

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for Serbia

UNESCO Region	Central and Eastern Europe
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	<p>The National Assembly of the Republic of Serbia on 25th June 2013 approved the Law about Adult Education. Began its implementation from the 1st of January 2014. This is first time in Serbia that a law regulates the field of adult education in light of lifelong learning and non-formal education. The official definition of ALE is part of the following documents: Adult Education Strategy (2006), Strategy for Development of Education in Serbia 2020 (2013) and Law on Adult Education (2014). In this report the definition from the Law on Adult Education will be presented. As the key document for regulation in the field, and a system of adult education, the Law will influence and shape strategies and other bylaws. Adult Education defined in the Article 2 of The Law on Adult Education Adult education is a part of the integral education system of the Republic of Serbia, which enables adults to acquire competencies and qualifications during their entire life, which are necessary for personal and professional development, work and employment, including also socially responsible behavior. Adult education is implemented as formal education, non-formal education and informal learning. Formal education of adults encompasses elementary and secondary education. Formal education of adults, for the purpose of this law, comprises organized learning processes which are implemented on the basis of the curricula for elementary and secondary education, and the curricula of other types of vocational education, adapted to the needs and capacities of adults and the demands of the labor market, in accordance with the law. Non-formal adult education, for the purpose of this law, represents organized learning processes of adults, on the basis of special curricula, for the acquiring of knowledge, values, attitudes, capacities and skills aimed at personal development of adults, work and employment and social activities. Informal adult learning, for the purpose of this law, represents a process of individual acquiring of knowledge, values, attitudes, capacities and skills, in everyday life, working and social environment. (The Law on Adult Education (Article 2), "Official Gazette of the Republic of Serbia" No. 55/2013).</p>
1.2. Has the official definition of ALE changed since 2009?	Yes, a lot
1.2.1. What were the reasons for this change?	<p>In 2006 the Strategy for Development of Adult Education provided the first official definition of ALE. In this document Adult education was recognized as a social activity and a process of responding to adults' needs, regardless of organization, contents, level or applied methods. According to its content, objectives and organizational methods, adult education is considered as diversified and multi-functional, and could be formal and non-formal, general and vocational, initial and continuing, regular and part-time. Regarding the 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 (Strategy for Development of Adult Education in the Republic of Serbia, "The Official Gazette of the Republic of Serbia", No 55/05 and 71/05 - amendment). For all official definitions of ALE in Serbia within the last decade it's typical that they have a broad character. Adult education it usually understood as a field including all areas of adult learning and educational levels. The reasons for the new changes are based on improvement of policy framework through consultations with the key stakeholders. The main changes are the recognition of non-formal and informal learning, which is regulated by law. The definition of adult in the Law on Adult Education, for those who are acquiring primary education, will be persons over 15 years of age with the aim of reacting on the drop-out rate early. Furthermore, the new definition is part of the Law on Adult Education. The adoption of the law for the field of adult education established a foundation for further long - lasting development in the field and understanding the ALE in the respective documents. Higher education isn't part of the adult education system, but the Strategy for Development of Adult Education in the Republic of Serbia recognizes the importance of university programs for adults. In the aforementioned document are defined supportive measures to increase the accessibility of higher education programs to adult learners. In the Strategy propose the harmonization of study programs with the market needs which include: enabling employed students to partially to complete a study program, and then complete it later in full if they desire it (gradual studying); training programs for adults, particularly the employed; the possibility of a partial acquisition of ECTS credits using the method of gradual studies; training courses tailored to the employed. (Strategy for Education Development in the Serbia 2020, page: 144). Furthermore, lifelong learning programs within higher education are defined by the article 96, chapter XII of the Law on higher education. A higher education institution may, within the scope of its activities, implement programs of lifelong learning outside the framework of study programs for which it has obtained a work permit. (The Law on Adult Education, "The Official Gazette of the Republic of Serbia", No. 76/2005, 97/2008, 44/2010, 93/2012 and 89/2013. Authentic interpretation: 100/2007-4).</p>

