

REPUBLIC OF SERBIA
MINISTRY OF EDUCATION AND SPORT

**REGIONAL TRAINING
CENTRES FOR ADULTS
- CONCEPTION OF DEVELOPMENT -
- Draft-**

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Introduction

The main characteristics of current socio-economic situation in Serbia are:

- low level of technical, technological, and economical development (GNP per capita of 990\$)
- strong trend of growing old of population (22% is over 60 years old)
- huge unemployment (938.000 unemployed people on February 2003)
- bad educational structure of whole population elder of 15 years old (47% unskilled)
- bad educational structure of employed population (21% unskilled)
- bad educational and qualification structure of unemployed population (39% is without qualification and with the lowest levels of qualify)
- lack of adequate resources for improvement educational structure of population (devastation of system for adult education and closing down the system of formal education for adults).

The overcoming of existing situation in the first place understand the innovating and re-organization of educational system. Education is a basic mechanism of social and economic recovery of Serbia, and its successful response on challenges, which it confronts with. The education must be recognized as the basic instrument and mechanism of stimulating economic growth, increasing of employment and employability, economic re-structure, and technical and technological development. For that case it is necessary to re-define aims, organization, and structure of whole educational system, and based it at the concept of lifelong education, and make it accessible to all categories of population. The state in which learning and education are accessible only to children and young generation must be overcome. It is necessary to create legislative and institutional suppositions for education and learning of adults.

Starting from existing state and real needs the basic strategic aims of the reform of adult education in Serbia are:

- opening regular schools for adults, that is their program's and organizational accommodation to the needs of adults, and also qualifying these schools to realize programmes aiming to adults
- revitalization of existing institutions and organizations for adult education and learning
- establishing new institutions and organizations for education of adults, when real needs and possibilities for this exist.
- strengthening the educational function of the enterprises and the development of the possibility of workplace learning

The reform of education for adults is integral part of educational reform, especially the reform of vocational education. In this context the revitalization of existing institutions for adult education and especially creating the new one must be realize in co-action and synergy with the general reform endeavors. Having in mind the existing socio-economic circumstances, the fast and the most rational way of establishing institutions for adult education is organizational and programme's transformation of some secondary schools into this new type of institutions. In accordance with existing needs and possibilities five regular vocational schools on secondary level from different areas of work and different districts are transforming into the training centres

for adults. The selection of schools for transformation is carried out on the basis of the analysis of geographical, demographic, and socio-economic circumstances, especially of labour market and existing school network in some districts of Serbia. This analysis suggests the transformation of secondary vocational schools into the training centres for adults into the following districts: Srednjobanatski (Zrenjanin), City of Belgrade, Šumadijski (Kragujevac), Nišavski (Niš), and Borski (Bor).

1. Vision

Regional training centres for adults are leading regional institutions for vocational education, qualifying and training of adults, direct to support economic growth and development of region through fast and qualitative fulfillment of needs for knowledge, skills and competencies.

2. Mission

Regional training centers for adults gravitate toward:

- increasing a rate of participation of adults in programmes of education, qualifying and training, and to contribute to development of human capital
- support of socio-economic growth and development of region and the whole country, and to contribution to integration of the country in global, especially European, economy
- enabling economy restructuration of region
- enabling to individuals employability, professional development and mobility, full social participation, and personal fulfillment
- contribution to revival of the concept of lifelong learning/education, establishing economy and social organization based on knowledge.

3. Strategic aims

In keeping with technical and technological needs of enterprises, labour market and individuals, the direct tasks of regional training centres for adults are:

- to give, to keep up, and to improve qualification levels, that is vocational knowledge, skills, and competencies of adults
- to follow, to assess, and to investigate (research) regional labour market needs for competencies, occupations, and corresponding knowledge and skills, and in keeping with these to modify existing and to develop new programmes and courses, that is moduls
- to collect, to produce, and to disseminate information about the needs for competencies, knowledge, skills, programmes, institutions and possibilities of education, qualifying, and training in a region
- to follow and to analyze the consequences of their activities on a regional labour market as one of the actor in the process of creating policy and strategy of regional development.

4. Strategic support (pillars)

In the processes of reaching and fulfillment the mission and the strategic aims, regional training centres shape their activity using three basic strategic support.

