

MEMORANDUM OF UNDERSTANDING

AGR/09/ETF/01

between

THE EUROPEAN TRAINING FOUNDATION,
Villa Gualino, Viale Settimio Severo 65, 10133 Torino, Italy,

hereinafter referred to as "the ETF"

on the one part, and

the UNITED NATIONS CHILDREN'S FUND of Bosnia and Herzegovina,
the United Nation's Children Fund, a subsidiary organ of the United Nations pursuant
to resolution 57(I) of 11 December 1946, having its headquarters at UNICEF,
3 United Nations Plaza, New York, New York, USA,

hereinafter referred to as "UNICEF BiH"

on the other part,

ETF
Correspondance registration
29 SET. 2009
Arrivee / Depart 1421

CONCERNING
MAPPING OF TEACHERS' COMPETENCES FOR INCLUSIVE EDUCATION IN
BOSNIA AND HERZEGOVINA

PREAMBLE

Noting that Regulation (EC) No 1339/2008 allows ETF to establish cooperation agreements with other relevant bodies in the field of human capital development.

Whereas the ETF as part of its programme to support Western Balkan countries¹ is carrying out a three-year project (2008-2010) that aims to contribute to the promotion of inclusive education and training policies and practices in the context of social and cultural diversity.

Whereas the ETF 2009 activities focus specifically on the mapping of policies and practices for the preparation of teachers for inclusive education.

Whereas the UN agencies in Bosnia and Herzegovina, including UNDP, UNESCO and UNICEF, have formulated a MDG-F joint programme on culture and development, funded by the Government of Spain, with the aim of providing a vehicle for enabling change through the strengthening of cross-cultural understanding and dialogue that should subsequently help build social cohesion and develop greater respect for interculturalism, and increase awareness of cultural commonalities.

Whereas, within this joint programme UNICEF is designated as a leading agency for the education components and has planned to map teachers' competences in primary school practice in Bosnia and Herzegovina.

Recognising that the Parties have a common interest in cooperation and creating synergies in the field of teacher competences for inclusive education.

THE PARTIES HAVE AGREED AS FOLLOWS:

1 – PURPOSE

- 1.1 This Memorandum of Understanding establishes a framework for co-operation in the field of mapping teachers' competences for inclusive education in Bosnia and Herzegovina between the ETF and UNICEF BiH.
- 1.2 The purpose of this Memorandum is to define the working arrangements between the ETF and UNICEF BiH to implement their cooperation.
- 1.3 This Memorandum is not intended to create legal rights or obligations, either in the relationship between the ETF and UNICEF BiH or with third parties, but is a statement of best intents of the Parties.

¹ Beneficiary countries are: Albania, Bosnia and Herzegovina, Croatia, Kosovo (as defined by UNSCR 1244), the Former Yugoslav Republic of Macedonia, Montenegro and Serbia.

2 – OBJECTIVES

The general objectives of this Memorandum shall be to:

- a) promote synergies between the Parties' activities aimed at providing recommendations to policy makers in Bosnia and Herzegovina;
- b) jointly support the improvement process of education in Bosnia and Herzegovina from the perspective of intercultural education;
- c) maintain regular exchange of information in this field.

3 – COOPERATION

Cooperation under this Memorandum shall be pursued by means of the activities described in Annex I, which forms integral part of this Memorandum.

4 – IMPLEMENTATION

Cooperation under this Memorandum shall be conducted on the basis of the following principles:

- a) appointment of a team to coordinate the cooperation;
- b) joint and regular planning of the agreed activities;
- c) agreement on the final results of the activities undertaken;
- d) sharing of information.

5 – MONITORING AND EVALUATION

Cooperation shall be monitored and evaluated as appropriate on a mutual cooperative basis thus permitting, as necessary, the reorientation of the agreed activities in the light of any needs or opportunities becoming apparent in the course of their implementation.

6 – FINANCIAL IMPLICATIONS

- 6.1 Cooperation shall be subject to the availability of funds and to the applicable rules and regulations of the ETF and UNICEF BiH.
- 6.2 Costs arising from the implementation of this Memorandum shall be borne by the Party that has incurred the cost, including costs that are directly associated with the participation to meetings.
- 6.3 Activities implying provision or transfer of funds or resources from one to the other Party fall outside the purpose of this Memorandum as described at Articles 1 and 2.

7 – OTHER AGREEMENTS

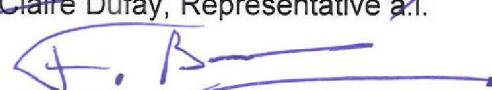
This Memorandum is without prejudice to cooperation which may be put in place pursuant to other agreements between the Parties.

