

VET REFORM PROGRAMME SERBIA 2003-2005
Programme implementation Unit

ACTION PLAN FOR IMPLEMENTATION OF STRATEGY FOR ADULT EDUCATION

Operational plan for implementation of Adult Education strategy is key component of the strategy; defining particular activities related to implementation, tasks, key actors, time framework and key indicators.

Strategic goals and tasks What?	Steps in realisation of strategic goals and objectives How?	Key actors Who?	Time framework When?	Indicators
1. CREATING AN EFFECTIVE MEANS FOR PARTICIPATION OF SOCIAL PARTNERS IN ADULT EDUCATION		Mediation of Social-economic Council of Serbian Government		
1.1. "Agreement" upon cooperation amongst the social partners regarding adult education	<ul style="list-style-type: none"> - Text of "Agreement" is created - Relevant social partners are informed about "Agreement" and about their roles in processes of realisation of it - Agreement of Social partners about assignment of "Agreement" - "Agreement" is signed by all relevant social partners 	Reform Programme – Activity no. 1.9. in cooperation with: Ministry of education and sports, Ministry of labour, Ministry of finance, National agency for employment, Chamber of commerce, Union of employers, employers and representatives of trade unions.	February - June 2005.	- "Agreement" upon cooperation amongst the social partners regarding adult education in VET area is adopted by all relevant social partners, relevant state bodies and "Agreement" is promoted.

	<ul style="list-style-type: none"> - “Agreement” is adopted by relevant state bodies - “Agreement” is promoted - Yearly action plan about social partners actions on realisation of “Agreement” with clearly defined roles 			
1.2. National council for the education and training	<ul style="list-style-type: none"> - Relevant material for creation of council (mission, goals, tasks, rules and regulations...) - Members of council are selected - Council is adopted by relevant state bodies - Council is established - Council is promoted - Yearly action plan of the Council with clearly defined roles 	<p>Reform Programme – Activity no. 1.2 in cooperation with: Ministry of education and sports, Ministry of labour, Ministry of finance, National agency for employment, Chamber of commerce, Union of employers, employers and representatives of trade unions.</p>	February - July 2005.	<ul style="list-style-type: none"> - Council is established and adopted by relevant state bodies. - Yearly action plan of the National Council is adopted.
1.3. Local Council for development of human resources	<ul style="list-style-type: none"> - Preparation of relevant material for creation of council (mission, goals, tasks, rules and regulations...) - Selection of local councils members, starting in 5 regions where centre are active with broadening potential - Local councils are established, starting in 5 	<p>Reform Programme – Activity no. 1.2 in cooperation with: Ministry of education and sports, Ministry of labour, Ministry of finance, National agency for employment, Chamber of commerce, Union of employers, employers, Professional associations, trade unions, military, relevant unions, centres for continuing</p>	December 2004 - May 2005.	<ul style="list-style-type: none"> - Local councils are established and adopted by relevant state, regional and municipalities bodies. - Yearly action plan of the Local Councils is adopted

	<p>regions where centre are active with broadening potential</p> <ul style="list-style-type: none"> - Promotion of local councils in the regions - Yearly action plan of the Councils with clearly defined roles 	<p>adult education, scientific organisations, NGOs, educational (and similar) organisations and institutions on local level.</p>		
<p>2. DISTRIBUTION OF RESPONSIBILITY FOR ADULT EDUCATION BETWEEN THE RELEVANT MINISTRIES AND AGENCIES</p>				
<p>2.1. Development of capacities for managing and supporting adult education processes</p>				
<p>2.2. Unit for adult education in the Ministry for Education and Sports and, Ministry of Labour, Employment and Social Policy</p>	<ul style="list-style-type: none"> - Meetings in both ministries related to creation of units for adult education - Project - Draft of organisational chart, area of work, human resources and fitting into existing structure of adult education unit - Adjustment of activities and cooperation of adult education units in two ministries 	<p>Reform Programme – Activity no. 1.2 in cooperation with: Ministry of education and sports, Ministry of labour.</p>	<p>January - August 2005.</p>	<ul style="list-style-type: none"> - Units for adult education in two ministries are established in both ministries, and both units are working in accordance to strategic and action plans.

