

## Standard Twinning Project Fiche

### 1. Basic Information

- 1.1 Program: IPA National Program 2009 Part II
- 1.2 Twinning Number: BA09-IB-OT-01 RECIRCULATION
- 1.3 Title: Strengthening Institutional Capacity of the Agency for Preprimary, Primary and Secondary Education
- 1.4 Sector: Education
- 1.5 Beneficiary country: Bosnia and Herzegovina (BiH)

### 2. Objectives

#### 2.1 Overall Objective:

To contribute to the development of ‘a knowledge-based economy’, by improving the quality and outputs of education in BIH in line with Lisbon strategy

#### 2.2 Project Purpose:

To assist the Agency for Pre-primary, Primary and Secondary Education (AfE) to become fully functional institution ensuring the provision of high quality education in BIH

#### 2.3 Contribution to National Development Plan/Cooperation Agreement/Association Agreement/Action Plan

### Links with AP/NPAA/EP/SAA:

The Stabilisation and Association Agreement.

Article 100

Education and training

“The Parties shall cooperate 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....

The Parties shall also cooperate with the aim of ensuring that access to all levels of education and training in BiH is free of any discrimination on the grounds of gender, color, 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....”

#### **Links with MIPD:**

Instrument for Pre-Accession Assistance (IPA) Multi-annual Indicative Planning Document (MIPD) 2009-2011 BiH

2.2.2. Strategic choices for IPA assistance during the period 2009-2011 states, by areas of interest:

Political criteria

IPA will assist Bosnia and Herzegovina's economic development by supporting the establishment of education reform and developing a national strategy on research will promote the development of economy and society and active labor market measures shall assist in combating unemployment.

Expected results and indicators

Education: Standards for primary, secondary education are adopted and implemented. The EU requirements for mutual recognition of diplomas are implemented.

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Instrument for Pre-Accession Assistance (IPA) Multi-annual Indicative Planning Document (MIPD) 2011-2013 BiH – draft

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:*

- Quality standards introduced;
- Learning results systematically assessed;
- Capacity of the education institutions developed,
- Teacher training reformed,
- A common matura in line with the Lisbon convention at the end of secondary education developed;

*Indicators:*

- Curricula adapted to the requirements of a dynamic labour market;
- The national qualification framework developed;

## Links with the national / sectoral plans

Since the AfE is responsible to deal with three levels of education its future activities are described in different BiH strategies for reform of education sector.

### *The Strategic Guidance for Development of Education in BiH with the Implementation Plan for 2008-2015*

Article 1.5: BiH System of education management has two subsystems: organisation management and quality management as for the teaching contents, teaching methods, evaluating schoolchildren achievements, performed, inter alia, by the AfE which is in charge of evaluating and developing the quality of pre-primary, primary and secondary education.

Article 1.9.: The first step towards improving the quality of education has been made by implementing the external assessment project by Standards and Assessment Agency (SAA)<sup>1</sup>.

Article 4.2: “promote the quality of pre-primary, primary and secondary education; apply modern teaching methods focusing on critical thinking; develop outcome based curricula, establish a system of evaluation and introduce external evaluation in 6 and final grade of primary and secondary education; establish standards of student achievements for primary and secondary education; “

Article 4.7: The AfE will provide for quality assurance in education and is, inter alia, responsible for:

- Developing learning standards in education
- Coordinating, implementing, monitoring and evaluating the common core contents in framework curricula
- Reporting on education situation in BiH
- Participating in international research project in education like TIMSS, PISA, etc.

Article 5. 6: Developing evaluating systems (internal, integral and external by 2012)

Article 5.8 : Integrate BiH education into EU education area by 2015.

### *The Strategy for Vocational Education and Training in BiH 2007-2013*

One of the basic conditions to the successful VET development is compliance with the quality standards in education. In the Article 5. *Curricula Development and Certification* it is written: “develop a framework, namely, learning standards for related occupations; apply modular methodology in developing the curricula; develop curricula in line with the occupational standards agreed with the representatives of employers and labor market. Learning standards and curricula are to be comparable and compatible with EU requirements. Establish an external evaluation system to evaluate the quality of secondary vocational education.” Articles 6. and 10. 4. deal with the standards and assessment.

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<sup>1</sup> SAA was a predecessor institution to AfE

while the Articles 7.3. deal with quality assurance measures: “Quality assurance is pivotal to the education functioning and developing. There are four basic notions: quality assurance, quality promoting, quality evaluation and quality management” and: “quality of learning outcome will be improved by implementing external evaluation and learning standards developed by the AfE.

*The Strategy for Pre-school Education in BiH, 2004*

“The preschool education lacks pedagogic standards and norms, concept and strategy. Article 7: Strong support for the preschool development in BiH can be found within the current education reform in BiH and its supporting documents.

