

YU ISSN 0354-5415
UDK 37.013.83+374

Andragoške studije

Časopis za
proučavanje
obrazovanja
i učenja odraslih

Andragogical Studies

Journal for
the Study of
Adult Education and
Learning

Broj 1, april 2006.

Andragoške studije

Broj 1, april 2006.

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Štampa:

Publish, Beograd

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REČ UREDNIŠTVA

Ovo izdanje Andragoških studija najvećim svojim delom posvećeno je reformi obrazovanja odraslih. U okviru reformskih napora jedan od ključnih zadataka odnosio se na „otvaranje“ srednjih stručnih škola za odrasle. Osnovni napor bio je usmeren na pretvaranje srednjih stručnih škola u multiprogram-ske i multigeneracijske institucije. Škole bi pored svoje osnovne delatnosti realizovale opšteobrazovne i stručne programe za odrasle. Ta ideja je artikulisana u Konceptiji centara za srednje stručno obrazovanje u srednjim stručnim školama koja je nastala u okviru Programa reforme srednjeg stručnog obrazovanja (CARDS) tokom 2004/05.

Osposobljenost srednjih stručnih škola da realizuju različite programe obrazovanja odraslih u prvom redu počiva na osposobljenosti nastavnika za istraživanje potreba za znanjima i veštinama, razvoj odgovarajućih programa i neposredan rad sa odraslim. Saznanja i informacije o osposobljavanju i usavršavanju nastavnika u drugim zemljama mogu biti korisna i inspirativna za kreiranje programa usavršavanja nastavnika srednjih stručnih škola koje realizuju programe obrazovanja odraslih. Kao što je poznato u toku poslednjih nekoliko decenija odvija se intenzivna reforma sistema stručnog obrazovanja i usavršavanja nastavnika u Evropi. ETF (European Training Organisation) je zbog toga posvetio značajnu pažnju ovom problemu organizujući nekoliko skupova čija je tema bila obrazovanje i usavršavanje nastavnika srednjih stručnih škola u zemljama Jugoistočne Evrope. Koristeći napore i rezultate rada ETF-a želimo da čitaocima pružimo elementarne informacije o obrazovanju i usavršavanju nastavnika srednjih stručnih škola u nekim zemljama Jugoistočne Evrope. Verujemo da ova vrsta informacija može biti korisna kako samim nastavnicima tako i stručnjacima koji se bave problematikom obrazovanja i usavršavanja nastavnika, tako i kreatorima politike i razvoja sistema srednjeg stručnog obrazovanja i obrazovanja odraslih. Svi radovi urađeni su prema jedinstvenoj metodologiji koju je predložio ETF i struktuirani su na isti način, što omogućuje pouzdanu komparativnu analizu sistema obrazovanja i usavršavanja nastavnika u zemljama Jugoistočne Evrope.

CENTRI ZA KONTINUIRANO OBRAZOVANJE ODRASLIH U SREDNJIM STRUČNIM ŠKOLAMA¹

- KONCEPCIJA - NACRT

Uvod

Koncepcija razvoja centara za kontinuirano obrazovanje odraslih u srednjim stručnim školama je strateški dokument za osposobljavanje pet srednjih stručnih škola za delatnost kontinuiranog obrazovanja i učenja odraslih. Koncepcija predstavlja polaznu osnovu za transformaciju i modernizaciju škola u smislu:

- razvoja programa i modula obrazovanja, osposobljavanja i obuke odraslih,
- organizacionog prilagođavanje i materijalno-tehničko jačanje škole,
- osposobljavanje nastavnika i saradnika za nove uloge i funkcije
- povezivanja sa lokalnom zajednicom, tržištem rada i privredom sredine u kojoj škole, odnosno centri deluju i
- delovanje na tržištu obrazovanj, istraživanja i konsaltinga.

Osnovni cilj ovog koncepta i strategije njegove realizacije jeste da stvore okvirne uslove za osnivanje pet centara za kontinuirano obrazovanj odraslih u odabranim školama, osposobi ih da deluju na tržištu obrazovanja i razvoja radne snage, istražuju potrebe za znanjima, veštinama i radnim kompetencijama, kreiraju module i programe osposobljavanja i obuke i „isporučuju” ih krajnjim korisnicima na način koji je saglasan sa njihovim potrebama i mogućnostima učenja i standardima obrazovanja.

¹ Ovaj dokument je nastao u okviru Programa reforme srednjeg stručnog obrazovanja (CARDS) tokom 2004/05. Dokument je sačinjen na osnovu širih konsultacija sa stručnjacima Ministarstva prosvete i sporta, Nacionalne službe za zapošljavanje, srednjih stručnih škola, institucija za obrazovanje odraslih, privrednih asocijacija i nevladinih organizacija i domaćih i stranih eksperata za obrazovanje odraslih. Na izradi dokumenta neposredno su bili angažovani Prof. dr Miomir Despotović i Doc. dr Aleksandra Pejatović sa Filozofskog fakulteta, Univerziteta u Beogradu.