	<ul style="list-style-type: none"> - Units in two ministries are established - Strategic and action working plan of units 			
2.2. Models and mechanisms of financing of adult education programmes				
2.2.1. Interministerial team for development of financial models and strategy of adult education programmes	<ul style="list-style-type: none"> - Interministerial experts team, for creation of models and strategy, is established - Project – Financial Models and strategy for various adult education programmes - Public debate about suggested models and strategy - Results of public debate are summarised - Proposal about models and strategy is adopted by relevant ministries - Proposal about models and strategy is adopted by Serbian Government 	Reform Programme – Activity no. 1.4 in cooperation with: Ministry of education and sports, Ministry of labour, Ministry of finance, Ministry of local self government, Ministry of economy	January - December 2005.	- Proposal " Financial Models and strategy for adult education" adopted by Serbian Government
2.3. Controlling and managing of adult education institution				
2.3.1. Unifying (interministerial) body for coordinating and	<ul style="list-style-type: none"> - Forming of interministerial body initiated in relevant 	Reform Programme – Activities no. 1.2 and 1.9 in	September 2005 - May 2006.	- Interministerial body for strategic coordination, monitoring and evaluation

<p>monitoring of strategy and policy effects</p>	<p>ministries</p> <ul style="list-style-type: none"> - Relevant material for creation of joint, interministerial body (mission, goals, tasks, rules and regulations) - Selected representatives of interministerial body - Interministerial body established - Promotion of interministerial body - Yearly action plan of interministerial body with clearly defined roles 	<p>cooperation with: Ministry of education and sports, Ministry of labour, Ministry of finance, Ministry of economy</p>		<p>of policy effects and strategies, is established and adopted by relevant state bodies</p> <ul style="list-style-type: none"> - Yearly action plan of interministerial body is adopted.
<p>2.3.2. Informational centre (data base) about the programmes of education and training and needs of labour market for labour force or educational profiles, occupations and required knowledge and skills</p>	<ul style="list-style-type: none"> - Relevant information are collected - Additional work and collection of non-available information - Database created - Database is available and its updating is secured. - Database is promoted 	<p>Reform Programme – Activities 1.2 and 3.5 in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, and Ministry of labour, National agency for employment.</p>	<p>January - December 2005.</p>	<p>Database about adult education programmes, educational profiles, skills and needs of labour market is created. Database is updating permanently and it is promoted.</p>
<p>3. DEVELOPING VARIOUS PROGRAMS AND DEVELOPING THE CURRENT RESOURCES REGARDING ADULT EDUCATION AND TEACHING</p>				

<p>3.1. Elementary adult education programmes (programmes for basic skills).</p>	<ul style="list-style-type: none"> - Record of actual state of art in the area of elementary education of the adults: schools, participants, programmes etc. - Records in accordance to the latest census of the population without elementary education - Records of actual state of art according to offers and needs in the area of basic skills of adults - 3.2.2.1. Regional plans for teaching of illiterates and elementary education of adults are developed by 12 regional departments of MoES - Regional plans are adopted - Action plans for realisation of regional plans 	<p>Ministry of education and sports (implementing authority), Regional departments of MoES, Republic institute for statistic, schools for elementary adult education.</p>	<p>September 2005 - September 2006.</p>	<ul style="list-style-type: none"> - Adopted regional plans for teaching of illiterates and elementary education of adults (including action plans) are based on records of actual state of art in the area of adult education in accordance to the latest census of the population without elementary education.
<p>3.1.1. Preparatory programmes for achieving standards of basic elementary education</p>	<ul style="list-style-type: none"> - Methodology of adaptation of regular elementary education for education of adults is developed by MoES - New model for general elementary education for the adults is developed - Standards of elementary education of adults are developed by Centre for 	<p>Ministry of education and sports (implementing authority), Pedagogical Institute, Centre for evaluation, schools for elementary adult education, elementary schools.</p>	<p>January - December 2006.</p>	<ul style="list-style-type: none"> - Based on legislation, new model for general elementary education for adults is adopted by relevant actors. - Standards of general elementary adult education are developed - Tests for achievement on the basis of the standards are developed

