

# POLICY AND STRATEGY OF ADULT EDUCATION DEVELOPMENT IN THE REPUBLIC OF SERBIA

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# INTRODUCTION

Adult education strategy is a call for creating a learning culture, social economy and organisations based on knowledge and the improvement of adult skills and achievements.

This strategy is based on the following international documents:

- Hamburg Declaration on Adult Education, UNESCO, 1997; (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, 14-18 July 1997 ([url:http://www.education.unesco.org/educprog/uiie/](http://www.education.unesco.org/educprog/uiie/)))
- A Memorandum on lifelong learning, Commission of the European Communities, Brussels, 2000 (<http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>)
- 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, EC DG for Education and Culture and DG for Employment and Social Affairs, Comm(2001), 678 Final;
- “The Copenhagen Declaration”, (Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training, 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 ([http://www.dekade.org/mgmmaterial/Resolution\\_65HVeng.pdf](http://www.dekade.org/mgmmaterial/Resolution_65HVeng.pdf))

Adult Education Policy is an integrated part of the structural framework of the VET Reform in Serbia and it is supported by the following documents:

- M. Despotovic, I. Maksimovic, J. Dimov, R. Secibovic, M. Zugic, Strategy framework for vocational education development in Serbia, in: “The Reform of Secondary Vocational Education: From Discussion to Realisation”, MoES, Belgrade, 2000, p. 551-586;
- Concept of secondary vocational education in Serbia, Vocational Education and Training Reform Programme 2004;
- Policy and strategy for development of VET in Serbia, Vocational Education and Training Reform Programme 2005;
- Policy and strategy of accreditation and certification in the secondary vocational education and continuous education of adults in Serbia, Vocational Education and Training Reform Programme 2005;

The implementation of the Adult Education Policy is based on:

- National employment strategy for the period 2005 – 2010;
- A Strategy for the Development of Small and Medium-sized Enterprises and Entrepreneurship in the Republic of Serbia 2003 – 2008, Republic of Serbia, The Government of Serbia, 2003
- National strategy for reduction of poverty, 2003;
- Serbian national strategy for Serbia and Montenegro EU accession, Serbian Government, The EU Integration Office, 2005.

### The main definitions

Adult education is a social activity and a process of responding to adults' needs, irrespective of organisation, contents, level or applied methods. According to its content, objectives and organisational methods, adult education is considered as diversified and multifunctional, and could be formal and non formal, general and vocational, initial and continuing, regular and irregular.

Regarding operational, practical and organisational aspects adult education "involves all formal and non formal educational forms intended for adults over the age of 18 who do not have the status of a pupil or student." (*Strategic directions in adult education development, Ministry of Education and Sports, Republic of Serbia, Belgrade, 2002, page 314*).

Formal education is conducted in the school system, from primary school until post-graduate studies based on an approved curriculum, defined goals and outcomes which lead to a diploma (certificate), i.e. to the national accreditation of acquired qualifications, competences and educational levels financed by public funds.

Non formal education refers to all educational programmes and activities outside the school system. Non formal as well as formal education is organised on an institutional level, but does not lead to the national accreditation of acquired qualifications and educational levels and is usually not financed from public funds.

Initial education encompasses all educational programmes which are accomplished prior to entering the world of work in a first employment.

Continuing education refers to educational programmes taking place upon completion of compulsory education or to some categories after initial education and training or after entering the world of work. This education aims at (1) conveying knowledge, skills and competences, improvement (2) gaining new working competences or (3) further personal and professional development.

## ADULT EDUCATION – REFLECTION OF SOCIAL AND INDIVIDUAL NEEDS

Intensive social economic reform has been implemented in Serbia since 2000. After a series of long-lasting crises the economy entered a transitional phase of (slower) growth and mild recovery. Privatisation is intensive and practically the process has entered the final stage, which has a positive impact on the restructuring of the economy, the inflow of foreign funds, higher productivity and growth of small and medium sized enterprises.

The Serbian economy is still not technologically demanding in its structure, and there is a significant technological gap between Serbia and the European Union. Definitive technological development and improvement in this sense could be expected only through transfer of technologies. By all means, it requires stabilisation of the political situation and an appropriate economic policy which would enable better attraction of foreign funds and companies to the Serbian economy and market.

A second requirement is an adequately trained and flexible work force, capable of coping with technological innovations, new production methods, organisation of work and new products. Without new technologies and a work force capable of using them, Serbia will be threatened by serious transitional recession.

The birth rate is dramatically decreasing, while the average life span is extending, consequently causing the constant growth of the elderly population above 60. According to data from 2002, ¼ of the total population in Serbia is over 60 years of age.

Regardless of the significant percentage of highly educated and qualified human resources, the educational structure of the population is unfavourable. Almost 50% of the adult population has only the elementary educational level or less. This means that around 3 million people above 15 are without adequate working skills and competences and that huge percentage has serious problems to find and keep jobs.

The decrease of the employment rate in Serbia during the last decades is evident. The considerable reduction of vacancies and the rising unemployment rate are caused by structural and ownership changes. There is a considerable number of educated and skilled workers in the system but the percentage of unskilled workers is still very high. In the unemployment figures, unqualified and semi qualified workers are dominant, but the percentage of highly qualified unemployed workers is rising dramatically. Unemployment, and above all, inflexibility of the labour market (lack of programmes which are fulfilling the labour market demands for specific knowledge and skills, career guidance and counselling, a system for recognition of competences and qualifications and active employment measures) is a major obstruction for the entire social-economic development. In the modern business environment enterprises, employers and those looking for employment are confronted with demands for high levels of competence and adaptability which implies that more flexibility in the labour market is crucial for the social-economic transformation and transition towards new technologies and a highly productive economy.

The key problems related to the understanding and development of adult education in Serbia are

- Low level of economic development (GDP per capita is 990\$);
- Huge economic, demographic, and educational disparities;
- Stagnating population growth, a decrease in the number of children/youth and increase in the number of elderly (approximately 1/4 of Serbia's present population is over the age of 60);
- Poverty (nearly 1/3 of Serbia's population lives below the poverty line, or hovers near the poverty line, which is the equivalent of earning less than \$30 USD per month);
- The number of unemployed people living in Serbia is large (in December 2003 there were 944,000 unemployed people in Serbia);
- A significant unemployment rate amongst individuals under the age of 30 (37%);
- Poor education and training among individuals over 15 (nearly 47% are not properly educated or trained);
- A poorly trained work force (21% are unskilled);
- The unemployed are generally uneducated/undereducated (nearly 39% are without a qualification, or skilled and trained at the lowest level);
- There is no systematic approach to adult education development (political, strategic, legislative, institutional, related to human resources and financial).

