

**ACTION PLAN
FOR THE IMPLEMENTATION OF THE
STRATEGY FOR THE DEVELOPMENT OF
ADULT EDUCATION IN THE REPUBLIC OF
SERBIA
2009-2010**

1. INTRODUCTION

Measures and activities to be taken in order to reach the priorities and objectives set by the Strategy 05, No. 61-10591/2006-3 (herein after the Strategy) for the time period 2009 – 2010 were identified in a National Action Plan on the Implementation of a Strategy for the Development of Adult Education in the Republic of Serbia adopted by the Serbian government at the session held on 28th December 2006. The National Action Plan (herein after the Action Plan) contains also the indicators for monitoring results (phase and final) and evaluating the Action Plan's implementation process.

In both cases, while creating the concepts of the Strategy and Action Plan, one of the starting points was to take into account international documents in the field of education and adult education:

- Fifth International Conference on Adult Education/Confinte V/, "Adult Learning: A Key for the Twenty-First Century", A UNESCO Conference in Cooperation with International Partner, Hamburg, Germany, 14-18th July 1997
- A Memorandum on Lifelong Learning, Commission of the European Communities, Brussels, 2000
- Dakar Framework for Action, "Education for All: Meeting our Collective Commitments", Dakar, 2000
- Communication from the Commission, Making a European Area of Lifelong Learning a Reality, 21. 11. 2001, ED DG for Employment and Social Affairs, Comm (2001), 678 Final
- Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30th November 2002, on enhanced European cooperation in Vocational education and training "The Copenhagen Declaration", 2002
- UN Decade of Education for Sustainable Development, Resolution of the 65th General Meeting of the German Commission for UNESCO (DUK), Bonn, 7th July 2005

The content of the Action Plan complies with the measures and activities related to adult education which make parts of action plans for the implementation of other strategies also adopted by the government (employment and economic development). These are the following two action plans:

- National Action Plan for Employment for the time period 2006 – 2008 and
- Action plan on the National Strategy for Economic Development in Serbia 2006 – 2012

Measures and activities in the Action plan have been outlined according to certain statistical data and recommendations given. Among other things, special attention is paid to data on the literacy and educational level of people in the Republic of Serbia based on the last 2002¹ census. In this manner, in the process of planning it has been taken into account that in spite of a tendency to reduce the percentage of illiterate population (ten-year olds and

¹ Biljana Stanković, "Characteristics of people in terms of education" („Obrazovne karakteristike stanovništva”), in "People and households in Serbia according to 2002 census" („Stanovništvo i domaćinstva Srbije prema popisu iz 2002. godine ”), Goran Panev, National statistics Institute, Institute of Social Sciences – Centre for demographic Research, Belgrade, 2006, стр. 155-178

older) this percentage still remains 3, 5%.² It should be also added that fifteen-year olds and older who have finished 1 to 3 grades of primary school, 4 to 7 or the whole primary school make 45, 8% of the population in the Republic of Serbia.³ This is the population with no vocation.

If you compare the level of education with unemployment rate, among other data you can also find those proving that the unemployment rate is the highest with those people who have completed secondary education (24,2%) as well as with those who have completed primary education (21,0%).⁴

The results of the 2002 poll on the living standards prove that there are 69% of the poor who have completed primary education or have not completed secondary education in Serbia. The percentage of those having a university education is significantly lower i.e. 2%.⁵ Based on these data the authors of “The First Report on the PRS Implementation in Serbia” („Првог извештаја о имплементацији Стратегије за смањење сиромаштва у Србији“) have made the conclusion that the education is very important when it comes to poverty reduction process in Serbia.

This conclusion is even more highlighted in “The Second Report on the on the PRS Implementation in Serbia – First Draft” („Другом извештају о имплементацији ССС у Србији – Први нацрт“). The report says: “If the *Strategy for the Development of Adult Education* were implemented, it would be one of the most efficient instruments for poverty reduction in Serbia because parts of the population whose education is planned by that document represent the source of both traditional and new concepts of poverty.”⁶

The significance of adult education has been pointed out as well in a number of other documents and materials strategically important for Serbia. This was also reflected in the process of making the Action plan where adult education is considered an instrument of both social and personal development.

In the same way the Strategy for the Development of Adult Education is compatible with the Strategy for the Development of Vocational Education and Training in the Republic of Serbia, this plan is also closely connected with the Action Plan on the Implementation of the Strategy for the Development of Vocational Education and Training.

