

BOSNIA AND HERZEGOVINA

ETF COUNTRY PLAN 2009

Summary

The overall objectives of the ETF 2009 Work Programme in Bosnia and Herzegovina (BiH) are to: i) support the European Commission in the development and deployment of external assistance; and ii) support the continuing development of national capacities in human capital development. The ETF will continue to contribute to enhancing institutional capacities and improving governance in the country's human capital development.

In 2009, particular focus will be on initiatives for continuing the reform process in education and training including activities aimed at addressing social inclusion issues in education and training. Capacity building activities will also invest in improving teaching and learning processes, entrepreneurship learning, understanding adult learning policy challenges and identifying policy options. These are all issues that will be addressed in a framework of human capital development for innovation, competitiveness and growth.

In the mid-term – 2009-2011 – emphasis will be placed on policy advice to the Ministry of Civil Affairs and capacity building of the staff of the agency for pre-primary, primary and secondary education to enable them to carry out the reform process in education and training effectively. Capacity building activities for better governance will focus on cooperation among the institutions responsible for education and training and employment policies and on an increased role of the social partners in this respect.

The expectations are that policymakers and key stakeholders in BiH will strengthen their capacities in human capital development policy planning and implementation, improve the potential for cooperation on cross-sectoral issues, and are better prepared for the implementation of the mid-term priorities of the European Partnership Agreement and the activities envisaged by the Multi Indicative Planning Document 2008-10 in education and training, employment and social policies.



1. Socio-economic background

Political context and EU integration

Socio-economic development in BiH is characterised by the country's specific political structure and institutional arrangements. Since 1995 and according to the Dayton/ Paris Agreement¹, the Bosnia and Herzegovina (BiH) state has been split into two political entities – the Federation of Bosnia and Herzegovina (FBiH) and the Republika Srpska (RS). The Federation of BiH covers 51% of the territory and the Republika Srpska covers the remaining 49%. Each entity has its own political structure and administration. In addition, the Brčko District was established after an arbitration process undertaken by the High Representative for BiH in 1996.

The political structure of the Federation of BiH is divided into three levels: entity, canton and municipal. Each municipality in FBiH has its own municipal council and administrative structures. The Republika Srpska is more centrally organised. The BiH state government consists of a Parliamentary Assembly, which is divided into a House of Representatives and a House of Peoples, a rotating tripartite presidency (with one member from each of the constituent ethnic groups – Bosniak, Croat and Serb), and a Council of Ministers with nine ministries. The complex institutional arrangements with state institutions that have very limited mandates makes the overall pace of reform slower than in other pre-accession countries. In order to meet EU accession requirements, BiH has to create more effective and efficient institutions that take full responsibility for advancing the reform process aimed at socio-economic development, and ensuring democracy and the respect of human rights

Due to the absence of a recent census, the population of BiH can only be estimated (around 3.8 million). According to the last census (1991) 43.5% of the population declared themselves Muslims (now Bosniaks), 31.2% were Serbs, and Croats were the third-largest national group at 17.4%. The fourth-largest "ethnic group" with 5.5% of the population were those who declared themselves to be Yugoslavs, while the members of the numerous other ethnic groups (17 minorities are named by the law) together made up 2.4%. The present demographic reality might be different, due to the huge loss and displacement of people across and outside BiH during the conflict of the 90s, although recently 1,014,340 returnees to BiH have been registered. The next full scale census is foreseen for 2011. The latest data shows a small annual population growth rate (0.1%), 17.6% of population under the age of 16 and 13.7% are 65 and over. The urban population is constantly increasing (reaching 45.7%). According to the Human Development Index (2007), BiH is ranked 66th.

BiH has made some progress in macroeconomic stabilisation and structural reforms, improved fiscal propriety taking both entities towards more balanced budgets, a degree of regulatory reform in key infrastructure sectors and a sound banking sector. Official (production-related) GDP amounted to €9.8 billion in 2006. A considerable 10% share of GDP comes from agriculture. Real GDP growth accelerated to 6.2% in 2006 and is expected to have stayed above 6% in 2007² as well. According to World Bank data, BiH has a GDP per capita of USD 2,994. External public debt went down to around 21% of GDP at the end of 2006.

