



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



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REPUBLIC OF SERBIA

VET REFORM PROGRAM – PHASE II: CAPACITY BUILDING AND IMPLEMENTATION SUPPORT



Report on the
2nd Evaluation of the 5 Regional Training Centres
in Nis, Bor, Kragujevac, New Belgrade and Zrenjanin

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Vocational Education and Training Reform Programme - Phase II
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1. Summary

”We are now playing the rhapsody!” (Director of the RTC Zrenjanin)

The objective of the 2nd evaluation of the five RTCs in Serbia was to examine which progress had been made since March 2006, when the first evaluation of the RTCs took place. Another objective has been to give recommendations for future support to RTCs based on the findings.

The results are surprisingly good according to everybody involved. All our partners during the 2nd evaluation were very proud of what has been achieved, all agreed that an enormous progress has been made and that by now RTCs will be able to continue working – with or without support. This means that the main aim for the support of the RTCs in Serbia during this project: “Making RTCs sustainable” has been achieved. The director of the RTC in Zrenjanin said for example

In March 2006 RTCs had not yet been able to sell courses to companies. This has now changed completely; the number of participants has risen from 153 in March 2006 to 1478 in November 2007. The reputation of the RTCs has improved so that by now companies come to them to ask for adult education training. RTCs have become the major partner of carrying out vocational training for unemployed. The national employment offices in all 5 regions work predominantly with the RTCs as partners for the training of unemployed. Moreover, the RTCs have become important partners for other projects. The representative of the Transition centre in Bor for example said that it wouldn't have been possible to achieve the objectives of the World Bank project if the RTCs hadn't been functional. This means that there have been synergic effects reached through the cooperation between RTCs and other projects.

The participants of the training courses have anonymously agreed that the training has been very valuable for them. Most were interested in further training and would even be willing to pay for them individually if need be. They have lost fear of further education and have even gained more initiative. There are no systematic follow-up data for all courses but where they are available results were better than expected by the participants. In New Belgrade for example, 37% of participants from courses delivered for redundant army people (financed by the Ministry of Defence) have found either employment or have started self-employment after their course. But also the other participants profit from the course. One participant from explained to a representative from the RTC in NIS that he hadn't found a job in the original training but that he had learned that he is able to learn and that he is able to learn whatever is needed. So when not being able to work for what he had been trained for immediately he did another course and worked subsequently for a TV station.

Teachers in the RTCs have become much more interested in adult education and many volunteer to deliver courses. By being involved in adult education also the regular vocational education has been improved. On the one hand teachers have become more interested in their work, they have started to work with more active teaching methods and produce their own learning materials – skills they also use when working in the regular vocational classes. On the other hand, the income generated by adult training courses has been mainly invested in equipment or the reconstruction of the RTC that is beneficial for regular students.

On the national level progress has been made by giving a pilot status to all RTCs involved. Even though there is not yet an accreditation and certification system for adult education, some of modules have been certified in the frame of other projects. Moreover, RTCs start to engage themselves in training certified on EU level either by being accredited institutions for example for ECBL or by working with companies who are accredited. Apart from these efforts, RTCs have also made the experience that certificates delivered by the RTCs are often all that is needed for the cooperation with the companies because they are often mainly interested in obtaining skills for their employees. Many companies are highly interested in training tailor-made to their needs – the training is highly practical and the theoretical part often is reduced the minimum necessary (in many courses the relation is 20% theory and 80% practice). The modules and learning materials are designed in cooperation with the companies. Often experienced company representatives work as trainers for the practical parts.

This development has been very fast and RTCs now have the urgent need to professionalize. On the national level this means that. The personnel involved are not yet institutionalized. At the moment the positions of internal and external CATs are not established. In the RTC New Belgrade there is a coordinator of RTC tasks but not yet in any other RTC. A number of financial issues are still unsolved like the payment of teachers, the payment of training by individuals. On the RTC level professionalization means restructuring of the work and the processes. There is still a great deal of uncertainty on how to divide the work between regular vocational education and adult education, the organisation and the management of adult education offers is still not yet full established. With the increasing income generated it would be good to establish a way of who is involved in deciding how to use these resources. At the moment the work is still done by a few people who work mainly voluntarily and this is not a sustainable way. According to the external CAT in Kragujevac work in RTC is done as follows:

“We are working by trial and error.” (External CAT from the RTC Kragujevac)

To deal with these issues is very important because the demand is very high and as long as RTCs haven't gained a higher level of professional management the growth of RTC activities is limited. We therefore propose the following:

On the national level

- Financial issues (e.g. payment of teachers and other salary related issues, payment of courses by individuals, new positions in RTCs)
- Adoption of adult education action plan
- Cooperation of RTCs with other partners, e.g. other vocational schools
- Enhancing social partnership (establish partnership council in New Belgrade and Nis, and enhance cooperation in Kragujevac)
- Intensifying the relation between RTCs and the Ministry of Education, e.g. support for the institutionalization process in RTCs
- Establishing a Certification System for the modules used in RTCs and accreditation for trainers in adult education

On the regional level

- Organizational development for restructuring the RTCs
- Capacity building (mainly management of RTC work)

All in all, we would like to conclude that the beginning has been very promising. The next step is the professionalization of RTCs. Going even further; we propose that at

some stage it is also necessary to widen the activities of RTCs in two ways: 1. involving other partners like other vocational schools in order to increase the number of training delivered and better need the demands and 2. to build three new RTCs in regions that are not yet covered in order to open up adult education possibilities in all parts of Serbia.

2. Approach to the 2nd evaluation of Serbian RTCs

Team

The evaluation was carried out by a team of two experts in order to respect the “four eyes principle” and in order to combine external and internal views. The members of the team were:

- Dr. Sibylle Hielscher, international expert for school/regional training centre management
- Dr. Aleksandra Pejatović, local expert for school/regional training centre management

RTC visits & Meetings

Date	Time	RTC
30.10.2007	12.00 – 12.30	Miomir Despotovic, Faculty of Philosophy, Department for Pedagogy and Andragogy, University of Belgrade
31.10.2007	10.00 – 16.00	NIS
02.11.2007	10.00 – 17.00	Kragujevac
05.11.2007	11.00 – 16.00	Bor
06.11.2007	15.00 – 21.30	Zrenjanin
07.11.2007	09.00 – 10.30	Bogoljub Lazarevic and Mirjana Milanovic, Ministry of Education, Belgrade
07.11.2007	12.00 – 16.30	New Belgrade

Partners for the evaluation

The main partners on the national level were the Ministry of Education and the Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade. On the regional level, our partners were: (see annex 1 for complete list of participants):

1. Representatives from RTCs (director and vice director, internal and external CATs and others involved in RTC work)
2. Representatives from the social partners (visit of one company who has employed former students of RTCs)
3. Students (in Nis and Bor: students in ongoing training and meetings with former students, Zrenjanin, New Belgrade, and Kragujevac: meetings with former students)

Methods

In each RTC the same methods were used in order to obtain comparable results. The methods were mainly open interviews and structured interviews as well as posters where students could put marks.