8 – FINAL PROVISIONS

- 8.1 This Memorandum shall enter into force on the date when the last of the two Parties signs.
- 8.2 This Memorandum shall remain in force until 31.12.2009, following which it may be extended by written agreement of the Parties.
- 8.3 This Memorandum may be amended by mutual written agreement of the Parties.
- 8.4 Extensions or amendments shall be in writing and shall enter into force on a date determined by the Parties.
- 8.5 This Memorandum may be terminated at any time by either Party upon one month written notice. The expiration or termination of this Memorandum shall not affect the validity or duration of any arrangements made under it or established pursuant to Annex I to this Memorandum.

SIGNATURES

For UNICEF BiH

Anne-Claire Dufay, Representative a.i.

Done at Sarajevo, on 26-09-2009.

In duplicate in English.

For the European Training

Foundation
Madlen Serban, Director

Done at Turin, on


10/09/09

ANNEX I

ACTIVITIES

I.1 – ACTIVITY ON MAPPING POLICIES & PRACTICES

- I.1.1 In accordance with the objectives set out in this Memorandum at Article 2, the Parties have agreed to undertake the activities described below.
- I.1.2 The ETF has launched a procurement procedure to select a contractor, who will conduct in the Western Balkan countries a mapping exercise of policies and practices for the preparation of teachers for inclusive education in the contexts of social and cultural diversity in accordance with Annex II (ETF Terms of Reference). The contractor selected is Scienter S.c.r.l. with offices in Bologna, Italy.
- I.1.3 UNICEF BiH undertakes to conclude by September 2009 a direct agreement with the contractor at Article I.1.2 above for complementary services in Bosnia and Herzegovina in accordance with Annex III (UNICEF Terms of Reference for short term consultancy service "Mapping teachers" competences for inclusive and intercultural education in BiH).
- I.1.4 Each Party remains solely liable for all contractual obligations, including but not limited to payments, related to the contract it has concluded with the contractor Scienter S.c.r.l.

I.2 – JOINT DISSEMINATION ACTIVITIES

- I.2.1 In accordance with the objectives set out in this Memorandum at Article 2, the Parties have agreed to disseminate jointly the results of the mapping exercise.
- I.2.2 The Parties shall liaise in order to agree by November 2009 the contents and findings of the mapping exercise in the form of a final report, which will be based upon the services requested from the contractor at Article I.1 above.
- I.2.3 Copyright in the final report produced under this Memorandum shall vest jointly in both Parties. The Parties agree not to divulge such report without the written consent of the other Party.
- I.2.3 UNICEF BiH undertakes to organise a national event with key stakeholders to be held in Bosnia and Herzegovina in December 2009 with the aim of disseminating the results of the mapping exercise and final report.
- I.2.4 The ETF undertakes to participate in this national dissemination event and contribute to the presentation of the results.

I.3 – MANAGEMENT OF THE ACTIVITIES/ACTIONS

I.3.1 The coordination team is composed of:

For the ETF
Mrs Lida Kita
Tel. +39 011 630 2291
Email: lida.kita@etf.europa.eu

For UNICEF BiH
Mrs Nedzada Faginovic
Tel. +387 33 723 354
Email: nfaginovic@unicef.org

I.3.2 Administration of the activities shall be implemented by the coordination team. These tasks may comprise:

- deciding the detailed work programme for the activities described above and related timetable;
- a collaborative approach to monitoring and evaluation;
- report to the Parties on status and effectiveness of the cooperation.

ANNEX II

ETF TERMS OF REFERENCE

1. Summary table

Project number	BETF-B2009-3160-C1-ETF IPA-SOC WP09-10-03
Title of the requested services	Mapping policies and practices for the preparation of teachers for inclusive education in contexts of social and cultural diversity
Beneficiary countries	Albania, Bosnia and Herzegovina, Croatia, Kosovo (as defined by UNSCR 1244), Former Yugoslav Republic of Macedonia, Montenegro and Serbia
Expected start date of the activity	June 2009
Expected end date of the activity	December 2009 for the completion of phase 1. July 2010 for the completion of the Phase 2 under this TOR

2. Relevant background

2.1 The European Training Foundation

Established in Turin, Italy, in 1994, the European Training Foundation (ETF) assists its 30 partner countries in developing high quality systems for human capital development. Our role is to share expertise and advice on policies in education and training across regions and cultures. Working on behalf of the European Union, the ETF helps its partner countries to develop people's skills and knowledge to promote better living conditions, active citizenship and democratic societies that respect human rights and cultural diversity.

The work of the ETF is based on the conviction that human resources development in a lifelong learning perspective can make a fundamental contribution to increasing prosperity, creating sustainable growth and encouraging social inclusion in transition economies. The ETF adds value to the EU external relations programmes by facilitating communication and learning between the EU and its partner countries.