Nevertheless, the pace of economic reform is still slower than in other countries. In the World Bank 2008 *Doing Business* report's global ranking, BiH slipped from 95th to 105th place. Recently improvements have been made in making the business registration procedure shorter and easier and supporting the small and medium sized enterprise (SME) sector, although this applies more to the Republika Srpska than the Federation of BiH. In Republika Srpska, the Agency for the Development of SMEs was established and the Strategy for the Development of SMEs 2006-2010 was adopted in April 2007. The BiH Development Strategy 2008-2013 is currently under preparation, but BiH still needs to adopt a uniform strategy for SMEs and establish institutional support for SMEs at the state level. The grey economy is a persistent problem (estimated at between 30% and 45% of official GDP) particularly in service-providing activities.

¹ General Framework Agreement for Peace in Bosnia and Herzegovina, 1995

² EC, DG Economic and Financial Affairs, CCEQ, January 2008

BiH needs to invest further in improving the business environment, achieving a single economic space and overcoming labour market fragmentation, making the free movement of goods, capital, services and people easier in order to enhance job creation, increase employment growth and attract foreign direct investment. Thus, in BiH further socio-economic development highly depends on the development of its human capital.

2. Key policy issues and strategies in the human capital development sector

Education and training, and particularly vocational training, active employment policies as well as cross-cutting policy issues related to equity and social inclusion, competitiveness and innovation policies, all provide the framework for the human capital development sector in BiH.

i. Key policy issues and strategies in education and training

BiH spent 4.3% of GDP on public funding of education in 2005³, which is higher than in many other countries in the region although still below the EU average. Education expenditure, as a percentage of total public expenditure in BiH, is high at around 18%. Some 28% of total public expenditure for education is allocated to regular secondary education. Further analysis estimated that about 20% of the public expenditure on education is allocated to initial vocational training compared to 17% for higher education. About 80% of the total expenditure on education is for salaries⁴.

Green and White Papers were adopted by the education authorities in spring 2000 and autumn 2001 respectively. The VET Development Strategy 2007-13 was adopted by the Council of Ministers in 2007 and the global education strategy (2008-2015) was adopted in June 2008. To date, the education reform process has largely focused on the adoption of appropriate legislation. The following laws have been adopted at state level: the Framework Law on Primary and Secondary education (2003), the Framework Law on Pre-primary Education, the Law on Higher Education and the Law on the Agency for Pre-primary, Primary and Secondary Education (all adopted in 2007). The revised Framework Law on VET has recently been adopted by the House of Representatives, but not yet by the House of Peoples.

The reform process is hindered by the different speeds of implementation of laws and reforms within the country and the lack of mechanisms to enforce the implementation of state level laws. Nine-year primary education, introduced by the Framework Law on Primary and Secondary Education of 2003 has still not been introduced in all cantons.

There is a lack of reliable data on education in BiH. According to the estimations available the net enrolment rate in primary school amounts to between 97.2%⁵ and 98.9%⁶. Dropouts are not systematically monitored. Participation rates in secondary education were estimated at between 56.8%⁷ and 76.2%⁸, which is low compared with the EU or other countries in the region. According to data on the distribution of upper secondary enrolments (ISCED 3) in the academic year 2005/06, 24% of students attended general education and 76% vocational education and training, among them 46% in four-year programmes and 30% in three-year programmes. Only around half the students graduate from secondary school on time. Participation in higher

³ Bosnia and Herzegovina: Addressing Fiscal Challenges and Enhancing Growth Prospects; A Public Expenditure and Institutional Review, World Bank, Washington DC, 2006.

⁴ An EU ICBE project, Strategic Directions of Education Development in BiH with the Implementation Plan, 2008-2015, proposal, December 2007

⁵ An EU ICBE project, Strategic Directions for the Development of Education in Bosnia and Herzegovina with the Implementation Plan, 2008-2015, final document, Sarajevo, February 2008

⁶ ETF calculations for based on data from the Living Standards Measurement Study (LSMS), which was established by the World Bank in 1980 to explore ways of improving the type and quality of household data, 2006.

⁷ Human Development Report, United Nations Development Programme, New York, 2002.

⁸ An EU ICBE project, Strategic Directions for the Development of Education in Bosnia and Herzegovina with the Implementation Plan, 2008-2015, final document, Sarajevo, February 2008

education has been increasing over the last 10 years and the net generation enrolment rate reached 24%⁹.

The education attainment levels of the BiH population are lagging behind those of the EU. Among the working age population, 47.6% have primary school education or lower, 45.9% have completed secondary school and only 6.5 % have a higher level of education¹⁰. The high percentage of poorly educated people is a barrier for further socio-economic development, and the same can be said for the high number with medium level qualifications. Data on unemployment rates by the level of educational attainment show the same high rate for both, namely that for people with primary school and lower, and for people with secondary school it is around 31%; while the unemployment rate of people with high level education is significantly lower at 10.7%¹¹.

