



EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE (ERI SEE) WORK PLAN 2019 - 2020

UPDATE JANUARY 2020

1st January 2020 – 31st December 2020

ERI SEE Secretariat

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Introduction

About Education Reform Initiative of South Eastern Europe

Education Reform Initiative of South Eastern Europe (ERI SEE) was initiated as a part of the political process – Stabilisation and Association Agreement for South Eastern Europe in 2003 (supported by the Enhanced Graz Process), as one of the instruments of ensuring stability in the region in its EU association process. Its goal was to create the strategic cooperation framework in the area of education and training, which was defined by several Memoranda:

- Memorandum of Understanding between the Ministers of Education and Higher Education of South Eastern Europe (Nicosia, 2003), on the cooperation in the field of education and signed by Bosnia and Herzegovina, Bulgaria, North Macedonia, Montenegro and Serbia
- The Memorandum of Understanding between the Ministers Responsible for Education, Science and Research in South Eastern Europe, signed in 2007 in Istanbul by Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Provisional Institutions of Self-Government of Kosovo, Montenegro and Romania, which renewed the commitment to regional cooperation in education, for mutual benefit, encompassing all aspect of lifelong learning, science and research. This Memorandum insisted on regional cooperation activities considering relevant EU and European developments and trends in education, science and research, but also close links to the national context and priorities of the signatory countries, also by involving the relevant stakeholders,
- And finally, Memorandum of Understanding on the Role and Organisation of the Education Reform Initiative of South Eastern Europe (Brdo, 2010), which reiterated the commitments of signatory parties (Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Moldova, Montenegro and Serbia – ERI SEE member countries) to regional cooperation in the EU accession process and sustainable economic development. The Brdo Memorandum recognized the ERI SEE achievements done so far, and also gave a clear and more operational principles of functioning of ERI SEE and ERI SEE Secretariat as the operational body, at day-to-day level implementing the strategic decisions made by the ministries of education as founders of the ERI SEE. This Memorandum forms the basis of today's operation, status and structure of ERI SEE

Following the Memorandum of Understanding (Brdo, 2010), the *Agreement between the Government of the Republic of Serbia and other members of the Education Reform Initiative of South Eastern Europe on the seat of the Secretariat of the Education Reform Initiative of South Eastern Europe* (hereinafter the Host-country agreement) was signed by the ERI SEE member countries, in the period from 2013 to 2015, regulating the legal status of the Secretariat, support of the Government of the Host Country to the Secretariat and conditions necessary for effective performance, the procedure of entering into force of the Agreement and other relevant issues deriving from the Secretariat's status of the international organisation.

The procedure on ratifying the Host-country agreement was finalized in December 2017, while the accompanying financial and operational procedures were completed in January 2019, from when the Secretariat functions as an independent international organization seated in Belgrade, Serbia.

Management structure

The Education Reform Initiative of South Eastern Europe's management structure consists of ministries in charge of education - signatory parties of the Memorandum of Understanding on the Role and Organisation of the ERI SEE, Brdo, 2010. The ministries appoint their representatives – members of the Governing Board – which is the decision making body of ERI SEE responsible for developing ERI SEE policies and strategies. The Governing Board adopts Annual Work Programmes, supports the Director of the Secretariat in its implementation, reviews progress in the course of the year and adopts the Annual Report of the Director. In addition to the ministry representatives, the Governing Board also consists of representative of the KulturKontakt Austria (as of 1st January 2020 this will be OEAD¹, to due the merging of KulturKontakt Austria with the OEAD) as ERI SEE donor, and Regional Cooperation Council.

There is also a Consultative Body with advisory function, consisting of representatives of the European Training Foundation and Austrian Federal Ministry of Education, Science and Research, convening on the occasion of the Governing Board meetings.

ERI SEE Secretariat implements on day-to-day basis the decisions of the Governing Board and Annual Plan, and regularly reports on the activities. ERI SEE Secretariat is also in charge of expanding the activities and sources of funding, with the overall aim of ERI SEE developing into a recognized, sustainable, regionally owned organisation supporting sustainable education reforms on national levels through regional and international cooperation.

¹ OEAD - The OeAD is the Austrian agency for international mobility and cooperation in education, science and research.

Strategic Part

Education Reform Initiative of South Eastern Europe – context and focus for 2019 - 2020

Mission and vision

ERI SEE mission is to facilitate cooperation at regional level, considering relevant European developments and trends in education, but with close link to national context and priorities, thus contributing to sustainable economic developments and sustainable education reforms.

ERI SEE vision is to provide the implementation framework for regional cooperation in the area of education and training, being a reliable, innovative and supportive partner in its members' developments on the EU accession pathways and beyond.

ERI SEE, via its activities, has an impact on the:

- increase of skills and knowledge
- enhancement of exchange of experience through the creation of the regional networks of expertise and peer learning
- sharing of the expertise from EU countries to non-EU ERI SEE countries
- enhancement of cooperation between the education and business sector.

Strategic context

The strategic context is shaped by the European Commission (its Strategy for the Western Balkans, Country Reports and Recommendations), agreements at regional level reached by the economies themselves and consolidated in the South Eastern Europe 2020 Strategy, as well as Economic Reform Programmes and strategies in the area of education and training of individual economies of the South Eastern Europe.

In this Work Programme, all of the above is taken into consideration to define strategic directions of the ERI SEE development, based on relevant policy decisions. The overview and highlights relevant for the work of the ERI SEE are described below, however for more specific information, please see Annex 1 Strategic documents per countries.

The EU Strategy for the Western Balkans, *A Credible Enlargement Perspective For and Enhanced EU Engagement with the Western Balkans* sees the Western Balkans as a part of Europe, surrounded by EU Member States, having common heritage and history, as well as a common future.

The Strategy's flagship initiative – Reconciliation, good neighbourly relations and regional cooperation – prerequisites for success – sees regional cooperation and good neighbourly relations as essential for progress on the countries' respective European paths. The importance of the regional cooperation and regional structures is clearly marked: „*The existing regional initiatives need to be further exploited in order to continue contributing to political stabilisation and to create economic opportunities. Fostering good neighbourly relations and reconciliation needs strong ownership in the Western Balkans and should be led first and foremost by the countries of the region. Good neighbourly relations should continue to be re-enforced through regional cooperation initiatives*“².

When it comes to education, its role is specified as a priority: „*The role of education must be given a higher priority especially in terms of fostering greater tolerance, promoting European values and strengthening the cohesion of society.*“³

Under the flagship initiative to support socio-economic development in the Western Balkans, the European Commission states that „*Enhanced support should be provided to education, in particular vocational education and training and skills as well teacher training and pre-school education.*“⁴

South Eastern Europe 2020 Strategy⁵ in its Dimension D, Education and Competences, identifies as one of its priorities reduction of early leavers from education and training (through strengthening links between education systems and the labour market and development of practical competences and labour-market relevant skills through work-based learning; standardisation of qualifications and removing obstacles for their recognition; and the education of teachers), and an increase in tertiary educational attainment.

The Berlin Process also presents a relevant strategic framework for the ERI SEE priorities, activities and developments. The Berlin Process⁶ is an initiative from several EU Member States aiming at supporting efforts towards strengthening regional cooperation and the European integration of the Western Balkans. Within the Berlin Process, the leaders of Western Balkans Six (WB6) endorsed the Multi-annual Action Plan on Regional Economic Area in the Western Balkans Six (MAP), at the Berlin-process summit held on 12 July 2017 in Trieste.

The MAP, the development of which was coordinated by the Regional Cooperation Council upon request of the WB6 Leaders and supported by the European Commission (EC), aims to enable unobstructed flow of goods, services, capital and highly skilled labour; making the region more attractive for investment and trade; and accelerating convergence with the EU, thus bringing prosperity to Western Balkans citizens.⁷ Within the MAP, Mobility of highly skilled labour plays a key

² The EU Strategy for the Western Balkans, A Credible Enlargement Perspective For and Enhanced EU Engagement with the Western Balkans, https://ec.europa.eu/commission/sites/beta-political/files/communication-credible-enlargement-perspective-western-balkans_en.pdf

³ Ibid

⁴ Ibid

⁵ SEE 2020 Strategy, <https://www.rcc.int/pages/62/south-east-europe-2020-strategy>

⁶ https://ec.europa.eu/neighbourhood-enlargement/news_corner/news/western-balkans-summit-london-building-stronger-links-within-region-and-eu_en

⁷ https://www.rcc.int/priority_areas/39/multi-annual-action-plan-for-a-regional-economic-area-in-the-western-balkans--map

role and a series of actions are planned to be completed by 2020 with the view of its facilitation. In the implementation of these actions ERI SEE plays a vital role.

When it comes to the recommendations given by the European Commission in its Country Reports, the key issues at national levels in the area of education and training are identified under the Chapter 26: Education and culture. They are mentioned here as they form the basis for further operations of the ERI SEE activities, supporting economies on their pathway to the EU and supporting their national reforms via regional exchanges, learning activities, and joint project. Please note that only those aspects of the Country Reports that refer to identified education sectors of ERI SEE's intervention (general education, VET and higher education) are presented below.

