



**Ministry of Education and Sports Republic of
Serbia
Vocational Education and Training Reform
Programme**



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REGIONAL TRAINING CENTRES - CONCEPT AND DEVELOPMENT STRATEGY -

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Introduction

The Concept and Development Strategy for the Regional Training Centres is a strategic document, the aim of which is to qualify five secondary vocational schools for activities in adult education and learning. The concept represents a starting point for the transformation and modernization of the schools in the direction of:

- Development of programmes and modules for education, qualification and training of adults,
- Organizational accommodation and material-technical strengthening of the schools,
- Qualification of teachers and instructors for new roles and functions and
- Linking with the local community, the labour market and economy of the environment of the centres.

Qualifying the schools for adult education, establishing new contents and work programmes and new organisational forms is in the function of quality development and modernisation of work in the schools.

The compilation of the draft Concept is based on the following documents: *Analize stanja u srednjem stručnom obrazovanju*¹, *Potrebe i mogućnosti obrazovanja odraslih u Srbiji*², *Zakona o osnovama sistema obrazovanja i vaspitanja*³ and the following additional reform documents⁴:

- *Okvir za strategiju razvoja stručnog obrazovanja u Srbiji*,
- *Strateški pravci u razvoju obrazovanja odraslih*,
- *Obrazovanje i profesionalni razvoj nastavnika, i*
- *Opšte osnove školskog programa*⁵
- *Koncepcija srednjeg stručnog obrazovanja u Srbiji*.

Socio-economic needs for adult education and learning

Economic changes.

With the beginning of the political crisis in ex-Yugoslavia in the 1990-es a process of economic stagnation began in Serbia. Many years of isolation and war destruction brought Serbian economy to the edge of chaos, therefore the socio-economic reform, which started in 2000 is taking place in a very unfavourable economic and political framework.

The process of ownership transformation which began in the 90-es is very intensive and in the final phase since by now 80% of enterprises are privately owned. All big production systems and complexes have broken down or are on the edge of bankruptcy.

¹ *Analiza stanja u srednjem stručnom obrazovanju*, Ministarstvo prosvete i sporta Republike Srbije, Beograd, 2002.

² *Potrebe i mogućnosti obrazovanja odraslih u Srbiji*, Nacionalna opservatorija Srbije, nepublikovani materijal, Beograd, 20003.

³ *Zakon o osnovama sistema obrazovanja i vaspitanja*, Službeni list, 62/03/.

⁴ Documents (except *Opštih osnova školskog programa*) are published in the book *Kvalitetno obrazovanje za sve - put ka razvijenom društvu*, Ministarstvo prosvete i sporta Republike Srbije, Beograd, 2002/.

⁵ *Opšte osnove školskog programa*, radni nacrt, Ministarstva prosvete i sporta Republike Srbije, Prosvetni pregled, Beograd, 2003.

At the same time, the number of small and medium sized enterprises is in continuous growth. At the beginning of 2000. Serbia entered in the phase of transitive (slower) growth but still has not reached the level of GDP and level of production from 1998. Even so, economic recovery in period 2000-2002 was obvious.

The GDP in 2000 is less than app. 45% of what it was in 1989.⁶ It means that a significant percentage of the Serbian population lives in poverty. According to available data for 2000 1/3 of the Serbian population lives with less then 30\$ per month. 18% of the population lives in circumstances of absolute poverty, with less then 20\$ per month⁷. According to the data, the average salary in 2003 in Serbia was 11.500 dinars⁸ (app. 160 €).

Technical technological changes.

The Serbian economy is characterised by a low level of inventions and technical innovations. From a technological point of view, Serbia lags 20-35 years behind the developed European countries. Its economy is technologically unpretentious since 65% of enterprises have commerce and services as their basic activity.

Demographic changes.

According to the data from 2002 Serbia has 7.498.001 residents. The birth rate is decreasing drastically and the average duration of life is increasing with the consequences that the number of elderly above 60 years of age in the total population is increasing continuously. At the same time the number of children and the young decreases drastically. According to data from 2002 the percentage of persons above 60 years of age in the total population is more than 23.1%.⁹ The share of school children (5-19 years) in the total population is 18%.¹⁰ In the period 1995-2000 the annual average decrease in the number of primary school pupils was 25.474.¹¹

Labour market changes.

The last decade has seen a continuous decrease of employment in Serbia. The number of employees in 2002. was 1.845.916¹² and this is almost 30% less then in 1990. Data from 2003 show that educated and skilled workers dominate the picture of the education profiles of employees, but there is also a high level of participation of unskilled workers in the total number of employees (21%)¹³.

The number of unemployed in Serbia is dramatically increasing. In February 2002 there were 795,672 unemployed, and in February 2003 that number had risen to 938.190.¹⁴ The number of unemployed is dominated by unqualified and semi-qualified workers (39%) and workers up to 30 years old (40%).¹⁵

⁶ Strategija Svetske banke za pomoć u tranziciji, Izveštaj br.22090, jun 2001, str.3.

⁷ Strategija za smanjenje siromaštva u Srbiji, Ministarstvo za socijalnu zaštitu, Beograd, 2002.

⁸ Društveno ekonomska kretanja u 2003 godini, Republički zavod za statistiku, Saopštenje 22, Beograd, 2004. str.28.

⁹ Srbija u brojkama. Republički zavod za statistiku, Beograd, 2003. str.7.

¹⁰ Popis 2002, Pregled po naseljima, Republički zavod za statistiku Srbije, Beograd, str. 15. i Statistički godišnjak Srbije, Republički zavod za statistiku, Beograd, str.44.

¹¹ Obrazovanje u statistici, 1999/2000, Ministarstvo prosvete i sporta Republike Srbije, Sektor za istraživanje i razvoj obrazovanja., Beograd, 2000. str.19. i Statistika osnovnog i srednjeg obrazovanja 2001, Ministarstvo prosvete i sporta Republike Srbije, Beograd 2000, str.13.

¹² Source: Nepublikovani podaci Republičkog zavoda za tržište rada.