1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	<p>From 2011 some innovations were implemented in studies of literacy important for the policy. The Statistical Office of Republic of Serbia used broader definition of literacy in a Census of the population conducted in 2011: The literate are taken to be pupils of primary schools, pupils of schools that are ranked higher than primary school, as well as persons who, at the moment of the census, are not attending school but completed more than three grades of primary school. The literate are also persons without school and persons who completed 1-3 grades of primary school, and who said they are capable of reading and writing a text about everyday life, regardless of the level of language and alphabet used. For the first time on the last census data about computer literacy was collected and the Statistical Office of Republic of Serbia used the following definition: A computer literate person is a respondent age 15 and over who declares that he or she knows text processing, creating tables, sending and receiving electronic mail, as well as whether a person knows how to use the Internet. The data collected for categories: A computer literate persons - shows the number of persons who can perform all four mentioned computer activities. Persons with partial computer skills - contains the number of persons who can perform one, two or three computer activities, but not the mentioned four. A computer illiterate persons - displays the number of persons who cannot perform any of the activities, i.e. persons who do not use a computer in every day routine. (The Statistical Office of Republic of Serbia (2013): 2011 Census of Population, Households and Dwellings, in the Republic of Serbia; Book 3: Educational Attainment, Literacy and Computer Literacy (press release) Serbia participated in the fifth round of UNICEF's research Multiple Indicator Cluster Survey and one of the indicators was dedicated to literacy and education. This indicator, among school attendance, measured literacy rate for the population of young women. The definition of this type of literacy rate is the following: the number of women age 15-24 years who are able to read a short simple statement about everyday life or who attended secondary or higher education. (The 2014 Serbia Multiple Indicator Cluster Survey (MICS) and 2014 Serbia Roma Settlements Multiple Indicator Cluster Survey (MICS), Key Findings, July 2014) In the Strategy for Education Development in the Serbia 2020, it was recognized that it's necessary to participate in international quality control systems, such as the program for the international Assessment of Adult Competences - PIAAC (Strategy for Education Development in the Serbia 2020, page: 205), but Serbia didn't join the 3rd round of that research. The "Second Chance" project successfully developed and piloted a new concept of Functional Elementary Education for Adults (FEEA) in Serbia with an EU IPA grant of 4 million Euros. The project was implemented by the Ministry of Education, Science and Technological Development with national and European partners and experts. After the final revision of the projects' results in September 2013, this concept was introduced as part of the formal system of education in Serbia. The Minister of Education, Science and Technological Development approved The Rulebook on Adult Education Curricula ("The Official Gazette of the Republic of Serbia", No 13/13), based on The Law on the Foundation of the Education System ("The Official Gazette of the Republic of Serbia", No. 55/2013). This regulation introduces a new concept of functional basic education for adults based on three cycles, each lasting one year: the first year is focused on functional literacy and the second and third on general education (e.g. civic, political, health and family education) and vocational training, including entrepreneurship and skills important for the improvement of the competitiveness of the job market. The project "Second Chance" confirmed clearly that literacy should be understood as continuous has a variety of competencies. Furthermore, the general, soft and vocational competencies should be interrelated and taught with the support of the interaction between different stakeholders in the community. The National Employment Service, one of the key stakeholders for the realization of the Functional Elementary Education for Adults, adopted the Rulebook on the method and criteria for the implementation of the policies for active employment based on the (Law on Employment and Unemployment Insurance, "The Official Gazette of the Republic of Serbia", No. 6/09 and 88/10), The Law on Vocational Rehabilitation and Employment of Persons with Disabilities and the Statute of the National Employment Service. This document regulates the realization of the vocational training for gaining initial qualification within the Functional Elementary Education for Adults (FEEA) program.</p>
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	tend to agree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	No
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	<p>The Law on Adult Education of the Republic of Serbia, adopted by the Serbian Government in June 2013, and coming into force in January 2014. This is the main indicator of the progress on ALE policy in Serbia, because the law built the foundation for future development in the field. The accession process of Serbia to the EU opened possibilities for more democratic procedures for making laws through public consultations on organized meetings and as well as on-line discussions. Another significant indicator of the progress is the dedication to understanding and valuing the results of research and EU projects. The Ministry of Education, Science and Technological Development introduced the new concept of Functional Elementary Education for Adults (FEEA) in Serbia and regulated it with the Rulebook on Adult Education Curricula, the Rulebook for General Standards of Achievement in the Elementary Adult Education, the Law on Adult Education, and Annual Adult Education plan in Serbia 2015. Moreover, the amendments on the Law on the Foundation of the Education System from 2012 introduce a very new function, andragogical assistants, as support to the system of Functional Elementary Education for Adults. This shows that policy has answered on educational need of the population and proposed a solution coming from the academic and professional community. Intersectoral cooperation, and interconnections between regulations, facilitate re-establishing a system of adult education. ALE has become an unavoidable field in the Strategy for Education Development in the Serbia 2020 and the draft of Strategy for enabling environment and cooperation with civil society 2015-2018.</p>

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Yes
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy framework was developed after 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	The Law on the Foundation of the Education System ("The Official Gazette of the Republic of Serbia", No. 72/2009, 52/2011 and 55/2013) http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/504-zakon-o-osnovama-sistema-obrazovanja The Law on Adult Education ("Official Gazette of the Republic of Serbia", No. 55/2013) http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/757-zakon-o-obrazovanju-odraslih The Strategy for Education Development in the Serbia by 2020 ("Official Gazette of the Republic of Serbia", No.107/2012) http://www.kg.ac.rs/Docs/strategija_obrazovanja_do_2020.pdf Action Plan for the Implementation of the Strategy for Education Development in the Serbia 2020 http://www.mpn.gov.rs/dokumenta-i-propisi/dokumenta/1747-akcioni-plan-za-sprovođenje-strategije-razvoja-obrazovanja-u-srbiji-do-2020-godine Rulebook on Adult Education Curricula, ("The Official Gazette of the Republic of Serbia", No. 13/13) http://www.slglasnik.info/sr/13-29-07-2013/21135-pravilnik-o-nastavnom-planu-i-programu-osnovnog-obrazovanja-odraslih.html Annual Adult Education plan in Serbia for 2015 ("The Official Gazette of the Republic of Serbia", No. 2/2015) http://www.mpn.gov.rs/dokumenta-i-propisi/dokumenta/1774-godisnji-plan-obrazovanja-odraslih-sluzbeni-glasnik-rs-broj-2-2015-od-9-1-2015-godine Rulebook on the method and criteria for the implementation of the policies for an active employment http://www.nsz.gov.rs/live/digitalAssets/1/1272_1._pravilnik_o_nacinu_i_kriterijumima_za_sprovođenje_mera_aktivne_politike_zaposljavanja_sl.glasnik_rs_br._12-12.pdf Rulebook on General Standards of Achievement in Elementary education of adults, ("The Official Gazette of the Republic of Serbia", No.50 / 2013) http://www.nps.gov.rs/dokumenta/стандарди#more-2944
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems]	tend to agree

3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]	tend to agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Yes
3.2.1. Describe how the government consults on ALE policy.	The Government seeks the views of all interested parties in the process of making laws, strategies and significant regulations. There are two types of cooperation. The first one is dedicated to establishment of working groups, which include members from relevant key stakeholders. The working groups are formed by the competent ministry. The second one, public consultation, belongs to the wider population. The public consultations were recognized as a key mechanism for dealing with corruption. According to the current Rules of the Government, the implementation of public consultations are required in preparation for laws and document altering in an issue of particular public interest.
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?	Yes

