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**FRAME AND BASIS OF NATIONAL REPORT ABOUT
ADULT EDUCATION
IN
SERBIA AND MONTENEGRO¹**

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¹ Prof Snežana Medić, Prof Miomir Despotović and Ass M.A. Katarina Popović, as members of Republic of Serbia Ministry's of Education and Sport expert network, made frames and basis of this report. The expert team is nominated by Ministry of Education and Sports for development of: Strategy for reform of adult education and life long learning. For that reason, data about analysis regarding Montenegro are missing in the report. Issues and problems, with or without answers, raised during preparation and writing of these report, brought many responsible persons for adult education to think about further strategies of their sectors of education. By that, it already begun mission in our environment. Expectations which should be realised by year 2009 are significant support for development of adult education in our country.

Introduction

Serbia and Montenegro belong to the countries which has few parallel transitional lines and they have been started, in the most part, on the year 2000. As a difference from other countries in the East Europe region, Serbia and Montenegro “have missed” 10 years of commencing the transitional reforms. In those missed years negative trends have been noted such as: decreasing of national brute income from 2200\$ on the year 1989., to 840-990\$ on the year 2000. “Strategy of the World Bank for the assistance in transition, report No.22090, June 2001., page 3”; instead of integrated processes the country has been disintegrated in intermediate wars; instead of entering the international community, the country has been isolated and has been under the sanctions; processes of creating new countries and state communities are yet not finished; social stratification of population is almost changing on a daily base because of the economical shakes and reconstruction. From today’s point of view it is too obvious that the “missed” years were more destructing then missed and they go from the destruction of basic social infrastructure to the human resources. State of art in the society in the year 2000., when democratic forces took over the responsibility for the country development, was catastrophic. There was no social issue – problem, that didn’t ask for the new quick answer. All social systems had to be thoroughly reconstructed, among which the educational system was surely one of the ground issues. Huge number of limitation factors for the reform processes directed the Ministry of education and sport of the Republic of Serbia to form a strategy of the educational reform, and on its basis to define priorities and to define short term, mid term and long term action plans and measures. In that general context of priorities in the educational reform, adult education is coming closer to the middle term period of priorities, “to the third wave” of those with numerous system movements which necessarily comes out from the basis of the reform of an overall educational system. Expert teams formed the strategies for:

- The first Wave of the Reform – Achievements and Next Steps
 - Decentralisation and Democratisation
 - Assesment and Evaluation
 - Teacher Training and Professional Development
 - Preschool Education
 - General Secondary and Vocational Education
 - Higher Education in Serbia
- The Second Wave of the Reform
 - Curriculum Reform
 - Textbooks and Teaching Materials Production
 - Foreign Language Learning
 - Education of Minorities and Vulnerable Groups
 - Education of Persons with Special Needs.

Strategic directions of adult education development (in detail see: Medic, S.; Despotovic, M.; Popovic, K; Milanovic, M.; Quality Education for all – A Way To a Developed Society, Belgrade, 2002, MoES, page 305-330; book also available on the MoES web site - <http://www.min.edu.yu>) are based on the analysis and identification of basic problems in the field of adult education and suggestions of the measures for their overcoming. Basic identified problems are:

- Inadequate and negative policy and social relation to the adult education
- Restrictive financial support up to jeopardizing minimum
- Lack of legal regulations and standards
- Non existence of the sector for adult education in social administration
- Unregulated issue of teachers in the field of adult education
- Lack of systemic – statistical monitoring of the field of adult education.

From the above mentioned basic problems in the field of adult education in Serbia, comes out clearly that “common grid for making the review of adult learning”, in our case stays “grid” with empty spaces.

Pointing out the tendencies, expressing the evaluations of less quantity data that don't exists and more quality approach of the answers on the asked themes “items and sections”, are efforts to make a ground to understand offered “grid” like “methodological tool for collecting baseline information”. The significance on participation of our country at this “MID TERM” conference we understand as two times useful: like an enrollment in such a kind of international community after the long isolation and commencement of the preparation for creating comparable National Report for CONFINTEA VI – 2009. System approach to the adult education reform started 2001. by production of strategy and first steps that are directed towards achieving a framework witch confintea gives.

Establishing of a unique Education Information System is a task of a third project component funded through WB IDA credit procedes. A German consultant firm GOPA (with regional and local partners) was contracted to develop software and establish the system. The system is to be fully operational by spring 2005 and will incorporate the following:

- Pupils data base (name, age, school, class, results, achievements)
- School personnel database including teachers, teaching assistantsts, expert associates, non-teaching staff (name, current position, pre-service and in-service professional development, years of service in education, etc)
- Inventory and rooms database that covers all physical capacities of the schools – inventory, equipment, furniture
- Financial module (education accountancy and bookkeeping – salaries of the employees, operational and running costs of the schools) and
- Per Pupil Funding Formula and analytical framework to be implemented by central and municipality funding.

We do hope that the adult education will find their own place in tjis develop software.

At this moment, adult education and learning in Serbia is not recognized as developmental potential and instrument of social and economic growth. There are no funds for adult education on national, regional or local level, except through Republic Bureau for Labor Market for educational programs for unemployed, but which are more than modest.

In distinction to education of children, which is homogeneous according to generation and under protection of state, adult education is heterogeneous and directed towards very different target groups, which lead us to variety of institutions that organize and realize adult education. From Second World War, one system of institutions and organization for formal and non-formal adult education and learning has been developed.

Formal education

Elementary adult education schools
High schools for young people
Higher schools and faculties

Non-formal education

Workers, popular and open universities
Cultural centers, centers for culture and house of culture
Bureau for labor market
Companies, precisely their educational centers and services
Private (educational) institutions
Foundations, agencies, services, humanitarian organizations
Scientific and expert associations

Forms of education for special needs of military and police

Third Age University

Institutions for social care of elderly

Church

Local and global media

Museums, libraries, reading-rooms, theatres, cinemas, galleries, clubs, centers for recreation

Institutions for prisoners

Theme 1: Adult Learning Democracy Peace and Critical Citizenship

1.1 Building up Structures and Institutional Frameworks

(Adult Learning Democracy Peace and Critical Citizenship)

Education for democracy and civil society until 2000. was exclusively an activity of non-formal system of education and almost one of the basic objectives or contents of the non-governmental work.

Up to 2000. non-governmental sector has been treated as an opposition or the enemy of the regime so rare examples of cooperation of non-governmental organizations and government in Serbia in that period, except it was mediated by the large international organizations like UNICEF.

NGOs “were established by the citizens themselves without mediation or control by the state, which are non-partied and non-profit with an objective to serve a common good to their members or to contribute to the general common good of society (achievement of common objectives and interests)” (prepared by: Petrovic, B., and others: Directory of non-governmental non-profit organizations in Yugoslavia, Center for non-governmental development sector, Belgrade 1997.) actually were critical point around which are gathered democratic forces of society so today most of them who lead the policy of this country are professionals that organized and led non-governmental organization during “Milosevic regime”.

In 1997. in overall there were 558 national and 39 international NGOs (Pejatovic, A.: Non-profit sector and adult education in Yugoslavia, in: Adult education in Yugoslavia – state of art and perspectives, Adult education society, DVV, Belgrade, 2001. page 14-18), and in 2000. there were 894 national and 54 international NGOs. Only after 2000. when some of them disappeared after they accomplished their mission and achieved their goals, NGOs started their transformation in stable organizations with developed structure and infrastructure. In 2000. 70% of them were mini NGOs (in the organizational infrastructure sense) which are on the half way from group and the organization, but in 2002. there are 1790 national and 90 international.

Year	NGOs	
	National	International
1997.	558	39
2000.	894	54
2002.	1790	90

New Law about NGOs is prepared and waiting to passed by the Government this year. It will significantly empower their positions and regulate number of organizational issues which were obstacle in previous law.

Today, official policy stresses out the significance of cooperation between governmental and non-governmental sector and makes stronger organization and network of institutions of both systems. There are two examples that could be good represents of such cooperation. Ministry for social affairs established Fond for social innovations (web site: www.sif@msoc.sr.gov.yu) and opening tenders for new projects in the field of improvement of children’s, family’s and citizen’s protection where the absolute priority has common projects of governmental and non-governmental sectors. On first tender came 350 of those projects.

Another example is accredited programs of NGOs by the MoES which gives points for the teacher’s license (Catalogue of programs of professional development of employed in education for the school year 2002./2003., MoES RS, Belgrade, 2002.).

Almost all of these programs are created in the non-governmental sector activities and have following structure:

- 1) Education for democracy
 - Development of democracy and tolerance (14 programs)
 - Children with special needs (5 programs)
 - National minorities (5 programs)
 - Living environment – free activities (6 programs)
 - Local communities (4 programs)
 - Media – public relations (4 programs)
- 2) Democratization of education
 - Participation (12 programs)
 - Communication skills – conflict solving (16 programs)

From these two areas 65 programs have been accredited and 64 from the area of health culture, ecology and individual teaching subjects. Many of those programs are actually training of trainers and further work with children, their parents, different stakeholders in local community and in that way they involve adults in education for democracy and civil society. On the base of this indicators it could be concluded that the network of adult education for democracy and civil society is spreading but there is no data of number of participants. Education for citizenship got now into the curriculum of primary and secondary schools like separate subject and a large number of teachers is in the process of training.

One of the assumptions is that the education for democracy and civil society, which dominate like something new in formal education, will be transferred in the field of adult education also, considering that in the formal educational programs for adults working direct transfers of curriculum made for children, but with numerous adaptations and adjusted to the needs of adults.

Today adults get education for democracy and civil society mostly in NGOs in which these contents are either base for others specialized programs or separate programs. Individual data we don't have, but in 1997. (from overall amount 558+39), 179 of them was dealing with the adult education, and in 2000. (from overall amount 894+54) 639 of them was dealing with the adult education.

Ranking list of educational contents dine for the adult education (2000.) look like this:

1. protection of environment
2. human rights
3. education
4. culture and art
5. health
6. civil, open society
7. democracy
8. culture of piece
9. information technology
10. non-violence (in detail: Pejatovic, A.: the same)

If we follow data about number and content of the work of NGOs – with growth of a number the schedule has changed on the ranking list depending on activities they are dealing with. For this theme an interesting data is that the NGOs which are dealing with development and building a local community went down from 7th to the 3rd position (of 18 in general), and that the NGOs for promotion of human rights and freedom went up from 11th to 3rd position.

1.2. Increasing Investment in Adult Learning (Adult Learning Democracy Peace and Critical Citizenship)

Official statistical data about investments in this field don't exist. Many educational programs for democracy and civil society got one of the institutional forms which are financed from public budget. Many NGOs for its educational programs getting the financial support from different public sectors so we can certainly claim that the means from public budgets in this sector of education significantly increased. Programs of adult education for democracy and civil society are financed from the means of international donations, national and especially international projects and programs of international cooperation. But the biggest contribution of increased investments in this field was from formalization of those programs and teacher training and training of others who was realizing them.

1.3. Increasing Participation (Adult Learning Democracy Peace and Critical Citizenship)

We assume that number of people who uses these kinds of services have increased with further development of NGO sector, and especially with increased number of those dealing with human rights and democracy (third position on the list). There is significant tendency of decentralization and deregionalization of NGO sector which opens numerous departments out of primary place of establishment and in that way number of users is increasing, also training of trainers for this field which allowed spreading the network of educators and programs, and the large number of programs from this field which give accreditations to the teachers for license and which they are realizing in their local communities.

The fact is that mostly the women are users of services and programs of NGO sector. Also the groups with special needs found enough space in this sector for needed support. Ranking list of educational activities for the adults (2000.) of first 10 places look like:

1. young – adults (students)
2. experts
3. ethnical minorities
4. handicapped
5. refugees
6. women
7. teachers

When the increased number of participants in adult education from democracy and civil society is the issue, significant mean for larger inclusion is publicity. From the above mentioned NGOs 141 of them is dealing with editing and publicizing.

Field of democracy, human rights and civil society is especially important for ethnical minorities so their presence and participation in those programs could be seen as satisfactory.

The biggest increase in participation of adults in those kinds of programs is provided by their formalization, institutionalization, introduction in curriculum of formal education and in that way financing from the public budget.

Our opinion is that those kinds of programs, in relation with others have been advanced mostly in the field of adult education in institutional, organizational, financial and participating sense.

1.4. Research Studies in the Field of Adult Learning (Adult Learning Democracy Peace and Critical Citizenship)

When the research studies in the field of adult learning is an issue, there is quite sharp distinction between state institutes dealing with science-research work and professional associations on one side and NGO sector from the other side.

Research work in NGO sector is quite modest in the scope but very significant because they are micro applied researches that make a ground for conceiving educational programs and work of NGO sector in general. Those researches were dealing with an important issues such as: unawareness of women in village surrounding, illiteracy and new literacy, strategies for development of adult education and education for peace (see in detail in: Pejatovic, A.: same).