¹³ Zaposleni prema stepenu stručne sprema 2003, Saopštenje ZP 12, Republički zavod za statistiku, Beograd, 2003, str.21.

¹⁴ Mesečni statistički bilten, br. 6, Republički zavod za tržište rada, Beograd, 2003, str.12.

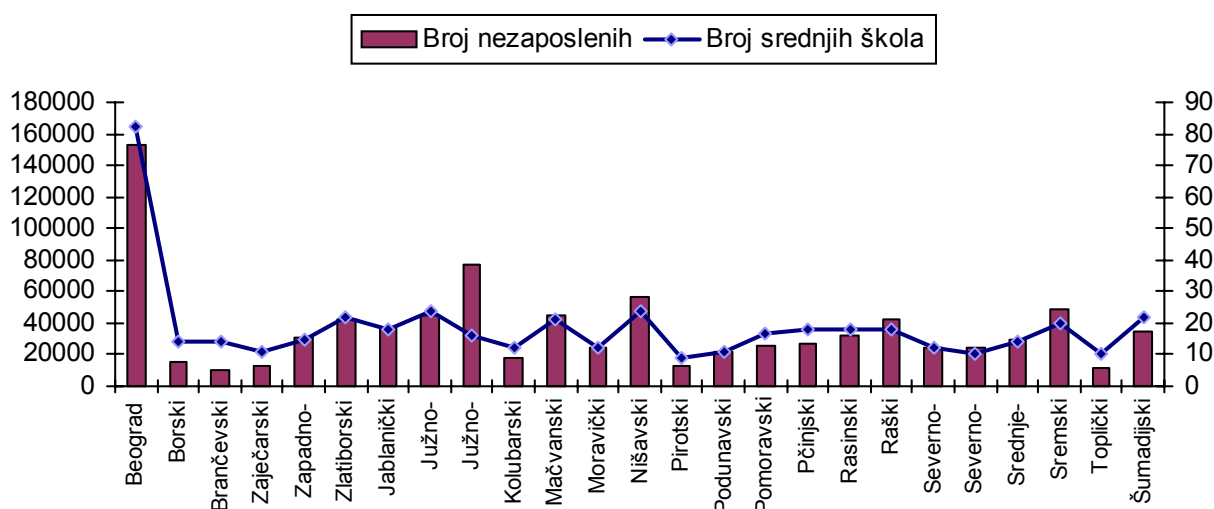
¹⁵ Mesečni statistički bilten, br. 6, Republički zavod za tržište rada, Beograd, februar 2003, str. 14.

VET and adult education system.

In Serbia, there is a wide network of vocational secondary schools but no educational institutions available for adults.

According to the data of the Ministry of Education and Sport for 2003 there are 16¹⁶ schools for primary education but they are not attended by adults but mostly by older primary school pupils, adolescents with learning difficulties. Although in Serbia there are several hundred thousands illiterates and almost 2.5 million adults without completed primary education,¹⁷ adults do not attend these schools, because these schools are not organisationally and in relation to their programme adapted to this target group and they are not functional from the point of view of ordinary life and employment.

The network of secondary schools in Serbia is very wide¹⁸. According to the data from the school year 2001/2 there were 475 secondary schools in Serbia - 127 grammar schools and 349 secondary vocational schools. The VET system in Serbia is very disseminated and does not correspond with its present socio-economic needs. The data show that the number of unemployed and number of secondary schools in Serbia are quite compatible, which means that most of the secondary schools are in the regions where the highest number of unemployed is found.



Source: Nezaposleni prema okruzima 2002, Mesečni statistički bilten br.4, Republički zavod za tržište rada, Beograd, decembar 2002, i Statistika osnovnog i srednjeg obrazovanja 2001, Ministarstvo prosvete i sporta, Beograd, 2002. str.129-135..

The line of unemployment and the line of the number of schools are almost symmetrical which suggests that schools do not correspond with economic and labour market needs and that graduated students of secondary schools do not get employment, but go to the employment agency.

Secondary schools are designed for the young and closed for adults in respect of programme and organisation. Although the Law on Secondary Schools allows schools to perform pre-qualification, retraining, vocational qualification and

¹⁶ Statistika upisa u srednje škole 2002, Ministarstvo prosvete i sporta Republike Srbije, Beograd, 2002. i podaci ministarstva prosvete

¹⁷ See: Škole za osnovno obrazovanje odraslih - 2002. godine i broj nepismenih i broj lica bez potpunog osnovnog obrazovanja starijih od 10 godina po regionima.

¹⁸ See: Mreža srednjih stručnih škola u Srbiji - 2003.

specialisation, outdated programmes and a completely traditional way of school organisation “closes” these schools for adults. According to the existing legal regulations schools do not offer training for adults but only organize examination for particular subjects which makes the schools inaccessible and unattractive for adults.

The Law on the Foundations of the Education System¹⁹ from June 2003 is a significant attempt to “open” secondary vocational education for adults since it gives the opportunity to establish special schools for adults which can offer:

- Accommodation of school programmes for adults
- Special programmes for adults
- Vocational education and training programmes

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

- A low level of technical, technological, and economical development (GNP per capita of 990\$)
- A strong trend towards an older population (22% is over 60 years old)
- huge unemployment (938.000 unemployed people on February 2003)
- An insufficient educational profile for the part of the population which is older than 15 years old (47% unskilled)
- An insufficient educational profile for the part of the population which is employed (21% unskilled)
- An insufficient educational and qualification profile in the part of the population which is unemployed (39% is without qualification or with the lowest levels of qualifications)
- A lack of adequate resources for the improvement of the educational profile of the population (devastation of the system for adult education and closing down of the system of formal education for adults).
- A lack of a system for adult education and training, that is, adequate institutions and organizations for quality education and qualification for adults

3. Strategic aims in VET and adult education reform and how to make them operational

The overcoming of existing situation in the first place understand the innovating and Re-organization of VET and adult educational system. Education is a basic mechanism of social and economic recovery of Serbia, and the successful response to the challenges, which it is confronted with.