<p>3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.</p>	<p>The Law on the Foundation of the Education System introduce the National Council for Vocational Training and Education of Adults. This body consist of distinguished representatives of the chamber of commerce, craftsmen employer' association, experts in the field of adult education, business community, employment, labor and social policy, youth policy, teachers from associations of vocational schools. Authority of the Council dedicated to propose: the lists of educational profiles, special achievement standards for secondary vocational training and education, quality standards for additional vocational schools and schools of adults, national qualification standards, a part of curriculum, programs for different types of vocational training and exams, etc. The system is supported with a few institutions: Within its Vocational Training and Adult Education Center, the Institute for the Improvement of Education will perform professional work and activities related to the field within the scope of recommendations of the Vocational Training and Adult Education Council. Within its Educators' Professional Development Center, the Institute for the Improvement of Education will perform professional work and activities related in particular to: preparation of competence standards for a profession of a teacher, preschool teacher and their professional development as well as the preparation of competence standards for principals; strengthening of the continuous competence improvement and professional development system of employees working in preschool, elementary and secondary education; preparation of intern work induction programs and license exam programs; approval of programs of continuous competence improvement of teachers, preschool teachers, psychologist/pedagogue and principal; participation in the implementation of European and international programs in the area of professional development of employees; preparation of additional materials and handbooks for teachers and preschool teachers thus supporting the attainment of education objectives and achievement standards, as well as adherence to the education and pedagogy principle (The Law on the Foundation of the Education System, "The Official Gazette of the Republic of Serbia", No. 72/2009, 52/2011 and 55/2013). http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/504-zakon-o-osnovama-sistema-obrazovanja The Law on Adult Education in the article 15 define Adult Education Councils at local level. In order to efficiently monitor and implement adult education, units of local self-government can found councils for adult education, and they provide financial funds for their work, or they might form them as part of the existing local and social economic councils, i.e. the local employment councils. Several units of local self-government may found a common council for adult education (regional council) in order to monitor and achieve aims and activities significant for adult education. The council consists of the representatives of the local self-government unit, the organization in charge of employment affairs in the local self-government, employers, trade unions and associations (The Law on Adult Education (Article 15), "Official Gazette of the Republic of Serbia", No. 55/2013). http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/757-zakon-o-obrazovanju-odraslih The mentioned bodies should provide the quality management system of adult education in the Serbia with equal participation in the decision making of broad range of stakeholders and social partners. This participatory model could be of interest to other countries, which are reforming or establishing a system of Adult Education. Adult Education Annual Plan is document that will be reached by the Government, at the proposal of the Ministry, before the beginning of the school year. Adult Education Annual Plan will be harmonized with the funds allocated by the law in the budget of the Republic of Serbia for the following year. In the preparation of the adult education annual plan, the Ministry will obtain data on the needs for adult education activities from the autonomous province, units of local self-government, chambers of commerce, employers' associations, trade unions and other subjects through school administrations. Data on the need for adult education activities will be obtained from the organization in charge of education affairs, other ministries and other state bodies. The Ministry will obtain the opinion of the Vocational Education and Adult Education Council and the consent of the ministry in charge of education affairs about the proposal for the adult education annual plan. The Law on Adult Education ("Official Gazette of the Republic of Serbia" No. 55/2013). http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/757-zakon-o-obrazovanju-odraslih The Adult Education Annual Plan began its implementation 2015. This document should facilitate governance in adult education at all levels by a participatory policy implementation process. In April 2014, the Serbian Government nominated its representatives for Thematic Working Groups (TWG) for the first time, under the Education and Training 2020 strategic framework, to actively participate in the Open Method of Coordination (OMC) mechanism. TWG will allow representatives from Serbia to participate in the exchange of the best European practices and educational policies, and also to present the results of strategic and reform processes in Serbia. The participation of representatives of Serbia in the OMC should significantly facilitate the process of opening negotiation chapters 25 and 26 and access to the EU with well reformed educational system. http://omk-obrazovanje.gov.rs/en/</p>
<p>4.1. What percentage of public education spending currently goes to ALE?</p>	<p>0 – 0.4%</p>
<p>4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has</p>	<p>increased</p>
<p>4.3. Does the government plan to increase or decrease spending on ALE?</p>	<p>Plans to stay about the same</p>
<p>4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?</p>	<p>Yes</p>

