU through CARDS programme (VET I and VET II) substantially supported modernization of VET curricula as well. A new nomenclature of occupations was developed agreed between the Ministries of Education, which reduced the number of occupations from 500 to 100 broader occupations within 13 occupational families. Out of 13 occupational families, 8 (with 33 curricula) have been subject of modernisation, modular and outcomes based. Additionally, not yet modernised curricula in 6 occupational families will be reformed within the currently running EU CARDS VET III project.

Hence, a proposal for VET Framework curricula should be better linked with the outcomes of the past/on-going curricula reform process. VET Framework curricula should built on work already done in regard to modules and learning outcomes and common core curricula. Based on modern pedagogical approaches of teaching and learning processes it should provide basic principles of organising VET curricula in BiH.

However BiH VET is still quite rigid and based on narrow specialisation, therefore improving the quality and attractiveness of VET system in terms of its adjustment to globalisation of economical, educational and work environment still remains key challenge for the future.

The efforts invested in curriculum development through continuous EU support to the VET reform and curriculum development should be summarised. This should be task of future VET Department of the Agency for pre-primary, primary and secondary education. A VET framework curriculum based on modules and common core curriculum should be developed in line with European Qualifications Framework for Life Long Learning (EQF for LLL). These two documents are foreseen as a frame for defining and applying educational standards; make conditions for organising vocational education and training (in formal and non-formal) based on quality standards and for making steps towards validation of prior learning; and ensuring international recognition of the qualifications. Therefore, it is envisaged that the project provides technical assistance for development of these two documents. The process of NQF development in BiH is in a very early stage. As this is in general a process of long duration even in less complex institutional setting as it is in BiH, it is very important that EU provide further support to NQF development. However, the expectation should be put in a realistic and achievable frame and should be linked with on-going developments with the on-going CARDS VET III project which started with awareness raising on NQF (and EQF), knowledge sharing and engagement as well as capacity building of all key stakeholders. As a starting point health sector has been selected for development of NQF.

In addition, the proposed project will need to support capacity building of the VET department and relevant stakeholders (ministries of education and pedagogical institutes) that would extend the reform process from pilot projects to the system level. The capacity building will include enhancing competences in setting and maintaining development of new occupational profiles, standardisation, certification and recognition of diplomas/certificates. The activities foreseen to be implemented in the project are in line with the Copenhagen declaration for vocational education and are aimed to put the B&H vocational education and training on par with the latest developments in EU in this field in particular in terms of quality assurance, mobility and carrier guidance. Newly established agency and staff dealing with VET will need capacity building in order to ensure competences required for implementation of the VET framework law and the Law the on the for Agency for Pre-primary, Primary and Secondary education (the Law The Official Gazette, 88/07) on for providing expertise support to the further VET reform process. This is also important for ensuring monitoring on implementation of the already modernized curricula.

EU assistance in the sector under IPA 2007 will support an increase of academic mobility within BiH and abroad and mobility of labour force within European labour market through Diploma recognition according to Lisbon Convention and institutional development of BiH universities in order to increase cost-effectiveness of their administrative and management operations by introducing a model of integrated university. The activities to be financed under IPA 2008 will be continuation of these activities in the area of financing. Current financing and management of higher education in B&H reflect the constitutional and administrative regulations and are an inheritance of the previous socialist system. The B&H higher education landscape is quite differentiated in many aspects including financing. The eight public universities that currently exist in B&H are financed from cantonal budgets in the Federation B&H and the entity budget in case of Republika Srpska. There are only two integrated universities in B&H (Tuzla and Zenica)

and all other universities are loose associations of faculties. The faculties are not obliged to submit financial reports to the universities. Therefore spending of public funds at the university level is not transparent and not efficient. The sources and share of public financing for higher education are different depending on revenue collection per capita. According to the World Bank Public Expenditure Report 2006, education spending is earmarked as inefficient with unacceptably low educational outcomes. The biggest share of the overall spending is spent on wages (77 % of education spending). On the other hand the percentage of cohort coverage in higher education is considered low.

