ERI SEE WORK PROGRAMME 2013

Contents

I. INTRODUCTION

In June 2010, five ERI SEE member countries reaffirmed their commitment to cooperation within the ERI SEE initiative (Albania, Croatia, Macedonia, Montenegro, Serbia) through signing of the Memorandum of Understanding on the Role and Organization of ERI SEE (MoU), which also sets a new framework for the transformation of ERI SEE into an international organization. Republic of Moldova and Bosnia and Herzegovina have also joined the MoU in 2011 by way of protocol.

Following the closure of the ERI SEE Secretariat in Zagreb, Croatia in June 2010, the ERI SEE Chairmanship has received an official expression of interest from the Government of Serbia to become the next host country of the ERI SEE Secretariat. In the process of transfer of ERI SEE operations from Zagreb, Croatia to Belgrade, Serbia a non-governmental organisation - Centre for Education Policy (CEP) – has been appointed to develop and implement the work programmes of ERI SEE, prior to the opening of the new ERI SEE Secretariat.

CEP accepted to host the ERI SEE Secretariat in the interim period until the launch of the ERI SEE Secretariat under the following conditions:

- The work programme and activities of CEP are to remain independent;
- CEP will undertake only those activities for which the funds have been secured in advance and will not take part in any fundraising activities;
- External representation is primarily the responsibility of the Chairmanship of the Governing Board;
- The transformation process and the founding of the ERI SEE Secretariat in Serbia is not in any way CEP's responsibility.

The Ministers responsible for Education and Higher Education have in the MoU signed in June 2010 reiterated that human capital development is the key priority for the South Eastern Europe region for finding innovative ways to back the economic growth, sustainable development, competitiveness and for safeguarding equitable and inclusive societies. Furthermore, the Ministers have affirmed their commitment to strengthen and broaden cooperation in the framework of ERI SEE that is will:

- Support sustainable education reforms on national levels through regional and international cooperation;
- Act as an interface to developments in relevant EU, European and international initiatives in education and to adjust ERI SEE's current thematic areas to the changed cooperation context both in South Eastern Europe and the strategic framework for European cooperation in education and training ("ET 2020");
- Support capacity building for increased use of the European cooperation instruments.

In line with the MoU ERI SEE's mission statement states that:

Education and training are crucial in promoting knowledge-based, competitive and socially cohesive societies in Europe, playing an important role in responding to the chances and challenges of globalisation. They are therefore a key to sustainable development and prosperity, in particular in South Eastern Europe.

The Education Reform Initiative of South Eastern Europe (ERI SEE) supports sustainable education reforms through regional cooperation. It aims at fostering shared European standards in education and training for a rapid integration of its member countries into a wider European area of education, thus contributing to the success and sustainability of the EU integration process.

ERI SEE takes into account both country-specific needs and demands in education reforms, as well as present trends in the development of the envisaged European Area of Education, as outlined in the EU 'Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe', the 'Bologna Process' and the 'Copenhagen Process'.

ERI SEE seeks synergies between education and research through information exchange and cooperation in line with the priority 'Building Human Capital' of the Regional Cooperation Council.

ERI SEE work programme is built within the framework of the following priority areas which have been defined to provide wide and flexible coverage of numerous themes relevant for the region.

- **Lifelong learning**, with the following topics: VET development and links with the labour market, post-secondary VET, entrepreneurial learning, adult education.
- **Qualifications Frameworks**, with the following topics: NQF development with attention to non-formal and informal learning, NQF development and references to the EQF, recognition of diplomas and cooperation among the ENIC/NARIC centres, Europass, links between higher education and VET.
- **Quality and equity in education**, with the following topics: quality assurance at all levels of education, equity in education, governance and efficiency in education, the role of teachers in ensuring quality and equity in education.
- **The knowledge triangle: education, research and innovation**, with the following topics: change management; higher education development, the Bologna process and the role of the universities in the process of forward thinking; learning regions and evidence-based policy making.

Within these priority areas ERI SEE defined specific objectives in 2012 (see ERI SEE Work Programme for 2012[1]). Based on the activities implemented and achieved outputs in 2012 (see ERI SEE Activity Report for 2012[2]), specific objectives have been defined for 2013.