Adult education and training, improvement of the knowledge, skills and professional mobility is a key instrument for social-economic transformation, acceptance of technological innovations, improvement of competences and competitiveness of the labour market, rise of employment, social cohesion and development of individual needs and competences for a better life. It should:

- Respond to labour market and individual needs for knowledge and skills;
- Increase the value of human resources and create basic support for the national social-economic development and integration with the global, especially European economy;
- Enable complete social and individual participation and improve employability and competences enabling the adult workforce to be active and competitive in the labour market;
- Improve the professional mobility and flexibility of the work force (mobility in work, profession and qualification);
- Anticipate social exclusion and marginalisation, enhance social cohesion and perception of identity and participation;
- Support individual development and personal satisfaction.

## BASIC PRINCIPLES OF ADULT EDUCATION

The Adult Education Policy and Strategy and identification of immediate goals and tasks are based on the assumption that adult education is:

- A manifestation of lifelong learning and an integrated part of the entire educational system;
- An important factor in economic development, the raising of productivity and economical competitiveness, the improvement of employment and employability;
- A correction of the regular education system (provides a second opportunity for acquiring relevant knowledge and skills);
- An innovative education and learning mechanism (an area with prompt reaction to the needs of the economy and labour market, technological innovations, testing and introduction of new profiles, programmes, skills, competences, which is flexible and open for new methods and forms of work and learning);
- A basic way to support self development (personal satisfaction) to enable an individual to:
  - Be employed,
  - Have a better income,
  - Acquire independence,
  - Remain active and in good health,
  - Have better jobs,
  - Strengthen the family and encourage the independence of family members.

## PURPOSE OF THE ADULT EDUCATION POLICY

The basic purpose of adult education policy is the development of appropriate social conditions for adult education and the creation of an education and training system for adults (including support and development institutions and mechanisms) whose basic characteristics are relevance, flexibility, efficiency, effectiveness, accessibility and sustainability.

### Relevance

The adult education system is relevant if it provides knowledge and skills corresponding to the needs of potential users, or demands of an individual, the labour market, or the broader community. Relevance is secured through a high percentage of participation of all interested agents (social partners) in the adult education system (policy, programmes, finance, verification etc.) and through monitoring and identification of labour market needs and the institutional articulation of these demands and requirements.

### Flexibility

At the core of adult provision is flexibility that is the ability to respond adequately and in time to the demands for knowledge and skills. Mainly, flexibility is secured through modularisation, or programmes based on labour market needs, job requirements and interests of enterprises, specific groups and individuals. Modularisation and modules are the most adequate response to the inconstancy (modernisation) of the world of labour and social environment and the necessity of harmonising education with the needs of the economy and civil sector.

### Efficiency and effectiveness

Efficiency and effectiveness refer to the maximum utilisation of adult education capacities and resources and the management of the system of adult education through quality categories. These emphasise the maximum usage of existing educational institutions (regular schools and adult education providers), establishing educational standards and the joint capacities and efforts (material, financial, human and institutional) of various management channels (ministries and agency).

### Accessibility

The tendency to establish a system based on needs and demands (demand driven) does not exclude the need for its accessibility for different categories of the population. It is open to various social categories and groups: poor, refugees, adults with special needs, people unemployed for a long time, young people without qualifications, women, elderly workers faced with the possibility of losing job, minority groups, highly educated people losing jobs such as army staff etc.

### Sustainability

Relevance, flexibility, efficiency, effectiveness are the roads towards the sustainability of the adult education system. However, the system is sustainable only if it is secured the required financial means. The sustainability of the adult education system is not based on traditional budget oriented financing of education and training institutions, but on development of an adequate model of financial management at national and local level (the possibility of adult education institutions to act on educational market, and respond to demands of enterprises, public services, and individual for knowledge and skills and to develop new form of financial support to the educational programmes such as grants, vouchers etc.)

## **GOALS OF ADULT EDUCATION POLICY**

Adult education policy is one of the instruments for solving many key social and economic problems in Serbia. Through adult education, Serbia has to restructure and improve human resources. It means:

- Securing the accessibility of education and training to all categories of adults through establishing institutional and programme pluralism in the adult education system;
- Decentralisation and a partnership approach in management and implementation activities in adult education;
- Quality assurance in adult education through legislation and the establishment of educational standards;

If we have in mind the urgent need for faster economic development, improvement of employment, social cohesion and democratisation of social relations, the main goals and objectives of the adult education policy in Serbia will be:



**STRATEGIC OBJECTIVES OF ADULT EDUCATION**

<p><b>Objective 1</b> Creating an effective means of participation of social partners in adult education</p>	<p><b>Objective 2</b> Distribution of responsibility for adult education among relevant ministries and their agencies</p>	<p><b>Objective 3</b> Development of various programme options and upgrading of the availability of adult education</p>	<p><b>Objective 4</b> Development of capacity and quality of adult education and training</p>
<p>Tasks:</p> <p>1.1. Establishment of an agreement regarding social partnership within vocational education and training;</p> <p>1.2. Establishment of a National Council for Education and Training;</p> <p>1.3. Establishment of a Local Council for human resources development;</p>	<p>Tasks:</p> <p>2.1. Capacity development for management and support to adult education</p> <p>2.2. Definition of financing models and mechanisms for adult education programmes</p> <p>2.3. Definition of monitoring and management in adult education institutions;</p>	<p>Tasks:</p> <p>3.1. Development programme for elementary adult education</p> <p>3.2. Development programme for vocational education and training;</p>	<p>Tasks:</p> <p>4.1. Creating a law on adult education and relevant regulations;</p> <p>4.2. Establishment of a financing system for adult education;</p> <p>4.3. Definition of educational and training standards;</p> <p>4.4. Establishment of an accreditation and certification system;</p> <p>4.5. Establishment of a consultation and management system;</p> <p>4.6. Establishment of a system for supervision of quality and relevance of education and training programmes</p>

## 1. CREATING AN EFFECTIVE MEANS FOR THE PARTICIPATION OF SOCIAL PARTNERS IN ADULT EDUCATION

Adult education is a partnership activity and, furthermore, the joint responsibility of a variety of actors (government, employers and employees, businesses, professional associations, NGOs, scientific and educational institutions, and individuals).

Social partnership is the response to the challenges of socio-economic development. It is also the answer to the need for knowledge and skills for both individuals and corporations/businesses and is the basic mechanism for the planning and development of vocational adult education and training. Partnership between government, employers, and employees, is the basis for human resource development and planning, along with adult education and training. Partnership is being established at all levels of social organisation (national, regional/municipal, and local) and in all domains of organisation and realisation of education (planning, program creation, financing, accreditation, certification etc.). The expected results of establishing a dialogue and partnership is the creation of a dynamic and sustainable system of institutions and programmes for adult education and learning that is based on the needs of the economy, of the labour market, and on the realizable possibilities of society and the individual.

### TASKS

In order to establish effective participation of social partners in adult education it is necessary to develop the preliminary conditions and framework for institutional dialogue and action, which will require the following:

- 1.1 There must be an agreement on cooperation among the social partners regarding vocational education and training.

The agreement will regulate the relationship between the partners, their duties and responsibilities, the way in which the partners cooperate, the goals of education policy and the manner in which policy related to adult education is implemented.

