Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of The Republic of Serbia

This report is submitted on behalf of the Government of The Republic of Serbia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education and Science
Submission date	31/3/2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	
Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☐
Civil society organisations	☒
National non-governmental organisations	☐
International non-governmental organisations	☐
Educational or research institutions/Universities	☒
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The data were gathered from different sources (several ministries, agencies, NGOs, etc.) and indirectly: by using their websites, statistical data, budgets, action plans.

Besides from the Ministry of Education and Science, the direct data were also obtained from experts from the University of Belgrade, Faculty of Philosophy (Department for Andragogy - Adult Education) including several civil society organisations.

The core members of the working group for the preparation of this report were: Mirjana Milanović (Ministry of Education and Science of Republic of Serbia), Snežana Medić, PhD (University of Belgrade; IPA Project "Second Chance"), Katarina Popović, PhD (University of Belgrade; NGO "Adult Education Society"), Miomir Despotović PhD (University of Belgrade, IPA Project "Second Chance"), Kristina Pekeč (University of Belgrade).

(References: ANNEX 1)

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* In the draft of the "Adult Education Law" which currently in the process of adoption, the adult education is defined as following: Adult education is realized as formal, non-formal and informal learning. Formal adult education includes primary and secondary education. Formal adult education is realized according to plans and curriculum of primary and secondary education adjusted to the needs and possibilities of adults and in accordance with the law. Non-formal adult education is an organized learning process and skills development according to special plans and curriculum, focused more on development, specialisation and additional knowledge, skills, abilities and attitudes. In 2006, a document "Strategy for Development of Adult Education" was adopted, providing the following definitions: „Adult education is a social activity and a process of responding to adults' needs, regardless of organisation, contents, level or applied methods. According to its content, objectives and organisational methods, adult education is considered as diversified and multifunctional, and could be formal and non formal, general and vocational, initial and continuing, regular and part-time. Regarding operational, practical and organizational aspects, adult education "involves all formal and non formal educational forms intended for adults over the age of 18 who do not have the status of a pupil or student." Formal education is conducted in the school system, from primary school to postgraduate studies based on the approved curriculum, defined goals and outcomes which lead to a diploma (certificate), i.e. to the national accreditation of acquired qualifications, competences and educational levels financed by public funds. Non formal education refers to all educational programmes and activities outside of the school system. Non formal as well as formal education is organised on an institutional level, but does not lead to the national accreditation of acquired qualifications and educational levels and is usually not financed from public funds. Initial education encompasses all educational programmes which are accomplished prior to entering the world of labour with the first job. Continuing education refers to the educational programmes that take place upon completion of compulsory education or to some categories after initial education and training or after entering the world of labour. This education aims at (1) conveying knowledge, skills and competences, (2) new working competences or (3) further personal and professional development. (Strategy for Development of Adult Education, https://sites.google.com/site/andragogija/pristupna-strana-home-page/materijali-materials/AEStrategy.pdf?attredirects=0&d=1) (ANNEX 2. Strategy for Development of Adult Education (2006) Higher education is not part of adult education system – it is practically part	☒	☐

of the formal education system of the young, even though there is a series of initiatives and projects to increase accesibility of the higher education system to adult learners. Therefore this report will not include data related to higher education.		
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Adult education includes general and vocational education of adults, as well as other areas and fields of education. Still, in practice, vocational education is often separated as a dominent field or priority area of adult education. Besides this, even though adult education covers all levels of education, it is often only viewed as only a compensation function of adult education, primarily implemented through development of literacy skills and second chance programmes. Understanding this compensation function often understands that it is realized within the context of formal education. On the other hand, adult education is often seen just as education within non-formal system. All these views exist in parallel, conditioning rich and wide spectrum of activities, actor/providers, programmes and target groups, which, on the other hand, creates difficulties in legal and normative set-up of this field.	☒	☐
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* There is no official definition of literacy, but the reference point is the definition used in the Census of population: In the census of population from 2011, literacy was checked for every person at the age of ten and more. Literate person is the person who is enrolled in primary or higher education as well as persons who are not, at the time of the Census in school but have finished three years of primary school. Also, literate persons are persons without any schooling or with 1-3 years of primary school who state that they can read and write a text related to everyday life regardless of which language and alphabet they use. (Statistical Office of Republic of Serbia: http://media.popis2011.stat.rs/2011/obrasci/Metodolosko-uputstvo.pdf). In the previous Census of population from 2002, persons who attended more than three years of primary school had to read and write a text in connection to everyday life in order to be categorized as literate, and persons without any schooling or who attended 1-3 years of primary school had to write a letter (on any language). (Methodological guidelines for preparation, organisation and realisation of the listing - Statistical Office of Republic of Serbia, Methodological Materials, No. 392, Belgrade, 2001 (page 73)	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Official definition of literacy is reduced to elementary literacy while in reality the concept about functional literacy is used more. In a formal sense of a word, functional literacy is made equal with a completed primary education (8 grades), while in practice, it is about types of functional literacy (linguistic,	☒	☐