<p>4.4.1. Give details and provide references where appropriate and URL link if possible.</p>	<p>According to the Ministry of Education, Science and Technological Development 15 % of the budget of the Republic of Serbia for 2015 is provided for education. Funding for adult education amounts around 0,2% of the whole budget for the Ministry of Education, Science and Technological Development, but funding came from other sources (e.g. EU projects, funds of private companies, participants). The data from the Second National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia for the period 2011 – 2014 shows that in 2012 the estimated public expenditures on education in the Republic of Serbia stood at 5.27% of the GDP. The first data dedicated to funding adult education activities provided with the Annual Plan for Adult Education for 2015. According to the Law on Adult Education financing and planning of ALE regulated with chapter IX. Article 58 define that funds for the financing of adult education will be included in the budget of the Republic of Serbia, the budget of the autonomous province and the budgets of the local self-government units in accordance with the annual adult education plan, firstly applied in practice from 2015. The funds should be provided directly from the participants and candidates and employers, and from other sources, as well. Funds from the Budget of the Republic of Serbia cover expenses for: elementary education of adults' program and the first employment, other activities of adult education envisaged by the adult education annual plan, financial incentives for the equipping with teaching and other material aids and for the development programs and projects in accordance with the adult education annual plan. Funds from the Budgets of the Local Self-Government Units cover expenses for: officially recognized providers of activities founded by the local self-government unit, for investments and capital maintenance, and for the running costs, financing of programs envisaged by the local adult education annual plan, financial incentives for the equipping with teaching and other material aids and for the development programs and projects in the field of adult education at the local level, functioning of the council (The Law on Adult Education, Article 61 "Official Gazette of the Republic of Serbia", No. 55/2013). The Annual Plan for Adult Education should define the priorities for a single year, as well as the sources for financing and criteria for allocation. Important budgetary allocation for employment oriented adult education is given via the National Employment Service. The initial vocational education is provided from the same fund and belongs to a separate budget line reserved for the implementation of the program Functional Elementary Education of Adults. Finally, there are some funds for the realization of programs for the continual professional education of teachers. The local governments manage these resources and allocates it to the schools. The data provided in the Annual Plan for Adult Education shows that adult education has been funded from different sources: the budget of the Ministry of Education, Science and Technological Development and other appropriate ministries, school funds, students' resources, EU funded projects, the budget for the National Employment Service, etc. These results indicate that measures planned in the Strategy for Education Development in Serbia 2020 related to multiple sources of funding were achieved. The funding model for lifelong learning and, particularly, of adult education, still is developing into practice for the Strategy for Education Development in Serbia 2020 which will need to be applied in the coming period: public and individual funding should be combined, especially for adults, who will participate in higher education with the aim of getting a new, or a better-paid, job. Furthermore, measures which obviously lead to increased financial investment in this type of education, particularly from the private sector, for example, adopting certain forms of tax incentives, need to be introduced in cooperation with ministries and relevant stakeholders. The financing of adult education is the main challenge for this field in Serbia. Following the implementation of the described model should be interesting, as learned lessons, for other countries in the region and societies who are in the process of accession to the EU.</p>
<p>5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...</p>	<p>Increased</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]</p>	<p>16,5%</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]</p>	<p>2011</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]</p>	<p>25-64</p>
<p>5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']</p>	<p>The definition of participation for this research is formed indirectly from the methodological framework: the participation rate is number of individuals aged 25 – 64 living in private households, who took part in education and training (lifelong learning) - formal and non-formal education and informal learning. Cultural and social participation were taken into the account, as well as an understanding of participation in cultural activities, political parties, professional associations, religious organizations, trade unions, recreational groups, charitable organizations.</p>

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	http://webrzs.stat.gov.rs/WebSite/repository/documents/00/01/23/71/Anketa_o_obrazovanju_odraslih_2011.pdf
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	Equal participation
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Women participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	increased

5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	increased
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	<p>In The Strategy for Education Development in the Serbia by 2020 was planned raising the participation rate in adult education programs at least 7%. The institutional framework, through a series of legislative acts (the Law on the Foundations of Education, the Law against Discrimination of People with Disabilities, the Poverty Reduction Strategy, and the Strategy for Improving Roma Education), provides access, non-discrimination, and high-quality conditions for the education of all citizens of the republic of Serbia regardless of their physical, intellectual, age, religious, cultural, ethnic, and other characteristics. There was recorded an increasing tendency of coverage of the adults by the non-formal education, especially by the education and learning programs offered by NGO and private providers. Furthermore, there are planned actions for raising the participation rate in adult education programs: develop a broad network of providers of adult education, develop economically oriented educational programs, develop educational programs related to employability, support universities for the third age, develop an offer of vocational training programs for adults through short-cycle courses and training at higher education institutions, for providing of ECTS credits and flexible learning paths, etc. (The Strategy for Education Development in the Serbia by 2020, "Official Gazette of the Republic of Serbia", No.107/2012) http://www.kg.ac.rs/Docs/strategija_obrazovanja_do_2020.pdf The cooperation between the Ministry of Labor, Employment, Veteran and Social Policy, the Ministry of Education, Science and Technological Development, and the National Employment Service have shown good results in improvement of accessibility and participation in adult education and training, especially among vulnerable groups. The new Law on Social Welfare was a significant innovation that emphasizes the proactive role of social beneficiaries and opening possibilities for their active inclusion. The law provides the possibility for an individual action plan, which includes training or education, it was dedicated to those who are able to benefit from financial support the same as those who are unable to work (The Law on Social Welfare, "The Official Gazette of the Republic of Serbia", No."24/2011"). The results of research on Social Assistance and Activation in Serbia: In Search of Inclusive Policy Options shows that there is only one activation strategy currently available, e.g. the public works program with on or off job training. This program increases the participation of financial social assistance recipients belonging to the age groups 30 to 49 and 50 to 64 years old, in National Employment Services' training sessions. Petrovic, M. (2011). Social Assistance and Activation in Serbia: In Search of Inclusive Policy Options. Center for Liberal-Democratic Studies (CLDS), Belgrade. http://rs.one.un.org/organizations/12/Social%20Assistance%20web%5B1%5D.pdf Andragogical assistants are being introduced into the system of Functional Elementary Education for Adults with the amendments on the Law on the Foundation of the Education System from 2012. This new function facilitates the accession of adults in to the educational system and provides aid to the removal of barriers in the educational process. In cooperation with social partners at the local level, andragogical assistants enable the participation of adults, especially vulnerable groups, in the educational process (The Law on the Foundation of the Education System, "The Official Gazette of the Republic of Serbia", No. 72/2009, 52/2011 and 55/2013) http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/504-zakon-o-osnovama-sistema-obrazovanja.</p>
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected

6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in all cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	<p>-Statistical Office of the Republic of Serbia. (2014). Statistical Yearbook of the Republic of Serbia – Education. Belgrade, Statistical Office of the Republic of Serbia.http://webrzs.stat.gov.rs/WebSite/repository/documents/00/01/54/02/05-Obrazovanje.pdf-Glisic, T., Ilic, J. and Jadrijevic Mladar, D. (Eds.) (2013). Evaluation Based on Competences in Vocational Education. Belgrade, Institute for the Improvement of Education.http://www.zuov.gov.rs/wp-content/uploads/2014/02/Ocenivanje-zasnovano-na-kompetencijama.pdf-Institute for the Improvement of Education (2012). Mentor and apprentice: Guide for teachers, educators and professional associates (The second edition). Belgrade, Institute for the Improvement of Education. http://www.zuov.gov.rs/izdanja-zavoda/ -Džugurski, S., Smić, S., Marković, S. and Šćepanović, D. (2013). Research on the Use of ICT in schools in Serbia. Belgrade, Social Inclusion and Poverty Reduction Unite of Government of the Republic of Serbia. http://www.inkluzija.gov.rs/files/Istrazivanje%20o%20upotrebi%20IKT%20u%20skolama%20u%20Srbiji%20-%20jun%202013.pdf-Latinovic, I. (Ed.) (2014). Monitoring Framework for Inclusive Education in Serbia. Belgrade, Social Inclusion and Poverty Reduction Unite of Government of the Republic of Serbia and UNICEF.http://sociojalnoukljucivanje.gov.rs/wp-content/uploads/2014/11/Okvir-za-pracenje-inkluzivnog-obrazovanja-u-Srbiji-eng.pdf-Statistical Office of the Republic of Serbia (2013). The Adult Education Survey in the Republic of Serbia in 2011. Belgrade, Statistical Office of the Republic of Serbia.http://pod2.stat.gov.rs/ObjavljenePublikacije/G2013/pdfE/G20136005.pdf -Ministry of Education, Science and Technological Development (2012). The Strategy for Education Development in the Serbia by 2020 (“Official Gazette of the Republic of Serbia”, No.107/2012) http://www.kg.ac.rs/Docs/strategija_obrazovanja_do_2020.pdf</p>

6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes
6.6.1. Give details and provide sources and URL links if possible.	<p>The Provision and Improvement of Adult Education Quality regulated with Chapter II of the Law on Adult Education. The Article 10 shows comprehensive characteristic of this field. In the provision, monitoring and improvement of the quality of education, the following institutions are included: National Education Council, Vocational Education and Adult Education Council, ministries in charge of the fields of education, economy, employment, labor, social and youth policy, regional development and other ministries, Institute for Education Quality and Evaluation, Institute for Improvement of Education, organization in charge of employment affairs, other bodies and organizations, in accordance with the law (The Law on Adult Education (“Official Gazette of the Republic of Serbia”, No. 55/2013) http://www.mpn.gov.rs/dokumenta-i-propisi/zakoni/obrazovanje-i-vaspitanje/757-zakon-o-obrazovanju-odraslih. The system of quality in adult education will be regulated with network of officially recognized providers of adult education activities. The adoption of the rulebook for this regulation is one of the planned action in The Action Plan for the implementation of the Strategy for Development of Education in Serbia by 2020 (Action Plan for the Implementation of the Strategy for Education Development in the Serbia 2020) http://www.mpn.gov.rs/dokumenta-i-propisi/dokumenta/1747-akcioni-plan-za-sprovodjenje-strategije-razvoja-obrazovanja-u-srbiji-do-2020-godine. The programs for continual education of teachers in Adult Education were submitted by Serbian Association of Andragogists (DAS) and approved by the Institute for Improvement of Education. This is the first time that there is a Catalog of continuous professional development for teachers, educators, professional associates and school managers for the school years 2014/2015 and 2015/2016 which includes programs dedicated to the adult education field. For the example from catalog please, follow the link: http://katalog2015.zuov.rs/Program2015.aspx?katbroj=869&godina=2014/2015. These programs support quality assurance in the new system of adult education in Serbia with respect to a prescribed standard of competencies for teachers' and school managers and their professional development.</p>
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	a lot
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	3
7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	4

7.1.1. Explain your response here.	<p>The legislation in adult education area mentions health in different ways. In the Law on Adult Education health was mentioned in terms of cooperation between different sectors. In The Strategy for Education Development in Serbia 2020, this cooperation is seen through extracurricular programs that will include different health topics, along with information from other fields. Furthermore, the ministries responsible for health, social policy and youth should, together with schools, organize regular, voluntary and humanitarian activities (blood donations, providing aid to poor students, the elderly and vulnerable groups, etc.) and promote a healthy lifestyle within the local community (e.g. fight against the use of psychoactive substances, alcohol and tobacco, reproductive health care for young people). In chapter II of the aforementioned documents the empowerment of families to establish healthy, safe and beneficial conditions for all family members especially children was included. Finally, the adopted program of Functional Elementary Education for Adults among the educational outcomes the development of health competencies was included. From the side of legislation in the field of medicine ALE, is recognized as significant in a few areas. The Law on Health Care take into account provision for professional advancement and the obligatory continuous education of medical workers and medical associates; primary prevention with health education and counseling for preservation and improvement of health in the community; health promotion and/or health education for healthier lifestyles. The law recognizes the importance of educational activity in the area of the protection of health at work (The Law on Health Care, "Official Gazette of the Republic of Serbia", No. 107/2005, 72/2009, 88/2010, 99/2010, 57/2011, 119/2012, 45/2013 and 93/2014). http://www.skriningsrbija.rs/files/File/English/Republic_of_Serbia_Healthcare_Law.pdf To summarize, the contribution of ALE to health and well-being is recognized in legislation through the provision of high quality education for medical staff, cooperation of different sectors for the promotion of health within the community, education for ensuring a healthy work environment, and education dedicated to the prevention or treatment for diseases. These areas are regulated with The Law on Protection of Population from Infectious Diseases, The Strategy for the Prevention and Control of Non-communicable Diseases in Republic of Serbia, The Strategy for the prevention of drug abuse for the period 2014 – 2021. The international research project Benefits of Lifelong Learning in Europe, in which Serbia participated as silent partner, shows that participants of non-formal educational programs in Serbia improved their mental well-being, physical health and health behavior. The BeLL - project (2011-2014, www.bell-project.eu) was funded by the European Commission as a part of the EU funding stream "Studies and Comparative Research (KA 1). The results of this research have the strong arguments for the development of non-formal education in adult education policies at national and EU level.</p>
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Yes

