

Project Fiche – IPA Annual Action Programme 2007 for Bosnia & Herzegovina
Supply of Equipment to VET Schools

1. Basic information

1.1 CRIS Number:

1.2 Title: Supply of Equipment to VET Schools

1.3 ELARG Statistical code: 02.26 -Education and culture

1.4 Location: Bosnia and Herzegovina

Implementing arrangements:

1.5 Contracting Authority (EC): EC Delegation in Bosnia and Herzegovina

1.6 Implementing Agency: EC Delegation in Bosnia and Herzegovina

1.7 Beneficiary (including details of project manager):

Ministry for Civil Affairs – Sector for Education, entity and cantonal Ministries of Education

SPO: Esma Hadzagic, Assistant Minister

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Financing:

1.8 Overall cost: 1.3 million Euros

1.9 EU contribution: 1.3 million Euros

1.10 Final date for contracting: N+2

1.11 Final date for execution of contracts: N +4

1.12 Final date for disbursements: N + 5

2. Overall Objective and Project Purpose

2.1 Overall Objective:

Advancing the Reform of the Education System to support the development of economy and society.

2.2 Project purpose:

The specific objective is to support reform of VET system in BiH by providing equipment to VET schools as complementary activity to the project “VET System Reform III – Copenhagen Process in BiH”.

The purpose of the project is to provide tools for successful implementation of reformed curricula and develop relevant skills of students in 5 occupational families undergoing reform under project “VET System Reform III – Copenhagen Process in BiH”.

2.3 Link with AP/NPAA/ EP/ SAA

A key document for modernisation of education system in BiH is the Education Reform Agenda “A message to the people of Bosnia and Herzegovina” which was agreed upon between the authorities of BiH (the Education Ministries and the Ministry for Human Rights and Refugees) and the international community on 21 November 2002 which defines in the pledge No 3 a need to modernisation of Vocational Education and Training system:

“We will support the economic development of Bosnia and Herzegovina through the development of a modern, broad-based, flexible and high-quality vocational education and training system that is responsive labour market requirements by: Improving vocational education and training to ensure that these activities are responsive to labour market needs, well integrated with the primary, general secondary and higher education systems and based on the principles of lifelong learning; Ensuring teaching of high quality in vocational education and training institutions in BiH; Ensuring that educational and training schools are managed in a modern, democratic and inclusive way, and in close association with employers, parents and other stakeholders”.

The agenda is a comprehensive document, developed by local stakeholders, listing goals for education reform and focusing on actions needed to realise these goals.

Complementary to this document is the World Bank sectoral study on education under the Poverty Reduction Strategy Paper, which defines “VET as a key link in the chain of development strategy and poverty reduction in BiH, while taking into account European and International Trends”. The same document in Chapter 7, defines: “The reform of vocational education and training could be a key link for the economic development and reduction of unemployment and poverty in BiH, because it creates a presumption for the establishment of schools for those professions that are needed in the market, and which have a greater employment potential, such as business schools, IT training and the like. Also, under Chapter 7.3.3.: “Develop new, flexible curricula in line with European standards, with far more general courses; develop a system of labour market information; establish cooperation between vocational training and the economy, ensure the participation of members of the broader community, and re-establish tripartite advisory councils (employers, employment bureaus, and government officials)”.

2.4 Link with MIPD

The socio-economic situation of the country and its population requires financial support to combat high unemployment rate and reform the education system which does not respond to the needs of the labour market. Multi-Annual Indicative Planning Document 2007-2009 for Bosnia and Herzegovina defines reform of education system in B&H: “The education reform will be advanced to promote the development of economy and society”. Under socio-economic development of the country (Chapter 2.2.2.3.) it is planned to support the reform process in the Vocation Education and Training (VET) sector.

2.5 Link with National Development Plan (where applicable)

The Mid-term Development Strategy for BiH 2004-2007 underlines the fact that quality education, training and research are crucial for economical and overall development of the country: “The education system must be reformed to successful contribute to poverty reduction”.