2.2 Project background

The safeguarding of cultural and ethnic diversity is a core European value enshrined in the Council of Europe Framework Convention for the Protection of National Minorities and in the European Charter for Regional or Minority Languages. Human Rights principles, including respect for and protection of minorities, are an integral part of the Copenhagen criteria for EU accession. These principles are central to the EU's pre-accession strategy. In addition, future Member States are required to comply with the EU legislative *acquis* in the field of anti-discrimination and equal opportunities.

Western Balkan countries have ratified the main international conventions on human and minorities' rights and are in the process of adopting the *acquis*. Experience shows that the legal framework for the protection of minority rights is a necessary but insufficient condition for social inclusion and

integration. There is a need to go beyond the legislative provisions and to tackle structural and institutional barriers by identifying specific targets, adopting policies, establishing action plans and allocating adequate resources.

In the post-1990 period the international community has provided substantial resources to assist the Western Balkan region with socio-economic reconstruction, including reconciliation and social cohesion. The Stability Pact, the European Community (through the Phare and CARDS programmes), the World Bank, USAID, UNDP, the Council of Europe, OSCE, bilateral donors and other organizations have provided substantial financial and technical assistance to the countries to improve the situation of ethnic groups. However, despite the numerous successful projects funded by different donors, the sustainability and mainstreaming of these initiatives remains an unfinished agenda. These efforts have often relied too much upon external donors. Long-term solutions imply the full involvement of governments in programme design and implementation.

A major challenge that has been identified concerns the discrepancy between political declarations and their translation into policies and actions. The gap between policy vision and policy implementation has much to do with scarce resources, but is also due to limited local institutional and administrative capacities.

Research has shown that education and training can make a fundamental contribution to sustainable growth and social inclusion. Education and training have important roles to play in tackling discrimination and creating the conditions for citizens of all backgrounds to participate fully in society.

As a response to this challenge the European Training Foundation (ETF) has committed itself, in its support to the Western Balkan countries (2007-2009), to emphasise how education and training can reduce social exclusion in culturally heterogeneous societies, and facilitate the development and implementation of long-term, sustainable strategic policy approaches.

In 2007 the ETF commissioned a study on "Social inclusion of ethnic groups through education and training: Elements of good practices". This study provides contextual information on access to education and training by ethnic groups highlights relevant areas for policy development and recommends practical ways to design and implement inclusive education and training policies and measures in Western Balkan countries.

Throughout 2008 the ETF has facilitated discussions on the main findings of the above-mentioned study with national authorities and experts from Western Balkan countries. This led to the identification of challenges the countries are facing and the drafting of respective policy notes in some countries. In November 2008 the ETF organised a conference which brought together over 50 participants from IPA partner countries. Conference participants agreed that ETF should continue working in the area of social inclusion of ethnic groups in education and training, paying closer attention to intercultural - or in the broader sense - inclusive education and focus in this context especially on the role and competences of teachers.

Further, it was advised to establish the Western Balkans experts group consisting of stakeholders from the region (a mixed profile of academics, policy makers and practitioners coming from either public institutions or NGOs), representatives of international organisations active in the region and representatives of the European Commission (DG Enlargement, DG EAC and DG Employment). Therefore and in consistency with the proposals from the countries and the demands of the EU asking the countries to put the fight against poverty and discrimination and the promotion of social inclusion high up on the accession preparation agenda, ETF will further support capacity building activities of the Western Balkan regional advisory group with a view to enable them to act as:

- (i) *a sustainable tool for pooling expertise, sharing best practices and lessons learnt;*
- (ii) *an expert group to dialogue with national decision makers and the EU and international counterparts in the area of social inclusion related to social and cultural diversity in education and training;*

- (iii) *an advisory monitoring body of inclusive policy implementation in education and training in the region (testing phase);*
- (iv) *an expert group to develop a regional Western Balkan policy note with common benchmarks and performance indicators for improving access and participation of ethnic groups in quality multicultural education and training.*

Teacher education and professional development. In both pre-service teacher training and in-service professional development in Western Balkan countries it is often assumed that schools are mono-ethnic institutions with homogeneous class compositions. Teachers are generally not well-prepared to work with children and parents from diverse social and cultural backgrounds. There is a need for increased competence among teachers to recognise and to deal with diversity, as well as enhance the skills of teachers to overcome discrimination and disadvantage in education. This may require major changes in the curriculum, in teachers' thinking and in the way they interact with students, organise teaching and learning inside and outside the classroom, cooperate with communities, etc.