As referred to in the Priorities for Integrated University Management (a publication produced during a joint European Commission and Council of Europe project) there is a lack of long-term institutional vision, a lack of institutional responsibility and accountability for obvious shortcomings and an inconsistent/non transparent system for study and tuition fees. The main feature of the existing ways of higher education financing is traditional practice of input based allocation and lack of evidence based planning. The latter implies the absence of evaluation for the purpose of monitoring the overall objective of higher education process. In addition there is a lack of participatory approach of all stakeholders i.e. government sector, HE institutions, labour sector in planning the needs in higher education and its financing.

The Framework Law on Higher Education in BIH provides a legal background for the establishment of two new independent institutions to provide expert support to higher education development. It is the Agency for Higher Education Development and Quality Assurance and the Centre for information and recognition of documents in the field of higher education. The Law also stipulates the establishment and functions of the Rectors Conference in BIH. With establishment of these support institutions the institutional structure of higher education in BIH will be completed.

The Framework Law on Higher Education however, is not dealing with financing of higher education and a need for reform of financing of higher education was recognised by the education authorities whilst drafting the law. The possible cost of implementation of reforms in higher education is not known and there is no information about student's standard and plans for its improvement. New financing mechanisms, such as combinations of public- private funding, student's credits, establishment of higher education funds etc. have never been discussed. There is a need for better involvement in working intensively with the economic environment of universities, including adult training and R&D dissemination to SMEs. The opportunity now exists to discuss and address these issues in the appropriate institutional framework.

A comprehensive situational and gap analysis in the higher education sector from the perspective of financing is needed. This analysis should serve as a basis for mapping the needs in terms of infrastructure, staff, research, students' standard etc., and subsequently for identifying and agreeing recommendations for interventions. The analysis will be conducted through a separate project "Feasibility Study for Reform of Higher Education" (planned to be implemented in period September 2008- March 2009) as a preparatory activity for this particular project. Findings and recommendations from this project will be used as the basis for successful implementation of the IPA 2008 project. The shift from a traditional approach in allocation of finances will also require capacity development of staff from the respective institutions (ministries of education, ministries of finances, Agency for Higher Education Development and Quality Assurance, higher education institutions,)

3.2. Assessment of project impact, catalytic effect, sustainability and cross border impact

The project with its both components will contribute to ongoing reform of education in BiH with a catalytic effect on the macro-objectives of employability and public expenditure.

Since the activities touch very sensitive issues and are aimed at very wide impact, it will be essential to monitor and evaluate them in close cooperation with the key stakeholders, with the view to ensure as much as possible consensus among them and ownership about the outcomes of the project. This has to be defined from the very beginning of the project.

Functional and flexible vocational education and training is recognized as the main impetus for development of the economy through job growth and increased employability. Interventions within the project framework should increase VET relevance with regard to demands of labour market. Also, taking into account that the project will deal with improving the services for counselling and professional guidance it is expected that eventually there will be a positive impact on better balance between demand and supply side. In addition an improved VET sector should facilitate horizontal and vertical mobility of students, graduates and work force within the country and the European region.

Considering the fact that education, including higher education is an economically and socially productive investment it is expected that the project will come up with better and efficient ways of higher education funding that will bring about an improved allocation of resources and also ensure satisfaction and improvements of overall society.

3.3. Results and measurable indicators:

Result 1: VET Framework Curriculum based on modules and common core curricula developed and adopted by the Conference of Ministries of Education in BiH. This document will provide guidelines for (i) the development and improvement of the common core curricula/general subjects, (ii) modular curricula for specific subjects, (iii) practical skills definition of training and assessment of skills. Human capacities of the respective institutions are strengthened;

Result 2: National Qualification Framework in line with European Qualification Framework for Life Long Learning is developed and capacities of relevant stakeholders are strengthened. The project will continue with the process for development of sector frameworks for secondary Vocational Qualification linked HE and adult learning using experience gained in pilot activity in medical sector implemented in VET 3 project.

Result 3: Recommendations for alternative models for cost efficient and evidence based planning and allocation of public funds for higher education are developed and relevant institutions are trained in how to deal with different implications of alternative models of financing. (i) mapping the needs in terms of infrastructure, staff, research, students' standard etc., and subsequently for identifying and agreeing recommendations for future interventions, (ii) new financing mechanisms and institutional framework and (iii) capacity building of staff from the respective institutions (ministries of education, ministries of finances, Agency for Higher Education Development and Quality Assurance, higher education institutions..