Also, Chapter V.2.4.3., under Sectoral Priorities – Education of the Bosnia and Herzegovina defines: “Ensure better, faster, and more flexible cooperation of the educational sector with the labour market. Create new educational profiles and establish a network of institutions to implement these activities”.

Measures and priorities defined in the document are compatible with the project overall objective to support economic and social development of B&H through further reform of Vocational Education and Training in line with Copenhagen Declaration:

“Professional training must be reformed in a such a way that students who complete this kind of training, with a broadly defined educational profile, can solve concrete problems in a competent and flexible manner, think analytically, make independent decisions and work as part of a team”.¹

2.6 Link with national/sectoral investment plans (where applicable)

The project is compliant with BiH's Medium Term Development Strategy by contributing to the reduction of poverty in the country through a more trained labour force better able to participate in the labour market.

3. Description of project

3.1 Background and justification

BiH has committed itself to improve the quality of education in line with the Bologna Declaration and the Lisbon. The Copenhagen Declaration provides policy guidance on the strengthening of the European dimension of VET and the promotion of mobility of the VET graduate labour force.

Support to the BiH authorities, in particular the Ministry of Civil Affairs, for VET reform at system level has been included as one of the topics under the MIPD. The VET system itself is characterised by its rigid structure, including narrow occupational profiles and mostly outdated curricula, old equipment, lack of pathways to link initial VET with post-secondary, higher education and adult education, and weak links between schools and enterprises/local community, as well as a lack of a coherent vision for adult education and training. One of the main problems in VET sector is lack of legislation (EC Regular Report, Economic and Social rights sector: “Key legislation regarding pre-school, VET and higher education still pending; requirement for Bologna process is not fulfilled and separation of children in schools along ethnic lines – remain an issue.”). Secondary technical and vocational education and training (VET) can last three and four years and is school-based. About 70% of students in secondary education enrol into VET programmes. Issues to be addressed include the classification of occupations teacher training, the upgrading of equipment and the establishment of better linkages between the VET system, post-secondary education, higher education, adult education and labour market actors.

The project is going to be a complementary activity to the TA project “VET System Reform III – Copenhagen Process in BiH” under CARDS 2006. This project deals with the development of a NQF (National Qualification Framework), the upgrading of equipment and the establishment of better linkages between the VET system, post-secondary education, higher education, adult education and labour market actors, new financing model for VET.

Technical specification for the equipment to be purchased under this supply project will be prepared by the experts planned to be engaged within the TA project. They will also develop criteria for selection of schools and occupations that are going to be reformed within the occupational families: 1. geology, mining and metallurgy, 2. chemistry, non-metals & graphics, 3. traffic, 4. health, and 5. miscellaneous. They will also select occupations and schools that are going to be reformed from the occupational family “Miscellaneous” among

¹ The reform of vocational training is one area that is defined in the EC Feasibility Study as a potential for cooperation with BiH (“The Report of the Commission to the Council” (EC Feasibility Study), Brussels, 18th November 2003, page 34).

following occupations: ecological technician, cosmetic technician, hairdresser, repairer of musical instruments, chimney sweeper, photographer, watchmaker and goldsmith.

Until now the EC has been the main donor for VET, through the OBNOVA, Phare and CARDS VET programmes (total of 11 M€). The EC supported reform of VET since 1998 through the implementation of three consecutive projects. The bottom-up approach employed by these projects has created a strong sense of ownership among the relevant stakeholders.

Reform efforts have started in 1997 under Phare and progress since then can be described as follows:

A new nomenclature of occupations was developed and agreed between the education ministries, which reduced the number of occupations from former 500 to 100 broader occupations.

Out of 13 occupational families, 8 have been included in the reform of curricula. Reformed curricula for all occupations have been developed for 4 out of 8 of those occupational families (agriculture and food processing; geodesy and engineering; catering and tourism; economy, law, administration and trade).

Modernized curricula for general subjects have been developed and are in use in approx. 60 % of all vocational schools.