- 1.2 Establishment of a National Council for Education and Training.

Members of the National Council are representatives from government, trade unions, and employers. Their main responsibilities are to:

- Establish a national system and national standards for qualifications and competencies;
- Create a national policy and strategy for adult education;
- Analyse, monitor and control the education and training of adults;
- Define priorities in the area of adult education and training; and
- Establish models and mechanisms for financing institutions and programmes for adult education and training and for investing in adult education and human resources development.

The National Partnership Council provides guidance regarding the following measures and procedures:

- Standardisation for education and training;
- Accreditation and certification; and
- Financing of adult education.

### 1.3 Establishing Local Councils for Human Resources Development.

Members of the Local Councils are representatives of local government, employers, Trade Unions, Chamber of Commerce, professional associations, educational institutions and/or providers, and NGOs. The main purposes of Local Partnership Councils are to support economic and employment policy development at local level, decrease unemployment, develop individual initiatives and entrepreneurship, and help the restructuring of the economy through the development of a local strategy for adult education and the development of human resources.

The Local Partnership Councils are responsible for:

- Analyzing and monitoring the current state of adult education;
- Identifying the needs and priorities of adult education and human resource development;
- Collecting and distributing information regarding adult education and training programmes and, furthermore, distributing information regarding the needs of the labour market, such as required competencies and qualifications; and
- Suggesting models and measures for financing and investing in adult education and training.

#### Strategic steps

- 1.1.1. Agreement on the establishment of social partnership within the adult education and training sector through the Ministry of Education and Sports, the Ministry of Labour, Employment and Social Policy, the Union of Employers and representative Trade Unions;
- 1.2.1 According to the Agreement on social partnership the social partners make the decision to establish a National Council for vocational education and training;
- 1.3.1. Establishment of Local Councils for Human Resources Development in Belgrade, Zrenjanin, Kragujevac, Bor and Nis initiated by Centres for continuing adult education through Chambers of Commerce

## 2. DISTRIBUTION OF RESPONSIBILITY FOR ADULT EDUCATION AMONG THE RELEVANT MINISTRIES AND THEIR AGENCIES

Adult education is a basic instrument for the implementation of the Government's socio-economic reform programmes. More precisely, these programmes are related to:

- \* Improvement of the productivity and competitiveness of the economy;
- \* Increase of employment and greater mobility of the labour/work force;
- \* Increase of social cohesion; and
- \* Reduction of poverty and social marginalisation.

Taking into consideration the above, the engagement of public institutions is necessary. It is a responsibility and priority for the government, especially as this relates to its financing, co-financing, regulation, management, and spending for programmes. In the light of its multi-faceted nature the elements of adult education are an integral part of policies related to economy, society, and employment which involves various government sectors. This means that the implementation and operation of adult education is the responsibility of a number of ministries, which include:

- The Ministry of Education and Sports;
- The Ministry of Labour, Employment and Social Policy;
- The Ministry of Economy;
- The Ministry of Finance; and
- The Ministry of Public Administration and Local Self-Government.

TASKS:

Establishment of public interest and efficient distribution of assignments and responsibilities for adult education through:

2.1. Capacity development for management and support to adult education

The Ministries of Education and Sports and of Labour, Employment and Social Policy need to establish a system of financing, development, monitoring and management in adult education institutions and programmes.

2.2. Definition of financing models and mechanism for adult education programmes

The Ministry of Finance, the Ministry of Education and Sports, the Ministry of Labour, Employment and Social Policy and the Ministry of Local Self-government need to define resources, procedures and criteria for funding.

2.3. Establishment of co-operation and co-ordination between relevant ministries related to adult education development;

The Ministry of Education and Sports and Ministry of Labour, Employment and Social Policy define ways and procedures of management and monitoring of adult education institutions/organisation.

Strategic steps

- 2.1.1. Establishment of an Adult Education Unit within the Ministry of Education and Sports, and the Ministry of Labour, Employment and Social Policy;
- 2.2.1. Establishment of an inter-ministerial team for financing models and a financial management strategy for different adult education programmes (the more detailed in task no.3);
- 2.3.1. Establishment of an inter-ministerial team for strategic co-ordination, monitoring and evaluation of the effects of the policy and strategy within adult education;
- 2.3.2. Establishment of an inter-ministerial team for the provision of information related to adult education programmes and training as well as labour market needs for work force, knowledge and skills.

## DEVELOPMENT OF VARIOUS PROGRAMME OPTIONS AND UPGRADING OF THE AVAILABILITY OF ADULT EDUCATION

Adult education and learning is a starting point for achieving social aims and goals that relate to developing social organizations. Such social organizations, in turn, allow greater social participation, support initiatives, openness, and an entrepreneurial spirit and, furthermore, enhance the value of human capital, productivity, and efficiency. Consequently, it is necessary to provide a variety of institutions and programmes and diverse means of obtaining adult education (e.g. a spectrum ranging from formal education to distance learning).

The creation of a wide-ranging network of institutions and organisations for adult education has the following aims:

- To widen the realistic possibilities for adult learning and education;
- To create a well organised market of educational programmes and services where institutions would provide and offer educational and training programmes to organisations under equal conditions and adopted standards
- To meet the need for knowledge and skills of both the labour market and the individual.

It is necessary to secure, in accordance with standards and equal conditions, the implementation of adult education programmes and trainings in:

- Schools for primary adult education and in common primary school with licence to work with adults;
- VET schools and Centres for Continuing Adult Education;
- Higher education institutions and their subsidiary institutions (Training and continuous education centres);
- People's universities, worker universities and open universities;
- Enterprises and their associations;
- NGOs;
- Cultural institutions;
- Private organisations for education and training;
- Professional associations.

If we have in mind the present educational profile of the work force and the large unemployment rate, the creation of proper conditions for the development of educational programmes will be necessary as well as training that would meet requirements for knowledge and skills of the following groups:

- Illiterate persons and persons without primary education;
- Persons without occupation or qualification;
- Unemployed persons;
- Redundant employees;
- Employees – especially categories with risk of losing job;
- Entrepreneurs and persons planning to start private business;
- Persons with special needs;
- Ethnical minorities and Gipsy population;
- Women
- People from villages

It is necessary to secure the availability of education and learning for these target groups via three basic groups of programmes.

- Elementary education programmes;
- Vocational education programmes; and
- Training programmes for the Labour Market

## TASKS

### 3.1. Developing elementary adult education programmes

Literacy programmes and elementary education programmes are the key to the distribution of social justice and rights. Apart from gaining basic knowledge and skills, these programmes are designed to advance the capacity for:

- Social integration;
- Obtaining the right to work, more specifically, the right to obtain and retain employment;
- Understanding cultural and ethnic diversity and the need for tolerance;
- Improving health and health care; and
- Continuing individual development.