7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected
7.2.1. Please provide your sources.	<p>-The paper "Benefits of Lifelong Learning in Europe: Main Results of the BeLL – Project" shows that non-formal education programs in Serbia made impact on knowledge and competences for health (Jyri Manninen, Irena Sgier, Marion Fleige, Bettina Thöne Geyer, Monika Kil, Ester Možina, Hana Danihelková, David Mallows, Samantha Duncan, Matti Meriläinen, Javier Diez, Simona Sava, Petra Javrh, Natalija Vrečer, Dubravka Mihajlovic, Edisa Kecap, Paola Zappaterra, Anina Kornilow, Regina Ebener, Francesca Opert (2014). Benefits of Lifelong Learning in Europe: Main Results of the BeLL-Project (Research Report); The BeLL - project (2011-2014, www.bell-project.eu) was funded by the European Commission as a part of the EU funding stream "Studies and Comparative Research (KA 1). http://www.alice.ch/fileadmin/user_upload/alicech/dokumente/sveb/projekte/BELL_RESEARCH_REPORT_310514_Final.pdf-After the "Second Chance" project successfully developed and piloted a program, the government accepted a new concept of Functional Elementary Education for Adults (FEEA). In the Rulebook on Adult education Curriculum health competencies are defined as "taking responsibility for your own health and the health of the family, recognizing the effects of different ways of life and habits to maintain and improve health". (Rulebook on Adult Education Curricula, "The Official Gazette of the Republic of Serbia", No. 13/13) http://www.slglasnik.info/sr/13-29-07-2013/21135-pravilnik-o-nastavnom-planu-i-programu-osnovnog-obrazovanja-odraslih.html -Caritas Serbia started working on the implementation of the project "PRO.ME.NE. - Promotion Network for Mental Health". The project is funded by the European Union and Caritas Italy. The main objective of the project dedicated to empowering the CSO and users of Mental Health Services in Serbia to participate in policy-making processes, promote new care services and raising awareness about mental health. http://www.caritas.rs/e-mentalno-zdravlje.htm.-In The National Strategy on HIV infection and AIDS for the period 2011 – 2015 there have been the following goals dedicated to education: continued education and capacity building is planned for persons working in the field of HIV infection, in the area of implementation of "positive" prevention. Furthermore, there are goals dedicated to the standardization of the educational process and training for the population living with HIV. Educational activities planned for specific target groups as members of military, police, social service providers, members and families of population in high risk of infection (e.g. sexual workers, men having sex with men and intravenous drug users). As preventive measures will be realized educational programs of the life skills within existing school curricula and activities of peer education. http://www.unicef.org/ceecis/NATIONAL_HIV-AIDS_STRATEGY_ENG.pdf-The Law on the Protection of Population from Communicable Diseases prescribe participation of health institutions and their staff in educational activities for population that are ill and their families. This program should promote healthier lifestyles and knowledge about possible ways how to protect the community from the communicable disease (The Law on the Protection of Population from Communicable Diseases, "The Official Gazette of the Republic of Serbia", No. 125/2004 and 36/2015). http://www.rfzo.rs/download/zakoni/zakon_zastita_od_zaraznih_bolesti.pdf -AS center, Jazas and many other NGO provide support and a wide range of educational activities for groups who are interested in the prevention of HIV, and AIDS. The aforementioned organizations provide educational activities as support for the population who are living with HIV. http://aids-support.org/o-nama/; http://www.jazas.rs/news-img.php?id=376-Article 120 of Law on Health Care state that the Public Health Institute will disseminate information, provide education and training to the population looking after their own health. (The Law on Health Care, "Official Gazette of the Republic of Serbia", No. 107/2005, 72/2009, 88/2010, 99/2010, 57/2011, 119/2012, 45/2013 and 93/2014). http://www.skriningsrbija.rs/files/File/English/Republic_of_Serbia_Healthcare_Law.pdf -The festival of health is an annual manifestation which provides useful information that will help the wider community improve health through education. The manifestation has the aim of developing healthy lifestyles, improving and promoting health with the support of governmental institutions, a broad range of stakeholders, and companies. http://www.festivalzdravlja.com/BeogradskiFestivalZdravlja/Page-sr/2/O_nama-Maternal health was recorded as a significant area in the health care system, but educational activities are planned and realized mostly through the actions of the civic sector. The „Family Nest“ is a community organization established 2010 with the aim of providing an educational program for the field of maternal health, parenthood preparation, prenatal education for medical staff, etc. This organization provide accredited free educational program. http://www.skolaroditeljstva.com/o-nama.html.</p>
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	4 = very important

7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	4 = very important
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	Not much, but to an increasing extent
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	No
[Name of coordinating body:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Yes