Albania

Thus, the EU Albania Report for 2019⁸ recognizes some progress made in the field of education, especially by improving the online application for recognition of diplomas (Albania since 2017 offers the service of application for diploma recognition and has reduced the number of requested documents for recognition), the curricular framework for pre-school education and standards of development and learning for children aged 3 to 6 years, and monitoring the framework for assessment of pre-school education. Some progress was also registered overall in the education and training system with the adoption of the revised Albanian Qualification Framework Law in May 2018. In 2019, the following related by-laws were adopted: The By-law on the way of organization and functioning of the Sectorial Committees and the criteria for selecting their members and remuneration, DCM no. 426, date 26.6.2019; the By-law on the adopting the criteria and procedures for the inclusion of qualifications for lifelong learning, according to the levels of the Albanian Qualification Framework, DCM no. 427 date 26.6.2019; and the By-law on the approval of the detailed descriptors table for each level of the Albanian Qualification Framework, DCM no. 428, Date 26.6.2019. In the coming year, Albania should in particular: implement the pre-university education strategy and the higher education reform, with a focus on ensuring inclusive and quality education at all levels both in urban and rural areas; and finalise the secondary legislation for the implementation of VET Law.

It is also mentioned that the new curricular reform is being implemented, however it requires skills current teachers did not learn at university. Therefore further training is needed. Such support should be set up to ensure an effective implementation of the curricular reform. The review of the content and structure of curricula for initial teacher training in higher education institutions has started, and their introduction is expected in the academic year 2019-2020.

Qualification standards and framework curricula for most VET programmes are being modernised, even though some Albanian schools lack the teaching skills and equipment to put them into practice. The government plans to expand the responsibilities of the National Agency for VET and Qualifications to include VET teacher training and non-formal training. Albania should also make progress in ensuring that VET is inclusive.

⁸ <https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-albania-report.pdf>

The creation of the Teachers for Albania internet portal was one of the major areas of reform in 2018. The portal offers an online platform, where people who wish to become school teachers and pre-school teachers can register their interest and be selected, ensuring transparency in recruitment.

Bosnia and Herzegovina

According to the EU Bosnia and Herzegovina Opinion 2019⁹, Bosnia and Herzegovina should pay particular attention to improve the quality of education and training.

The overall quality of education is estimated as low, as is spending on education and R&D. The country's education system is very complex and highly fragmented. This results in a lack of common standards for various levels of education, as well as in teacher training and performance evaluation. As a result of poor business environment and of weaknesses of the country's education system, structural unemployment is worryingly high, in particular among young people and vulnerable groups.

Special attentions should be paid to the orientation of education towards labour market needs,

Croatia

The Country Report Croatia 2019¹⁰ mentions that, in order to increase the overall quality of education and teaching, curricular reform has been launched in the form of a pilot project in 2018, with teachers receiving online and face-to-face trainings; and the national rollout started in autumn 2019. Investing in teachers' training and increasing the attractiveness of the profession is needed to ensure their engagement in planned school reforms, and especially to enable the necessary increase of teaching staff where needed. In terms of digital skills, Croatia ranks as one of the lowest in the EU.

In Vocational Education and Training, The National curriculum for VET was adopted in July 2018, leading to the development of modular and outcome-based sectorial curricula and greater autonomy for VET schools in the design of school-level curricula. Still, VET needs to be modernised, as the employment rate of vocational education and training graduates decreased. The adoption of standards of occupation and qualification standards should lead to the creation of new programmes better aligned with labour market needs. The percentage of students undertaking programs with work-based learning was at 27.3%, in comparison to the 43.8% EU average. Reform efforts in vocational education and training include the establishment of regional competences centres and a pilot project of dual vocational education and training. In May 2018, the authorities established a national Network of Regional Centres of Competences in vocational education and training. Their objective is to designate places of excellence that will offer regular vocational education and training programmes, but also lifelong learning and other forms of formal and non-formal education.

⁹ <https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-bosnia-and-herzegovina-opinion.pdf>

¹⁰ https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-country-report-croatia_en.pdf

Educational attainment in Croatia is influenced by socio-economic differences as well as by disabilities. However, the number of students with lower socio-economic status has increased and measures to increase it further have been outlined for 2019-21 in 'National Plan for Promoting the Social Dimension in Higher Education'. Despite the efforts made through the Croatian Qualifications Framework, the link between labour market needs and tertiary education enrolment remains weak.

Republic of North Macedonia

The Country Report for North Macedonia 2019¹¹ states that the country is moderately prepared in this area. Limited progress was made with the adoption of the new Law on Higher Education. The introduction of measures from the comprehensive 2018-2025 education strategy remained limited. As none of last year's recommendations was implemented, they remain valid. In the coming year, the country should in particular: implement the new strategic framework for education, particularly the targets for pre-school education; increase support for teacher training and teacher professional development and ensure an effective assessment process; improve access to quality education for all, in particular preschool enrolment, children with disabilities and children from Roma communities.

Substantial improvements is still needed in the quality of primary and secondary education.

The government adopted a new Law on Higher Education in May 2018 after adopting the 2018-2025 education strategy and the related action plan in January. This new law reinforces the principle and practice of university autonomy and separates the structures for the assessment and development, accreditation and external evaluation of higher education facilities and study programmes. The law also sets out that a National Council for Higher Education, an Accreditation Board for Higher Education and a separate Evaluation Board for Higher Education should be set up during 2019.

Under the national qualifications framework system, three new standards of qualifications have been created for post-secondary education. Regarding cooperation with workplaces, five sectoral qualification committees were set up in February 2018. These committees are responsible for analysing existing qualifications, considering proposals for the introduction of new qualifications, and giving opinions on the compliance of occupational and qualification standards with the examination programmes.

In vocational education training (VET) and adult education, work-based learning and quality improvements in practical learning are ongoing. Further investment in VET teachers' professional development and introducing a more flexible, modularised VET curriculum with the direct involvement of employers in education and training is required. Closer monitoring of VET outcomes (e.g. labour market status of graduates) is also recommended.

Montenegro

According to the Progress Report for Montenegro¹² in Chapter 26, Education and Culture, in Montenegro there is a good level of preparation in this area. In line with last year's recommendations, some progress was achieved on learning outcomes, inclusion, and early steps were taken towards

¹¹ <https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-north-macedonia-report.pdf>

¹² <https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-montenegro-report.pdf>

improving governance in the education sector. In general, challenges remain to drive reforms further, including limited institutional capacity to review and monitor, as well as to develop results-based and feasible medium-term plans. In the coming year, Montenegro should in particular: optimise participation rates in early childhood education and minimise drop-outs, especially from vulnerable groups; improve the quality of education through continuous reform of primary and secondary education, teaching basic and transversal skills, focused on learning outcomes; improve sector governance and develop adequate monitoring and quality assurance mechanisms for vocational education and training.

Progress continued on vocational education and training (VET). The dual education programme (to address the skills mismatch) saw significant increases in student enrolment and employer participation, and there was further teacher and mentor training in companies. A memorandum of understanding between the Ministry of Education and the Chamber of Economy facilitates implementation of the programme, with particular emphasis on financial commitments from both sides. Further new modular curricula based on learning outcomes were implemented, and 300 scholarships were provided for first grade students to enrol in recognised deficit occupations. A comprehensive evaluation of the outcome of the dual education programme needs to be carried out. Student transfers from VET to higher education continue to be comparatively high (58% in 2017). The skills mismatch continues to manifest itself at secondary and higher education levels and needs continued priority attention.

A new performance-based financial contracting model was adopted for the University of Montenegro (UoM) in December aimed at improving the quality of public funding. Following an independent external evaluation, improved implementation of the 3+2+3 model is expected to better align with main Bologna principles. The results of implementing 25% practical teaching in all study programmes at UoM needs to be systematically monitored and evaluated

Serbia

Country Progress Report, Serbia 2019¹³, states that Serbia is at a good level of preparation in the area of education. Overall, good progress was made. Some progress was made in improving the curricula, including in early childhood education, and the establishment of the national qualifications framework (NQF) system. In the coming year, Serbia should in particular: increase participation in early childhood education and care, in particular of children from disadvantaged backgrounds; and reference the NQF with the European qualifications framework and make the institutional set-up fully functional.

Comprehensive training of teachers should be consistently provided to complement the ongoing outcome-based curricular changes. The training should focus on developing students' key competencies.

The legislation regulating the national work-based learning model in vocational education and training (VET) was complemented and its scope increased. It should focus on setting up quality assurance and monitoring mechanisms before the end of the transition period. Some progress was made in reducing

¹³ <https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20190529-serbia-report.pdf>

the share of secondary students in VET schools and increasing the take-up of general secondary education, by making the curricula more relevant and increasing the attractiveness of general secondary education.

Main objectives for 2019 - 2020

Overview

In the period 2019 – 2020, in line with the recently acquired status of an international organization, established by the region and for the region, and regionally owned, ERI SEE plans to increase its relevance and visibility and to expand its operations.