3. What has been achieved so far?

3.1. RTCs are now sustainable

The deputy director of the RTC NIS said for example:

“We have woken up as individuals and as institution”

3.1.1 Ranking of RTCs

1. Number of training courses

Ranking	RTC	No. of sold training + teacher training in March 2006 ¹	Ranking	RTC	No. of adult training sold on the market since March 2006 ²
1.	Bor	3 + 9	1.	NIS	21
2.	New Belgrade	1 + 5	2.	Bor	19
3.	Zrenjanin	2 + 3	3.	New Belgrade	16
3..	Kragujevac	2 + 5	4.	Kragujevac	7
5.	Nis	1 + 1	5.	Zrenjanin	5
Total		9 + 23 = 32	Total		68

Altogether, a significant increase in the number of training delivered can be noted. In March 2006, most training courses carried out were done for teachers inside the RTCs, courses for adult participants took mainly place in the frame of courses. This has now changed. In-house teacher training still exists but is the smallest part (there are not included here for the period since March 2006). RTCs are now on the market and sell their training. The development has been different in the five regional training centres due to the economic environment they are situated in.

The ranking in this table is a bit misleading because it is based only on the total number of courses realized so far. In Zrenjanin for example some huge training courses will start soon and change the picture but in general, the ranking shows that the weakest RTC in NIS has become much more successful. In general, it can be said that all RTCs have started to operate.

¹ The higher numbers refer to in-house teacher training

² Not including in-house teacher training

2. Amount of income generated

Ranking	RTC	Amount of income generated in March 2006 ³	Amount of income generated in between March 2006 and end of October 2007
1.	New Belgrade	/	81.250 Euros ⁴
2.	Zrenjanin	/	68.608 Euros
3.	Bor	/	43.030 Euros
4.	Nis	/	28.386 Euros
5.	Kragujevac	/	12.000 Euros
Total		/	233.274 Euros

In the RTC NIS emphasis has been put on the fact that even though not all RTC activities are paid and even though they don't have an exact overview of the income generated, they have never taken care to avoid being in a minus.

In this table, it is evident that already quite substantial sums have been generated. There will be more income generated in 2008. This table also gives another picture of the ranking again – the one that had generated most being New Belgrade followed by Zrenjanin and the one that generated least being Kragujevac.

3. Number of participants & teachers involved in training between March 2006 - end of October 2007

Ranking	RTC	Participants	Teachers
1	Zrenjanin	663	16
2	NIS	414	40
3	Bor	183	45
4	New Belgrade	170	31
5	Kragujevac	48	17
Total		1478	149

The differences in the number of participants are mainly due to the different economic situation the RTCs are in. In Nis and New Belgrade there are enough vital companies who are interested in training. As described above, in Nis the cooperation was mainly carried out in cooperation with companies whereas in New Belgrade the main cooperation partners is the Chamber of Commerce/ Serbian Army for whom they carry out training not only for participants from Belgrade but also from other regions in Serbia. In Zrenjanin and Bor the economic situation is much more difficult but both RTCs have been involved in big projects. Only in Kragujevac we have a difficult situation – training for companies are carried out but the number of participants in the courses is low. RTC Kragujevac has tendered for projects but hasn't been successful so far.

³ In March 2006 RTCs mainly got equipment for the training

⁴ Already it is clear that this amount will be bigger next year because ongoing income through NES and Chamber of Commerce will continue and new tenders have been won, for example for the City secretariat (training for 15-25 year old people who are socially deprived like ROMA or who come from difficult social background)

4. Overview of ranking of RTCs

Ranking	RTCs	Total (best possible 3, worst possible 15)	Ranking acc. to number of training courses	Ranking acc. to amount of income generated	Ranking acc. to number of participants & teachers involved
1	Nis	7	1	4	2
2	Zrenjanin	8	5	2	1
2.	New Belgrade	8	3	1	4
2.	Bor	8	2	3	3
3.	Kragujevac	14	4	5	5

Altogether, the most surprising outcome of the 2nd evaluation is that the RTC that was ranked on place 5 during the first evaluation in March 2006 has managed to upgrade its ranking to the first place. This is due to the efforts of some really engaged staff members of the RTC Nis as well as to the labour market situation in Nis. Kragujevac is far behind the others in the 2nd evaluation due to the difficult economic situation of the town and the region as well as the lack of major projects.

3.1.2 Additional information on RTC offers in adult education

1. Who finances training courses?

RTC	Companies	NES	Projects	Chamber of Commerce	Other Schools	Other
NIS	7	7	4	/	1	2
Kragujevac	2		1		1	3
Bor	1	5	12	/	1	/
Zrenjanin	2		2	/	1	/
New Belgrade	/	7	/	9	/	/
Total	12	19	19	9	4	5

General

By now, the situation has changed profoundly. Not only projects finance training courses but NES has become equally important. Training courses are financed by different sources. Company increasingly ask for training – some of them really substantial training with a lot of participants and training days but also the Chamber of Commerce, other schools and other sources have asked and financed courses. Summing up, the basis for offering adult training has widened making RTCs more sustainable.

Companies

The overview above shows that by now, cooperation with companies has improved a lot. We now have cooperation in all RTC except for New Belgrade. NB explained that they are so busy implementing the training for the National Employment Office and

the Chamber of Commerce/Serbian Army that they don't have capacities for further training. Most RTCs have become so well known already that they don't need to do marketing any more. Companies approach them on their own to ask for the training they need.

NES

The national employment offices have already started to cooperate intensively with RTCs in New Belgrade, Bor and Nis. In these regions the RTCs have become the major cooperation partner for implementing vocational training for adults.

Projects

All RTCs are involved in projects - in some projects they are the main cooperation partners for vocational training for adults as well. The Transition centre in Bor for example said that it wouldn't have been possible to implement the World Bank Project for redundant workers if the RTC Bor hadn't been able to train adults. In the RTC Zrenjanin training courses are still mainly carried out in the frame of projects of which they have several big ones. RTCs have become attractive partners and are approached by others to cooperate in tendering and implementing projects.

Chamber of Commerce/Serbian army

The Belgrade chamber of commerce/ Serbian army is cooperating with the RTC New Belgrade in order to train hundreds of ex soldiers (for now 96 were trained in RTC New Belgrade). This will continue because there are many ex-soldiers to be retrained.

Schools

The RTCs still carry out training for their own teachers – mainly in IT but also in adult education techniques and other topics. Also other schools have asked for training for their teachers, until now mainly in IT.

Other

In NIS there has been a donation by the author of software who gave the rights to the RTC NIS for free. In the same RTC two trainings were realised by the payments of participants. In RTC Kragujevac three trainings were financed by "Zastava zapošljavanje i obrazovanje".

The above overview doesn't show the far reaching differences between the courses. Sometimes we have courses of only a few participants, e.g. the number of participants for welding courses is limited by the number of places for practical training. In general, IT or English training is offered to at least double the number of participants.

2. Training place

RTC name	Training in RTC	Training in Company	Training in Partner Institutions
NIS	8	5	4
Kragujevac	9	1	-
Bor	2	9	8
Zrenjanin	8	3	6
New Belgrade	20	-	-
Total	47	18	18

As can be seen in the overview above training place takes place mostly in regional training centres. However, the RTCs deliver tailor-made training courses and it also happens that they don't have the necessary equipment. In these cases they either carry out the training with a partner institution or they deliver the training directly in the company. The modules are developed by the RTCs in close cooperation with the beneficiary. The focus of the training is on the skills needed by the beneficiary. Normally courses have only a minimum of theory and a maximum of practical work. The practical work is often done in a very pragmatic way. First the participants are shown, what they should do, and then they do it together with an experienced person, then under supervision and in the end on their own.