1.5. Adult Educators – Facilitators Status and Training (Adult Learning Democracy Peace and Critical Citizenship)

One of the important inheritance that NGOs before 2000. left to everybody after 2000. are new, innovative forms and ways of dealing with educational groups of different age, structure and interests. Very important for adult education is culture of nourishing the organization of educational process which is in regard of needs, possibilities and interests of beginners had to be accepted in non-governmental sector. That was the basic way to answer adequately on human educational needs. The thing that andragogical theory promote like own fundamental principles in organization of educational process, yet on described way came on to practical implementation and replaced lectures (ex cathedra) like basic form of educational organization.

It became clear that adult educators have to have large set of knowledges and skills for interactive educational forms. Few basic programs of education from education have been developed and lots of foreign experts implemented educations for new forms of learning and education of adults, youth, children, families, teachers and stakeholders.

Educators of adults for democracy, peace and civil society belong to different categories: teachers involved in formal system of education, teachers and educators involved in non-formal system of adult education, educators in NGO sector, educators in professional associations, educators from private agencies.

There are no data about their number, nor their kinds and length of training, their wages etc.

1.6. Empowering Adult Learners (Adult Learning Democracy Peace and Critical Citizenship)

Education for democracy, peace and civil society, possibly represent field in which the rights of adults are not reduced in any way and the curriculum development is significantly based on cultural and ethnical relevant context.

1.7. Examples of Best Practice and Innovation (Adult Learning Democracy Peace and Critical Citizenship)

Democracy in education relies on respecting two basic principles:

- **The principle of equality** (fairness, accessibility and respect of equal rights for all regardless of sex, age, race, ethnic or religious background, place of living and wealth,

ability, health status),

- **The principle of participation** (freedom to express one's opinion, to choose and actively participate in decision-making about and within the practice of education, while assuming responsibility)

Education for Democratic Citizenship is defined as a set of education measures, actions and activities with the primary goal to prepare the children, youth and adults for the role of active citizens in a modern democratically arranged society.

Education for Democratic Citizenship includes the issues usually dealt with in civic education, education for human rights, multi- or intercultural education, education for peace and development, and global education. The concept paper outlining the strategy for democratisation of education and education for democratic citizenship is available at www.mps.sr.gov.yu

To ensure the realisation of the above, the following has been completed

- MoES is a full, actively involved member of the CoE Education for Democratic Citizenship program. The national coordinator is Ms Radmila Gosovic, e-mail Radmila Gosovic, e-mail radmila.gosovic@mps.sr.gov.yu
- Two international seminars were organized in Belgrade:
 - December, 2001 The National Seminar on Education for Democratic Citizenship (EDC) organized by MoES, CoE and UNESCO with the goal to enable the insight in and sharing of national (Non-government Organizations programs and initiatives) and international experiences in EDC.
 - January 2003 - "Including EDC in the National Curriculum" at which the CoE program on "Teacher Improvement on Human Rights and Civic Education" in Bosnia and Herzegovina was also presented.
 - The five key Council of Europe documents from the first phase of the project (1997-2000) and the Recommendations are translated to Serbian and disseminated
- EDC is integral, cross-curricular segment of the new national curriculum to be implemented from September 2003 and it is included in the teacher training of the teachers implementing the new curriculum in the 1st grade of the reformed school,
- Various accredited programs for teacher training are related to EDC,
- **Civic Education** was introduced as optional subject in primary and Secondary schools in Autumn 2001. Teacher training, preparation and publishing of necessary manuals were supported by UNICEF and The USA government.
 - 3491 teachers were trained. The training empowered them not only for teaching CE but also to act as the promoters of the new democratic ethos in the schools.
 - 9423 (23%) of 84536 Primary School and 4176 (4,6%) of 90780 Secondary school pupils attended the classes in the first year.
 - International evaluation of the first year was completed in cooperation and with the support of UNICEF, UNESCO, FOS-YU, the results of which were incorporated into the development of the CE program. The evaluation report "Civic Education in Primary and Secondary Schools in the Republic of Serbia", Belgrade 2002, is available through Belgrade UNICEF office and on

www.mps.sr.gov.yu.

- CE was introduced as the elective subject in the school year 2002/2003 with 41,6% (33593) Primary and 53,2% (36590) Secondary pupils attending the classes in the first year.
- The pilot program “Project Citizen” was introduced to the 6 th grade in 100 schools in 2002/2003. There are the plans to extend the program in 50 more schools in 2003/2004. The preparation for its external evaluation are in progress.

The MoES Civic Education program coordinator is Mrs. Evgenija Jokanovic, e-mail e.jokanovic@mps.sr.gov.yu

- Six schools have become the members of the Network of Peaceful Schools International programme which aims to improve the school ethos. The pilot project was supported by CIDA.
- Violence prevention and psychological support programs have been introduced, namely:
 - “A school policeman” program was introduced in 2002 in the cooperation with the Ministry of Interior Affairs. Specially trained policemen were placed in 243 (84 Primary and 159 Secondary) schools. Program coordinator Ms Biljana Lajovic, biljana.lajovic@mps.sr.gov.yu
 - The team for psychological crisis intervention was formed. Specially trained experts are empowered to intervene in cases of traumatic incidents in the educational setting, to help schools to return to their regular routine and to alleviate the consequences of trauma. Team coordinator is Miss Jelena Brmbota, jelena.brmbota@mps.sr.gov.yu
 - Staff support and the prevention of burn-out programs have been realized with the support of The Swiss and USA governments.

In order to enhance the incorporation of democratic and civic society values in the education system, the new Department for Democratization of Education is introduced within the redefined structure of the Ministry. The head of the department is Ms Radmila Gosovic, radmila.gosovic@mps.sr.gov.yu.

The immediate next steps are:

- Civic Education becomes the official elective subject to be offered by all schools under the new national curriculum framework in force from September 2003.
- Establishing EDC Unit in MoES in cooperation with UNHCHR (during 2003) to coordinate and develop activities related to EDC.
- Establishing EDC Teacher Education and Training Centre (Autumn, 2003)
- Organising CE teacher association at the local level in Serbia to work on the development of the new programs for the compulsory EDC subject in the new curriculum for the primary and secondary school.
- Organising Peaceful Schools International Conference (September 2003) in the cooperation with Serbian NGO Most and PSI Canada.
- Continuous cooperation with Citizenship Foundation from London

- Establishing the mobile mediation service to mediate in the conflicts involving school staff, school administration and staff and between the school and the local community.

Training a new group of school policemen in September 2003.

1.8. Future Actions and Concrete Targets for 2009.

(Adult Learning Democracy Peace and Critical Citizenship)

Future activities in this field could and have to have basic directions as follows:

1. In formal adult education (primary and secondary) transferred curriculum developed for children will, in a set of life skills, introduce knowledges from the field of democracy, tolerance, peace and civil society. Curriculum have to be based on characteristics of adults in content and organizational sense, and that is the most direct work that has to be done.
2. Stimulate and on different ways support spreading the educational programs in undeveloped state regions, and especially village population.
3. Evaluate outcomes and results of already realized programs, standardize the most functional programs for adults and organize trainings for adult educators.

Theme 2: Improving Conditions Quality of Adult learning

The Report is not prepared.

Theme 3: Literacy and Basic Education

Although compulsory elementary education had been introduced before half a century, Serbia is still dealing with the problem of illiteracy and high percent of adults without elementary education. It could be said that Serbia has highly developed network of schools, particularly elementary schools (over 3600 elementary and 535 high schools).

According to the last census, total number of inhabitants in Serbia is 7.498.001 (without Kosovo and Metohia) and educational structure of inhabitants over 15 years of age is given in Table 3:

Table 3 Population of 15 years and above and level of education according to census

	1991		2002	
	N	%	N	%
Total number	7007422	100	6321231	100
Without school	666819	9,5	357522	5,6
1-3 grade of elementary school	205744	2,9	126127	2,0
4-7 grade of elementary school	1439087	20,5	896847	14,2
Elementary education	1752672	25,0	1509462	23,9
High education	2255782	32,2	2596348	41,1
Higher education	267226	3,8	285056	4,5
High education	354610	5,5	411944	6,5
Unknown	65482	0,9	137895	2,2

Source: Annual report of Yugoslavia 2000. Federal Bureau for Statistics, Belgrade, 2000, page 61 and Unpublished data from Federal Statistical Bureau.

Data about percentage of adults without elementary education – 22% of inhabitants over 15 years of age did not complete elementary education – is more alarming than the fact that 5,6% of inhabitants are illiterate.

Object of analysis in this chapter are illiterate people over 15 years of age, which make 5,6% of the population or 357.522 and 16,2% or 1.022.974 adults without complete elementary education.

3.1. Building up Structures and Institutional Frameworks (Literacy and Basic Education)

In year 2003. Educational Act has been laid down, which opens possibilities for development of adult education within the integral system of education. Basis of the system are giving common frames and particular questions are going to be solved with different sub-law acts (<http://www.min.edu.yu>).

Previous Education acts had treated adult education only in part which refers to the elementary education, which has always been free of charge for everybody, and it regulated only duration of elementary education (it is half shorter than for children), size of the class (double smaller) and forms of work with adults (home-visit teaching, consultative-instructive teaching, regular teaching)

Innovations that are suggested in Basis of new Educational Act are:

- in the field of right to education, there is a demand to consider particular educational needs of adults
- to establish Council for vocational education with sector for adult education within
- to establish Center for vocational education and adult education in order to provide better quality of education
- educational programs can be realized in regular schools or in particular schools for elementary adult education
- elementary adult education is assigned to people above 16 years of age
- elementary education is prolonged from 8 to 9 years.

In Basis of Educational Act there is enough space left for particular questions of adult education that can be regulated by particular sub-laws.

Only elementary adult education is financed from public-state budgets, but there is no particular item in budget about the amount that is set apart for that purpose.

According to the number of elementary adult education schools and the number of participants, it is almost insignificant amount if we take into account situation with illiteracy and elementary adult education. Activities in making people literate stopped long time ago, so basic literacy and elementary education are gained elementary schools for adult education.

Table 3.1

Elementary schools for adults

Republic of Serbia	Schools	Departments	Participants		Number of those who completed school	
			total	women	total	regular classes
1957/58	91	280	6268	1246	282	282
1966/67	102	406	10860	3651	5560	5234
1986/87	80	193	4277	1636	8933	2000
1989/99	18	150	2621	740	972	972
2000/01	12	133	1915	588	551	551

Source: Annual Statistical Report of Serbia, 2002, page 396

In relation to 1.380.496 adults without complete elementary education and the fact that in 12 existing schools for elementary adult education participants are mainly young people which dropped out from system of formal education (due to the learning and behavioral problems) – elementary adult education is almost of minor character. We understand it as important issue of solving problems and searching for solutions in adult education policy.

Yugoslav Forum "Education for All" included literacy and elementary adult education as one of its priorities and tried to ensure strategy by which the number of illiterate people will decrease for 50% until year 2016. It should be mentioned that a certain number of non-governmental organizations, dealing with issues of women position, organize courses for elementary literacy, especially those directed towards minorities, particularly Roma people.

3.2 and 3.3. Increasing Investment in Adult Learning and Increasing Participation (Literacy and Basic Education)

Given Table about schools and number of participants tells us that investments and number of participants are decreasing.

3.4. Research Studies in the field of Adult Education (Literacy and Basic Education)

Studies which are related to illiteracy and basic adult education are mostly done at the Institute for pedagogy and andragogy and are published in national publications and magazines. Magazine «Andragogical studies» announce results of study works and some of the titles show a character and ways of interests for this kind of problems:

- Social environment and success of adults in adult education
- Literacy as a factor of individual and social development
- Functional literacy and selfeducation
- Teaching for adults: new hopes and old habits
- Contemporary view of functional literacy and its role in society
- Organizational and program models of postliteracy of adults.

3.5. Adult Educators – Facilitators Status and Training (Literacy and Basic Education)

In elementary schools for adult education, total number of teachers is 189 out of which 113 are women. Out of total number of teachers, 114 of them are working full time and 45 part time (Annual Statistical Report of Serbia, 2002). They are on the margins of happenings in teachers network and they rarely participate in education because there are no particular programs for training of teachers, which work with adults. Department of Pedagogy and Andragogy at the University of Belgrade educates adult educators at undergraduate and postgraduate studies, which, beside basic didactical-methodical contents within particular area, study teaching methods of elementary adult education. They are employed as consultants and expert assistants in these schools, helping teachers to realize and organize teaching. Therefore, cooperation network, which includes Institute for Pedagogy and Andragogy, Institute for Psychology, Adult Education Society and Center for Interactive pedagogy, had started intensively to prepare programs for education of adult educators, for using new methods in order to raise quality. Institute financed this project for International Cooperation of the German Adult Education Association (IIZ-DVV). Adult Education Society had organized and realized trainings for trainers (16 young graduated adult educators passed the training). They had organized regional seminars in Serbia and Montenegro (3 seminars which lasted 3 days each), for over 100 teachers and organizers in adult education. Among them, educators from elementary schools for adult education were highly represented. At the moment we are

searching for new resources for further development of program, widening the network of educators and increasing the number of participants in these programs.