The education reform process, significantly supported by donors and particularly the EU, started in the late 90s, however there are many challenges still to be addressed. Concerning access to education, both ethnically biased curricula and the physical segregation of children and students in education remain key issues. Multiple exclusions, based not only on ethnicity, but also on religious background, caused internal displacement and a geographical concentration of ethnic groups after the conflict of the 90s. During the war, education was organised according to three separate systems – for Bosniaks, Bosnian-Croats and Bosnian-Serbs – and so there were (and still are) three separate school systems, three national curricula, three sets of textbooks and three different sets of legislation. Though the Framework Law on Primary and Secondary Education introduced a common core curriculum, it has not yet been fully implemented. Furthermore, coordination to ensure harmonised curricula development at state level has not yet been ensured.

However, the Roma experience the worst situation. The enrolment rate of Roma children in all levels of education is low. The Roma often lack the resources to ensure that their children receive an education, although some improvements with regard to the provision of textbooks for Roma children have been reported. As a group, the Roma have by far the lowest levels of education in the country; more than 70% of Roma have never attended or have not completed primary education.

The vocational training reform process initiated changes in almost all education functions, but its quality remains a challenge, particularly in terms of learning outcomes, the accreditation of training providers and the teaching and learning process. The reform process has continued to focus on bringing vocational training closer to the labour market. In this respect substantial support has been provided by EU through institution building, staff and curriculum development, and teacher training. However, social partners have only recently been involved in the reform process and they need to enhance their capacities if they are to play an equal role in the process. The process of developing the National Qualification System started in 2008 and BiH stakeholders will also need further support in this respect. Another issue is the current “nomenclatura”, which comprehensively reflects the world of education in BiH but does not cover the world of labour.

The reform process in higher education has been influenced by the Bologna Declaration (signed in 2003) and the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (signed in 2004). Higher education reform is supported by the European Commission and the Council of Europe. All state universities started to implement the first cycle according to the Bologna process in 2006 and the European Transfer Credit system has been introduced by all new study programmes. Though the Framework Law on Higher Education was adopted in 2007¹², its full implementation is still pending due to the lack of enforcement mechanisms and the fact that many amendments incorporated in the final adopted version have made it difficult to implement.

Furthermore, the recent education reform process has not yet comprehensively addressed the lack of an adult learning system. The human capital of any country depends strongly on a

⁹ An EU ICBE project, Strategic Directions for the Development of Education in Bosnia and Herzegovina with the Implementation Plan, 2008-2015, final document, Sarajevo, February 2008

¹⁰ Agency for Statistics BiH, LFS 2007

¹¹ Agency for Statistics BiH, LFS 2007

¹² The Official Gazette, 59/07, 07.08.2007

competitive labour force. In order to support further socio-economic development in BiH substantial interventions aimed at developing an adult learning system and increasing investment in the knowledge and skills of adults are needed. Indubitably, this can be achieved only through fruitful cooperation among key stakeholders in education and employment, including the social partners.

However, some significant achievements in the creation of a sound institutional infrastructure for the implementation of a range of reform initiatives and better harmonisation in education have recently been made. As a permanent and the highest advisory body among the structures established to coordinate the education system in BiH, the Conference of Ministers of Education was established at the beginning of 2008 and activities for establishing the Agency for Pre-primary, Primary and Secondary Education and the Agency for Higher Education as envisaged by the laws adopted in 2007 have begun.

ii. Key policy issues and strategies in employment and active labour market policies

At the state level both, *the activity rate* (52.2%) and *the employment rate* (36.8%) increased slightly in 2007 in comparison with the previous year, although this overall increase was down to increases only in the Republika Srpska and in the Brcko District. The majority of the working population (47.6%) is employed in the service sector, 32.6% in industry, while the share of employed people in agriculture is still high at 19.8%. Privatisation is slow and large numbers of workers in are still employed in socially-owned enterprises that have not yet begun the restructuring process. Hence the share of employment in SME's is still low (22.6% in BiH)¹³. The activity and employment rates for *women* (37.4% and 24%, respectively) in 2007 are low, particularly in the Federation of BiH.

