

Standard Summary Project Fiche – IPA centralised programmes

Project number 16: Support for QUALITY ASSURANCE within the national primary and secondary education examination system

1. Basic information

1.1 CRIS Number: [2008/020-406](#)
1.2 Title: **Support for QUALITY ASSURANCE within the national primary and secondary education examination system**

1.3 ELARG statistical code: 02.26

1.4 Location: Republic of Serbia

Implementing arrangements:

1.5 Contracting Authority: EC Delegation to the Republic of Serbia

1.6 Implementing Agency: EC Delegation to the Republic of Serbia

1.7 Beneficiary (including details of project manager):

Ministry of Education of the Republic of Serbia, Secretary of State, Nemanjina 22-24, 11000 Belgrade, Serbia.

In the MoE a PIU exists managing projects within the current CARDS VET Reform Programme. This Unit is overseeing complete project implementation; is preparing work plans and implementation schedules for the respective project components, monitoring the work of all programme activities, dealing with local and international experts; preparing regular progress reports; ensuring visibility of the project and act as secretary of the Steering Committee.

Steering Committee established during CARDS projects is expected to continue to provide direction to the project activities/outputs also in IPA projects. It will meet quarterly, and on ad-hoc basis as required, and will be chaired by a senior representative of the MoE. Representatives from international donor agencies may be invited to attend as observers. The first meeting will be held at the end of the inception phase to examine the Inception Report. An already established project management group (established during CARDS and IPA 2007) at the operational level will assess specific programme activities and secure that they are according to the work plans. Meetings should be weekly consisting of the TA Team Leader, PIU and other relevant beneficiary(ies).

Various Working Groups will be established for main activities. Membership of the different Working Groups should be proposed in consultation with the MoE. Participation from actors at local and central levels should be ensured. Each Working Group should be supported by one or more of the experts.

Financing:

1.8 Overall cost: **4.000.000 EUR**

1.9 EU contribution: **2.000.000 EUR**

1.10 Final date for contracting: 3 years after the signature of Financing Agreement

1.11 Final date for execution of contracts: 5 years after the signature of Financing Agreement

1.12 Final date for disbursements: 6 years after the signature of Financing Agreement

2. Overall Objective and Project Purpose

2.1 Overall Objective:

A modern education system in Serbia contributing more efficiently to the economic recovery, in line with the EU policy as exposed in the Lisbon Strategy, support to the development of democracy and contribute to the European integration process of the country.

2.2 Project purpose:

Support the development and implementation of a Quality Assurance System for general education and VET giving priority to development of a national examination system and increase capacity of the MoE and other relevant institutions to implement this system.

2.3 Link with AP/NPAA / EP/ SAA

EUROPEAN PARTNERSHIP

European Partnership for 2007 sets out for Serbia both short term and medium term priorities within the field of Economic Criteria, Employment policies as well as in the field of Education and research. The proposed project is in line with the following parts of EP:

Short term priorities

Economic Criteria: *Continue efforts to promote employment, including by means of vocational training and labour market reforms, improve public employment services and implement the strategy on employment of people with disabilities. (EP 2007, p. 10)*

Education and research: *Continue efforts to improve education system; establish better links between vocational and higher education and the labour market and economic needs; strengthen administrative capacity and improve coordination among relevant bodies. (EP 2007, p. 12)*

Medium term priorities

Economic criteria: *Improve the education system with the aim of increasing skills which fostering employment opportunities and long-term economic growth. (EP 2007, p. 16)*

Employment and social policies: *Adopt measures to increase school enrolment rates at secondary level of children of all communities. (EP 2007, p. 17)*

Education and research: *Adopt a national qualification framework for vocational and education training; promote regional cooperation in the field of higher education. (EP 2007, p. 17)*

This project addresses both short term and medium priorities quoted above. The examinations system will set up national standards imposing to all education and training providers to increase the quality of their service. Students/trainees will have the opportunity to gain better knowledge and skills wherever in Serbia they attend the relevant course. All standards and models of exams will be developed together with the representatives of the world of work; therefore, they will meet the needs of the employers. This will contribute to better employment opportunities. Models of exams at the end of elementary education, general matura and final exams in vocational education and training will be applied throughout the Serbian system and will be available to all individuals notwithstanding language, gender or ethnicity. Elementary education will be ended by a final exam that pupils will take in the language they were educated in the elementary school. As this exam will be the entrance ticket to secondary schools, this will contribute to the increase of the school enrolment rates at secondary level. Under IPA 2007 a NQF will be designed. In the IPA 2008 project the Ministry of Education intends to apply this Framework in two selected sectors at all levels of the Framework.

SAA

Art 102 Education and training – states that it is necessary to *Raise the level of general education and vocational education and training in Serbia as well as youth policy and youth work, including non-formal education.* By setting up standards and national models for different types of exams provision and level of general and vocational education and training is at higher level. This refers also to non-formal education, as standards and national models enable quality assurance and reliability in all types of education and training.

2.4 Link with MIPD¹

The MIPD for the Republic of Serbia 2007-2009 identifies priorities to which the project links in particular concerning *promoting and implementing the Reform of Education* (MIPD, 2.2.2.1, p.18.), as well as to Section 2.2.2.3, page 21 Under IPA 2007 for VET a Quality Assurance system will be established. This is also in line with the Strategy of Development of VET in Serbia, endorsed by the Government end 2006. According to this, it is expected to have a national final exam at the end of the basic education. This should serve as the entrance ticket to secondary education. National final exams at different levels of VET are foreseen. This project would set up the standards, instruments and procedures for the implementation of an examination system that would ensure a nationwide quality and same standards and procedures throughout the country for any candidate who wants to take such an exam, coming either from formal or non-formal education. Within the same examination system a model of a national general matura has to be set up that will be taken by all those who finish general secondary education and this exam should be the entrance ticket to university education.