Education must be recognized as the basic instrument and mechanism for stimulating economic growth, increasing employment and employability, economic re-structuring, and technical and technological development.

In order to do this, it is necessary to re-define the aims, organisation, and structure of the whole educational system. It should be based on the concept of lifelong education, and made accessible to all categories of the population. The situation in which learning and education

¹⁹ Law of foundations of education system, Službeni list, 62/03/.

are accessible only to children and the young generation must be overcome. It is necessary to create legislative and institutional suppositions for education and learning of adults.

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

- opening regular schools for adults, that is with programmes and organisation accommodated to the needs of adults, and also qualifying these schools to deliver programmes aimed at adults
- revitalization of existing institutions and organizations for adult education and learning (workers', public and open university and educational centres in enterprises)
- establishing new institutions and organizations for education of adults, when real needs and possibilities for this exist.
- strengthening the educational function of the enterprises and the development of the possibility of workplace learning

The reform of the education for adults is an integral part of the educational reform, especially the reform of vocational education. In this context the revitalization of existing institutions for adult education and especially creating new ones must be realized in co-action and synergy with the general reform endeavours. Having in mind the existing socio-economic circumstances, the fast and the most rational way of establishing institutions for adult education is by transforming the programme and organisation of some of the secondary schools into this new type of institution.

In accordance with existing needs and possibilities five regular vocational schools on secondary level from different areas of work and different districts are being transformed into training centres for adults. The term "transformed" means adjustment of the school's programme and organisation, its material and technical equipment and the qualification of teachers to develop and implement adult educational programmes.

The adjustment of the programme and organisation will be made operational through the establishment of a Centre for adult education in selected schools as special organizational teaching units.

The selection of schools for transformation is carried out on the basis of the analysis of geographical, demographic, and socio-economic circumstances, especially of the labour market and existing school network in some districts of Serbia and via analysis of school resources.

In the selection we are using the below mentioned criteria and their combinations. **Interactive networking particular criteria (matrix) leading to selection of adequate schools which have substantially different qualities** which makes both specific and different start bases for forming these multigenerational and multiprogramme's institutions.

The selection of schools which are being transformed and qualified to work with adults, and in which the Centre for adult education will be established, is based on the following criteria:

- the geographical location of the school;
- the level of economic development of the region (the biggest industrial centres in Serbia are chosen);
- location in cities and/or districts where big economical reductions have happened and there is a need for re-qualifications;
- location in cities and/or districts where is huge number of unemployed population;
- location in districts where the need for economic restructuring is pronounced;

- labour market demands for short term forms of education and qualification;
- the existing school network and its need for rationalization (choosing schools which do not have a perspective of development, but also schools with good resources – space, equipment, cadre etc.);
- belonging to some of the sectors included in the VET reform programme;
- multi programme's profile of the school;
- willingness of regional and local community to support transformation of the school;
- willingness of the school to accept the process of transformation;
- previous experience of the schools in working with adults.

On the basis of these criteria, the schools in the following districts have been chosen:

- Srednjobanatski - *Hemijsko prehrambena i tekstilna škola «Uroš Predić»*, Zrenjanin,
- Grad Beograd - *Tehnička škola*, Novi Beograd,
- Šumadijski - *Druga tehnička škola*, Kragujevac,
- Nišavski - *Građevinsko-tehnička škola «Neimar»* Niš,
- Borski - *Rudarsko-metalurška škola*, Bor.

4. Training centres for adults in secondary vocational schools – profile and functions

4.1. Vision

Regional training centres for adults are specialised organizational teaching units for vocational education, qualification and training of adults, aimed at supporting economic growth and development of the region through fast reaction on economic and labour market needs for mobile and flexible labour force and qualitative fulfilment of needs for knowledge, skills and competencies both for employees and unemployed.

4.2. Socio-economic mission

The Regional Training Centres for Adults **gravitate** towards:

- increasing the rate of participation of adults in programmes of education, qualification and training, and contributing to development of human capital
- supporting the socio-economic growth and development of the region and the whole country, and contributing to the integration of the country in the global, especially European, economy
- enabling economy restructuring of the region
- enabling individuals to increase their employability and mobility, pursue professional development, further full social participation, and personal fulfilment
- contributing to the revival of the concept of lifelong learning/education, establishing an economy and social organization based on knowledge.

4.3. Strategic objectives

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

- to give, to maintain, and to improve qualification levels, that is vocational knowledge, skills, and competencies of adults

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

4.4. Strategic support

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

4.5. Strategic and institutional integration

As an integral part of the educational system the regional training centre's activity is developing:

- on the basis of the overall policy of development of education, especially vocational education and training, which is introduced by the Ministry of Education and Sports
- on the basis the of employment policy and development of labour market brought in by the Ministry of Labour and Employment, in collaboration with the regional branches of the National Agency for Employment
- In cooperation with the Centre for Vocational Education and Training and Adult Education, the Centre for Accreditation, the Centre for Evaluation, and with the Association of Schools.

4.6. Accessibility and Quality

The programmes and courses offered by the centres are really accessible to participants and attractive for them, too, because they take into consideration, during the processes of organisation and implementation:

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

Adults have formal and legal opportunity to be educated, qualified and trained in the courses of the regional training centres, with resulting appropriate certificates and diplomas.