In general, it can be stated that RTCs are now so well established that they are functioning. They have gained reputation, they are attractive cooperation partners and involved in an increasing amount of projects. The cooperation with companies has improved substantially. In Nis for example, RTC staff summarizes: "Business has opened now, so we are in a position not to have to run and try to find companies any longer. Companies now call us."

3.2. Pilot status for all RTCS

According to the decision of the Ministry of Education, Republic of Serbia, of September 2006, RTCs obtained verification for carrying out the following ten types of activities regarding adult education:

1. Staff capacity building for organization and implementation of adult training
2. Development and distribution of the materials for adult training
3. Assessment of skills and knowledge, acquired within the programmes, for which the school is accredited by relevant organisation
4. Implementation of the following adult training: specific training from the verified occupational field, foreign languages, IT technologies, business administration basic skills, project planning, entrepreneurship
5. SNA and TNA
6. Development of short training programmes based on modular system;
7. Career counselling and guidance (informing, advising, counselling and training for active job-seeking)
8. Promotion of continuing adult education
9. Development of social partnership concept
10. Direct organization and partner's implementation of training from other occupational fields

Based on the verification obtained, all the RTCs have been registered at the Trade Court for carrying out *additional activities* in the field of adult education which imply activities verified. In this way, RTCs have been formally recognised, which, in a way, is the accreditation of RTCs as institutions. On the other hand, verification provided the necessary flexibility to RTCs as institutions for adult education. The increased number of training courses being delivered since September 2006 in the best way confirms the significance of verification.

At the meeting held in the Ministry of Education, Republic of Serbia, in the beginning of November 2007, it was agreed that the RTCs would start initiative regarding the procedure of getting pilot status for trainings, which would open possibility for accreditation of a certain number of modular training courses. This means that training participants would receive certificates recognised at the national level. Getting pilot status would strongly contribute to the sustainability of RTCs.

3.3. Regular VET schools profit from adult education activities

Until now the regular VET school activities have profited from the activities carried out for adults. The benefits range from having higher reputation to having better equipment and better relations with the companies. Altogether the following benefits have been mentioned by the interviewees:

- Higher reputation for the VET school
- Better equipment
- Better skilled teachers
- Better motivated teachers
- Better teaching materials
- Better learning environments
- More practical work experience for the regular students

In the first phase of the VET Reform Programme, when the RTCs were established, it was clear that, at that time, apart from the support provided by the Programme, RTCs used the resources of the school within which they were set up and which were primarily intended to be used for work with the young, dominantly with regular students. The idea was to have the RTCs “pay the debt” and improve the school resources in various ways once they start gaining income from training courses for adults. It can be said that the initial idea is being implemented completely.

Given that the investments in renovation of school objects/premises, procurement of equipment and similar have been very limited for years, it is not surprising that all the RTCs first invest in the reconstruction and adaptation of school premises and the procurement equipment. Also, it happens very often that training courses are paid for in equipment and materials used for (i) regular teaching. All the RTCs now have ambitious plans regarding improvement of school conditions.

4. What are the next steps?

The next steps that are proposed below build up on the findings in the evaluation. Additionally to the quantitative data we collected we also asked qualitative questions. One such question was, “Where do you think are RTCs in five years. As an introduction to this part we would like to quote the director of the RTC Zrenjanin who has the following vision:

“Two years ago we were only a school. In March 2006 we became school and centre but very soon school and centre will be separate, may be sharing the same building. RTCs will have a vocational network with other vocational schools in the region and work on the basis of their labour market analysis. Modules will be developed and the RTC will be the owner of the modules. RTC staff and trainers will be better paid and social partners more involved. Training will be realized in companies and partner schools with a recognizable quality and the RTCs will continue to cooperate in a network. The RTC will be a multi-generation and multi-programme institution. They will be the leaders for Human Resource Development in the region and have a well prepared ambience where satisfied and creative people work, act together and have good relations to the surroundings. When looking back we know that at that time we thought it was impossible to achieve what we have achieved. So looking into the future we now think that nothing is impossible and now we have a much better starting position. We have made a five year plan and the reaction of the school board was that it was very ambitious and they doubted it at first sight. But when looking back and seeing that much more has already been achieved, they accepted it. We don't like that the project is ending because **for us in the regional training centres the work is not at an end but just at the beginning.**”

RTCs would very much welcome further assistance by future projects. Their major concerns are:

1. The legal framework for RTCs
2. The management and organisation of RTC work
3. The orientation towards clients
4. The professionalization and diversification of RTC
5. The coverage of adult training

4.1. *The legal framework for RTCs*

Even though some first important steps have been taken on the national level there are still more issues to be solved. The most urgent issues now are:

- Financial issues
- Accreditation and Certification System
- Institutionalization of the pilot status

4.1.1 Financial issues

When it comes to RTCs financial management, the following issues, important for successful functioning of RTCs, remain:

1. Payment, above additional 30% of the regular salary, for staff involved in RTCs' activities (if they work full time). Payments for external associates
2. Possibility for lowering taxes for teachers involved in work in RTC
3. Possibility for RTC to give receipt to individual paying for his/her training course (training organised for individuals, not for organisations, for e.g.)
4. Possibility for financing one job position – coordinator for adult education in RTCs

4.1.2. Accreditation and Certification System

Accreditation of RTCs as institutions for (i) adult education has been *covered* by verification of RTCs by the Ministry of Education. However, full accreditation of RTCs would lead to transformation of adult education activities as *additional activities* into *regular activities*, with the same status as the education for young students. This kind of accreditation would “protect” the RTCs quality system which is being developed within VET Reform Programme.

Concerning accreditation and certification of adult training RTCs have made very visible progress. On the one hand they have increased the ways of offering courses that accredited by companies. In these cases the companies are able to offer EU wide accepted training and can also give the certificates for training carried out in cooperation with the RTCs. RTCs continue to offer training accredited by the Chamber of Commerce and the RTCs in Zrenjanin and New Belgrade have become examine centres for ECBL (business administration). RTC Bor plans to apply for this as well. Altogether RTCs have made the experience that it is less important to be able to offer training that is accredited by the Ministry of Education because there are other ways to accreditate training. They also made the experiences that in many cases companies don't always need accreditation, for example, when company asking RTC to do a tailor made course for their special needs.

On the other hand, also the Ministry of Education is willing to give RTCs a pilot status for accrediting training. Already, some training offers have been accredited in the frame of other projects in which RTCs have been involved, e.g. the ROMA project.

However, the lack of nationally recognised system of accreditation remains an issue and there is still need for establishing such a system. Therefore, at the last meeting in the Ministry of Education, Republic of Serbia (held on November 7th 2007) it was agreed that RTCs would start initiative for obtaining pilot status for adult training courses. In this way, RTCs would be able to offer more training courses to be considered for pilot status, which is justifiable in the view of labour market needs. Accreditation of a training programme at the national level would be a clear indication that the programme is of special interest for the Republic of Serbia. This would open possibility for financing such programme by the state, or for offering certain benefits for implementation of that programme. Moreover, this kind of accreditation would be an indicator of quality of respective training course. Certificates which the participants

in training would obtain would be an indication, valid at the level of the state, that a person has reached certain national standards for carrying out certain work tasks or job.