2.5 Link with National Development Plan (where applicable) n/a

2.6 Link with national / sectoral plans

This project is linked with:

The National Strategy of Serbia for EU Accession, supports further revision and modernization of education in Serbia including its positioning among the factors of technical, technological, social, economic and individual development. The first step in this process is to conceptualize education development and harmonization of the overall education system with the social and individual needs and capacities.

The Poverty Reduction Strategy Paper, According to the PRSP the system of vocational education should enable and offer both short-term and long-term flexible solutions that would enable pupils to qualify for a profession, which would lead to employment, but also make it possible to continue schooling.

The National Employment Strategy, The National Employment Strategy identifies three main goals, namely: (i) increasing employment, (ii) investing in human resources and increasing the quality of labour supply, and (iii) ensuring a more cohesive labour market, in line with the three overarching goals set out for the EU in the 2000 Lisbon Council. According to the PRSP the system of vocational education should enable and offer both short-term and long-term flexible solutions that would enable pupils to qualify for a profession, which would lead to employment, but also make it possible to continue schooling.

The National Strategy for Development of VET in Serbia, defines, besides other goals, also the development of systems of standards for institutions, teachers and educational programmes; Development of the national qualification framework and vocational education and training standards; Definition of educational profiles and occupations in order to adjust them to economic reality and the principles of sustainable development; Development of accreditation and certification systems including: education and training institutions, programmes which are supposed to create balance between knowledge and skills acquired in non-formal education and ways of recognition in certification system; Quality assurance of vocational education, based on the constant monitoring and evaluation of learning results and teachers' performance, schools and educational institutions; Development of transparent, functional and fair systems for assessment and evaluation of students' achievements; Securing better horizontal and vertical mobility of students within vocational education as well as the mobility towards further education;

National Strategy of Adult Education in Serbia sets the following goals: Securing the accessibility of the education and training system to all categories of adults by establishing institutional and programme pluralism in the adult education system; Decentralization and a partnership approach in management and implementation activities in adult education; Quality assurance in adult education through legislation and the establishment of educational standards.

¹ Multi-Annual Indicative Planning Document

2.7 Key stakeholders

Key stakeholders in the project are the Ministry of Economy and Regional Development – Sector for Employment; Ministry of Youth and Sports; Institute of Improvement of Education; Institute of Evaluation of Quality of Education; Agency for VET and Adult Education (to be established under IPA VET 2007).

3. Description of project

3.1 Background and justification:

Although Government policies of fundamental economic reform and restructuring of industry has resulted in average annual GDP growth rates of 5.5% over the past few years, the country continues to experience major constraints on economic development. Enterprise restructuring has been delayed, foreign direct investment (at record levels) is privatisation focused, a huge trade deficit exists, unemployment remains high (approx 21% with recent force surveys), mismatches exist between labour demand and supply and labour costs are too high to be considered a competitive advantage. At present investments in new equipment, technologies and human resources, essential to Serbia's medium to long-term economic well-being, are not being made on a meaningful scale.

The structural adaptation of the economy has created important pressures on the Serbian labour market. Despite the fact that accurate data on activity, employment and unemployment in Serbia is difficult to provide due to the large informal sector, according to the Labour Force Surveys (LFS) the activity rate for the working age (15-64 years old) population was quite stable between 2000 and 2003 at a level of 68.4%, and decreasing slightly to 65.2% in 2005. On the other hand employment rates have decreased slightly reaching a level of 51% in 2005, while the registered unemployment level has substantially increased (unemployment rate 21.8%). Private sector employment shows a significant increase, while the number of employed in and state- and socially owned institutions and companies is slightly declining. Following the same pattern as in other transition countries, employment in the service sector is increasing.

The transition process in Serbia has resulted in high unemployment with women (27.4%), young people (47.7%) and minorities particularly affected. The long-term unemployment rate is still high and the average duration of unemployment is 44 months (2005). Among the long-term unemployed, women and the less educated are the most affected. Labour market opportunities for people with disabilities in Serbia are limited and regional unemployment and employment disparities remain one of the biggest challenges facing Serbian socioeconomic policy making.

Regarding education and qualification, a dominant share in overall unemployment rate in Serbia, is persons with secondary school qualification, and they represent two thirds of overall unemployment. As opposed to that, non-qualified persons' share is only 4.7%. A low share of non-qualified unemployed may be interpreted in context with the fact that this group of workers without any qualifications is forced to accept less attractive, "physical" jobs but also that their share is larger among those older than 45, with lower rates of unemployment.

Vocational Education in Serbia

Education in Serbia covers pre-school, elementary, secondary and university education with around 1.400,000 pupils, students and children and around 102,000 employed persons. Serbia has a network of around 3,600 (3,587) primary and 535 (490) secondary schools. Despite such a developed network, there are still 232,925 illiterate persons in Serbia, above the age of 10 (3.4%). The total educational structure of Serbian population is still unsatisfactory – nearly 22% of population older than 15 do not have full elementary education, nearly 24% of population has only elementary education – in other words, nearly 46% of Serbian population is on the elementary educational minimum or below it.