Adult education in the Action Plan as well as in the Strategy for the Development of Adult Education implies social activity and the process of satisfying educational needs of adult population no matter what the institutional organisation, content, level and the methods used were. In operational and practical sense adult education involves “all formal as well as informal education of the population over 18 years of age other than pupils i.e. students”.⁷

² Ibidem, pg. 155

³ Ibidem, pg. 170

⁴ National Action Plan for Employment for the time period 2006-2008 pg. 8

⁵ The First Report on the PRS Implementation in Serbia, the Government of the Republic of Serbia, 2005, pg. 68

⁶ The Second Report on the PRS Implementation in Serbia – First Draft,

<http://www.prsp.sr.gov.yu/vest.jsp?id=265>

⁷ Strategic Directions for the Development of Adult Education, Ministry of Education and Sports, Belgrade 2002, pg. 314

Four main priorities are identified in the Action Plan. These represent “the optimal minimum” for establishing a modern and efficient system of adult education. Those priorities are as follows:

I. Further development of legislative, conceptual, strategic, organisational and institutional background for efficient participation of social partners in adult education

II. Creating organisational and HR background for delegating responsibilities among relevant ministries in adult education

III. Creating the background for and encouraging the development of different programme options and making education more accessible to adult population

IV. Further development of financial and systemic background for the improvement of the capacity and quality of adult education and training

A large number of authorised agents of activities, relevant bodies and organisations in charge of the Action Plan’s implementation have been listed, whereby, among other things, social partnership in the development of adult education in the Republic of Serbia has been proclaimed and supported.

2. Measures and activities for the implementation of the Strategy, period 2009-2010

Priority	Objectives	Concrete measures and activities	Indicators	Agents and authorized bodies	Participants	Time framework
<i>Priority I: Further development of legal, conceptual, strategic, organizational and institutional foundation for the establishment of efficient ways of participation of social partners in adult education</i>	<ul style="list-style-type: none"> • Development of legal, conceptual, strategic foundation for the establishment of efficient ways of social partners participation in adult education • Development of organisational and institutional foundation for the establishment of efficient ways of social partners participation in adult education 	1. Development of legal regulations for establishment and setting up of National VET an Adult Education Council	Prepared legal regulations for establishment and setting up of National VET an Adult Education Council National VET an Adult Education Council in function	MoE	MoF, MoLSP, MoERD, NC VET AE, representative EA, representative trade unions, CoC, NEC, SEC	2009-2010.
		2. Preparation and adoption of the Strategy for the Development of social partnership in the area of VET and Adult Education	Strategy for the Development of social partnership in VET and Adult Education adopted	MoE	MoF, MoLSP; MoERD, representative EA, NC VET AE, CoC, NEC, SEC	2009.
		3. Improvement of legislation for the work of Local Councils for Employment in order to extend the activities in the field of adult education and human resources development	Improved legislation for the work of Local Councils for Employment in order to extend activities in the field of adult education and human resources development	MoE, bodies of local government	MoF, MoLSP, MoERD, representative EA, representative trade unions, CoC, SEC	2009 - 2010.

	<ul style="list-style-type: none"> • Improvement of legal regulations related to life-long learning 	4. Preparation and passing a Law on Adult Education and the related sublegal acts	Law on adult education and related sublegal acts passed	MoE	MoF, MoLSP MoERD, representative EA, representative trade unions, CoC, NC VET AE	2009.
Priority II: <i>Establishing organizational and personnel(human resources) basis for distribution of responsibility and authority among relevant ministries, in the field of adult education</i>	<ul style="list-style-type: none"> • Capacity building for the management and support to the adult education 	5. Work in area of Adult Education placed into system within the Ministry of Education and Ministry of Economy and Regional Development	Effects of implemented activities in area of Adult Education	MoE, MoERD		2009.
	<ul style="list-style-type: none"> • Improvement of the model and mechanism of financing for adult education programmes 	6. The proposal of changes of the model of financing and financial management of institutions and adult education programs (link IV, 16)	Effects of the activities and work of institutions financed by the improved model	MoE, MoERD		2009.
Priority 3: <i>Improvement of the availability of adult education, through the development of standards for institutions and programs, also includes respect of</i>	<ul style="list-style-type: none"> • Establishing a wide network of adult education institutions and organisations 	7. Setting up the standards of work and establishing accreditation procedures for institutions and organisations in field of adult education	Defined and promoted standards of work and accreditation procedures established for institutions and organisations in field of adult education	MoE	NC VET AE, Accreditation Centre, representative EA	Second half of 2009 – first half 2010