These programs are on the competition for accreditation at Ministry of Education and Sports. Contents, which are developed until now, can be divided into 3 groups, as they are realized in 3 days seminars:

1. Visualisation, presentation, moderation
2. Adults want interesting teacher
3. Models and techniques of evaluation in adult education

3.6. Empowering Adult Education (Literacy and Basic Education)

Although the right on elementary education, which is free of charge, can be accomplished for everyone, motivation for completing elementary education among adults is very low. There are many reasons for this, but most important are:

- curriculums are totally taken from elementary education for children and according to that, they are inadequate for needs of adults
- organization of education also doesn't meet the needs, especially the abilities of adults
- schools are full with drop-outs from formal system of education, with whom adults have nothing in common
- teachers are not educated for appropriate work and relationship with adults
- completing elementary education doesn't make any change in social and economical status. Completing elementary school make opportunity only for legal employment in jobs with lowest salaries, non-qualified jobs on which people even without elementary school are working on.

Possibility to rise motivation and the number of participants we see in: significant revision of system for elementary adult education; gaining functional literacy through which different life skills can be advanced; and mainly in connecting elementary education with gaining first, initial professional qualifications.

There is no national assessment system to measure adult learning outcomes, but this system doesn't even exist for overall system of formal education. By new Educational Act it is planned to establish the Center for evaluation – assessment of quality of education and outcomes, which is probably going to develop methodology for measurement of adult learning outcomes.

3.7. Example of Best Practice and Innovations (Literacy and Basic Education)

Example of Project “Training of trainers and education of adult educators”, described in chapter 3.5. is an good example of successful practice and inovative approach because:

1. networking of state institutions and non-governmental organizations, as well as experts from foreign countries (Slovenia and Germany) on creating programs for education of adult educators
2. developing network and teams of educators for education of young, graduated adult educators
3. teacher training with completely new approaches and methods in adult education
4. good publicity in public journals and newspapers by which needs for education of adult educators is indirectly promoted

5. high level of motivation of participants to continue professional education

3.8. Future Action and Concrete Target for 2009 (Literacy and Basic Education)

If we look on one side to the number of illiterate people and adults without complete elementary education and, on the other, institutions, staff and financial possibilities in our society, situation seems to be almost hopeless and frightening.

Huge reform steps in area of adult education are directed towards formal system of education for young people, and urgent needs go beyond existing possibilities. In balancing between choosing priorities, adult education must wait for second wave of reforms. Preparation for its realization includes:

- creation of sub-law acts or law on adult education
- development of methodology for proving conditions and level of literacy and functional literacy
- development of methodology for measuring adult education outcomes
- constitution of data base about occurrences that need to be followed
- development of programs for training adult educators
- undertaking all mentioned measures like a way to increase motivation of adults (chapter 3.6.)
- providing financial sources for realization of this programs
- development of mechanisms for stopping drop-outs from formal system of education

Results of these measures should be significant trend in decreasing the number of illiterate adults and adults without complete elementary education.

Theme 4: Promoting the Employment of Women

4.1. Building up Structures and Institutional Frameworks (Promoting the Employment of Women)

Position of women in Yugoslavian society has completely changed in the middle of past century. From strictly patriarchal system of family life, which was organized in large - widened family communities, after war, and especially euphoric establishment of socialistic society, raised new cult of a women work, political activist and self-ruler. Women's emancipation and equal position added, to the existing one of housewives, new social roles, which are highly valued. Women became almost positively discriminated group in regard to employment, literacy, training for working places, management of smaller political cells, etc. During 20th century, such inheritance had very positive effect on the position of women in society, their equality, achievement of different rights, building of self-consciousness. But, due to the fact that emancipation of women does not depend only on their will and ability, and that level of emancipation of women may depend mostly on level of emancipation of man, many exact facts about women's position in society show that in different, significant life issues like, for example employment and education, women are, more or less lagging behind man. They are less educated, they are employed on less paid jobs, in significantly smaller percentage overtake leading positions etc. Statistical data about educational structure of inhabitants over 15 years of age according to sex structure prove this.

Population over of 15: sex, educational level, type of urbanization – according to census 2002.

	TOTAL				CITY AREA				NON-CITY AREA			
	total	M	F	F/M	total	M	F	F/M	total	M	F	F/M
TOTAL	6321231	3041667	3279564	1.08	3566648	1682030	1884618	1.12	2754583	1359637	1394946	1.03
WITHOUT SCHOOL	357552	76995	280557	3.64	113481	28816	84665	2.94	244071	48179	195892	4.07
1-3 GRADE OF ELEMENTARY SCH.	126127	37517	88610	2.36	33013	7333	25680	3.50	93114	30184	62930	2.08
4-7 GRADE OF ELEMENTARY SCH.	896847	374016	522831	1.40	251592	76563	175029	2.29	645255	297453	347802	1.17
ELEMENTARY EDUCATION	1509462	698692	810770	1.16	733390	300755	432635	1.44	776072	397937	378135	0.95
HIGH EDUCATION	2596348	1401683	1194665	0.85	1754701	905914	848787	0.94	841647	495769	345878	0.70
HIGHER EDUCATION	285056	150188	134868	0.90	226937	118651	108286	0.91	58119	31537	26582	0.84
HIGH EDUCATION	411944	223097	188847	0.85	370320	198567	171753	0.86	41624	24530	17094	0.70
UNKNOWN	137895	79479	58416	0.73	83214	45431	37783	0.83	54681	34048	20633	0.61

Following the index of relationship between men and women according to the educational structure, it is obvious that women are more uneducated and less educated than men. Difference between them is highest among illiterate population. There is 3,64 times more illiterate women than men and that difference is especially large considering the relationship between urban and rural environment: women are three times more illiterate than men in urban environment and even four times in rural environment. Also, there are a lot more women with few grades of elementary school, 3,5 times more in urban and only 2 times more in rural environment.

Due to the fact that data from the latest census in 2002 are still not published, we can not make any further analysis, which could approve the hypothesis that, when girls from villages overcome the crisis of entering school they rarely drop out in comparison with girls from cities.

On higher levels of education, picture is different in favor of man, but the differences are not same in relation to un-education.

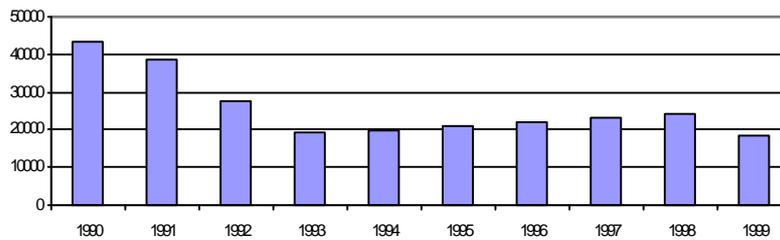
Space that women conquer they do not easily leave, self-reliant model of empowerment is totally in action and lagging of women in this part is not going to be easily compensate.

280557 women are illiterate, without any educational level, 611441 had completed few grades of elementary school, and 810770 have only elementary school. It is obvious that around 1000 uneducated and insufficiently educated are target toward which strategy of empowerment has to be developed.

Theme 5: Adult Learning and Changing World of Work

With the beginning of political crisis in ex-Yugoslavia (SFRJ) in 90s, process of intensive economic decrease had began.

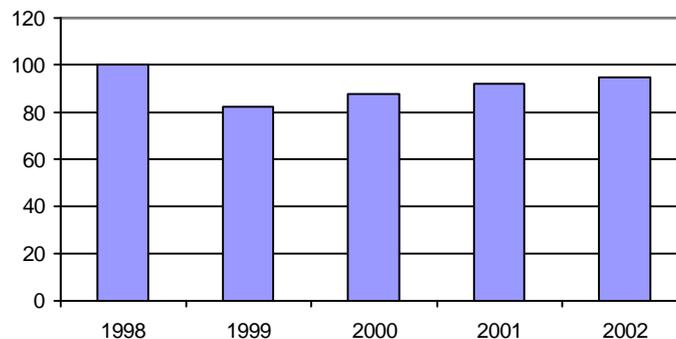
National Gross Product - in millions dinars



Source: Annual Statistical Report of Yugoslavia, Federal Bureau for Statistics, Belgrade, 2001, page 138

Long-lasting isolation and war destructions brought Serbian economy on the edge of chaos, so even present social and economical reforms in Serbia are undertaken in very disadvantageous economical and political frames. Yet, gentle economical recovery in period between 1999 and 2002 is obvious.

National product in constant prices (1998=100)



Source: Basic data about social and economical movements in 2002, Announcement number 018, Year XLVI 04.02.2003, page 3

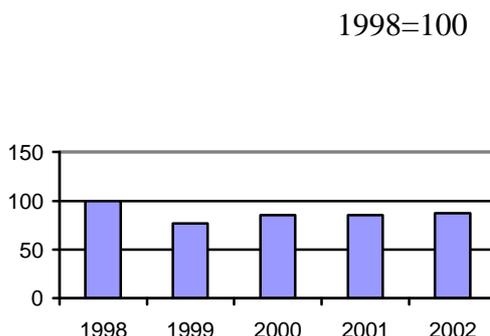
Previous data suggests that after long-lasting isolation, Serbia entered process of transition and so called transitional (slower) growth phase, which means that it still did not achieve the level of national product and level of product from 1998 or at least half of the level from the period before the crisis in 1990. According to data of World Bank, national gross product in 2000 was lower for approximately 45% from the level in 1989, so per capita income has dropped from 2000\$ to 840-990\$¹. The range of industrial and agricultural production is still significant low in comparison with the period before political and economical crisis.

¹ World Bank Strategy for helping in transition, Report number 22090, Jun 2001, page 3

Physical range of industrial production



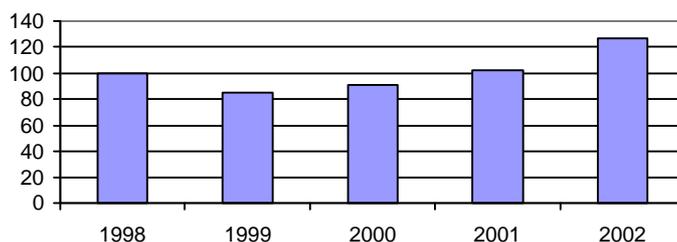
Physical range of agricultural



Source Basic data about social and economical movements in 2002, Announcement number 018, year XLVI 04.02.2003, page 4

Low start position of Serbian economy makes annual rate of growth in particular areas. Best indicators for that are the salaries of employees, which are nominally, and actually in growth, but which are still very low, even lower from the salaries 10 years ago when Serbia was under strong economical blockade from international community, which gives the evidence about economical crises in Serbia.

Real index of net salaries



Source Basic data about social and economical movements in 2002, Announcement number 018, year XLVI 04.02.2003, page 4

Although the real growth of salaries per month from 2000 till 2001 is 22,7%, average salary per month in December 2001 was only 124 euros², and in may 2003 reached the value of 11,043 dinars (172 euros)³ which shows that large number of inhabitants in Serbia live in area of poverty or on its edge. According to data from 2000 1/3 of the population in Serbia live in poverty, or, in other words, with income lower than 30\$ per month. In conditions of absolute poverty, 18% of the population live with income lower than 20\$.

Connection between education and poverty and importance of education in reduction of poverty can best be seen from next Table. According to AZS largest number of poor (over 60%) are the people with elementary school and those who did not complete elementary school), while only 5% of poor people can found among highly educated population.

² Economical review, National Bank of Yugoslavia, Belgrade, January 2002, page 31

³ Data from Republic Institution for Statistics

Table 1. Poverty in relation with education in Serbia, 2002 - population over 15 years of age

	% MNO	% of poor	Relative risk of poverty	Structure of total population over 15 years of age	Structure of poor people	Depth of poverty	Sharpness of poverty
Uncompleted elementary school	36,1%	21,5%	102,5%	17,5%	35,4%	5,1%	1,8%
Elementary school	25,4%	14,3%	33,9%	23,3%	31,2%	3,1%	1,0%
High school	15,1%	6,9%	-35,1%	47,5%	30,8%	1,2%	0,3%
Higher school	7,8%	2,9%	-72,8%	5,1%	1,4%	0,4%	0,1%
Faculty	5,6%	2,0%	-81,4%	6,6%	1,2%	0,4%	0,1%
TOTAL	20,0%	10,6%	/	100%	100%	2,2%	0,8%

Source: Study of measurement of life standard, Ministry for social affairs, 2002

Results of the analysis show that economical position of education in whole is disadvantageous in Serbia. This is mainly the consequence of inherited situation from past decade during which drastically decrease of gross national product has been made. In year 2000, in comparison with 1990, gross national product of formal sector counted in USD⁴ was lower for 70%. This decreasing of the gross national product directly reflected in:

- Decreasing of total expenses for education for 74,5% - from 585 USD according to efficiency in 1990 to 144 USD in 2000, in middle from 832 to 179 and in higher and high from 1581 to 333 USD

- Decreasing of share of expenses for education in gross national product from 3,62% in 1990 to 3,14% in 2000.