Secondary education covers 4 years general education (grammar schools) and 3 and 4 years vocational schools.

The system of secondary education covers over 300,000 students who are educated in:

- 127 general education schools (gymnasium)
- 333 vocational schools
- 33 art schools
- 34 vocational schools for children with special needs.

In vocational education and training in Serbia are:

- 230.847 students (76 %)
- 333 VET schools
- App. 15000 teachers
- 15 sectors
- 263 educational profiles (for 3 and 4 years)

The three-year and four-year vocational education prepares students for a broad list of jobs within the vocation making the professional profiles. A specialized training obtains deepening of knowledge and skills needed for the job in which special technologies are used – depending on the job within the frame of the professional profile.

Vocational profiles are the basis for defining curriculum in secondary vocational schools. Professional profile consists of general and vocational contents based on the achievements in science, technology, culture and arts that are needed for processing some of the tasks within the field of work or for ensuring further education and training. The program contents depend on general or professional needs for processing some specific tasks within certain fields of work. At the same time, these programs should reflect the latest achievements in science, technology, culture and arts as national values. All professional profiles are grouped into *15 sectors*

Since 2001, Serbia started setting up a new vocational education and training system able to support the economic and social development of the country. The basic objective of the reform and further development of vocational education and training in Serbia is its positioning among factors of technical, technological, socio-economical and individual development. The first step in this process is the conceptualization of vocational education and training development and the direction of general educational system towards social and individual needs and possibilities. The general objective of secondary VET gives possibilities for youngsters and adults to gain skills, knowledge, attitudes (*work competencies*) needed for work and employment, further education and learning.

The development of secondary VET is based on the application of the following principles: partnership, decentralization, availability, openness, program diversity, organizational diversity, professional work of teachers and associates, outcomes orientation. One of the key objectives and tasks in the VET reform process is to establish social partnership in vocational education and training. This means direct involvement of social partners (employers and trade unions) in the process of strategic development and its implementation in VET.

The reform activities resulted so far in outcomes oriented competence based curricula developed together with social partners. The issue of certification and accreditation is still outstanding, but it is expected to be solved under the support of IPA VET 2007. After this step it is necessary to set up national standards for assessment and verification of achievements at the end of each education and training cycle so that the same standards would be applied in all parts of the country. These standards and standardised exams must be transparent and harmonised with systems applied in other countries in order to achieve higher mobility of the working force.

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

Setting up national standards for the end of each educational sequence contributes to higher quality of education and training provision throughout the country. It will enable access to all to quality education and training. Final exams based on national standards, at the end of elementary education will serve as entrance ticket to secondary education. This is regulated by the Law on Foundation of Education System in Serbia. The same role will have the general matura that will be the basis for entrance into higher education. This is stated in the Law on higher education. National standards at the end of vocational education and training will assure same outputs throughout the country. This will contribute also to gaining qualifications in the non-formal VET and the possibility to set up a system for validation of previous learning. All this will contribute to ensuring relevance and consistency of qualifications. It will contribute also to the implementation of national policies in VET and employment and also to poverty reduction as well as an appropriate level of alignment with good practice in Europe and elsewhere. All activities will be performed in close cooperation with the world of work (social partners and stakeholders).

As intensive trainings will be organised for over one thousand actors in this system, capacity building will be obtained for relevant institutions, in particular to the Institute for Education Quality and

Evaluation, the national Agency for VET and Adult Education as well as to providers from formal and non-formal education institutions, social partners, sustainability of the system piloted under this project is assured. The trained persons will act as trainers of trainers so that they can transfer experience into other sectors and train their colleagues during further reform activities.

Models of the exams mentioned above will be piloted in the project, evaluated and implemented in the whole system in line with the law regulating the respective segment of education immediately after the completion of the project at latest. Guides and handbooks/manuals developed under the project will be a support in the implementation of the endorsed models and methodologies. This will enable to apply the same model for the development of standards in other sectors.

3.3 Results and measurable indicators

3.3.1 Results related to improvement of elementary education, and implemented to all students generation

Developed and adopted model of Final exam at the end of elementary education

Measurable indicators for reviewing progress include:

- Model of final exams at the end of elementary education adopted and implemented enabling entrance into secondary education in line with Law on Foundations of Education in Serbia.
- Teachers, school principals and other relevant actors trained to implement procedures and instruments for the implementation of adopted final exam model at the end of elementary education
- Handbooks on procedures and instruments of final exam at the end of elementary education are prepared and distributed to all stakeholders.
- Data base with the results of pupils' achievements is ready
- 80.000 students prepared for implementation and participation in final exam (national cofinancing)

3.3.2 Results related to improvement of general secondary education

Developed, adopted and implemented model of general matura

Measurable indicators for reviewing progress include:

- New curricula for the subjects included in the general matura developed
- National exams system for general matura adopted and implemented
- Teachers, school principals and other relevant actors trained to implement procedures and instruments for the implementation of adopted general model
- Handbooks on procedures and instruments of general matura are prepared and distributed to all relevant stakeholders
- Data base with the results of students achievements is ready
- At least 20.000 prepared for implementation and participation in general matura (national cofinancing)

3.3.3 Results related to improvement of VET

System and model of gaining qualifications at relevant level developed and endorsed (current levels II-V)

Measurable indicators for reviewing progress include:

- National exams system for final exam in VET in place.
- Teachers, school principals and other relevant actors trained for the implementation of this exam
- Handbooks on procedures and instruments for the implementation of final exam in VET are prepared and distributed
- Data base with the results of students achievements is ready

3.3.4. Result related Defined qualifications in at least 2 sectors relevant for the country's economic development selected NQF

- Organize a study tour for 6 persons included in the implementation of Strategy of NQF development, to see best practice in an EU country
- Based on country strategic papers on economic development, together with social partners and relevant stakeholders (Ministry of Economy and Regional Development, other sectorial ministries, etc) established criteria's for the selection of NQF sectors..