Article 10.8: Preschool education monitoring and evaluating will be regulated by law, as the same as the ways and procedures on the internal and external evaluation, auto evaluation, standards, etc.”

### **3. Description**

#### **3.1 Background and justification:**

The Stabilisation and Association Process remains the framework for the European course of the Western Balkan countries, all the way to their future accession. The priorities identified for BiH relate to its capacity to meet the criteria defined by the Copenhagen European Council of 1993 and the conditions set by the stabilisation and association process.

The goal of the current and forthcoming reforms is to build education as a generating factor for the total socio-economic development and its integration into the European education area. This integration in education is implemented through ensuring of legal, institutional development of the system and introducing standards in education, which will enable free movement of students and labour force through European area.

BiH education system is highly fragmented, with education having been devolving to entities. In the Republika Srpska (RS) education is the responsibility of the Entity, whereas in the Federation of BiH(FBiH), education has been further devolved from the entity level to the 10 cantons. Education also falls under the responsibility of the Brčko district. At the state level, education is under remit of Ministry for Civil Affairs, which acts as a coordinating body; yet the power is devolved, since there are 13 additional Ministries of Education (MoEs), with varying remits.

The Constitution of BiH obliges the entities to co-operate with the State to enable it to fulfill its international obligations. However, only the state can commit BiH to international undertakings, and has the responsibility to ensure the implementation of ratified international treaties.

In line with its competencies in the education sector, the Ministry of Civil Affairs of BiH has initiated, since 2003, the adoption of five framework laws in the area of education. A list of the Laws is attached to this PF.

At the level of the state of BiH, three agencies for education were established: Agency for Development of Higher Education and Quality Assurance; Agency for Pre-school, Primary and Secondary Education; Center for Information and Recognition of Documents in the area of higher education.

Eight pedagogical institutes also operate within the mentioned organisation of education, the responsibility of which is to professionally monitor educational institutions, which includes development of curricula, promotion of new approaches and methods in the educational process, organisation of training for teachers, directors of schools as a whole, etc.

As the highest advisory bodies for the area of higher education, the Rectors' Conference of BiH and the Conference of Ministers of Education in BiH have been established, while the establishment of the Council for General Education in BiH is underway.

As one of the results of the reforms in the education sector, it is also important to mention the adoption of Strategic Directions for Education Development with the Implementation Plan, 2008-2015 ("Official Gazette of BiH", no. 63/08), The Strategy for Vocational Education and Training in BiH 2007-2013 and The Strategy for Pre-school Education in BiH, 2004.

### **Agency for Pre-Primary, Primary and Secondary Education (AfE)**

The Standards and Assessment Agency was established in 2000, as an inter-Entity institution, within the Education Development Project (EDP) funded by WB. The two Project Coordination Units (PCUs), one for the Federation and one for the Republika Srpska, coordinated the project activities, managed the project and its financial aspects. There was a Governing Board of the Agency responsible for setting policy, allocating funds; appointment of senior executive personnel, and, reporting to the Entity Prime Ministers. The SAA itself was reporting on its activities through technical and annual activity reports to Ministries of Education and the entity Governments. From its establishment and on the SAA was conducting activities in the area of development of standards and assessment for general education.

However, a long term sustainability of the Agency became questionable due to different reasons: 1. According to the BiH legislation there are no inter-entity institutions; 2. the Agency was established through a Decree signed by the entity Governments and not by a law; 3. a scope of work of the Agency was limited to the field of standards and assessment in primary education; and did not cover other aspects and levels of education. In order to cover all reform requirements for different levels of education there was a need to or establish more Agencies responsible for ( pre-school, primary, secondary education, and vocational education and training (VET), adult education ) or to establish only one Agency but with wider scope of work.

The Framework Law on the Agency for Pre-primary, Primary and Secondary Education was adopted in 2007. The SAA was transformed into AfE, which started operating on January 01, 2009.

The Agency competences are set within the Law on Agency in Articles 4, 5 and 6. The AfE is responsible for establishing learning standards and evaluating learning achievements, evaluating the quality of education and for evaluating the common core curriculum at all levels of education (except higher education)

Article 13 of the Law prescribes: “The Rulebook on internal organisation” which shall define the competences of three regional departments as follows: Central office is in Mostar where curriculum development is based; the field office in Banja Luka is responsible for secondary vocational education, adult learning, and lifelong learning and, the field office in Sarajevo is responsible for standards and assessment in education.

Since its establishment as of 2000 (**the SAA until 2009 / the AfE from 2009 until now**) the Agency has been involved in the following areas:

#### 1. Learning standards:

A set of standards for education performance of school children for fourth and eighth grade of primary school for core subjects (math and mother tongue) and for science were developed. In 2002, a pilot testing in external evaluation of student achievements (1 500 students of grade IV from 56 schools across BIH were tested in math and mother tongue) was administered. Based on results of the pilot, in 2002/03 the standards were finally determined for these subjects and these levels of education. That same school year a pilot testing of students in a final grade of primary school in math and mother tongue was conducted. In 2004, the general assessment in math and mother tongue of all primary school leavers was administered on a sample of 47 700 school children in 594 schools across BIH.