Substantial number of BiH mentors (60) has been trained in new curriculum development methodology and teaching methods.

The evaluation of EC financed support to the education sector in BiH, conducted in 2004, described past VET projects as comprehensive and well-planned and executed in regard to curriculum development and teacher training.

The VET Council has been established for BiH, comprising of representatives of educational authorities, syndicates, companies, schools and employment offices.

A strategy for development of VET system in BiH until 2013 is prepared, adopted from all educational ministers from entity and cantonal level, and submitted for approval to the Council of Ministers.

The major challenges identified for the development and implementation of a strategy for VET within overall secondary education reform are: to overcome the fragmentation of the institutional, legal and financial framework of the education and training sector, with a lack of a common educational area and comprehensive information and data; to increase the limited co-ordination and co-operation between VET and the labour market, including social partners; to increase the limited local institutional capacity for VET/labour market reforms; to move from pilot projects to systemic reform of the secondary education system, including development of new occupational profiles, standardisation, certification and recognition of diplomas in a LLL context.

Critical supporting elements required to sustain ongoing curricular reform can be summarized as follows: increased capacity for teacher training and development; improved labour market mechanisms and social partner involvement; a modern qualification framework and structure consistent with the modernised curriculum; further work on proposed framework legislation for VET; and a thorough review of finance and financing mechanisms.

Also, a strategy for adult education in VET is under preparation. A VET database has been established and it compiles data students, teachers, curricula etc.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable)

It is expected that the project will have positive impact on the overall social and economical development. A modern initial and continuous VET system, as promoted by the Copenhagen Declaration, provides pathway for the vertical and horizontal mobility of students and tools for a quick and efficient training and retraining of adults, thus directly contributing to poverty reduction. Such a flexible system provides students and graduates with wider choice in their career development and enhances the employability of the labour force.

According to the Law on Secondary Education on entity and cantonal level (harmonized with Framework Law on Elementary and Secondary Education of BiH) all schools have possibilities to generate their own income, so in future they will be in a financial position to maintain or upgrade “outdated” equipment.

3.3 Results and measurable indicators

Results:

- 3.3.1. Equipment available critical mass of VET schools/training centres with particular reference to priorities in the VET/labour market reform process.
- 3.3.2. Teachers trained to use equipment as integral part of the education process.
- 3.3.3. Technicians trained to maintain and upgrading the equipment.

Measurable indicators in relation with:

- Minimum 30 VET schools (out of approx. 90 providing this kind of education) in whole BiH implementing new curricula and using equipment as integral part of the education process.
- Tender procedure launched.
- Equipment delivered and installed.
- Minimum 25 schools in BiH implementing new curricula are using equipment.
- Minimum 50 teachers trained to use the equipment.
- Minimum 25 technicians to maintain and upgrading the equipment.

3.4 Activities

1. Deliver and install the equipment in schools;
 2. Organize training sessions for staff in schools and technicians;
 3. Training of staff on the use of the equipment.
- To deliver expected results the contracting modality should be supply contract.

3.5 Conditionality and sequencing:

For the successful implementation of all above – mentioned project activities within the project “VET System Reform III – Copenhagen Process in BiH” which starts on 1 April 2007 the following activities will be conducted:

- Needs assessment in the overall context of VET/labour market reform, taking into account criteria for the rationalization process of the school network, the capacity of schools to generate own income, ect;
- Establishment of criteria for the selection of pilot cities;
- Development of a methodology for the provision of the equipment and the future upgrading, including a strategy and implementation plan;
- Selection of a critical mass of VET schools to carry out VET modernization and

- Selection of facilities for piloting of a new VET financing model.
- Technical specification of the equipment for selected occupations

Support to Vocational Education and Training has been warmly welcomed by all stakeholders in the country. VET has consistently been supported by all Ministers of Education in BiH.

3.6 Linked activities

World Bank supports reform of general education and vocational education and training through Education Restructuring Project will start in spring 2007. In field of vocational education this project will support increased participation of students in secondary education by awarding grants to schools planning to increase number of students entering four year programs and improve knowledge in general education.