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[1]http://www.erisee.org/sites/default/files/ERI%20SEE%20WORK%20PROGRAMME%202012.pdf
[2] http://www.erisee.org/sites/default/files/ERI%20SEE%20Activity%20Report%202012.pdf

II. ERI SEE WORK PROGRAMME SUMMARY 2013

ERI SEE **specific objectives** for 2013 are:

(1) to enhance capacity for independent implementation of policy and reform evaluation and monitoring with an aim to contribute to policy formulation of SEEVET-Net Institutions and continue to support institutional cooperation in vocational education and training in South East Europe;
(2) to initiate institutional cooperation and networking between national bodies responsible for the development and implementation of standardised education in South East Europe;
(3) To initiate policy cooperation in the field of recognition of prior learning and links between higher education, innovation and research in South East Europe;
(4) to strengthen cooperation between decision makers, researchers, practitioners and key stakeholders in education policy in South East Europe;
(5) to provide support to country initiatives in the domain of mutual policy learning and cooperation in the field of education, particularly through the support to joint TFBHC and ERI SEE clusters of knowledge, as well as interaction with the ERI SEE countries and bodies which lead to identification of additional policy areas of importance for regional cooperation.
(6) to increase visibility of ERI SEE in light of the establishing the ERI SEE Secretariat.

The envisaged specific objectives will result in the following **outputs**:

(1) Increased capacity of the SEEVET-Net Institutions to effectively and independently conduct policy and reform evaluation and monitoring and use it to formulate and adjust policy in VET;
(2) Strengthened institutional cooperation in the area of VET through implemented SEEVET-Net Work Programme for 2013;
(3) Established institutional cooperation through a network of national bodies responsible for the development and implementation of standardised education in South East Europe;
(4) Initiated policy cooperation in the field of recognition of prior learning and links between higher education, innovation and research in South East Europe;
(5) Provided support to the lead and participating countries in the four joint TFBHC and ERI SEE clusters of knowledge lead by Romania in the area of Vocational Education and Training, Croatia in the area of National Qualifications Frameworks, Serbia in the area of Evidence-Based Policy Making and Montenegro in the area of Teacher Training;
(6) Increased visibility of ERI SEE.

The specific objectives and outputs are to be achieved through the following **activities**:

(1) 6[th]meeting of SEEVET-Net linked to a one day seminar on validation of non formal and informal learning in Vocational Education and Training;
(2) Advanced training of the SEEVET-Net Institutions representatives on policy monitoring and evaluation as tools for policy formulation and adjustment;

(3) Initial meeting of national bodies responsible for the development and implementation of standardised education in South East Europe;

(4) Regional Seminar on recognition of prior learning with a track dedicated to links between higher education, innovation and research which will bring together SEEVET-Net Institutions, ERI SEE member representatives, decision makers, researchers, practitioners and stakeholders;

(5) Activities under work programmes of 4 joint TFBHC and ERI SEE clusters of knowledge organized by the leading countries: VET (Romania), NQF (Croatia), Evidence-Based Policy Making (Serbia) and Teacher Training (Montenegro);

(6) Development of ERI SEE promotional materials.

In addition, to reach its widely set objectives of supporting the education related reforms in South East Europe, ERI SEE will facilitate information exchange through regular updates of the ERI SEE website resurrected in 2011. Regular updates on ERI SEE activities through the network of national contact points and with the members of the Governing Board will be continued.

Furthermore, the institutional support to ERI SEE activities will be provided through organisation of two regular meeting of the ERI SEE Governing Board in March and October 2013, assistance with the development of the ERI SEE Work Programme and Budget for 2014, as well as the financial and operational management in 2013.

With respect to the institutional transformation process under the responsibility of the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Governing Board members, CEP will hand over the relevant ERI SEE documentation to the Ministry of Education, Science and Technological Development of the Republic of Serbia.

III. ENVISAGED TIMELINE FOR THE ERI SEE ACTIVITIES IN 2013

Nota Bene: The execution of the planned activities is subject to timely payments in line with the envisaged budgeted amounts. Delayed payments and reduction in payments on behalf of one or more donor or countries will result in cancellation of planned activities.