mathematical, computer, civic, ecological), about the key competencies that were introduced and the new program for functional primary adult education which is being piloted in primary schools in Serbia. Due to this understanding of literacy, that actually makes it equal with functional primary education, this Report will NOT provide specific date in tables about literacy, but they will be included as part of the general, comprehensive data on adult education or data on "primary adult education". Only in cases where there are grounds to have this field presented separately from the framework of adult education, separate data will be provided for literacy / literacy skills development. In some surveys, some other operational definitions were used. For example, MICS research which has been conducted every five years according to UNICEF methodology will now be conducted every three years in the future. In this research, a literate person was every person who continued schooling after primary school. The preposition is that every person who went to some kind of a secondary education - high school, college or university is literate. With other persons, a literacy test is conducted by offering them a written test (a sentence) that they are supposed to read. A person is literate only if he or she can read the text in any language.	
1.3 How is literacy data obtained in your country? *Please select the option(s) below* National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (*please describe below*): - MICS is the research which is conducted every five years based on the UNICEF methodology. Last research was conducted in 2010 and from now on will be implemented every three years in the future. In this research, literate person is the one who continued schooling after primary school, and with other persons the literacy test was conducted through written text. The Annex provides results of this research, especially for the national sample and Roma population sample. It is primarily related to using computers and family planning, so the sample includes households, women age 15 - 49 who live in those households and man age 15 – 29. (Source: Statistical Office of the Republic of Serbia) (ANNEX 3. MICS literacy) - Statistical Office of the Republic of Serbia conducts researches four times a year about participation of the workforce according to EUROSTAT methodology adjusted to Serbia. - PISA research was conducted twice. Based on the last research from 2009, the average achievements are: for reading literacy 442 (the difference from OECD average is -51), for mathematical literacy 442 (the difference from OECD average is -54), for scientific literacy 443 (the difference from OECD average is -58) (Source: www.pisaserbia.org)	☒ ☒ ☐ ☒ ☒

- TIMSS 2007 is an international study on primary school students' achievements in mathematics and natural sciences. This research in Serbia included eight grade students population from primary school. TIMSS 2007 Distribution of Science Achievement - results for eighth grade students: Average Scale Score for Serbia is 470 (3.2) and TIMSS Scale Avg. is 500. (http://www.mpn.gov.rs/resursi/dokumenti/dok216-eng-TIMSS_2007_International_Science_Report.pdf) TIMSS 2007 Distribution of Mathematics Achievement - results for eighth grade students: Average Scale Score for Serbia is 486 (3.3) and TIMSS Scale Avg. is 500. (Source: http://www.mpn.gov.rs/resursi/dokumenti/dok149-eng-TIMSS_2007_International_Mathematics_Report.pdf) Special literacy researches with adult population (LAMP, PIAAC) were unfortunately not conducted in Serbia. (ANNEX 4. Statistical data on education, poverty, financing)		
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☒	☐
If Yes, please select the option(s) below that best describe the change(s) New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (*please provide details below*): See: 1.2. and 1.3.	☐ ☒ ☐ ☐ ☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* These challenges are partly political – impossibility of gathering data on part of the territory (Kosovo); very changeable demographic structure (refugees and internally displaces persons); methodological challenges– instruments for gathering data are insufficient and unreliable, the very methodology of data collection related to literacy does not correspond to the contemporary concept of literacy, it is not reliable enough and is based on a very small number of data which are rarely collected (Census every ten years).	☒	☐

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

PISA study has significantly influenced the understanding of literacy, together with other changes in the field of education. It has led to significant shift from the concept of basic literacy (reading, writing, calculus) to the concept of functional literacy.

Recent important change happened in the field of primary adult education (the first phase includes functional literacy skills development). Since 2010, the State (Ministry of Education and Science) has been implementing functional primary adult education program called "The Second Chance" as a pilot with goal to reform the system of primary adult education.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☒	☐	The Law on Foundations of Education is defined as the law on lifelong education. (http://www.mpn.gov.rs/propisi/propis.php?id=9)	2009
			Serbian National Education Development Strategy 2020 (in the process of development) includes adult education and lifelong education (http://www.mpn.gov.rs/sajt/aktuelnosti.php?id=5287)	2012
Adult education	☒	☐	Strategy for Adult Education Development (www.srbija.gov.rs)	2006
Adult literacy	☒	☐	Project IPA 08 (EU Instrument for Pre-accession project) for development of functional literacy of adults (functional primary adult education) in Serbia "Second Chance" (http://drugasansa.rs/?lang=en)	2010

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education	National policy of adult education is related to all adult citizens, but in practice, the focus is on the following groups: Unemployed and adults with lack of qualifications;	
	Illiterate persons and persons without primary education	1.380.496 - 21,8% (Census 2002)
	The poor	In 2009 the percentage of inhabitants who live below the poverty line was 6,9% (around 500.000 persons) and below relative poverty line 13.9% (over a million persons), while in 2010 the percentage of people living below poverty line was 9,2% (Survey on households spending regularly conducted by Statistical Office of the Republic of Serbia based on the recommendations of EUROSTAT and International Labour Organisation)

		Roma	108.193 - 1,44% (Census 2002, although there are some estimation that the number is much higher)
Adult literacy		Persons with disability	There are no precise data. The estimate is: around 760 000 (http://www.zavodsz.gov.rs/PDF/strategija%20 unapredjenja%20polozaja%20OSI.pdf)

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.				
	Yes	*No*	*Specify goal*	*Specify timeframe*
Adult education	☒	☐	The goal of the National Education Development Strategy in Serbia (in public discussion) is a comprehensive development of system of lifelong education, where adult education is an important part. The system of adult education and lifelong learning must become relevant, qualitative and efficient, open, flexible and available for all, regardless of their socio-economic, physical, intellectual, regional, national, linguistic, ethnic, religious and other characteristics. The quality is related to conditions, programs, teaching/learning processes, learning outcomes including the adequate number and quality of teaching and other staff specialized for adult education and should be developed in accordance with national and European qualifications framework (NQF and EQF). It is planned to develop a system of accreditation of institutions of formal and non-formal adult education in accordance with the international standards and set up intensive international cooperation in the field of monitoring and evaluation of the quality of adult education system and lifelong learning. It is planned to develop a system of validation of previous learning and social partnership. It is important that the Strategy envisions participation of at least 10% of adult population in some form of formal or non-formal adult education. (ANNEX 5.1. Strategy for Education development 2020)	2020
Adult	☐	☐		

literacy			

2.4 Does your country have a policy on the language of instruction in adult education?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