Today, Serbia has dominantly centralized system of education. In total income of education, share of budget was 72,4%, which is in the level with gross salaries of employees. Direct giving's from the population were 9,3% in total income of education and from donations 5,2% in 2002.

Low level of expenses for education has disadvantageous effects on the accessibility to non-obligatory levels of education (after elementary) and on quality of education.

Municipalities with underaverage gross national product are not able to provide part of financial resources for education, which is made obligatory by the Law. Life standard of citizens in these municipalities is also at low level. According to that fact, parents are not able to set aside extra resources for their education and education of their children (data about education and poverty are taken from Working version of Ministry of Education document - Strategy for decreasing poverty).

Total educational structure of population in Serbia is still disadvantageous, although there are some improvements in comparison with condition in 1991. According to data from 2002, almost 22% of the population older that 15 years of age did not complete elementary education. Almost 24% of the population has finished elementary education, which means that almost 46% of the population is at the minimum level of education or even lower. It means that near 3 million people older than 15 years possess minimum life and working skills.

⁴ During accounting methodology of World Bank was taken into account. Source: Federal Institution for statistics

Table 2 Population of 15 years and above and level of education according to census

	1991		2002	
	N	%	N	%
Total number	7007422	100	6321231	100
Without school	666819	9,5	357522	5,6
1-3 grade of elementary school	205744	2,9	126127	2,0
4-7 grade of elementary school	1439087	20,5	896847	14,2
Elementary education	1752672	25,0	1509462	23,9
High education	2255782	32,2	2596348	41,1
Higher education	267226	3,8	285056	4,5
High education	354610	5,5	411944	6,5
Unknown	65482	0,9	137895	2,2

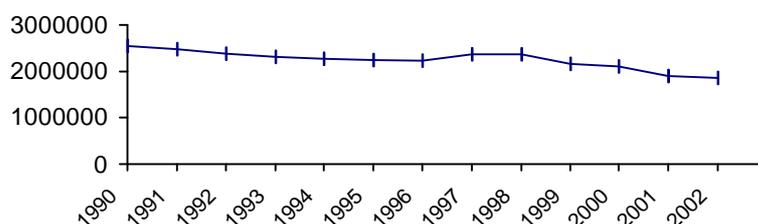
Source: Annual report of Yugoslavia 2000. Federal Bureau for Statistics, Belgrade, 2000, page 61 and Unpublished data from Federal Statistical Bureau.

In comparison with conditions in 1991 there is significant reduction of uneducated group and group of educated people. Dominant category is one with high education (41%), while category with high education is not numerous despite the network of higher schools.

In past decade there is continual decreasing of employment in Serbia⁵

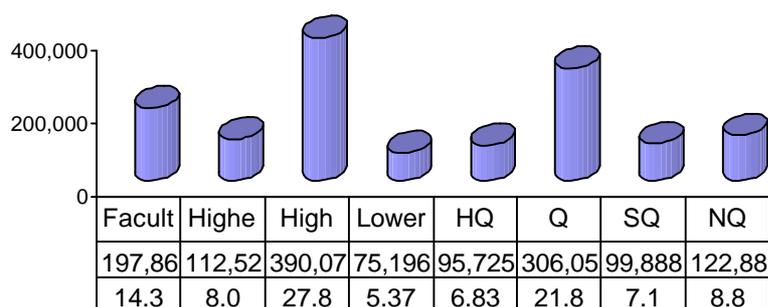
⁵ Data about employment and unemployment shown in graphs are from the following sources: Annual report of Yugoslavia, Federal Bureau for Statistics, Belgrade, 2001, page 96; Annual Statistical report of Serbia 1997, Republic Bureau for Statistics, Belgrade, 1998, page 82; Annual Statistical Report 2000; Annual Statistical Report 2000 and 2001 and Monthly Statistical Report for 2002, Republic Bureau for Labor Market, Belgrade

Employment - Annual average



Number of employed people in 2002 was 1.845.916⁶ and it is for almost 30% less than number of employed people in 1990. Data from 2003 show that in educational structure of employed educated and qualified workers dominate, precisely participation of non-qualified in total number of employed is 21%.

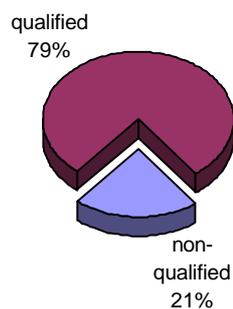
Employed according to level of education - 2003



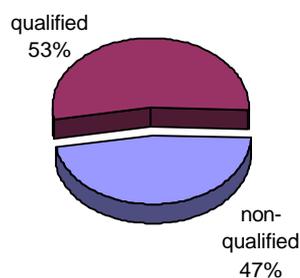
Opposite to the conditions before 10 to 15 years ago when basic educational structure reflected it self in world of work, according to the data from 2003 proportion of qualified and non-qualified workers among employed people and in total population is significantly different, which suggests that there is less space for non-educated and non-qualified workers in world of work.

⁶ Source: Unpublished data from Republic Bureau for Labor Market

Relationship between qualified and non-qualified employed people in 2003

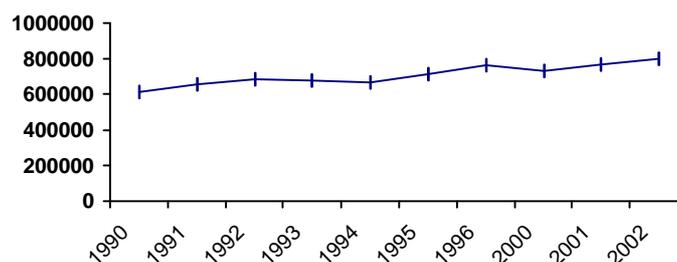


Relationship between qualified and non-qualified people in total population in 2003



At the same time number of unemployed people is drastically increasing.

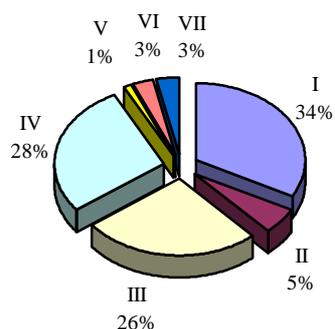
Unemployment - Annual average



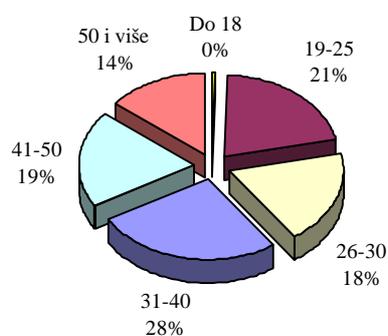
In February 2002, in Serbia, there were 795,672 unemployed persons, and in February 2003 that number was 983,190 among which 54%⁷ were women. In structure of unemployed people, non-qualified and semi-qualified (39%) and workers till 30 years of age (40%) are dominating.

⁷ Monthly Statistical Bulletin, number 6, Republic Bureau for Labor Market, Belgrade, 2003, page 12

Unemployed people according to the level of education in 2003



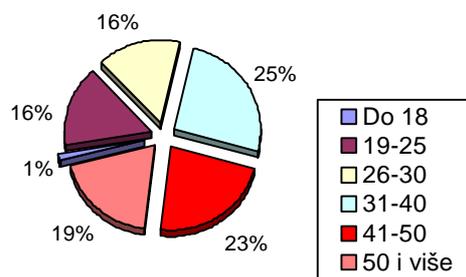
Unemployed people according to the age in 2003



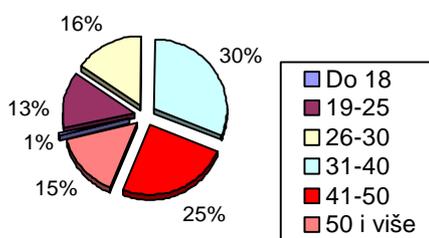
Source: Monthly Statistical Bulletin, number 6, republic Bureau for Labor Market, Belgrade, February 2003, page 14

In year 2003, there were 309,185 people with first and 50,310 people with second degree of education. About 60,000 young unemployed people up to 25 years of age are without any qualifications, precisely they have first or second degree of education.

Unemployed people with first degree of education according to the age in 2003



Unemployed people with second degree of education according to the age in 2003



Source: Monthly Statistical Bulletin, number 6, republic Bureau for Labor Market, Belgrade, February 2003, page 14

Working place offer is more than modest. During 2002, companies offered 40,630⁸, which means that on every free place there are 3 unemployed persons.

Relationship between unemployed persons and free working places in 2002

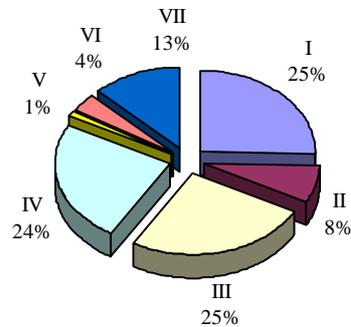


Source: Monthly Statistical Bulletin, number 4, Republic Bureau for Labor Market, Belgrade, December 2002, page 12-13

⁸ Monthly Statistical Bulletin, number 6, Republic Bureau for Labor Market, Belgrade, 2003, page 12

Biggest number of working places was offered within processing (light) industry and trade (19,316) mostly to those people with lower level of education and qualifications (12,468).

Free working places according to the level of education in 2003



Source: Monthly Statistical Bulletin, number 6, republic Bureau for Labor Market, Belgrade, February 2003, page 14

As it can be seen from previous graph, more than 1/3 of the working places are offered to non-qualified workers, which proves previous conclusion that economy in Serbia is technologically not demanding. Only 18% of working places is offered to highly qualified staff. Non-qualified (first and second degree of education) are at the same time the most unemployed people (39% or 357,120)

5.1. Building up Structures and Institutional Frameworks: Policies, Legal Provision, Delivery System and Inovation (Adult Learning and Changing World of Work)

If we go back to the Table about structure of population over 15 years of age according to educational level and to considered issues about the situation and position of those who did not complete elementary education (Theme 3), from the view point of problems concerned with work and education there is additional 23% of new inhabitants with elementary education and without any professional qualification.

Table 3 Population of 15 years and above and level of education according to census

	1991		2002	
	N	%	N	%
Total number	7007422	100	6321231	100
Without school	666819	9,5	357522	5,6
1-3 grade of elementary school	205744	2,9	126127	2,0
4-7 grade of elementary school	1439087	20,5	896847	14,2
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Higher education	267226	3,8	285056	4,5
High education	354610	5,5	411944	6,5
Unknown	65482	0,9	137895	2,2

Source: Annual report of Yugoslavia 2000. Federal Bureau for Statistics, Belgrade, 2000, page 61 and Unpublished data from Federal Statistical Bureau

Data show that 22% are without complete elementary education and 23% has only elementary education, so we can conclude that 46% of adult inhabitants, near 3 million people, have minimum (or lower than that) educational, working and life skills.

Data about educational structure of inhabitants from the viewpoint of adult education have special place when they are realized within changes on labor market.

Until 2003, Educational acts didn't deal with professional and vocational adult education. Same conditions, regulations and standards were valid both for children and adults, but adults were treated as part-time students. Beside basic education, every further education for adults means personal investment and that there is no "second chance".

Insignificant number of adults use "second chance", particularly additional gaining of vocational and professional education in formal system of education, which leads to the National recognition of qualifications and which adults complete by taking final exams for which they pay. In school year 2001/2002, total number of part-time students was 8605. But, that is complete data not only for adults but also for children who were unable to go to regular classes, so they finished school in this way. There are no statistical data about adults in high education.

Network of high schools in Serbia and resources, which they have, could meet the needs of adults, but basic organizational and curricular transformation is needed. Network of elementary and high schools in formal system of education is important resource in meeting the educational needs of adults.