Measurable indicators:

- VET Framework Curriculum available and commented by the Conference of Education Ministers in B&H by month 10 of project
- Staff of the Agency for pre-primary, primary and secondary education, Pedagogical Institutes, ministries of education, other social partners (approx. 40 people) trained in Framework Curriculum Development
- NQF developed and submitted to B&H Council of Ministers by the end of project
- Human resources within respective institutions and organisations (Agency for pre-primary, primary and secondary education, Pedagogical Institutes, ministries of education, institutes for employment, etc., approx. 40 people) trained
- Printed promotional materials and electronic versions with regard to VET quality assurance, guidance and counselling in VET available and ready for use by the end of project
- The report on situational analysis of existing systems of HE financing in B&H with projection on universities' needs in infrastructure, staff and research, analysed and transformed into a working document.
- Recommendations for alternative models of higher education financing produced by the end of project
- Stakeholders responsible for planning and designing financial projections in HE (ministries of education, ministries of finances, higher education institutions, agencies etc.) achieved adequate level of competence

Comment: the financing component of the project should be defined using input from the Feasibility Study.

3.4. Activities:

Under Result 1:

- Analysis of different models of curriculum development at all levels (the Agency, PI/Ministries, school level), development of guidelines for future activities in terms of methodology of development and upgrading, quality assessment, external evaluation of implementation and clear definition of all aspects of training and education in vocational education (general and specific education, training in skills).
- Assessment of needs for adaptation of existing pedagogical norms and standards and recommendations for their updating
- Assessment of training needs of all relevant stakeholders involved in this process and providing of training
- Drafting of the Framework Curriculum document and its submission to the Conference of Ministers of education

Under Result 2:

Establish cooperation between social partners that are going to be involved in the process,

- Establish cooperation between stakeholders from all levels of education in order to provide adequate input from them and vertical mobility
- Identify sectors (2- 3 preferably interlinked sectors such as – tourism and catering or agriculture and food processing) that are going to be covered
- Develop specific descriptors for selected occupations for secondary and tertiary level of education from the aspect of LLL as well (informal and non formal education)
- Training of relevant stakeholders

Result 3:

The scope of activities will depend on the outcome of previous project Feasibility Study for Reform of HE Financing

- Analysis of the Recommendations report and Activity plan prepared through the FWC Feasibility Study for Reform of HE Financing which will be conducted in 2008.
- Conduct activities in line with the recommendations and the plan in order to develop
- Experts for alternative models for cost efficient and evidence based planning and allocation of public funds for higher education
- Train staff from relevant institutions in how to deal with different implications of alternative models of financing and to improve management and good governance capacity relevant stakeholders.
- Disseminate the outcomes of the project

3.5. Conditionality and sequencing:

The activities should be carried out jointly by a project team, relevant stakeholders and experts from the EU. Activities that by their nature relates to fact finding and mapping the state of arts in relevant fields should be carried out in initial stages of the project. In VET this refers to Framework Curriculum which is a document that serves as main guidance prime importance that the situational and gap analysis on existing ways of financing of HE is a comprehensive and good quality report which will serve as key reference in developing recommendations for alternative models of higher education financing.

It is important to ensure methodology for implementation of the contract which is based on participatory approach of the key policy makers in the country and that tools for stimulating policy dialogue related to the topics should be clearly presented by the technical Assistance. Under same section it is important to point out that there are linkages between development of Framework Curricula and NQF

In terms of sequencing, the situational and gap analysis on existing ways of financing of HE as should be completed before launching this IPA 2008 project. The recommendations report will serve as key reference in developing recommendations for alternative models of higher education financing.

3.6. Linked activities

Bosnia and Herzegovina has started with VET reform back in 1997. Up to date two VET projects were implemented and the third one is in progress. Certain achievements have been made, primarily related to introducing modular methodology in teaching and learning, nomenclature of occupations, and teacher training. One of the main outcomes of activities in this field is the development and adoption of the VET Strategy for B&H 2007-2013. In 2007 the Law on Agency for pre-primary, primary and secondary education (herein after 'the Agency') was enacted. Pursuant to the Decision of B&H Council of Ministers the Agency should assumed its responsibilities in March 2008. VET department is foreseen in the Agency structure. VET department together with the existing pedagogical institutes will make an institutional framework for future VET development.