In 2019 and 2020, ERI SEE plans to enhance and intensify its activities, namely:

- a. Thematic focus, by implementing the core activities in cooperation with the core expert groups established, and expanding the scope of these activities via applying for projects (Austrian Development Agency, Western Balkan Fund, TAIEX...)
 - b. Cooperation with international organizations, like European Commission, European Training Foundation and Regional Cooperation Council
 - c. Internal organization and visibility
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Thematic focus

Based on the analysis of the recommendations from the Country reports 2019 and 2020, and priorities within the South East Europe 2020 Strategy and national strategic documents (Annex 2) the need for regional activities is recognized, which is shared by all the ERI SEE members:

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- Improvement of quality of all levels education, with focus on standards of quality, and modernization of qualifications and curricula, oriented at learning outcomes
 - Improvement of the connection between education and business sector, resulting in the increase of acquisition of labour-market relevant skills through various types of work-based learning
 - Improvement of teacher education and training, with the focus on soft and transversal skills
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The same has been identified on the occasion of the Launching and Thematic Conference: Vision of Regional Cooperation for Quality Education and Training, organized by the ERI SEE Secretariat in cooperation with the Serbian Ministry of Education, Science and Technological Development, KulturKontakt Austria, and other Ministries – members of the ERI SEE in October 2018 in Belgrade, Serbia. The Conference also hosted a Ministerial Panel, with the participation of highest ministry-level participants (Ministers Ademi and Bytyqi, State Secretaries Nedović, Shahini and Kurpejović, and Assistant Ministers Husić and Prskalo) defining the priorities for regional cooperation from their national perspectives. What came out as a conclusion of their interventions during the Ministerial panel were as follows:

- Mutual recognition of qualifications in higher education, improving systems of accreditation of institutions and developing quality criteria for external evaluation.
- Improving the VET sector, enhancing cooperation with the business sector as well as modernizing standards and curricula in accordance with the labor market needs.
- Continuous professional teacher development, with the focus on implementation of competency-based curricula, digitalization in education and training, and state exams.
- Quality assurance agencies to exchange experiences regionally to support their national processes
- Inclusion and how to make education and training available to all.

The conclusions of their discussions, as well as conclusions of the analysis of strategic documents mentioned above and in more detail in Annex 2, are taken into consideration when planning the further ERI SEE activities for the region.

The priorities and objectives will be achieved via a number of activities implemented by working and expert groups gathered by ERI SEE and its partners:

- Western Balkans Alliance for Work-based Learning
- RCC and ERI SEE Joint Working Group for Recognition of Academic Qualifications
- SEE Teacher Education and Training Network
- Regional Group of Experts in Quality Assurance in General Education.

In 2019 and 2020 the scope of activities regarding the Western Balkans Alliance for Work-based Learning is to expand due to the increased funding availability from the Austrian Development Agency-funded project.

Other thematic activities will gradually expand in the med-term period, by looking for additional funding opportunities and applications for projects.

This is elaborated in more detail in the section Thematic Part: Main Thematic Activities in 2019 – 2020 and Activity Plan.

Cooperation with partner organizations

In 2019, on the initiative of European Training Foundation, the Declaration of Intent plans was signed between European Training Foundation and ERI SEE. The Declaration recognizes different but complementary roles ETF and ERI SEE play in the region in supporting developments in education and training systems.

The cooperation shall take the form of mutual contribution to knowledge sharing activities, access and support to regional network building and expert input in regional events, in areas that fall under the domain of human capital development and vocational education and training. ERI SEE and ETF will coordinate their cooperation through an exchange of letters, which specify the areas and actions of implementation of the Declaration in the period 2019 - 2020.

The Declaration reflects the intentions of the ERI SEE and ETF to co-operate on a non-exclusive basis, expressed in good faith but without the creation of any legal obligation or the incurrance of any liability on the part of either of them.

Closer cooperation with European Commission is envisaged with the WB PET services in providing input for the next Ministerial meeting.

In addition, with the intensification of activities of the Joint ERI SEE – RCC Working Group for Recognition of Academic Qualifications, with the view of the targets set within the Multiannual Action Plan and obligations within the Berlin Process Summits, the intensity of cooperation between ERI SEE and RCC will also increase.

ERI SEE also plans to explore possibilities of cooperation with other regional organizations: Western Balkans Fund, Regional Youth Office (RYCO), and continue cooperation with GIZ, Regional School for Public Administration (ReSPA), Austrian Development Agency (ADA) etc.

Internal organization and visibility

In 2019 – 2020 ERI SEE Secretariat will focus its internal organization on the following:

- Internal capacity building
- Human resources management
- Internal quality management
- Visibility

The capacity building will prioritize the expertise in the area of education and training in which ERI SEE is active. ERI SEE staff will benefit from activities organized in cooperation with the partner institutions, with considerable expertise and experience in thematic areas (KulturKontakt Austria, ETF, RCC). Also, in its activities, ERI SEE will rely on international experts which will also provide expertise (not only to the participants of the ERI SEE activities, but also to ERI SEE staff). Thus, participating in the ERI SEE activities, the ERI SEE will also build its expertise on thematic areas.

ERI SEE staff will also be involved in the preparation of project applications to various potential donors. This is seen as a valuable experience in preparation of the project applications and documentation, in the process of which external assistance may be required. However ERI SEE staff will still own and manage the processes and thus increase their capacities in project preparation.

When it comes to the expertise and capacities in project management, the planned principle is that every project funds an additional project coordinator (to 0.5 or 1 FTE, depending on the size of the project and expected work-load), selected via an open Call. The selected candidate shall bring his/her expertise and also be a trainer for other ERI SEE staff. Thus the capacities of the whole Secretariat in the area of project management is expected to increase.

In the management of projects, the selected project coordinator is expected to take over the responsibilities over the project activities and finances; however the overall responsibility remains one of the Director. External assistance for financial management is also expected to be funded via projects (part-time).

Therefore, the size of the Secretariat is expected to grow, with the project teams. With the approval of the project Towards regionally-based occupational standards – TO REGOS, funded by the Austrian Development Agency with funds from Austrian Development Cooperation, the ERI SEE Staff grew by 0.8 FTE (0.5 of the project coordinator, and 0.3 by the financial manager). In 2020, the number of staff is not expected to grow; however external experts or assistance for particular short-term assignments can be hired.

In addition to capacity building and increase of the Secretariat team, the quality of the internal processes is expected to be continuously improved. The Secretariat is strongly committed to building the quality culture within its own organizations, which implies the continuous revision of the processes. During 2019 the internal processes, checklists and forms will be fully developed and available in written form; whereas in 2020 the revision of the processes, with the purpose of their improvements, will be made.

In order to increase its visibility, ERI SEE Secretariat plans to publish an annual newsletter with the relevant updated on the processes and activities. The newsletter will be distributed to the mailing list of around 900 regional and international decision-makers and education experts with wide networks and further dissemination potential.

Thematic Part

Main Thematic Activities in 2019 – 2020

Overview

The activities in the thematic areas follow the priorities identified through the analysis of the strategic context and focus on the following aspects of education and training:

Vocational education and training and modernization of VET systems:

- enhancing connection and cooperation between education and business sector,
- promotion of various types of work-based learning,
- modernization of standards of occupations and qualifications

Higher Education:

- promotion of standards of quality in quality assurance processes
- support in removing obstacles to recognition of academic qualifications

General Education:

- promotion of standards of quality in quality assurance processes
- supporting developments in quality teacher education and training

The activities within the sectors mentioned above include organization of thematic meetings, seminars, trainings and workshops for the benefit of the identified subjects, as well as the planning, organization, and implementation of project activities, and are in more detail described in the following sections.

It is important to mention that the activities are divided into:

- a. core activities – meetings, seminars, trainings of the experts gathered under the ERI SEE and its partners, for which the budget is ensured via the regular ERI SEE Financial Plan, and
- b. project activities – pending donors support and project approval and contract, and marked as extra-budgetary activities in the ERI SEE Financial plan until the moment of signing of the contract. These activities include a series of intensive activities in a more condensed framework, under the rules and obligations prescribed by the contracting authority, usually involving a number of additional external experts contributing to the delivery of concrete outputs as describe by the project proposal.

Vocational Education and Training

For the sector of Vocational Education and Training and its modernization, the Western Balkans Alliance for Work-based Learning was established. This is the Alliance consisting of the representatives of the South East Europe VET Network – representatives of VET centres or agencies in charge of implementing the main reforms in the VET sector and thus the most relevant actors in the modernization of VET sectors; and representatives of chambers of commerce, members of the Western Balkans Chamber Investment Forum (a regional platform established with a view of supporting and promoting economic dimension in the region, that facilitates closer cooperation among business communities in the region). The Western Balkans Alliance for Work-based Learning (WBA for WBL) was established under the framework of the Berlin Process (please see the Strategic Part of this document for more information on the Berlin Process).

Core activities:

Core activities for the Western Balkans Alliance for Work-based Learning include 2 thematic regional meetings (annually) of the Alliance on the subject of developing regionally-based standards of qualifications.

Standards of occupations are the documents relevant for the modernization of the VET as they collect, systematize and emphasize the relevance of input received from the business sector on the skills, knowledge and competences needed on the labour market. Thus they respond to the skills mismatch identified in all the economies of the region. Regionally-based standards of occupations create the common quality structure of the standards of occupations and make sure that the identified skills, knowledge and competences really address the needs of the labour market in the whole region, allowing for greater mobility of the labour-force and greater employability of the young people.

Project activities:

In March 2019, the project proposal Towards Regionally-based Standards of Qualifications was approved by the Austrian Development Agency with a series of activities and outputs defined. The project was planned to the total approximate budget of 564.400,00 eur for the period of 26 months, with the ERI SEE financial contribution amounting to 18% (104.000,00 eur). The above mentioned core activities – 2 thematic regional meetings annually are included as the co-financing of the project, as well as the 30% of Director FTE, and contribution in the operational costs (electricity, rent, heating etc.).