4.1. Strategic and institutional integration

As the integral part of educational system (formal and non-formal) regional training centre's activity is developing:

- on the bases of the whole policy of development of education, especially vocational, which is brought in by Ministry of Education and Sports
- on the basis of the policy of economic development for whole country and for regions too brought in by Ministry of Economy and Privatization
- on the basis of employment policy and development of labour market brought in by Ministry of Labour and Employment, in a collaboration with regional branches of National Agency for employment
- in the cooperation with the Centre for Vocational Education and Training and Adult Education, the Centre for Accreditation, the Centre for Evaluation, and with the association of schools.

4.2. Accessibility

Adults have formal and legal opportunity to educate, qualify and train on the courses of regional training centres, what resulted with appropriate certificates and diplomas. Programmes and courses of centres are relatively accessible to participants and attractive for them too because of taking into consideration, during the processes of organization and realization:

- participants' personal readiness and wishes for learning
- specifics and possibilities of adults for learning and acquiring knowledge and skills.

4.3. Quality

Continual development and the projection of quality centres insure on the following ways:

- programmes, that is moduls are based on the real needs of enterprises, that is labour market
- the realization of programmes is based on the good management and adequate resources
- programmes are realized by well-skilled teachers and instructors
- programmes are realized in adequate physical, technical, organizational, and didactical conditions
- the whole organization and realization of the centres' activities are subjected to continual evaluation

5. Basic principles of organization and work

Regional training centres for adults work on the base of rules and principles which serve for efficiently attaining defined aims and tasks, establishing adequate programme's orientation, organizational structure, and methodology and organization of work. Regional training centres for adults are:

5.1. public institutions for education which programmes are accessible to persons elder of 18 years old, who satisfy entrance demands for particular types of programmes,

5.2 open and flexible institutions, which provide opportunities for persons with different previous experience and educational level to get and to develop knowledge and skills necessary for work or for, further education and learning,

5.3. environment for learning which encourages adults for learning, and which is adapted to adults, their developmental needs, possibilities and learning specifics, in the first place understands flexibility in the organization and realization of programmes (adequate time, place, space, and equipment for learning), and qualifying teachers and instructors for work with adults (the use of adequate strategies, methods, and techniques for learning and teaching),

5.4. multi-programmes institutions for vocational education, qualifying, training, counseling, and professional development of adults, which are the integral part of the whole system of vocational education,

5.5. institutions which activity is based on cooperation and partnership with different social partners (national, regional, and local authorities, employers, and their associations, trade unions) and with different groups and institutions of interest (enterprises, different chambers, agencies for employment, professional, scientific and research organizations, other educational institutions and individuals),

5.6. Institutions, which programmes are product of assessment and researches of real needs for competencies, knowledge, and skills from local community, region and the whole country, and which are the response on the needs of labour market for adequate work force in different areas of work, that is occupations and levels of qualifications and competencies,

5.7. institutions which programmes are aimed on outputs (results) (defined knowledge, skills, attitudes and competencies), that enable to be employed, to carry out a job, professional mobility and maturing.

6. Target groups

The two groups of reasons are in the base of need for establishing the training centres for adults, their basic aims, organizational structure and programme's orientation.

Direct reason for establishing training centres for adults is urgent need to exceed the hard socio-economic situation personified in the low rate of economic growth, low rate and scope of technical and technological changes, and readiness and abilities for introducing new products and technologies, the constant fall of employment and the drastic grow of unemployment. However, the need for establishing training centres for adults is strongly supported by large changes in the patterns of work, which basis manifestations are:

- strengthening and growth of service sector in the total economic structure¹
- dynamic growth of small business and the number of small and medium enterprises, which main characteristics are diversity and flexibility²
- bigger professional mobility and probability of changing occupation and job during the lifetime
- increasing of significance of generative abilities and key skills on work, in employing, and further education and learning (critical thinking, logical

¹ See: Izveštaj o razvoju politike obrazovanja, obučavanja i zapošljavanja u Srbiji za 2002. godinu, Nacionalna opservatorija Srbije, Beograd, 2002; Potrebe i mogućnosti obrazovanja odraslih u Srbiji, Nacionalna opservatorija Srbije, Beograd, 2003.

