

Project Fiche – IPA National programmes / Component I

1 IDENTIFICATION

Project Title	Development of Qualification Framework in all forms of Education
CRIS Decision number	2012/23589
Project no.	8
MIPD Sector Code	7. Social Development
ELARG Statistical code	26- Education and Culture
DAC Sector code	11110 Education policy and administrative management
Total cost (VAT excluded)	EUR 3 888 888
EU contribution	EUR 3 500 000
Management mode	Centralised
EU Delegation in charge	Delegation of the European Union to Bosnia and Herzegovina
Implementation management	Delegation of the European Union to Bosnia and Herzegovina
Implementing modality	Stand-alone project
Project implementation type	C01 – Project-type interventions
Zone benefiting from the action(s)	Bosnia and Herzegovina

2 RATIONALE

2.1 PROJECT CONTEXT: ISSUES TO BE TACKLED AND NEEDS ADDRESSED

The proposed project aims to address needs and gaps identified by different stakeholders in regard to access to education and quality of education in BiH, by improvement of general education, vocational and adult education through further development of qualification framework and human resources.

Proposed set of reforms in education should establish links between the different levels of education; develop relevant elements of the Qualification framework for lifelong learning in BiH starting from general education based on learning outcomes and create more efficient and

transparent mobility of students from secondary to tertiary education by developing guidance and recommendations for general secondary education leaving exam i.e. *Matura* (in line with the regional trends). Pre-service education for teachers has been identified as a top priority area for these reforms since teachers are not fully prepared for all the changes in education that have been happening for the last 20 years, starting from new teaching methods and student-centered learning up to learning outcomes and key-competencies approach as well as multicultural and inclusive education. Reforms of education system cannot be properly addressed and carried out if teachers are not adequately trained for their job.

Therefore the proposed project refers to: 1. further development of qualification framework in the area of general education as well as the preparation of documents for reform of pre-service education for pre-school and lower primary school teachers; 2. development of informal and non-formal education within qualifications framework; and 3. further development of VET and adult learning in line with qualifications framework for lifelong learning.

2.2 LINK WITH MIPD AND NATIONAL SECTOR STRATEGIES

MIPD 2011-2013 – In the Section 3.6.3. of Sector Objective for EU support over next three years it is written: “Support the reform of the primary and secondary education systems and further support the reform of the higher education system in the framework of the Bologna process”. Indicators set in this document are related to: further development of capacity of the education institutions and qualification framework, improvement of quality in education and reform of teacher training.

Baseline of Qualification Framework in BiH (BQF) (The Official Gazette of BiH 31/11) is a document adopted by the Council of Ministers of BiH. It is basic document for further activities regarding development of Qualification Framework in BiH.

Strategic Directions for the Development of Education in BiH, with the Implementation plan 2008-2015

Chapter 4.1. paragraph 16: A key factor of the reform of education is high quality and motivated teaching staff. It is therefore extremely important to improve the initial training of educators and teachers and ensure their permanent professional development.

Para 18: For all of these changes in education it is needed an adequate support of the executive and legislative authority to provide legal, financial and other conditions.

4.2. Paragraph 1 In order to promote education in the focus of attention will be the modernization of the curriculum content, teaching and learning, technology, education, management, evaluation of achievement, initial and continuing professional development of teachers at all levels of the education system.

4.5 paragraph 1: Since behind every successful reform in education is professional, competent, motivated and communicative staff who is ready to permanently own improvement, it is extremely important to improve the initial training and professional development of educational personnel. The goal is to achieve a minimum graduation of the first cycle of studies at the university for all teachers and educators, to encourage their further education and training of staff or other needs in education. This would also respond to new requirements for professional competence in education and improve the quality of the educational process.