The Centres ensure the continuous development and projection of quality in the following ways:

- programmes, that is modules, are based on the real needs of enterprises, that is the labour market
- programmes are structured consistently in line with an adequate methodology and procedures
- programmes are based on good management and adequate resources
- programmes are realized by well-skilled teachers and instructors
- programmes are realized in adequate physical, technical, organizational, and didactical conditions

- the whole organization and implementation of the centres' activities are subject to continuous evaluation

4.7. Basic principles of organisation and work of the training centres for adults

Regional training centres for adults work on the basis of normatives and standards of school work and rules and principles which ensure the efficient achievement of the defined aims and tasks, establishing adequate programme orientation, organisational structure, and methodology and organization of work. Regional training centres for adults are:

Organizational teaching units of the school for vocational education where programmes are accessible to persons older than 18 years of age, who satisfy entrance requirements for particular types of programme,

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

A learning environment which encourages adults to learn, and which is adapted to adults, their developmental needs, possibilities and learning specifics, in the first place this is to be understood as flexibility in the organisation and implementation of programmes (adequate time, place, space, and equipment for learning), and the qualification of teachers and instructors for work with adults (the use of adequate strategies, methods, and techniques for teaching and learning),

Multi-programme institutions for vocational education, qualification, training, counselling, and professional development of adults, which form an integral part of the whole system of vocational education and training,

Institutions whose activity is based on co-operation and partnership with different social partners (national, regional, and local authorities, employers, and their associations, trade unions) and with different interest groups and institutions (enterprises, different chambers, agencies for employment, professional, scientific and research organizations, other educational institutions and individuals),

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

Institutions whose programmes are aimed at outputs (results) (defined knowledge, skills, attitudes and competencies), that enable the participants to be employed, to carry out a job, professional mobility and maturing.

4.8. Target groups

The direct reason for establishing training centres for adults is the urgent need to improve the hard socio-economic situation personified in the low rate of economic growth, low rate and scope of technical and technological changes, and readiness and abilities for introducing new products and technologies, the constant fall of employment and the drastic growth of unemployment.

However, the need for establishing training centres for adults is strongly supported by major changes in the patterns of work, whose basis manifestations are:

- the strengthening and growth of service sector in the total economic structure²⁰

²⁰ See: Izveštaj o razvoju politike obrazovanja, obučavanja i zapošljavanja u Srbiji za 2002. godinu, Nacionalna opservatorija Srbije, Beograd, 2002; Potrebe i mogućnosti obrazovanja odraslih u Srbiji, Nacionalna opservatorija Srbije, Beograd, 2003.

- the dynamic growth of small business and the number of small and medium sized enterprises, the main characteristics of which are diversity and flexibility²¹
- more professional mobility and probability of changing occupation and job during the lifetime
- increasing of the significance of generative abilities and key skills on work, in employment, and further education and learning (critical thinking, logical thinking, autonomous moral judgment, communication and interpersonal skills)
- Changes in the concept of employment – from permanent employment to employability and flexible forms of employing (periodical employment, partial employment, part-time work, project employment and so on).

The strategic aims of adult education in Serbia are to overcome the **frame** of unemployment and relate to strengthening economic competitiveness and the position of Serbian economy on the international labour market and in international economic competition.

Because of that training centres for adults pay equal attention to unemployed and to employed people. With their programmes, training centres for adults turn to unemployed people without qualifications, vocational knowledge and skills, and without work experience, but at the same time to employed people with inadequate and insufficient competencies, knowledge and skills, and particularly to people whose competencies, knowledge and skills are closely knit with their work position in the company's hierarchy (managers in high administrative positions, experts, professionals, engineer-technical cadres, young highly educated persons at the beginning of their career and professional development etc).

4.9. Activities of training centres

Training centres for adults give real learning opportunities to adults with different professional and educational backgrounds, skills and needs because of their flexible and open enrolment policy. **Because of that, training centres for adults are programmes opening and to economic and labour market needs accommodated institutions the basic aims of which are:**

- a) development and implementation of
 - regular programmes of vocational education which lead to an occupation, that is qualification, through **regular or instructor based teaching or their combination**
 - short-term certified programmes of vocational qualification and learning (prequalification, retraining and updating of knowledge), that is training for unemployed
 - programmes of continuing vocational advanced training
 - programmes of post-secondary vocational education
 - programmes of non-formal education for specific purposes
- b) accreditation of previous learning
- c) informing, counselling and guiding through the process of choosing programmes of training and qualification, and career guidance of education, in harmony with individual preferences, needs of the local community and labour market, implementing in close connection with the National agency for employment and its regional and local agencies.

²¹ Ibid.

4.10. Educational programmes in the Regional Training Centres for Adults

Adult vocational education is developed on the basis of the programme offered by any school; this is training centre for adults. The programme is the structural frame for organization and realization of education that defines:

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

In accordance with the basic and wide programme orientation, the regional training centres for adults develop both programmes directed at outcomes and programmes directed at giving work competencies.

The outcomes are clearly and unambiguously defined competencies, knowledge, skills, potentials, attitudes, and values, achieved as a result of participation in a special programme.

The competencies are capabilities to perform that particular job, specific role in occupation, or function and working task into process of working successfully (according to particular standard). Both approaches start from the assumption that adequate teaching, time and conditions of learning always lead to successful learning.

Educational and learning outcomes, and work competencies make the basis for planning, organisation, and realisation of vocational education, qualification and training of adults, evaluation of their achievements, and the whole educational and learning process. Outcomes and work competencies which are clearly defined stimulate teachers and adult students to share the responsibility for success in learning, providing for both of them a clear picture of what they can expect at the end of a certain programme or process of education and learning.

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

That means that the institution and organisation whose programmes are based on outcomes and competencies must:

- identify outcomes and competencies of a certain programme, explain it, and make it public and known to all interested;
- develop the way of organising the teaching and learning through which outcomes and competencies can be reached.

4.11 Specification of outcomes

Specification of outcomes is developed on the basis of clearly define procedures and methodology of work. Different participants can be involved in the specification of outcomes:

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

4.12. Modularization in vocational adult education

Secondary vocational education programmes are organized and implemented as an interdependent combination of subjects, modules, professional practice and work. A part belonging to general education in secondary vocational education is implemented in line with principles and rules recommended by Opšte osnove školskog programa²². Vocational education, qualifying and training of adults as a segment of vocational education is implemented through modules as the basic programme and organisational units.