The activities planned within this project include the following outputs and activities in the course of 26 months:

Output 1: Increased cooperation between private and public sector at regional level supporting national activities

1.1 Kick-off conference for all relevant stakeholders

1.2 Updating the WBA4WBL on-line portal with the activities and results achieved within the project

1.3. Closing conference

Output 2: Methodology (Common Regional Framework) for regionally-based occupational standards

2.1 1 Workshop for fine-tuning the methodology

Output 3: 5 regionally-based standards of occupations

3.1 2 (on average) national events per economy per occupation on the definition of skills and competences needed by the business sector

3.2 1 regional event per occupation to map the skills and competences at regional level (creation of the regional basis of skills)

3.3 1 national event per economy per occupation to finalize the process of regionally-based standards of occupations (20% national specificities)

Output 4: Adoption of 5 regionally-based standards of occupations

4.1 2 (on average) national events per occupation for adoption of the regionally-based standards of occupations

4.2 2 (on average) national events per occupation for the translation of adopted standards of occupations into standards of qualifications

Output 5: Translation of regionally-based standards of occupations into national standards of qualifications

5.1. 4 national events (on average) for translation of regionally-based standards of occupations into national standards of qualifications

5.2. Adoption of national standards of qualifications

Output 6: Analysed possibilities for regional standards of qualifications

6.1 Development of the study on feasibility of development of joint, regional standards of qualifications

6.2 1 Regional event for the validation of the study

Coordination and Communication:

- Project management meeting back to back to the Kick-off conference for all relevant stakeholders
- Project management meeting in the middle of the project
- Project management meeting back-to-back to the Regional event for the validation of the study

Risk Management:

Monitoring and Evaluation (and Steering)

Reporting

- Quarterly reports
- Interim reports
- Final reports

Innovative aspect of the project lies, apart from the regional approach to standards of occupations, also in focusing on digitalization and how it can transform occupations, as well as sustainable development, gender equality and social sustainability and related skills to be integrated into the chosen occupations.

In the course of 2019 the first regionally-based occupational standard (for hotel-restaurant technician) was developed, whereas the remaining 4 (from the construction sector) are planned to be worked on throughout 2020. In addition, in 2020 the development of qualifications standards will begin, as well as the feasibility study on regionally-based qualifications standards.

Higher Education

Academic Qualifications

The activities in higher education sector are strongly linked to the Berlin Process, a political initiative linked to the future enlargement of the European Union. It was initiated in order to help the Western Balkan 6 economies to solve remaining challenges among themselves as well as to enhance links between the WB6 and selected EU member states. As a part of the Berlin process annual Summits of the Prime Ministers from the region and EU member states is held, and on the one held in July 2017 in Trieste, the leaders of the WB 6 endorsed the Multi Annual Plan for Regional Economic Area (MAP).

The MAP has been developed to enable unobstructed flow of goods, services, capital and highly skilled labour, making the region more attractive for investment and commerce, accelerating convergence with the EU thus bringing prosperity to Western Balkans citizens. The MAP actions are focused on: promotion of further trade integration; introduction of a dynamic regional investment space; creation of a digital integration agenda, and what is of high relevance for ERI SEE, facilitation of regional mobility. The RCC has been tasked, together with CEFTA for the free trade area, to coordinate the implementation of the MAP and regularly inform the Berlin Process Summits on the progress achieved regarding the actions defined in the MAP.

The activities of the MAP are also in line with the SEE 2020 Strategy.

Within the Flagship Initiative Mobility, the expected achievements until 2020 are:

- Principles for the Model of Automatic Recognition of Academic Qualifications in WB6 endorsed
- Joint Exercise on Recognition of Academic Qualifications in implementation
- Agree on a model for Recognition of Academic Qualifications
- Launch Joint Information System to facilitate Recognition of Academic Qualifications
- Complete Joint exercise on Recognition of Academic Qualifications

and the activities of ERI SEE are aiming in this direction.

The activities in this area are coordinated jointly by RCC and ERI SEE. For the implementation of the above-mentioned achievements under the MAP the Joint Working Group for the Recognition of Academic Qualifications (JWG RAQ) was established in December 2017. The JWG RAQ is composed of the representatives of ministries of education from the region, ENIC/NARIC offices and Quality Assurance agencies.

In 2019 and 2020 the activities will focus on the regular meetings of the JWG RAQ and delivery of the defined outcomes, namely:

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- Implementation of Joint Exercise on Recognition of Academic Qualifications, where the members of the JWG RAQ will be assessing and processing the sample qualifications agreed by all the participating ENIC NARIC offices, compare the results, and define common challenges and recommendations in a written report on the exercise.
 - Development of the Joint Information System (JIS) facilitating the recognition of academic qualifications, by providing information on recognition procedures and processes in each participating economy for employment and education purposes and the accreditation status of the higher education institutions. The JIS will also serve as the communication tool among the JG RAQ members, facilitating their exchange of problems and information relevant for fair and transparent recognition.
 - Defined model for automatic or fast-track recognition of academic qualifications
-

In 2020 the activities will be focused on the support in enhancement of quality standards in higher education across the region and maintenance of the Joint Information System.

It is important to note the risks in the delivery of the above-mentioned activities, due to difficulties in gathering data on the accredited higher education institutions and their maintenance, and potential legal and institutional obstacles to enhancements of quality standards.

The activities of holding regular meetings of the JWG RAQ are mostly funded by the Regional Cooperation Council with limited financial contribution of the ERI SEE. The activities regarding the development and maintenance of JIS are covered by the ERI SEE.

Professional Qualifications

When it comes to the recognition of professional qualifications, this is also one of the key areas of the mobility pillar within MAP. For the purpose of removing obstacles in this area, a Joint Working Group for Recognition of Professional Qualifications (JWG RPQ) was established which prepared grounds for opening negotiations on the Mutual Recognition Agreements (MRA) for the professions of doctors of medicine, dentists, architects and civil engineers. The JWG RPQ was functioning until 2018, as the preparation for the Lead Negotiators' meetings. The agreement of the Lead Negotiators of the WB6 was reached in October 2018 to open negotiations on Mutual Recognition of Professional Qualifications for selected professions.

In 2019 the negotiations about concluding the MRAs continued, however, the Ministers Summit in July 2019 in Poland concluded that despite the progress made, the negotiations of a Mutual Recognition of Professional Qualifications were not possible to be completed in time for the Poznan Summit and they committed to work to find appropriate forms to ensure the timely delivery of results in this regard.

The activities regarding the recognition of professional qualifications are run and financed by the RCC. ERI SEE has an observing role in the implementation of the related activities.

Quality Assurance in Higher Education

In 2020 ERI SEE Secretariat will organize an international conference on the subject of quality assurance in higher education. The conference will be held in Skopje and funded by the North Macedonian Ministry of education, with the goal of raising awareness of the relevance of quality assurance aspects within the whole region. The conference is intended to gather the representatives of ministries, national agencies in charge of accreditation or external evaluation of HEIs, ENIC NARIC offices, representatives of HEIs, international experts and other interested guests.

The conference is to result in a set of conclusions/recommendations relevant for the improvements in the QA systems in the region. The conference will also make reference to the recent North Macedonian co-presidency over the Bologna process as well as the Croatian presidency over the Council of the European Union, by hosting relevant HE experts participating in the Bologna process and in the related activities under the Croatian presidency.

Another important aspect of contributing to Quality Assurance in higher education is the content of the Joint Information System, which contains information about the current Quality Assurance systems in the region and about the status of higher education institutions in the region, in terms of their accreditation/external quality assurance and accompanying documents.

In this respect, the idea is to form a regional database of accredited HEIs, following the structure and content of the European Database of External Quality Assurance Results (DEQAR), prior to regional QA agencies becoming registered in EQAR (European Quality Assurance Register). Even though significant obstacles are envisaged in collecting and maintaining the data, in 2020 it is planned to complete the related activities.

General Education

Quality Assurance in General Education

To address the needs of quality assurance in general education, a Regional Group of Experts in Quality Assurance in General Education was established in 2017. It is composed of the representatives of quality assurance agencies (dealing with internal and external evaluation of institutions and/or knowledge in the general education sector) and ministry representatives. At the first two meetings (in May 2017 and October 2018), the needs assessment among the group members was carried out, identifying the key areas of interest being:

-
- Internal quality management systems (for the purpose of enhancing the quality of work of Quality Assurance agencies)
 - External and internal evaluation of institutions
 - External evaluation of knowledge (state exams).
-

In order to meet the needs on internal quality management systems for the purpose of agencies themselves, contact was made with the representatives of the Regional School for Public Administration (ReSPA), regional organization for public administration (since all of the agencies are public administration bodies) which in its mandate has the capacity building of public officials. ReSPA is in the process of implementing a project financed by the Austrian Development Agency on Quality in public administration, and as a part of that project cooperates with the Austrian Centre for Public Administration Research, which is the national correspondence for the Common Assessment Framework. The Common Assessment Framework is the European Commission tool developed for as the total quality management system for the purposes of public administration.

In this cooperation, a training for the members of the group was organized in December 2018, on the subject of potential benefit of using the Common Assessment Framework (CAF) for the purpose of internal management of QA agencies, but also possibly at the level of schools.

The members showed interest in learning more about CAF, and also saw its potential to use in their agencies and possible at school levels, however there are certain limitations that need to be addressed (financial constraints, national standards and processes, commitment by the decision-makers at the institutions levels). After the meeting with the representatives of the QA agencies in December 2018 and subsequent communication on the subject of Common Assessment Framework (which is one possibility for internal quality management), the interest shown was not significant to justify for the development of a concept note on this issue. However, additional training activities may be organized on this subject, depending on the financial situation, to explore possibilities of influencing internal quality management.