In 2006, standards for science (physics, chemistry and biology) were developed for final grade of primary education and in 2007 standards for IV and V grade of primary education in science based on testing of students (57 schools across BIH). In 2008 a sample of 100 schools were included in external assessment of trends of achievements in math and mother tongue for final grade of primary education

However, it has to be noted that the standards were developed for input based curricula.

At the moment, the Agency is implementing the project: *Defining standards of learning achievements for third and sixth grade primary school in math, Bosnian/Croatian/Serbian and science*, supported by the UNICEF, Save the Children Norway- office for South East Europe and Open Fund Society in BiH and this activity will last until 31.12.2011. Project aim is to define standards of learning achievements at the end the third and sixth grade in mentioned subjects.

#### 2. Reform of curricula

After the Dayton Agreement the competencies for education were given to the entity in RS, cantons in the Federation and Brcko District and there was strong division of the population along ethnic lines. This resulted with development of different curricula in different parts of the country. In order to ensure preconditions for free movement of students all over the country in 2003/2004 a “common core curriculum” for primary and

general secondary education for BIH was developed.). The goal was to define at least 70% of common content for all subjects. However, this percentage was not achieved for all subjects in particular, for so called “national subjects” this percentage was much lower. Implementation of the “common core curriculum” in all schools in BIH was prescribed by the “Framework Law on Primary and Secondary Education in BIH”. The same Law prescribed 9 year education in all schools in BIH. The process of curriculum reform started in school year 2003/2004 in RS and it was progressing unequally in different parts of the country. In some cantons in Federation of BIH a 9 year education was introduced in school year 2009/2010 The process of development of 9 year curricula contributed to harmonisation of content of curricula across BIH. According to results of analysis of CCC in use in B&H conducted in 2009 within the EU funded project "Education quality assurance- Establishment of state Agency for Education":

"The CCC Program contents are included and distributed through nine grades of current nine-year primary schools. As the CCC is created for eight grades only, this is the main reason why some of the teaching segments / themes are not harmonised with the Common Core, or why some of the subjects intended for a certain grade by the Common Core, are not included into that particular grade, but most commonly, into the next grade. In general, the CCC is included to a very large extent in all curricula subject to the overview process. In most of the subjects there is total inclusion, on the whole or in individual grades. The highest level of inclusion was achieved in the curriculum of the District of Brčko of BIH. The estimation of subject inclusion varies, for example: Mathematics 90%; Technical Education 93%; History 91%; geography 94%; Physical Education 95%; Physics 96%; Biology 96%; Chemistry 96%. Deflection from total inclusion level is caused by different distribution of the CCC program content through grades. In some subjects, the deflection is caused by omitting some CCC teaching units/topics.'

The main recommendations of the analysis include: 1) It's important to invest in the new learning culture. 2) It is necessary to address problem of curriculum overload. 3) Further strengthen the process and result orientation in the implementation of core curriculum. 4) The new curriculum thinking encompasses several new concepts and it is important to open and to make them understandable and transparent from the point of view of every day teaching practices, 5) There are several intended and delivered curricula in BIH, there are similarities and differences between them. It is, however, meaningful in the future to minimise differences and to add similarities. 6) Create better connections between objectives, learning outcomes and standards of students' achievements in individual subjects. 7) Develop the assessment system to serve and support the integrated core curriculum and to take part in different international school achievement programs in the future.

In terms of quality assurance, attention must be paid to factors facilitating and promoting the achievement of desired outcomes. Constant development of teaching quality is a planned process of several phases: planning implementation, evaluation and further development.

In parallel with this, a series of VET projects financed by EU and GTZ was working on development of curricula for vocational education schools. Modular approach was used

and in total the curricula were developed for 79 (out of 100 occupations. In total, some 3000 teachers were trained in drafting and implementation of modular curricula. Also, some 40 mentors for curricula drafting were trained. Process of reform of VET curricula is much more advanced than reform general education curricula which should be drafted in the manner of outcome based curricula.

### 3. State Matura

During 2004 and 2005 a set of documents for reform of curricula and introducing state Matura for BiH were drafted. A basis for Matura in line with Lisbon Convention was developed by local experts. A document “Model of Framework Matura” was drafted. The document provides the following sets of recommendations: a) Guidelines for Matura Administration and Implementation and b) Standards for Matura Exam in Mats and Mother Tongue. The document also provided and action plan for the next steps for development and implementation of the state Matura for BiH.