Priorities eligible for funding under the IPA programs 2012-2013 set by the European Commission: to support implementation of the European Qualification Framework for LLL under the Bologna Process to facilitate professional and educational qualification recognition

2.3 LINK WITH ACCESSION PARTNERSHIP (AP) / EUROPEAN PARTNERSHIP (EP) / STABILISATION AND ASSOCIATION AGREEMENT (SAA) / ANNUAL PROGRESS REPORT

Stabilization and Association Agreement

Article 55: ...emphasizes the need to examine and undertake the necessary steps for the mutual recognition of qualifications in BiH...

Article 100: The Parties shall co-operate to raise the level of general and vocational education and training in BiH, as well as youth policy and youth work, including non-formal education. A priority for the higher education systems shall be the achievement of the objectives of the Bologna Declaration in the intergovernmental Bologna process.

BiH Progress Report 2011

“4.1.9 Education and Research: Little progress can be reported in the field of **education**. The Council of Ministers adopted the concept of the Qualifications Framework (Baseline Qualifications Framework), which defines qualifications levels based on learning outcomes for all qualifications in Bosnia and Herzegovina and establishes the basis for further work. “

Strategies and framework laws need to be implemented and the Baseline Qualifications Framework to be further developed and implemented.

2.4 PROBLEM ANALYSIS

During the last few years the development of general education has been somewhat neglected compared to developments in vocational and higher education. Qualification framework has been in focus of both vocational and higher education which has resulted in development of subject descriptors on pilot basis. At present in some parts of BiH in primary and general secondary schools learning process is neither outcome based nor students centred. It is not outlined what a student is expected to know, to understand or to be able to do. Content of learning and teaching methodology has to be developed or further improved in order to achieve integrated outcome based curricula. In addition to this, only on pilot basis some key competences are integrated in curricula. As a consequence of above mentioned quality of education is not fully assured.

In order to achieve the above goals, the project will develop standards of students' achievements at the end of 3rd, 6th and 9th grade in primary school and graduation class of general secondary schools. Introduction of External Matura is in a phase of preparation. This preparatory phase is supported by EU Twinning project with the Agency for Pre-primary, Primary and Secondary Education (APOSO). Also there is a need to establish links between secondary and university education and to provide vertical mobility of students. Existing systems of recognition of qualifications within BIH do not fully meet students' requirements for mobility within BIH and abroad.

In spite of continuous support of EU to reform of VET system, VET reform is not fully implemented. Tripartite councils are mostly not established. Financing system of VET is not efficient. There is no solid partnership between private and public sectors as it is described in

the Report for BiH within “Torino process” (a participatory review of progress in VET policy launched in 2010 by the ETF).

The study conducted by ETF in 2009 “*Mapping Policies and Practices for the Preparation of Teachers for Inclusive Education in Contexts of Social and Cultural Diversity*” finds that inclusive education is a challenge faced by primary and secondary school teachers throughout BiH on a daily basis. Some teachers work largely independently to develop the relevant competences on an ad hoc basis, but they are rarely supported by any systematic initial or in-service training.

Teaching faculties need to review their curricula and practices of preparing future teacher in regard to inclusive, intercultural child/student centred teaching. This is to a large extent linked with transversal competencies which are concerned with multiple competences which literary cut across subject areas and can be applied in a variety of context. Particular education conditions are necessary for development of transversal competences. These include an emphasis on learning rather than teaching, learning processes that are active rather than passive, and opportunities for self-assessment by the learner rather than only teacher assessment.¹ Thus pre-service teacher education should pay special attention to development of those teachers’ skills and competences so they can support their students’ acquisition of the same type of competences.