<p>8.1.1. Give sources for checked options.</p>	<p>Some of the defined general outcomes, and the key competences are to be acquired by realization of the curriculum of basic adult education as social interaction and cooperation with others, knowledge related to active citizenship and democracy, ecological responsibility, and multiculturalism, contribute to participation in social, civic and political activities, build social trust, facilitate social integration and support statements connected with diversity and tolerance (Rulebook on Adult Education Curricula, "The Official Gazette of the Republic of Serbia", No. 13/13)http://www.sglasnik.info/sr/13-29-07-2013/21135-pravilnik-o-nastavnom-planu-i-programu-osnovnog-obrazovanja-odraslih.html The international research study Benefits of Lifelong Learning in Europe, shows that attending programs of non-formal education improves only social trust among respondents from the Serbian sample (Jyri Manninen, Irena Sgier, Marion Fleige, Bettina Thöne Geyer, Monika Kil, Ester Možina, Hana Danihelková, David Mallows, Samantha Duncan, Matti Meriläinen, Javier Diez, Simona Sava, Petra Javrh, Natalija Vrečer, Dubravka Mihajlovic, Edisa Kecap, Paola Zappaterra, Anina Kornilow, Regina Ebener, Francesca Opert (2014). Benefits of Lifelong Learning in Europe: Main Results of the BeLL-Project (Research Report); The BeLL - project (2011-2014, www.bell-project.eu) was funded by the European Commission as a part of the EU funding stream "Studies and Comparative Research (KA 1). http://www.alice.ch/fileadmin/user_upload/alicech/dokumente/sveb/projekte/BELL_RESEARCH_REPORT_310514_Final.pdf Social Inclusion and the Poverty Reduction Unit of Government regularly report and inform the public about new regulations and the best practice examples from the field of social inclusion in education and related topics. The Second National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia for the period 2011-2014 provides information about realized teacher training for inclusive education, training for pedagogical assistants, educational activities for parents of children from unprivileged groups. http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/11/Second-National-Report-on-Social-Inclusion-and-Poverty-Reduction-final.pdf The Roma population was in focus in the policy and projects dedicated to social inclusion in Serbia for the last ten years. Evaluation of Efficiency of the Local Mechanisms of Social Inclusion of Roma indicate that counselors for the National Employment Service "Second Chance" program estimate as one of those which are of greatest relevance for Roma as beneficiaries. Furthermore, the program of teaching assistants is one of the key programs for the inclusion of Roma men and women in the educational system. The assistants have been initially engaged in schools where Roma pupils were enrolled. They take part in teaching at regular classes where they provide additional assistance to the Roma population who have difficulties in following the classes. In September 2010, the name "Roma assistant" was changed to "teaching assistant", and their target group were no longer only Roma, but all children with difficulties in following the school curriculum. As of April 2011, the position of teaching assistants was classified within the Ministry of Education, Science and Technological Development.http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/06/Efficiency-of-the-Local-Mechanisms-of-Social-Inclusion-of-Roma.pdf In order to implement concrete measures described in the Strategy of Prevention and Protection from Discrimination within IPA project in 2014 two training for police and local government staff was organized on the topic of LGBT rights (Pavlović, L. et al. (2015). The National Report on LGBT Populations' Human Rights in Serbia for 2014. Belgrade, SGI).http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2015/04/GSA-izvestaj-2014.pdf The EU funded project "Workshop – a step to independence" helped the group of man with disabilities to acquire the skills for making a furniture. The project promoted destigmatisation of the disabled population and cooperation with the employers. http://euinfo.rs/files/Publikacije-srp/36_Rastemo_zajedno.pdf Provided references show that social participation, inclusion, and tolerance are topics in adult education which have intermediary influence on the society. There are a lot of programs for educational staff, families of children from underprivileged groups, police, etc. Only, the formal system and Functionally Elementary Education of Adults and the projects directly influence the mentioned issues. Finally, BeLL research indicates that non-formal education has positive influence on social trust, but these kind of programs depend on private providers and the NGO sector</p>
<p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]</p>	<p>to a small extent</p>
<p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]</p>	<p>to a small extent</p>
<p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]</p>	<p>to a large extent</p>
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]</p>	<p>to a large extent</p>

8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	
8.3.1. Please specify	Innovative curriculum of Functional Elementary Education for Adults includes the subjects dedicated to environmental issues, cultural competencies, and active civic and democratic engagement in the community. The curriculum supports development of the learning competencies with the aim to enable accessibility of the knowledge, culture and continuous educational opportunities within society. (Rulebook on Adult Education Curricula, "The Official Gazette of the Republic of Serbia", No. 13/13) http://www.slglasnik.info/sr/13-29-07-2013/21135-pravilnik-o-nastavnom-planu-i-programu-osnovnog-obrazovanja-odraslih.html
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	somewhat
Groups that are the hardest to reach with ALE programmes? [Refugees]	Yes
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Yes

(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Yes
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Not selected
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Not selected
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Yes
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Yes
(b) groups where ALE programmes have had some success [Other]	
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Yes