Table 4

	Elementary schools	High schools
Number of schools	3607	475
Number of students	711954	323490
Number of teachers	43767	24694
Number of expert consultants	1858	1171
Relation student/teacher	16211	13179

Source: Statistics of elementary and higher education 2001 (Serbian Ministry of Education)

High schools, like universities, are assigned to young population and they are mainly closed for adults. Except in few cases, high schools do not deal with education and training of adults. They only organize final exams for adults and they consider it as a good way of gaining extra money. Small number of universities, particularly faculties, realizes programs for vocational training and refreshment of knowledge. High schools and universities are not formally discriminative in relation to adults, but their programs and organization are not adapted to adults, their needs and abilities. Data about registration of students in high schools, in 2003, show that significant number of educational profiles that last two, three or even four years, is not interesting for young population even if there is interest for them on labor market, so they are offered to adults. At the same time, significant percentage of elementary school population does not enter high school or they drop-out for different reasons. Cumulative effect of this facts is a significant argument for establishing "second chance" system in education, particularly to open high schools, their programs and organization, for adults and for the needs of labor market.

When we speak about institutions for non-formal education, situation is not better. These institutions have different scope of work and according to one research which we made during 2001/02 on about 287 institutions and organizations in Serbia, 67% of these institutions are realizing educational programs, respectively 52% vocational education and training programs.

Best known institutions for adult education are workers, public and open universities. According to data from 1990, in Yugoslavia, there are 200 workers and public universities.⁹ In past few years, official statistics stopped following this institutions, which means that their number felt down under statistically significant limit. We estimate that today there are between 20 and 25 such institutions and that they realize programs of vocational training, foreign languages, computer training and rarely civic education or culture education programs. Most of these institutions do not have proper staff, place or material and technical tools, so they function on the edge of existence, while only small number work successfully. According to the fact that they cannot deal with formal education and that they are financed from budgets, these institutions are totally directed towards commercial programs and education market, which imply tendency towards working with children and young people. Results of mentioned research show that out of 287 institutions and organizations in Serbia, 58% of institutions realize programs for specific target groups. In conditions of huge unemployment, 90% of these institutions do not have programs assigned to that category of population.

⁹ Statistical bulletin, Culture and arts 1990/91, number 1980, Federal Bureau for Statistics, Belgrade, 1993, page 20

Table 5 Number of the institutions that realize programs for specific target groups

Target groups	%
Employed	19
Unemployed	10
Persons with special needs	12
Women	7
Elderly	9
Others	17

State still does not recognize adult education and training, especially formal education, like area of its interest and there is negative financial and tax policy (there are no financial resources for adult education and there are high taxes - 20% for all programs of non-formal education). Tax policy and regulations from Jun 2003, by which state is trying to stimulate employment in a way of destimulating fees for those who already work, has direct influence on these institutions. According to new tax regulations, tax for working contracts are up to 40%. This will have influence on prices of educational programs, because large number of these institutions has part-time teachers. Total turning towards schools and children education as well as leaving adult education to market, lack of policy and conceptions of realization and strategies of adult education, bring institutions for adult education in difficult position, pushing them in area of illegal work (selling certificates, renting the space etc.), which makes negative picture about them.

In companies, in Serbia, precisely ex-Yugoslavia, until middle 80s, significant actions on educating and training employees were undertaken. Today, it is hard to make precise conclusions, because, in 1989, Federal Bureau for Statistics had stopped to follow this issue. Having in mind the condition of economy in Serbia, it is realistic do assume that, today, most of the companies are not dealing with education and training of employees. Few companies have modest educational function, which is realized within human resource service or service for education. Few companies (airtransport, railway, post office) have their own centres for education and they independently realize educational and training programs for employees.

Possibility for employees and employers, especially those with lowest level of education and qualification (non-qualified, semi-qualified, illiterate and those without complete basic education) to approach education and training are almost minimal. To achieve formal qualification and to be recognized on labor market, they have to go to schools, which are adapted for children and adolescents. For something like that, there is no adequate financial resources, institutional possibilities; interest of employers or potential sponsors, but there is individual motivation. Their possibilities to gain adequate knowledge and skills through non-formal system of education are also limited. Reasons for this are insufficient offer of relevant programs, high prices of programs and negative valuation of society. The fact that there are 2 million people in categories of non-qualified and semi-qualified workers and that their chances for changing social and work positions are minimal, we recognize as one of the biggest social injustices and brakes of social and economical transitions in Serbia.

5.2. Increasing Investments in Adult Learning (Adult Learning and Changing World of Work)

Concerning the investments in adult education, we cannot speak about their increasing or decreasing. There are no official data about that issue. Instead of that, in chapter 5.7., we are going to mention example of successful practice and planned innovations in the field of professional adult education.

But, increasing of investments in adult education is apparently happening due to the process of privatization of companies and restructuring of economy. Privatization of companies automatically means provision of funds for social programs, for employees that are laid off and for those who stay in private companies. One part of financial resources from social programs is assigned for education of employees which are laid off - to increase their chance to find employment on labor force market, and of those who stay - to master new skills needed for introduction of new technology in production.

Especially large investments for education are set apart in process of privatization of banking system, transformation of tax services and other systems that follow stock market. Until now, there are no data about the flow of investments assigned to education of labor force from such sources.

5.3. Increasing of participants

(Adult Learning and Changing World of Work)

No data or estimate.

5.4. Research Studies in this field

(Adult Learning and Changing World of Work)

No sistematic data for this Report.

5.5. Adult educators - facilitators Status and Training

(Adult Learning and Changing World of Work)

Different categories of adult educators and facilitators participate in each level and in different areas of adult education.

1. The most professional experts in adult education are prepared at the Faculty of Philosophy in Belgrade, through undergraduate studies, that lasts four years and postgraduate studies (M.A. and PhD). Professional field of their work is adult education and beside the fact that they are getting prepared for scientific-research work in this field, they are getting employed as expert collaborators in institutions, agencies and other organizations for adult education. Department of Adult education exists for 23 years and until now 1000 students graduated, 25 got M.A. degree and 15 got PhD degree in the field of adult education. One of their job in institutions for adult education is training of trainers for educational work with adults.
2. The largest group in adult education teachers network is teachers that graduated from faculties for teachers. Within the curriculum, which refers to the particular scientific field, they pass courses for mastery in psychological, pedagogical and methodical work. Adult education has almost insignificant, more informative character, because they are getting prepared to work with children in formal system of education (that refers mostly to the fundamental social sciences and natural sciences)
3. Also, large group of teachers are preparing at the faculties for applied sciences (medicine, civil engineering, mechanical engineering, economy, etc), without intention and any kind of preparation for teaching job. They are dominate in vocational high schools and there are not prepared for any educational work.
4. Important group are teachers for practical training whose working place does not have to be in educational institutions, but in production and services. They are not obligated to graduate from the universities and they do not possess any education about educational work.

5. There is a tendency, especially with development of non-governmental sector, to widen the experts-educators network for different issues and fields. Usually, they are well educated for organization and realization of educational process of children and adults.
6. In elementary adult education teachers are also employed. Their education lasts four years, but their professional qualification for working with illiterate people is minimal.

Until now, teachers in the field of education, proved their professional qualifications for educational work by taking vocational-state exam, but there are not obligated to continue their professional education.

Law on basis of system of education introduces, in a completely new way, permanent professional education for educators, mainly by introducing the licenses for teaching work, which are gained through trainings.

Teacher's salaries in each educational institution are very low and that is the reason of negative selection of staff that chooses to work in this field.

Employees average salaries according to sectors and work fields in 2001

	Average salaries in Dinars	Level of average salaries per employee
Total	8691	100
Economy	8443	97
Non-economy	9525	110
Education	8432	97
Financial business (highest)	14910	172
Hotels and restaurants (lowest)	6452	74

Adult educators network does not exist, but some assets of teachers are trying to improve their work.

Setting up and developing a coherent, comprehensive system of the professional development of teachers is necessary to build the teachers' capacity for fulfilling the complex and diversified roles, to achieve the autonomy and accept the responsibility for own professional development leading to the career advancement. This is a long term, continuous process integrating the regular possibilities and experiences systemically planned to promote the growth and development on the professional level. The strategy for the teacher professional development is presented in the MoES document: »Quality Education for All – A Way towards a Developed Society«.

The schools are free to choose any program for their staff. The interest is great but the funds are lacking. Some of the trainings were financed by the Ministry, some by the local governments, the other by the training providers and some by the schools themselves.

Immediate next steps:

- Opening the National Center and setting up two pilot regional centers for teachers' professional development
- Introducing the procedure for obtaining a teaching license. The license will be issued for the period of five years and renewed for each subsequent five-year period upon the fulfillment of the required conditions
- Development of the new concept for the induction, required to obtain the teaching license. It also involves designing the program for the future mentors and the cooperation with the teachers' colleges to ensuring the appropriate schools and classrooms for the practical studies of the future teachers.

- Preparation of the program for the teacher training for the implementation of the curriculum in 2nd and 7th grades. The development of training program for the 7th grade teachers (about 9000 persons) will start in September and the training in November 2003. The training for the 2nd and 7th grade teachers and new 1st grade teachers will start at the beginning of 2004.
- Publishing of the new INSET accredited programs catalogue.

5.6. Empowering Adult Learners (Adult Learning and Changing World of Work)

Rights on vocational and professional education are indisputable, but ways of organization and funding of these levels of education are obstructing its realization.

But, despite technological backwardness, there are no distinct needs, employers and employees for education of labor force. By gaining knowledge, significant moves cannot be made in improvement of economical status of individual. Salaries are low for almost all employees, there are insufficient even for average life standard and differences between differently educated individuals are not significant. Curriculums are not learner-centered.

There are no national assessment systems to measure adult education outcomes, but its development is expected by establishing the Center for evaluation, which is defined in Law on education from 2003.

5.7. Examples of Best Practice and Innovation (Adult Learning and Changing World of Work)

For the needs of this report, we are going to give three examples:

1. Republic Bureau for Labor Market is the only state agency, which systematically deals with adult education. Bureau finances and organizes different educational programs (vocational re-training and additional training, training for jobs within the working place and for innovation of knowledge). Preparation and programs are realized for employers and labor market. In last few years, Bureau activities are significantly limited due to the lack of financial resources.

Table 6. Unemployed individuals in educational programs in 2003 - plan¹⁰

Individuals included within programs	Number
Basic computer training	5705
Special computer training	790
Foreign languages	1635
Training for establishing and running a small business	3165
Other educational programs ¹¹	3782
TOTAL	15077
Financial resources in dinars	Amount
Basic computer training	41.076.000
Special computer training	11.376.000
Foreign languages	17.658.000
Training for establishing and running a small business	56.970.000
Other educational programs ¹²	43.701.010
TOTAL	170.781.010

As it can be seen from the Table, in 2003, Bureau is planning to include around 15 thousand people in programs, which is 1.66% of total number of unemployed and to spend around 170 millions dinars (2,6 million euro).

New Law on employment and insurance in case of unemployment, which is adopted by the Republic of Serbia Parliament on 9th of July 2003, defines establishment of national service for employment and private agencies for employment, which should encourage employment, reduce black market work and stimulate unemployed in education and in active searching for job.

2. The fact that Serbian Ministry of Education and Sport included adult education as one of the main strategic resources in its annex for total Poverty reduction strategy (for more details see: office@prsp.sr.gov.yu), tells us that better days for adult education are coming. Beside educational support given to different target groups, which are in area of poverty, uneducated adults are on the first place with tendency to reproduce poverty on new generations. Project "Acquiring first qualification-job for unemployed from 18 to 30 years of age" (Author: Snežana Mediæ), as a support, found its place in final working version of Poverty reduction structure. Project is assigned to training of 122433 unprofessional, unemployed workers for first qualification-job from 19 to 30 years of age. That is cohort who lives under the border of poverty and, biologically, is in most intensive reproductive age. Value of project is 52.543.510\$.
3. Third example is about promotion of adult education in Serbia, which was held in 2002. One hundred cities from Serbia participated in activities on Festival and over 700 different adult education programs were promoted.
 - Non-formal establishment of network for formal and non-formal system had begun.
 - There was an exchange of programs and ideas.

¹⁰ Data from Republic Bureau for labor Market

¹¹ Other educational programs include: elementary adult education, training for jobs on working place, training for first and second level of vocational education, vocational re-training, additional training, gaining special knowledge and skills.

¹² Other educational programs include: elementary adult education, training for jobs on working place, training for first and second level of vocational education, vocational re-training, additional training, gaining special knowledge and skills.

- Some people became aware of that their are dealing with adult education and that new space for further development is made.
- Significant number of rewards - educational programs were given for free.
- Institutions were educated how to promote activities and motivate adults for education
- Adult education broke the deadlock

Festival was organized by: Adult Education Society from Belgrade, Institute for Pedagogy and Andragogy at the Faculty of Philosophy in Belgrade, Institute for International Cooperation of the German Adult Education Association (IIZ/DVV).