The reasons for modularisation in secondary vocational education in general, and especially in vocational education of adults, are numerous. Modularisation in the first row enables:

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

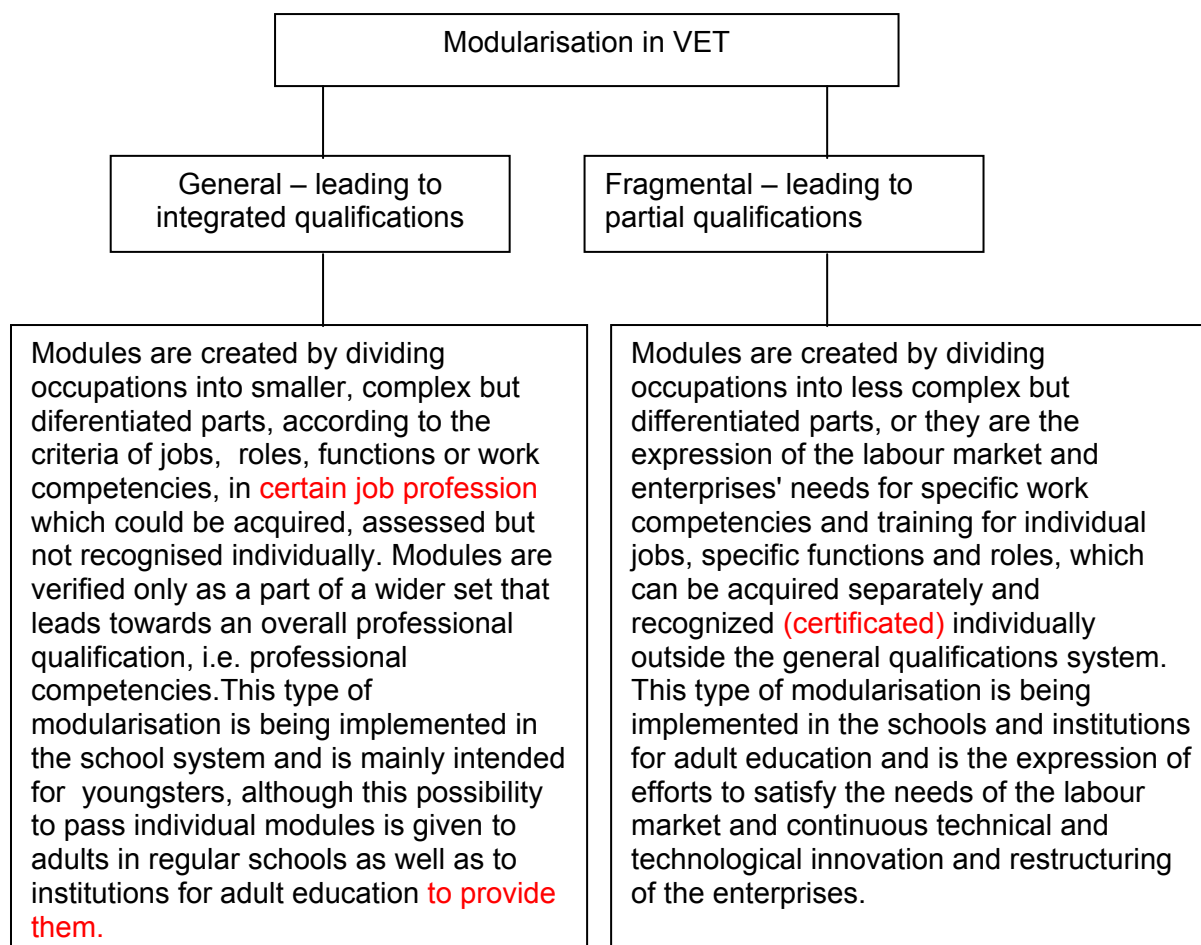
Modules are specific and particular segments of learning which lead to the achievement of defined outcomes of learning or work competencies. Modules can be independent or part of wider programmes or organizational entities. There are units or packages of learning that lead to vocational competencies and work skill and qualifications.

The concept of occupation, this is qualifications, is the frame for modularisation, and the precise description of occupation is the basis for creating a module. In the educational system occupations are presented as clusters of modules - sets of functional and organisationally connected packages, or learning units. The same modules can be a part of different clusters of occupations, and that is a way to provide horizontal and vertical passing in the educational system.

Two equal concepts of modularization and two methodologies of creating modules exist in the system of vocational education:

- general modularization – leading to integrated qualifications, that is qualification in a certain occupation
- fragmental modularization - leading to partial qualification and training for individual jobs and working functions.

²² Opšte osnove školskog programa, radni nacrt, Ministarstvo prosvete i sporta, Prosvetni pregled, Beograd, 2003.



4.13 General programme orientation of Regional Training Centres for Adults

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

- general modules for receiving qualifications in a certain occupation, through regular or instructor teaching or in a combination of these two
- fragmental modules for receiving work competencies, for carrying out certain functions, tasks, or jobs, and for work on concrete workplace;
- modules for receiving key qualifications, this is (generic) knowledge and skills, as a way of achieving work flexibility, adaptability, professional mobility, and connecting formal and non-formal education and learning. Key qualifications are supplement to basic vocational knowledge and skills, and they have two dimensions:
 1. socio-valuable: understanding social and working environment, readiness for co-operation, adequate communication including communication in foreign languages, and through different information systems and media;
 2. Cognitive-affective: capability for analysis, conceptualization, critical thinking, moral judgment and continuing learning.

General modules (Catch up programmes)	Fragmental modules (Certificate programmes)	Key qualifications modules
<p>Modules are delivered in the regular school system, and lead to a qualification in a particular occupation. In the first place they are intended for young people from 18 to 30 years old, for employed and also for unemployed people, who have left the regular educational system, for different individual or social reasons, and who wish to complete their secondary vocational education and gain a qualification in a certain occupation.</p>	<p>Short term forms of training and qualification, that are responses to labour market needs, or specific needs of enterprises or individuals. They are packages of learning aiming at giving separate work competencies (condensed forms of occupations and work functions), which are organised in order to meet labour market needs or needs of concrete employers. Modules (courses) are finished with a certificate verifying the qualifications gained to carry out certain jobs and tasks. The Ministry of Education and Sports issues certificates and they are recognised on the Serbian labour market. In the first place they are intended for unemployed people.</p>	<p>Short term forms of qualification and learning aiming to advancement of work efficiency, flexibility of employment, employability, and personal self-fulfilment.</p> <p><i>Informatics and communication skills:</i></p> <ol style="list-style-type: none"> 1. Foreign languages 2. Computer skills <p><i>Skills of thinking:</i></p> <ol style="list-style-type: none"> 1. Critical thinking and judgment 2. Problem solving 3. Decision making <p><i>Interpersonal skills:</i></p> <ol style="list-style-type: none"> 1. Team work 2. Skills of empathy and skills of conflict solving 3. Self-organizing and management skills <p><i>Personal skills:</i></p> <ol style="list-style-type: none"> 1. Management 2. Motivating 3. Presentation 4. Learning capacity <p><i>General education programs</i></p>