Handbook on qualifications in these two sectors within NQF developed and distributed

- Results achieved presented on a conference
- Action plan for the implementation of models for development of qualifications in other sectors developed

Measurable indicator

- Official decision on WG establishment
- Reports, materials and list of participants from trainings
- Report on study tour, list of participant
- Handbook on models of development of qualifications
- Materials, reports and list of participants from the conference

3.4 Activities:

3.4.1 Activities which are related to improvement of General elementary education:

- Establishment of a WG for developing draft structure and procedures of final exam (FE)
- Development FE model and defining FE methodology
- Implementation of training for school management, teachers and pedagogical advisors for the implementation of FE,
- Introduction of pilot standard proposals, instruments and procedures of FE in a least 10% of elementary schools
- Implementation of final exam by sufficient number of associates engaged (financed by national resources).
- Strengthening capacity of all the relevant institutions for the implementation of FE
- Organisation of study tours to an EU assessment centre for relevant local experts
- Final proposal-draft version prepared and adopted
- Publishing guide for the pilot schools , students and parents
- Creation of data base with the results of pupils' achievements

3.4.2 Activities which are related to improvement of General secondary education:

- Establishment of a WG for developing draft structure and procedures of general matura (GM)
- Development of GM model and defining GM methodology
- Implementation of training for school management, teachers and pedagogical advisors for the implementation of GM,
- Introduction of pilot standard proposals, instruments and procedures of GM in a least 50 schools
- Implementation of general matura by sufficient number of associates engaged (financed by national resources).
- Strengthening capacity of all the relevant institutions for the implementation of GM

- Organisation of study tours to an EU assessment centre for relevant local experts
- Final proposal-draft version prepared and adopted
- Publishing guide for the pilot schools , students and parents
- Creation of data base with the results of students achievements

3.4.3 Activities which are related to improvement of VET :

- Establishment of WG for defining the final model and structure of FE VET
- Organisation of internship for representatives of Agency for VET and AE and social partners/stakeholders included in the implementation of the exams in an EU institution in order to see implementation of best practice
- Provide TA to VET and AE Agency and social partners/stakeholders for developing instruments for the realisation of FE VET in these two sectors, based on NQF developed for these two sectors
- Development and distribution of a Guide for FE VET
- Implementation of train the trainers programme for the implementation of FE VET (representatives of education and Social partners)
- Implementation of training for school management, teachers, pedagogical advisors and social partners/stakeholders for the implementation of FE VET Implement designed models of exams in the selected sectors
- Presentation of results and forward exam models for endorsement.
- Creation of data base with the results of student's achievements is ready.

3.4.4 Activities which are related to definition of qualifications in at least 2 sectors relevant for the country's economic development selected NQF

- Organization of study tours for practical learning in EU countries which so far obtained best results in NQF concept.
- Preparation and distribution of handbooks on qualifications in two selected sectors
- Organization of conference for presentation of archived results.
- Preparation of Action Plan for the implementation of models for development of qualifications in other sectors
- Co-ordination with past and on-going CARDS and IPA 2007 activities on the specific topic

Contracting Arrangement:

There will be one contract for Technical Assistance.

3.5 Conditionality and sequencing:

Conditionality

In order to achieve results under this project, it is necessary that objectives and results are achieved under the IPA 2007 VET project:

- National Agency for VET and Adult Education established
- National VET Council established
- Two sectors for transferring from pilot into the system selected
- Strong cooperation with Employment Sector in the Ministry of Economy and Regional Development

In case the National VET Agency would not be established at the time of the implementation of the project, VET Center within the Institute for Improvement of Education can take the tasks foreseen in the project. Instead of the National VET Council the National Education Council will be in charge. The two sectors for piloting national exams in VET can be selected during the Inception Phase in case it did not happen under IPA VET 2007.

Sequencing

There is 1 service contract so there are no sequencing issues.

3.6 Linked activities

3.6.1 Links to other IPA programmes

This project relies on the expected results of the IPA VET 2007 project. – A QA system will be set up in this 2007 project. The NQF system will be also designed. At least two sectors will be selected in this IPA project and these two sectors will be those that will be covered by IPA 2008 project where three kinds of national exams will be developed and descriptors for NQF at these levels will be defined. The establishment of the national Agency for VET and Adult Education is one of the key actors in the proposed IPA 2008 project. This Agency will be in charge of the development of occupation standards, and a national VET council for qualifications (in a transition period, until the establishment of a National Qualification Authority), etc.