In the field of HE until now the EC Delegation and Council of Europe have implemented two joint projects aimed at strengthening higher education in BIH. The projects were focused on modernisation of university governance and management, quality assurance and improvement of academic mobility. BIH is Tempus partner country which enables to HE institutions and stakeholders to participate in joint project, structural and complementary measures, and individual mobility grants. WUS Austria and Austrian Development Agency contribute to higher education development in BIH by implementing different schemes of assistance focusing on students and professors mobility.

The Framework Law on Higher Education in BIH was enacted in August 2007. The Law reflects principles of the Bologna process and Lisbon Recognition Convention. The Law stipulates establishment of two new institutions in the area of higher education. They are: Agency for higher education development and quality assurance and Centre for recognition of foreign credential in higher education. They will operate as independent administrative institutions and should assume their responsibilities in spring 2008. The BIH authorities are obliged to implementation the Law according to deadlines determined in the Law.

3.7. Lessons learned

Education issues should not be addressed and tackled without interaction of broader social and economy stakeholders. Only by provision of all relevant inputs and feedbacks it could give a realistic picture of needs that would serve for evidence based plans and funds allocation. This participatory attitude is in particular important for BIH and its complex structure and division of responsibilities (see Annex III). Nevertheless, the process of decision making has been improved upon establishment of the Conference of Ministers of Education. Expected positive outcomes of the ongoing VET 3 project should improve cooperation between social partners (VET council established, generic descriptors for all levels of education developed) and their contribution in further activities of NQF development should be valuable.

On the other side, the WB attempts to start activities in field of reform of higher education financing failed and the assistance planned for this purpose was not materialised since it was conditioned by adoption of the higher education law. The discussions about possible shifting of responsibilities for financing of higher education from level of cantons/entities to the higher levels (entity/state) were conducted at that time. It was difficult to come to joint approach because of different political preferences. Therefore, it would be advisable that this project starts with grass- root activities and a need for establishment of funds on different levels should be

subject of discussion between different stakeholders and possible solutions should be agreed with all relevant parties.

4. Indicative Budget (amounts in EUR)

			TOTAL EXP.RE	SOURCES OF FUNDING								
				IPA COMMUNITY CONTRIBUTION		NATIONAL CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	%(2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (d)	% (2)
Activity 1	X		1,500,000	1,500,000	100							
contract 1.1 TA	-	-	1,500,000	1,500,000	100							-
Activity 2	X		1,500,000	1,500,000	100							
contract 2.1 TA	-	-	1,500,000	1,500,000	100							-
TOTAL IB			3,000,000	3,000,000	100							
TOTAL INV												
TOTAL PROJECT			3,000,000	3,000,000	100							

Amounts net of VAT

- (1) In the Activity row use "X" to identify whether IB or INV
- (2) Expressed in % of the **Total** Expenditure (column (a))

5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1.1	Second quarter of 2009	First quarter of 2010	2012
Contract 1.2	Second quarter of 2009	First quarter of 2010	2012

6. Cross cutting issues

6.1. Equal Opportunity

Envisaged results to be achieved in both i.e. vocational education and training and higher education should also contribute to raising equal opportunities for less advantage such as individuals with special needs, population with low income, and those who were excluded from the formal education system. It is expected that the project have positive impact on gender issue.

6.2. Environment

N/A

6.3. Minorities

Considering that the project is designed to support overall education reform it is rational to expect improvements in different aspects including better access to education and labour market for minorities as well, including better access to education and labour market for ethnic groups in disadvantaged situation.

ANNEXES:

- ANNEX I. Logical framework matrix in standard format
- ANNEX II. Amounts (in EUR) Contracted and disbursed by quarter for the project
- ANNEX III. Description of Institutional Framework
- ANNEX IV. Reference to laws, regulations and strategic documents:
- ANNEX V. Details per EU funded contract

ANNEX I. Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX for Project Fiche	Programme name and number: Support to Education Reform CRIS No:2008/20-339	
Support to Education Reform	Contracting period expires: N+2	Disbursement period expires: N+5
	Total budget : 3,000,000 EUR	IPA budget: 3,000,000 EUR