Despite a small decrease in 2007, the unemployment rate is still very high (29.6%) and hence among the highest in the region. The unemployment rate of women (33.7%) and young people (58.4%) are both particularly high, while long-term unemployment (85.9%) remains a persistent problem. The average registered unemployed rate of 44% (with around 515,700 registered unemployed people) is even higher than the labour force survey rate. The discrepancy can be explained by the large amount of informal employment (grey economy) and the fact that many people are registered with the employment bureaus in order to claim health insurance or other benefits. Recently Employment Services have embarked upon a number of actions aimed at an "administrative clear up" of the unemployed people on the list resulting in a decrease in the number of registered unemployed.

The scale of employment policies is modest with only a small number of unemployed people benefiting from active labour market measures. In 2008 the situation has become even worse since the majority of funds for employment measures (collected through the contribution system) were reallocated for new passive measures. However, the attributes of unemployed people do not correspond to the needs of the BiH economy and therefore more effective interventions are needed in this field. In this respect, actions to favour the employment of women, young unemployed people, people with disabilities and minorities, and to tackle persistent long-term unemployment need to be taken. This requires adequate capacities within the institutions responsible so that they are able to work in a coordinated manner at all levels and to move towards a more strategic approach to employment and human capital development. Concretely, this implies (i) strengthening the capacities of the Ministry of Civil Affairs and the BiH Labour and Employment Agency, (ii) improving and strengthening cooperation and coordination between the state and entity level labour and employment administration, (iii) establishing a labour inspectorate at state level and preparing and adopting the necessary framework legislation for its functioning, (iv) strengthening and rationalising labour and employment related functions of all levels (v) modernising employment services and (vi) developing services that would increase employability and the job seeking skills of the unemployed. Social partners should play a much greater role in designing and implementing employment and labour market policies.

¹³ Labour Force Survey 2007, Agency for Statistics BiH

iii. Cross-cutting government strategies to address human capital development

Human capital development still needs to be made a high priority in BiH. Efforts at state level invested in the education reform process to date have largely focused on the adoption of adequate legislation and strategies.

The BiH Development Strategy and Strategy for Social Inclusion, both currently under preparation, are expected to pay adequate attention to human capital development. Employment strategies, which should include human capital development as a key challenge for innovation, competitiveness and growth are also under way, although their preparation is being hindered by the institutions of one of the entities.

iv. Summary of key policy issues and challenges in human capital development

- Ensuring access to quality education and training in BiH implies the modernisation of teaching and learning at all levels of education, an improvement of learning and teaching quality, introducing a student-centred learning methodology, orientation towards learning outcomes and key competences. Special attention needs to be paid to the students with special needs and other specific groups.
- Ensuring equality and equity in access to education implies addressing the current segregation in education, in terms of physical segregation and separate ethnic curricula. It will also require introducing early interventions for children/students with learning difficulties.
- Improving links between education and the employment sector through further VET reform with particular reference to (i) better strategic integrated planning, (ii) increasing the attractiveness of VET by engaging social partners in all VET topics, (iii) restructuring and modernising governance and management of vocational training system at all decision making levels, (iv) improving investments in VET, (v) developing education and training pathways to enable horizontal and vertical mobility and (vi) developing and delivering mechanisms to ease the transition from education to work for young graduates and adults.
- Developing an adult learning system. The educational attributes of the labour force and the needs of an economy that is rapidly changing call for immediate intervention aimed at developing and implementing adult and continuing training. In this respect the following activities are needed: (i) an awareness raising campaign about the importance of adult training targeted at all key stakeholders, (ii) encouraging the development and support of institutions providing adult training, (iii) developing standards and accreditation procedures for training programmes and institutions, (iv) developing a system of recognition of non-formal learning and (v) ensuring the availability of appropriate financial resources for formal and non-formal adult and continuing training. All these areas require the involvement of and cooperation between the different actors in education and the labour market. Furthermore, social partners need to take a more proactive role in designing and implementing adult training at all levels in BiH. Adult training, like all types of vocational training, still has to become a topic of social dialogue in BiH.
- Improving institutional capacities and governance in human capital development and improving cooperation between key education and employment policy stakeholders. This is particularly important in order to achieve a better implementation and monitoring of the already adopted state-level laws and strategies in BiH.