In order to increase employment opportunities and expedite entrance into the world of work, it is necessary to develop programmes and institutions that address the specific literacy and educational needs of the adult population that varies in age and social standing. These programmes are dedicated to employed and unemployed people, with a particular emphasis on certain target groups that include youth (up to the age of 25), women, refugees, groups with special needs, and ethnic minorities all of whom lack basic education and qualifications. There are two main programmes for elementary adult education that are specifically designed to replace the existing system which is both expensive and ineffective. These programmes are:

- 3.1.1 Preparatory programmes for achieving standards of basic elementary education. These programmes are built on elementary education standards, more specifically; they lead to certain elementary education outcomes. The Ministry of Education and Sports is responsible for standards development and for creating tests designed to evaluate these standards, as well as for financing the programmes.
- 3.1.2 Integrative (work oriented) programmes of elementary education and training. These programmes combine elementary education with training for specific jobs – i.e. personal and social competencies required for certain jobs and skills related to job searching. The purpose of these programmes is to provide entry into the labour market/further education, more specifically, into different programmes of vocational education. Simultaneously, gaining elementary education and vocational training has a motivational value for adults and contributes to solving the problem of unemployment. These programmes are financed through the Ministry of Education and Sports and the Ministry of Labour, Employment, and Social Policy, and employers, but are realized through accredited institutions and organisations. Integrative programmes may be conducted through a school, or via internship programmes. In that case, the company is accredited for training in certain specified fields (it has trained and accredited instructors and technical equipment for specific professions and jobs).

#### Strategic steps

- 3.1.1.1. Regional departments (12) within the Ministry of Education and Sports develop regional plans for literacy courses and elementary adult education;
- 3.1.1.2. The Ministry of Education and Sports develops a methodology of formal elementary education adjusted to adult education
- 3.1.1.3. The Centre for Evaluation develops standards of elementary adult education and tests for its verification of achievement,

- 3.1.1.4. Schools for elementary education (16) and formal elementary schools in regions where schools for adult education do not exist develop preparatory programmes for adults in order to achieve standards of elementary adult education ;
- 3.1.2.1. The Centre for Vocational and Artistic Education develops methodology for integration of vocational education programmes into adult education programmes;
- 3.1.2.2. Schools for elementary adult education (16) and formal elementary schools in co-operation with Working, National and Open Universities, and vocational schools implement the integrated programme for adult education.

### 3.2 Development of vocational education and training programmes.

Establishing a flexible and dynamic system of adult education, more specifically, continuing education and training that is capable of responding quickly to needs for knowledge and skills, that will allow each individual to acquire an initial vocational education and pre-qualification, in addition to further training, and which refreshes knowledge, skills, work and life competencies that are crucial to the economy and the overall social development of the country. Different groups of vocational education and training programmes are developed in the field of vocational training and education:

3.2.1 *Initial vocational education programmes.* These are adapted modular programmes of secondary vocational education for adults that lead to a qualification, a certain level of education for certain jobs/professions. These programmes are adapted according to outcomes, content, duration, and method of organisation and implementation of learning. They are first and foremost designed for young people from age 18 to 30, who dropped out of the formal educational system for various individual and social reasons and who would like to complete their secondary vocational education and acquire a qualification for certain professions. These programmes are financed through interested individuals, companies, and local and regional agencies for employment.

3.2.2 *Labour market programmes.* These are short-term programmes and learning packages forming specific work competencies that are organised to meet labour market needs, for certain employers, specific target groups, or the individual. Through these programmes individuals are trained for jobs/work places that provide them with fast entrance into the labour market, especially when it comes to:

- Those who have lost their jobs, or are at risk of losing their jobs; and
- Individuals who lack professional qualifications or competencies (especially women, youth without qualifications, and those who have special needs).

Programmes for the market include:

- Programmes for entrepreneurial skills and management skills;
- Programmes for operational jobs in all areas of work;
- Programmes for quality assurance.

The main purpose of these programmes is the reduction of the qualitative and quantitative imbalance between offer and demand on the labour market, especially improvement of the attitude to the labour market and preparation of individuals to return to the working world. Apart from that, these programmes are designed to reduce gender and generational differences and to help specific categories in following the structural changes (women, refugees, officers and military personnel, marginalised and ethnic groups). These are accredited/ certificated programmes that are found in the Ministry of Labour, Employment and Social Policies, and they have an important role in identifying the needs for certain knowledge and skills and for the design and accreditation of programmes.

In this group *Key competency/personal qualifications' programmes* are included as well. These are short term training and learning programmes that are geared towards developing work effectiveness, flexibility, and employability. These programmes enable the individual to gain different skills, such as:

- Information and communication skills (foreign languages, computer skills etc.);
- Personal skills (critical thinking, problem-solving, and decision-making);
- Interpersonal skills (team work, empathy, and conflict resolution); and
- Self-employment skills (active job searching, planning, guiding own career, and how to start one's own business).

These programmes are co-financed through the Ministry of Education and Sports, the Ministry of Labour, Employment and Social Policy, local communities, businesses, and individuals.

**3.2.3 Continuing education programmes.** These programmes are reflecting and responding to labour market needs as well as to public sector and individual needs in different educational sectors. These programmes offer a wide spectrum of knowledge and skills that have an impact on the professional development of employed people and are conducted through educational institutions from secondary schools to universities, specifically in their centres for continuing education and training. The important place within this type of programmes belongs to programmes that have a huge economic impact and are intended for employed people with a university degree, such as: entrepreneurship, technical (internet) work, personal business start-up, management of small and medium-sized companies, management of production, financial management, quality assurance etc.

Labour market and continuing education programmes may be combined with key competency/personal qualification and job searching programmes and are presented as a uniform learning package that meets the needs of the employer, labour market, and the individual.

#### Strategic steps

- 3.2.1.1. The Centre for Vocational and Artistic Education within the Institute for the Improvement of Education develops an adjusted methodology for adult education programmes;
- 3.2.1.2. According to the Ministry of Education and Sports' decision the Adult Education Centres (5) implement adjusted programmes of initial elementary adult education;<sup>1</sup> Upon the establishment of an accreditation and certification system these programmes are conducted in formal secondary vocational schools, Working, National and Open Universities and other institutions/organisations which implement adult education standards if there is an interest among the young population ( age 18-30) ;
- 3.2.2.1. The Centres for Continuing Adult Education (5) develop and implement programmes/modules for labour market needs in accordance with information on the social economic situation in the region, training needs and the unemployed population. Upon establishment of an accreditation and certification system these programmes are conducted in formal secondary vocational schools, Working, National and Open Universities and other institutions/organisations which implement adult education standards;

<sup>1</sup> The Centres for Continuing Adult Education within the secondary vocational schools are specialized educational units intended for professional education and training of adults focused on economic growth and the development of the region through quick response to economy and labour market needs for a mobile and flexible work force and qualitatively meeting needs for knowledge, skills and work competences of employees as well as of unemployed. The staff of the centres mostly consist of teachers with necessary knowledge and skills for research, creating curriculum/modules of education and training and instructors capable of working with adults. Their operation is also based on co-operation and partnership with enterprises and associations. They provide curricula/modules that are based on the economy and needs of the regions where they operate. (see: Centres for adult education within secondary vocational schools - concept and strategy development, VET Programme Reform-PIU, Belgrade, 2004.)