2.5 LINKED ACTIVITIES AND DONOR COORDINATION

- **Reform of General Education (1,5 MEURO) CARDS 2001 (2003-2005)** The project contributed curricula reform in BiH through development(Framework Curriculum, Syllabi for Mother Tongue for primary education, grade 3, 6 and 9; Syllabi for Mathematics for primary education, grade 3, 6 and 9; Syllabi for Mother Tongue for gymnasia education, final grade; and Syllabi for Mathematics for gymnasia education, final grade; Curriculum Implementation Guidelines) and developed following documents for Matura: Framework Matura document, Matura Examination Standards in Mathematics, Matura Examination Standards in Mother Tongue, Matura Guidelines.
- **Establishment of the State Agency for Education at Bosnia and Herzegovina (CARDS 2005 -0.5 MEURO) (August 2008 - October 2009).** The project supported establishment (or initial functioning) of the state level Agency for pre-primary, primary and secondary education. The project also conducted an overview and analysis of implementation of Common Core Curricula (CCC) in BiH.
- The **EU supported**, through projects funded from CARDS program (**VET I, VET II and VET III**). **VET IV program** continues to support the development of the BiH qualification framework for secondary and post-secondary vocational education; development of occupational standards, strengthening of capacities of VET department of the Agency for pre-school, primary and secondary education.
- **EC funded project (IPA 2007)** "Entrepreneurial: earning in Education System in BiH" –a strategy for entrepreneurial learning was drafted and pilot project stimulating

entrepreneurship and innovation were implemented in some primary and secondary schools in BiH.

- **MDGF program “Culture for Development-Improving Cultural Understanding in BiH”**, implemented by three UN agencies: UNESCO, UNICEF and UNDP- establishing of a system to monitor the progress in improving quality education through indicators on intercultural and inclusive education, and developing an ethics code.
- **EC funded project (IPA 2009) "Strengthening capacity in BiH for human resources development"** started in September 2011 and the objective is to enhance institutional, strategic and legal framework for adult education in the context of lifelong learning. as well as to improve evidence based planning of educational policies through improvement of system of educational statistics in order to meet international standards and requirements.
- **EC funded Twining Project (IPA 2009) :**"Strengthening Institutional Capacity of the Agency for Pre-primary, Primary and Secondary Education" started with implementation in May 2012, with the objective to support the Agency to become fully functional institution at state level ensuring the provision of high quality education in BiH.
- **Germany/GIZ "Adult Education" (1/1/2011-31/12/2016)** The project objective is to improve adult education in terms of economic and social needs in BiH in the formal and informal part. In selected pilot regions the public and private actors in adult education at the micro-and meso level will be advised as they adapt their bids for re-training, and will train staff to work with adults in the area of functional literacy.
- **Switzerland/SDC "Skills for jobs" (2010-2012)** Based on the "Adult and Informal Education in BiH" report there will be intensive activities from 2010 until the end of 2012 in order to establish a modern, flexible and informal training (educational) system. The intention is to put such a system on its feet that would provide that education in BiH is in compliance to labour market requirements and the needs of different users.
- **ETF-European Training Foundation** is supporting reform of education through its contribution to development and implementation of qualifications framework and entrepreneurial learning for BiH.
- **UNICEF:** Developing Standards for Quality Basic Education (QBE) in Central and Eastern Europe (CEE)/ Commonwealth of Independent States (CIS) will: develop standards of quality education, based on existing models, in order to: (a) improve planning and resources allocation, (b) monitor progress in students' performance, (c) evaluate program effectiveness and (d) improve stakeholders' participation.

2.6 Lessons learned

In line with EU perspective and as a consequence of results of the reform in the sector of general education, future activities in VET and adult education would be carried out on the basis of lessons learned during the past few years.

Reform of education was supported through CARDS 2003-2005 (general education) and IPA 2007-2009 (other levels of education and entrepreneurial learning) and resulted with drafting of crucial documents for reform of general education (Curriculum Implementation

Guidelines; Framework Matura document; Matura Guidelines; Guidelines for School Development) and sets of strategic documents for all levels of education, establishment of institutions/agencies responsible for quality of education. Projects dealing with reform of education systems in BiH were logical continuation of achievements of previously implemented projects and a lesson learned is that good and timely sequencing of action leads to commitment of relevant stakeholders to participate in new planning projects and take part in implementation of project activities. One more important lesson learnt is that early involvement of all partners at all levels of decision making and continuous process of consultations is pre-conditions for success of projects. Therefore, the proposed project has ensured that all stakeholders agreed to the project priorities as they were defined in this Project Fiche.