In contexts of social and cultural diversity teachers and trainers need skills and competences for inclusive education. Teachers and trainers are crucial to encouraging the full development of learners from all social backgrounds, including respect for diversity, understanding each other and sharing experiences, and promoting individual and collective esteem and capabilities. In these endeavours, teachers should be supported by policy, by curriculum developers, teacher trainers, school managers, pedagogical advisers and other professional staff, parents, representatives from the various ethnic groups, as well as local authorities and other stakeholders.

Regional cooperation. Policy-makers and experts from Western Balkan stakeholders can learn from each other, from other contexts, but also from good examples in their own countries. The identification, documentation and analysis of issues, challenges and elements of good practice will help facilitate the sharing of experience, at regional and national levels, on policy and practice with a view to improve teachers' competences for inclusive education. This may ultimately contribute to enhance the contribution of education and training to building cohesive societies. In addition, addressing common challenges at regional level may help de-politicise politically highly sensitive issues, provide greater opportunity to pool knowledge and expertise, enhance learning from peers who have to deal with the same challenges, reinforce lobbying effects and facilitate access to financial resources.

2.3 Objectives

The overall objective is to contribute to the promotion of inclusive education and training policies and practices in Western Balkan countries in contexts of social and cultural diversity.

The specific objectives are as follows:

- **Phase 1:** to analyse policies and practices regarding teachers' pre-service training and in-service professional development schemes at the country level, to identify issues, challenges and good practice in the 7 participating countries² with regard to the skills and competences required for inclusive education practices by teachers from primary and secondary education. The identified areas for improvement may inform proposals for IPA funding.
- **Phase 2:** to identify in a cross country report the key findings from the country analyses in regard to major issues, challenges and good policies and practices for preparing teachers for inclusive education. The cross-country analysis will be used to inform country and regional level discussions involving country teams, DG EMPL, DG ELARG, DG EAC and other relevant development partners.

NB. The present Terms of Reference cover an assignment that consists of two phases. The tenderer's proposal shall cover both phases.

² Albania, Bosnia and Herzegovina, Croatia, Kosovo (as defined by UNSCR 1244), former Yugoslav Republic of Macedonia, Montenegro and Serbia.

Phase 2 is the continuation of the project and is subject to successful completion of all activities/deliverables of the phase 1 of the experts in this assignment, and upon approval of ETF work programme and related budget.

The start of Phase 2 will be confirmed in writing by ETF in January 2010.

The winning tenderer may be contacted by UNICEF to carry out some activities (in-service Teacher Training) for Bosnia and Herzegovina. However these activities would be covered by a separate contract concluded between UNICEF and the winning tenderer. Both parties may refuse this cooperation

2.4. Specific activities, time schedule and place of work

The contractor shall undertake the following activities:

Phase 1 (June – December 2009)

- draft the inception report with the outline of the country report and research approach/work for discussion with and approval by ETF (end June - August 2009)
- draft a conceptual framework bearing in mind the state of thinking (set of beliefs, theories and approaches) used as a basis for policies aimed at preparing teachers for inclusive education – see Annex 1 for two bodies of literature to which the contractor's experts might refer and Annex 2 for relevant donor initiatives, including country and regional studies (June - August 2009);
- identify seven country teams with a minimum of three experts/researchers per country to be agreed with ETF.
- besides desk research, the team leader will carry out a number of targeted field visits to selected countries of the Western Balkans to clarify and complete knowledge and problem-setting, provide technical assistance to the country teams (e.g. providing guidelines, coaching, mentoring, supervising) in all stages of the required field research (the identification and analysis of relevant teaching and learning policies and practices, incl. donor initiatives, conducting focus groups, drafting country reports, etc)
- analyse both the inputs (i.e. policies and programmes) and outcomes (i.e. teacher skills and competences developed); conduct the qualitative research (applying different methods, like focus groups discussions, interviews, etc) to gather the opinions of different teachers working in multiethnic environment, school managers, parents and other community members on the current practices of pre-services and in-service teacher training;
- draft country reports for 7 Western Balkan countries in line with the agreed conceptual framework and the report outline provided by ETF
- present preliminary findings on common issues and challenges and teams' reflection on what has been learnt during the research process in the countries which may be relevant to the topic at a regional ETF conference (September 2009 in Croatia)
- provide contribution to the discussion on intercultural education and teacher competences in the event in Bosnia and Herzegovina (November 2009);
- submit the final drafts of the seven country reports to the ETF (end 2009).

Phase 2 (January – July 2010)

- analyse the findings of the 7 country studies to develop a regional-level analysis of the topic
- draft a maximum 30 page synthesis report of key issues arising from the conceptual framework and the 7 country studies of relevance to the Western Balkan region;
- present the main findings at a regional ETF conference to share the key findings from the country analyses in regional level discussions involving country teams and DG EMPL, DG ELARG, DG EAC and other relevant development partners.