### 3. DEVELOPMENT OF CAPACITY AND QUALITY OF ADULT EDUCATION AND TRAINING

Capacity improvement in adult education and training means the development of the legislative framework and financial possibilities for the work of institutions and organisations for adult education and training. Obtaining quality in adult education and training means:

- Meeting the needs of the individual, local community, and labour market;
- Developing education and training standards;
- Attaining the goals and outcomes of adult education and learning; and
- Achieving equality among different educational institutions and the means by which education and training may be obtained

#### TASKS

4.1 Passing a law on adult education and relevant regulations. In order to develop adult education, there must be a legislative framework and because of this a special law must be introduced that regulates the work of institutions and organizations for adult education and training. Such a law would, furthermore, regulate the institutional norms and standards, education and training standards, issues of accreditation or certification, financing, and any other issues related to the functioning and development of adult education and training.

4.2. *Establishment of a financial system for adult education.* Adult education is financed by:

- Government,
- Local self government,
- Enterprises and private employers,
- Individuals
- NGOs,
- International organisation and programmes

In the area of adult education it is necessary to:

- Implement relocation of budget resources and allocate one part to adult education. Decrease the school population and reduce the number of schools in Serbia which is opening the possibility for financing adult education;
- Change from a passive to an active employment policy including the allocation of resources for conducting training for the unemployed and training aimed at retaining jobs;
- Apply a stimulating tax policy for employers and individuals that invest in adult education and for institutions and organisations who implement programmes of adult education that are of crucial importance for economic development and increase of employment;
- Form training funds together with introduction of loans for obtaining initial qualifications and pre-qualification;
- Establish an accreditation system for institutions and programmes and stimulate individuals and companies to invest in education and training;
- Increase investments in training for unemployed people in nationally accredited programmes at the level of local community and enterprises.

4.3. *Establishment of education and training standards.* Quality assurance in adult education, effective management of institutions and programmes, monitoring and control, are all based on a standard system. In the field of adult education and training institutional and organizational standards are established, in addition to standards for programmes, teachers, teaching, organizers, assessment, and evaluation. These standards include:

4.3 *Establishment of an accreditation and certification system.* Development of work force Mobility, quality assurance, and recognition of qualifications and competencies require the establishment of a system of accreditation for education and training programmes.

4.4 *Establishment of a system for supervision of quality and relevance of education and training programmes.* In order to ensure quality in adult education and training, it is necessary to establish:

- Systematic monitoring – regularly obtaining information on projects, programmes, and other activities of adult education institutions;
- Assessment of the efficiency and effectiveness of adult education and training programmes; and
- Evaluation, i.e. formal assessment of achievements of programme, institutional, social and individual aims and outcomes of the adult education and training programmes.

#### Strategic steps

4.1.1 Establishment of a working group for the production of a draft Law on Adult Education. Members of the working group would be representatives of the Ministry of Education and Sports, the Ministry of Labour, Employment and Social Policy, the Union of Employers, Chambers of Commerce, Adult Education Centres, Union of Working, National and Open Universities.

4.2.1. Establishment of a Committee for Educational and Training Standards within the Centre for Vocational and Artistic Education

4.3.1. Establishment of a Centre for accreditation and one committee for standards per occupational sector in accordance with the relevant reform documentation;<sup>2</sup>

4.4.1. Establishment of an Inspectorate for Adult education within the Ministry of Education and Sports unit for adult education. Its purpose is monitoring and consultation within the sector of adult education and training.

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<sup>2</sup> *Policy and strategy , accreditation and certification in secondary vocational and adult education in the Republic of Serbia, Adult educational centres within vocational education schools – concept and development strategy, VET Programme Reform-PIU, Belgrade, 2004*

## STRATEGIC PLAN FOR IMPLEMENTATION OF POLICY FOR DEVELOPMENT OF ADULT EDUCATION IN THE REPUBLIC OF SERBIA

The strategy for the implementation of the "Policy for Development of Adult Education in the Republic of Serbia" defines the concrete activities related to realisation of the policy for development, steps in the realisation of strategic goals and objectives, key actors, the time frame, indicators and measures of accomplished tasks.

Strategic goals and tasks What?	Key actors Who?	Time frame <sup>3</sup> When?	Steps in realisation of strategic goals and objectives How? (By what Procedure?)	Indicators / Measures
1. CREATE AN EFFECTIVE MEANS OF PARTICIPATION FOR SOCIAL PARTNERS IN ADULT EDUCATION	Mediation of the Social-economic Council of the Government of Serbia			
1.1. Establish an "Agreement" on cooperation between social partners regarding adult vocational education and training.	<b>Reform Programme – Activity no. 1.9.</b> in cooperation with: Ministry of Education and Sports, Ministry of Labour, Employment and Social Policy (MOLESP), Ministry of Finance, National agency for Employment, Chamber of Commerce, Union of Employers, employers and representatives of trade unions.	From month 1 to 9	a. Write Text of "Agreement"  b. Inform relevant social partners about "Agreement" and about their roles in the processes of its implementation  c. Reach Agreement with Social partners about signing of "Agreement"	Text on agreement written and ready for discussion.  Social partners informed. Positive attitude developed, as manifested in signing of the agreement.  Agreement reached by all social partners.

<sup>3</sup> The strategic plan covers a period of three years. The time frame for individual strategic objectives and tasks is expressed across months in sequence. The first month represents the beginning of the first year, the thirteenth month – the beginning of the second year and the twenty fifth month – the beginning of the third year.

<p>1.2. Create National Council for Adult Education and Training</p>	<p>Reform Programme – Activity no. 1.2 in cooperation with: Ministry of Education and Sports, MOLE-SP, Ministry of Finance, National Agency for Employment, Chamber of commerce, Union of employers, employers and representatives of trade unions.</p>	<p>From month 1 to 12</p>	<p>d. All relevant social partners sign “Agreement”  e. Assist relevant state bodies in adopting “Agreement”  f. Take effective action to promote “Agreement”.  g. Develop annual action plan on social partners’ activities for the implementation of the “Agreement” with clearly defined roles</p>	<p>Agreement signed by all social partners.  Documents on adoption of agreement available.  Plans for promotion of agreement available. Actions taken. Relevant documentation.  Annual action plan developed, with analytical description of partners’ activities and clearly defined goals</p>
<p>a. Develop relevant materials for creation of National Council for adult education and training (mission, goals, tasks, rules and regulations).</p>	<p>b. Proper action is taken for the selection of the members of the National Council</p>	<p>c. Proper action is taken for the adoption of the Council by relevant state bodies</p>	<p>d. Proper action is taken for the establishment of the National Council  e. Develop and implement public promotion programme for National Council  f. Develop annual action plan for the Council with clearly defined roles</p>	<p>Relevant materials developed and ready for use  Members of National Council selected. List available  Council adopted by relevant state bodies. Relevant documentation available  Council is established as a body. Relevant decisions, minutes and proceedings are available  Programme materials and implementation documentation available.  Promotion plans and materials.  Annual action plan of National Council is developed and adopted.</p>