Language policy is defined by the Law on the Foundations of Education System, Article 7 – The use of language:
Education is conducted in Serbian language.
National minorities can have their education in their mother tongue. Education can be conducted in a foreign language in accordance with a special law.
(www.parlament.gov.rs)

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:

Recognition, validation and accreditation of non-formal and informal learning are envisioned in the draft of the National Education Development Strategy 2020, Strategy for Development of Adult Education and draft Adult Education Law as well as in other documents. There is some work done on development of National Qualifications Framework (NQF). Still, apart from political framework, other prepositions were not met.
(ANNEXES: 2, 5, 6)

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide a brief explanation and references:

In 2009, a new Action Plan for Implementation of Strategy for Development of Adult Education in Republic of Serbia (2006) was developed. The new Action Plan is being prepared and will be aligned with the Adult Education Law. (ANNEXES 6and 7)

Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:

Integral part of the National Plan for Implementation of the Strategy for Development of Adult Education in Republic of Serbia foresees development of literacy as the first phase of functional education of adults.

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		National Plan for Regional Development for the next 10 years to be adopted soon (http://www.europa.rs/mediji/najnovije-vesti/1071/Nacionalni+plan+za+regionalni+razvoj+u+Srbiji.html)
Poverty Reduction Strategy Paper	☒	Not specified	www.srbija.gov.rs
Education strategy	☒	2020	www.srbija.gov.rs
Skills development (including vocational education and training) strategy	☒	Not specified	Vocational Education Development Strategy in Republic of Serbia www.srbija.gov.rs
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	2010 - 2012	http://www.obrazovanjezasve.eu/About/index.html
Sustainable development strategy	☒	Not specified	www.srbija.gov.rs

Other (specify in the space below)	☒		
Strategic Directions in Adult Education Development in Republic of Serbia		Not specified	www.srbija.gov.rs
National Employment Strategy		2011 - 2020	www.srbija.gov.rs
National Youth Strategy		Not specified	www.srbija.gov.rs
National Aging Strategy		2006 - 2015	www.srbija.gov.rs
Strategy for Professional Development of Civil Clerks in Republic of Serbia		2011 - 2013	www.srbija.gov.rs
Career Guidance and Counselling Strategy in Republic of Serbia		Not specified	www.srbija.gov.rs
Strategy for Development of Official Statistics in Republic of Serbia		2009 - 2012	www.srbija.gov.rs
National Strategy for Economic Development in Republic of Serbia		2006 - 2012	www.srbija.gov.rs
Strategy for Agricultural Development of Republic of Serbia		Not specified	www.srbija.gov.rs
Strategy for Development of Social Protection		Not specified	www.srbija.gov.rs

Adult literacy:	Mark all that apply	Timeframe	References
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☐		
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		

Other (specify in the space below)	☐		
Strategies and national plans for adult education are partly related to literacy too. There are no specific strategies related to the development of literacy.			

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	*No*	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☐	☒		
Adult literacy	☐	☒		

If Yes, please elaborate how they have been involved.

Citizens have the opportunity to take part in public hearings on the Adult Education Law and other important strategic and political documents and they can provide their opinion and suggestions through activities of numerous non-governmental organisations. Still, the opinions of learners are not collected in a systematic and organised way.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	**Sub-national**	**On adult education**	**On adult literacy**
Ministry of Education and Science	☒	☐	☐	☐
Ministry of Labour and Social Policy	☒	☐	☐	☐
Ministry of Economy and Regional Development	☒	☐	☐	☐
Institute for the Improvement of Education	☒	☐	☐	☐
Institute for Evaluation of Education Quality	☒	☐	☐	☐
National Employment Agency	☒	☐	☒	☐
Council for Vocational and Adult Education	☒	☐	☐	☐
National Education Council	☒	☐	☐	☐
Centres for Continuous Adult Education (Regional Training Centres)	☐	☒	☒	☐
Chamber of Commerce	☒	☐	☒	☐
Government Agencies	☒	☒	☒	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	**Sub-national**	**On adult education**	**On adult literacy**
Civil society organisations and NGOs	☒	☒	☒	☒
Association of Adult Education Elementary Schools	☐	☒	☒	☒
Adult Education Society	☒	☒	☒	☒
Serbian Association	☒	☒	☒	☐

of Adult Education Institutions				
Andragogical Association	☒	☐	☒	☐
Various professional associations	☒	☒	☒	☐
Trade unions	☒	☒	☐	☐
Union of Employers	☒	☐	☐	☐
Standing Conference of Towns and Municipalities	☐	☒	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide name and contact details:

I Ministry of Education and Science:

Within the Ministry of Education and Science, there is a group for Adult Education which is in charge of the secondary education with a focus on: preparation of professional base in development of laws and by-laws in adult education and lifelong learning; planning, monitoring and development of trainings, professional development of adults and lifelong learning; initiatives to respond to the issues in this field; preparation of standards for the space, equipment and teaching materials for adult education; cooperation with the local community and social partners in monitoring implementation and development of adult education and lifelong learning; vocational subjects and complaints in these fields including other work in accordance with the law.
Contact details: Mirjana Milanovic, mirjana.milanovic@mpn.gov.rs; www.mpn.gov.rs

II Council for Vocational and Adult Education:

1) Monitors and analyses state of education within their scope of work, its alignment with European principles and values and proposes measures for its improvement;
2) Participates in preparation of strategies and improvement of the quality of vocational education, especially secondary vocational education, adult education, specialist and masters of crafts education, VET for persons with disabilities and other forms of vocational education (formal and non-formal);
3) Drafts following proposals to the Education Minister:
   - The list of educational profiles;
   - Special standards of achievement for vocational secondary education;
   - Additional standards of quality of work for vocational secondary schools and adult education schools;
   - Standards for qualifications for the secondary vocational education, professional development and other forms of professional education;
   - Standards for programmes and standards for professional development programmes and trainings when they are not implemented according to school regulations;
   - Part of the curricula and programmes for educational profiles, vocational subjects and modules for vocational education and adult education and training programmes for other forms of vocational education – education for jobs, professional development and training;
   - Programmes: specialist exam, mater of crafts exam, final exams for education for jobs, exams for professional training, exams for training and models for validation of previously acquired knowledge and skills in accordance with this and other special laws;

- Programmes for vocational final exam and exit exam in vocational secondary education;
- Approval of text books and teaching materials for vocational subjects;
- National qualifications framework for the level of secondary vocational education, professional training and other forms of professional education;

4) Reviews, provides opinions to the Ministry in the process of preparation of draft laws, by-law proposals for the vocational schools and adult education schools network and other documents related to the education questions within the scope of its work;

5) Monitors, encourages and focuses activities that connect education and employment and their influence on economic development;

6) Connects and includes needs and interests of social partners with direction in development of vocational and adult education;

7) Reviews and proposes, within their scope of work, models of development and professional counselling;

8) Conduct other assignments in accordance with the law

Contact details: Vidosava Dzagic, vida.dzagic@pks.rs.

III National Education Council – in the area of development and improvement of the education system:

1) Monitors and analyses the state of education on all levels within the scope of their work and alignment of the education system with European principles and values;

2) Sets path for development and quality improvement of pre-school, primary, general secondary and artistic education;

3) Participates in preparation of the strategy based on the set trends in development of pre-school, primary, general secondary and artistic education;

4) Reviews and provides opinions to the Ministry in the process of development of the laws and other documents that relate to education;

5) Sets:
- General and specific standards of achievement;
- Standards of competencies for teaching profession and their professional development;
- Standards of competencies for principals;
- Standards of quality of text books and teaching materials;
- Standards for the conditions for achieving special programmes in the field of pre-school education;
- Standards of quality of educational institutions;

6) Develops: foundations of pre-school education curriculum, curriculum and programmes for vocational secondary and adult education for general educational subjects;

7) Sets proposals: final exam programme in primary education, general and artistic exit exams in accordance to this and other special law;

8) Identifies the need for new text books, develops a plan for text books and proposes to the Minister the approval of the text books and teaching materials on the level of pre-school, primary, general secondary and artistic education, general subjects, vocational subjects and adult education;

9) Provides recommendations for education and additional teacher training and other educational staff to the council who has jurisdiction over the questions related to development of higher education;

10) Provides consultations and opinions of the representatives of socially marginalized groups and conducts other activities in accordance with the law.

Contact details: Desanka Radunovic, prosvetni.savet@nps.gov.rs, http://www.nps.gov.rs/

(Overview: ANNEX 7)

Adult literacy	☒	☐

If Yes, please provide name and contact details:
The same as previous: the Ministry of Education and Science, Council for Vocational and Adult Education, National Education Council

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:

With a goal to monitor and ensure development and quality improvement of education, the government of Serbia has established several bodies that have members from different stakeholder groups in 2009 (www.mpn.gov.rs/resursi/.../dok253-srp-MP_zakon_o_osnovama.pdf):

   - Council for Vocational and Adult Education – for vocational secondary education, specialist and master of crafts education, adult education, education for jobs, professional education and training. The Council has sector councils for specific areas of work.
Council for Vocational and Adult Education has 21 members, including the president. The president and members of the Council are delegated by the government from the distinguished members of the Chamber of Commerce, craftsmen, union of employers, experts in the field of vocational and adult education, economy, employment, social and youth policy, teachers from the community of vocational schools and representative unions in the area of education in Serbia.
The government appoints members of the Council for Vocational and Adult Education for the period of six years.

   - National Education Council – for pre-school, primary, general secondary and artistic education;
The Council has 43 members, including the president. The president and the members of National Education Council is chosen by the National Assembly for the period of six years. It is constituted by academics, university professors, faculty teachers who educate primary school class teachers, representatives of teachers and other education staff, different unions and associations, unions of vocational secondary schools and grammar school, higher education institutions for vocational studies for pre-school teacher education, Serbian Orthodox Church, other traditional churches and religious communities, national minorities, national Employment Agency, representatives of the unions for the area of education in Serbia, union of employers.

In the period from 2008, the Ministry of Education and Science has implemented projects financed from the EU pre-accession funds. Within the projects, the Ministry, as the beneficiary of project results has established Working groups and Project Steering Committees (PSC) consisting also of the representatives from other ministries and social partners.
(ANNEX 7)

In 2009, the government of Serbia has adopted the Action Plan for implementation of the Strategy for Development of Adult Education in Republic of Serbia and the Action Plan for the implementation of the Vocational Education Development Strategy. These action plans defined measures and participants/implementers of Action plans activities who present different stakeholder groups.
(ANNEX 6)

http://www.srbija.gov.rs/vesti/dokumenti_sekcija.php?id=45678
http://www.nps.gov.rs/

...adult literacy?	☐	☒

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:

Various measures for capacity building have been implemented in various working bodies and committees, then through trainings on numerous projects, especially through big structural projects.