Since there was no political agreement to proceed with the implementation of the plan, the Agency could not undertake steps to implement the action plan. However, in 2006 the Agency (SAA at that time) carried out a poll in all Grammar Schools and in most Faculties in BiH to get their opinion to introduce a state Matura in BiH. There was no much feedback from the faculties while grammar school responded well, and, 1 305 (82, 28%) of polled teachers replied positively about the state matura introduction, while in 25 (42, 37%) schools there was a consensus that state matura should become an integral part of the grammar school education in BiH. Schools would agree that the state matura should include: mother tongue (Bosnian, Serbian, Croatian), foreign language and math.

No concrete steps have been undertaken in that regard so far. Since some of neighboring countries are already implementing state Matura (Slovenia, Croatia, Montenegro, FRY Macedonia) it became obvious that students from BiH willing to study in these countries are facing problems with enrolment to universities in these countries. This is considerably limiting free movement of students from BiH to universities out of the country. The responsible bodies in the above mentioned countries are facing a problem of organising Matura for BiH students, since this requires additional work and funding on their side.

The issue of the State Matura is one of the priorities for reform of education system in BiH since it will contribute to development of coherency between secondary and higher education, it will improve vertical mobility of students through education system, it will enable free movement of student in Europe.

### Existing network of collaborating institutions

The AfE has continued cooperating with the institutions that worked with the SAA, such as: a) *Ministries of Education* in the fields of identification and selection of subjects and grades to be tested; nomination of experts for WGs responsible for selection of exam programs and items for test designing; providing relevant data about schools and students. b) *Pedagogical institutes* in nomination of experts for WGs responsible for selection of exam programs and items for test designing; providing relevant data about schools and students on request and in cooperation of their Ministries, ; test scoring on request of the Agency. c) *Schools*: administering tests at the school level and nomination

of experts responsible for selection of exam programs and items for test designing on request of their Ministry or Pedagogical Institute; test scoring on request of the Agency .  
d) *Universities*: providing expertise for selection of exam programs and items for test designing.

#### Research activities in the field of education

Each testing of students conducted by the Agency resulted with a Technical report. In 2001/2002 and in 2003/2004 a sets of brochures about students achievements in mats and mother tongue with example items were developed. The brochures were delivered to teachers all over the country in order to improve teaching and learning at the school level. However, the PI did not conduct secondary research activities based on the Technical reports and there was no feedback on the results of testing from relevant Ministries.

At the moment, the Agency is implementing the project: *Life Skills-based education to Improve Youth Employability (within MDG F YERP Program)* supported by the UNICEF. Project aim is:

1. Identification of life skills and key competencies for labour market in higher grades of primary school and in general and vocational secondary education
2. Mapping the present curricula and textbooks in primary school and in general and vocational secondary education

#### International cooperation (studies, exchange of experiences)

Upon the invitation by International Association for the Evaluation of Educational Achievements (IEA), the SAA joined, in 2005, the TIMSS study and , in 2007, conducted the TIMSS testing in 181 classes from 150 BIH primary schools. In total some 4 329 leaving grade students were tested in math and science.  
Subsequently, the AfE carried out the TIMSS 2007 Secondary Analysis and presented the findings at the conference in January 2010.

#### In-service training of the AfE staff

Staff in SAA participated in study tours to CITO (the Netherland), Macedonia and Slovenia in 2001 and 2002 and to Romania in 2005.

Trainings in preparation of test instruments, administering the test and their analysis were provided in 2002, 2003 and 2004.

Training in use of software for printing of test materials was organised for IT (technical) staff.

Trainings in development of outcome based curricula, modular curricula; monitoring and evaluation of curricula were provided in period from 2004- 2009.

As it is evident from this description, the Agency and other institutions responsible for quality assurance in the country were active in different fields within their scope of work but, it was mainly donor driven and not formally recognised by the education authorities..

It is of utmost importance to assist the Agency to become recognised partner of the education authorities, to establish its internal organisation in order to be able to function as an institution with complicated internal structure having offices in three different locations with completely different, but, yet, complementary activities, to conduct initial sets of activities in line with the Agency's short term and long term plans and to train the staff in the Agency to be able to conduct its activities in professional and efficient manner.

### Activities of the Agency in pre-school education

With the assistance and help of the governmental institutions and NGO the Agency gathered relevant data on the preprimary education across BiH and defined priorities in the next two years: 1. Develop standards, indicators and instruments to evaluate quality of preprimary institution educators, pedagogues, managers and institutions. 2. Analyze current preprimary programs and develop a learning outcome-based preprimary program framework, 3. Implementing Capacity Evaluation on the Act on Preprimary Education and Setting Plans on preprimary Education Coverage Enlargement

### **3.2 Linked activities**

1. In the framework of the MDG F program "Culture for Development-Improving Cultural Understanding in BiH", implemented by three UN agencies: UNESCO, UNICEF and UNDP, funded by Spanish MDG Achievement Fund planned is establishing of a system to monitor the progress in improving quality education through indicators on intercultural and inclusive education, and developing an ethics code. The Agency is a key partner since being responsible for quality assurance in primary education.