<p>1.3. Create Local Councils for development of human resources.</p>	<p><b>Reform Programme – Activity no. 1.2</b> in cooperation with central and regional services and agencies: Ministry of Education and Sports, MOLESP, Ministry of Finance, National agency for employment, Chamber of commerce, Union of employers, employers, Professional associations, trade unions, military, relevant unions, centres for continuing adult education, scientific organisations, NGOs, educational (and similar) organisations and institutions on local level.</p>	<p>First part: December 2004 – September 2005. Second part: from month 1 to 12</p>	<p>a. Prepare relevant materials for the creation of Local Councils (mission, goals, tasks, rules and regulations...)                  b. Take proper action for the selection of local council members, starting in 5 regions where centres are active and also in regions where there is already good cooperation established between local actors and the reform programme.                  c. Establish Local Councils, in regions as above.                  d. Develop a programme for the public promotion of local councils in the regions                  e. Take proper action for the development of annual action plan of the Local Councils with clearly defined roles</p>	<p>Relevant materials prepared and ready for use                  Local Councils members selected in 5 regions. Perspective selection of other Councils. Lists of members available.                  Local councils established and adopted by relevant state, regional and municipal bodies. Establishment decisions.                  Plan for promotion of Local Councils. Description of promotional activities.                  Annual action plan of the Local Councils is developed and adopted.</p>
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<p>2. ACHIEVE DISTRIBUTION OF RESPONSIBILITY FOR ADULT EDUCATION AMONG RELEVANT MINISTRIES AND AGENCIES</p>				
<p>2.1. Develop capacities</p>				

<p>for management and support of adult education processes</p> <p>2.1.1. Establish Units for adult education in the Ministry for Education and Sports, and Ministry of Labour Employment and Social Policy.</p>	<p><b>Reform Programme – Activity no. 1.2</b> in cooperation with: Ministry of Education and Sports, Ministry of Labour, Employment and Social Policy.</p>	<p>From month 3 to 13</p>	<p>a. Organise meetings in both ministries in order to form units for adult education</p> <p>b. Develop draft proposal on form of organisation, area of work, human resources and how they should fit into the existing structure of units for adult education</p> <p>c. Develop strategic and business plan for joint activities and cooperation of units for adult education in two ministries</p> <p>d. Take proper action for the establishment of two Units in two ministries</p>	<p>Minutes from the meetings about process and other documents about formation of units, relevant actions in Ministries</p> <p>Draft proposal for the organisation of the two units</p> <p>Strategic and business plan of joint activities and cooperation of two units in two ministries</p> <p>Establishment decisions. Units for adult education established in both ministries, and both units are working in accordance with strategic and action plans.</p>
<p>2.2. Develop models and mechanisms for financing of adult education programmes</p> <p>2.2.1. Set up Inter-ministerial team for development of models and strategy for financing of adult education program-mes</p>	<p><b>Reform Programme – Activity no. 1.4</b> in cooperation with: Ministry of Education and Sports, MOLES, Ministry of Finance, Ministry of Local Self government, Ministry of Economy</p>	<p>From month 3, to 14</p>	<p>a. Establish inter-ministerial team of experts for the development of models and strategy of financing</p>	<p>Decision of ministry. List of team members approved.</p>

				<p>b. Develop financial models and strategy for various adult education programmes</p> <p>c. Stimulate public debate about suggested models and strategy</p> <p>d. Summarise results of public debate</p> <p>e. Assist the ministries in adopting proposal about financial models and strategy</p> <p>f. Proposal of model and strategy adopted by the Government of the Republic of Serbia</p>	<p>Written proposals of models and strategies available</p> <p>Documentation on monitoring of positions and ideas identified in the debate</p> <p>Summary results of debate available to be used as input.</p> <p>Decision from the ministries on adoption of the proposal</p> <p>Governmental decision obtained</p>
2.3. Create mechanism for control and management of adult education institutions					
2.3.1. Create joint (inter-ministerial) body for coordination and monitoring of impact of strategy and policy related to adult education.	Reform Programme – Activities no. 1.2 and 1.9 in cooperation with: Ministry of Education and Sports, MOLESP, Ministry of Finance, Ministry of Economy	From month 5. to 15.	<p>a. Secure commitment for setting up inter-ministerial coordination body in relevant ministries</p> <p>b. Prepare relevant material for creation of joint, inter-ministerial body (mission, goals, tasks, rules and regulations)</p> <p>c. Assist in selection of representatives for inter-ministerial body</p> <p>d. Work on establishment and adoption of the Inter-ministerial body</p>	<p>Decisions on setting up body</p> <p>Written draft proposal ready</p> <p>Relevant documents and proposal available.</p> <p>Actions and documents for the establishment and adoption of the Inter-ministerial body</p>	

	<p>e. Take proper action and measures for the promotion of inter-ministerial body</p> <p>f. Develop and assist adoption of annual action plan of inter-ministerial body with clearly defined roles</p>		<p>Documents and materials related to promotion of the body</p> <p>Annual action plan of inter-ministerial body. Documentation on adoption.</p>
<p>2.3.2. Create information centre (data base), managing and providing information about the programmes of education and training and needs of labour market for work force or educational profiles, occupations and required knowledge and skills</p>	<p><b>Reform Programme – Activities 1.2 and 3.5</b> in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, and MOLESP, National agency for employment.</p>	<p>From month 5 to 15</p>	<p>Reliable information collected prior to set-up of specific data base format</p> <p>Survey materials and information available</p> <p>Database ready and operative, with up-dating mechanism set up</p> <p>Documents on actions and measures for database promotion.</p>
<p>3. DEVELOP VARIOUS PROGRAMME OPTIONS AND UPGRADING OF AVAILABILITY OF ADULT EDUCATION</p>		<p>From month 9 to 24</p>	
<p>3.1. Develop elementary adult education programmes (programmes for basic skills).</p>	<p>Ministry of Education and Sports (implementing authority), Regional departments of MoES, Republic Institute for Statistics, schools for elementary adult education.</p>	<p>From month 9 to 24</p>	<p>Analytical report on situation in the area of elementary adult education</p> <p>Detailed records of illiteracy level (people without elementary education)</p>