4.1.3. Institutionalization of the pilot status

The pilot status given to RTCs needs to be institutionalized by the Ministry of Education. It is necessary for RTCs to become a part of the system.

4. 2. *Everyday management and organisation of RTC work*

The problems related to the management and organisation of RTC work mainly related to working with personnel. We have differentiated between:

1. RTC personnel
2. Teachers
3. Improvement of relations between RTCs and MoES

4.2.1. RTC personnel

One of the most important next steps for RTCs is to be able to cope with the demand for adult training (companies, NES, individuals, ministries and other projects) that is rapidly rising. Most RTCs have already reached the limit of their capacities under given circumstances

Except for the RTC in New Belgrade where there is a full-time coordinator for adult training no RTC has financed a personnel until now that is responsible for adult training. During phase I internal and external CATs have been established in order to coordinate the changes related to the work inside and outside vocational schools but these positions have not yet been institutionalized and it is unclear whether they will be able to continue with the present arrangement of 40% of working time for RTC work and 60% of working time for the schools. In case that this arrangement is not institutionalized it would be a major set-back for the development of RTCs. Other personnel like directors and vice-directors have been involved heavily without any recompensation. At the moment most of the RTC work is still done voluntarily and during evenings or on weekends. Only the training delivered for adult training is paid now but not the acquisition of training, the guidance of adult students, the follow-up of students, the development of RTCs and so on.

It is highly recommended to rearrange the situation of RTC personnel. At the moment RTCs can't deliver more training because they have already reached the limit of their capacity on such a voluntary basis. Thus, it is highly necessary to develop another way of organizing and paying RTC personnel.

This also includes the development of new job descriptions since the job descriptions of internal and external change agents don't fit the actual situation any longer. In all RTCs internal and external CATs have started to cooperate very closely so that both are able to do both tasks. The reason for this is that there is a constant demand and they are not constantly available. In such a way they can offer a more regular

response to demands from the outside. Contacts to companies can't be restricted to two hours in the late afternoon when regular students have left classes. In Nis cats have started to involve someone else for writing the certificates and plan a meeting on how to reorganize the jobs of external and internal CATs.

4.2.2. Teachers

Teachers in vocational schools in Serbia are very interested in being involved in adult training. Teachers are now much better informed about RTC activities because RTCs put the action plans on the black board in the teachers' rooms. Thus, their work is transparent. This measure has contributed to raise interest among the regular teachers that were not yet involved. In the RTC Zrenjanin by now the majority of the teachers are involved in adult training in various degrees – some up to 50%, some just a little bit. Only some teachers heading for their pension chose not to opt for this possibility.

Many part-time teachers see it as a chance to increase the number of their working hours. As for unemployed teachers who would be even more interested, RTCs are hesitant to employ them because there is no system of qualifying and testing new teachers and they are afraid to use teachers that may not or no longer be well qualified. By now, the majority of teachers is involved also in adult training in most RTCs. Kragujevac is the exception because they didn't sell as any courses as the other RTCs so far.

In order to assure a smoothly running of the vocational school as well as the RTC it is needed to establish a more systematical planning of the involvement of teachers. In the RTC NIS for example, the idea has been discussed already how a databank can be established that gives an overview of teachers and their qualifications. Another issue concerning teachers is the payment (see financial issues) – firstly related to the amount of money that can be paid and secondly also related to the amount of work done. Until now, only training hours are paid but some training demand extensive preparation and these extra-hours are not calculated because there is no system for the remuneration of extra work.

4.2.3. Intensifying the relation RTCs & MoE

Intensified cooperation, in a more institutionalized way, between RTCs and the Ministry of Education would be helpful. Until now, the project has done coaching and guiding of RTCs. In the future, this role should be filled more by the Ministry of Education itself.

Closer cooperation between RTCs and the Ministry of Education implies defining the ways of having continuous contacts, so as to provide support for the development of RTCs, monitoring, guidance and control of RTCs' by the Ministry of Education. The lack of such cooperation, especially when the project ends, would leave the RTCs outside the system, thus jeopardizing their existence.

4.3. Orientation toward clients

In this chapter we propose two approaches to further enhance the client orientation of RTCs – so adapt it better to the needs of adult students, companies, projects, NES and other institutions.

4.3.1. Enhancing social partnership

During the second phase the project asked the RTC Zrenjanin and the Chamber of Commerce in Zrenjanin to explain to the RTCs in Nis, Bor, Kragujevac and New Belgrade how they organized associations with social partners. This led to a functioning association in Bor where social partners meet regularly to exchange experiences and plan new activities together. The cooperation between some core members is organized during meetings taking place every week. An extended meeting with a bigger number of social partners has taken place roughly every six months. In Kragujevac social cooperation has been started and the chamber of commerce has taken the lead but until now not much more has happened. In the RTCs in Nis and New Belgrade the initiative wasn't taken up due to their situation a year ago – in Nis the reason was that they weren't successfully cooperating with social partners yet last year. In New Belgrade the reason was that Belgrade is a big and complex town and they started to cooperate with the municipality of New Belgrade and the National Employment Service.

It is recommended to further enhance social partnership between regional training centres and social partners in future projects.

In the future work on the improvement of social partnership, the following two statements should be taken into account.

For RTCs' work, it is important to harmonise the requirements of various ministries regarding education of certain categories of adult population, as well as the transparency of such requirements.

There is a number of bodies at both regional and municipal level where the representatives of different institutions and organisations consider issues regarding adult training. Very often there are no representatives of „education“ in these boards and councils.

4.3.2. Preparation and follow-up during & after training courses

In order to improve the quality of the adult training delivered by RTCs it is highly necessary to introduce more client related measures before, during and after the training. The preparation done for the students is often not sufficient, especially when dealing with unemployed. Therefore, we recommend establishing a systematic approach improve the quality of the preparation and follow-up of all adult students in general, but especially when dealing with long-term unemployed, students from a difficult social background and so on.

The institutionalisation of such offers, especially in training done for NES or for projects dealing with such target groups, preparation and follow-up during and after the training should be intensified and established as a regular task. The preparation and follow-up of students during and after the training includes for example pre-assessment, career guidance of students before the training. Since RTCs have highly motivated staff members trying to do their best in order to make adult training a success they have started to provide such support, e.g. in New Belgrade it was mentioned that teachers spent more hours than paid for in order to help those students who lack basic skills and were not yet apt to follow the training offered. A good preparation and follow-up of students during the training would also help to reduce dropping out of participants. The follow-up after the training should also be done in a systematic way including:

- Career guidance for adult participants, especially for unemployed
- Pre-testing of participants, especially when not coming from a company
- A unit of how to learn at the beginning of the course, especially for longer courses
- A unit on how to find a job or how to open one's own business, especially for unemployed
- Follow-up of students during the training, especially for students having difficulties
- Follow-up of all students after the training, 6 months and 1 year later to assess the impact of the training.

4.4. The professionalisation and diversification of RTCs

Here, we propose to assist RTCs in the establishing of separate adult education facilities and the further diversification of RTCs.

4.4.1. Establishing separate adult education facilities

A development related to the professionalisation of RTCs already visible is that the RTCs have started to create separate facilities for adult training. The RTC New Belgrade has already started an initiative to apply together with the Municipality at The National Investment Fond for a separate part of the building for adult training. The RTC Zrenjanin also sees a clear need for a spatial separation of adult training and regular VET education and can imagine that the premises of the VET school now will be used for adult training in future when the VET school has moved to the new buildings that are currently being built.