<p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]</p>	<p>Yes</p>
<p>9.1.1. Provide sources for the selected options.</p>	<p>The Center for Education and Vocational Training of Chamber of Commerce and Industry of Serbia is a partner in the national project in the field of reforms of education and labor market. The results and feedback of their customers is accessible in the Newsletters of the Center. www.pks.rsThe general conclusion of international the research study Benefits of Lifelong Learning in Europe is that participants/respondents benefited a lot concerning work-related competencies and self-efficacy from attending the non-formal educational courses. (Jyri Manninen, Irena Sgjer, Marion Fleige, Bettina Thöne Geyer, Monika Kil, Ester Možina, Hana Danihelková, David Mallows, Samantha Duncan, Matti Meriläinen, Javier Diez, Simona Sava, Petra Javrh, Natalija Vrečer, Dubravka Mihajlovic, Edisa Kecap, Paola Zappaterra, Anina Kornilow, Regina Ebener, Francesca Opert (2014). Benefits of Lifelong Learning in Europe: Main Results of the BeLL-Project (Research Report); The BeLL - project (2011-2014, www.bell-project.eu) was funded by the European Commission as a part of the EU funding stream "Studies and Comparative Research (KA 1). http://www.alice.ch/fileadmin/user_upload/alicech/dokumente/sveb/projekte/BELL_RESEARCH_REPORT_310514_Final.pdf Innovative capacity tends to be developed by programs of National Employment Service within national regulations and supportive measures for increase employability. This program includes entrepreneurship education, competencies for active job search, career guidance and counseling, etc.The Ministry of Labor, Employment, Veteran and Social Policy, as well as the public authorities at central and local levels will actively promote and implement policies and measures aimed at increasing employment of the Roma, with special emphasis on Roma women. During the decade of Roma Inclusion (2005 – 2015) the National Employment Service, with the support of civil sector were implemented traineeship programs and raising awareness of employment opportunities. Employment incentives regulated and implemented for the population with disabilities, women form rural areas, older workers, and the young unemployed population. http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/06/Efficiency-of-the-Local-Mechanisms-of-Social-Inclusion-of-Roma.pdf Project "VET support for Serbian Detention Facilities" is supported by The Delegation of the European Union to the Republic of Serbia. The project provides support to the Administration for Execution of Penitentiary Sanctions, Ministry of Justice, for establishing a sustainable and productive system of vocational education and training (VET) of prisoners in detention facilities in Serbia. The overall goal of the project is the contribution to the reintegration of prisoners and increasing the possibility of their employment after serving their sentence. During the project a Concept for the Introduction of Vocational Education and Training in Treatment Programs for Prisoners was developed. Nearly 500 prisoners and 200 prison staff take part in the education and training. http://www.vet-kpz.rs/?m=157&l=e</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]</p>	<p>Men</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]</p>	<p>Men</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]</p>	<p>Men</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]</p>	<p>Men</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]</p>	<p>No evidence</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]</p>	<p>No evidence</p>

<p>9.2.1. Provide sources for the selected options.</p>	<p>The Labor Force Survey was conducted in the first of quarter 2015, on a sample of approximately 11100 households, in the territory of the Republic of Serbia. The research revealed that the employment rate of males was 48.1%, while of females it was 34.4%. Furthermore, the employment rates are higher for the population with higher and medium education levels. Statistical Office of the Republic of Serbia. (2015). The Labor Force Survey I quarter 2015. Statistical Release, Number 142 - Year LXV. http://webrzs.stat.gov.rs/WebSite/repository/documents/00/01/76/47/RS10_142_engl-I_kvartal_2015_ARS.pdf A similar interpretation of the statistical data is found in the summary of results of the Second National report on social inclusion and poverty reduction in Serbia for period 2011 – 2014. The results show that the unemployment rate is increasing for the population with lower education levels. Moreover, the employment rate is higher for males than for females. http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2015/07/Pregled-2.-nac.-izvestaja-LAT.pdf The research “Impact Policy Assessment in the Employment Field” shows that from 2010, the unemployment rate increased among the population with lower education levels. On the other hand, the employment rate didn't change for the population with higher education. Mihail Arandarenko, Gorana Krstić, Pavle Golicin, Vukan Vujić. (2013). Impact Policy Assessment in the Employment Field. Belgrade, Foundation for development of economical science. http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/05/Procena_uticaja_politika_u_oblasti_zapo%C5%A1ljava.pdf The study “Poverty in Serbia 2011, 2012, 2013” indicates that educational attainment constitutes one of the key determinants of poverty, seeing that better educated individuals have higher income, as a result of which fewer of them are poor. The results of the study shows that there are practically no poverty disparities between men and women, as poverty incidence was equal for both sexes. This result isn't enough to conclude how educational attainment affects the salary levels of men and women. Dr. Boško Mijatović (2014). Poverty in Serbia 2011, 2012 and 2013. Belgrade, Social Inclusion and Poverty Reduction Unit Government of the Republic of Serbia. http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/09/Poverty-in-Serbia-2011-2012-and-2013.pdf According to data of the Statistical Yearbook of the Republic of Serbia - Labor market, 2014 employee salary levels are higher for males and for population with higher and medium education levels. http://webrzs.stat.gov.rs/WebSite/repository/documents/00/01/53/79/03-LABOR_MARKET.pdf The results of Adult Education Survey 2011 show that the largest number of adults who participated in education and training stated to having benefited from it: got or changed job, achieved better results at current job, were promoted, and got a raise owing to the education and training they completed. When observed by the highest educational level, additional education helped adults with primary school to get a job. Finally, when we take into account sex of participants the mails respondents having benefited more than females, especially in aspects of better performance in the present job. http://pod2.stat.gov.rs/ObjavljenePublikacije/G2013/pdfE/G20136005.pdf Performance in current job (individual productivity, quality of work, achievement), career prospects, job satisfaction, motivation, and commitment to work were the topics analyzed in the research of the scientific community in Serbia, as well as. For example, the research “Leadership and Education” has shown that all three forms of education and studying (formal, non-formal and informal) have unquestionable value when it comes to leadership, and that out of the three the most significant is the informal form of education. It confidently can be said that education and learning are significantly related to the business success rate of the respondents. *This research didn't take into account the gender perspective. Glomazić, H. (2012). Leadership and Education. <i>Andragogical Studies</i> (1), 129-144. http://www.as.edu.rs/static/pdf/Andragoske%20studije%202012-1.pdf</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]</p>	<p>Modest</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]</p>	<p>Modest</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]</p>	<p>Do not know</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]</p>	<p>Strong</p>

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Modest
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	No
9.4.1. Give details and provide references and URL links if possible.	