GTZ launched in 2004 a 6 year project for modernization of curricula and improvement of practical skills of students in the field of wood processing, textile and metal processing.

Kulturkontakt Austria supports VET reform trough strengthening entrepreneurship in technical administrative schools.

The German Institute for International Co-operation of Associations for Adult Education (IIZ/DVV) is providing support for BiH governmental and non-governmental organisations on lifelong learning.

All above-mentioned projects dealing on different areas of Vocational Education and Training reform in BiH, so there are not overlapping and all project activities are complementary to the CARDS 2006 TA project “VET System Reform III – Copenhagen Process in BiH” and to this supply project.

3.7 Lessons learned

The recent evaluation of EC financed support to the education sector in BiH described past VET projects as comprehensive and well-planned and executed in regard to curriculum development and teacher training.

In regard to the supply of VET schools with equipment, the evaluation emphasized the need for a careful analysis of financial sustainability aspects. Equipment is quickly out-dated and schools are rarely in a financial position to maintain or upgrade outdated equipment but, many schools, once when they receive the equipment are able to re-new it through some income generating activities.

4. Indicative Budget (amounts in €)

Activities	TOTAL COST	SOURCES OF FUNDING										
		EU CONTRIBUTION				NATIONAL PUBLIC CONTRIBUTION			PRIVATE			
		Total	% *	IB	INV	Total	% *	Central	Regional	IFIs	Total	% *
Activity 1			100	/	/100	/0	/0	/	/	/	/	/
Supply of Equipment to VET schools contract 1.2	1.3ME	1.3ME										
Activity 2												
contract 2.1												
contract 2.2												

TOTAL	1.3 ME	1.3ME				0	0					

* expressed in % of the Total Cost

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

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1. Supply of Equipment to VET schools	1 st quarter 2008	2 nd quarter 2008	3 rd quarter 2009

All projects should in principle be ready for tendering in the 1ST Quarter following the signature of the FA

6. Cross cutting issues (where applicable)

6.1.1 Equal Opportunity

The Draft SAA requires BiH to ensure ensuring that access to all levels of education and training in Bosnia and Herzegovina is free of any discrimination on the grounds of gender, colour, ethnic origin or religion. A priority should be for BiH to comply with the commitments assumed in the framework of relevant international conventions dealing with these issues. The project will operate in compliance with this requirement.

6.2 Environment

N/A

6.3 Minorities

Access to formal employment for minorities, particularly Roma is very difficult in BiH. Although the primary aim in this respect is to encourage and enforce the attendance of Roma children at school, their access to this type of training could provide an important way for many to emerge from the poverty trap.

ANNEXES

- 1- Log frame in Standard Format
- 2- Amounts contracted and Disbursed per Quarter over the full duration of Programme
- 3 - Reference to laws, regulations and strategic documents:
 - Reference list of relevant laws and regulations
 - Reference to AP / NPAA / EP / SAA
 - Reference to MIPD
 - Reference to National Development Plan
 - Reference to national / sectoral investment plans
- 4- Details per EU funded contract (*) where applicable:
 - For *TA contracts*: account of tasks expected from the contractor
 - For *twinning covenants*: account of tasks expected from the team leader, resident twinning advisor and short term experts
 - For *grants schemes*: account of components of the schemes
 - For *investment contracts*: reference list of feasibility study as well as technical specifications and cost price schedule + section to be filled in on investment criteria (**)
 - For *works contracts*: reference list of feasibility study for the *constructing works* part of the contract as well as a section on investment criteria (**); account of services to be carried out for the *service part* of the contract

(*) non standard aspects (in case of derogation to PRAG) also to be specified

(**) section on investment criteria (applicable to all infrastructure contracts and constructing works):

- Rate of return
- Co financing
- compliance with state aids provisions
- Ownership of assets (current and after project completion)

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche	Programme name and number: Supply of Equipment to VET Schools	
	Contracting period expires	Disbursement period expires
	Total budget : 1,300,000 EUR	IPA budget: 1,300,000 EUR