Time schedule. The assignment will start following contract signature. Phase 1 is expected to last until end 2009, while Phase 2 (which will be implemented subject to the confirmation of the 2010 budget) is expected to end in July 2010.

See Table in section 2.6. for a more detailed timing of the individual activities.

2.5. Expected results and deliverables

2.5.1 The expected deliverables under this assignment are to prepare:

Phase 1:

1. The inception report with the outline of the country report and research approach/work for discussion with and approval by ETF including a conceptual framework outlining the sets of beliefs, theories and approaches used as a basis for policies aimed at preparing teachers for inclusive education, submitted to the ETF in the English language by 15 August 2009;
2. 7 country reports: (i) analysing the skills and competences of primary and secondary education teacher for inclusive education³ and how pre-service and in-service teacher training contribute to teachers' professional development in this respect and (ii) providing recommendations for teacher professional development policy. (drafts submitted to the ETF in the English language by end November 2009 and first versions by 20 December 2009);
3. A presentation of preliminary findings on common issues and challenges and teams' reflection on what has been learnt during the research process in the countries which may be relevant to the topic at a regional ETF conference (September 2009 in Croatia)
4. Contribution to the discussion on intercultural education and teacher competences in the event in Bosnia and Herzegovina (November 2009);

Phase 2:

5. A max 30 page synthesis report summarising key issues from the conceptual framework and the 7 country reports, submitted to the ETF in the English language by end March 2010;
6. Presentation the draft synthesis report at a regional ETF conference in June 2010.
7. Finalisation of the synthesis report by 31 July 2010.

2.5.2 Synthesis of deliverables/activities and respective dates or deadlines

Phase 1:

Deliverable or Activity	Date or deadline
Kick off meeting of the study in ETF to present and discuss the draft inception report with the outline of the country report and the research work and conceptual framework	End of June 2009
The final inception report with the outline of the country report and the research work and conceptual framework submitted in English to ETF	15 August 2009
Presentation of common issues, challenges and elements of good practice at regional ETF conference in Croatia	September 2009

³ The methodology used must aim for the highest level of representation in terms of both the overall teaching cohort and the ethnic groups covered by the survey. In their first research outline, the Contractor's experts shall specify, among others, the sample sizes and how data will be collected and analysed.

Draft country reports (preliminary findings) submitted to ETF	End November 2009
Presentation and contribution to the discussion on intercultural education and teacher competences in the event in Bosnia and Herzegovina	November 2009
Final drafts of country reports submitted to ETF	20 December 2009

Travel/Event	Place	Date	Duration of event (days)
Kick-off meeting with the ETF team and the international consultant in Turin, Italy and brief presentation	Turin, Italy	end of June 2009	1
Western Balkan country missions	Partner countries	July-October 2009	To be specified in the technical proposal
Presentation of preliminary findings on common issues, challenges and elements of good practice at regional ETF conference	Croatia	17-18 September	2
Presentation and contribution to the discussion on intercultural education and teacher competences	Bosnia and Herzegovina	November	2
Presentation of final findings on common issues, challenges and elements of good practice at regional ETF conference	Turin, Italy or one of the Western Balkan countries	November/December (date to be confirmed)	2

Phase 2:

Deliverable or Activity	Date or deadline
Draft synthesis report	End March 2010
Presentation of draft report at regional ETF conference	Mid June 2010
Final version of synthesis report delivered to ETF	31 July 2010

Travel/Event	Place	Date	Duration of event
Western Balkan country missions	Partner countries	February-June 2010	To be specified in the technical proposal
Presentation of synthesis report at the ETF regional conference	Turin, Italy or to be decided	Mid June 2010	2

2.6. Monitoring and reporting

The contractor is responsible for ensuring that all reports listed below are delivered to ETF in good quality (both language and content), easy to read English.

The contractor will follow the report formats to be provided by ETF upon signature of the contract.

Regular communication must be kept with the ETF, in English by phone and email, as necessary to ensure clarity on the progress of the assignment.

A) Reports related to overall contract implementation for Phase 1

To ensure regular monitoring of overall contract implementation, the contractor will provide the following reports to ETF:

- i. An inception report with the outline of the country report, research approach and conceptual framework for discussion with and approval by ETF. The report should include a conceptual framework outlining the sets of beliefs, theories and approaches used as a basis for policies aimed at preparing teachers for inclusive education, submitted to the ETF in the English language by 15 August 2009
- ii. A brief progress report containing information about all the activities carried out between June 2009 and November 2009, to be submitted by 30 November 2009.
- iii. A final report containing an overall assessment of the assignment and the quality of final outcome, with recommendations for similar future assignments. It will be submitted, following end of assignment period of Phase 1, (to be submitted in December 2009).