² Ibid.

thinking, autonomous moral judgment, communicational, and interpersonal skills)

- changes in the concept of employing – from permanent employment to employability and flexible forms of employing (periodical employment, partial employment, part-time work, project employing and so on).

Strategic aims of adult education in Serbia overcoming the frame of unemployment and relate to strengthening of economic competitiveness and the position of Serbian economic on international labour market and international economic competition. Because of that training centres for adults equally pay attention to unemployed and to employed people. With their programmes, training centres for adults turn to unemployed people without qualifications, vocational knowledge and skills, and without work experience, but at the same time to employed people with inadequate and insufficient competencies, knowledge and skills, and particularly to people whose competencies, knowledge and skills are closely knitted with their work position into the company's hierarchy (managers, they that are on high administrative positions, experts, professionals, engineer-technical cadres, young high educated persons at the beginning of their career and professional development etc).

7. Programme orientation

Regional training centres for adults are programmes opening and to economic and labour market needs accommodated institutions which basic aims are:

- a) development and realization
 - programmes of vocational education (from single moduls to complete programmes of vocational education which lead to all-inclusive qualification)
 - programmes of vocational qualifying (I and II grade of vocational education on secondary level)
 - programmes of vocational training (short-term training)
 - programmes of postsecondary vocational education
 - programmes of continuing vocational advanced training
 - programmes of certified education, that is programmes for accreditation of previous learning
 - programmes of non-formal education for specific purposes
- b) informing, counseling and guiding through the process of chousing programmes of training and qualifying, and career guidance of education, in the harmony with individual preferences, needs of local community and labour market, realizing in the close connection with regional and local agencies for employment.

8. Educational programmes

Vocational adult education is developing on the base of the programme brought by any school, this is education institution and organization. The programme is the structural frame for organization and realization of education that defines:

- aims, outcomes and contents of education
- processes and activities of theirs attaining and realization (organizational forms, strategies, models, and methods of teaching and learning) and
- ways and criteria for evaluating an attainment.

In accordance with basic and wide program orientation, training centres for adults develop programmes directed to outcomes and programmes directed to work competencies too.

The outcomes are clearly and unambiguous defined competencies, knowledge, skills, potentials, attitudes, and values, attaining after special program, this is process of education and learning.

The competencies are capabilities that particular job, specific role in occupation, or function and working task into process of working perform successfully (according to particular standard). Educational and learning outcomes, and work competencies make base for planning, organization, and realization of vocational education, qualifying and training of adults, evaluation of their attainments, and whole educational and learning process. Outcomes and work competencies which are clearly defined stimulate teachers and adult pupils to share the responsibility for success in learning, providing for both of them clear picture about what they can expect after the end of certain program or process of education and learning.

Outcomes and competencies are defined before the beginning of educational and learning process, and they are known to teachers and to adult pupils.

That means that outcomes determine and define educational and learning process, and that school and institution which programmes are based on outcomes and competencies must:

- identify outcomes and competencies of certain programme, explicate it, and make it absolute public and known to all of them who are interested in it;
- elaborate the ways of organization of teaching and learning through which outcomes and competencies can be reached.

9. Specification of outcomes

Specification of outcomes is developing on the base of clearly define procedure and methodology of work. Different participants can be involved in specification of outcomes:

- teachers and instructors from secondary vocational schools;
- teachers from universities and experts from scientific-research institutions;
- practitioners, specialists in certain occupation;
- representatives of employers, trade unions and adult pupils.

10. Modularization in vocational adult education

Secondary vocational education programmes are organizing and realizing as interdependent combination of subjects, moduls, professional practice and work. A part belongs to general education in secondary vocational education is realized in keeping with principles and rules recommended by Opšte osnove školskog programa³. Vocational segment of vocational education is realizing through moduls as basic programme's and organizational units.