The European Union through the European Agency for Reconstruction and the European Training Foundation are launching CARDS 2003 Program: Vocational Aducation And Training Reform – Capacity Building And Implementation Support. The objectives of this program, that is going to start this summer, are the following:

- To develop a flexible vocational education and training (VET) system based on the principles of Lifelong Learning, responsive to local as well global socio-economic needs and democratic values.
- To contribute to the economic development and social stabilisation in Serbia through a well skilled labour force.

Therefore, with this strong EU support the following activities are awaited:

- Build up the institutional capacity of the Ministry of Education & Sports (MoES) and other national stakeholders to develop and implement a strategy and policy framework for vocational education and training based on partnership and ensuring the link between training provision and economic development.
- Strengthen the capacity of national and local actors to design and implement new vocational education and training programmes for young people and adults so as to enhance their employability and support their personal development.
- Ensure quality training provision for adults through the transformation of VET schools into regional training centres in selected areas of industrial reconstruction.
- Support innovation of learning processes in VET at grassroots level.
- Upgrade the school infrastructure (equipment and other teaching aids plus buildings).

5.8. Future and concrete targets for 2009 (Adult Learning and Changing World of Work)

Vocational, professional and adult education for the working place is, for sure, field of adult education in which the most significant changes and widening of the number of participants in formal and non-formal education are expected.

Law on basis of system of education, from 2003, defines new frames for adult education development and places frames of vocational education in central position of adult education by:

- establishing the Council for vocational education (which is dealing with high vocational education, adult education, professional education and training)
- establishing the Center for vocational education and adult education for dealing with development, quality of vocational education, preparation of standards for vocational education, knowledge and skills, realization of international projects, accreditation of programs and so on.
- establishment of elementary schools for adults which can meet the needs of adults
- development of institution network for high adult vocational education, which can realize:
 - a) adapted school programs

- b) special programs for adults
- c) vocational education and training programs
- very important innovation in Law on basis of system of education from 2003 is new possibilities for institutions and organizations to realize vocational education and training programs if they fulfill the standards. That is special possibility - for networking of formal and non-formal, governmental and non-governmental sector in adult education.

All of these institutions, which are mentioned in Law, are now in process of establishment and until 2009 it could be expected that their work, which will be regulated by new sub-law acts, is going to eliminate most of the problems and deficiencies defined in this report.

This kind of organization implies increasing of investments in adult education, systematical monitoring and measurement of their effects on social and economic life.

- We expect that introduction of new (internationally comparable) methodology for statistical data will increase number of participants in adult education
- General trend in education of educators and licenses for work, guarantee systematical solutions and care about quality of teaching staff, their education and training.

So, basic reform of system of education in Serbia is going to have significant reflections on the field of adult education, and on the other hand, reform of system of education it self should bring significant improvements.

The National Standards and Evaluation Center will be staffed and operational in charge of the following:

- Setting standards of educational outcomes
- Participate in setting standards of school quality
- Participate in setting standards for teachers' self-evaluation
- National examination system, including final exams (matura)
- National assessment studies
- Participation in international assessment studies (PISA, TIMSS etc.)
- Support to standard based classroom assessment
- Support to regions, local community, schools and teachers in evaluation and self-evaluation.

Theme 6: Adult Learning, Environment Health and Population

The report is not prepared.

Theme 7: Adult Learning, Media and Culture and ICTs

The report is not prepared.

Theme 8: Adult Learning and Groups with Special Needs

8.1. Building up Structures and Institutional Frameworks (Adult Learning and Groups with Special Needs)

Neither the new Educational Act, nor the Team for the reform of education for persons with special needs mention adults with special needs and possibilities for their education. The overall reform is still very, very children- and school-oriented, and when it comes to adults with special needs it is even clearer. In the »Brief Tour through the Education System Reform in The Republic of Serbia – January 2001 – June 2003 and beyond« a report and the strategy of reform of education of persons with disabilities was presented. However, these persons are children.

The expert group has prepared the proposal of the strategy for the education of children with special needs. Three models are suggested:

- Inclusion of the children with special learning needs into the regular classes,
- Integration / the classes for the children with special learning needs in the regular schools,
- Special schools.

The Center for the Children with Special Learning Needs to be founded will be in charge of:

- Establishing a data base of the persons that require special support for the education, namely the persons with physical and mental disabilities, behaviour and emotional difficulties, serious chronic diseases, children without parents, abused children, refugees, displaced and socially, culturally or economically deprived children.
- Developing creative and stimulative programs for the work with those children.
- Developing the programs for the material and psychosocial support of the education, and enhance the active inclusion and participation of special needs children in society.

In our country there is not an official list of persons with disabilities, but some estimation show that there is app. 7% of an overall student population. Probably this percentage can be accepted for adult population as well (Miljkovic, A.: Child with disabilities”, Institute for Social Police, Belgrade, 1982).

Children with disabilities are in alarming percentage outside the education system. Estimations by experts, according to the UNICEF report, show that up to 85% children with disabilities are not attending school (Comprehensive analysis of the system of primary education in FRY, 2001, Belgrade, UNICEF). In these circumstances the adult education system can neither function, nor help. Problems have to be systematically solved from the beginning.

What is a significant problem of education of adults with disabilities, and should not wait for systematic solutions, is higher and university education of persons hindered in development. Those with appropriate abilities and motivation for studying are disabled by architectonic and communication barriers, by inadequate organization of teaching activities, by teachers who are not prepared for working with people with special needs, by prejudice and low tolerance level in almost whole surrounding when it comes to being different. In this way rights of persons with disabilities to get higher and university education are being jeopardized – in one word, the system is discriminatory especially towards persons with corporal and sensor disturbances.

It could almost be concluded that, when it comes to the education of adults with disabilities, efforts are being made by the Ministry for social affairs that, as one way of services and types of social care, offers also training of persons with disabilities. For such purposes special “protective workshops” are established, where these persons can be trained in working skills for performing job tasks that are enabled by their handicap. In Serbia there are 75

“protective workshops”. Preparing these persons for work is accepted as their right in terms of social care, and through this right, costs for taxes, living, training and equipping of the working place are being acknowledged to them.

Biggest efforts in education of persons with disabilities are being made by nongovernmental sector, especially different societies gathering persons with disabilities. Their training programmes are significantly satisfying the needs. Although they very often seem as “self-help groups”, development of their activities is an importantly positive trend. Tolerant and non-discriminative, or – to put it more precisely – positively discriminative approach of the nongovernmental sector to the persons with disabilities already creates a critical mass for changes.

Thus, on one hand nongovernmental sector that is being established in order to help and support persons with disabilities, with their developed educational politics, and on the other hand nongovernmental organizations that cover other sectors, fields and target groups, most often cover in their activities special support measures for persons with disabilities, significantly change a social relationship towards persons with disabilities and significantly satisfy their education needs.

Special field for taking into consideration is education of refugees, who were brought by war from other republics – today new states, and education of persons misplaced from Kosovo and Metohia whose number is app. 10% of domicile inhabitants. Their integration in all social flows in Serbia is a completely different issue. Data on education of children from families of refugees are being traced in different ways, but there are not any comprehensive reports on education of adults from this population. International community significantly supported establishing and activities of nongovernmental organizations dealing with this issue, but for this event we could not have systematized data on this phenomenon.

Education of elderly people are, again, only a new problem (more: Medic, S., Zivanic, S.: Education of Elderly People in Yugoslavia, International seminar: Education of Elderly, Slovenian Institute for Adult Education, Ljubljana, 2002, 93-97 p).

To be elderly in Yugoslavia means a lot of things, depending on whether elderly people grew elderly in a city and stayed there to live, grew elderly in a village in which they have been born or vortex of war brought them to live their elderly days of life in foreign countries and someone else's homes or in collective refugee centres. Common problems of 1.600.000 elderly people are: very hard economic situation and guild of transition that they pay expensive, pessimism and discouragement about their future, poorness, neglect of their needs because of many other priorities, loneliness and social isolation, absence of official representatives who should represent their interests in government, absence of political and public support for satisfying their needs, lack of information about their rights and ways for their implementation. In addition, each of above-mentioned subgroup has their own particular, additional, specific problems.

Elderly people make 16% of population enlarged for 2% of refugees, and it is expected that in year 2021, they would make 21% of population. Above 50% of elderly people live in poor suburbs with their children, and 1/5 are single.

Activities and measures that are undertaken in the field of elderly people education are divided in two basic ways:

- a) Programs that are realized within governments sector – primarily in the institutions for adult education, health and social care sector:
 - Within the governments programs, most important educational activities are realized in form of social care, which is their important content of work. Programs of education for elderly are applied in institutional care and in network of open care, especially in clubs and day centres. They are mostly oriented on health programs and psychosocial support.
 - Main institutions of educational system in which elderly can satisfy their educational needs, totally failed. Total separation of school system from

system of adult education, which has been in the past ten years left to quasi-principles of education and quasi principle of labour force, destroyed this system, so there were almost no initiative for education of elderly people, as an unprofitable program.

- In Belgrade, since 1989, one lonely example of very successful practice of education of elderly exists – in University for the third age, which exist thanks to self-financing. University for the third age didn't succeed to manage expansion of University for the third age net in Serbia, which is one of its priority goals, defined in 1990. In past ten years, around 4000 people participated in different programs on the University: Painting, Icon-painting, Small school of aquarelles, Small school of portraits, English language, German language, French language, Health programs, Recreation, History of art, History of Christianity, Literature, Psychology, Psychological workshops, Internet training, Training for Windows, Word programs.
- b) Programs organized by non-governmental organizations – primarily with socio-humanitarian direction:
- Significant support for satisfying educational needs of elderly people during past few years was overbridged by establishing and operating of non-governmental sector which is flexible, sensitive and acts fast in supporting needs of most sensitive groups. 110 associations for socio-humanitarian programs are registered in non-profit sector (40 in Belgrade, 28 in Vojvodina and 32 in other parts of Serbia).

Within that, 22 of them are established in aim to work with elderly people and almost all of them organize educational work with elderly people. But elderly people are taking educational services of the associations, which also work with other populations – particularly programs for refugees, women, family, and human rights.

In general, in non-governmental organizations, 70% of elderly people who use programs of education are women, more than 50% of them live alone, and 40% have high education. Research made on the population of pensioners in Belgrade, showed that their interests are directed towards:

1. Preservation of physical and mental health – 48%
2. Knowledge needed for life in elderly age – 38%
3. Development of facilities and physical skills – 33%
4. Social, economical and political situation – 14%
5. Art creativity – 10%
6. Communicational skills – 9%
7. Use and preservation of environment – 9%
8. Cultivation of family, cultural and historical values – 8%.

8.2. Increasing Investment in Adult Learning (Adult Learning and Groups with Special Needs)

Although we don't have any data about investments in the field of education of groups of adults with the special needs, when the public sector is an issue there are no indicators for any kind of forward positive movements. When the non-governmental sector is an issue we can claim with certainty that the investments have significantly increased in this field considering multiplication of educational programs which are dealing with groups with special needs, with investments from international organizations going in this direction and with participation in international projects in which many NGOs met support.

8.3. Increasing participation (Adult Learning and Groups with Special Needs)

The tendency of increasing participation in this field is in our opinion significant but all in the frame of circumstances described in chapters 8.1. and 8.2.

8.4. Research Studies in the Field of Adult Learning (Adult Learning and Groups with Special Needs)

Professional relation of researchers in monitoring and studying educational opportunities and needs of adults with special needs, in the frame of very modest financing possibilities, could be evaluated as positive.

At the Department of education and adult education on basic and postgraduate level, and at the Institute for pedagogy and andragogy, there are three separate subjects and study areas which are dealing with researches of adult education with special needs, and those subjects are: education of prisoners, education of older people and education in the sector of social care and protection. Results of studies are publishing either like monograph studies either like articles and journals. Basic study themes are:

- Specific educational needs of adults with special needs
- Learning possibilities of adults with special needs
- Motivation for education and ways of its stimulation
- Prerequisites and reasons of (non)participation
- Interests in the field of education, organizational forms and work methods (detailed in: www.f.bg.ac.yu).

When disabled adults are an issue there is a Faculty of Dephctology as a part of Belgrade University with its own research institute. It prepares dephctologists - experts for work with different profiles of disabilities, e.g. teachers for work with disabled persons and also researchers for this field. Work of research institute and of whole faculty is directed mainly on children but they have activities relating on educational work with adults (for more information: handicap@eunet.yu).

8.5. Adult Educators – Facilitators Status and Training (Adult Learning and Groups with Special Needs)

As mentioned in chapter 8.4. Faculty of Philosophy – Department for pedagogy and andragogy and Faculty of Dephctology are preparing techers for work with adult with special needs. Andragogists from the Faculty of Philosophy don't participate in direct teaching process; they are researcers, planers, organizers and evaluaters of educational process. They also organize training of trainers which work directly in education of these groups, and they organize training for non-governmental sector which has educational needs for adults with special needs.