2. ETF-European Training Foundation is supporting work of the Agency for Pre-primary, Primary and Secondary Education through its contribution to development and implementation of qualifications framework for BiH.

3. ERI SEE- Education reform Initiative of South Eastern Europe: Through ERI SEE Network, the regional platform for cooperation in the field of education and training, in the mid-term – 2009-2011 – emphasis will be placed on policy advice and capacity building of the staff of the Agency for Pre-primary, Primary and Secondary Education to enable them to carry out the reform process in education and training effectively. It will support VET development and regional networking, through SEEVET-Net, of the national institutions in charge for VET in the South East Europe Cooperation Program (SEECF).

4. 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.

5. British Council and Plava Sfera and Roda in 2009 implemented the Project of linking of employers and VET schools in B&H. The objectives of the Project were: results of research which will lead to development of new relations between schools and employers and revised programs in three VET schools; Develop methodology and process which might be used by other VET schools and partners in identification of local employers needs, Results of research which will stress needs and characteristics of changes in VET sector and which will be used to encourage other VET schools and donors of financial means to connect themselves with employers and undertake similar activities.

*Connecting Classrooms* – is a global project establishing partnership between schools in Great Britain with schools worldwide, conducted in 60 countries to prepare future generations to work and live in a global society. British Council in BiH realises this project in cooperation with the Agency.

The project includes 10 secondary schools from BiH that are to connect with schools in Spain, Poland and Great Britain, and three main elements: international school award, joint school projects and teacher, school management and coordinators professional development.

6. EU VET IV provides technical and expert support to the VET Department in Banja Luka. The project started in January 2011 and will last 24 months.

7. GIZ- The objective of the Project is to institutionally strengthen the education institution in BiH and AfE.

### **3.3 Results:**

#### Mandatory results:

- Report on comparative analysis of present situation regarding involvement of the Agency in quality assurance in primary and secondary education regarding curriculum development, standards in education and assessment of outcomes of learning , European practices, and real needs in BiH
- Annual and mid-term Agency strategic policy documents elaborated and updated
- An action plan on establishing and implementation of external matura in BiH drafted
- Data basis of the Agency developed
- A network of collaborating institutions contributing to efficient work of the agency established
- AfE staff training in relevant professional topics and targeted study tours to EU countries

#### Specific results:

## 1. Institutional development

1. Strategic and work plan based on recommendations in the Report on comparative analyses (as described in previous paragraph) for future work of that Agency drafted
2. Capacity evaluation on establishing and implementing the external matura
3. Needs on institutional development in three departments identified and report with recommendations for further institutional development drafted
4. Establishing an Expert Team of Agency and PI representatives
5. Clearly defined collaboration with: Ministry of Civil Affairs in BiH, Ministries of Education entity/cantonal and Department for Education in Brcko District, Pedagogic Institutes, schools, universities, Ministries of Labour and Employment at all levels, Agency for Statistics, social partners, etc.
6. Connecting with Agencies in neighbouring countries and EU
7. Agency PR plan developed and staff in the Agency responsible for its implementation trained

## 2. Study tour

AfE staff study tours to similar Agencies in EU organised.

## 3. Staff capacity building

1. TNA for all staff in the Agency identified
2. Training for all staff in general skills (institutional management, communication, human resources development, networking, advocating and lobbying, reporting) organised
3. Specific training in: (provisional list of training needs): development, monitoring and evaluation of learning standards, certification and accreditation in education, development, monitoring and evaluation of outcome-based curricula, methodology of introducing and implementing external Matura, relevant statistical analysis, development of test instruments provided.

Approximate number of staff to be trained is 40.

### **3.4 Activities:**

Activities will be performed through the Twinning project as follows:

- Develop instruments for comparative analysis
- Form WG to work on comparative analysis
- Organise seminars and workshops on comparative analysis documents development
- Conduct comparative analysis

- Develop annual and mid-term Agency strategic documents
- Draft documents on external maturity based on the neighboring and European countries experience
- Evaluate TNA for AfE staff and partners through questionnaires/ interviews
- Enhance collaborating networks and draft relevant protocols
- Draft document on human resources development
- Organise study tours
- Inform on good practices in EU countries

### **3.5 Means/ Input from the MS Partner Administration:**

#### **Project Management**

The scope of the Twinning Project will require clear project management to ensure that the Project achieves the Mandatory Results and in particular that the activities are well coordinated.