	<p>evaluation</p> <ul style="list-style-type: none"> - Tests for achievements, on the basis of standards are created by Centre for evaluation - Programmes for preparation of the adults for standards achievement are developed by schools for regular elementary education for adults (16) and regular elementary schools from the regions (if elementary schools for adults do not exist in this regions) Public debate about new model of elementary education of adults - New model of curricula and business agreements between relevant stakeholders is adopted - New way of elementary adult education is promoted <p>1. 2.</p>			<ul style="list-style-type: none"> - Staff is trained for realisation of general elementary education for adults process
<p>3.1.2. Integrative (work oriented) programmes of elementary education and training.</p>	<ul style="list-style-type: none"> - Methodology for integration of vocational programmes into the elementary adult education programmes is developed by Centre for vocational and artistic education - Development of tripartite 	<p>Ministry of education and sports (implementing authority), Pedagogical Institute, Centre for Vocational and Artistic education, Centre for evaluation, Ministry of labour, Ministry of finance, Ministry of economy, National agency for</p>	<p>January - December 2006.</p>	<ul style="list-style-type: none"> - Based on legislation and in accordance to Methodology for integration of vocational programmes into the elementary adult education programmes, new model of elementary general and vocational adult education is adopted by relevant

	<p>component of the programme: obligatory general, specific set of general contents and set for vocational training</p> <ul style="list-style-type: none"> - Programmes for preparation of the adults for standards achievement are developed - Public debate about new model of elementary education - Adoption of new model and creation of curricula and business agreements between relevant stakeholders - New way of elementary and vocational adult education is promoted - Training of staff for realisation of the programmes 	<p>employment, Chamber of commerce, Union of employers, employers and representatives of trade unions, schools for elementary adult education, elementary schools, VET high schools, enterprises.</p>		<p>actors.</p> <ul style="list-style-type: none"> - Staff is trained for realisation of the programmes
3.2. Vocational education and training programs				
3.2.1. Initial vocational education programs	<ul style="list-style-type: none"> - Legal framework for transformation of regular programmes of vocational education into programmes for the adults and introduction into formal system of vocational 	<p>Reform Programme – Activity no. 1.2 in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, centres for</p>	<p>May 2005. - May 2006.</p>	<ul style="list-style-type: none"> - New model of initial vocational education for adults (based on Methodology of experiential learning) is adopted by relevant actors.

	<ul style="list-style-type: none"> - education for adults. - Methodology of adaptation of the vocational programmes for adults is developed - New model of vocational education for adults (including the standards for realisation) is created - Methodology of experiential learning (accreditation of informal knowledge) is developed - First group of teachers (future trainers) for module development on the basis of subjects from initial vocational education is trained - Creation of dissemination plan for trainings - Evaluation of modules transformation process - Public debate on the programmes of initial vocational education for adults - New model of acquiring of initial vocational education for adults is adopted - Initial vocational education for adults is promoted 	<p>continuing adult education, VET high schools, national and open universities, and other relevant institutions and organisations which are working according to standards.</p>		
<p>3.2.2. (I) Programmes for Labour market</p>	<ul style="list-style-type: none"> - Agreement at the national level of the cooperation 	<p>Reform Programme – Activities no. 1.9, 1.10, 2.2,</p>	<p>November 2003. - December 2005.</p>	<ul style="list-style-type: none"> - Based on “Agreement” about cooperation, visible is big number of programmes

	<p>between National Employment service, Training Centres and other accredited institutions about services for Employment Service</p> <ul style="list-style-type: none"> - Joint work of the Adult training Centres with the branch offices of the Employment service in monitoring of the employment in the region, SNA and TNA - Joint planning of the educational activities with relevant social partners - Accreditation of the programmes with outcomes which are visible on labour market 	<p>2.5, 3.1-3.6 in cooperation with: Ministry of education and sports Pedagogical Institute, Centre for vocational and artistic education, Ministry of labour, National agency for employment, centres for continuing adult education, VET high schools, national and open universities, and other relevant institutions and organisations which are working according to standards.</p>		<p>for labour market created by centres for continuing education of adults and other accredited institutions for adult education.</p>
<p>3.2.3. (II) Key competency /personal qualifications programmes</p>	<ul style="list-style-type: none"> - Record of the state of art of offer - Networking of stakeholders - Development of strategy for rising of level key competences/personal qualification of Serbian population - Training of human resources for the work with the adults in this area - Evaluation of offer - Accreditation of institutions, programmes 	<p>Reform Programme – Activities no. 1.10, 2.5, 3.4, 3.5 in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, Ministry of labour, local communities, employers, educational institutions and organisations.</p>	<p>September 2004. - December 2005.</p>	<ul style="list-style-type: none"> - Based on the legislation and in accordance to accreditation and certification system, and in accordance to strategy for rising of level key competences/personal qualification of Serbian population, many programmes are realised.