4.14. Implementation policy

The sustainability and development of Regional Training Centres depend on:

- Existing legal regulatory and real support by Ministry of Education and Sport in the Adult education sector in relation to school resources (programme, material-technical and humans resources)
- Local community and regional needs for knowledge and skills, as well as profiles
- Adults interested in programmes and modules which Regional Training Centres (RTCs) offer

RTCs will start with their activities (training) in the framework of and based on the legal regulations and possibilities. It means that the following educational and training types will be organized as:

- Re-qualification ,
- Re-training, vocational qualification and

- Part-time education financed with the funding envelope foreseen for each of these activities by MoES. **The real interest from the side of individuals and enterprises which comes from their traditional and unestablished organization on real educational needs is limited factor for this type of activity.**

One of the main activities is also development of short term programmes for vocational qualification and training, i.e. modules for unemployed workers as well as programme/module for **RTT** of employed workers (fragmental modules and modules of key qualification).

The orientation of the RTC Programme in relation to these two types of programme is established, first of all, on the analysis of needed knowledge and skills in the local environment and region. Consequently, the RTCs basic programme orientation is limited by the state of the technical and human resources available, this is mostly related to the qualifications of the teaching staff and co-workers in the schools and Centres.

It means that the RTCs basic programme orientation is established and comes from the occupational areas and sector(s) which the school has as its starting point, i. e. the Centre starts its activities on development and realization of short term types of the vocational qualification and training programmes/modules in the sector and education for which the Centres possess the necessary human and technical resources, including the programmes of key qualification, primarily developed by the general subjects teachers.

This orientation in development and the activities of RTCs is aiming at the sustainability of the Centres, i. e. the insurance of stable and multiple financial resources. The finances on the national level will be obtained partly through the programmes of additional qualification, re-qualification and professional development as well as part-time education. The MoES will take part in these programmes. MoLE will take part in putting together interested enterprises and individuals through presenting the development of RTCs' short terms programmes for professional development and training.

The mentioned programmes are supported by the local community through various funds aiming at the encouragement of local development, having by all means the component of capacity building and human resources development.

The basic limitation is in the fact that these funds are not directed to adult education and they are not transparent enough.

In the second year, the Centres will go on developing short term programme training, and they will start implementing regular VET programmes leading to qualification, through regular or **instructively-consultative** teaching process, or both, which are designed for the population of the young - aged 17-30, as well as the post graduate VET programme of 2-year education and apprenticeship education.

In the second year the Centres will develop procedures for accreditation of previous learning and the structures and procedures for information, counselling and guidance for training programme choice, career guidance in accordance with individual preferences, local community and labour market needs realized in close cooperation with the National Agency for Employment and its regional and local bureaux.

5. DEVELOPMENT STRATEGY FOR REGIONAL TRAINING CENTRES FOR ADULTS

The development strategy for the RTCs in 5 VET schools is related primarily to the period of the Centres' preparation, i.e. the period from the selection of the schools to the creation of adequate educational offers and starting the first activities related to adult education.

The presented set of tasks and steps is primarily directed towards the outcomes related to: founding the conceptual and strategic basis for the activities of these schools (up to the level of action plans), recognition of these institutions from the side of the MoES and the social partners, networking of the VET schools in their local community, capacity building in adult education in human resources (through a number of trainings) and in material-technical resources (equipment and rehabilitation of schools) in these institutions. Simply saying, the Strategy's aim is to bring these schools to the starting position of a certain level, that is necessary for initiating the new activities, based on certain standards.

Number of task	Tasks and steps	Dynamic	Outcomes
3.1.	Selection of schools for transformation into Regional training centres for adult education in cooperation with MoES, social partners and others stakeholders, based on formulated criteria		
3.1.1.	Meeting with assistant to Minister, Head of department for school network, and advisor to the Minister for adult education, definition of criteria for selection of the school which will be transformed into RTCs	21. 11. 2003.	Defined criteria for selection of the schools and selection of 5 schools which will become RTCs.
3.1.2.	Elaboration of concept for development of vet schools for continuing education for adults (draft)	November 2003.	"Concept and development strategy for VET schools for continuing education for adults" (draft)
3.1.3.	Meeting with principals of chosen VET schools in MoES.	03. 12. 2003.	Principals are involved in the process of transforming VET schools into RTC; programme presented to the school staff, representatives of the local community and local authority, and regional social partners and other stakeholders.
3.1.4.	Seminars for teachers in selected schools, for representatives of social partners, local and regional government, stakeholders (labour market office, employers, trade unions, chamber of commerce)	December 2003.	Seminars carried out in the schools, reform programme for VET schools presented, agreement about transformation of VET schools into RTC is received (from school staff and local community) and support secured from local and regional social partners.
3.1.5.	Formation of Working Group – VET schools for continuing education of adults – national strategy and continuing work on the following: a) National policy for adult education b) Concept of establishment of adult education system into VET schools for continuing education for adults	29. 11. 2003.	Group for development of national concept (policy) of adult education established, goals and responsibilities of the group established, concept of adult education system established