Overall objective	Objectively verifiable indicators	Sources of Verification	
<i>To build and efficient and effective quality education system in Bosnia and Herzegovina in line with European trends and standards.</i>	<i>Mid-term report on employment shows increase of employment rate for VET sector for 10%</i> <i>Short, medium and long term strategic planning in HE based on evaluation of outcomes, in practice</i> <i>Participatory approach to strategic planning as part of consultation process in practice</i>	<i>Strategic documents for economic and social development of B&H</i> <i>Strategic plans and documents in the area of education</i>	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
<i>To enhance vocational education and training and higher education in B&H in line with the Copenhagen Declaration and Bologna Declaration.</i>	<i>B&H Council of Ministers adopted report on implementation of the Strategy for VET education in the past period</i> <i>Budgets for HE planned on the basis of project results, in practice</i>	<i>B&H Official Gazette</i> <i>Budgets of relevant institutions</i>	<i>Respective institutions take as referent documents for project results for their planning</i>
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
Result 1: <i>VET Framework Curriculum based on modules and common core curricula developed and human capacities of the</i>	<i>VET Framework Curriculum available and commented by the Conference of Education Ministers in B&H by month 10 of project</i>	<i>Minutes of the Conference of Education Ministers in B&H</i> <i>Reports on the project working groups work</i>	<i>Cooperation of all relevant stakeholders (ministries of education, ministries of finances, VET providers, HE institutions, Conference of Education Ministries in</i>

<p>respective institutions strengthen;</p> <p>Result 2: National Qualification Framework in line with European Qualification Framework for Life Long Learning developed and capacities of relevant stakeholders strengthened.</p> <p>Result 3: Recommendations for alternative models for cost efficient and evidence based planning and allocation of public funds for higher education developed and relevant institutional capacities trained in how to deal with different implications of alternative models of financing</p>	<p>Staff of the Agency for pre-primary, primary and secondary education, Pedagogical Institutes, ministries of education, other social partners (approx. 40 people) trained in Framework Curriculum Development</p> <p>NQF developed and submitted to B&H Council of Ministers by the end of project</p> <p>Human resources within respective institutions and organisations (Agency for pre-primary, primary and secondary education, Pedagogical Institutes, ministries of education, institutes for employment, etc., approx. 40 people) trained</p> <p>Printed promotional materials and electronic versions with regard to VET quality assurance, guidance and counselling in VET available and ready for use by the end of project</p> <p>The report on situational analysis of existing systems of HE financing in B&H with projection on universities' needs in infrastructure, staff and research, transformed into a working document</p> <p>Recommendations for alternative models of higher education financing produced by the end of project</p> <p>Stakeholders responsible for planning</p>	<p>Minutes from meetings between project management and relevant stakeholders</p> <p>Reports on trainings of relevant staff</p> <p>Project reports</p>	<p>B&H, Agency for pre-primary, primary and secondary education, Agency for HE development and QA</p>
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	<i>and designing financial projections in HE (ministries of education, ministries of finances, higher education institutions, agencies etc.)achieved adequate level of competence</i>		
Activities	Means	Costs	Assumptions
<p>11. Analysis of different models of curriculum development at all levels (the Agency, PI/Ministries, school level), development of guidelines for future activities in terms of methodology of development and upgrading, quality assessment, external evaluation of implementation and clear definition of all aspects of training and education in vocational education (general and specific education, training in skills).</p> <ul style="list-style-type: none"> - Assessment of needs for adaptation of existing pedagogical norms and standards and recommendations for their updating - <u>Assessment of training needs of all relevant stakeholders involved in this process and providing of training</u> - Drafting of the Framework Curriculum document and its submission to the Conference of Ministers of education <p>2. Establish cooperation between social partners that are going to be involved in the process,</p> <ul style="list-style-type: none"> - Establish cooperation between stakeholders from all levels of education in order to provide 	<p>2 <i>Technical Assistance</i> Contracts</p> <ul style="list-style-type: none"> • TA for VET and NQF support • TA for HE support 	3 Mil Euro	<i>All necessary human resources for primary and secondary beneficiary deployed by the time the project starts</i>

adequate input from them and vertical mobility

- Identify sectors (2- 3 preferably interlinked sectors such as – tourism and catering or agriculture and food processing) that are going to be covered
- Develop specific descriptors for selected occupations for secondary and tertiary level of education from the aspect of LLL as well (informal and non formal education)
- Training of relevant stakeholders

- 3. Analysis of the Recommendations report and Activity plan prepared through the FWC Feasibility Study for Reform of HE Financing which will be conducted in 2008.
- Conduct activities in line with the recommendations and the plan in order to develop
- Experts for alternative models for cost efficient and evidence based planning and allocation of public funds for higher education
- Train staff from relevant institutions in how to deal with different implications of alternative models of financing and to improve management and good governance capacity relevant stakeholders.