Professionals completed Faculty of Dephctology are mainly prepared for work with children and they could be employed in the system of special schools in the frame of formal system of education. We have already mentioned small number of children with special needs in formal education, so we can not even think about the adults. Network of special schools has structure as foolows:

Special primary and secondary schools

		Number of schools	Classes	Pupils	Female population	Teachers	
1996/97	primary	118	492	5935	2604		
	secondary	16	56	660	217		
1998/99	primary	213	1184	7847	3113	1522	1236
	secondary	38	188	1321	458	/	/
2000/01	primary	220	1129	7560	3072	1495	1224
	secondary	36	233	1269	463	/	/

Source: Statistical yearbook of Serbia 2002, page 397

Status of teachers and wages are regulated by the same criteria for all teachers so there are no difference.

8.6. Empowering Adult Learners (Adult Learning and Groups with Special Needs)

From the point of adult education we think that the adults with special needs are the most and extremely discriminated group and the barriers for achieving their rights in general, and rights on education specifically, so various that their overall position in society has to be thoroughly changed.

8.7. Examples of Best Practice and Innovation (Adult Learning and Groups with Special Needs)

There are a lots of good examples of practice and innovative approaches in education of groups with special needs. For this occasion we are taking one example of good practice of third age education.

In the year 1989. Third Age University had been established and their establishers are three very different institutions: Faculty of Philosophy – Institute for Pedagogy and Andragogy, Redaction of educational program of national TV and People's University «Braca Stamnekovic». From around 50 beginners in the first year of existence up today 5000 of them passed through different forms of education. The fact that education on this University is paid by elderly on their own is telling about its status on the best way, and they are paying by themselves because the money isn't coming from other sides only nice words are coming. One of the tasks or almost a mission of this first institution for education of old people, was spreading the network of Universities all over Serbia, but first steps have been done only on 2002. with very modest means of project «Spreading the network U3A in Serbia» (which is financed by Belgrade office IIZ/DVV - Institute for International Cooperation of The German Adult Education Association with 7.000 EUROS). Finally the NETWORK OF UNIVERSITIES has been made which is consisted by 7 Universities (3 new in Belgrade, 1 in Novi Sad, 1 in Nis and 1 in Vrsac). Mother University have done teacher training and training of staff for work of new Universities, educational interests of elderly people in new areas have been studied, new programs have been developed, promotion and enrollment of new beginners have been done. We hope that transition on self-financing (because there is no donors and no public sector) won't close some of them and that the network will further develop (www.nubs.co.yu).

8.8. Future Actions and Concrete Targets for 2009.
(Adult Learning and Groups with Special Needs)

Marginilized in society, groups of adults with special needs are even on the margins of education and adult education. Framework of strategy is not yet done so we can't say anything about future actions and concrete targets for 2009.

Theme 9: Economics of Adult Learning: Adult learning seen as an Investment

The report is not prepared.

Theme 10: Enhancing International Cooperation, Solidarity and Networking for and Thought Adult Learning

Adult learning and education when international cooperation is an issue, facing two kinds of significant obstacles and weak results with which through cooperation and solidarity international community support development of educational system in our country.

Firstly, many international institutions, organizations, foundations, expert groups, associations bring already finished programs developed in their areas, which were applied in other countries, but between them there are small number that supports development of adult education.

The second, maybe even more important problem is when there is a possibility to chose supporting programs that we consider relevant, through cooperation. Direction of whole reform onto formal system of education and schooling of young people find those who decide about choices to turn to these very actual issues. In that way adult education again is left aside getting a profit through reform processes that will realte on it.

As a reinforcement for this kind of evaluation we attach herewith systemized text and table about »International Support to the Education Reform in Serbia«. In table which is consisted of Country, Organization, Sector and Narative descriptions with (*) are marked those projects that relate on adult education. From overall 75 programs and projects 11 of them are directly (4) or indirectly (7) related to adult education.

Our opinion is that without significant support and solidarity of international community and without networking for and throughout adult learning, development of adult education is in serious trouble.

INTERNATIONAL SUPPORT TO THE EDUCATION REFORM IN SERBIA

As emphasized many times and on many occasions before, the ongoing reform of Education System in Serbia could not and would not have desired and needed comprehensiveness, professionalism, participatory and integrative in-depth, need-driven, future-oriented and long-term self sustainability approach on one hand and the corresponding implementation schedule on another without technical, professional and financial support of different donors.

Newly constituted Ministry of Education and Sports, MoES (February, 2001) presented the needs of the education sector at the Brussels Donors Conference for Yugoslavia (June 29, 2001). Many countries and international organizations recognized the necessity, importance and the potential of the education reform in Serbia through pledging their support. Although the substantial funds were pledged (18,52 millions of USD for 2001, and 14,89 for 2002, according to data base of Ministry of International Economic Relations of Serbia) actual disbursement of those funds was far less and far slower than needed (5,70 millions of USD disbursed until August 1st 2002). Some universities have received direct support from German Rector Conference, World University Service and other individual donors. While the “hardware” input was low, the international community input for the “software” component (preparation of the reform strategy and action plan, capacity building of relevant stakeholders, surveys, analyses, expertise, etc.) was remarkable. It was provided by Fund for an Open Society (FOS), Belgrade, Open Society Institute Program for the South East Europe (OSEP-SEE), UNICEF, UNESCO, OECD, Council of Europe, Stability Pact – Task Force Education and Youth, European Training Foundation (ETF), World Bank, relevant institutions and the embassies of Austria, Denmark, France, Germany, Switzerland, The United Kingdom, The United States of America.

By launching of the Strategy and Action Plan¹³ for the reform of education system in Serbia at the conference in January, 2002, the MoES clearly demonstrated its commitment to the reform, articulated its goals and laid down the Strategy and Action Plan to achieve them. It appears that the launching of this document both justified the support received from the donors so far and strengthened the trust of the international community in the Serbian democratic government in general and MoES in particular. The realization of the concrete reform programs has started while the list of the above mentioned supporters is extended by UNDP and the Governments of Finland, Italy, Japan, Canada, Luxemburg and Sweden.

Ongoing major internationally supported reform areas and programs are:

Decentralization of education and school development

The World Bank is providing development credit support to education improvement in Serbia. Project components to be funded through credit proceeds go for improvement of both central (MoES) and local capacity building for development, management, monitoring and evaluation of education in a decentralised environment, establishing of a unique education management information system (EMIS) and establishing of a national centre for assessment and evaluation of education. Training programmes are to be designed and delivered (in 2002/2003 and 2003/2004 school years) to regional, municipal and school-level officials and members of

¹³ *Quality Education for All: A Way Toward a Developed Society – Education Reform in the Republic of Serbia* (Belgrade: Ministry of Education and Sport, 2002).

school boards, aimed at building of their capacity to manage schools by using EMIS and applying relevant skills, in line with the new legislative solutions in both education and local governance sectors. The training packages are at the same time to provide all education system stakeholders with adequate tools for improvement of teamwork and communication and facilitation of learning from the experience of peers. Parallel to this, within the School Development project component, around 50% of total credit proceeds are to be extended in a form of small school grants to some 800 primary and secondary schools with an idea to provide the schools with a hands-on experience in developing school plans, prioritising, drafting of project proposals and project implementation. A pilot phase of this component encompassing 40 schools in four pilot regions is already being implemented with the assistance of the Swiss Agency for Development and Cooperation.

The KulturKontakt Austria provides support to the MOES for management in education by twinning regional centers with established institutions in Western Europe. The project will start in October, 2002.

Besides partners from Austria, the Twinning Project is also supported by partners from Norway, Germany, Swiss, Hungary and Italy.

Democratization of education

While the decentralization of education covers and implies its democratization too, the support was needed and received for the introduction of Civic Education subject (development of the syllabi, training of teachers programs and manuals and delivery of training by UNICEF, FOS, US Embassy; its evaluation was organized and implemented by UNICEF, FOS and Council of Europe in the close cooperation with MoES.

Pilot program for the “Project Democratic Citizen” is supported by US Embassy and its realization is already ongoing in 100 schools.

Canadian organization CIDA has supported Network of Peaceful Schools International.

Teacher Training

Pre-service: A program for Finnish Support to Education Sector Reform in the Republic of Serbia (‘Teacher Education Development Program’) focuses at Curriculum renewal for Teacher Education at the Pre-service level. The Government of Finland has contributed considerable amount for its implementation that has already started at Belgrade and Sombor Teachers’ colleges.

In-service professional development, the last and longest phase of professional teacher training, addressing the largest number of teachers, is to be upgraded in cooperation with the Swiss Agency for Development and Cooperation (SDC). The Swiss contribution encompasses three project components (1. the National Centre, 2. the Regional Centres (2 out of 12), and 3. Avala Training Centre) which are strongly interdependent and require financial, substantive and management support as well as rehabilitation and improvement of the facilities. In the end, the project will have contributed to a decentralised teacher in-service support system. Canadian International Development Agency has expressed interest in supporting this component for which stronger donors input is exceptionally important. In addition to that, the professional development of teachers has been permanently supported by UNICEF, FOS, British Council (particularly English Language teaching methods) and other donors while the government of Spain has indicated the support for rehabilitation and reconstruction of the relevant facilities.

Norway Embassy has expressed interest in supporting rehabilitation of the Centre for teachers professional development in Nis. There are also ongoing preparations for signing the Memorandum of Understanding.

Project for rehabilitation of the Centre for teachers professional development in Novi Sad has been submitted to the Italian Embassy.

Project for rehabilitation of the remaining Centres for teachers professional development in Serbia has been submitted to the Greece Embassy (Hellenic Plan).

Assessment and Evaluation

Besides the support from the WB credit, the assistance is provided through British Council for: training of the inspectorate and training of some 30 pedagogues and psychologists in assessment and evaluation. The inspectorate training program in conjunction with the MOES looks at how best inspection and schools assessment can be undertaken within the English OFSTED and Scottish inspection framework.

Stability Pact for Southeastern Europe, CEPES, SEE-CEE, Gete Institute provided support by organizing study visits and seminars with international experts.

OECD supports PISA Program: International Comparative Analysis of Schools Achievements. Results of the Pilot Research are published on January 2003. The main phase of the research will start in the spring 2003. and will partly be financed from the World Bank credit.

Curriculum and textbook reform

Fund for an Open Society has provided a substantial financial and technical support to MoES for the development of the national curriculum for general and compulsory education and the preparation of strategic, framework and regulation documents. This work is done by the Central Commission for Curriculum Development, six teams for the particular thematic areas which are already established and subject teams that are being formed. The support in this area has also been provided by OSEP-SEE but far stronger and donors input is required.

Vocational Education and Training

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH (German Agency for Technical Cooperation GTZ, together with the Ministry of Education and Sports of the Republic of Serbia as its partner organisation, started a project "Bilateral Technical Co-operation in the field of Vocational Education and Training between the Republic of Serbia (FRY) and the Federal Republic of Germany. Project will last for three years and consists of three components dealing with reform processes within MoES (decentralization, cooperation with chambers of commerce, establishing a VET Centre, introducing a concept of life-long learning etc). Branch component covers training of teachers for modular method of teaching in the field of business administration (teacher training, curriculum development etc). Regional component supports local community development by answering with suitable training programs to the needs of local labour market, therefore supporting the development process (in-company training, curriculum development, further education etc). Activities within this component will be coordinated with another GTZ project dealing with SME development in the Province of Vojvodina.

Vocational Education will be also supported by European Union through CARDS Program. The program is named as Vocational Education Reform Program – capacity building and implementation support to the pilot program in 50 vocational schools which is third of the whole number of schools. Estimated amount of support for 2003. is 13 mil. EURO and it will be implemented with help of the EAR and ETF. This CARDS Program is in connection with ongoing CARDS Program for 2002. which include training and reclassified in Sumadija region.

CARDS for 2004. would cover new 5 fields and 50 schools which would carry on pilot programs.

Rehabilitation, reconstruction and equipping of schools.

Thus far, certain number of schools was reconstructed and rehabilitated through the assistance of SDC, European Agency for Reconstruction and UNICEF. The governments of Greece, Luxemburg and Japan will also support the rehabilitation of the school infrastructure. Concerning the equipping of schools with ICT and furniture certain assistance was provided by SDC, UNICEF and through independent help of certain donors to some schools. The more substantial help is already approved by the governments of Italy for the general secondary schools (finalizing stage). There are pending the negotiations for the EIB loan designed for Project of reconstruction, rehabilitation and building of the schools. The amount of EIB loan is 25 mil. EURO which should cover half of the total amount of the Project. The details about the realization of the Spanish government soft loan for equipping the primary schools are still negotiated. However, this is the area where the donors input should be prompter, substantially increased and continuous.