...adult literacy?	☐	☒

If Yes, please indicate what activities are undertaken and provide references:

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☒	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

There is a legal, political and strategic framework set for coordination and cooperation in adult education, but there are series of obstacles for their implementation - from insufficiently developed mechanisms for coordination, governing and cooperation, to limited financial resources.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

Actual expenditure	*Budget allocation*
☐	☒

4.2 Please indicate the name of the currency used for reporting:

  EUR

4.3 Please indicate the monetary unit used in the following tables:

Units	*Hundreds*	*Thousands*	*Millions*
	☐	☐	☐

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	*Amount (2010)*	*Source*
National government			
Sub-national governments[5]			
Total			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government		(see 4.8.)	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)	1.500.000 EUR	1.500.000 EUR	☐
Private companies			☒
Learners/households	(see 5.11)	(see 5.11)	☐

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government		(see 4.7.)	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).
[5] Control for the potential double-counting effect of transfers across different government levels.

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief description:
There is a new system of financing set for the needs of the implementation of the project Functional education adults in Serbia "Second Chance", e.g. the new budget line for financing primary adult education was established, with additional funding of professional trainings through active employment measures programs of National Employment Agency. For the period 2010 – 2013, planned amount from the EU IPA funds (IPA 2008) is 4.5 million euro while cost share from the budget of Republic of Serbia is planned to be 3 million euro.

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

National Employment Office had following expenditures for adult education and training in the context of active employment measures for unemployed persons in 2009: 994.897 EUR, in 2010. 2.809.523 EUR, and the budget for 2012 foresses 4.190.476 EUR.

In the budget of the Ministry of education and Science (article from the Law on the budget of Republic of Serbia for 2012 (National Gazette no. 101/11) for education of adults in 2012 there is an amount of 270.000 EUR. For the development of standards in primary adult education through the project of the Institute for Evaluation of Quality of Education and Institute for Improvement of Education, there is total of 252.000 EUR and in 2012, 190.000 EUR.

In the Ministry's budget for 2012, there is money planned for professional development of staff employed in primary and secondary schools with total of 28.000 EUR. For professional development of Ministry's staff, planned amount for 2012 is around 33.000 EUR.
(http://www.mpn.gov.rs/sajt/page.php?page=18)

Budget of the Ministry of Education and Science – Article from the Law on the budget of Republic of Serbia for 2012
(National Gazette No. 101/11)

Lack of financial resources is the main limiting factor for development of education and thus adult education.
National Education Development Strategy 2020 which is being prepared states that it is necessary to increase education budget in the following period to reach the level of 6% of gross national income.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	unemployed, unqualified, poor, women, Roma, rural residents, prisoners	☒
Vocational (technical, income-generation-related)	☒	unemployed, unqualified, poor, women, Roma, rural residents, prisoners	☒
Life skills and/or health issues	☒	unemployed, unqualified, poor, women, Roma, rural residents, elderly	☐
Use of information and communication technologies	☒	unemployed, unqualified, poor, women, Roma	☒
Official/local languages	☒	Roma	☐
Foreign languages	☒	unemployed, unqualified	☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:) Development of literacy skills, general education, some forms of vocational education and training for key life skills the public sector covers through its commitment and makes an effort to make them more available for most target groups. But, due to limited financial and other resources, this support has limitations.	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☒	unemployed, unqualified, poor, women, elderly	☒
Life skills and/or health issues	☒	unemployed, unqualified, poor, women, elderly	☒
Use of information and communication technologies	☒	unemployed, unqualified, poor, women, elderly	☒
Official/local languages	☐		☐
Foreign languages	☒	unemployed, unqualified, poor, women, elderly	☒
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☒	women, elderly	☐
Other	☒	companies' employees	☒

(please provide a brief description below:) Companies in private ownership whose primary activity is not provision of educational services mainly organize trainings for their employees, most often courses for professional development, as well as ICT and foreign languages.			

Civil society or non-governmental organisations	*Mark all that apply*	*Target group(s)*	*Use of ICT*
Literacy (reading, writing, numeracy)	☒	unemployed, unqualified, poor, women, Roma, rural residents	☐
Vocational (technical, income-generation-related)	☒	unemployed, unqualified, poor, women, Roma, rural residents	☒
Life skills and/or health issues	☒	unemployed, unqualified, poor, women, Roma, rural residents	☒
Use of information and communication technologies	☒	unemployed, unqualified, poor, women, Roma, rural residents	☒
Official/local languages	☒	unemployed, unqualified, poor, women, Roma, rural residents	☐
Foreign languages	☒	unemployed, unqualified, poor, women, Roma, rural residents	☒
Human rights/civic education	☒	unemployed, unqualified, poor, women, Roma, rural residents	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	unemployed, unqualified, poor, women, Roma, rural residents	☒
Other *(please provide a brief description below:)* Chambers of trade, commerce and industry organize trainings in vocational education, ICT, foreign languages, human rights/civic education.	☒	members of related organization or association	☒

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education **On adult literacy**	☒ ☐	☒ ☐
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any). Statistical Office of the Republic of Serbia, within its regular activities, monitors and collects data on specific aspects of provision and demand in the field of education. National Employment Agency, as part of their regular activities, systematically monitors provision and demand for specific skills and trainings for jobs. Professional Associations and scientific institutions occasionally assess adult education needs of specific target groups but their scope is limited.		

Centres for continuous adult education (RTC – regional training centres – the existing 5 and 12 in the process of establishment) have been formed within vocational secondary schools and they conduct researches of the needed skills within a local community.
(ANNEX 8)

Serbian Chamber of Commerce and Regional Chambers of Commerce regularly conduct surveys about the competencies of the work force.

Domestic and international projects often have, as one of their components, assessment of the needs of their target groups.

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.

(add as many lines as needed)	Mark if language of learning materials
Serbian language	☒
Hungarian language	☒
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

There is a large number of ethnic communities for whom there are no translated materials for development of literacy skills and primary adult education because the number of the members of these groups is small.