3.1.6.	Meeting with national Trade Union, Union of employers, Chamber of commerce, Ministry of labour (National agency for employment) etc.	Mart - April 2004.	Main social partners (Trade union, Union of employers, Chamber of commerce) are introduced to programme of transformation of VET schools into RTCs, support is secured, and Union of employers and Trade Union appoint one member to group for National strategy of adult education.
3.2.	Production of development and sustainability plan for VET school for continuing education of adults		
3.2.1.	Seminar for schools principals about reform processes in VET schools for continuing education for adults and about possibilities for transformation with support of VET Reform Programme. Publishing SWOT analysis for each of the schools as inputs for creating school development plans. Instruction for selection of members for 8 working groups on the level of each school and local community. Groups will be formed based on the following jobs: 1) 20-25 teachers will be involved in future trainings; 2) SNA – 5 members; 3) production of programmes based on SNA; 4) External and internal CATs 5) local strategy group – 8 members + principal; 6) school strategy group – 3 members + principal; 7) school on the market – 3 members – principal, deputy of principal, external CAT; 8) marketing plan – 2 members. Groups will be formed according with broad involvement of school staff because of their need to be prepared for the transformation and because disposing of their jobs on wide number of people (inside of schools), and also involving of relevant actors from local community and region.	23. 01. 2004.	Opinions about concept, goals and dynamics of VET reform in general and reform of adult education exchanged. Basic visions of function, programme orientation and RTC organizational structure, roles of relevant actors in this process exchanged. Results of SWOT analysis used in process of creating strategy plans for schools.

3.2.2.	One-day seminar in each of the schools to get qualified for making strategy plans: draft results of SWOT – analysis, work with vision and mission, basis of strategic planning, content of strategic plan, action plan, business plan	Middle of February 2004.	Groups in each of school are trained on level of knowledge and practical use in process of creating first version of strategy plans, as basis for further planning in the framework of the transformation.
3.2.3.	Supply of relevant literature from adult education area and development of the schools as local community centres.	February 2004.	Schools receive books from the area of adult education and go through school development as centres for local community services.
3.2.4.	Scanning of schools resources during protocol , because clarification of the situation in the schools (strengths and weakness – in details) helps to follow up changes taking place during the transformation process.	February – March 2004.	The school resources scanned and feedback information given back to schools about the possible planning directions on upgrading the human resources and technical resources.
3.2.5.	Production of draft strategy plans for each school as basis for future planning	Middle of February – middle of March 2004	Broadly composed school strategy group (SSG) made draft strategy plan for each school in cooperation with Programme facilitators
3.2.6.	Feedback on draft strategy plans and future development.	April-May 2004.	Dates relevant for future development of strategy plans.
3.2.7.	Forming of Local strategy groups – 5 x 8	February 2004.	Local strategy groups are formed in the regions.
3.2.8.	Working plan for Local strategy groups (LSG)	Mach 2004	LSG work plan
3.2.9.	Forming of School strategy groups - 5 x 3	February 2004	School strategy groups formed in appropriate number and structure in each of 5 schools.
3.2.10	Working plan for School strategy groups (SSG)	March 2004	SSG work plan.
3.2.11	Production of study about enterprises in 5 regions and SNA.	May 2004	Clear study on enterprises for each of the regions and SNA done by local and strategy group.
3.2.12	Forming of advisory boards for each region		Created advisory boards for each centre including the representatives from the Centre, enterprises and their associations, municipalities of the region.
3.2.13	Assessment and improvement strategy plans from the Ministry side based on draft plans and results of this study about enterprises and SNA.	May 2004.	MoES approved school strategy plans and clear study about the enterprises and SNA.