Reform areas and programs where the support is needed

Although the donors support has increased and, following the MoES strategic priorities, has been channeled to the particular programs and areas described above, the needs are still far from being met, as indicated above and including, but not limited to the following:

- Establishing national and regional buffer institutions to monitor education system in general and its components. Initiative support has been received from UNDP through Capacity building fund.
- Establishing of the NAFOS (National Forum for Education for All) in cooperation with UNESCO
- Establishing Department for development of education (supported by SDC and UNDP), School Infrastructure Unit (supported by UNDP) and Department for democratization and civic education (supported by UNHCHR and CoE), all as integrate part of the MoES
 - Already established Council for Reform of the Education System in Serbia to become the National Council for Education,
 - Other institutions at the national and regional level
- Adaptation, rehabilitation and equipping of facilities for regional teacher training centers and buffer institutions,
- Induction Program for new teachers
- Programs for help and support to the pupils and teachers (psychological crisis intervention network, prevention of drug abuse, violence, burn-out programs);
- Education of minorities and Roma population (supported by UNICEF, FOS),
- Special needs children education programs,
- Youth programs,
- Preschool education integrated in educational system and intensive training of pre-school teachers has been supported by Catholic Relief Service (CRS)

Overall positive development and results achieved thus far in all above mentioned segments make the MoES most optimist regarding the positive outcome of efforts invested and hopeful that further international assistance to these efforts will not fail to support Serbia's education system.

Country	Organisation	Sector	Narrative	Status	Amount	
					Pledged	Received
Austria	Kultur Kontakt	System	International Conference "Perspectives of educational reform in Serbia: Goals and strategies"	Received	€ 5'000	Din 149'488.75
Austria	Kultur Kontakt	System	International conference on education: "From vision to the first step"	Received	€ 8'000	€ 7'500
Austria	Kultur Kontakt	System	Preparation for education system reform. Capacity building for education professionals and MoES: <ul style="list-style-type: none"> ▪ Conferences and seminars ▪ Capacity building for education reform implementation 	Received		
Austria	Kultur Kontakt	System	Support for professional development of education staff: Improvement of education administration at the local level	In preparation	€ 160'000	
Austria	WUS-World University Service	Environment	Re-equipping education institutions: Provision of IT and basic equipment in education institutions	Received		
Austria	WUS-World University Service	Methodology	Support for professional development of education staff: Junior faculty staff stipends	Received		
Canada	CIDA	Methodology	National centre for professional development. Support for professional development of education staff: Support for regional teacher training delivery	Indicated	Can.\$ 3-4'000'000	
Denmark*		Environment/Methodology	Support for life-long learning and vocational education: Reconstruction and development of vocational education-capacity building	Support in kind		
Denmark		System	Preparation for education system reform. Capacity building for education professionals and MoES: Support for expert teams and MoEs professionals	Support in kind		
Europe	Council of Europe	System	Seminar "European standards in foreign language, teaching and assessment: The common European framework of reference and the European language portfolio"	Received	€ 6'500	€ 5'200
Europe	Council of Europe	System	Seminar "Education for democratic citizenship in Serbia"		€ 11'000	€11'000
Europe	Council of Europe	System	International conference "Perspectives of educational reform in Serbia: Goals and strategies"	Received	€ 4'000	Din 239'182

Europe	<i>Council of Europe</i>	System	Preparation for education system reform. Capacity building for education professionals and MoES: <ul style="list-style-type: none"> ▪ Conferences and seminars ▪ Support for expert teams and MoEs professionals 	Support in kind		
Europe	<i>Council of Europe</i>	System	Decentralization of education system: Review of legal framework	Indicated		
Europe	<i>European Agency for Reconstruction</i>	Environment	Emergency repairs and reconstruction of education institutions	In progress, through municipal authorities		
Europe	<i>European University Association</i>	System	Preparation for education system reform. Institutional evaluation of universities in Serbia	In progress, contract signed		
Finland	Finland	Content	Teacher training, curriculum development program: "Teacher education development program"	Ongoing	€ 2'000'000	
France	CPU	System	Preparation for education system reform. Capacity building for education professionals and MoES: Capacity building for education reform implementation	Indicated		
France	French Cultural Centre	System	Preparation for education system reform. Capacity building for education professionals and MoES: Capacity building for education reform implementation	Support in kind		
Germany	Bavarian State	Environment	<ul style="list-style-type: none"> • Equipping the University Library • University Project Support • Computers for Primary and Secondary Schools 	Received, Support in kind	DEM 100'000	DEM 70'000 DEM 30'000
Germany *	BMZ - AA	System	<i>Bundesministerium für wirtschaftliche Zusammenarbeit & Auswartriges Amt.</i> Adult Education	Received		DM 470'000
Germany	German Rectors Conference	Environment	Re-equipping education institutions: Provision of IT and basic equipment in education institutions	Received, expected to continue		
Germany	German Rectors Conference	System	Preparation for education system reform. Institutional evaluation of universities in Serbia	In preparation		
Germany	Goethe Institute	System	Preparation for education system reform. Capacity building for education professionals and MoES: Capacity building for education reform implementation	Support in kind		

Germany *	GTZ	System	Vocational education, study visits and seminars	Ongoing	DM 3'300'000	
Germany *	GTZ	System	Support for life-long learning and vocational education: Reconstruction and development of vocational education-capacity building	Support in kind		
Great Britain	British Council	System/ Methodology	Preparation for education system reform. Capacity building for education professionals and MoES: <ul style="list-style-type: none"> ▪ Conferences and seminars ▪ Capacity building for education reform implementation 	Ongoing, in kind		
Greece	Hellenic Plan	Environment	<ul style="list-style-type: none"> ▪ Emergency repairs and reconstruction of educational institutional ▪ Provision of IT and basic equipment in educational institution 	Indicated	\$ 9'000'000	
Greece	Hellenic Plan	System / Environment	<ul style="list-style-type: none"> ▪ Study for the identification and creation of new integrated administrative structure for the planning, organisation and monitoring ▪ Training programmes for the administrative staff in the field of infrastructure training projects ▪ Rehabilitation/upgrading of school facilities 	Received	€ 2'000'000	€ 2'000'000
International *	ETF	Environment/ Methodology	Support for life-long learning and vocational education: Reconstruction and development of vocational education-capacity building	Support in kind		
International *	ETF	System	Vocational education, study visits and seminars	Received		
International	ETF- <i>European Training Foundation</i>	System	Preparation for education system reform. Capacity building for education professionals and MoES: Conferences and seminars	Received		
International	Fund for open society	Methodology	Support for professional development of education staff: Support for NGO/other institutions-run programs	Ongoing		
International	Fund for open society	System	Strategy paper on reform	Received	Din 2'329'000	Din 2'329'000
International	Fund for open society	System	Roundtables on reform	Received	Din 1'483'050	Din 1'483'050
International	Fund for Open Society	Content	Curriculum development	Received		Din 18'146'200

International	Fund for open society	System	Information materials printing	Received	Din 600'167	Din 600'167
International	OSI-Open Society Institute	System	Preparation for education system reform. Capacity building for education professionals and MoES: <ul style="list-style-type: none"> ▪ Support for expert teams and MoEs professionals ▪ Support for Conferences 	Support in kind		\$ 8'000
International *	UNESCO	System	Organize, within the Dakar Education Forum Follow-up activities		\$ 5'000	
International	UNESCO	System	Organize National Seminar on Education for Democratic Citizenship	Received	\$ 10'000	\$ 10'000
International	UNESCO	System	EFA-Education for All	Received		\$ 4'990
International	UNESCO	System	Preparation for education system reform. Capacity building for education professionals and MoES: <ul style="list-style-type: none"> ▪ Conferences and seminars ▪ Support for expert teams and MoEs professionals 	Ongoing, in kind		
International	UNICEF	Content	EDC, Civic Education	Received		Din 655'296
International	UNICEF	Content	EDC	Received		Din 2'916'759.10
International	UNICEF	Content	Support for democracy in education: Introduction of optional subject "Civic education into 1st grade of primary and secondary schools"	Received		
International	UNICEF	Content	Review and development of special education programs for: <ol style="list-style-type: none"> 1. Roma 2. Special needs 	Ongoing, will continue		
International	UNICEF	Environment	Emergency repairs and reconstruction of education institutions	Ongoing		
International	UNICEF	Environment	Re-equipping education institutions: <ul style="list-style-type: none"> ▪ Provision of IT and basic equipment in education institutions ▪ Re-equipment and re-stocking of libraries 	Ongoing, support in kind		
International	UNICEF	Methodology	Active Learning	Received, Ongoing		Din 247'778.80 Din 1'023'900
International	UNICEF	Methodology	Support for professional development of education staff: Support for NGO/other institutions-run programs	Ongoing		
International	UNICEF	System	Preparation for education system reform. Capacity building for education professionals and MoES: <ul style="list-style-type: none"> ▪ Conferences and seminars ▪ Support for expert teams and MoEs professionals 	Received Support in kind		
International	UNICEF	System	Preparation for education system reform: Education management information system	Ongoing		

International	UNICEF	Environment	<ul style="list-style-type: none"> Furniture for central and outposted primary school in Sjenica and Novi Pazar 	Received, support in kind		\$ 200'000
International	World Bank	System / Environment/ Methodology / Content	<p>Education Improvement Project</p> <ul style="list-style-type: none"> School development grant program Education management information system Standard and assessment Strategy development and capacity building for decentralization Social assessments 	On-going	\$ 10'000'000	
Israel		System	Preparation for education system reform. Capacity building for education professionals and MoES: Support for expert teams and MoEs professionals	Support in kind		
Italy		Environment	<ul style="list-style-type: none"> Equipping Secondary Schools with Essential Education Materials and ICT Support to Equipping Universities 	On-going	€ 2'445'000	
Japan		Environment	Building, restoration and reconstruction of primary school facilities in the territory of Republic of Serbia	Indicated for 2003	\$ 10'000'000	
Japan		Environment	Equipping with Furniture the New Primary School at Bezanijska Kosa	Received	\$ 39'954,88	
Luxembourg		Environment	<ul style="list-style-type: none"> School rehabilitation in Novi Pasar region Construction of new elementary school in Novi Pazar 	In preparation	€ 1'500'000	
Spain	<i>Aid Development Fund</i>	Content	Pilot program of teaching Spanish language in secondary education	Ongoing	DM 4'500	
Spain	<i>Aid Development Fund</i>	Environment	<ul style="list-style-type: none"> Equipping Primary Schools with Essential Communication Facilities (ICT) Refurbishing Existing facilities for National and Regional in-service Teacher Training Centers 	Pending	€ 10'000'000	
Sweden	SIDA-PRONI	Content	"Regional youth research" project	Contract signed, 06.03.2002	€ 22'000	
Swiss	SDC	Content	Equipping of the schools, books for the library	Received	CHF 200'000	€ 131'623
Swiss	SDC	Environment	Extend and rehabilitate the existing school in Oraovica, Presevo, by construction of the new building, consisting of 6 classrooms, 1 teacher's room, 1 small library room, and sanitary blocks	Ongoing	CHF 600'000	

Swiss	SDC	Environment	The equipment of regional departments and regional resource centres	Received	CHF 200'000	€ 131'623
Swiss	SDC	Environment/ Content	School Development Pilot Project (in cooperation with WB)	In preparation	CHF 275'000	
Swiss *	SDC	Environment/ Methodology	Support for life-long learning and vocational education: Reconstruction and development of vocational education-capacity building	Support in kind		
Swiss	SDC	Methodology / System	Teacher Training Project: Support for professional development of education staff: <ul style="list-style-type: none"> ▪ Establishment of the National Center for teacher's professional development ▪ Establishment of the regional education resource centers ▪ Improvement of education administration at the local level ▪ Support for regional teacher training delivery 	In preparation	CHF 600'000	
Swiss	SDC	System	Conference "Perspectives of education in Serbia, education reforms: Objectives and strategies"		DM 25'000	€ 12'800
Swiss	SDC	System	Project "IT-equipment for the Serbian Ministry of Education and Sport"		DM 25'000	€ 12'800
Swiss	SDC	System	Project "International conference: Education reform in the Republic of Serbia: From vision to concrete steps"	Received	€ 10'000	€ 10'000
Swiss	SDC	System	ERCU: Preparation for education system reform. Capacity building for education professionals and MoES: Capacity building for education reform implementation * Support for expert teams and MoES professionals Education institutions building program facilities	In preparation		
Swiss	SDC	System	"Consensus in education"-stakeholder participatory approach to the education reform debate	Indicated		
USA		Content	Developing and implementing a secondary school courses in Education for Democratic Citizenship	Received	Grant \$ 23'105	\$ 23'105
USA	Embassy	System	Preparation for education system reform. Capacity building for education professionals and MoES: * Support for expert teams and MoEs professionals	Support in kind		