Besides this, there is a certain number of persons who went through readmission process who speak the languages of the countries they came from, and not the official (Serbian) language spoken in classes.

Big obstacel is also a lack of teachers for teaching in minority languages.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	☐	☒

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	Mark all that apply	Are local communities involved?	
		Yes	No
National level	☒	☐	☒
Sub-national level	☒	☐	☒

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.
Series of innovative measures were developed, intended specifically for marginalized groups. These measures were often developed and tested through projects. The largest number of innovations was introduced through "Second Chance " project (see 7.2) and other projects (see ANNEX 7).

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☒
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☒
Completion of literacy programmes	☒
If this information is available please attach the corresponding figures and documentation, or provide the references: The government only collects above mentioned data for the programmes within the formal education system!	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☒	☐	☒	☐
Adult literacy programmes	☒	☐	☒	☐
If this information is available please attach the corresponding figures and documentation, or provide the references: In formal education, evaluation of outcomes is legally defined. There are: „By-law on grading students in primary education" and "By-law on standards of quality of institutions" which provide a framework for monitoring and evaluation of reaching standards for quality of work of schools through observation of achievements of educational standards by measuring students achievement. Measuring students' and adults' learning outcomes is conducted on a school level and at this moment, there are several forms of final exams (in classical, four year educational profiles – matura (exit exam), in three years educational profiles there is a final exam on a school level, while in pilot four years profiles, matura is conducted on a national and school level. Tasks and instruments for grading are standardized. In three years profiles – the final exam is independent exam for which the tasks are prepared by the Centre for vocational and adult education in cooperation with schools. National Qualifications Framework is in the process of development. It will determine the structure of the exams to obtain a qualification on all levels and the concept of professional matura and final exam which should be implemented within the system in 2014. At the moment, there is a process of development of standards for primary adult education, and it is planned to have the final exam adjusted to adults (within IPA 2008 project).				

In school year 2009/2010, 3.480 adult learners attended schools for primary adult education, number of students that finished the year was 2.273 (Statistical Office of the Republic of Serbia).

In secondary education, school year 2009/2010, there were 14.810 part-time students.

Additional qualifications programs, prequalification and specializations in the school year 2009/2010 attended 8.311 learners.

In non-formal system of education, standards developed for the formal education system or internationally accepted programmes were used to estimate educational outcomes; most often, a teachers/facilitators themselves monitor, evaluate and provide internal certificates as a confirmation.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
		☐
Adult education	☒	☐
Adult literacy	☒	
	Adult education	Adult literacy
If yes: Who participates more?		☐
Women	☐	☐
Men	☐	
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
Adult education	☐	☒
Adult literacy	☐	☒

If measures have been undertaken please provide a brief description and references:
Men participate more in the programs for vocational secondary education as well as in the trainings and programmes for obtaining additional qualifications, re-training, professional development trainings, specializations, etc. On the other hand, women participate more in the non-formal education programs (life skills, soft skills, etc.).

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Since there is a huge population with very limited financial resources, possibilities for personal participation in financing education of this target group is very limited (this is confirmed by the surveys about the workforce conducted by Statistical Office of the Republic of Serbia – average expenditure for adult education of an household in Serbia was ca 16 EUR per year in 2009 and ca 12 EUR per year in 2010).

A particular problem is the fact that there is often lack of support and incentive from employers for education and professional development of their employees.

There is an insufficiently developed system of educational proovision for the adults, especially irregular geographical disbursement of providers, which puts specific groups in unequal positions.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	2009 still in effect	Normative Act: In the Law on Foundations of Education System (Official Gazette RS no. 72/09 8, article 76. and 72.) the basic elements of the school programs are defined for primary and secondary education, for specialist and master of crafts education, education for jobs, professional development and trainings. Curriculum ensures implementation of principles, goals and standards of achievement according to the needs of the students, learners and local community. Basic elements of school programs are: goal, duration, compulsory and elective subjects and modules in cycles, i.e. profiles and grades, ways to implement the program, optional subjects and their programs, implementation and adjustment to adult education.
		2006 - in effect till 2011	Normative Act: By-law on pilot programme of functional primary education of Roma (Educational Gazette 7/2006). The pilot programme defined for specific target group – Roma people, is monitored and evaluated.
		2011 - in effect untill further notice (till 2016 at the longest)	Normative Act: By-law on programme of functional adult education (Educational Gazette 6/2011). This By-law defined novelties in the pilot programme, expected outcomes, duration, conditions and implementation, monitoring of the pilot, curriculum and program of

		2009	functional adult education. Normative Act: Law on the Foundations of Education (Official Gazette RS, no. 72/09) states jurisdiction to National Educational Council for development of General outcomes and standards of education – general and specific standards of achievement of students and adults.
Learning materials	⊠	2009. - still in effect	Normative Act: Law on Foundations of Education (Official Gazette RS no. 72/09 article 5) states jurisdiction to national Educational Council to set standards for quality of text books and teaching materials and needs assessment for the new text books, development of text books plans and proposals to the Minister for approval of text books and teaching materials for the pre-school, primary and general secondary and artistic education, general educational subjects, vocational secondary adult education. Mandate to conduct expert work related to the preparation of the mentioned standards is given to the Institute for Improvement of Education - Centre for development of curriculum and text books. Normative Act: Law on text books and other teaching materials defines preparation, approval, publishing, selection, monitoring and evaluation of text books, text books sets and other teaching materials and aids for realization of educational activities in primary and secondary.
Facilitators' training	⊠	2009 still in effect	Normative Act: Law on Foundations of Education (Official Gazette RS no. 72/09) regulates the work of education staff (teachers, pre-school teachers and psychologists and pedagogues), their tasks, conditions of employment, their initial education, professional

			development and training, and licence to work. This Law also regulates the possibility to establish centres for professional development of education staff by the local municipalities. At this moment, there are 11 centres for professional development in Serbia.