In all RTCs this need is felt and first actions have been taken using the income generated by adult training. In the RTC Nis they have created an office for adult training, in Kragujevac, adults have their own entrance, training classroom and office and in Zrenjanin, modern and well-equipped toilets have been built – only for adult students. This development is not only restricted to separation of spaces but continues with an increased separation also in the administrative work of RTCs.

4.4.2. Diversification

A trend for diversification of RTCs is already visible now. By now, RTCs are developing more and more related to the needs of the regions. In the RTC New Belgrade we find an increasing cooperation with national organizations and institutions which are based in Belgrade. In the RTC Bor we have an increasing cooperation with the transition centre for redundant miners, World Bank projects and other training providers for redundant miners. Even though there is cooperation between RTC Zrenjanin and the branch office of NES in Zrenjanin, this RTC still implements a large number of activities through projects.

Furthermore, it has been mentioned by the RTC in New Belgrade that they plan to engage themselves in distance learning. In NIS, the RTC has started to deliver training to ROMA people. No RTC has yet taken the initiative to deal with handicapped adults because this would require major investment in infrastructure and also training in the way of teaching.

It is likely that in the future different RTCs will move into different directions. This should be seen as a result of the fact that RTCs are becoming independent from the VET Reform Programme, which is a new phase in their development. In the previous period RTCs were learning and practicing, and now they function independently. On the other hand, different orientations of RTCs reflect their endeavour to respond to the specific needs of their environments. At the same time, they also reflect the differences of the schools within which RTCs have been established, as well as of the staff engaged.

4.5. Coverage of RTCs

There are two important developments that have started already and need to be enhanced in order to guarantee a better coverage of regions so that adult training is accessible to more adults.

4.5.1. Cooperation of RTCs and other vocational schools

RTCs have already started to cooperate with other vocational schools in order to provide training in profiles they don't cover themselves. The pilot status of RTCs has rendered the cooperation possible and it is very fruitful already. In the RTC the training for textile workers wouldn't have been possible without the cooperation with other institutions.

The cooperation is well prepared by the RTCs who are the coordinators of the cooperation dealing with the companies in order to agree on the contract for the training, the number of participants and the fees. The RTCs prepare the modules for the training involving the partner institution and the companies.

Thus, such cooperation is a good way to enlarge the coverage of adult education by area and profile. However, what is needed in the near future is: a solution for how the partner institutions are able to earn income, engage teachers in adult education and so. They are facing the same problems as the RTCs in the beginning since they are not covered by the pilot status.

4.5.2 Establishing three new RTCs

The existing five RTCs can't cover all regions of Serbia. Therefore, it has been proposed in the draft of the Action Plan for the implementation of the Strategy for the Development of Adult Education⁵ that three new RTCs should be established in order to assure a better coverage of adult education in Serbia. This adult action plan is not an official paper since it hasn't been adopted yet.

At the moment RTCs have started to offer training in their own towns plus surrounding areas. In a few cases, training has been offered also on a broader scale, e.g. the frame of the Chamber of Commerce/ Ministry of Defence Training to requalify redundant soldiers the RTC New Belgrade is offering training for redundant soldiers from all over Serbia. In terms of costs and benefits however, it is advisable to have more RTCs in Serbia in order to reduce travelling costs for training and also in order to assure that the training offered is related to what is needed in the region.

5. Ways for future development of adult training

In Serbia, we suggest two major ways to further develop adult training:

1. Assist existing RTCs in changes
2. Develop 3 more RTCs

5.1. *How to assist existing RTCs in change management*

We would like to propose two major ways in how to assist RTCs to cope with the necessary changes they'll be faced with in future: organisational development and capacity development.

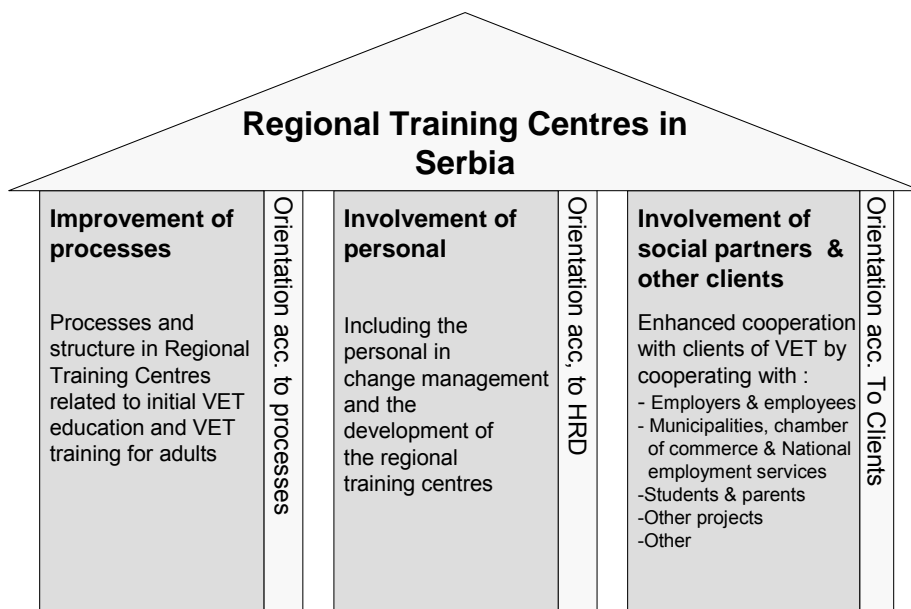
5.1.1. Organisational development

Organisational development should be done in such a way as to enable the RTCs to cope with changes. So the focus should be from the very start on including staff members of RTCs in the organisational development. Thus, a combination of internal and external OE should be carried out. The internal OEs should be in every RTC and permanent staff members. They can be prepared for this task during the capacity building input – such cooperation enables the RTCs to be able to carry on

⁵ Акциони план за имплементацију Стратегије развоја образовања одраслих у Републици Србији (Action Plan for the implementation of the Strategy for the Development of Adult Education in the Republic of Serbia 2007-2009, Draft) 10p.

organisational development after the end of the assistance and thus make it more sustainable.

Content wise organisational development should focus on client, process and personal related issues.



What is needed is a higher degree of professionalization of the RTC work. The way that RTCs combine regular VET education with adult VET training needs to be arranged in a more systematic level so that RTCs can cope with the demand that they are facing.

Support is needed to continuously strengthen RTCs in the successful ways of dealing with change management that they have already started: All RTCs work in trial and error and networking. All RTCs include more personnel in adult training work. All RTCs have started with regular meetings and carrying out some monitoring. However, RTCs have not yet reached a level where they are working professional enough. During the prolongation of the project we suggest to give further input on the organization of personal inside RTCs and to enhance networking – not only in between RTCs but also inside RTCs.

5.1.2. Capacity development

We also want to suggest further capacity building for the personal involved in RTCs. One focus of the capacity building should be mainly on management issues because this is what all RTC staff expressed as their biggest need during the evaluation. What is needed for example is support on how to carry out annual appraisal for teachers, how to build teams, how to give feed back or how to organise the involvement of teachers in adult training.