ACTIVITIES	MONTH AND PLACE	TYPE OF ACTIVITY
17th meeting of the ERI SEE Governing Board and Consultative Body	20-21 March, Sarajevo, Bosnia and Herzegovina	Governing Board
Joint TFBHC and ERI SEE Cluster of knowledge: Evidence Based Policy Making in Education Working meeting: Consultation on draft project concept note	May, Belgrade, Serbia	Cluster of knowledge
6th meeting of SEEVET-Net linked to a one day seminar on validation of non formal and informal learning in VET	May/June, Belgrade, Serbia	SEEVET-Net
Joint TFBHC and ERI SEE Cluster of knowledge: Modernizing VET system – improving performance, quality and attractiveness of VET Meeting to inform participants about updating the Compendium	14-15 June, Bucharest, Romania	Cluster of knowledge
Joint TFBHC and ERI SEE Cluster of knowledge: Development of National Qualifications Frameworks - Round Table on Quality Assurance	June, TBD	Cluster of knowledge
Initial meeting of national bodies responsible for the development and implementation of standardised education in South East Europe	September, TBD	Follow up of the 2012 Regional Conference
Joint TFBHC and ERI SEE Cluster of knowledge: Evidence Based Policy Making in Education Conference - Pisa in focus back to back with the working meeting on final consultations on regional project	TBD	Cluster of knowledge
18th meeting of the ERI SEE Governing Board and Consultative Body	October, Montenegro	Governing Board
Advanced training of the SEEVET-Net Institutions representatives on policy monitoring and evaluation as tools for policy formulation and adjustment	November, TBD	SEEVET-Net
Joint TFBHC and ERI SEE Cluster of knowledge: Development of National Qualifications Frameworks - RPL event	December, TBD	Cluster of knowledge
Regional Seminar on recognition of prior learning which will bring together SEEVET-Net Institutions, ERI SEE member representatives, decision makers, researchers, practitioners and stakeholders	December, Belgrade, Serbia	Seminar
Joint TFBHC and ERI SEE Cluster of knowledge: Development of National Qualifications Frameworks - International Conference on Referencing and Self-certification	TBC	Cluster of knowledge

IV. ERI SEE WORK PROGRAMME 2013

The Work Programme for 2013 is set within the wider ERI SEE mission statement, the MoU Brdo 2010 and the results achieved through the implementation of the ERI SEE Work Programmes in 2011 and 2012.

OUTLINE OF ERI SEE SPECIFIC OBJECTIVES for 2013

(1) To enhance capacity for independent implementation of policy and reform evaluation and monitoring with an aim to contribute to policy formulation of SEEVET-Net Institutions and continue to support institutional cooperation in vocational education and training in South East Europe

SEE countries have identified VET development as an important factor for economic and social development. ERI SEE has identified the development of mutual policy learning practices through enhanced institutional cooperation in Vocational Education and Training in South East Europe as one of its core objectives and ERI SEE has supported the development of the SEEVET-Net in the past 4 years.

In 2011, the institutional network of VET centres – SEEVET-Net was established through signing of Cooperation Agreement[3] between VET Centres in South East Europe. The SEEVET-Net was formed in order to foster a greater relationship between SEE VET institutions and to promote regional co-operation of the National VET institutions acting in the SEECP region. The overall SEEVET – Net objective is <u>to support implementation of policies in the VET sector contributing to human capital development in a lifelong learning perspective, through policy learning in the context of the objectives related to the EU accession and the "Education and Training 2020" and follow-ups.</u>

In 2012 SEEVET-Net identified the theme of validation of formal and informal learning in VET as an area for mutual policy learning. Therefore, a seminar next to the 6th SEEVET-Net meeting will focus on this theme.

Building on the needs of the SEEVET-Net Institutions a successful training was organised by the experts of the Centre for Education Policy in 2012 with an aim of building the capacity of regional institutions for independent policy monitoring and evaluation. Therefore, an advanced training will be organised in 2013 as a continuation of building competence and skills of employees of the SEEVET-Net Institutions.