3. EU and other donor policies and interventions

Human capital is an important area for different donor initiatives given the contribution it can make to furthering democracy, promoting active citizenship, as well as creating a vibrant,

knowledgeable, skilled and adaptable workforce essential to competitiveness, especially in a context marked by resource shortages like BiH.

i. Challenges in the human capital development sector in BiH addressed by the EU and other donors

- EU CARDS VET III (2007-2009), is the successor of the EU VET I and VET II projects and continues to support BiH's vocational training system reform. The project focuses on (i) governance and policy development including activities for the development of a national qualifications framework, (ii) institutional capacity building within the Agency for Education and its vocational training department to ensure ownership of the vocational training reform process, (iii) Modular curricula development from six occupational families and adequate teacher training, (iv) developing new financing models piloted in vocational schools and (v) technical specifications for equipment for vocational schools.
- EU CARDS 2006 project "Employment Policy Reform and Establishment of Labour Market Information System" (2007-2009). The overall objective of this project is to support the economic regeneration of BiH by increasing employment through effective labour market policies. The project focuses on drafting the Framework Law on Labour, developing a national employment strategy and employment action plan, developing a labour market information system and national (data) reporting system to collect employment and labour statistics.
- Since 1999, the EU has actively supported local and regional economic development in BiH. Since 2003, technical assistance has helped to establish and strengthen five regional development agencies in BiH and assisted them in the preparation of regional economic development strategies. Furthermore, EU CARDS 2005 EUTAC (European Union Training and Consultancy Project) supported regional economic development agencies in BiH in activities for increasing the competitiveness of the SME sector. It also contributed to EU integration in accordance with the European Charter for Small Enterprises as well as regional economic development plans.
- German Technical Cooperation (GTZ) has launched a six-year project to modernise curricula and improve students' practical skills in three fields.
- The World Bank supports the reform of general and vocational education and training through the education restructuring project. The new loan in secondary education aims at the following topics: (i) strategic planning, (ii) Education Management Information System (EMIS) and (iii) training for school directors.
- The World Bank also provides assistance to the labour market sector through the employment support programme and continuously supports the development of the social sector at local and regional levels.
- DFID (the UK's Department for International Development) provides substantial technical assistance to the BiH stakeholders in social inclusion and poverty reduction policy, and to the BiH agency for statistics.

ii. ETF initiatives in the human capital development sector

ETF activities in BiH continuously aim at improving the country's human capital development and in this respect particular attention is given to the capacity building of the relevant ministries and to the enhancement of the role and capacities of social partners.

In 2006, 2007 and 2008, the ETF contributed to the capacity building of BiH stakeholders in the process of understanding the goals of the EU's Education and Training 2010 agenda and the Copenhagen process. As a support to the implementation of the European Charter for Small Enterprises, the ETF provided targeted assistance and capacity-building measures to help to

determine the entrepreneurship learning outcomes at each level of the education system. BiH is also involved in the ETF regional project on learning and teaching and most regional education ministries, pedagogical institutes and some vocational schools participated in the kick-off conference organised by ETF.

The core ETF activities in 2008 were dedicated to awareness-raising among key policy making bodies in education and employment regarding investment in human capital and adult learning in particular, as well as issues of social exclusion in the education and training of ethnic groups. The ETF also strongly promotes a greater role of social partners in the development and implementation of education and employment policies.

iii. Challenges in relation to the mainstreaming of donor assistance with national policies

BiH receives substantial donor assistance in many policy fields. Donor assistance supports the process of drafting different strategies and at a regional level, BiH seems to be fairly well ahead in terms of the number of strategies adopted. However, the main issue is still the absence of institutions with a mandate to drive and monitor the reform process in most areas, including education and employment policies across the country. While certain improvements have been made in this respect in the education system, employment policies remain fragmented and show poor results.

Within the Instrument for Pre-Accession Assistance (IPA) there are many opportunities for further supporting reforms in human capital development. The specific institutional arrangements in BiH require that all key policy making and policy shaping institutions, including civil society, are involved in the IPA programming process from the very beginning. Although this requires further investment in institutional capacity building, it is a necessary step in order to avoid further delays in the reform process. Nevertheless, IPA assistance (as well as other donor assistance) can only be effective if institutions in BiH take greater responsibility and the ownership for the whole process.

4. ETF intervention strategies in the mid-term

In the period 2009-11 the ETF will continue its strategy of assisting BiH in dealing with challenging human capital development policy issues in the context of the country's strategy for EU integration, in which the policies and preferred outcomes are guided by the Stabilisation and Association Agreement. Thus, the ETF's mid-term interventions are designed to contribute to human capital development through investment in education and training, employment policies and social inclusion.

i. Key policy issues in the ETF intervention strategy

The key policy areas on which ETF will work in 2009 are:

Adult learning

The ETF's activities in 2009 will be a continuation of the process that started in 2008 and resulted in a feasibility study on an adult learning system for BiH. The activities foreseen are based on two assumptions. Firstly, the development of an adult learning system depends on both the ownership of the process among the BiH institutions and their capacities for building up the system. Secondly, adult learning is a multi-sector phenomenon that requires the mutual reinforcement of education and employment policies.