3.6.2 Links with CARDS programmes (ongoing and foreseen)

Vocational Education and Training related

- (CARDS 2005 - €3.2 million) - VET Reform programme Phase II programme – ongoing to end March 2008, expected to, inter alia, (i) increase the institutional capacity of the Ministry of Education (MoE), and other national stakeholders to develop and implement appropriate strategy frameworks, including the development of a National Qualifications Framework; (ii) develop and implement new curricula in 22 pilot schools in three economic sectors, (iii), strengthen the operations of five regional training centres for adults; (iv) support implementation of the EIB Education Sector Loan and (v) support tendering of separate IT and specialist VET equipment supply contracts. – Surveys done under this CARDS project, as well as handbooks and guides will be used in the proposed IPA 2008 project.
- (CARDS 2006 - €3 million) - supply of IT and specialist equipment to VET schools. – Equipment procured under this CARDS project will be used for trainings and exams in the project proposed for IPA 2008.
- (CARDS 2003 - €13 million) - VET Reform programme completed in November 2005 which provided for (i) capacity building to policy development in the field of VET Reform (covering both initial and adult training), (ii) development and implementation of new curricula in 50 pilot schools in five economic sectors, (iii) transformation of 5 VET schools into regional training centres, (iv) the establishment of an Innovation Fund for schools, and (v) upgrading of the school infrastructure (equipment and other teaching aids plus rehabilitation of buildings). – Sectors covered by this phase of CARDS VET reform will be the sectors where the national examination system in VET will be piloted and later implemented under the proposed projects. These sectors will be covered also by defining of descriptors for the NQF (all levels in the two selected sectors). Policy and strategy developed under CARDS VET 2003 is the basis of the activities in this proposed project.
- Framework contract (completed): study on the development of post-secondary non-university education. – Analysis, recommendations and findings of this study will be a basis for setting up the model of the examination system.

Employment Support

- (CARDS 2006 - €1.5 million) – Twinning programme “Support to development of national employment policy”. Commenced November 2007. – This projects is linked to the national employment policy.

- (CARDS 2006 - €1.5 million) – Twinning programme “Modernisation of the National Employment Service”. Commenced November 2007. This project will use the services, surveys, etc. that will be one of the results of this project.
- (CARDS 2004 – €2.5 million) – Support to Unemployed and Human resource development project providing, inter alia, training to a minimum of 1500 unemployed with 30% in employment by project end. Commenced June 2007. – Lessons learnt and training programmes, exam models will be used in setting up the national system of examinations.
- (CARDS 2004 – €4.7 million) – completed Employment Support Programme (ESP) – supporting, inter alia, employment policy including development of a national employment action plan, modernisation of the National Employment Service (NES), etc. – The project is relying on the National Employment Action Plan as well as on the LM surveys produced according to the model established under this CARDS project.

SME development

- (CARDS 2006 - €4.0 million) – ongoing enterprise competitiveness programme supporting restructuring and development of a minimum of 72 SMEs in priority sectors, enterprises with environmental and energy efficiency concerns, enterprises owned/run by women entrepreneurs, and young high-tech enterprises; and training to 100+ SMEs, implemented through EBRD TAM. – Enterprises involved in this project will be useful partners in defining standards for all kind of VET exams.
- (CARDS 2005 - €2.5 million) – ongoing restructuring and development of 40 SMEs and foreseen training to between 150-180 SMEs implemented through EBRD TAM. – These SMEs will contribute to defining employers’ needs and setting up standards.
- (CARDS 2004 - €4.5 million) – completed Enterprise Development and Entrepreneurship programme with the objectives to: (i) strengthen the institutional framework for policy development and implementation including support to implementation of the national SME strategy and the European Charter for Small Enterprises; (ii) improve the capacity and effectiveness of the SME support structures – the national network of regional enterprise support centres and regional development agencies - to provide quality business development services including self employment; (iii) develop a national innovation strategy; and (iv) support establishment of an enterprise development and innovation grant fund. – Enterprise support centres and regional development agencies will contribute to define needs of the employers, setting up standards and models of exams.

Municipal Support

- CARDS 2005 – approx €20 million) ongoing Municipal Support Programme Phase II (MSP II) covering municipalities of North-Eastern Serbia, promoting effective decentralisation and participation, and development and implementation of municipal actions plans, and regional socio-economic development. – The capacity of the municipalities included in this programme will be a support in establishing links with employers, collect data, etc. for the project activities.
- (CARDS 2003 - €15.4 million and 2005 - €7 million) Municipal Support Programme Phase I (MSP I) covering 15 municipalities of Eastern Serbia.
- (CARDS 2003 - €6.5 million and 2005 - €6.5 million) Municipal Improvement and Revival (MIR) programme for South Serbia aiming to provide support in line with the government's efforts to achieve durable political stability and social and economic recovery.

Regional Socio-Economic Development

- (CARDS 2003/2005 - €5.0 million) – completed Regional Socio-Economic Development Initiatives project in the Banat region, 2 districts in Central Serbia and 2 districts in Southern Serbia. The project had the objective to (i) build up local economic and social development partnerships, (ii) develop regional economic development plans, (iii) build the capacity of local labour market offices and other service providers to deliver active labour market measures for the vulnerable groups and unemployed and (iv) establish a fund for local economic development projects. – The

proposed project will rely on surveys and other data that is provided by the local labour market offices, as well as on the established local economic and social partnerships.