SEEVET - Net specific objectives for 2013 are:

- Enhancing capacity for independent implementation of policy and reform evaluation and monitoring with an aim to contribute to policy formulation of SEEVET-Net Institutions;

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[3] http://www.erisee.org/downloads/2011/07/1_SEEVET-Net_Cooperation%20Agreement_Chisinau,%20July%202011.pdf

- Enhancement of mutual policy learning in Vocational Education and Training through the exchange of experience on validation of non formal and informal education in VET;
- Fine-tune the work on the mutual data base in which VET systems of the SEE countries will be presented and support the exchange of information on VET reform processes progress on a regular basis;
- Continuation of the established cooperation with joint TFBHC and ERI SEE clusters of knowledge.

The specific objectives are to be achieved through the following **activities**:

- Advanced training of the SEEVET-Net Institutions representatives on policy monitoring and evaluation as tools for policy formulation and adjustment;
- 6th meeting of SEEVET-Net focusing on validation of non formal and informal learning in VET;
- Launching the mutual data base on SEE countries VET systems including creation of the SEEVET –Net subpage on the official ERI SEE web page in order to make the data base visible and the newsletter dedicated to the presentation of the progress of the VET reform processes in SEE countries;
- Experience exchanged and cooperation with joint TFBHC and ERI SEE clusters of knowledge are continued.

(2) To initiate institutional cooperation and networking between national bodies responsible for the development and implementation of standardised education in South East Europe

In the past period the majority of the ERI SEE member countries initiated the reform process with the aim at introducing transparent outcome standards for different educational levels in pre-tertiary education. These reforms led to the reorganisation of the structure and content of the final exams marking the end of the primary and secondary education (introduction of standardised exams in the form of state matura). These changes represent a challenge for teaching practices and work of schools. This experience represents the potent opportunity for mutual policy learning and exchange of best practices. Therefore, ERI SEE organised a regional conference on this theme in December 2012.
Building on the outcomes of the regional conference (see Regional Conference Report[4]) ERI SEE will initiate a structured institutional cooperation between national bodies of member states responsible for introduction of standardised education with an aim to build a sustainable framework for regional cooperation in this policy field.

(3) To initiate policy cooperation in the field of recognition of prior learning and links between higher education, innovation and research in South East Europe and (4) To strengthen cooperation between decision makers, researchers, practitioners and key stakeholders in education policy in South East Europe

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[4] http://www.erisee.org/sites/default/files/ERI%20SEE%20Regional%20conference_11-12December%20-%20General%20Report.pdf

Importance of achieving objectives of Lifelong Learning Policies in the region has been highlighted in many policy papers, but with little practical steps taken thus far. Lifelong Learning Policies have been reflected primarily in national efforts to adapt or to create their national qualification frameworks (NQF) and prepare its practical use and implementation. However, use of new opportunities linked to NQF, in particular its potential link to recognition of prior learning has been slow so far. As recognition of prior learning is a key theme to building a coherent overall education system and requires cooperation between education sectors the theme has posed itself as interesting for a yearly ERI SEE regional conference.

Another important theme for SEE is establishment of cooperation between higher education, research and innovation. Therefore, one track of the conference will be dedicated to opening the discussion around this subject and will enable the participants to discuss ways in which they can cooperate on this theme under the ERI SEE umbrella.

The conference will bring together decision makers, researchers, practitioners and key stakeholders to discuss the importance of recognition of prior learning for the region and it will serve as a unique opportunity for transfer of practical knowledge from partners coming from higher education systems with an established process of Recognition of Prior Learning (RPL) to countries currently developing or at an early stage of implementing their NQFs.

(5) To provide support to country initiatives in the domain of mutual policy learning and cooperation in the field of education, particularly through the support to joint TFBHC and ERI SEE clusters of knowledge, as well as interaction with the ERI SEE countries and bodies which lead to identification of additional policy areas of importance for regional cooperation

ERI SEE has been supporting country initiatives in the domain of mutual policy learning and cooperation of education in general. In 2011, the support of ERI SEE and TFBHC led to successful establishment and initial activities through regional clusters of knowledge initiated and coordinated by individual leading countries – namely in the fields of Vocational Education and Training (Leading country: Romania), National Qualification Framework (Leading country: Croatia) and Evidence-Based Policy Making (Leading country: Serbia). Having in mind the successful work under each of the clusters in 2011 and 2012, ERI SEE will enhance the support to the lead and participating countries primarily through support of activities under work programmes developed under each of the joint TFBHC and ERI SEE clusters of knowledge.