4 Disseminate the outcomes of the project

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ANNEX II. Amounts (in EUR) Contracted and disbursed by quarter for the project

Contracted	Q1 2010	Q2 2010	Q3 2010	Q4 2010	Q1 2011	Q2 2011	Q3 2011	Q4 2011	Q1 2012	Q2 2012
Contract 1	1,500,000									
Contract 2	1,500,000									
Cumulated	3,000,000									
Disbursed										
Contract 1	300,000		262,500		262,500		262,500		262,500	150,000
Contract 2	300,000		262,500		262,500		262,500		262,500	150,000
Cumulated	600,000	600,000	1,125,000	1,125,000	1,650,000	1,650,000	2,175,000	2,175,000	2,700,000	3,000,000

ANNEX III. Description of Institutional Framework

Institutional framework of education sector in B&H is quite complex. Full competences over the education are vested on 10 cantonal ministries of education in the Federation B&H, Republika Srpska Ministry of Education and Culture and Brcko District Department for Education. Bosnia and Herzegovina Ministry of Civil Affairs is a state level ministry with a mandate to coordinate education policies between entities and District Brcko and to participate in international education strategy development. At the Federal level there is Federal ministry of education and science with a mandate to coordinate education policies between cantons. Thus, 14 administrative institutions are in charge of education. Next to this there are eight pedagogical institutes (one in Republika Srpska and seven in the Federation B&H). Their main responsibility is for professional monitoring of educational institutions. Three new independent administrative institutions will soon assume their responsibilities: the Agency for pre-primary, primary and secondary education with competence for establishment of standards for evaluation of the results accomplished and for the development of the common core for curricula in preschool, primary and secondary education, and for other expert tasks in the area of knowledge standards and quality assurance; pursuant to the Framework Law on Higher Education in B&H the Agency for higher education development and quality assurance will have responsibilities in the area of standards, quality assurance, accreditation of institutions and programs, evaluation etc.; the Centre for information and recognition of documents in the area of higher education will facilitate procedures for qualification recognition in line with Lisbon Recognition Convention; the Framework Law on Higher Education in B&H reaffirms the existence of Rectors Conference as advisory body for the implementation of higher education reform process.

ANNEX IV. Reference to laws, regulations and strategic documents:

Reference list of relevant laws and regulations

1. Framework law on primary and secondary education in B&H ((Bosnia and Herzegovina Official Gazette, No 18/03)
2. Republika Srpska – Law on secondary school (Republika Srpska Official Gazette No 38/04)
3. Canton Una-Sana- Law on primary and secondary general upbringing and education (Canton Una-Sana Official Gazette, No 5/04)
4. Canton Posavina- Law on secondary schooling (Canton Posavina Official Gazette No 3/04); Law on changes and amendments of the Law on secondary schooling (Canton Posavina Official Gazette, No 4/04)
5. Tuzla Canton – Law on secondary education (Tuzla Canton Official Gazette, No 6/04)
6. Canton Zenica-Doboj- Law on secondary education (Zenica-Doboj Canton Official Gazette No 5/04)
7. Bosna-Podrinje Canton- Law on secondary school (Bosna-Podrinje Canton Official Gazette No 5/04)
8. Canton Srednja Bosna- Law on secondary schooling (Canton Srednja Bosna Official Gazette No 11/01); Law on changes and amendments of the Law on secondary schooling (Canton Srednja Bosna Official Gazette 17/04)
9. Canton Hercegovina-Neretva- Law on secondary upbringing and education (Canton Hercegovina-Neretva Official Gazette No 5/04)
10. Canton Zapadna Hercegovina- Law on secondary schooling (Canton Zapadna Hercegovina Official Gazette No 8/04)
11. Canton Sarajevo – Law on secondary education (Canton Sarajevo Official Gazette No 10/04)
12. Canton 10- Law on secondary schooling (Canton 10 Official Gazette No 12/04)
13. Brčko District – Law on education in primary and secondary schools of Brčko District (Brčko District Official Gazette No 9/01); Law on changes and amendments of the Law on education in primary and secondary schools of Brčko District (Brčko District Official Gazette No 28/03); Law on education in primary and secondary schools of Brčko District, enacted on March 27, 2008.
14. Framework Law on Higher Education of Bosnia and Herzegovina (Official Gazette of BiH no. 59/07)
15. Republika Srpska Law on Higher Education (Republika Srpska Official Gazette No 85/06); Law on amendments to the Law on Higher Education (Republika Srpska Official Gazette No 30/07); Law on Research (Republika Srpska Official Gazette No. 97/04; 48/02; 63/02; 68/07; 112/07)
16. Canton Una-Sana Law on University in Bihać (Canton Una-Sana Official Gazette No 08/98); Law on Amendments to the Law on University in Bihać (Canton Una-Sana Official Gazette No 08/06)
17. Canton Posavina Law on Higher Education (Posavina Canton Official Gazette No 06/00)
18. Tuzla Canton Law on Higher Education (“Official Gazette of Tuzla Canton no. 10/99) Law on Amendments to the Law on Higher Education (Tuzla Canton Official Gazette No 15/00; 5/05); Law on Research (Tuzla Canton Official Gazette No 60/99)