			<p>c. Produce records of actual situation regarding demands and needs in the area of basic skills of adults</p> <p>d. Develop regional plans for teaching of illiterates and elementary education of adults. The main work agents – 12 regional units of Ministry of Education and Sports</p> <p>e. Take action for the adoption of regional plans</p> <p>f. Develop action plans for realisation of regional plans</p>	<p>3.1.1. Develop preparatory programmes for achieving standards of basic elementary education</p>	<p>Ministry of Education and Sports (implementing authority), Pedagogical Institute, Centre for Evaluation, schools for elementary adult education, elementary schools.</p>	<p>From month 9 to 24</p>	<p>Detailed records of supply and demand in the area of basic skills for adults</p> <p>Regional plans ready for circulation</p> <p>Document of adoption of regional plans</p> <p>Action plans for implementation of regional plans ready</p> <p>Methodology handbook ready for use.</p> <p>New model presented in writing. Model is based on legislation. Documentation on adoption of new model also available.</p> <p>Standards of general elementary adult education available</p> <p>Achievement tests ready and available for use</p> <p>Programmes ready</p>
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			<p>f. Stimulate public debate about new model of elementary education of adults</p> <p>g. Act for the adoption of the new model among stakeholders</p> <p>h. Make plan for and take steps for the promotion of new way of elementary adult education</p> <p>i. Train staff for the implementation of the processes of general elementary education for adults.</p>	<p>Materials on Public debate collected and ideas monitored</p> <p>Adoption accomplished and adoption documents available</p> <p>Plan and documents on undertaken activities</p> <p>Staff is trained. Relevant training programmes and materials, and lists of trainees available.</p>
<p>3.1.2. Develop integrative (work oriented) programmes of elementary education and training.</p>	<p>Ministry of Education and Sports (implementing authority), Pedagogical Institute, Centre for Vocational and Artistic education, Centre for Evaluation, MOLESP, Ministry of Finance, Ministry of Economy, National agency for employment, Chamber of commerce, Union of employers, employers and representatives of trade unions, schools for elementary adult education, elementary schools, VET high schools, enterprises.</p>	<p>From month 13 to 29</p>	<p>a. Centre for Vocational and Artistic Education develops methodology for integration of vocational programmes into the elementary adult education programmes</p> <p>b. Develop integrative programmes for elementary adult education, which are tripartite in nature and character: They include three components: an obligatory general component, a component with specific general contents, and a component with vocational training</p> <p>c. Develop programmes for the preparation of adults for achievement of standards</p> <p>d. Stimulate public debate about integrative programmes for elementary education</p> <p>e. Act for the adoption of new model and creation of curricula and business agreements between relevant stakeholders</p>	<p>Methodology developed and available in handbook form</p> <p>Elementary integrative programmes for adult education developed and ready for implementation</p> <p>Programmes developed and ready for use</p> <p>Monitoring and summary of main ideas of public debate</p> <p>Documents on new model adoption are available. Curricula are ready, and business agreements are available</p>

				f. Take action for the promotion of new way of elementary and vocational adult education g. Train staff for realisation of the programmes	Documents on actions related with promotion Training programmes and list of trainees
3.2. Develop vocational education and training programmes					
3.2.1. Develop initial vocational education programmes			From month 15 to 32	<p>a. Develop legal framework for transformation of regular programmes of vocational education into programmes for adults and introduction into formal system of vocational education for adults.</p> <p>b. Develop methodology for the adaptation of the vocational programmes into programmes for adults</p> <p>c. Develop new model of vocational education for adults (including the standards for realisation). This model is based on Methodology of experiential learning. Take action so that it is adopted by relevant actors.</p> <p>d. Develop methodology of experiential learning (accreditation / certification of informal knowledge)</p> <p>e. Train first group of teachers (future trainers) for module development on the basis of subjects from initial vocational education and of the demands of the labour market</p> <p>f. Create dissemination plan for trainings</p>	<p>Legal framework developed and ready for implementation</p> <p>Handbook presenting the methodology for adaptation of programmes</p> <p>New model of initial vocational education for adults developed. Plan and action for adoption described.</p> <p>Draft of methodology / system developed</p> <p>Teachers trained. Training packages and trainee lists available</p> <p>Dissemination plan drafted</p>
		<p><b>Reform Programme – Activity no. 1.2</b> in cooperation with: Ministry of Education and Sports, Pedagogical Institute, Centre for Vocational and Artistic Education, centres for continuing adult education, VET high schools, workers', peoples' and open universities, and other relevant institutions and organisations which are working according to standards.</p>			

			<p>g. Evaluate module transformation process</p> <p>h. Stimulate public debate on the programmes of initial vocational education for adults</p> <p>i. Act for the adoption of new model of initial vocational education for adults</p> <p>j. Act on Initial vocational education for adults</p>	<p>Report on evaluation of process</p> <p>Public debate initiated and monitored. Main ideas summarised and recorded</p> <p>Documents on adoption</p> <p>Promotion materials and documents.</p>
<p>3.2.2.1. Develop programmes for Labour Market</p>	<p><b>Reform Programme – Activities no. 1.9, 1.10, 2.2, 2.5, 3.1-3.6</b> in cooperation with: Ministry of education and sports Pedagogical Institute, Centre for vocational and artistic education, MOLESF, National agency for employment, centres for continuing adult education, VET high schools, workers', people's and open universities, and other relevant institutions and organisations which are working according to standards.</p>	<p>First part: November 2003 – September 2005. Second part: from month 1 to 15</p>	<p>a. Secure agreement at the national level of business cooperation between National Employment service, and Training Centres and other accredited institutions about offering educational services to the Employment Service at regional level</p> <p>b. Secure joint work of the Adult Training Centres with the branch offices of the Employment service in monitoring of the employment in the region; jointly conduct SNA and TNA aiming at employment promotion.</p> <p>c. Centres and other accredited institutions for adult education create programmes</p> <p>d. Joint plan and joint programme of educational activities with relevant social partners</p> <p>e. Proceed to accreditation of programmes on the basis of outcomes which are recognisable on labour market</p>	<p>Agreement achieved, as manifested in related documents</p> <p>Joint work secured, as manifested in reports and design of SNA and TNA</p> <p>Programmes created and related materials available</p> <p>Based on "Agreement" about cooperation, a number of programmes for labour market are implemented as joint ventures</p> <p>Programme accreditation decisions available</p>

				f. Conduct continuing evaluation of the goals of implemented programmes	Evaluation reports
3.2.2.2. Create Programmes for the development of personal competencies and personal qualifications	<p><b>Reform Programme – Activities no. 1.10, 2.5, 3.4, 3.5</b> in cooperation with: Ministry of Education and Sports, Pedagogical Institute, Centre for vocational and artistic education, MOLESP, local communities, employers, educational institutions and organisations</p>	From month 20 to 36	<p>a. Survey and record the existing state of art in supply of such programmes</p> <p>b. Set up network among relevant stakeholders</p> <p>c. Develop strategy for raising of level of key competences / personal qualification of Serbian population</p> <p>d. Train human resources for the work with the adults in this area</p> <p>e. Evaluate existing offer (taking into consideration overview of situation in a)</p> <p>f. Accredite institutions, programmes and human resources</p> <p>g. Secure related legislation</p> <p>h. Take action for the promotion of philosophy of raising level for key competencies / personal qualifications – «towards the learning society»</p>	<p>Data acquired and report ready</p> <p>Network established, including database with related information for facilitating networking</p> <p>Strategy ready and well described</p> <p>Training of human resources, on the basis of estimated needs, carried out. Training materials and lists of trainees available</p> <p>Report on evaluation with clear results</p> <p>Accreditation accomplished. Relevant data available</p> <p>Needed legislation created and passed</p> <p>Promotion plan and activities in place</p>	<p>Data collected and report ready</p> <p>Training of HR carried out based on evaluated needs. Training materials and lists of trainees in file</p>
3.2.3. Develop Continuing Education programmes	<p><b>Reform Programme – Activities no. 1.10, 2.5, 3.4, 3.5</b> in cooperation with: Ministry of Education and Sports, Pedagogical Institute, Centre for vocational and artistic education,</p>	From month 21 to 36	<p>a. Record situation in existing offer of such programmes</p> <p>b. Conduct training of human resources for development and implementation of continuing education</p>	<p>Data collected and report ready</p> <p>Training of HR carried out based on evaluated needs. Training materials and lists of trainees in file</p>	