3.6.3 Links to other programmes

- World Bank: an Education Improvement Programme loan aimed at modernising the education system (and including the development of an IT system). – Database on schools, students, teachers, profiles developed under this project will be used in this IPA 2008 project.
- German Technical Cooperation Agency (GTZ): funding for an ongoing VET reform project in 35 pilot economic-related schools.
- Swiss Agency for Development and Cooperation (SDC): establishment of a teacher training system.
- British Council: funding for a project on quality assurance measures in the Ministry of Education. – Results of this project will contribute to quality assurance in this proposed project.
- Canadian International Development Agency (CIDA): operation of an Educator Development Programme providing educational management training for key actors at different governance levels. – Procedures and good practice gained in this project will support the management of the national exam system.
- Roma Education Fund: *Functional Education of Adult Roma People* – models of training, monitoring and exams were piloted for the lowest qualification level (assistant bricklayer, assistant cook, etc.) that will be used as starting point for setting up models of various exams and NQF descriptors in this proposed IPA 2008 project.
- Austrian Ministry of Education, the Arts and Culture / KulturKontakt Austria / Austrian Development Agency (ADA): funding and operation of ongoing VET reform projects in pilot economic- and tourism-related schools.

3.7 Lessons learned

The Ministry of Education implemented two projects in VET reforms funded by the EU within CARDS. Policy and strategy of VET and adult education was designed in these projects by the support of technical assistance. Respective action plans for the implementation of the strategies have been designed. Curricula in pilot profiles were modernised based on competencies, outcomes. Curricula were developed by the support of social partners by defining occupation standards. Based on these standards curricula were developed by VET teachers trained for curriculum development. Teachers were trained in new methodologies and assessment techniques. Equipment for the implementation of the new curricula was procured. School buildings were rehabilitated. Teachers and directors visited related EU VET schools in order to exchange experience and establish partnerships. An Innovation Fund enabled schools to realise innovations in VET through projects designed and implemented according to EU rules. This was guided by the MoE within a grant scheme. Five VET schools were supported to function as regional training centres for CVET. These two projects were using results of a previous CARDS project related to employment concerning retraining of redundant workers in the Sumadija region, two other projects supporting the National Employment Service modernisation, SME development, regional development. Therefore, the MoE has learned how to develop strategic documents, how to implement them, how to work with social partners, how to train teachers and directors for the implementation of the reforms, how to make procurement of services and works under projects funded by the EU. At the same time, it was a good experience in managing EU funded projects.

The project on Functional Education of Adult Roma People financed by the Roma Education Fund piloted certain models of getting basic qualification level for adults together with completion of elementary general education. The British Council project on quality assurance enabled development of educational standards in elementary education. These procedures and methodologies create a basis for the proposed project activities.

4. Indicative Budget (amounts in €)

			SOURCES OF FUNDING									
			TOTAL EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	%(2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (d)	% (2)
Activity 1												
contract 1.1	x		2,000,000	2,000,000	100							-
contract 1.2	x		2,000,000			2,000,000	100	2,000,000				
TOTAL IB			4,000,000	2,000,000	50	2,000,000	50	2,000,000				
TOTAL INV												
TOTAL PROJECT			4,000,000	2,000,000	50	2,000,000	50	2,000,000				

NOTE: DO NOT MIX IB AND INV IN THE SAME ACTIVITY ROW. USE SEPARATE ROW

Amounts net of VAT

(1) In the Activity row use "X" to identify whether IB or INV

(2) Expressed in % of the **Total** Expenditure (column (a))

5. Indicative Implementation Schedule

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1.1	T + 1 Q	T + 4Q	T + 12 Q

6. Cross cutting issues

6.1 Equal Opportunity

Development Policy Joint Statement by the Council and the European Commission of 10 November 2000 establishes that a number of Cross-cutting Issues shall be mainstreamed into EC development co-operation and assistance.

Cross-cutting issues will be addressed in the project so as to comply with the best EU standards and practice in that area and in a way which demonstrates how they will be dealt with within the project's framework, its activities and outputs.

Cross-cutting issues will be addressed in a proactive manner, and will present a specific component of projects (at all levels of projects' development, starting from the project identification stage). Synergies between the projects and the objectives of will be identified and developed. Also, the projects' objectives and activities need to be screened in order to ensure they won't impact negatively on gender equality, minorities' inclusion and environment.

Finally, the beneficiary will make sure its objectives, policies and interventions have a positive impact on and are in line with the main principles of gender equality, minorities' inclusion and environment.

6.2 Environment

No activities within the project have any detrimental affect on the environment. However, all standards developed under the project must comply to the state policy on environment issues.

6.3 Minorities

The project provides for further strengthening of all relevant national actors including the social partners, and the development of VET policies and measures that enhances the adaptability and employability of male and female labour force, minorities and other vulnerable groups.

The project will monitor and report on participation and performance of members of minority as well as vulnerable groups.

ANNEX I: Logical framework matrix

LOGFRAME PLANNING MATRIX FOR Project Fiche	Support for quality assurance within the national primary and secondary education examination system	
	Contracting period expires 3 years after the signature of the Financing Agreement	Execution of contracts period expires 6 years after the signature of the Financing Agreement
	Total budget : 4.0 million€	IPA budget: 2.0 million€

Overall objective	Objectively verifiable indicators	Sources of Verification	
A modern education system in Serbia contributing more efficiently to the economic recovery, in line with the EU policy as exposed in the Lisbon Strategy, support to the development of democracy and contribute to the European integration process of the country.	<ul style="list-style-type: none"> Improved better students mobility, better matching of educational profiles with jobs, and less social exclusion. 	<ul style="list-style-type: none"> MoE and other Govt reports on labour market performance. Employment statistics including Labour Force Survey and tracer studies. Assessment of Ministries, social partners and donors. 	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions

<ul style="list-style-type: none"> • Support the development and implementation of a Quality Assurance System for general education and VET giving priority to development of a national examination system and increase capacity of the MoE and other relevant institutions to implement this system. 	<ul style="list-style-type: none"> • Functioning national examination system for elementary and general secondary • Functioning of Final exams in VET (FE VET) for all sectors selected under IPA07 • MoE and other relevant institutions trained and ready to implement the examination system 	<ul style="list-style-type: none"> • Govt, MoE, MEC, VET Agency reports. • School, student, and other client surveys. • Government adopted legislation (Official Gazette) • Project monitoring instruments and reports. • EAR monitoring reports. • Mid-term review. • Programme end evaluation report. 	<ul style="list-style-type: none"> • Political and economic stability. • Continued Government commitment to economic and legislative reform. • Readiness of MoE, other relevant Ministries and other relevant actors (social and private sector) to cooperate closely in the delivery of project objectives. • Support from MoE and VET Agency staff.
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Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<ul style="list-style-type: none"> • Developed and adopted model of Final exam at the end of elementary education and implemented to all students generation • Developed, adopted and implemented model of general matura • Adopted model of FE VET • <i>Defined qualifications in at least 2 sectors relevant for the country's economic development selected NQF</i> 	<ul style="list-style-type: none"> • National exams system for FE,GM and FE VET in place. • All teachers, school principals and other relevant actors trained • Handbooks are prepared and distributed • Data base with the results of students achievements is ready • 80.000 students prepared for implementation and participation in final exam • At least 20.000 prepared for implementation and participation in general matura 	<ul style="list-style-type: none"> • Govt, MoE, VET Agency reports including school, student, and other client surveys. • Government adopted legislation (Official Gazette) • Project monitoring instruments and reports. • External monitoring reports. • Mid-term review. • Programme end evaluation report. 	<ul style="list-style-type: none"> • Project participation does not overstretch capacity of partners and staff involved. • Support from Ministry of Education and the ministry in charge of employment
Activities	Means	Costs	Assumptions

<p><i>Quality Assurance/National examination system</i></p> <p>Activities which are related to improvement of General elementary education</p> <ul style="list-style-type: none"> • Establish a WG for developing draft structure and procedures of final exam (FE) • Develop FE model and defining FE methodology • Train school management, teachers and pedagogical advisors for the implementation of FE, • Pilot standard proposals, instruments and procedures of FE in a least 10% of elementary schools • Implementation of final exam by sufficient number of associates engaged (financed by national resources). • Strengthen capacity of all the relevant institutions for the implementation of FE • Organise study tour to an EU assessment centre for relevant local experts • Final proposal-draft version prepared and adopted • publish guide for the pilot schools , students and parents 	<ul style="list-style-type: none"> • Technical Assistance 	<ul style="list-style-type: none"> • Technical assistance - €2.0 million • National co-financing - €2.0 	<ul style="list-style-type: none"> • Tendering process ensures adequate provision of TA. • Tendering procedures undertaken as scheduled.
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<p>Activities which are related to improvement of General secondary education</p> <ul style="list-style-type: none"> • Establish a WG for developing draft structure and procedures of general matura (GM) • Develop GM model and defining GM methodology • train school management, teachers and pedagogical advisors for the implementation of GM, • Pilot standard proposals, instruments and procedures of GM in a least 50 schools • Implementation of general matura by sufficient number of associates engaged (financed by national resources). • Strengthen capacity of all the relevant institutions for the implementation of GM • Organise study tour to an EU assessment centre for relevant local experts • 6.Final proposal-draft version prepared and adopted • publish guide for the pilot schools , students and parents 			
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<p>Activities which are related to improvement of VET</p> <ul style="list-style-type: none"> ○ VET and AE Agency developed and preseneted analysis of current state of Final exams in VET (FE VET) for all sectors selected under IPA07 ○ Establish a WG for defining the final model and structure of FE VET ○ Organise internship for representtives of Agency for VET and AE and social partners/stakeholders included in the implementation of the exams in an EU institution in order to see implementation of best practice ○ Provide TA to VET and AE Agency and social partners/stakeholders for developing instruments for the realisation of FE VET in these two sectors, based on NQF developed for these two sectors ○ Develop and distribute a Guide for FE VET ○ Train trainers for the implementation of FE VET (representatives of education and Social partners) ○ Train school management, teachers, pedagogical advisors and social partners/stakeholders for the implementation of FE VET 			
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<p>Implement designed models of exams in the selected sectors</p> <ul style="list-style-type: none"> ○ Present results and forward exam models for endorsement <p>Activities which are related to definition of qualifications in at least 2 sectors relevant for the country's economic development selected NQF</p> <ul style="list-style-type: none"> • Organization of study tours for practical learning in EU countries which so far obtained best results in NQF concept. • Preparation and distribution of handbooks on qualifications in two selected sectors • Organization of conference for presentation of archived results. • Preparation of Action Plan for the implementation of models for development of qualifications in other sectors • Co-ordination with past and on-going CARDS and IPA 2007 activities on the specific topic 			
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ANNEX II: amounts (in €) Contracted and disbursed by quarter for the project

Contracted	Q1-Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	TOTAL
Contract 1.1		2,000,000									2,000,000

Cumulated		2,000,000									2,000,000
Disbursed											
Contract 1.1		200,000		450,000		450,000		450,000		450,000	2,000,000
Cumulated		200,000		650,000		1,100,000		1,550,000		2,000,000	2,000,000

ANNEX III

Description of Institutional Framework

The Ministry of Education is in charge of implementation and monitoring of this project. The work, mandate and authorizations of the Ministry are regulated by the Law on Ministries (adopted on May 15, 2007 (Official Gazette of Republic of Serbia no. 48/07) – i.e. Article 18.