Within their proposals Member States should detail the project management systems they would implement, as well as the previous project management experience of the proposed Project Leader and Resident Twinning Advisors, which will be taken into consideration during the evaluation and selection process. The emphasis will be put on:

- Project management, reporting, presentation and communication skills
- Experience in human resource development

For the purpose of efficient project coordination, the Steering Committee will be established by representatives of the Agency, Delegation of the European Union, Ministry of Civil Affairs, entity/cantonal ministries of education, and the twinning partner. Final composition of the Steering Committee will be defined in the initial phase of project implementation. Both partners shall be responsible for holding a meeting of the Steering Committee.

The Steering Committee shall meet on a quarterly basis in order to discuss and approve reports presented by the project partners and decide about the schedule of planned activities in the project and achievement of project objectives.

#### **3.5.1 Profile and tasks of the Project Leader**

Compliance with the profile is not however a strict requirement and Member State institutions may propose Project leader with other profiles so long as they have proven experience and expertise in the tasks required to be conducted by this RTA.

**The profile of the Project Leader should be as follows:**

- university degree
- 10 years of professional experience in fields of education and/or reform of education

- Experience as high level civil servant positioned in Government
- good knowledge of EU systems and education policies, as well as management of complex projects
- experience with other Twinning Projects, including executing similar tasks and experience in programs negotiation is desirable
- good communication skills
- fluency in English

**The Project Leader will be responsible for:**

- management of the project including drafting reports in accordance with the project plan
- preparation of project implementation process
- coordination of the short-term experts
- supervision of the training programs
- the quality of printed materials
- rational use of all resources available

### **3.5.2 Profile and tasks of the RTA**

The following profile is provided to give an indication of the types of skills, qualifications and expertise that it is expected would be required for the post. Compliance with the profile is not however a strict requirement and Member State institutions may propose Resident Twinning Advisors with other profiles so long as they have proven experience and expertise in the tasks required to be conducted by this RTA.

**The profile of the RTA should be as follows:**

**Qualifications:**

- Relevant university degree and/or postgraduate degree in the area of expected expertise (e.g. education, social sciences, humanistic sciences, business administration, law)

**General experience:**

- Proven experience in evaluation with public administration institution
- Proven experience in a managerial position in education in an EU member state
- Demonstrable experience in the transposition and/or enforcement of EU legislation in similar agencies
- Experience in human resources development
- Experienced in planning and delivering of training
- Excellent communication and information technology skills

**Specific experience:**

- Work experience in organisational management and planning at a senior level within the education system in the EU Member state or accession country.
- Specific experience in at least one of these domains: standards/external assessment/curriculum development
- Work experience in similar Agencies
- Experienced in the design and implementation of public awareness programs

**The RTA will be responsible for:**

- Coordination and partake in evaluation activities related to the compulsory education reform in BiH
- Review information sources regarding the existing capacity level of the beneficiary institutions, in relation to the BIH Agency;
- Estimate training needs related to the assessment at the inception stage of the project for the BIH Agency, and deliver relevant training;
- Provide on-the-job training and organise a study visit to partner institution in EU countries;
- Assist in the coordination of the training delivered by short-term experts.
- Evaluate training results and propose improvements.
- Prepare necessary training reports.
- Regular co-ordination and cooperation with counterparts in the beneficiary country
- Supervise all activities and assisting short-term advisers and experts.

The duration of the assignment of the Resident Twinning Advisor will be 15 calendar months.

### **3.5.3 Profile and tasks of the medium/short-term experts:**

The following profile is provided to give an indication of the types of skills, qualifications and expertise that it is expected would be required for the post. Compliance with the profile is not however a strict requirement and Member State institutions may propose experts with other profiles so long as they have proven experience and expertise in the tasks required to be conducted by these experts.

**The profile of the medium/short-term experts should be as follows:**

**Qualifications:**

- Relevant university degree and/or postgraduate degree in the area of expected expertise (e.g. education, social sciences, humanistic sciences, business administration, law)

**General experience:**

- Proven experience in public administration with experience in work in assessment and examination institutions
- Proven experience in a managerial position in education in an EU member state
- Demonstrable experience in the transposition and/or enforcement of EU legislation in similar agencies
- Experience in human resources development
- Experienced in planning and delivery of training
- Excellent communication and information technology skills

Specific experience:

- Work experience in organisational management and planning at a senior level within the education system in the EU Member state or accession country.
- Specific experience in at least one of these domains: standards/external assessment/curriculum development
- Experienced in the design and implementation of public awareness programs.