At the end of 2012, the TFBHC gathered descriptions of interesting national projects from partners from the WB region and drafted a concept paper outlining the possible topics for a new Cluster. Subsequently the TFBHC received replies from Albania, Montenegro, Serbia and Bulgaria who expressed interest in the topic of Teacher training. Montenegro and its Center for Vocational Education, offered to take over the lead of the possible Teacher training Cluster of Knowledge. In cooperation with the Centre for Vocational Education a Kick-off meeting was organised in February 2013 in Montenegro gathering representatives from all ERI SEE member states in order to discuss possible topics within

the Teacher Training field and identify the next steps. The plan of work of the new established Cluster will be defined at the next meeting in 2013 by the lead and participating countries.

The plan of work of joint TFBHC and ERI SEE cluster of knowledge is attached in Annexe 1 (VET, Romania), Annexe 2 (NQF, Croatia) and Annexe 3 (Evidence Based Policy Making, Serbia).

(6) To increase visibility of ERI SEE in light of the establishing the ERI SEE Secretariat

In the light of the establishment of the ERI SEE Secretariat the Centre for Education Policy acting as the interim secretariat will develop promotional materials to provide tools for the Chair and the Governing Board to increase the visibility of ERI SEE.

In addition, to reach its widely set objectives of supporting the education related reforms in South East Europe, ERI SEE will facilitate information exchange through regular updates of the ERI SEE website resurrected in 2011. Regular updates on ERI SEE activities through the network of national contact points and with the members of the Governing Board will be continued.

Furthermore, the institutional support to ERI SEE activities will be provided through organisation of two regular meeting of the ERI SEE Governing Board in March and October 2013, assistance with the development of the ERI SEE Work Programme and Budget for 2014, as well as the financial and operational management in 2013.

With respect to the institutional transformation process under the responsibility of the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Governing Board members, CEP will hand over the relevant ERI SEE documentation to the Ministry of Education, Science and Technological Development of the Republic of Serbia.

Annexe 1: Joint TFBHC and ERI SEE Cluster of Knowledge: Modernizing VET system – improving performance, quality and attractiveness of VET

Leading country: Romania

Contact person (including contact details): Gabriela Liliana CIOBANU Director National Centre for TVET Romania e-mail: gabriela.ciobanu@tvet.ro, ciobanu.gabriela@gmail.com
Composition **Participants from:** • Albania • Bosnia and Herzegovina • Bulgaria • Croatia • Kosovo* (*This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence*) • The former Republic of Macedonia • Moldova • Montenegro • Romania (leading country) • Serbia **Participating organisations:** • ETF • Kultur Kontakt Austria (KKA on behalf of the TFBHC)
Purpose and/or outcome - support the regional cooperation in VET in accordance with the diversified needs of the countries for mutual learning, regional exchange of experience and good practice and for encompassing the specific phases of national reforms in VET
Reference to Task Force Action Plan (2009-2010) and Task Force related documents: 1) Zagreb Plan of Action 2009-2010, Action line 3: Regional cooperation and common areas of interest, p.3, para s) 2) Constitutional document of the TF BHC of the RCC – Working methods and instruments, p.3, para 3
Specific tasks for 2013-2014 - finalize the Compendium of good practice (first trimester of 2013) and make it public by posting on websites of NCTVETD, ERI SEE, etc; continue to update the Compendium with new examples of good practices in making VET more attractive, expanding the Compendium with examples from VET providers; - developing mutual policy learning practices and strengthening the exchange of information and good practice among the countries represented in the cluster for Evidence Based Policies (EBP) in VET
Reporting Minutes of cluster activities shall be made available by the lead country and forwarded to the Task Force and ERI SEE Secretariat. The Task Force and ERI SEE Secretariat should also receive regular reports and updates.