3 DESCRIPTION

3.1 OVERALL OBJECTIVE OF THE PROJECT

Contribute to comparability of BiH education systems with education systems in EU based on EU Strategy 2020.

3.2 SPECIFIC OBJECTIVE(S) OF THE PROJECT

Further developed Qualification Frameworks in BiH are implemented in BiH schools.

3.3 RESULTS

Result 1:

Qualification Frameworks developed in primary and general secondary education.

Result 2:

System of informal and non-formal education within Qualification Framework developed and for VET further developed.

3.4 MAIN ACTIVITIES

Activities related to Result 1

A1.1. Develop Specific descriptors of learning outcomes for core groups of subjects for all classes

A1.2. Prepare Standards of pupils' and students' achievements at the end of 3rd, 6th and 9th grade in primary schools and graduation class of general secondary school

A1.3. Prepare Standards for internal and external assessment and evaluation of students' performance

A1.4. Prepare Set of documents for implementation (Guidelines and Recommendation) of external Matura

A1.5. Conduct Exploratory /pilot testing for external Matura

A1.6. Conduct analysis of pre-service education for preschool and lower primary school teachers in regard to learning outcome approach

A1.7. Prepare recommendation for development of teacher certification system in the contest of Lifelong learning

Activities related to Result 2

A2.1. Assess training needs analysis for adult learning to basic skills qualification

A2.2. Develop information system on skills needs for employers

A2.3. Introduce system for recognition of all forms of education (including non-formal, informal)

A2.4. Develop partnerships between employers and education systems and private-public sectors

A2.5. Strengthen structural dialog of tripartite councils at all levels

A2.6. Prepare analysis of current VET system in reference to VET economic efficiency

A2.7. Prepare recommendation for the responsible authorities on improving efficiency of VET financing

3.5 ASSESSMENT OF PROJECT IMPACT, CATALYTIC EFFECT AND CROSS BORDER IMPACT

The project is set to catalyse effective employment and mobility of students and labour force.

3.6 SUSTAINABILITY

The projects will include all stakeholders in the field of general and VET education, as well as academic community for pre-service education. Concerning Qualification framework, learning outcomes and Matura, the project will support quality assurance and human resources development which ensures sustainability of the project result. Pre-service training of future teachers will also provide a critical mass of creative and skilled new generation of young people competent for demanding labour market in the country and all over Europe.

3.7 ASSUMPTIONS AND PRE-CONDITIONS

In the framework of a poll conducted by the Agency for Pre-Primary, Primary and Secondary Education done in 2006, all Grammar Schools and Faculties in BiH were contacted to submit their opinion on the introduction of the external Matura in BiH. Following their submitted replies, there is a high commitment of beneficiaries to introduce Matura as an integral part of the grammar school education in BiH. Therefore we assume that a sufficient number of schools will be ready to participate in pilot testing activities such as Matura and explanatory pilot testing.

4 IMPLEMENTATION ISSUES

The assistance will be implemented in the centralised management mode, in accordance with PRAG rules.

4.1 INDICATIVE BUDGET

Indicative Project budget (amounts in EUR)²

PROJECT TITLE			SOURCES OF FUNDING									
			TOTAL EXPENDITURE	IPA CONTRIBUTION		NATIONAL CONTRIBUTION					PRIVATE CONTRIBUTION	
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		2 222 222	2000 000	90	222 222	10	222 222					
Contract 1.1(TA)	X	2 222 222	2 000 000	90	222 222	10	222 222				-	
Activity 2		1 666 666	1 500 000	90	166 666	10	166 666					
Contract 2.1(TA)	X	1 666 666	1 500 000	90	166 666	10	166 666				-	
TOTAL IB		3 888 888	3 500 000	90	388 888	10	388 888					
TOTAL INV												
TOTAL PROJECT		3 888 888	3 500 000	90	388 888	10	388 888					

² Under centralised mode of implementation of IPA assistance the co-financing is implemented as parallel co-financing.