In 2019 an event with the support of the Standing International Conference of Inspectorates, which is a European organization gathering a vast number of Quality Assurance agencies, among others those from Albania, Serbia and Montenegro was organized on the subject of external evaluation and external evaluators.. This is seen as the core ERI SEE Activity.

As a continuing activity, a project proposal to Western Balkans Fund was submitted in December 2019. In 2020 results will be known, depending on which further actions will be taken.

The WBF promotes development of closer cooperation between the Western Balkans Contracting Parties, strengthening of ties between the Western Balkans Contracting Parties, integration of the Contracting Parties into the European Union and common presentation of the WBF Contracting Parties to the third countries. It financially supports activities that contribute to regional cooperation, among others, in the field of education, through open Calls for proposals. The financial support is limited to 12.000 euro, and the focus is working with educational institutions, non-government organisations and local organizations.

In case the project submitted to the Western Balkans Fund is not approved, other sources of funding will be explored, since the members of the Expert group confirmed and recognized that there is a need and benefit of tackling the challenging issues via a regional project and regional cooperation.

A study, funded by the North Macedonian Ministry of Education, will be commissioned from external expert/s, on the subject of external evaluation and complementarity with internal evaluation and data management will be used to prepare the concept note. for identified donors.

Teacher Education and Training

One of the challenging issues recognized in the strategic analysis of the policy documents and recommendations is the teacher education and trainings. The ERI SEE participating countries agree that there is a crucial need to enhance the capacities and skills of teachers, both professional skills but also soft skills and transversal skills. The need to address their digital competences is also identified as very strong.

For that reason, ERI SEE has, together with the European Training Foundation, gathered the South Eastern Europe Teacher Education and Training Network (SEE TET Network). The Network is composed of the representatives of agencies from the region dealing with the teacher training issues, as well as from the ministries.

In the initial meeting held in June 2018, areas in which regional cooperation can greatly contribute to national developments and needs were recognized:

1. Training of trainers
 2. Harmonizing the needs of teachers with the actual offer
 3. Measuring the impact of the trainings
 4. Digitalization
 5. On-line database of courses and participants
-

As a follow-up to the identified needs, as a core activity in 2019, in cooperation with ETF, a training, in Montenegro, was organized. The training tackled the needs of teachers and the actual offer; and the role that school coordinators of professional development play in it. The training was organized in May 2019.

As a follow-up activity, a study from external expert/s will be commissioned on the subject of Teacher Education and Training in North Macedonia and South Eastern Europe: Comparative analysis on the evidence for teacher education and training (CPDs) planning and status of needs analysis systems. The study will be funded by the North Macedonian Ministry of Education and will be used for preparation of a project proposal for identified donors, or for planning of the next steps of the Network.

Annex 1: Activity plan 2019

CORE ERI SEE Activities	Timeline
ERI SEE Governing Board meeting	January 2019
Recognition of academic qualifications - 5th meeting of the Workgroup on the recognition of academic qualifications	February 2019
QA Network training on external evaluation (TAIEX and ERI SEE)	February/March 2019
Developing a concept note/project proposal for external evaluation of institutions	March/April 2019
Recognition of academic qualifications - 6th meeting of the Workgroup on the recognition of academic qualifications	March 2019
Developing of a concept note for internal quality management	April 2019
Recognition of academic qualifications - 7th meeting of the Workgroup on the recognition of academic qualifications	April 2019
WBA4WBL meeting – methodology for developing regionally-based standards of occupations	April 2019
Meeting of teacher education and training network (ETF and ERI SEE)	May 2019
Development of a project for Quality Assurance and Teacher Education and Training	June 2019 onwards
Recognition of academic qualifications – 8th meeting of the meeting of the Workgroup on the recognition of academic qualifications	September 2019
ERI SEE Governing Board meeting	October/November 2019
Newsletter	November 2019
WBA4WBL meeting – exploring possibilities for regionally-based standards of qualifications	December 2019
maintenance of portals WBA4WBL	continuous
maintenance of portals JIS	continuous
Project activities	
Hiring of project coordinator	March 2019
Hiring of the financial manager	March 2019
Kick-off conference for all relevant stakeholders	April 2019
Workshop for fine-tuning the methodology	April 2019
2 (on average) national events per economy per occupation on the definition of skills and competences needed by the business sector	May – August 2019
1 regional event per occupation to map the skills and competences at regional level (creation of the regional basis of skills)	September 2019

1 national event per economy per occupation to finalize the process of regionally-based standards of occupations (20% national specificities)	October 2019
2 (on average) national events per occupation for the translation of adopted standards of occupations into standards of qualifications	November – December 2019
Updating the WBA4WBL on-line portal with the activities and results achieved within the project	continuous

Activity Plan 2020

CORE ERI SEE Activities	Timeline
ERI SEE Governing Board meeting	January 2020
7 th Meeting of the RCC – ERI SEE Joint Working Group on Recognition of Academic Qualifications	February 2020
Study on QA in general education: external evaluation and data management	February – April 2020
International Conference on QA in higher education	March/April 2020
Developing a concept note/project proposal for external evaluation of institutions and teacher education and training	April – October 2020
Meeting of teacher education and training network (ETF and ERI SEE)	May 2019
Recognition of academic qualifications - 8th meeting of the Workgroup on the recognition of academic qualifications	May 2020
WBA4WBL Regional meeting	May 2020
WBA4WBL Regional meeting	October 2019
Recognition of academic qualifications - 9th meeting of the Workgroup on the recognition of academic qualifications	October 2020
ERI SEE Governing Board meeting	October/November 2019
Newsletter	December 2019
maintenance of portals WBA4WBL	continuous
maintenance of portals JIS	continuous
Project activities	
National events - working sessions for the development of standards of occupations (construction industry)	January - September 2020
Project Management Meeting	March 2020
Regional events per occupation (mapping skills at regional level) (2 regional events)	April 2020 September 2020
National events per economy per occupation to finalize the process (5 occupations, 6 economies, 1 event per economy - 30 events)	May – October 2020

National events per occupation for qualification standards	October – December 2020
Updating the WBA4WBL on-line portal with the activities and results achieved within the project	continuous

Annex 2: Analysis of national strategic documents per countries

Albania

In Albania, there are two separate strategies: one for education (Strategy on development of pre-university education 2014-2020¹⁴ of the Ministry of Education and Sport, and one for training (The Strategy for employment and skills 2014-2020) elaborated by the Ministry of Social Welfare and Youth¹⁵.

However, both documents are in Albanian, and no translation has been provided so far; therefore, the information from the Economic Reform Programme 2016 – 2018 (ERP) are referred to in this document.

The priorities, as stated in the ERP, and relevant for the regional priority areas, include:

- Establishment of an independent accreditation system for all public and private universities;
- Ensuring the quality of higher education;
- Continuing with the restructuring of the vocational education and training system with a view to improving the relevance of the training for the needs of the labour market;
- Strengthening VET institutions needs to be fully matched with increasing quality and relevance of educational outcomes for the labour market;
- Adoption and implementation of new curricula (in pre-tertiary education) based on competences according to EU standards and improve the quality of education;
- Improve the professional quality of teachers at all levels through the training based on the new curricula;
- Ensuring better access to education (broader enrolment rate of children from marginalised groups and repatriating migrants at the pre-university level).

Bosnia and Herzegovina

A state-level policy document setting priorities for developing higher education in Bosnia and Herzegovina for 2016-2026 was adopted in March 2016 and the *Republika Srpska* entity adopted its education development strategy for 2016-2021 in April 2016, setting priorities for further education reform as well as next steps for teacher training and professional development; two cantons adopted laws on adult education; the State Agency for Pre-school, Primary and Secondary Education adopted

¹⁴ <http://www.arsimi.gov.al/al/arsimi/shkolla/strategjia-e-zhvillimit-te-arsimit-parauniversitar-2014-2020>

¹⁵ <http://www.sociale.gov.al/al/dokumente/strategji/aftesi-me-te-larta-dhe-pune-me-te-mire-per-te-gjithe-femrat-dhe-meshkujt&page=1>

the common core curricula for cross-curricular areas, and the national pre-school enrolment rate for children aged 3-6 rose by 8.16 % compared to the previous school year.

Implementation of the action plan for implementing the 'baseline qualifications framework' has not started yet due to the lack of the state-level intersectoral commission responsible for implementing the action plan. An effective coordination mechanism has not been established in the Federation and the two existing coordination bodies are still acting in parallel.

Coordination between bodies responsible for quality assurance should be strengthened at the level of pre-school, primary and secondary education. In higher education, coordination and cooperation between the state-level Agency for Development of Higher Education and Quality Assurance and the *Republika Srpska* Agency for Accreditation should be improved. Further efforts should be made to establish national education statistics. Cooperation between education institutions and the business sector still needs to be improved. The relevance of education to the labour market remains weak.

The actions to be taken in particular, relevant for the areas of education and training and according to the recommendations given at the 3rd meeting of the Committee for Stabilisation and Accession between EU and Bosnia and Herzegovina are:

- strengthen the capacity of state-level education agencies to develop EU standards and increase the level of quality assurance in education;
- building teaching capacities and creating links with enterprises in order to support vocational skills development as well as of training primary and secondary teachers in order for them to develop basic and transversal skills with students
- EU calls upon the authorities of Bosnia and Herzegovina to ensure an effective quality assurance system in higher education by building capacities of education agencies at state level for the development of EU standards, and to establish an effective coordination mechanism in the Federation entity to improve cooperation between bodies responsible for quality assurance across the country.