	<ul style="list-style-type: none"> and human resources - Legislation - Promotion of raising of level for key competences/personal qualifications – «towards the learning society» 			
3.2.4. Continuing education programmes	<ul style="list-style-type: none"> - Record of the state of art of offer - Networking of stakeholders - Strategy for the development of continues education strategy - Training of human resources for development and implementation of continues education - Evaluation of offer - Accreditation of institutions, programmes and human resources - Legislation - Promotion of continues education «towards the learning society» 	<p>Reform Programme – Activities no. 1.10, 2.5, 3.4, 3.5 in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, Ministry of labour, local communities, employers, educational institutions and organisations.</p>	September 2004. - June 2006.	Based on the legislation and in accordance to accreditation and certification system, and in accordance to strategy for continuing education, many programmes are realised.
4. DEVELOPMENT OF CAPACITY AND QUALITY OF ADULT EDUCATION AND TRAINING				

<p>4.1. Law regarding adult education</p>	<ul style="list-style-type: none"> - Working group related, to creation Adult Education law, is established - Draft of the law is designed - Public debate on the draft of the law - Summarising of public debate and improvement of the draft - Submission of the draft of the law for adoption - Promotion of the law 	<p>Reform Programme – Activity no. 1.10 in cooperation with: Ministry of education and sports, Ministry of labour, Union of employers, Chamber of commerce, centres for continuing adult education, Business association of national and open universities.</p>	<p>January - December 2005.</p>	<ul style="list-style-type: none"> - Law regarding adult education is adopted and promoted.
<p>4.2. Education and training standards</p>	<ul style="list-style-type: none"> - Committee responsible for definition of standards for education and training into Centre for vocational and artistic education is established - Standards are defined and proposal of general standards is developed (institutional, for teachers, trainers and managers of education and training, for educational process, assessment and evaluation) - Procedure for standardisation is defined - Legislation related to standardisation process, main actors in the procedure and standards - Standardisation process, main actors in the process and standards are promoted 	<p>Reform Programme – Activities no. 1.10, 2.4 and 2.6 in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, Ministry of labour.</p>	<p>December 2004. - September 2005.</p>	<ul style="list-style-type: none"> - General standards (institutional, for teachers, trainers and managers of education and training, for educational process, assessment and evaluation), standardisation procedure and implementation authorities, are legally approved.

	<ul style="list-style-type: none"> - Teachers, trainers and organisers of education and training for inclusion in the standardisation process with the appliance of relevant materials are trained 			
4.3. Accreditation and certification system	<ul style="list-style-type: none"> - Centre for accreditation of education and training programmes is established - Committees for occupations and areas of work are established - Draft model of accreditation and certification - Public debate on the draft of model - Legislation for accreditation and certification is secured - Promotion of models and accreditation certification process - Training of the teachers, trainers and organisers of education and training for inclusion in the process of accreditation and certification with preparation of relevant material 	<p>Reform Programme – Activities no. 1.10, 2.5, 3.6 in cooperation with: Ministry of education and sports, Pedagogical Institute, Centre for vocational and artistic education, Ministry of labour.</p>	November 2004. - September 2005.	<ul style="list-style-type: none"> - Legally adopted model of accreditation and certification, created by Centre for accreditation and Committees for standardisation in the fields of work.

4.4. System for supervising quality and relevance of education and training programs	<ul style="list-style-type: none"> - Inspection in charge for adult education (as a part of Adult education Unit in MoES) is established. Relevant materials for the forming of inspection are prepared. Members for the inspection body are selected. Yearly action plan is created. - Legislation and legal basis for the work of inspection - Promotion of inspection 	Ministry of education and sports (implementing authority), Ministry of labour	January - December 2005.	- Inspection in charge for adult education (with duties in system of controlling of education programmes quality) is legally established and promoted.
ADOPTION OF ADULT EDUCATION STRATEGY	<ul style="list-style-type: none"> - Draft of the strategy - Professional debate on the draft of the strategy - Development of the strategy draft for the purpose of public debate - Public debate on the draft of the strategy - Starting the procedure for public discussion on Strategy - Adoption of the Strategy for Adult education, after public debate - Promotion of the strategy 	Reform Programme – Activity no. 1.10 in cooperation with: Ministry of education and sports, Ministry of labour, Ministry of finance, Ministry of economy, Ministry of international economic relations, National agency for employment, Chamber of commerce, Union of employers, employers and representatives of trade unions.	September 2004 - April 2005.	-Adult education strategy is adopted and promoted by relevant actors.

According to big number of goals and objectives, list of priorities can be created during the process of realisation.