Meeting schedule • Meeting to inform participants about updating the Compendium - envisaged time June 2013, Bucharest • Participation of Romanian representatives at the meetings organised at the SE European level to develop the proposal of the envisaged IPA project on EBP and implement common policies and strategies- according to the proposed meetings (in SE European countries)
Liaison with other action lines **European initiatives:** EQF for LLL ECVET EQARF Rethinking education
Additional remarks **Financial issues** For the envisaged meeting in June 2013 in Bucharest the National Centre for TVET (NCDTVET) will ensure the costs for accommodation and meals for the participants. Participants will cover costs for international transport from their own sources, from ERI SEE, TAIEX or other funds. The costs for the meetings for developing the IPA project on EBP in VET will be supported by each country (or ERI SEE) in the case of SE European countries and by the Romanian participants (for their own costs). **Synergies** It is important to ensure the synergy with the VET agencies network from Western Balkans.

Annexe 2: Joint TFBHC and ERI SEE Cluster of Knowledge: Development of National Qualifications Frameworks

Leading country: Croatia

Contact person   Ms Daria Arlavi   Ministry of Science, Education and Sports   Directorate for Higher Education   Section for the Croatian Qualifications Framework   e-mail: daria.arlavi@mzos.hr
Composition   Countries: Croatia, Bosnia and Herzegovina, Kosovo*, Macedonia, Moldova, Montenegro, Serbia, as well as Romania, Bulgaria   *All reference to Kosovo whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo*.   Participation of international org's/institutions: support offered either through eligible funding sources or available expertise by EC, ETF, OECD.
Purpose and/or outcome   Regional cooperation focused at several specific segments of national qualifications frameworks development: 1. Referencing and self-certification process (linking national qualifications frameworks to the European Qualifications Framework (EQF) and Bologna Framework (QF-EHEA)   2. Recognition of prior learning – RPL (validation of informal and nonformal learning)   3. Quality Assurance (QA)   The Cluster aims to ensure the development and implementation of a National Qualifications Frameworks (NQFs) in the SEE Region and to increase understanding of the above outlined segments connected with development of NQFs. The outcome is heightened understanding, enhanced expertise and identified partnerships that will contribute to better design and implementation NQF.
Reference to Task Force Action Plan (2009-2010) and Task Force related documents   Zagreb Plan of Action 2009-2010: Action line 3.   RCC Strategy and Work Programme 2011-2013: Building Human Capital – ERI SEE.   ERI SEE Work Programme 2010   ERI SEE Work Programme 2011   ERI SEE Work Programme 2012
Specific tasks   To enhance expertise and quality in the implementation of specific segments of EQF-NQF activities through a set of regional meetings and workshops, specifically: - expanding understanding and expertise related to the requirements and implementation of self-certification process and referencing   - expanding expertise and forging partnerships in the process of developing national RPL models   - expanding expertise related to quality assurance

Reporting
Minutes of cluster activities shall be made available by the lead country and forwarded to the Task Force and ERI SEE Secretariat. The Task Force and ERI SEE Secretariat should also receive regular reports and updates.
Meeting schedule
The first CoK was held back to back with the International Conference on Croatian referencing and self-certification process, 27-28 October 2011. Seminar on RPL was held in December 2012. The following cluster meetings have been proposed: • Round Table on Quality Assurance (June 2013) • RPL event (December 2013) • International Conference on Referencing and Self-certification (tbc) The exact dates shall be determined in consultation with CoK participants. Schedule of other events and activity list can be expanded, if needed.
Liaison with other action lines
RCC Strategy and Work Programme 2011-2013: Building Human Capital – ERI SEE. ERI SEE Work Programme 2012. The EU Strategy for the Danube Region (EUSDR).
Additional remarks
Cluster activities are to take place in any of the cluster countries. Croatia is open to organize and host most/all of them, but also welcomes the interest and initiative of other CoK members. The contents of any event are to reflect joint interests and proposals of all CoK members.

Annexe 3: Joint TFBHC and ERI SEE Cluster of Knowledge: Evidence Based Policy Making in Education