Overall objective	Objectively verifiable indicators	Sources of Verification	
Advancing the Reform of the Education System to support the development of economy and society.	<ul style="list-style-type: none"> - Number of students getting job upon completion of education. - Increasing number of students enrolling in VET schools providing education and training in the 5 occupational families. 	<ul style="list-style-type: none"> - Reports of Employment offices. - Reports of Ministries of Education and VET schools. 	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>The specific objective is to support reform of VET system in BiH by providing equipment to VET schools as complementary activity to the project “VET System Reform III – Copenhagen Process in BiH”².</p> <p>To provide tools for successful implementation of reformed curricula and develop relevant skills of students in 5 occupational families undergoing reform under the project "VET System Reform III - Copenhagen Process in BiH".</p>	<ul style="list-style-type: none"> - Minimum 30 VET schools (out of approx. 90 providing this kind of education) in whole BiH implementing new curricula and using equipment as integral part of the education process. 	<ul style="list-style-type: none"> - Provisional acceptance certificate and final acceptance certificate of equipment in VET schools. - Reports of Ministries of Education about VET schools involved in program. - Reports of Ministries of Education and VET school about learning outcomes. - Reports "VET System Reform III - Copenhagen Process in BiH" project. - Monitoring by EC Delegation. 	<ul style="list-style-type: none"> - The “VET System Reform III – Copenhagen Process in BiH” project prepares technical specification.

² The “VET System Reform III – Copenhagen Process in BiH”, under CARDS 2006, deals with the development of a NQF, the upgrading of equipment and the establishment of better linkages between the VET system, post-secondary education, higher education, adult education and labour market actors, and also with new financing model for VET. The project has five components, closely interlinked and complementing each other: Governance and Policy development, Institutional development, Modular curricula development for 5 selected occupational families and teacher training (1. geology, mining & metallurgy; 2. chemistry, non-metals & graphics, 3. traffic 4. health and 5. miscellaneous), Financing Model and Technical specification for equipment for VET schools.

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1. Equipment available critical mass of VET schools/training centers with particular reference to priorities in the VET/labour market reform process;</p> <p>2. Teachers trained to use Equipment as integral part of the education process;</p> <p>3. Technicians trained to maintain and upgrading the equipment.</p>	<p>- Tender procedure launched.</p> <p>- Equipment delivered and installed.</p> <p>- Minimum 30 VET schools in BiH implementing new curricula are using equipment.</p> <p>- Number of teachers trained to use the equipment (minimum 60).</p> <p>- Number of trained technicians to maintain and upgrading the equipment (minimum 30).</p>	<p>- Reports of Employment offices.</p> <p>- Regular reports of EC Delegation about project implementation.</p> <p>- Reports of Ministries of Education.</p> <p>- Reports of VET schools involved in program.</p> <p>- Training reports.</p>	<p>- VET schools have adequate facilities to receive equipment (electricity, water, heating, ...)</p>
Activities	Means	Costs	Assumptions
<p>1. Deliver and install the equipment to schools.</p> <p>2. Organize training sessions for staff in schools and technicians.</p> <p>3. Training of staff on the use of the equipment.</p>	Supply	1,3 million Euros	<p>Pre-conditions</p> <p>The “VET System Reform III – Copenhagen Process in BiH” project will be done: - Needs assessment in the overall context of VET/labour market reform, taking into account criteria for the rationalization process of the school network, the capacity of schools to generate own income etc;</p> <p>- Establishment of criteria for the selection of pilot towns and cities;</p> <p>- Development of a methodology for the provision of the equipment and the future up-grading, including a strategy and implementation plan;</p> <p>- Selection of a critical mass of VET schools to carry out VET modernization;</p> <p>- Selection of facilities for piloting of a new VET financing model.</p>