19. Canton Zenica-Doboj Law on Higher Education (Zenica –Doboj Canton Official Gazette No 05/05); Law on University in Zenica (Doboj Canton Official Gazette of Zenica No 06/05)
20. Canton Bosna Podrinje Law on Higher Education (Bosna-Podrinje Official Gazette of No 10/06)
21. Canton Srednja Bosna (Higher Education is still regulated by the pre-war Law on Higher Education in Socialist Republic of BiH)
22. Canton Hercegovina Neretva Law on University 1993/1994; 1999
23. Canton Zapadna-Hercegovina Law on Higher Education (Canton Zapadna Hercegovina Official Gazette No 6/04); Law on research (Canton Zapadna-Hercegovina Official Gazette No 07/98)
24. Canton Sarajevo Law on Higher Education (Canton Sarajevo Official Gazette No 17/99; 14/00; 15/01; 13/02; 12/03; 15/03; 13/04; 31/04; 22/05; 23/06)
25. Canton 10 Law on Higher Education (Canton 10 Official Gazette No 08/06)

Reference to AP /NPAA / EP / SAA

According to the European Partnership document 2007 it is foreseen: “...to create a modern vocational education and training system” ; and “implement the State level Law on higher education, paving the way for the implementation of the main components of the Bologna process and the Lisbon Recognition Convention.”

Priorities in the field of education in SAA are regulated in the Article 100 : “The parties shall cooperate with aim of raising the level of general education and vocational education and training in B&H. A priority for higher education systems shall be the achievement of the objectives of the Bologna Declaration in the intergovernmental Bologna process.

Reference to MIPD

Socio-economic requirements:

“Community assistance will seek to improve the investment climate by creating appropriate legal and administrative framework, by adapting the education system to the demands of labour market...”

Main areas of intervention, priorities and objectives:

“Advancing the reform of education system to support the development of economy and society”

Reference to National Development Plan

Reference to national / sectoral investment plans

B&H Strategy for VET development 2007-2013 (Official Gazette, No 65/07) gives the main directions of the vocational education and training and priorities with focus on attracting and keeping as much people as possible within active labour market and the improvement of adjusting work force and companies for permanent introducing of new technologies.

B&H Strategy for Integration into the European Union in its part that identifies measures to be taken in the education sector refers to the need to “The adoption of European reference lists and principles with regard to compulsory education, qualifications for teachers, mobility, recognition of out of school skills, quality of vocational education as well as ECTS, creation of European framework for qualifications recognition; to enhance the system of governing and financing of education institutions”.

ANNEX V. Details per EU funded contract

Tasks of the contractor would be to undertake consultation with stakeholders, to establish working groups for development of VET Framework Curriculum based on modules and common core curricula; working group for design of the National Qualification Framework in line with European Qualification Framework for Life Long Learning; to make research based situational and gap analysis and to formulate recommendations jointly with the relevant stakeholders for alternative models for cost efficient and evidence based planning and allocation of public funds for higher education. Also the contractor will have to undertake activities towards capacity building in respective areas for relevant stakeholders as well as to disseminate the outcomes of the project