B) Reports related to overall contract implementation for Phase 2

To ensure regular monitoring of overall contract implementation, the contractor will provide the following reports to ETF:

- iv. An inception report outlining plans/ suggestions of how the project should be implemented in Phase 2, what the specific issues are in the country in the sectors subject to the survey and any potential difficulties that might be encountered in the study (to be submitted by 28 February 2010).
- v. A brief progress report containing information about all the activities carried out between January 2010 and June 2010, to be submitted by 4 June 2010.
- vi. A final report containing an overall assessment of the assignment and the quality of final outcome, with recommendations for similar future assignments. It will be submitted, following end of assignment period of Phase 2, with final invoice (to be submitted in July 2010).

2.7. ATTACHMENTS

Attachment 1 - Outline of the Country Report

Attachment 2 - List of recommended literatures

Attachment 1 – Outline of the Country Report

Promoting inclusive education and training policies and practices in contexts of social and cultural diversity in Western Balkan countries

The Country Report "Mapping policies and practices for the preparation of teachers for inclusive education in contexts of social and cultural diversity with regard to the skills and competences required for inclusive education practices by teachers from primary and secondary education" (max 25 pages) drafted and agreed with ETF.

While looking into the professional development of the teachers in general, the focus will be on the initial and continuous professional development programmes to analyse how they ensure that teachers have the knowledge and experience to value and respect cultural diversity, understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society, encourage intercultural respect and understanding and know and educate learners the contribution that education makes to developing cohesive societies

The report structure will be proposed by the selected company as part of the inception report and will be discussed and agreed with ETF during the kick-off meeting in Turin.

Attachment 2 - List of recommended literatures

INDICATIVE LIST OF LITERATURE

Documents (policies, theories) on culture, ethnicity, social and cultural diversity, education and social inclusion, including multiculturalism and inter-cultural relations

1. Research papers or reports of UNICEF, UNDP, the European Union Agency for Fundamental Rights, EU policies on social inclusion, evaluation reports of EU programmes promoting social inclusion (ESF, EQUAL, Tuning and others), the European Commission (DG EAC, DG Employment and DG Enlargement) and of EU external assistance programmes (Phare, CARDS and IPA), organisations such as the Council of Europe, the Roma Education Fund, the Open Society Institute, the Technical Secretariat of the European Network on Social Inclusion and Roma, national and international NGOs and some EU Member States active in the area.
2. Evaluations of donors' country strategies and projects or programmes are likely to provide valuable elements for the analysis. Countries' reports to the Council of Europe on the implementation of the Framework Convention on the Protection of National Minorities, and to other key international organisations (OSCE), may be useful, as well, as they contain integrated information and reflect the vision of country actors.
3. A series of Eurydice regional studies on teachers in Europe (Eurydice, 2002, 2002sni, 2003, 2004, 2006), trends within the Bologna process (Reichert, Tauch, 2003 and 2005), the Tuning project (Gonzales, Wagenaar, 2003, 2005).
4. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *Improving competences for the 21st century: An Agenda for European Cooperation on Schools*, 3 July 2008, available at: http://ec.europa.eu/education/news/news492_en.htm
5. Country and regional studies on the topic of promoting inclusive education and training policies and practices in Western Balkans

Bush, D.K., Saltarelli D., "The two faces of education in ethnic conflicts, Towards a peace building education for children", UNICEF, Innocenti Research Centre, Florence, August 2000

Begg, Iain and Marlier, Eric, "Feeding in" and "Feeding out", and *Integrating Immigrants and Ethnic Minorities - Key lessons*, 2007

Civic Initiatives and the King Baudouin Foundation, *Guide to Minorities and Education. Foundation of Stable Relations in the Region*, 2007

Council of Europe, "Commentary on the Effective Participation of Persons Belonging to National Minorities in Cultural, Social and Economic Life and in Public Affairs", Adopted on 27 February 2008, www.coe.int/minorities

European Association for the Education of Adults, *Adult education trends and issues in Europe*, August 2006

European Commission *Communication on Working together, working better: A new framework for the open coordination of social protection and inclusion policies in the European Union*, 22 December 2005

European Commission *Communication on Efficiency and equity in European education and training systems*, 8 September 2006

European Commission *Communication on Adult learning: It is never too late to learn*, 23 October 2006

European Commission *Communication on Action Plan on Adult learning: It is always a good time to learn*, 27 September 2007

European Commission, DG Education and Culture – Active European Citizenship Golden Stars Awards. *The book of awarded projects: Town twinning and civil society projects*, September 2006

European Commission, DG Employment, Social Affairs and Equal Opportunities, *Making Change Possible, A Practical Guide to Mainstreaming*, 2005

European Commission, DG Employment, Social Affairs and Equal Opportunities, *The Social Agenda 2005-2010. A Social Europe in the global economy. Jobs and opportunities for all*, 2005

European Commission, DG Employment, Social Affairs and Equal Opportunities, *Equality and non-discrimination, Annual report*, 2006

European Commission, DG Employment, Social Affairs and Equal Opportunities, *Social Inclusion in Europe*, 2006

European Commission, *Tackling Multiple Discrimination: Practices, policies and laws*, Luxembourg: Office for Official Publications of the European Communities, 2007

European Commission, Directorate-General for Employment, "Studies on Social Protection and Social Inclusion in the Western Balkans", 2008.