These findings are reflected in the Economic Reform Programme for 2016 – 2018¹⁶ (ERP), which confirm the mismatch of education system and the labour market. The ERP proposes a reform consisting of the following measures: establishing a fund for mobility of students and teachers (academic mobility) with clearly listed milestones, and career orientation development also with the defined milestones.

The national strategic documents include:

- Action Plan for the Development and Implementation of the Qualifications Framework in Bosnia and Herzegovina for the period 2014 – 2020¹⁷;

¹⁶ http://www.google.rs/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKewi-mdvygZ7RAhVFicAKHftLAlgQFggeMAA&url=http%3A%2F%2Fwww.dep.gov.ba%2Fnaslovna%2F%3Fid%3D1723&authuser=1&usg=AFQjCNEU5myGo9iCaNiT4RDvy4iQC_IWPQ&sig2=WU7DmGO94OJQYzVDVD2SOg&bvm=bv.142059868,d.ZGg

¹⁷ http://www.google.rs/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKewjamdLsgp7RAhWMAM_AKHQW_AdsQFggfMAE&url=http%3A%2F%2Fwww.mcp.gov.ba%2Forg_jedinice%2Fsektor_obrazovanje%2Fdokumenti%2Fstrateski_doc%2F%3Fid%3D5299&authuser=1&usg=AFQjCNHMSOrxgwIhFGm7LSnklRRieA2KmA&sig2=l-SJxMDZQnuOO_o3RWpDTQ&bvm=bv.142059868,d.ZGg

- Priorities for 2016 – 2026 Higher Education Development in BiH¹⁸
- Strategic Platform for the Development of Adult Education in the Context of the Lifelong Learning in Bosnia and Herzegovina for the Period 2014 – 2020 (not taken into consideration in this document since adult education was not listed as one of the priorities in the coming period).

In the absence of currently valid all-encompassing (covering all sectors of education) strategic framework, this Work Programme also collected relevant information from the most recent document covering the whole vertical of education - Strategic directions for education development 2008 – 2015¹⁹. Even though this document is no longer formally valid, the reason that, together with all the relevant above mentioned document, this one was consulted, is the assumptions that the main directions of this strategic document are based on the identified challenges which have not changed dramatically in the meantime and therefore the educational development measures will not introduce a radical turn in the course of action defined for the previous period. In addition, the sectoral documents listed above - Action Plan for the Development and Implementation of the Qualifications Framework in Bosnia and Herzegovina for the period 2014 – 2020 and Priorities for 2016 – 2026 Higher Education Development in BiH are referred to, and for higher education, additionally the Development strategy of the Agency for the development of higher education and quality assurance 2014 – 2018 was consulted.

Having studied all the listed document, the list of priorities and measures for the development of education and training in Bosnia and Herzegovina include:

- Increase of the education level among the population, and efficiency of education (Increase the level of participation in education among the general population, and competences of the labour force; Increase the efficiency of the education and training system; Preventing social exclusion among the children and youth; Expanding opportunities for adult education and training, and ensuring quality and re-vitalization of research in education.
- Modernization and development of education and training at all levels (increase of the quality of teaching and learning, goals and outcomes-oriented programmes; establishment of the system of internal evaluation and external evaluation; establishment of the standards of achievements; increase of the IT education and foreign language learning)
- Equal access and fairness in education (enhancement of the position of minorities, people with fewer opportunities)
- Developing links between education and the world of work (development of real and virtual companies in VET schools; development of career guidance centres; introducing entrepreneurial learning; development of regional and inter-disciplinary networks ensuring cooperation between the education sector and world of work; creation of the social and economic partnerships at state, local and sectoral level)
- Encouraging continuous professional development of teachers, principals and other employees of education institutions
- Quality assurance and assistance to the education development at all levels (creation of standards in grading of students; of standards of achievements; development of a joint basis in the framework education plans and programmes; participation in international

¹⁸ <http://www.sluzbenilist.ba/page/akt/e8wfEohz4nh78h77G7ohz4nh78h77yE=>

¹⁹ <http://www.herdata.org/documents/bosnia-and-herzegovina/37>

development projects and studies; establishing criteria and standards of the accreditation of higher education institutions; establishment of the state register of the accredited institutions; establishing the quality assurance system)

- Statistics and indicators in education
- International cooperation and EU integration

More specifically, the Priorities for 2016 – 2026 Higher Education Development in BiH and the Development strategy of the Agency for the development of higher education and quality assurance 2014 – 2018²⁰ (Strategija razvoja Agencije za razvoj visokog obrazovanja i osiguranje kvalitete 2014 – 2018), include:

- Good governance and management (defining a policy framework; analysis of the existing legislation and its impact in the implementation of strategies, policies, laws; quality assurance improvement and consistent implementation of QA principles and standards)
- Resources (introduction of the HE funding systems based on the objectives-oriented success measurement; other national measures for the increase of the share of the public budget for HE)
- Connection between labour market and higher education (improve legislation and practice in the field of recognition of higher education qualifications for employment purposes; modernise and increase the number of existing study programmes for qualification that are in demand in the labour market; develop consultations on careers; limit the number of students in programmes where there is overproduction of staff; harmonise new professions to make them usable on the labour market; establish consultative consortia at all HEIs with employers, employment bureaus, chambers of commerce etc.)
- Higher education in BiH, qualifications, knowledge, skills and competences are in line with the society and labour market needs (analysis and implementation of all Bologna principles; analysis of study programmes and acquired qualifications; establishing and strengthening cooperation with key partners on the labour market)
- The development of quality assurance systems and quality culture in higher education (strengthening the internal quality assurance system; defining roles for the external evaluation system; up-date of the data-basis; participation in the accreditation of the higher education institutions and programmes)

Additionally, understanding the significance of the European Qualifications Framework for its further socio-economic reform, and its education reform in particular, Bosnia and Herzegovina is undertaking activities aimed at developing its Qualifications Framework. The Council of Ministers of Bosnia and Herzegovina has adopted a series of decisions, which are necessary for the development of the Qualifications Framework in Bosnia and Herzegovina. This is a way to tackle the problem of skills mismatch between education and labour market and thus contribute to the economic and social development of BiH.

The implementation of the Qualifications Framework in Bosnia and Herzegovina supports the development of education based on learning outcomes and a system of internal and external quality assurance at all levels of education, mechanisms for the evaluation and recognition of non-formal and

²⁰ <http://hea.gov.ba/Aktivnosti/Strategije/Archive.aspx?pageIndex=1>

informal learning, increased access to education, social inclusion of all participants and coherence of the education system.

Some additional documents has been adopted at the state level such as:

Decision on criteria for higher education accreditation in Bosnia and Herzegovina²¹ and

Recommendation on recognition of non-formal education and informal learning²².

On the initiative of the Ministry of Civil Affairs of Bosnia and Herzegovina, the Council of Ministers of Bosnia and Herzegovina at its session held on 15 October 2019 considered and adopted document „Recommendations for Inclusive Education in Bosnia and Herzegovina“.

The recommendations provide an overview of basic initiatives that will contribute to the quality of education in Bosnia and Herzegovina, which will be achieved through specific activities, with defined outcomes and measures, as well as institutions that should be a support and a major resource in the implementation process. The implementation of the proposed recommendations should contribute to the promotion of inclusive education and the further development of inclusive education policies, which should be a continuous process, vision and goal of the competent education authorities in Bosnia and Herzegovina and all relevant partners, to achieve quality education at all levels, for all.

Croatia

The National Reform Programme of the Republic of Croatia for 2019 includes the following goals and measures for the area of education:

General and vocational education reform

The goal of the comprehensive curricular reform is to establish a harmonised and effective system of education through comprehensive content and structural overhaul. Starting with the school year 2019/2020, the curricular reform has been introduced first in the 1st and 5th grade of primary schools, in the 7th grade for the subjects of Biology, Chemistry and Physics, and in secondary schools in the 1st grade of grammar schools in all subjects and in the 1st grade of four-year vocational schools in general subjects.

With the establishment of a system of digitally mature schools, contemporary learning and teaching methods are being integrated into the educational process. The e-Schools project aims to achieve a complete digital school transformation with the overall goal of contributing to the readiness of students for the labour market or further education.

The aim of the vocational education reform is to create conditions for strengthening the quality of vocational schools by completing the process of establishing regional competence centres, as well as output competencies required for labour market access in cooperation with other stakeholders in the vocational education system.

²¹ „Official Gazette of Bosnia and Herzegovinas No 96/16“

²² „Official Gazette of Bosnia and Herzegovinas No 94/16“

A part of the process of modernising vocational education is also developing new vocational curricula according to the needs of the labour market through established standards of occupations and qualification standards, in accordance with the Croatian Qualifications Framework (CROQF), which will be based on the curricular approach. A key element is the continuous education and training of mentors at the company of the employer who are in charge of students during their stay in economic entities and institutions.

The new Adult Education Act (planned for 2020) will refer to the quality of adult education programmes, a quality system of institutions in adult education, professional development of andragogical workers, monitoring adult education systems, and recognition of informal and non-formal learning. In addition, curriculum development for basic digital, literacy, and maths skills of adults will enable individuals with lower levels of education to upgrade their competency potential to adapt to the dynamic labour market and to actively participate in society.