Another focus should be on the raising the quality of the adult training delivered. The major issue here is not so much the training itself but the preparation of the training

(e.g. pre-testing of adult students), the prevention of drop-outs during the training and the follow-up afterwards. This whole cycle should also include career guidance. Although some RTCs have been involved already in a project on career guidance and are establishing some services in the regular vocational education, further input should be given on how to be able to offer career guidance to adults and how to include it in the training,

5.1.3. Quality assurance

In all RTCs management of the RTCs and of adult training has been mentioned as a need. In Bor, the transition centre has explicitly outlined that their expectation of future RTCs should include also a quality level on the European level. In many neighbouring countries RTCs are already standardized acc. to ISO standards, to the EFQM-Model (European Foundation for Quality Management) or national quality assurance systems. This development will also play a role in Serbia and help RTCs on their way to a higher degree of professionalization.

5.1.4. Assistance in establishing a better learning environment

Since the need for having a more adequate learning environment for adult training is already visible we suggest to examine assistance in establishing a better learning environment for adults. This includes separate facilities for adults ranging from separate entrances, toilets and class rooms to separate adult education offices.

5.2. *Develop 3 more RTCs*

The development of three more RTCs will be faster and easier than the development of the existing five RTCs because the new RTCs can learn from the experience of the existing ones and because some major problems have already been solved on the national level. Still, a considerable amount of training will be necessary as well as the delivery of equipment and the assistance in establishing facilities for adult training. Old and new RTCs can form learning partnerships and old RTCs can be included in the training the new ones. Training should include teacher training in how to deal with adults, curriculum development and how to deal with social partners and management training. Apart from that staff of the new RTCs should be included in the RTC development that is provided also for the five RTCs already existing.

Annex 1

List of participants in the evaluation

List of participants

RTC	School Representatives	Employers and partners	Participants in adult education courses
NIS	School Vice director, Internal CAT, External CAT, 1 Teacher	Construction company - Put inžinering, Mechanical engineering school NIS	3 participants in forklift truck driving, 12 in welding
KRAGUJEVAC	School director Deputy director Internal CAT External CAT	1 representative each in the companies working in metal processing	1 participant each per company (fork lift truck driving and usage of cranes)
BOR	Internal CAT External CAT	2 representatives of the transition centre, 2 representatives of a mining company	1 participant (cosmetic) 1 participant (drilling course) 9 participants in bakery course
ZRENJANIN	School director Deputy school director Internal CAT External CAT	Director of agricultural school	1 participant in IT training from the agricultural school 1 participant in IT course from a dairy company
NEW BELGRADE	School director Internal CAT External CAT Coordinator for adult education	-	4 participants from installation of heating & water supply training, 5 ex-participants of the training course on video security, 1 ex participant from the training course on clima installation and 3 participants having taken part in the auto-gas installation course

Annex 2

Overview of Main Training Activities in Serbian RTCs

RTC NIS TRAINING COURSES IMPLEMENTED AND ONGOING⁶

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
1	Training for using NormAG software	Donation of the software author	10	Software author + 1 teacher	03.03.2006.	RTC NIS
2	Training for carrying out works, using dry procedure	HBO MPDL (Movimento por la paz, el Desarme y la Libertad, Spain)	25	2 teachers	22.5.-22.11.2006. (ongoing)	RTC NIS
3	Training for using ArhiCad software	Participants + institution in which they work	12	Licensed trainer (Hi CAD) + 1 teacher	9,10,16,17.6.2006.	RTC NIS
4	Advanced course – ArhiCad workshop	Participants	5 (there were 12 participants initially, but they dropped out with legitimate reasons)	Licensed trainer (Hi CAD) + 1 teacher	30.8.2006.	RTC NIS
5	Training for using ArhiCad 9 software	Participants	10	Licensed trainer (Hi CAD) + 1 teacher	22.11.-27.12.2006.	RTC NIS
6	Education on work safety and protection	Participants' employer – SCHOLZ company	32	2	8.12. и 15.12.	Company premises
7,8,9	Training for skylight fitters in Velux system	Velux	13+16+10=39	2 certified persons (Velux) + 1 teacher	20-22.02.2007.	School workshop
10	Training for simple works with ceramics (FOOOR)	NES (i.e. ROMA EDUCATION FUND Through FOOOR project)	10	2	14.5-16.7.2007.	School workshop
11	Training for forklift truck operators (FOOOR)	NES (i.e. ROMA EDUCATION	4	1	14.5-16.7.2007.	School workshop, "Niskogradnja" company

⁶ Training courses are listed chronologically, starting **March 2006**. Ongoing training courses are also on the list, with time planned for their implementation.

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
		FUND, Through FOOOR project)				
12	Training for painting interior surfaces (FOOOR)	NES (i.e. ROMA EDUCATION FUND, Through FOOOR project)	1	1	14.5-29.6.2007.	School workshop
13	Training for welders with attestation	NES	11	2 certified welders with internationally recognized license + an engineer for work safety & protection	19.6-20.7.	School workshop + "MIN-HOLDING" company
14	Training for construction mechanization operators	"Put inzenjering DOO" company	11	1 teacher	01-22.06.2007.	"Put inzenjering DOO" Company: company and construction sites
15	Training for producers of clothing	NES Vranje	46	/	10.7-10.9.2007.	School workshop Chemistry & Technology School in Vranje
16	Training for construction mechanization operators	"Put inzenjering DOO" company	4	1 teacher	3-30.9.2007.	"Put inzenjering DOO" Company: company and construction sites
17	Training for welders with attestation	NES Nis	20	/	21.9.-21.11.	School workshop, Машинска школа
18	Training for works on reinforcement/armoring	NES Nis	10	2	24.9.-8.11.	School workshop, RTC, „Bog&com“ company
19, 20, 21	Training for producers of clothing	NES Vranje	50+50+74 carried out already, Altogether 1050 in first round and 2000 in second round will be trained	/	3.9.-10.11.2007.	School workshop, Chemistry & Technology School in Vranje
21		NES: 8 Company: 4 NGO: 1 Other: 1	324	26 (the same teacher may have been involved several times)		RTC: 8 Partners institutions: 4 Companies: 5

RTC KRAGUJEVAC; TRAINING COURSES IMPLEMENTED AND ONGOING

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time implementation of	Place of implementation
1	IT training	Trade union "Zastava – Automobiles"	15	2	May-Jun	IT classroom, RTC
2	Training in using manual motor saw	Czech Republic – South-Morava Region	12	4	July-August	RTC
3	Welding CO2		2		November	Welding workshop
4	IT training	School	15	1	October-November	IT classroom, RTC
5	Enabling for using IT equipment (overhead projector, lap top...)	School	8	1	December	IT classroom, RTC
6	Development of teaching materials using IT technologies	School	8	1	January-February	IT classroom, RTC
7	Welding CO2	Zastava Employment and Education	6	2	March-May	Welding workshop
8	Electro-arc welding	Zastava Employment and Education	6	2	March-May	Welding workshop
9	Argon welding	Zastava Employment and Education	2	2	March-May	Welding workshop
10	Forklift truck operation	PROSE d.o.o.	5	3	22/10-30/10/07	Company hall
10		Project: 1 Company: 5 School: 3	73	18		RTC: 9 Company:1