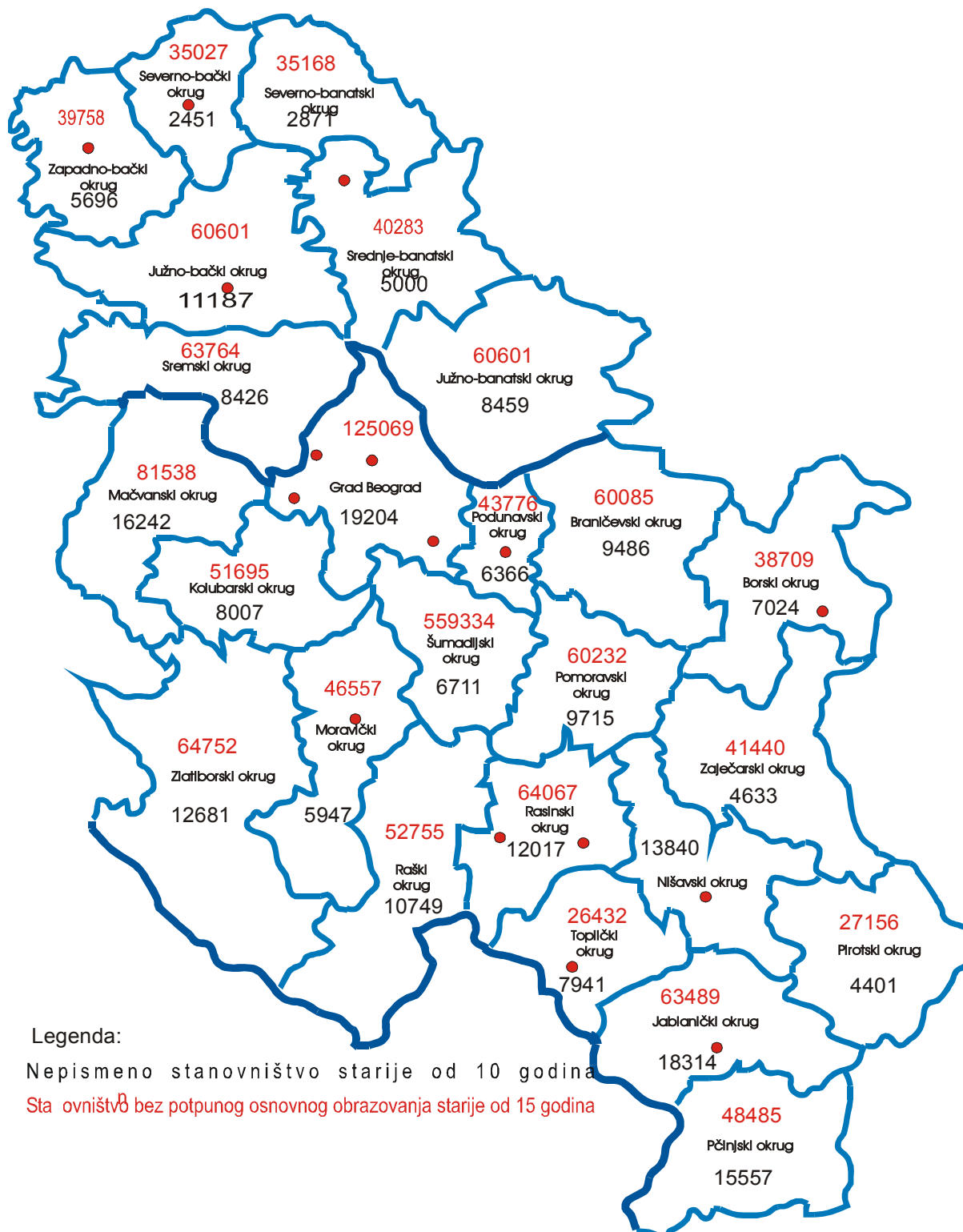
3.2.14	Production of Schools action plans for one year period.	May 2004.	One year action plans of VET RTCs.
3.3.	Skill need analyses (SNAs) and trainings		
3.3.1.	Production/adapting of general methodology for SNA, having in mind shorter forms of education.	April 2004	SNA methodology for shorter forms of training.
3.3.2.	Production of specific methodology (and tools) for a) identification of previously obtained skills b) difference between previously obtained and needed skills as a basis for concrete trainings, and connected with accreditation of previous learning and informal forms of knowledge.	April 2004	Specific methodology for a) identification of previous obtained skills b) difference between already obtained and needed skills. Methodology for identification of the results of previous learning adjusted to the specific target groups.
3.3.3.	Forming of SNA group on the level of each school	March 2004	SNA/TNA group formed
3.3.4.	Train the staff in each of school for SNA on labour market.	April 2004.	Certain number of teachers trained for SNA in labour market, dissemination of knowledge in practice
3.3.5.	SNA and training needs in regions.	April-May 2004.	SNA/TNA performed.
3.4.	Development of the modules and trainings for adults		
3.4.1.	Adaptation of general methodology for development of programmes/modules for adults.	April-May 2004	Methodology and procedure of adaptation of programmes/modules for adults.
3.4.2.	Forming of groups for development of programmes/modules for adults	March 2004	Module/courses development group in each of the centres formed.
3.4.3.	Training for Groups for development and adaptation programmes/modules for adult: 1. Training in development of programmes/modules (transponing identified skills and knowledge in programmes/modules) 2. Training for groups for realization of programmes/modules	May 2004.	Groups of teachers from 5 schools trained for development, adjustment and implementation of programmes/modules for adults
3.4.4.	Development of modules/courses for adults in regions - schools.	May, June, July 2004.	First set of modules/courses in each of 5 schools developed.
3.4.5.	Support in development of programmes/modules from local enterprises and their associations and in accordance with MoES for development of the	May, June, July 2004.	Approval of local community, employers and MoES for draft programme/module.

	programmes/modules.		
3.4.6.	Certification of programmes/modules.	May, June, July 2004.	Certificated programmes/modules.
3.4.6.	Work coordination with EAR programme (EURECNA) in Šumadiji region in SNA and TNA area, and similar programmes in other regions.	May, June, July 2004.	The use and development of new SNA and TNA.
3.4.7.	Preparation and presentation of school offers in adult education area.	July, august, September 2004.	School programme prepared in the area of adult education and presented in various forms in the region.
3.5.	Production of informational system (data base) about programmes/modules which is realised in VET schools for adult education		
3.5.1.	Creating of information system	May - June 2004.	Concept of information system.
3.5.2.	Formation of data base – fill in data about programme/modules and trainings in the data base	June, July, August 2004.	Filled in the data about: programmes training materials (draft) work methodology teachers evaluation
3.6.	Evaluation and certification modules/courses		
3.6.1	Creating evaluation procedure for students and certificates of short term programmes/modules in five sectors on local level	May 2004.	Evaluation procedure for students success and certificates of short term programmes/modules on national and local level
3.6.2	Testing of evaluation procedure and certification	September - December 2004.	Testing of the procedure for certification of the firs programmes, additional corrections input, as a part of the final approve procedure programmes/modules.
4.2	Human resources development		
4.2.1.	Selection of 100 teachers from the schools (5x 20 - 25)	February - March 2004.	List of participants in training.
4.2.2	Qualification of 100 teachers for programme development, using of methods and techniques in adult education process (5x 20 - 25)	June 2004.	Trained staff for adult education.

4.2.2.	Continuous training of teachers in upgrading of vocational and pedagogical qualifications (innovation of knowledge and training in specific programmes)	September 2004 - august 2005.	Continuous innovation of teachers' knowledge and their training.
4.2.3.	Training for principals (deputies) and professional assistants in school management.	/	Trained principals and school management for managing RTCs, and for successful school performance on the market (principal, deputy, CATs external)
4.2.4.	Study visits to successfully working RTCs in the EU.	/	Groups of teachers informed about experiences and practices of educational institution dealing both with students and adults in foreign countries which have well developed tradition of this kind.
5	Supply of equipment and technical aids		
5.1.	Assessment of needs for equipment and technical aids in accordance with vision and programme orientation of the school.	/	Defined needs for equipment and technical aids in accordance with vision and programme orientation of the school.
6	School rehabilitation		
6.1.	Assessment of needs in accordance with vision and programme orientation of the school	/	Defined needs of rehabilitation in accordance with vision and programme orientation of the school.

A N N E X

Schools for basic education of adults in 2002 year and number of illiterate without completed basic education (older than 10 years) in regions



Legenda:

Nepismeno stanovništvo starije od 10 godina

Stanovništvo bez potpunog osnovnog obrazovanja starije od 15 godina

School network in Serbia - 2003.