Efficient and relevant higher education

A new Act on Quality Assurance in Science and Higher Education is planned for 2020 in order to improve procedures of external assessment of study programmes which should be compliant with the qualification standards of the CROQF Register.

The quality and volume of work-based learning in study programmes will be improved, since it is a prerequisite for better student employability. Following a Call for Proposals "Development, Upgrading and Implementation of Work-based learning in Higher Education" in 2019, higher education institutions will implement the project in the period 2020-2022.

In order to increase the share of the population aged 30 to 34 who have completed tertiary education by increasing student retention and completion rate, the Ministry of Science and Education has expanded the state scholarship schemes:

- project "Awarding scholarships to students of a lower socio-economic status" is being implemented with the aim of increasing the availability of higher education, enhancing the social dimension of higher education, and increasing completion in higher education through the securing of state scholarships for students of a lower socio-economic status (a number of scholarships has been increased substantially);
- a new scheme refers to state scholarships in STEM fields which is being implemented within the framework of the project "Awarding scholarships to students in priority STEM fields". The aim is to direct the students towards study programmes that have the greatest prospects of generating economic growth.

In addition, the capacity of student accommodation will be increased.

North Macedonia

Main document in the educational process is the comprehensive Educational strategy 2016-2020, including action plan, financial resources and a clear timeframe²³. As specified by the document, “In the Strategy, the goals and objectives are established based on the most important challenges of the education system which are identified in the result of thorough analysis of the situation in each sub-sector. They are also in line with the objectives defined by the key documents related to the accession process both signed between the EU and North Macedonia and adopted by the Government”.

Comprehensive Educational Strategy 2016 – 2020 of and the Action Plan of the Republic of Macedonia 2016 – 2020 insist on the following:

Priorities in the primary education:

- **Improve the content of primary education** (clearly defined and relevant learning outcomes, development of children’s abilities to learn, to solve problems, to respect diversity and multiculturalism and acquire democratic values and skills; curricula aligned with the learning outcomes defined by the National Standard; quality textbooks)
- **Increase enrolment of pupils, improve inclusiveness and interethnic integration of primary education** (schools as inclusive environments; efficiency of funding of inclusion and learning process)
- **Improve the Learning Environment and Quality of Primary Education Provision** (improved learning environment allowing better focus on every pupil; ensured conditions for teachers’ self-development; schools as safe learning environments; pupils able to make informed choices of education pathways; feedback from all assessments of pupils’ achievement allow to take evidence-based policy decision; empirical data on mathematical and science literacy provided and compared to international prospects)
- **Improve Capacities of Human Resources in the Primary Schools** (improved quality of future teachers; novice teachers acquired the competences required by the professional and national standards and receive support in daily work; teachers licenced and competence; motivated to demonstrate better job performance; professional competences of the teachers are continuously improved; pupils and teachers receive continuous support from expert services; identified options and opportunities for in-service and pre-service training of teachers)
- **Increase Effectiveness of Primary Education Organisation and Management** (minimum requirements of professional competences of principals; improved impact and sustainability of innovations)

Priorities in secondary education:

- **Improve the Content of Secondary Education** (clearly defined and relevant learning outcomes, quality up-to-date textbooks, acceptance of multiculturalism, respect for diversity and democratic values by children, curricula aligned with the learning outcomes defined by

²³ Even though the Comprehensive Education Strategy for 2016 – 2020 and Action plan were, at the time of drafting of this Work Programme, in its draft version and not officially adopted, in consultations with the national representatives of Macedonia it was agreed to include this document as the relevant source of information.

the National Standard; Feedback from the State-Matura exams allows to take evidence-based decisions).

- **Increase Enrolment and Retention of Pupils and Improve Inclusiveness and Interethnic Integration in Secondary Education** (ensured physical conditions for enrolment of pupils with physical disabilities, ensured inclusive education, enhanced conditions for continuing and completing secondary general conditions; improved interaction between pupils from different languages of instructions).
- **Improve Capacities of Human Resources in the Secondary Schools** (improving professional competences of teachers, ensuring minimum requirements of professional competences among principals; support services catering for the children's quality learning and development process; novice teachers acquiring the required competences and receiving support in daily work).
- **Improve the Learning Environment and Quality of Education Services Provision** (improved learning environment, feedback from national assessments used for evidence-based policy decisions; use of valid empirical data on capacities of pupils to enter life and continue education, or enter the labour market)

Priorities in Vocational Education and Training:

- **Harmonise Vocational Education and Training with the Labour Market Needs** (Content of VET adapted to the changing skill needs in the Labour Market; learning focused on competences acquisition and achieving learning outcomes; decision-making process and the VET system development supported by the stakeholders; communication between the VET system and demand on the qualifications and skill needs; reforms in post-secondary VET in accordance with the North Macedonian QF.)
- **Improve Learning Environment and Quality of Vocational Education and Training** (Efficiency and effectiveness of the VET system improved, Teaching and learning process supported, Competences of VET graduates in line with the employers' requirements, VET students acquiring practical skills relevant to the real work requirements, Valid empirical data provided on the capacities of 15-years old pupils, Introduction and dissemination of VET innovations)
- **Increase Enrolment in Vocational Education and Training** (VET graduates able to make informed choices of education or career pathways; VET system enrolling higher number of students with better academic progression; Attractiveness and value of skilled work and of VET in general improved; Conditions for juveniles to participate in vocational education and training provided)
- **Improve Capacities of Human Resources** (Professional competences of teachers continuously improved, including in close cooperation with the business sector; Teachers motivated to demonstrate better performance; Principals of all VET schools satisfy the minimum requirements of professional competences, Education and training is accompanied with complete scope of support services necessary for students' quality learning process)

Priorities in higher education:

- Ensure Quality and Effectiveness of Higher Education in accordance with European good practices (ensuring pre-conditions for external quality evaluation, quality assurance, effective functioning, improved efficiency and effectiveness, students acquiring practical skills; professional competences of staff continuously developed, graduates receiving information about career pathways)
- Improve the Content of Higher Education (established minimum requirements towards the content and outcomes; evidence-based policy decision based on information on graduates' further educational and/or employment pathways; Academic development and mobility of Universities' teaching staff improved; Higher Education system continuously informed about the up-to-date demand on qualifications and skill needs to be used for Higher Education policy development)
- Improve Availability and Enrolment System of Higher Education (distance learning, conditions for enrolment of students with special educational needs, availability of higher education for vulnerable groups, decent accommodation conditions)

Education strategy 2018-2025

According to this vision, the Strategy will be mainly targeted to the improvement of:

- Quality of education and its relevance to North Macedonia's society development priorities (particularly in terms of having productive and engaged citizens) and the needs of the labour markets, guided towards the expected learning outcomes, as well as acceptance of multiculturalism, interethnic integration, respect for diversity and democratic values;
- Development of generic and core competencies of pupils (and all learners), in order for them to develop into critical thinkers, active and relevant participants in social life;
- Education system infrastructure, including building facilities, equipment and teaching and supportive technologies in order to ensure appropriate learning environment in general and inclusion of persons with special education needs in particular;
- Capacities of human resources including managers, teaching and support staff;
- Quality and results of the educational process by means of improving the assessment/evaluation at all education levels: pupil, teacher, school and system;
- Autonomy of institutions in education, particularly of universities, as well as autonomy of entities in the education process;
- Legislation, Management and Funding.

Montenegro

The main strategic document, the Strategy for the development of general secondary education in Montenegro (2015 – 2020)²⁴, and the Action plan for implementation of the Strategy, reflect the findings of the Progress Report and Recommendations listed within the ERP.

For general education, priority areas and goals include:

- Enhance the structure of the education programme and class planning and relationship between the obligatory and optional part of the programme (continuous improvement of educational programmes, with the purpose of increasing their quality)
- Increasing the quality of classes, teaching, and educational work of institutions (increased realization of the initial trainings of teachers; establish standards of competences for the profession of teacher, expert associates and managers; establish a sustainable system of continuous professional development; enhanced quality of teaching and learning as the result of the external and internal evaluation; supporting special-needs students)
- Monitoring, evaluating and assessing of learning achievements of students (develop the whole system of monitoring, evaluation and assessing of learning outcomes)
- Vertical and horizontal mobility of students throughout the system (enhancing international cooperation and mobility possibilities; harmonize the state matura exam with the enrolment system to certain faculties).

For vocational education and training, the Strategy of the development of vocational education and training in Montenegro (2015 – 2020)²⁵; and the accompanying Action plan include the following priority areas, goals and measures:

- Establishing a quality and efficient labour market relevant VET, with goals of building a flexible VET system, based on the learning outcomes and in line with the needs of individuals and society; (and measures including analysis and improvement of existing tools for labour market research; development of qualifications in line with the National qualifications framework; development of flexible and modernized educational programmes of wide profiles and based on the learning outcomes;) and goal of ensuring labour market relevance of VET through measures including quality assurance system in line with EQAVET; evidence based decision making; work-based learning; enhancing professional development of VET teachers; enhancing competences of management structures)
- Ensuring equal opportunities for qualifications acquisition in VET with the purpose of employment and social inclusion (make initial and continuous education available to various target groups with measures including adjusting educational programmes to the advanced

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http://www.google.rs/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwj6PqYj57RAhUsJcAKHao_kB14QFggaMAA&url=http%3A%2F%2Fwww.gov.me%2FResourceManager%2FFileDownload.aspx%3Frid%3D2_07122%26rType%3D2&authuser=1&usg=AFQjCNEgOxzZuQdtAS4Zci6tglu6eE8UbA&sig2=B3ssvZLP_d03PeQfrck4jQ&bvm=bv.142059868,d.ZGg

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http://www.google.rs/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0ahUKEwjXgef0jp7RAhUmC8AKHZpbCGQQFggpMAI&url=http%3A%2F%2Fwww.mps.gov.me%2FResourceManager%2FFileDownload.aspx%3Frid%3D207298%26rType%3D2%26file%3DStrategija%2520razvoja%2520strucnog%2520obrazovanja%2520u%2520Crnoj%2520Gori%2520&authuser=1&usg=AFQjCNGAZHDg1l37deMJZ9SuQpynEK_X1g&sig2=jrUCnKkilXqvpO_8oS3VYw&bvm=bv.142059868,d.bGg

pupils and special-needs pupils; enabling access to training and qualifications for various target groups).