RTC BOR: TRAINING COURSES IMPLEMENTED AND ONGOING

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
1	Mining supervisor for production and processing in surface exploitation	Transition Centre	10	1 teacher, 1 worker for practical training	25.12.2006. - 23.03.2007.	Technical school – theory; Mine “Zagradje” – practice
2	Rotational drill - WIRELINE method	Transition Centre	9	1 teacher, 1 worker	25.12.2006. -27.02. 2007.	Technical school – theory; „Riotinto“ company in Baljevac
3	Carpenter for making aluminium joinery	Transition Centre	10	1 teacher, 1 worker	06.02. – 27.03.2007.	Technical school – theory; “Albo” company workshop - practice
4	Construction mechanization operator	Transition Centre	10	1 teacher, 1 worker	06.02. – 26.03.2007.	Mechanical and electrical engineering school – theory; Roads company „October 3 rd ” - practice
5	“English for survival”	NES	10	1 teacher	29.01.2007. - 23.03.2007.	Technical school English language classroom
6	Testing the quality of air, water, ground	Transition Centre	12	4	29.01.2007. – 06.03.2007.	Technical school Copper Institute Bor
7	Waste materials in mining and metallurgy, communal, industrial and special waste (recycling)	Transition Centre	9	6	29.01.2007. – 06.03.2007.	Technical school Copper Institute Bor
8	Waste materials in mining and metallurgy, communal, industrial and special waste (recycling)	Transition Centre	9	6	29.01.2007. – 06.03.2007.	Technical school Copper Institute Bor
9	Installation and maintenance of electrical installations	Transition Centre	10	2	ended 02.03.2007.	Technical school
10	Weaving on traditional looms	Transition Centre	8	1	Ongoing	ADF
11	Specialized IT training – Power point	Elementary school Zlot	13	1	17.01. - 19.03.2007.	Technical school, IT classroom
12	Rotational drill - WIRELINE method	Copper mines Bor	17	3	06.03. – 15.05.2007.	Technical school and copper mines Bor

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
13	Construction mechanization operator	Transition Centre Majdanpek	10	3	17.04. - 21.06.2007.	Technical school Bor Majdanpek and copper mines Majdanpek
14	Pressure chamber operator	Transition Centre Majdanpek	10	3	16.04. – 26.06.2007.	Technical school Bor Majdanpek and copper mines Majdanpek
15	Automobile jack operator	Transition Centre Majdanpek	10	2	13.08. – 20.11.2007.	Majdanpek
16	Baker (producer of bakery product with and without yeast)	NES	10	2	22.10.- 24.12.2007.	Technical school Bor
17	Specialised IT training Access	NES	16	1	24.10. – 25.12.2007.	Technical school Bor
18	Basic IT training	NES	12	1	Negotiations ongoing	Technical school Bor
19	English language	NES	12	1	Negotiations ongoing	Technical school Bor
19		Transition Centre: 12 NES: 5 Company: 1	197	45		Company: 9 Partner institution: 8 RTC: 2

RTC ZRENJANIN: TRAINING COURSES IMPLEMENTED AND ONGOING

Nr	The name of training course	Financed by:	No. of participants	No. of teachers implementing training	Time of implementation	Place of implementation
1	<p>«Education of rural population in Banat in using biomass for production of biogas» (training for trainers consists of 7 modules)</p> <ul style="list-style-type: none"> • Using biomass for production of biogas • Raw materials for production of biogas • Possibility for using biogas and biomass • Technical-technological machinery for production of biogas • Entrepreneurship • Management • Using equipment for multimedia presentation 	European Union-RSEDP programme	12	5		School
2	<p>Training for rural population :</p> <ul style="list-style-type: none"> • Using biomass for production of biogas • Raw materials for production of biogas • Possibility for using biogas and biomass • Technical-technological machinery for production of biogas 	European Union-RSEDP programme	600	8 trainers	March and April 2006	24 villages, 5 schools, 3 Regional Chamber of Commerce, and farms
3	Basic IT course	Agricultural school in Zrenjanin	23	1 trainer	October and November 2006.	School
4	Training course «Useful skills for successful work adaptation»	School's budget (building capacity of HR)	27	2 trainers	17-19. October 2006.	School
5	IT training for the employed	school	18	1 trainer	October, November	School
6	IT training -Excel for „Mlekoprodukt”	„Mlekoprodukt”	14	1 trainer	December-January	School

Nr	The name of training course	Financed by:	No. of participants	No. of teachers implementing training	Time of implementation	Place of implementation
	Zrenjanin	Zrenjanin				
7	IT training -Power Point, for „Mlekoprodukt” Zrenjanin	„Mlekoprodukt” Zrenjanin	14	1 trainer	February	School
8	Training for modules development for our staff	school	14	1 trainer	11. 12. 2006.	School
9	Training for using multimedia equipment	school	30	2 trainers	January, February, March 2007	School
9		Project: 2 Company: 2	708	19		RTC: 8 Companies: 3 Partners: 5

RTC NEW BELGRADE: TRAINING COURSES IMPLEMENTED AND ONGOING

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
1	Servicing and assembling auto gas installations	NES	10	2	November-February	RTC - cabinets and workshops
2	Installation of water piping with plastic pipes, installation of central heating with copper pipes	NES	10	1	November-February	RTC - cabinets and workshops
3	Installation of video surveillance system	NES	10	1	November-January finished	RTC – cabinets and workshops
4	Servicing air conditioning systems and car AC	NES	10	1	January-April	RTC - cabinets and workshops
5	Video-Security...	NES	6	5	January-May	RTC cabinets and workshops Shooting ground, fire protection and prevention, private security
6	Business bookkeeping & EBCL	NES	18	3	January-April	RTC – cabinets and workshops
7	Servicing elevators	NES	10	3	February-May	RTC - cabinets and workshops. Electrical Engineering School "Rade Koncar" Private company for ... elevators
8	Servicing and assembling auto gas installations	Chamber of Commerce, Belgrade, Serbian Army	10	2	May-June	RTC - cabinets and workshops
9	Installation of video surveillance system	Chamber of Commerce, Belgrade, Serbian Army	10	1	May-June	RTC – cabinets and workshops
10	Servicing air conditioning systems and car AC	Chamber of Commerce, Belgrade, Serbian Army	10	1	May-June	RTC - cabinets and workshops
11	Security...	Chamber of	9	5	May-June	RTC – cabinets

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
	Security systems equipment installer	Commerce, Belgrade, Serbian Army				and workshops Shooting ground, fire protection and prevention, private security
12	Installation of water piping with plastic pipes, installation of central heating with copper pipes	Chamber of Commerce, Belgrade, Serbian Army	10	1	May-June	RTC - cabinets and workshops
13	Servicing and assembling auto gas installations	Chamber of Commerce, Belgrade, Serbian Army	10	2	03.09.2007.- 13.11.2007.	RTC - cabinets and workshops
14	Installation of video surveillance system	Chamber of Commerce, Belgrade, Serbian Army	11	1	03.09.2007.- 13.11.2007.	RTC - cabinets and workshops
15	Servicing air conditioning systems and car AC	Chamber of Commerce, Belgrade, Serbian Army	13	1	03.09.2007.- 13.11.2007.	RTC - cabinets and workshops
16	Installation of water piping with plastic pipes, installation of central heating with copper pipes	Chamber of Commerce, Belgrade, Serbian Army	13	1	03.09.2007.- 13.11.2007.	RTC - cabinets and workshops
17	Servicing and assembling auto gas installations	Chamber of Commerce, Belgrade, Serbian Army	10	2	03.09.2007.- 13.11.2007.	RTC – cabinets and workshops
18	Installation of video surveillance system	Chamber of Commerce, Belgrade, Serbian Army	11	1	03.09.2007.- 13.11.2007.	RTC – cabinets and workshops

Nr.	The name of training course	Financed by:	No. of participants	No. Of teachers implementing training	Time of implementation	Place of implementation
19	Servicing air conditioning systems and car AC	Chamber of Commerce, Belgrade, Serbian Army	13	1	03.09.2007.-13.11.2007.	RTC – cabinets and workshops
20	Installation of water piping with plastic pipes, installation of central heating with copper pipes	Chamber of Commerce, Belgrade, Serbian Army	13	1	03.09.2007.-13.11.2007.	RTC – cabinets and workshops
20		NES: 7 Chamber of Commerce/ Serbian Army: 13	207	36		RTC: 20

Annex 3

Participants' Evaluation of Certain Aspects of Training

Impressions of the participants currently involved in training courses and of those trained before have been collected by the means of interviews and scaling.