The Minister of Education adopted the By-law on professional development and career advancement of teachers and other education staff. |
		2012	By-law on licencing for teachers, pre-school teachers and other education staff is being developed and it will regulate: introduction of novice teachers and other education staff into the work , ways to evaluate their work, costs for licence exams and authority body for the exam, content and ways to manage register of teachers' and other education staff with a licence and licence certificate.
		2011	National Educational Council has adopted a document Standards of competencies for teaching profession and their professional development and is related to competencies for: - teaching field, subjects and methodology - teaching and learning - support to development od a - communication and cooperation.
Teaching/ learning methods	☒	2009. - still in effect	Based on the Law on Foundations of Education, Article 19 (Official Gazette RS no. 72/09), National Educational Council has approved the By-law on standards of quality of institutions which regulates, among other things, teaching methods, learning and didactic and methodological guidelines in realization of classes; learning techniques, ways to adjust teachers work to the educational

			needs of the students ways to efficiently manage the learning process and evaluation in function of learning.
Assessment of learning outcomes	☒	2009 still in force	Based on the Article 109, act 5 of the Law on Foundations of Education, Article 19 (Official Gazette RS no. 72/09), the Minister of Education and Science has brought the By-law on grading students in primary education based on the Article 14, act 1, point 5 of the Law on Foundations of Education (Official Gazette RS no. 72/09). National Educational Council has developed the By-law on standards of quality of institutions which regulates monitoring and evaluation of achievement of standards of quality through schools' work and measuring students' achievement. Measuring students' and adult learning outcomes is conducted on a school level and at this moment, we have several forms of final exams/exit exams (matura). In classical four years educational profiles there is a matura exam on a school level which consists of three independent exams: • Serbian (mother) tongue and literature – an essay • Matura paper – practical work • Elective subject – for each profile there is a list of elective subjects. In three years educational profiles, there is a final exam on a school level and consists of one independent exam divided on written paper from the main vocational subject, practical part and oral exam - defending the paper in front of the committee. The student or adult acquires a diploma approved by the

| | | | 2011 | Ministry of Education and Science.

In pilot four year educational profiles – matura is an exam on a national and school level. List of topics, test for vocational and theoretical knowledge, the key and tasks for the matura paper – practical work are prepared by the Centre for vocational and adult education.
The exam consists of three parts:
• Serbian (mother) tongue and literature – an essay
• (Test of vocational and theoretical knowledge).
• Matura paper – practical work Tasks and instruments for grading are standardized. The student or adult acquires a diploma approved by the Ministry of Education and Science or has a supplement to diploma.

In three years educational profiles, final exam is an independent exam. The tasks for the final exam are prepared by the Centre for vocational and adult education in cooperation with the schools.
Practical part of the exam is taken in front of the committee consisting of teachers from a school od representatives of the \union of employers or Serbian Chamber of Commerce.
Tasks and instruments for grading are standardized. The student or adult acquires a diploma approved by the Ministry of Education and Science or has a supplement to diploma.

At the moment:
• NQF is being developed which will regulate the structure of the exams for acquiring qualifications on all levels;
• Development of the concept of matura and final exam which should be implemented into the |
|---|---|---|---|---|

			system in 2014.

Adult literacy			
Area	*Mark when quality criteria are in place*	*Indicate year when quality criteria were introduced*	*Specify quality criteria in place*
Curricula	☐		
Learning materials	☐		
Facilitators' training	☐		
Teaching/ learning methods	☐		
Assessment of learning outcomes	☐		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution University Private company Non-governmental organisation	☐ ☒ ☐ ☐	1) Four year BA study programme + MA + PhD for andragogues (professionals for the field of adult education) 2) Traditional four year BA studies for teachers in primary and secondary schools who teach specific subjects	☐ ☐ ☒ ☒	Courses, seminars, trainings in non-formal education, from a few days to several months (a)professional development after the initial education at the university or: b) initial training for part-time teachers,

				instructors, facilitators)
				Courses, seminars, trainings in non-formal education, from a few days to several months (a)professional development after the initial education at the university or: b) initial training for part-time teachers, instructors, facilitators)

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*		
Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)	40.000 RSD = 380 €	Is related to teacher salaries in formal system of education and literacy skills development Salaries in non-formal system and in companies have a very wide range
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☐	☒
Adult literacy	☐	☒

Please provide a brief description and references:

There are no special standards and quality criteria for development of literacy skills and adult education, but in formal adult education standards developed for education of children are in use (for curriculum, teachers/facilitators and evaluation of outcomes - see 6.1.).

In some forms of non-formal education of adults, the following standards are used:
- Standards of quality developed for the formal system
- Standards of quality developed and monitored internally by the providers
 - Internationally accepted programmes

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	Mark all that apply
Lifelong learning	☐
Adult education	☒
Adult literacy	☐

If one or more of the boxes is marked, please provide a brief description and references:

There are no systematic studies but analyses, research summaries and etc, conducted within various projects.