The areas of expertise will include:

- Curriculum development
- External assessment of learning outcomes
- Development of learning standards
- Design of training needs
- Preparation and delivery of training
- Development of legislation/normative acts and EU harmonisation
- Strategic and business planning
- IT expertise
- PR activities
- Statistics
- Development of State Matura
- Establishment of links between education and social partners

### **Tasks for Medium/Short-term Experts**

It is expected that medium/short-term experts will provide inputs in the following areas:

- Definition of the new organisational structure
- Development of the short and midterm strategy
- Development of business plan and human resources development plan for the Agency
- Development of procedures and quality standards for services
- Reporting mechanisms and systems
- Development of communication plan
- Development of cooperation protocols

- Assistance in improvement of existing practices and introduction of new methods of PR activities
- Providing trainings in relevant issues
- Assistance in development of State Matura

The number, tasks and duration of short term experts will be defined in the work plan.

#### **4. Institutional Framework**

The implementation of the program requires the full commitment and participation of the senior management of the Agency, the Ministry of Civil Affairs of Bosnia and Herzegovina, in coordination with entity and cantonal Ministries of Education and the Department for Education in Brcko District, Ministries of Labor and Employment. They must be fully informed and consulted in the development and implementation of the institutional changes and policies required to deliver the project results. The senior management of the Agency must ensure the creation of Working Groups as agreed with the project SC to facilitate the implementation of the respective activities of the twinning project.

The BIH twinning partner will ensure adequate support and basic equipment for the work of experts. This includes administrative support, office space, phone and fax (communication within the BIH) in Mostar, Banja Luka and Sarajevo, and provision of other necessary conditions. The contribution should also include logistical support for the various training activities, including selection of trainees (in consultation with the EU experts), as well as providing the EU experts with legislation and any other documents necessary for the implementation of the project.

The BIH twinning partner shall ensure that appropriate staff is made available to work alongside the EU twinning partner(s). In particular the Senior Management of the Agency will assist with nomination of members of working groups from the Agency.

It will also appoint chairmen and participants for the Working Groups for each of the specific objectives.

The BIH twinning partner shall in addition provide all possible assistance to solve unforeseen problems that the EU MS twinning partner(s) may face.

#### **5. Budget**

500,000 Euro + 26,315 Euro (co-financing)

Co-financing will be separately contracted and it will be contribution in costs for the study tour, running costs and one part of administrative costs (paper, printing costs)

## **Implementation Arrangements**

### **6.1. Implementing Agency responsible for tendering, contracting and accounting:**

EU Delegation to BiH  
Skenderija 3a  
71000 Sarajevo, Bosnia and Herzegovina

### **6.2. Main counterpart in the BC:**

Agency for Pre-primary, Primary and Secondary Education

BC Project Leader:

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K. Branimira 12  
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RTA Counterpart:

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E-mail: [alisa.ibrakovic@aposo.com.ba](mailto:alisa.ibrakovic@aposo.com.ba)

Other beneficiaries and partners are as follows:

- Ministry for Civil Affairs, Sector for education
- Entity and cantonal ministries of education and of BiH
- Education department of the Government of Brcko district of BiH,

### **6.3. Contracts:**

One Twinning contract.

## **6. Implementation Schedule**

Duration of the implementation period is 15 months + 3 months for start up and closure.

## **7. Sustainability**

Population of BiH will have more benefits if the Project results are achieved as planned. Project will certainly contribute to ongoing education sector reform having catalytic effects to reducing public expenditures. It will enable better education quality.

The successful development of the Agency Education BiH will ensure implementation of relevant legislation and strategic documents in its related fields. It will indirectly contribute to coherency and harmonisation of education reforms and free movement of students through education system in BiH and abroad. It will contribute to development of better links between the education sector and sectors and partners. The Agency will be involved in international activities, research activities and will be a partner to similar Agencies in region and in EU.

This project is aiming at providing assistance for the proper start-up and proper functioning of a new institution in BiH. This is a new type of institution and the legal basis for its operation is also totally new for the country. The twinning project will have to seek for sustainable solutions and approaches, which shall ensure adoption of best practices and thus prepare grounds for BiH full compliance with the EU standards.

## **8. Crosscutting issues**

### **9.1. Equal opportunity**

The Project activities will cover the needs of all relevant population groups without any kind of discrimination. It will pay special attention in addressing gender equity. It will contribute to equal access to education by insuring equal access to education op in whole country. Based on the results of the Project the Ministries will be able to plan their service according the real needs of population.

### **9.2. Project Environment**

N/ A

### **9.3 Minorities**

The Project will be implemented in both entities and cover needs of all citizens of BiH including minorities. System established through new approach should enable the state, entities and cantons to, reduce existing gaps and assure equal opportunities of all BiH citizens to education.

## **9. Conditionality and Sequencing**

Crucial precondition for implementation of the Project is to have elementary structure of the BiH Agency established and operative and responsible managerial staff elected according to the related legislation.

**Project readiness:**

This project has been prepared and planned for in cooperation with the responsible Ministries of the Beneficiary country. All conditions should be well prepared for a start-up of the implementation of this project.