ANNEX II: Amounts (in €) Contracted and disbursed by quarter for the project

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Contracted	Q1/2008	Q2/2008	Q3/2008	Q4/2008	Q1/2009	Q2/2009	Q3/2009	Q4/2009	Q1/2010	Q2/2010
Contract 1							1.3 million			
Cumulated							1.3 million			
Disbursed										
Contract 1								0.780mil lion		0.520 million
Cumulated								0.780 million		1.3 million

ANNEX III Reference to laws, regulations and strategic documents

Reference list of relevant laws and regulations

- Framework Law on Elementary and Secondary Education of BiH, 30 June 2003.
- Law on Secondary Education (each canton has its law which should be harmonized with Framework Law on Elementary and Secondary Education – 10 cantonal laws)
- Republic of Srpska Law on Secondary Education
- District Brcko on Secondary Education
- Green Paper: Policy and strategy for Vocational Education and Training, December, 1999.
- White Paper: Strategy and policy for reform of Vocational Education and Training in Bosnia and Herzegovina, autumn, 2001
- New Classification of Occupations (Nomenclature of occupations), 2004.
- Strategy for Vocational Education and Training Development in BiH for period 2007-2013, November 2006 – Recommended by VET Advisory Council

Reference to AP / NPAA / EP / SAA

- Education Reform Agenda “A message to the people of Bosnia and Herzegovina”, 21. November 2002 (pledge 3, pages 14, 15, 16)
- Poverty Reduction Strategy Paper – Mid-term Development Strategy of Bosnia and Herzegovina, April 2004, IMF Country Report No. 04/114 (Chapter “Sectoral Priorities – Education”, pages 161 – 171)
- The draft SAA states as follows:

Article 101

Education and training

The Parties shall co-operate with the aim of raising the level of general education and vocational education and training in Bosnia and Herzegovina, as well as youth policy and youth work, including non-formal education. A priority for higher education systems shall be the achievement of the objectives of the Bologna Declaration in the intergovernmental Bologna process.

The Parties shall also co-operate with the aim of ensuring that access to all levels of education and training in Bosnia and Herzegovina is free of any discrimination on the grounds of gender, colour, ethnic origin or religion. A priority should be for BiH to comply with the commitments assumed in the framework of relevant international conventions dealing with these issues.

The relevant Community programmes and instruments will contribute to the upgrading of educational and training structures and activities in Bosnia and Herzegovina.

Co-operation will take due account of priority areas related to the Community *acquis* in this field.

Reference to MIPD

- Multi-Annual Indicative Planning Document 2007-2009 (Chapter 2.2.2. - Socio-economic requirements)

2.2.2 Socio-economic requirements

2.2.2.1 Main areas of intervention, priorities and objectives

- Advancing the Reform of the Education System to support the development of economy and society.
- Support to the reform process in the Vocational Education and Training (VET) sector and continuation of the reform of the education system. The interventions supported in this area will be implemented in close coordination with the Tempus programme,

which will be part of the Multi-Beneficiary MIPD 2007-2009. The dissemination and exchange of best practice in the targeted areas will be further enhanced.

Reference to National Development Plan

- Mid-term Development Strategy of Bosnia and Herzegovina (PRSP) 2004-2007, March 2004 (Chapter V.2. “Sectoral Priorities – Education”, pages 155 – 165)

Reference to national / sectoral investment plans

ANNEX IV

This project is complementary to TA project “VET System Reform III – Copenhagen Process in BiH” under CARDS 2006. Drafting of technical specification for the equipment is obligation of the Contractor responsible for this project. The project will start with implementation on 1 April 2007 and it is expected from the Contractor to prepare specification in the first phase of project implementation.

Criteria for selection of schools to be equipped will be defined together with Ministries of Education and will include:

- Equipment for economically most relevant occupations within 5 occupational families. All 5 families will be covered
- Geographical distribution - both entities, each canton and each region in RS
- Number of students attending schools providing certain education.

According to our previous experience average amount of 40.000Euros per school is sufficient to equip schools with basic equipment needed for development of creation skills. Smaller variations are possible depending on specifics of some occupation.

List of schools providing education for 5 occupational families is attached.