European Commission to the Council and the European Parliament, "Enlargement Strategy and Main Challenges 2008-2009", Communication, Brussels, 05/11/2008.

European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, "Improving competences for the 21st Century: An Agenda for European Cooperation on Schools", Communication, Brussels, 2008.

European Monitoring Centre On Racism And Xenophobia, *Initiatives, policies and legislation at EU and Member State level to combat racism*; EU-Russia Human Rights Dialogue, 2-3 March 2006

European Network Against Racism, *Fighting racism and promoting equal rights in the field of education*, 2007

European Roma Rights Centre, *The impact of Legislation and Policies on Schools Segregation of Romani Children*, February 2007

International Association for Intercultural Education, www.iaie.org.

Key Competences for Lifelong Learning - European Reference Framework, Brochure 2008; <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

Open Society Institute, *Roma Inclusion. Lessons Learned from OPEN SOCIETY INSTITUTE's Roma Programming*, 2006

Open Society Institute / EU Monitoring and Advocacy Program, *Equal Access to Quality Education for Roma*, 2007

Organisation for Economic Cooperation and Development, *No More Failures. Ten Steps to Equity in Education*, 2007

Psychogiopoulou, Evangelia, EU Policy Paper, *Minorities and the EU: Human Rights, Regional Development and Beyond*, Hellenic Foundation for European and Foreign Policy, 2007

Research Topic Paper, *Ethnicity and Education: The Evidence on Minority Ethnic Pupils*, 2005

Liégeois, Jean-Pierre "Roma Education and Public Policy a European Perspective", *European Education*, April 2007.

Marc, A. and Bercus, C. "The Roma Education Fund a New Tool for Roma Inclusion", *European Education*, April 2007, Roma Education Fund. <http://romaeducationfund.hu>

Open Society Institute, "Equal Access to Quality Education for Roma", Monitoring Reports 2007, www.eumap.org, www.soros.org/initiatives/esp, www.see-educoop.net/aeiq

Schmidt, U., "The Aspect of Culture in the Social Inclusion of Ethnic Minorities: Assessing Language Education Policies under the EU's Open Method of Coordination", 2008

Stavenhagen, R., "Building Intercultural Citizenship through Education: a human rights approach", European Journal of Education, Vol. 43, No 2, 2008

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ANNEX III

UNICEF TERMS OF REFERENCE FOR SHORT TERM CONSULTANCY SERVICE

Mapping teachers' competences for inclusive and intercultural education in BiH

Background

In BiH issues of ethnicity, religion and cultural heritage are difficult to separate. The recent history of the country puts these at the heart of political and social development. Yet, a focus on the benefits of the country's intercultural dynamics has the potential to promote wider tolerance, acceptance and understanding, and to provide economic opportunities that in themselves deliver development. Therefore, strengthening cross-cultural understanding, the role of culture and related cultural tourism in development strategies and planning, and building the understanding and capacity to deliver these, will enhance the prospects of meeting key Millennium Development Goal (MDG) indicators.

Re-visioning and revival of culture in BiH is crucial to its future, and is imperative for the social, political and economic development of the country. This can only take place through a broadening and deepening of what culture means in contemporary BiH, which takes into account the broad notion of culture underlying international standards of protecting and promoting cultural diversity, encompassing in addition to literature and the arts, lifestyles, ways of living together, value systems, traditions and beliefs.⁴ There is a need to take the current role of culture in BiH and transform it into progressive development approaches that include contemporary arts, tourism, sports, design, digital media and cultural activities in the broadest sense, and to fuse tradition and heritage to modernity in order to promote the emergence of hybrid cultural forms that can symbolise both intercultural understanding and a shared sense of identity.

UN agencies in BiH i.e. UNDP, UNESCO and UNICEF have formulated a joint programme "Improving Cultural Understanding in BiH". The goal of the programme is to improve cross-cultural understanding in Bosnia and Herzegovina (BiH) and promote the country's unique multicultural identity. The programme will help build social cohesion, develop greater respect for interculturalism and increase awareness of cultural commonalities.

The programme is funded by the Spanish MDG Achievement Fund thematic window for Culture and Development. It was approved by the BiH Council of Ministers and officially signed by the Minister of Civil Affairs. The programme implementation started on January 1, 2009.