<i>standards related to the inclusion of marginalised groups in the education</i>						
		8. Monitoring and consolidation of standards for work and procedures of accreditation for institutions and organisations in field of adult education	Carried out monitoring and consolidated standards and procedure for accreditation of institutions and organizations in field of adult education Standards and procedure in function	Accreditation Centre		2010.
		9. Establishment and setting up of three new Regional Training Centres	Three new Regional Training Centers established and in function Three new Regional Training Centers carrying out continuous activities in field of adult education	MoE, Accreditation Centre	Local Employment Councils	2009 - 2010.
	• Creating pre-conditions for development and development of modern programmes of basic adult education: preparation programmes for achievement of standards of basic general education and integrated (work oriented) basic education	10. Development of regional plans for improvement of basic literacy and basic education of adults as part of functionalisation of adult education	Regional plans for improvement of basic literacy and basic education of adults developed	MoE	MoYS, AVETAE, Local Employment Councils	2009.

	and training					
		11. Implementation of regional plans for improvement of basic literacy and basic education of adults	Basic literacy and basic education of adults implemented according to Regional plans	MoE	MoYS, AVETAE	2010 onwards
		12. Development of standards for basic adult education and tests for checking the achievement of standards	Developed and promoted standards for basic adult education Developed tests for checking the achievement of standards of basic adult education	Institute for Education Quality and Evaluation , MoE		2009 onwards
		13. Development of preparation programmes for adults for achieving standards of basic adult education and pilot implementation phase of the programme	Developed and promoted preparation programmes for adults for achieving standards of basic adult education Pilot phase of programme implementation started Implemented considerable number of preparation programmes for adults for achieving	MoE, Institute for the Improvement of Education		2009 onwards.

			standards of basic education			
		14. Development of methodology for the integration of VET programmes into basic adult education programmes (programmes of functional basic education) and their implementation	<p>Developed methodology for the integration of VET programmes into basic adult education programmes (2009)</p> <p>Pilot phase of programme implementation started</p> <p>Considerable number of integrated (work oriented) basic adult education programmes implemented</p>	MoE, Agency for VET and Adult Education		2009 - 2010.
	•Development of vocational education and training programmes: initial vocational education programmes, programmes for the labor market (with the programmes of key competencies / personal qualifications), the programme of continuous education and education for environmental protection and sustainable development programmes	15. Development of modular programmes of vocational adult education based on the research needs of the labor market, the establishment of forecasts in the labor market, the needs of employers and development plans of educational institutions	Developed and implemented a significant number of modular programmes for vocational education of adults, projected based on the research needs of the labour market	Agency for VET and Adult Education, MoE	MoERD, representative EA, NC VET AE	2009 onwards

<p>Priority IV: Further development of financial and system basis for the improvement of capacity and quality of adult education and training</p>	<ul style="list-style-type: none"> • Setting up a system of financing adult education 	<p>16. Development of the system of financing adult education and designing a procedure for the system functioning</p>	<p>Established and developed system of financing of adult education</p>	<p>MoF, Agency for VET and Adult Education</p>	<p>MoE</p>	<p>2009.</p>
	<ul style="list-style-type: none"> • Setting up adult education and training standards 	<p>17. Development of standards for: programmes; teachers, instructors, education and training providers; teaching; assessment and evaluation, monitoring and consolidation of standards</p>	<p>Developed and promoted standards for: programmes; teachers, instructors, education and training providers; teaching; assessment and evaluation</p> <p>Monitoring of standards carried out and standards set in function after consolidation</p>	<p>NC VET AE, Agency for VET and Adult Education</p>	<p>Accreditation Centre</p>	<p>2009 - 2010.</p>
	<ul style="list-style-type: none"> • Setting up a system of certification and accreditation 	<p>18. Establishing a Centre for the accreditation of programmes and programme providers</p>	<p>Established and functioning Centre for the accreditation of programmes and programme providers</p>	<p>MoE, Agency for VET and Adult Education</p>	<p>representative EA, MoERD</p>	<p>2009.</p>
		<p>19. Development of the methodology for accreditation of adult education programmes and procedure for accreditation, monitoring and consolidation of methodology and procedure</p>	<p>The methodology for accreditation of programmes and programme providers developed</p> <p>Carried out monitoring of methodology and</p>	<p>Accreditation Centre</p>	<p>representative EA, MoERD, NES</p>	<p>2009 - 2010.</p>