Reasons for modularization in secondary vocational education are numerous and different. Modularization in the first row enables:

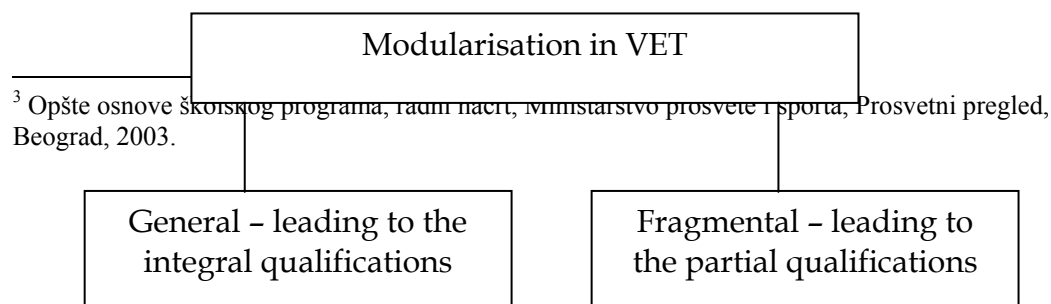
- larger flexibility in planning and organization of education;
- bigger economic efficiency of education;
- better adaptability to the needs of labour market and concrete working environment and jobs;
- better vertical and horizontal passing;
- more adequate way for bridging the gap between school (academic) qualifications and competencies and knowledge acquired through experience;
- bigger adaptability to individual needs and possibilities for learning;
- real choice of personal tempo and way of learning and acquiring of qualifications and professional competencies;
- continuing education and possibility of discontinuing acquiring of qualifications.

Moduls are specific and particular segments of learning which lead to attaining define outcomes of learning. Moduls can be independent or part of wider programmes' or organizational entirety. There are units or packages of learning that lead to vocational competencies and work's qualifications.

Concept of occupation, this is qualifications, is a referently frame for modularization, and precise description of occupation is a base for creating a modul. In the educational system occupations are presented as cluster of moduls - set of functional and organizational connected packages, or learning units. Same moduls can be a part of different clusters of occupations, and that is a way to provide horizontal and vertical passing in the educational system.

Two equal concepts of modularization and two methodologies of creating moduls existing in the system of vocational education:

- general modularization – leading to the integral qualifications,
- Fragmental modularization - leading to partial qualification and training for individual jobs and working function.



11. Programme orientation

Regional training centres offer three kinds of programmes, or moduls:

- general moduls for receiving qualifications in certain occupation;
- fragmental moduls for receiving work competencies, for carrying out certain functions, tasks, or jobs, and for work on concrete workplace;
- moduls for receiving key qualifications, this is (generic) knowledge and skills, key as a way for achieving work flexibility, adaptability, professional mobility, and connecting formal and non-formal education and learning. Key qualifications are supplement to basic vocational knowledge and skills, and they have two dimensions:
 1. socio-valuable- understanding social and working environment, readiness for cooperation, adequate communication including communication on foreign languages, and through different information systems and media;

2. cognitive-affective - capability for analysis, conceptualization, critical thinking, moral judgment and continuing learning.

General moduls (Catch up programmes)	Fragmentaly moduls (Certificate programmes)	Key qualifications moduls
<p>Moduls are realized in regular school system, and lead to qualification in certain occupation. In the first place they are intended to young people from 18 to 30 years old, to employed and also to unemployed people, who have left regular educational system, because of different individual or social reasons, and that wish to gain a qualification in certain occupation.</p>	<p>Short term forms of training and qualifying, which are response on labour market needs, or specific needs of enterprises or individuals. They are packages of learning aiming to forming separate work competencies (condensed forms of occupations and work functions), which are organizing for fulfillment of labour market needs or needs of concrete employers. Moduls (courses) are finishing with certificate of qualifying for carry out certain jobs and tasks. Ministry of Education and Sports issues certificates, and they are recognizable at the Serbian labour market. In the first place they are intended to unemployed people.</p>	<p>Short term forms of qualifying and learning aiming to advancement of work efficiency, flexibility of employing, employability, and personal self-fillment.</p> <p><i>Informatics and communication skills:</i></p> <ol style="list-style-type: none"> 1. Foreign languages 2. Computer's education <p><i>Skills of thinking:</i></p> <ol style="list-style-type: none"> 1. Critical thinking and judgment 2. Problem solving 3. Decision making <p><i>Interpersonal skills:</i></p> <ol style="list-style-type: none"> 1. Teem work 2. Skills of empathy and skills of conflict solving 3. Self-organizing and management skills <p><i>Personal skills:</i></p> <ol style="list-style-type: none"> 1. Management 2. Motivating 3. Presentation 4. Learning capacity <p><i>General education programs</i></p>