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*

	Mark if taken place
Advocacy events (conference, forum, etc.)	☒
Media campaigns	☐
Publications (booklets, leaflets, posters, etc.)	☒
Creation of committees to streamline adult education and adult literacy	☒
Adult Learners Week/Learning festivals	☐
Creation of learners' networks and/or fora	☐
Translation of the *Belém Framework for Action* into the national language	☒
Presenting the *Belém Framework for Action* to parliament	☐
Elaboration of a funding plan	☐
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☒
Other (*please specify below*)	☒
Regional initiative for South Eastern Europe with a goal to exchange experiences in implementation of BFA, joint activities and initiatives in implementation of "CONFINTEA VI in Action"	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

The EU-funded Project - "The Second Chance - Systemic Development of Elementary, practice Based Adult Education in Serbia" is implemented by the "GOPA, Consultants" in consortium with DVV - international and the European Association for Adult Education during the period from 2010 to 2013

The aim is to create a modern and functional adult education system in Serbia, contributing more efficiently to enhanced employability, as well as to poverty reduction and social cohesion and to establish a system of functional elementary education for adults, which would be accessible and responsive to the learners' and labour market needs, in line with the lifelong learning concept and focusing on life skills, job skills and competencies

As a holistic approach to adult education, the model of functional primary adult education (FPAE) presents a novelty of the concept and implementation:

1) FPAE lasts three years instead of four that used to be the practice until now
2) FPAE is implemented in three cycles one year each.
- In the 1st cycle of education (grades 1-4), adults will acquire basic literacy and numeracy, and they will learn how to manage different life situations, through the following subjects: Serbian and English language, mathematics, digital literacy and basic life skills.
- In the 2nd cycle (grades 5 and 6), adults will learn functional physics, chemistry, biology, history, geography, entrepreneurship, and responsible living in the civil society.
- Besides these subjects, in the 3rd cycle (grades 7 and 8, and vocational training), participants will have classes of applied sciences and get a vocational training which they will choose from the list of 35 vocational profiles, through the counselling process and with the assistance of the National Employment Service's local branches.
3) Model FPAE includes trainings as one of the forms of professional development based on the standards of work and labour market needs;
4) Curriculum and FPAE programme are based on outcomes that ensure development of knowledge, skills and attitudes necessary for quality and responsible life and work in the modern society;
5) Integrated curriculum and FPAE programme contains: interconnected cycles, interconnected general education and training, defined general outcomes in all subjects and modules, interconnected and

functionally rationalised contents of different subjects functionally connected general and practical contents, horizontally and vertically connected subjects and modules;

6) New subjects and modules in the programme (Entrepreneurship, Digital Literacy, Responsible Living in civic society and modules – Life Skills, Applied Sciences and 30 training programmes and their exams);

7) Organisation form of FPAE work is regular classes;

8) Organisation of classes are adjusted to the needs and possibilities of learners (double classes, weekend lessons, evening lessons, seasonal and daily adjustment to the needs of the learners);

9) Taking in consideration the needs of the learners during the enrolment and implementation of FPAE programme and needs assessment for individualisation and forms of work;

10) Taking in consideration specificities of various target groups through programme implementation;

11) Class length is 30 minutes;

12) Organisation of adults into classes having in mind the optimal number of learners;

13) Introduction of andragogical assistants in training programmes for them;

14) Training of teacher for working with adults and for implementation of FPAE;

15) Development of teacher manuals for the first, second and third cycle, for trainings in vocational education, for basic andragogical skills and development of materials for classes and teaching for every subject and modules - for both teachers and participants.

16) Establishment of inter-sector cooperation in providing support to implementation of FPAE model and larger involvement of adults in primary adult education;

17) Establishment and functioning of a school team for implementation of FPAE to ensure its sustainability.

www.drugasansa.rs and www.second.chance

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☐	☐	☐	☐	☐	☐	☐
Media campaigns	☐	☐	☐	☐	☐	☐	☐	☐
Publications (booklets, leaflets, posters, etc.)	☐	☐	☐	☐	☐	☐	☐	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	*No*
... women and girls?	☐	☐

If yes, please provide a brief description and references:

... other excluded/ under-represented/underprivileged groups?	☐	☐

If yes, please provide a brief description and reference:

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☐	☐	☐	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?	*Yes*	*No*
	☐	☐

If yes, please specify how they have changed below and provide evidence.

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☒	☐

If yes, please provide below a brief explanation:

Understanding the goal and concept of literacy are somewhat changed, i.e. shifted from basic to functional literacy. Besides this, the understanding of having various forms of literacy is becoming more widespread resulting in more straightforward orientation towards development of key competencies.

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

At the moment, 80 elementary schools and schools for adult education are being given support at the moment, which should satisfy the capacity needs for literacy skills development and elementary adult education. Still, these 80 schools have minimal number of staff trained so there is a lack of trained teaching staff and opportunities for their training. There is very small number of accredited trainings for professional development of teachers in the field of didactics and methodics in adult education.
Also, technical equipment and level of knowledge is still not enough for conquering illiteracy and incomplete primary adult education.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

Some of the main challenges in overcoming the problem of illiteracy and incomplete primary adult education are:

- Problem of professional training has not been systematically solved and they are important part of literacy skills development and functional adult education (e.g. NQF has not been developed).

- Big obstacle is lack of material and financial resources for support to literacy and functional adult education programmes.

- Public awareness about the significance and the need for literacy and adult education is insufficient.

-Learning materials with contents and method adjusted to adults are not sufficiently developed.

- Motivation for education of citizens with low education level is very poor (Mathew effect).

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
There is a need for regional approach to this problem (in South Eastern Europe) – for exchange of experiences, examples of good practice, and eventual joint methodology that would provide comparable data, and it is especially necessary to have standardized measuring and monitoring offered by e.g. PIAAC!

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
It is planned to have the new Adult Education Law and National Strategy for Development of Education 2020 adopted, but it is also necessary do develop action plans for implementation of these documents. In addition to this, it is important to develop National Qualifications Framework and further alignment with European frameworks, standards and recommendations. The concept and the system of functional adult education, developed within the "Second Chance" project should come into force as a systematic solution in 2013. There is a strong need to start new initiatives and projects in the area of adult education to be able to implement developed strategies and plans.