			<p>accreditation procedure and also consolidation carried out</p> <p>A considerable number of programmes accredited</p>			
	<ul style="list-style-type: none"> Setting up a quality control system in adult education and training 	20. Development of evaluation methodology, i.e. formal assessment of the programme, institutional, social and individual objectives fulfilled and outcomes reached in the field of education and training	Developed methodology for evaluating the programme, institutional, social and individual objectives fulfilled and outcomes reached in the field of education and training	MoE, Agency for VET and Adult Education	MoERD	2010.
		21. Systematic evaluation, i.e. formal assessment of the programme, institutional, social and individual objectives fulfilled and outcomes reached in the field of education and training	Evaluation is carried out systematically	Institute for Education Quality and Evaluation, MoE, Agency for VET and Adult Education		2010.
	<ul style="list-style-type: none"> Creating organizational, institutional and HR bases of the system for guidance and counselling system in adult education and training 	22. Development of guidance and counselling system in adult education and training and setting up guidance and counselling centres in 5 + 3 Regional Training Centres	<p>Developed guidance and counselling system in adult education and training, monitoring and consolidation carried out</p> <p>Guidance and counselling centres in 5 + 3 centers ,</p>	MoE, Agency for VET and Adult Education	MoERD	2009 - 2010.

			established and in function			
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3. Estimation of financial assets needed for implementation of activities covered by the Strategy

Elements from the Action plan	Estimation of financial assets needed (in Euros)	
	Preparation and pilot phase implementation 2009.	Functioning 2010.
1. Development of legal regulations for establishment and setting up of National VET and Adult Education Council	9.585	12.780⁸
2. Preparation and adoption of the Strategy for the Development of social partnership in the area of VET and Adult Education	4.100⁹	
3. Development of the legal regulations for establishment and setting up of Local HRD Councils (5 + 5)	7.100	7.500
4. Preparation and passing a Law on Adult Education and the related sub legal acts	2.000⁹	
5. Establishment of Adult Education Unit (sector/department) within MoE as well as within the MoERD	Possible reallocation of existing staff (2 groups x 3 persons)	
6. The development of the model and the strategy of financial management of institutions and adult education programs (link IV, 16)	6.637	
7. Setting up the standards of work and establishing accreditation procedures for institutions and organisations in field of adult education	5.850	
8. Monitoring and consolidation of standards for work and procedures of accreditation for institutions and organisations in field of adult education		4.600
9. Establishment and setting up of three new Regional Training Centres	108.493¹⁰	15.200
10. Development of regional plans for improvement of basic literacy and basic education of adults	12.600	
11. Implementation of plans for improvement of basic literacy and basic education of adults		53.800
12. Development of standards for basic adult education and tests for checking the achievement of standards	30.381	
13. Development of preparation programmes for		

⁸ Estimation of financial assets needed for development of Law regulations for establishment and setting up of VET and Adult Education Council, with same amount, is stated also in National Action Plan for implementation of Strategy for the development of Vocational Education and Training in the Republic of Serbia, considering that this is the body covering both Vocational Education and Adult Education.. So, we are talking about the same assets, not additional assets.

⁹ The assets are provided through IPA 2007

¹⁰ The assets needed for further work are estimated to be provided from one's own resources

adults for achieving standards of basic adult education and pilot implementation of the programme	75.911	43.400
14. Development of methodology for the integration of VET programmes into basic adult education programmes (programmes of functional basic education) and their implementation	38.250	103.000
15. Development of module based vocational programmes for adults, based on survey on labour market needs and their continuous implementation	48.750	61.023
16. Development of the system of financing adult education and designing a procedure for the system functioning	3.600	
17. Development of standards for: programmes; teachers, instructors, education and training providers; teaching; assessment and evaluation, monitoring and consolidation of standards	19.125	13.500
18. Establishing a Centre for the accreditation of programmes and programme providers	30.800¹⁰	50.100
19. Development of the methodology for accreditation of adult education programmes and procedure for accreditation, monitoring and consolidation of methodology and procedure	7.650	5.400
20. Development of evaluation methodology, i.e. formal assessment of the programme, institutional, social and individual objectives fulfilled and outcomes reached in the field of education and training		20.400
21. Systematic evaluation, i.e. formal assessment of the programme, institutional, social and individual objectives fulfilled and outcomes reached in the field of education and training		18.300
22. Development of guidance and counselling system in adult education and training and setting up guidance and counselling centres in 5 + 3 Regional Training Centres	78.750	93.000
Estimation of financial assets needed in Total (Euros)	489.582	502.003

Abbreviations:

MoE	-	Ministry of Education
MoLSP	-	Ministry of Labour and Social Policy
MoERD	-	Ministry of Economy and Regional Development
MSEP	-	Ministry of Science and Technological Development
NEC	-	National Educational Council
NC VET AE	-	National Council for VET and Adult Education (proposal for establishment)
AVETAE	-	Agency for VET and Adult Education
MF	-	Ministry of Finance
UE	-	Union of Employers
CoC	-	Chamber of Commerce
NES	-	National Employment Service
MoYS	-	Ministry of Youth and Sports
IIE	-	Institute for Improvement of Education
CES	-	Socio – Economic Council of the Republic of Serbia