Priority will thus be given to the following: (i) awareness raising and encouraging investment in the knowledge and skills of adults, (ii) improving cooperation between institutions in education and employment as well as social partners and (iii) capacity building of key stakeholders in the selected quality assurance topics of the adult learning system in BiH. ETF activities will also provide policy advice for IPA interventions in the field of adult learning.

Quality assurance in VET

BiH continues to make progress in reforming its vocational education and training system, but it remains fragmented with variable quality across the country. In recent years modernised, learning outcomes-based curricula have been introduced, mainly through the EU supported vocational training reform process. Due to a lack of monitoring mechanisms, there is not much evidence on its implementation. BiH also needs to continue to modernise teaching and learning. This implies improving learning and teaching quality, introducing student-centred learning methodologies and enforcing an orientation towards learning outcomes and key competences. In order to improve the effectiveness of the education process, a system of internal self-evaluation and external evaluation needs to be established.

However, quality assurance is a broad concept and refers to a continuing and gradual process of quality assessment for the vocational training system, vocational education institutions and curricula. Hence in 2009 ETF activities will focus on policy dialogue and policy learning on quality aspects in several topics, including: (i) learning outcomes, (ii) accreditation and certification and (iii) modernisation of the catalogue of occupations.

A combination of tools and instruments developed in the framework of EU Education and Training 2010 will be used to support policymakers in improving the quality of vocational training in BiH.

The ETF's key counterpart in this process will be the Agency for Pre-primary, Primary and Secondary Education.

Social inclusion in education

With regard to the principles and legal statements adopted by BiH, or prerequisites for keeping human rights, harmony, a cohesive society, and social inclusion in a culturally heterogeneous society are still significant challenges for BiH institutions and civil society. There is a need to promote equal opportunities and compensate for the disadvantages of ethnic groups through different means such as: policies against social exclusion, promotion of ethno-cultural sensitivity, positive action, targeted programming, and affirmative action. In the mid-term perspective the aim of ETF intervention in this field in 2009 is (i) to facilitate discussion among BiH stakeholders and particularly among the ministries responsible for education on the topic in order to enhance awareness of the role of education and training for social inclusion and (ii) to contribute to the capacity building of BiH stakeholders for the development and implementation of inclusive education and training measures.

Teaching and learning, and entrepreneurship learning

Education and training in BiH must first and foremost help to develop and enable students to fit into the changing context of society. Skill needs change at an increasingly fast rate following global competition and the development of knowledge, technology and organisations. Thus, learning-to-learn skills, entrepreneurship learning and other key competences become more and more important for vocational education and training, as part of the broader framework of teaching and learning. Paying particular attention to entrepreneurship and putting the emphasis on the individual learner with a view of innovation and competitiveness is an important part of the ETF's mid-term intervention.

In 2009, the ETF Teaching and Learning project will continue to support the implementation of the BiH project that applies peer learning principles and working methods characterised by a community of practice and using an electronic learning platform established by the ETF.

The ETF will also continue to provide targeted assistance and capacity building measures for the education and training provisions of the European Charter for Small Enterprises (Chapters 1 and 4).

ii. Measures in the ETF mid-term intervention strategy

- Update country intelligence and provide input and advice for country-based activities to support BiH progress towards future decentralised management of EU funds, as well as reinforce stakeholder networks by creating operational links with IPA country stakeholders on human capital development sectoral issues;

- Provide policy analyses and advice in human capital development with regard to identified policy issues which will result in improved policy implementation and planning for IPA programming;
- Support capacity building with regard to EU Education and Training 2010 and Copenhagen process policies to apply major EU instruments such as the Common Quality Assurance Framework, the European Qualifications Framework, Education and Training 2010 benchmarks and indicators, teacher training, entrepreneurial learning, etc.;
- Provide policy monitoring in the education and training sector and employment policies, and link with the on-going implementation of BiH strategies and running EC human capital development sector programmes;
- Facilitate the development of instruments and tools for programming, implementing and monitoring adult learning and social inclusion in education.