The joint programme aims to: (i) improve the cultural policy and legal framework, (ii) improve cross-cultural understanding, (iii) strengthen the cultural industries, and (iv) improve tolerance towards diversity. This will help build social cohesion, develop greater respect for inter-culturalism, and increase awareness of cultural commonalities. Each agency is responsible for achieving envisaged outcomes relevant to its mandate.

Within the framework of the programme UNICEF BiH is the lead agency primarily responsible for activities related to education, which will contribute to the following outputs:

Output 1.1: Improved policies & legal frameworks in culture and education sector

Output 2.1: Promoted model of social inclusion

Output 4.1: Improved tolerance towards diversity

The key theme of intercultural education cannot be just a simple 'add on' to regular curriculum⁵ improvements. Multiple perspectives and views will be reflected, including those from a wide range of education stakeholders who play a role in education: teachers and learners, curriculum developers, policy makers, community members and media.

⁴ UNESCO Universal Declaration on Cultural Diversity (2001).

⁵ UNESCO Guidelines on Intercultural Education

In order to ensure improved policies and practices in ensuring access to quality intercultural education in BiH, UNICEF and the European Training Foundation (ETF) have developed a joint approach and methodology to undertake activities relating to teachers' competences for inclusive and intercultural education. The joint programme "Improving Cultural Understanding in BiH" and the ETF's project in the Western Balkan countries "Mapping policies and practices for preparation of teachers for inclusive education" are complementary. UNICEF and ETF have prepared a Memorandum of Understanding to describe their collaboration as part of this joint initiative. The MoU represents a framework for a partnership between the two agencies. The overall goal is to promote inclusive education and training practices in the context of social and cultural diversity. It is expected that joint UNICEF BiH and ETF efforts will contribute to improve the quality of BiH education to be able to respond to the current needs and trends across the country and region, from the perspective of intercultural education.

ETF has planned to carry out a mapping of policies and practices for the preparation of teachers for inclusive education in the context of social and cultural diversity in the Western Balkan countries. Following a tender procedure the ETF has contracted Scienter S.c.r.l. with offices in Bologna Italy for the implementation of "Mapping policies and practices for the preparation of teachers for inclusive education". As referred to in the ETF's Specifications for the tender (item 2.3) the contractor may be contracted by UNICEF to carry out some activities for Bosnia and Herzegovina. However these activities would be covered by a separate contract concluded between UNICEF and the contractor. These ToR will be integral part of that contract.

Tasks:

The contractor will conduct a mapping and analysis of policies and practices regarding teachers' in-service professional development in the context of social and cultural diversity in Bosnia and Herzegovina. The analysis will be carried out in respective education institutions and primary schools in 10 selected localities in BiH⁶.

Specific activities:

1. Prepare and submit for approval by UNICEF a detailed methodology for mapping
2. Conduct meetings with respective ministries, pedagogical institutes, head teachers and teachers to obtain documentation and information relevant for the analysis
3. Make an assessment of teachers' competences focusing on inclusive and intercultural education
4. Submit a draft synthesis report on assessment and findings in regard to teachers' in-service professional development in the context of social and cultural diversity for approval by UNICEF
5. Submit a final version of synthesis report on findings. The synthesis report should include recommendations and guidelines for the development of a system to monitor cultural education indicators, with international comparators and benchmarks.
6. Present findings, recommendations and guidelines at a ETF and UNICEF joint event.

Deliverables:

- Methodology for the mapping/analysis
- First draft synthesis report on findings
- Final draft report on findings

⁶ Localities will be identified following a public call for participation in the programme.

- Guidelines with defined specific activities for developing a system to monitor cultural education indicators with international comparators and benchmarks.
- Presentation of the report at a joint ETF and UNICEF event

Recruitment requirements:

- Proven professional experience with responsibility for teacher education and/or continuing professional development, involving intercultural relations in an international context and record of field research on the relevant topic, including qualitative data collection and analysis;
- Competency in mastering the components of comprehensive policy development, planning, implementation and monitoring in all relevant public bodies and agencies involved at central, regional and local levels in the field of teacher education
- Knowledge of EU policies in social inclusion, anti-discrimination and equal opportunities and aware of international good practice
- Knowledge of educational policies and measures that facilitate the enhancement of participation of ethnic minorities into education and training as well as promote inter-cultural/ethnic dialogue based on international good practice
- Solid and demonstrated experience in carrying out such analytical and/or organisational work for national and/or international stakeholders in the field for Western Balkan countries

Note: Since the service is part of broader activities to be carried out on the basis of a contract between ETF and Scienter S.c.r.l., the exact number of days will be specified in the technical proposal.