4.2 INDICATIVE IMPLEMENTATION SCHEDULE (PERIODS BROKEN DOWN BY QUARTER)

Contracts	Start of Tendering/ Call for proposals	Signature of contract	Project Completion
Contract 1.1(TA)	Q3/2013	Q2/2014	Q2/2016
Contract 2.1 (TA)	Q3/2013	Q2/2014	Q2/2016

Implementation of all above listed Contracts can start at the same time since activities treated by each contract are independent.

4.3 CROSS CUTTING ISSUES

4.3.1 *Equal Opportunities and non discrimination*

The project is a technical intervention aiming at strengthening administrative capacities with a view to EU accession. Equal opportunity principles and practices in ensuring equitable gender participation and non discrimination within the project will be guaranteed.

4.3.2 *Environment and climate change*

The project is a technical intervention aimed at strengthening administrative capacities with a view to EU accession; it will not lead to any negative environmental effects.

4.3.3 *Minorities and vulnerable groups*

Participation in the project activities will be guaranteed on the basis of equal access regardless of racial or ethnic origin, religion or belief, disability, sex or sexual orientation.

4.3.4 *Civil Society/Stakeholders involvement*

IPA programming process included consultations with Civil Society and Donor Community in BiH, through two consultation meetings and exchange of relevant information on the process and individual proposals. All relevant institutions from various levels of government in BiH participated in the preparation of the project proposal.

ANNEXES

Documents to be annexed to the Project fiche

1. Log frame

2. Description of Institutional Framework

Administrative structure of education sector includes 14 ministries of education. This implies that for any decision related to interventions in education the state ministry with the mandate to coordinate entities' education policies i.e. Ministry of Civil Affairs (MoCA) needs to obtain written approval from cantonal ministries of education, RepublikaSrpska Ministry of Education and Culture and Department for Education of Brcko District. Federal Ministry of Education and Science acts as coordinating body for cantonal education ministries. Overall administrative structure also includes eight Pedagogical Institutes having competencies in professional monitoring of educational institutions as well as Agencies in education, namely: the Agency for Higher Education Development and Quality Assurance and Centre for Information and Recognition of Documents in the Area of Higher Education (CIP). Also there is established 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 Law on Agency for pre-primary, primary and secondary education.

The project Steering Committee will include representatives of all educational authorities and other partners relevant for the project's implementation.

3. Reference list of relevant laws and regulations only where relevant

- Framework Law on Primary and Secondary Education ("Official Gazette of BiH", No. 18/03),
- Framework Law on Vocational Education and Training ("Official Gazette of BiH", No. 63/08)
- Law on Agency for pre-school, primary and secondary education ("Official Gazette of BiH", No. 88/07)
- Framework Law on Higher Education in Bosnia and Herzegovina ("Official Gazette of BiH", No 59/07, 59/09)
- Framework Law on Preschool Upbringing and Education in Bosnia and Herzegovina (2007)

4. Details per EU funded contract(*) where applicable:

This project will be implemented through three Technical Assistance (TA) Contracts

Technical Assistance Contract 1: The contractor will assist authorities and stakeholders in BiH to develop specific descriptors of learning outcomes for core groups of subjects for all classes; prepare set of documents for implementation (guidelines and recommendation) of external Matura and conduct exploratory /pilot testing for external Matura. Also, the contract will assist to conduct analysis of pre-service education for preschool and lower

primary school teachers in regard to learning outcome approach and prepare recommendation for development of teacher certification system in the context of Lifelong learning.

Technical Assistance Contract 2: The contract will assist to introduce system for recognition of all forms of education (including non-formal and in-formal).