Oral interviews covered the following areas:

- 1) The goals which the participants wanted to achieve by participating in training;
- 2) Expectations from training;
- 3) Satisfaction with training;
- 4) Training-related problems.

On a 5-level scale, developed in the form of a poster, participants have assessed the following aspects, using numbers (1 = the lowest grade, 5 = highest grade): 1) quality of information about training course before it started; 2) training in general; 3) teachers; 4) the place of implementation; 5) teaching materials; 6) theoretical part of training; 7) practical part of training; 8) organisation of training and 9) chances for employment upon completion of training course.

Given the specific conditions in which this category of participants was interviewed (in classrooms or at the work place, during production process), some questions were added or one technique applied more then another one.

The data obtained using the assessment scale have been analysed and presented below.

RTC Nis

Twelve people currently participating in training for welders were interviewed.

Ranking list of some aspects of training organised in RTC Nis

Rank	Aspect of training	AM
1.	Teachers	4.81
2.	Organisation of training	4.40
3.	Teaching materials	4.36
4.	Training in general	4.18
5.	Practical part of training	4.10
6.	Place of implementation	4.09
7.	Theoretical part of training	4.00
8.	Information before the training	3.00
9.	Chances for employment after training	2.63
	Average arithmetic mean	3.95

RTC Kragujevac

Two participants were interviewed. One of them, who had been redundant worker, had participated in training for crane operator and found a job upon completion of training. The other person had been trained for driving forklift truck and he got a new position in the same company.

Ranking list of some aspects of training organised in RTC Kragujevac

Rank	Aspect of training	AM
1 – 2.	Place of implementation	5.00
1 – 2.	Theoretical part of training	5.00
3 – 4.	Teaching materials	4.50
3 – 4.	Practical part of training	4.50
5 – 8.	Training in general	4.00
5 – 8.	Teachers	4.00
5 – 8.	Organisation of training	4.00
5 – 8.	Chances for employment	4.00
9.	Information before the training	1.50
	Average arithmetic mean	4.05

RTC Bor

Twenty-one participants were interviewed: 1 of them had participated in training for cosmetician, 1 in training for driller, 10 are currently taking the English language course and 9 currently participate in training for bakers.

Ranking list of some aspects of training organised in RTC Bor

Rank	Aspect of training	AM
1 – 2.	Teachers	4.95
1 – 2.	Practical part of training	4.95
3.	Theoretical part of training	4.90
4.	Teaching materials	4.76
5.	Place of implementation	4.75
6.	Organisation of training	4.48
7.	Training in general	4.43
8.	Information before the training	3.86
9.	Chances for employment	2.80
	Average arithmetic mean	4.43

RTC Zrenjanin

Two participants in IT training were interviewed.

Ranking list of some aspects of training organised in RTC Zrenjanin

Rank	Aspect of training	AM
1 – 7.	Training in general	5.00
1 – 7.	Teachers	5.00
1 – 7.	Place of implementation	5.00
1 – 7.	Theoretical part of training	5.00
1 – 7.	Practical part of training	5.00
1 – 7.	Organisation of training	5.00
1 – 7.	Chances for employment	5.00

8 – 9.	Information before the training	4.50
8 – 9.	Teaching materials	4.50
	Average arithmetic mean	4.89

RTC New Belgrade

Thirteen participants were interviewed. They had participated in training for laying heating and plastic water pipes (4), installing video surveillance systems (5), installing and servicing air conditioning (1) and auto-gas installations (3).

Ranking list of some aspects of training organised in RTC New Belgrade

Rank	Aspect of training	AM
1.	Teachers	4.85
2.	Theoretical part of training	4.77
3.	Place of implementation	4.69
4.	Organisation of training	4.61
5 – 6.	Training in general	4.54
5 – 6.	Practical part of training	4.54
7.	Teaching materials	4.23
8.	Chances for employment	3.23
9.	Information before the training	2.77
	Average arithmetic mean	4.25

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Based on the arithmetic mean, the following ranking list of RTCs has been produced.

Ranking list of RTCs based on the assessment of various aspects of the delivered training courses

Rank	RTC	Average AM
1.	Zrenjanin	4.89
2.	Bor	4.43
3.	New Belgrade	4.25
4.	Kragujevac	4.05
5.	Nis	3.95

The order of RTCs should not be taken for granted, given that not only the number of the interviewed per RTC varied, but the participants belonged to very different categories. In RTC Zerenjanin, only 2 participants who had participated in IT course were interviewed, i.e. people with higher level of education and a steady job. In other RTCs, especially where a larger number of people was interviewed, participants were the unemployed, usually with a low level of education.

What we can be satisfied with is the fact that the majority of aspects were given high grades. The highest grades, i.e. the top of the ranking lists, belong to the teachers who delivered training courses, as well as theoretical and practical part of training, training in general, organisation of training and the place of implementation. These results are a conformation that the staff organising and implementing the training is well prepared, including their work on the development of modules and the direct work with adults.

The aspects with which we cannot be satisfied are at the bottom of the lists. However, this provides guidelines for further support of RTCs. In the case of almost all RTCs, the two bottom positions belong to information provided before the training and chances for finding a job upon completion of a training course.

When RTCs implemented training in cooperation with other institutions (for e.g. National Employment Service, Chamber of Commerce of Belgrade, Ministry of Defense...) the responsibility for the work with potential participants was given to those institutions. However, this is not an excuse for the lack of participants' satisfaction, but an indicator for RTCs that they need to plan and organise initial work with participants. This is an aspect to which the VET Reform Programme and the RTCs need to pay attention, especially having in mind the fact that the first evaluation of RTCs' work, carried out in July 2005, gave the same results – the aspect at the bottom of the list was "information about training course before the start".

The interviewed participants have impression that chances for employment remain small after completion of training. This means that RTCs should strengthen cooperation with employers and try not only to increase chances for employment, but also to work on the enlargement of the number of participants. However, it should be noted that the research on employment of trainees, carried out by RTC Nis, came to quite different conclusions: The data refer to 7 training courses. Out of 337 participants, 282 participants found job. RTC Nis does not have such data about each training course and some professional development courses have been delivered for the employed. In other RTCs, in the course of the visits, it has been pointed out that more attention should be paid to the link between training courses and finding employment, as well as to monitoring of training participants for one year upon completion of a training course.