				<p>d. Submit the draft of the law and relevant regulation for adoption.</p> <p>e. Take proper measures for the promotion of the new law</p>	<p>Law regarding adult education and relevant regulation are adopted.</p> <p>New law properly promoted. Relevant documentation.</p>
4.2. System of financing adult education	<p><b>Reform Programme-activity no 1.4</b> with: Ministry of Education and Sports; Ministry of Labour, Employment and Social Policy; Ministry of Finance; Employers Associations</p>	<p>From month 9 to 24</p>	<p>a) Form Working Group for production of draft system of financing adult education</p> <p>b) Produce draft system of financing adult education</p> <p>c) Carry out expert discussion on draft system of financing adult education.</p> <p>d) Submit final version of system of financing adult education for adoption to authorities.</p>	<p>a) Working Group for production of draft is formed. Documentation on formation and list of members are available</p> <p>b) Text for draft financing of adult education is prepared</p> <p>c) Expert discussion carried out. Draft finishing done. Relevant materials available</p> <p>d) System of financing adult education adopted by authorities</p>	
4.3 Develop adult education / training standards	<p><b>Reform Programme – Activities no. 1.10, 2.4 and 2.6</b> in cooperation with: Ministry of Education and Sports, Pedagogical Institute, Centre for vocational and artistic education, MOLESP.</p>	<p>From month 13 to 30</p>	<p>a. Establish committee responsible for definition and development of standards for adult education and training. Committee to operate in the Centre for Vocational and Artistic Education.</p> <p>b. Define Accreditation Standards for training providers (including standards for institution, for teachers / trainers and managers of education and training, for educational programmes, for assessment and evaluation of training)</p> <p>c. Describe procedure for implementing accreditation</p> <p>d. Draft Legislation related to accreditation process, main actors in the procedure and standards</p>	<p>Committee is established. Relevant decision and list of members.</p> <p>General standards defined (institutional, for teachers, trainers and managers of education and training, for educational process, assessment and evaluation), as are standardisation procedure and implementation authorities</p> <p>Procedure described and available</p> <p>Legislation drafted</p>	

			<p>e. Take measures for the promotion of the accreditation process, main actors in the process and standards</p> <p>f. Train teachers, trainers and organisers of education and training for inclusion in the accreditation process with the appliance of relevant materials</p>	<p>Accreditation process promoted. Related documentation in file</p> <p>All groups of actors trained. Related programmes and materials available</p>
<p>4.4 Create Accreditation and Certification System</p>	<p>Reform Programme – Activities no. 1.10, 2.5, 3.6 in cooperation with: Ministry of Education and Sports, Pedagogical Institute, Centre for vocational and artistic education, MOLESP.</p>	<p>From month 13 to 30</p>	<p>a. Establish Centre for accreditation of training providers and programmes.</p> <p>b. Establish Committees for development of occupational standards</p> <p>c. Draft model of accreditation and certification</p> <p>d. Organise public debate on the draft model</p> <p>e. Have proper legislation for accreditation and certification passed.</p> <p>f. Work on adoption and promotion of model and process of accreditation and certification</p> <p>g. Conduct training of all actors to be involved in accreditation and certification process (teachers, trainers and organisers).</p>	<p>Centre established and in operation. Relevant decisions available</p> <p>Committees are established. Relevant decisions and lists of members</p> <p>Model draft ready. Handbook describing model available</p> <p>Public debate carried out. Main positions summarised and used</p> <p>Relevant legislation ready and available</p> <p>Model of accreditation and certification adopted and promotion activities in place</p> <p>All needed materials created, and proper training conducted. Training materials and training lists and programmes available</p>
<p>4.5 Create System for supervising the quality of the total Adult Education delivery.</p>	<p>Ministry of Education and Sports (implementing authority), MOLESP.</p>	<p>From month 25 to 36</p>	<p>a. Establish in MoES an Inspectorate in charge of adult education (as a part of Adult education Unit). - For this purpose, develop relevant materials for setting up the Inspectorate and regulations for its operation and its duties and responsibilities.</p>	<p>Inspectorate in charge of adult education established. Relevant setting up materials in place. Regulations ready. Members selected. Yearly action plan ready. Constitutive meeting held. All documentation of the above available</p>



			<p>- Selection of the members for the inspection body and the promotion of new body.          - Create yearly action plan          - Hold constitutive meeting</p> <p>b. Create legal framework - legislation for the work of inspection</p> <p>c. Make official and promote duties of Inspectorate in the field of system monitoring, assessment of efficiency and effectiveness of programme and evaluation necessary for system of quality assurance</p>	<p>Framework created and ready for application</p> <p>Actions necessary for the recognition and promotion of the new Inspectorate carried out. Recognition and promotion achieved. Relevant documentation available</p>
<p>5. ADOPTION OF ADULT EDUCATION STRATEGY</p>	<p><b>Reform Programme – Activity no. 1.10</b> in cooperation with: Ministry of Education and Sports, MOLESP, Ministry of finance, Ministry of economy, Ministry of international economic relations, National agency for employment, Chamber of commerce, Union of employers, employers and representatives of trade unions.</p>	<p>First part: January 2005          - September 2005          Second part: from month 1 to 6</p>	<p>a. Develop draft Policy and strategy for adult education development</p> <p>b. Initiate professional debate on the draft of the strategy</p> <p>c. Develop Policy and Strategy version to be used in public debate</p> <p>d. Organise public debate according to draft</p> <p>f. Achieve adoption of the Strategy for Adult education, after public debate and also after summarising the results of public debate.</p> <p>g. Take action for the promotion of the strategy</p>	<p>A draft of strategic approach ready for implementation</p> <p>Professional debate initiated and carried out. Main ideas summarised and used</p> <p>Draft of approach ready for implementation.</p> <p>Public debate started and carried out. Main ideas summarised and used.</p> <p>The Adult education strategy is adopted. Adoption The documentation.</p> <p>The strategy is promoted by relevant actors. Promotion materials available</p>

Due to the large number of goals and objectives, a list of priorities can be created during the process of implementation.

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