The main sectors of the Ministry of Education are:

- Sector for Development of Education and International Cooperation
- Sector for Pre-School and Elementary Education
- Sector for Secondary Education
- Sector for Post-Secondary and Higher Education
- Sector for Pupil and Student Standard
- Sector for Normative and Harmonization of Legislation
- Sector for Inspection

ANNEX IV

Reference to laws, regulations and strategic documents:

Reference list of relevant laws and regulations

Key laws, regulations and strategic documents in the area of Education:

General:

- Constitution of the Republic of Serbia
- Law for the Implementation of the Constitution of the Republic of Serbia
- National Strategy for Serbia and Montenegro's Accession to the European Union
- Action Plan for the Implementation of the European Partnership
- Poverty Reduction Strategy Paper

Education:

- VET Policy White Paper
- Adult Education Strategy
- Law on Basis of the Education System
- Law on Secondary Schools
- Law on Higher Education

Reference to AP /NPAA / EP / SAA

In accordance with the Council Decision of 30 January 2006 on the principles, priorities and conditions contained in the European Partnership with Serbia, and priority number 5.1.19 of the Government of Serbia adopted plan for implementation of the European Partnership priorities (adopted on 7 April 2006), the programme responds to the short and medium term economic requirements of necessary continued reforms to promote employment, combat unemployment, and to create a modern vocational education and training.

The Commission report on the preparedness of Serbia to negotiate an SAA with the European Union of April 2005 draws attention to cooperation aiming to help Serbia to raise the levels of vocational education and training, and life long learning (Section 3.7.5.2).

The Thessaloniki Agenda for the Western Balkans of June 2003 also places high priority on activities linked to the development of education.

Reference to MIPD

A main priority of the MIPD socio-economic chapter (section 2.2.2) is promotion and implementation of education system reforms in order to support economic development and to meet the demands of the Lisbon agenda. This proposed programme will directly address outlined MIPD issues such as needs for: a better match between education and labour market needs, adapting education and training systems to new competency requirements, enhancing the involvement of all relevant stakeholders, developing adult education and life long learning, and provision of soft and hard support for vocational education and training

The programme will contribute to the expected MIPD expected results of: (i) reform of the education system to support development of the economy and society, and (ii) improvement of the conditions for growth and sustainable development in communities.

Reference to National Development Plan

N/A

Reference to national / sectoral investment plans

The VET Policy White Paper and the Adult Education Strategy both adopted in December 2006 support modernisation of the education system in order to: improve the quality of education; improve financing and management in education; strengthen the active involvement of all stakeholders; enhance professionalism and efficiency in education. Through the process of modernisation the MoE desires for an educational system that will be: development oriented; constantly improving; developed on the basis of the best practice in the current system and supporting all traditional values.

The need for further investment in education and training is recognised in the Poverty Reduction Strategy Paper (PRSP) adopted in 2003 as well as in the National Employment Strategy (2005-2010) and National Employment Action Plan (2006-07). The National Employment Strategy identifies three main goals, namely: (i) increasing employment, (ii) investing in human resources and increasing the quality of labour supply, and (iii) ensuring a more cohesive labour market, in line with the three overarching goals set out for the EU in the 2000 Lisbon Council. According to the PRSP the system of vocational education should enable and offer both short-term and long-term flexible solutions that would enable pupils to qualify for a profession, which would lead to employment, but also make it possible to continue schooling.

The Serbian European Integration Strategy of May 2005 supports further revision and modernisation of education in Serbia including its positioning among the factors of technical, technological, social, economic and individual development. The first step in this process is to conceptualise education development and harmonisation of the overall education system with the social and individual needs and capacities. In other words, further educational development in Serbia should be brought in line with the following goals of education in Europe by 2010 by: raising the quality of education and training in line with the new social demands based on knowledge, and modernising teaching and learning processes; providing easier access to the education and training systems for all and in line with the principles of lifelong learning; faster employment, career development, equal opportunities and social cohesion; and opening education and training towards wider world in the light of making better connections between labour and society and responding to the challenges born out of the process of globalisation.

ANNEX V

Details per EU funded contract (*) where applicable:

Strengthen the governance of initial and continuing education

The implementation of the current and future reforms in education require the creation of appropriate solutions for creating a quality assurance system in the field of national exams.

Quality Assurance

- Design and support implementation of a QA system in VET in order to promote quality in education and training at all levels, system and providers level, by making use of the EU Common Quality Assurance Framework and promoting self assessment procedures. Develop procedures and indicators for final exam at the end of elementary education, for general matura and final exams in VET.
- Develop standards, procedures and a register for national exams at the end of elementary education, general secondary education and for finals exams in VET.

Support development of a National Qualifications Framework (NQF)

Establishing an NQF is vital in order to support the development of a modern, relevant and flexible system of vocational and adult education. The main purpose of the NQF is: to provide relevant qualifications in accordance with economic and social needs; improve accessibility and flexibility of vocational education and adult education and ensure mobility within the system; improve the quality of formal and non-formal educational system; make conditions for defining and constantly applying educational standards; make conditions for organising vocational education (in formal and non-formal education sector) and adult education based on quality standards; and ensuring international recognition of the qualifications obtained in Serbia.

Building on IPA 2007 activities supporting the establishment of an NQF, support development descriptors for the two sectors covered by IPA 2007