**ANNEXES****Annex I      Logframe in Standard Format****Annex II      List of relevant Laws**

- Law on Agency for Preprimary, Primary and Secondary Education, 2007 (Official Gazette BiH 88/07)
- Framework Law on Pre-primary Education, 2007 (Official Gazette BiH 88/07)
- Framework Law on Primary and Secondary Education, 2003 (Official Gazette BiH 18/03)
- Framework Law on Secondary Vocational Education, 2008 (Official Gazette BiH 63/08)

# Annex 1: Logical framework matrix in standard format (compulsory)

Log frame planning matrix for project <b><u>Strengthening AfE Institutional Role within Education Sector in BIH through Twinning</u></b>		Program name and number:	IPA National Program 2009 Part II
		Contracting period:	Twinning Bosnia and Herzegovina
		Total Budget: € 526 315	Implementation period:
			Twinning budget: € 500 000
Overall objective	Objectively verifiable indicators	Sources of Verification	
To contribute to the development of 'a knowledge-based economy', by improving the quality and outputs of education in BIH in line with Lisbon strategy.	-Test results of students achievements increased.	<ul style="list-style-type: none"> <li>National and international annual development reports on BIH</li> </ul>	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
To assist the Agency for Pre-primary, Primary and Secondary Education (AfE) to become fully functional institution ensuring the provision of high quality education in BIH.	<ul style="list-style-type: none"> <li>- Annual testing of students</li> <li>- Common core curriculum based on outcomes of learning</li> <li>- Number of reports to the Ministers of Education</li> </ul>	<ul style="list-style-type: none"> <li>Governments reports</li> <li>EC Progress report</li> <li>- Agency reports</li> </ul>	<ul style="list-style-type: none"> <li>All parties (twinner, implementing agency and beneficiary) mobilise appropriate human and financial resources</li> <li>Stable political and economic climate</li> <li>Relevant institutions committed to cooperate</li> <li>Absorption capacity with AfE and MCA (Sector for Education) is adequate in order to cope with project complexity.</li> </ul>

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>-Report on comparative analysis of present situation regarding involvement of the Agency in quality assurance in primary and secondary education regarding curriculum development, standards in education and assessment of outcomes of learning and European practices and real needs in BiH.</p> <p>-Annual and mid-term – Agency strategic policy documents elaborated and updated</p> <p>-Developing draft documents on establishing and implementing the external matura in BiH</p> <p>- AfE staff training in relevant professional topics</p> <p>-Targeted study tours to EU countries organised</p> <p><u>1.Institutional development</u></p> <p>- Strategic and work plan based on recommendations in the Report on comparative analyses (as described in previous paragraph) for future work of that Agency drafted</p> <p>- Capacity evaluation on establishing and</p>	<p>-Report available</p> <p>- Number on staff employed in the AfE increases</p> <p>- Number of meetings, activities conducted by the Agency Departments</p> <p>- Number of protocols signed by the Agency and collaborating institutions</p> <p>- Number of study tours</p> <p>- Documents on matura available</p> <p>- Strategic and workplan available</p>	<ul style="list-style-type: none"> <li>• The AfE reports</li> <li>• Reports by Ministries of Education</li> <li>• Reports by Ministry of Civil Affairs</li> <li>• Project reports</li> </ul>	<ul style="list-style-type: none"> <li>• Specific resources available</li> <li>• AfE staff committed</li> <li>• All parties (twinner, implementing agency and beneficiary) mobilise appropriate human and financial resources</li> <li>• Proper implementation of the project in compliance with the time schedule by both partners</li> </ul>



management, communication, human resources development, networking, advocating and lobbying, reporting) organised - Specific training in: (provisional list of training needs): development, monitoring and evaluation of learning standards, certification and accreditation in education, development, monitoring and evaluation of outcome-based curricula, methodology of introducing and implementing external Matura, relevant statistical analysis, development of test instruments provided.			
<b>Activities</b>	<b>Means</b>	<b>Costs</b>	<b>Assumptions</b>
-Develop instruments for qualitative analysis -Form WG to work on qualitative analysis -Organise seminars and workshops on qualitative analysis documents development -Conduct qualitative analysis -Develop annual and mid-term Agency strategic documents		€526 315 EU contribution € 500 000	<ul style="list-style-type: none"> <li>• Implementing agency and beneficiary) mobilise appropriate human and financial resources,</li> <li>• Organisation of work and management of project by AfE personnel, participation in thematic workshops and training programs</li> </ul>

<ul style="list-style-type: none"> <li>-Draft documents on external matura based on the neighboring and European countries experience</li> <li>-Evaluate TNA for AfE staff and partners through questionnaires/interviews</li> <li>-Enhance collaborating networks and draft relevant protocols</li> <li>-Draft document on human resources development</li> <li>-Organise study tours</li> <li>- Inform on good practices in EU countries</li> </ul>			
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