In the field of higher education, the Strategy for the development of Higher Education²⁶ outlines the following objectives and measures:

- Improving the quality of higher education and creating competitive human resources (strengthening quality assurance system; improving the quality of teaching process and the quality of teaching staff; improving the quality of study programmes by introducing adequate relationship between general and professional competences; self-evaluation procedure; procedure of licensing of institutions; development of interdisciplinary studies; further improvement of higher education quality through consistent application of Bologna Declaration principle, trends and recommendations)
- Harmonizing education with labour market needs (implementing practical teaching through curricula with a view to improving learning outcomes; learning a foreign language)
- Internationalization of higher education (increasing outgoing mobility of students and academic staff; increasing incoming mobility of students; promotion of Montenegrin institutions in the EHEA).

When it comes to Teacher Education and Training, The 2017-2024 strategy for teacher education²⁷ and related 2017-2018 action plan, have the objective to create policies and practices of initial and continuous teacher education and training, which will offer support to teachers in performing their complex role as educator, on whose work the quality, persistence and application of knowledge which the students will gain, depends on, at all levels of education, their personal and professional development, social inclusion and readiness to become active citizens.

The objectives and principles of the Strategy for Teacher Education are based on „Common European Principles for Teacher Competences and Qualifications“. In this document, three groups of competences are addressed:

- Work with others
- Work with knowledge, technology and information
- Work in society and with society.

Moldova

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[http://www.google.rs/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0ahUKEwjznsSpj7RAhUBK8AKHafXC_MQFggsMAM&url=http%3A%2F%2Fwww.neomontenegro.ac.me%2Fuploads%2Ffile%2Fstrategy%2520for%2520the%2520Development%2520of%2520Higher%2520Education%2520in%2520Montenegro%2520\(2016-2020\).pdf&authuser=1&usg=AFQjCNGmF8hMhLUwcnxZqWQclQZs_ilm5w&sig2=uZ2MQ6exjiSfz4ZjtoB5pQ&bv m=bv.142059868,d.bGg](http://www.google.rs/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0ahUKEwjznsSpj7RAhUBK8AKHafXC_MQFggsMAM&url=http%3A%2F%2Fwww.neomontenegro.ac.me%2Fuploads%2Ffile%2Fstrategy%2520for%2520the%2520Development%2520of%2520Higher%2520Education%2520in%2520Montenegro%2520(2016-2020).pdf&authuser=1&usg=AFQjCNGmF8hMhLUwcnxZqWQclQZs_ilm5w&sig2=uZ2MQ6exjiSfz4ZjtoB5pQ&bv m=bv.142059868,d.bGg)

²⁶

<http://www.mps.gov.me/biblioteka/strategije>

The reform of the Education sector remains high in the governmental agenda. Moldova is continuing its educational reform, and has approved a new Educational Code and its 2014-2020 education development strategy ('Education 2020').

Modernisation of the higher education sector is supported through the Erasmus+ programme.

The key challenges in the education sector are the following:

- Modernisation of the education system in line with the Bologna principles and EU best practices;
- Efficient functioning of the Moldovan National Agency for Quality Assurance;
- Reinforcement of links between research and higher education, VET education and private sector (employers);
- Reinforcement of the quality of the education structures, content and methods.

Strategy on development of education for 2014 – 2020 was approved (14.11.2014).

National School Inspectorate for General Education was established.

National Agency for Ensuring Quality in Vocational Education was created;

In Moldova, the main strategic document in education is Education 2020 - Sectoral Development for the years 2012-2020.

Its general objective is the modernization of education at the level of the whole system.

In general education, the quality and access to education is to be improved from the perspective of child-friendly schools, with specific objectives being, among others:

- Increase the gross enrolment rate in primary education
- Optimization of the network of general education institutions according to the number of children/pupils, demographic situation and the development prospects of localities, the availability of human resources, the capacity of communication channels
- Training of teachers and management staff on inclusive education and child-friendly schools
- Train at least 5% of the total number of management staff 5% annually in order to improve the general education management at the national, local and institutional level

More specifically in the area of vocational and technical education system:

- the trainings of specialists in secondary and post-secondary vocational and technical education should be adjusted to the current and perspective needs of the labor market
- the attractiveness of and access to vocational/technical education should be increased
- Ensure the scientific, methodological and curricular aspects in the secondary and post-secondary vocational and technical education.
- redesign the process of initial and continuous professional training of the teaching staff for the secondary and post-secondary vocational and technical education
- extend and strengthen the connection between the vocational and technical education and the labour market
- create and implement a quality assurance system in vocation and technical education in line with country's economic growth indicators and the process of graduates' employment

in higher education, modernization in line with the labour market, European HE standards and Bologna process requirements are envisaged through the following objectives:

- Create and implement the quality assurance system in higher education linked to country's economic growth and the problems of graduates' employment
- modernize the university curriculum to make it competence-centred, learner-centred and centered on the needs of the economic environment

Serbia

The Strategy for Education Development in Serbia 2020²⁸, and the accompanying Action plan, envisage the following priorities and measures, corresponding to the ERP and the Progress Report findings:

General education (primary and secondary general education)

- Education standards implementation and improvement (Analysis and improvement of standards; Promotion of implementation of standards at school; Development of training/programmes for implementation of standards; Development of training/programmes for evaluation of students according to standards)
- Improvement of the existing educational standards and applications (Creating database for national testing of educational standards; Modification of curriculums in order to make outcome-based and focused on achieving the standards; Organizing national testing and result analysis; Improvement of educational standards based on analyses; Training of advisors for support of implementation of educational standards; Forming the list of advisors-external associates in accordance with regional needs, training and establishing the system of advisory work).

Secondary vocational education (SVE):

- Development of educational programmes based on the qualification standards (outcome based vocational education programmes)
- Matching the vocational school network and offer of educational programmes (profiles) with the needs of businesses
- Inclusion of employers in the process of programming, development and implementation of SVE
- Defining a clear division of responsibilities, roles and tasks of all the actors in management of SVE

Higher education:

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- Building public responsibility of HEI for quality of higher education
- Introducing quality indicators into HE
- Promotion of cooperation with employers and businesses
- Promotion of international accessibility of higher education system
- Established international mobility of teachers, students and researchers

There is another, cross-sectoral priority, dealing with teacher training, aiming at:

- Development of study programmes for initial teacher training
- Improving teacher development system (Establishing teacher development system; Establishing sustainable models of funding for continuous teacher development; Introducing teacher training focusing on the application of teaching methods helping to develop students' key competences; Producing analyses of the effects of professional development; Improving accreditation criteria for professional development programmes based on teaching effects)

Annex 3: List of Reference Documents

The EU Strategy for the Western Balkans, A Credible Enlargement Perspective For and Enhanced EU Engagement with the Western Balkans, <https://ec.europa.eu>

SEE 2020 Strategy, <https://www.rcc.int>

EU Albania Report for 2019

EU Bosnia and Herzegovina Report for 2019

Country Report Croatia 2019

EU Macedonia Report for 2019

EU Montenegro Report for 2019

EU Serbia Report for 2019

Bosnia and Herzegovina Economic Reform Programme 2016-2018 (ERP BiH 2016-2018)

Action Plan for the Development and Implementation of the Qualifications Framework in Bosnia and Herzegovina for the period 2014-2020

Strategic Platform for the Development of Adult Education in the Context of the Lifelong Learning in Bosnia and Herzegovina for the Period 2014 – 2020 <http://westernbalkansfund.org>

[Strategic directions for education development 2008-2015 \(Bosnia and Herzegovina\),](http://heg.gov.ba)

<http://heg.gov.ba>

Strategy for Education, Science and Technology (SEST) Croatia

Decision on criteria for higher education accreditation in Bosnia and Herzegovina, Official Gazette of Bosnia and Herzegovina No 96/16“ <http://www.sluzbenilist.ba>

Recommendation on recognition of non-formal education and informal learning, Official Gazette of Bosnia and Herzegovina No 94/16“ <http://www.sluzbenilist.ba>

<http://www.novebojeznanja.hr/>

VET System Development program 2016-2020 (Macedonia)

Comprehensive Educational Strategy 2016 – 2020 (Macedonia)

Action Plan of the Republic of Macedonia 2016 – 2020

Education strategy 2018-2025 (Macedonia), <http://www.mon.gov.mk/>

Strategy of the development of vocational education and training in Montenegro (2015 – 2020)

The 2017-2024 Strategy for Teacher Education (Montenegro)

Strategy for the development of Higher Education (Montenegro)

The Strategy for Education Development in Serbia 2020