Leading country: Serbia

Contact person (including contact details): Biljana Stojanović Head of Unit for Project Preparation Department for European integrations and Development programmes and Projects in the field of Education Ministry of Education, Science and Technological Development, Republic of Serbia biljana.stojanovic@mpn.gov.rs Jelena Marković Monitoring and Evaluation Coordinator Social Inclusion and Poverty Reduction Unit/Government of Serbia j.markovic@gov.rs
Composition The Evidence-based Policy Making Cluster is open for cooperation to all countries in the region and partner organizations.
Purpose and/or outcome The Cluster aims, in cooperation with the countries in the region and partner organizations, to advance the mechanisms of regional cooperation in the fields conducive to the achievement of the following objectives: enhanced communication and cooperation between the research community and policy-makers; the identification of mechanisms for a better utilization of research findings by decision-makers; advanced research practice in education policy creation; mapping and launch of analyses relevant for education policy development; a more efficient utilization of EU mechanisms and funds for enhancing evidence- based policy making in education. Clusters should play an important role in harmonizing regional initiatives with the new frameworks set by the ET 2020, EU 2020 and VET initiatives (Youth on the Move and the Agenda for New Skills and Jobs) and more effective planning of IPA funds for achieving the objectives set in the EU 2020 strategy. The Evidence-based Policy Making Cluster is open for cooperation to all countries in the region and partner organizations.
Reference to Task Force Action Plan (2009-2010) and Task Force related documents: The launch of this Cluster was initiated at the TFBHC Regional Workshop for Senior Officials and Experts on Cooperation around Clusters of Knowledge held in Sarajevo in December 2010, as well as the 14th Meeting of ERI SEE Governing Board and Consultative body held in Belgrade in March 2011. As a strategic priority, Evidence Based Policy Making is included in following documents: **ERI SEE 2010 Work Programme 2010: Establishment of Clusters of Knowledge in two thematic areas relevant for SEE cooperation in education and training -** "ERI SEE developed activities under the three action lines: sustained the networking of the SEE VET agencies and institutions (Action line 1); in cooperation with KulturKontakt Austria and the OECD co-organised the regional workshop **"Evidence Based Policy Making"** (Action line 2); organised cooperation, peer-learning and exchange of good practice

under the four ERI SEE thematic areas for regional cooperation, and was involved in the initiation of CKs for enabling sustained cooperation based on shared common topics of interest (Action line 3). " (page 18)
Source:
http://www.erisee.org/node/downloads/ERI_SEE_Work_Programme_2010_za_web.pdf

2. ERI SEE WORK PROGRAMME 2011 – The knowledge triangle: education, research and innovation, with the following topics: change management; higher education development, the Bologna process and the role of the universities in the process of forward thinking; learning regions and **evidence-based policy making.** (page 5)

3. RCC Strategy and Work Programme 2011-2013: Building Human Capital – ERI SEE
"There is an obvious need to modernize education systems in the region, with an emphasis on further involvement of democratization and reconciliation elements in teaching methodologies. Areas that are insufficiently developed and need to be approached in a coherent manner include life-long learning, **evidence-based policy making**, societal debate on education policy, stakeholder participation in decision-making, education institutions' autonomy as well as professional administration." (page 15)
Source:http://www.taskforcehumancapital.info/fileadmin/documents/RCCStrategyandWorkProgramme2011-13-_finalwith_annexes.pdf

Specific tasks
• Promote evidence-based policy making in education within the region
• Identify priorities for further development of evidence based policy making in the region, adapted to national needs
• Develop regional projects/initiatives with the purpose to foster evidence-based policy making at regional level (develop mechanisms for regional cooperation in better use of evidence in policy and practice, build capacity for implementation of different techniques and tools for progressive policy-making among policy makers, public servants and researchers in WBC, strengthening of the institutional capacities for monitoring of educational policies and other priorities)
• Use EU mechanisms and funds for enhancement of evidence based policy making

Reporting
Minutes of cluster activities shall be made available by the lead country and forwarded to the ERI SEE and Task Force Secretariat and disseminate to the regional partner countries.

Meeting schedule – 2013
To be provided at a later stage, after consultation with interested countries/organizations. Draft proposal of content/dates:
First event/working meeting: May 2013 Belgrade tbd
• Consultation on draft project concept note - develop regional projects/initiatives with the purpose to foster evidence-based policy making at regional level (develop mechanisms for regional cooperation in better use of evidence in policy and practice, build capacity for implementation of different techniques and tools for progressive policy-making among policy makers, public servants and researchers in WBC,

strengthening of the institutional capacities for monitoring of educational policies and other priorities)
- Second event/working meeting, conference: October 2013 – Pisa in focus.
Final consultations on regional project.