The contract will also assist to prepare analysis of current VET system in reference to VET economic efficiency and prepare recommendation for the responsible authorities on improving efficiency of VET financing. Also, partnerships between employers and education systems and private-public sectors should be developed and structural dialog of tripartite councils at all levels strengthen

Team leader: 22 months

Key experts: at least 3 key experts each to be engaged for 12 months

Pool of Short-term experts: 220

Project duration: 24 months

5. Project visibility activities

The Project visibility activities will be undertaken according to the specific project activities implemented, in line with the EU visibility and communication rules and requirements.

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Project title and number:		8 Development of Qualification Framework in all forms of Education
		Contracting period expires: Three years following the date of the conclusion of the Financing Agreement.		Execution period expires: Two years following the contracting expiry date
		Total budget	EUR 3 888 888	
		IPA budget:	EUR 3 500 000	
Overall objective	Objectively verifiable indicators (OVI)	Sources of Verification		
Contribute to comparability of BiH education systems with education system in EU based on EU Strategy 2020.	Increased mobility of BiH labour force in the country and all over Europe Labour and Employment Agency in BiH and entity institutes for employment register increased mobility of labour force in the country and outside the country	Report of Labour and Employment Agency in BiH and entity institutes for employment		
Specific objective	Objectively verifiable indicators (OVI)	Sources of Verification	Assumptions	
Further developed Qualification Frameworks in BiH are implemented in BiH schools	Annual external testing conducted by the Agency for Pre-primary, Primary and secondary Education report on improved outcomes of learning in mother tongue and math Number of occupational families in VET with defined specific outcomes of learning	1.1. School reports to the relevant ministries on implementation of outcome based curricula in BiH schools 1.2. Agency's reports on tests' results in mother tongue and math.	Majority of schools implement project achievements in BiH	
Results	Objectively verifiable indicators (OVI)	Sources of Verification	Assumptions	
Result 1: Qualification Frameworks developed in primary and general secondary education Result 2: System of informal and non-formal education within Qualification Framework developed and for VET further developed.	1. Number of standards of students' knowledge in primary and general secondary education Number of schools participating in Matura pilot testing 2 TNA data base for employers available for use and further update Number of training programmes in informal and non-formal education developed and recognised all	1. Reports of Agency for Pre-primary, Primary and secondary Education 2. Reports of VET Department in the Agency for Pre-primary, Primary and secondary Education 3. Normative acts and bylaws in ministries	Schools' management across BiH implement key project achievements At least 7 relevant ministries adopted the standards	

	over the country 3 Number of private-public partnerships Number of tri-partite councils for VET Report on VET school network available	of education and labour	
Activities to achieve results	Means / contracts	Costs	Assumptions
<p>Activities related to Result 1</p> <p>A1.1. Develop Specific descriptors of learning outcomes for core groups of subjects for all classes A1.2. Prepare Standards of pupils' and students' achievements at the end of 3rd, 6th and 9th grade in primary schools and graduation class of general secondary school A1.3. Prepare Standards for internal and external assessment and evaluation of students' performance A1.4. Prepare Set of documents for implementation (Guidelines and Recommendation) of external Matura A1.5. Conduct Exploratory /pilot testing for external Matura A1.6. Conduct analysis of pre-service education for preschool and lower primary school teachers in regard to learning outcome approach A1.7. Prepare recommendation for development of teacher certification system in the contest of Lifelong learning</p> <p>Activities related to Result 2</p> <p>A2.1. Assess training needs analysis for adult learning to basic skills qualification A2.2. Develop information system on skills needs for employers A2.3. Introduce system for recognition of all forms of education (including non-formal, in-formal) A2.4. Develop partnerships between employers and education systems and private-public sectors A2.5. Strengthen structural dialog of tripartite councils at all levels A2.6. Prepare analysis of current VET system in reference to VET economic efficiency A2.7. Prepare recommendation for the responsible authorities on improving efficiency of VET financing</p>	<p>Contract 1: TA</p> <p>Contract 2: TA</p>	<p>IPA 2012</p> <p>EUR 2 222 222(Contract 1)</p> <p>EUR 1 666 666(Contract 2)</p>	<p>Relevant stakeholders remain committed to the project implementation</p>