Obrazovanje i učenje odraslih je, u prvom redu, povezano sa radnim životom, profesionalnim razvojem i karijerom i stalni dijalog sa poslodavcima, odnosno preduzećima i drugim korisnicima obrazovnih programa postaje krucijalni element celokupne delatnosti centara za kontinuirano obrazovanje odraslih.

U odnosu na centre preduzeća i njihove asocijacije su partneri u kreiranju adekvatnih programa, identifikovanju potreba i sredstava njihovog zadovoljenja. U odnosu na preduzeća i pojedince centri za kontinuirano obrazovanje imaju funkciju konsultovanja i savetovanja u procesu obrazovanja i osposobljavanja, individualnog profesionalnog razvoja, odnosno razvoja ljudskih resursa. Shodno tome, centri za kontinuirano obrazovanje kreiraju kurseve koji odgovaraju :

- potrebama participanata, njihovim mogućnostima i očekivanjima
- politici razvoj ljudskih resursa u preduzećima i
- zahtevima tržišta rada.

Osposobljavanje škola za delatnost obrazovanja odraslih, odnosno uvođenje novih sadržaja i programa rada i novih organizacionih formi nastave i učenja nalazi se u funkciji unapređenja kvaliteta i modernizacije rada škola, njihovog povezivanja sa tržištem rada, preduzećima i celokupnim lokalnim okruženjem.

Polaznu osnovu u izradi nacрта *Koncepcije* činili su: *Analize stanja u srednjem stručnom obrazovanju*², *Potrebe i mogućnosti obrazovanja odraslih u Srbiji*³, *Zakon o osnovama sistema obrazovanja i vaspitanja*⁴ i sledeća reformska dokumenata⁵:

- Okvir za strategiju razvoja stručnog obrazovanja u Srbiji,
- Strateški pravci u razvoju obrazovanja odraslih,
- Obrazovanje i profesionalni razvoj nastavnika, i
- Opšte osnove školskog programa⁶
- Koncepcija srednjeg stručnog obrazovanja u Srbiji.

² *Analiza stanja u srednjem stručnom obrazovanju*, Ministarstvo prosvete i sporta Republike Srbije, Beograd, 2002.

³ *Potrebe i mogućnosti obrazovanja odraslih u Srbiji*, Nacionalna opservatorija Srbije, Nepublikovani materijal, Beograd, 20003.

⁴ *Zakon o osnovama sistema obrazovanja i vaspitanja*, Službeni list, 62/03/.Beograd. 2003.

⁵ Dokumenta (izuzev Opštih osnova školskog programa) objavljeni su u knjizi *Kvalitetno obrazovanje za sve - put ka razvijenom društvu*, Ministarstvo prosvete i sporta Republike Srbije, Beograd, 2002/.

⁶ *Opšte osnove školskog programa*, radni nacrt, Ministarstva prosvete i sporta Republike Srbije, Prosvetni pregled, Beograd, 2003.

Socijalno-ekonomske potrebe za kontinuiranim obrazovanjem i učenjem odraslih

Ekonomске promene. Sa početkom političke krize na prostoru Bivše Jugoslavije 90-ih godina u Srbiji je započeo i proces ekonomske stagnacije. Dugogodišnja izolacija i ratna razaranja doveli su srpsku privredu na ivicu haosa, tako da se u 2000. godini započete socijalno-ekonomske reforme odvijaju u vrlo nepovoljnim privrednim i političkim okvirima. Svi veliki proizvodni sistemi i kompleksi su propali ili se nalaze na ivici bankrota. Početkom 2000. godine Srbija je ušla u fazu tranzicionog (sporijeg) rasta ali još uvek nije dostigla nivo društvenog proizvoda i nivo proizvodnje iz 1998. godine, iako je ekonomski oporavak u periodu od 2000. do 2002. godine očigledan. Društveni bruto proizvod u 2000. godini manji je za oko 45% od nivoa na kome je bio 1989 godine.⁷ To znači da značajan procenat stanovništva Srbije živi u zoni siromaštva. Prema podacima za 2000 godinu 1/3 stanovništva Srbije živi sa prihodima manjim od 30\$ mesečno. U uslovima apsolutnog siromaštva, odnosno sa prihodima manjim od 20\$, živi 18% stanovništva.⁸ Prema podacima za 2003. prosečna zarada u Srbiji iznosila je 11.500 dinara⁹ (oko 160 €).

Proces uspostavljanja tržišne ekonomije započeo je krajem 90-ih kada je donet savezni Zakon o društvenom kapitalu¹⁰. Tokom 90-ih godina u Srbiji je promovisano nekoliko modela privatizacije¹¹ koji nisu imali značajniji efekat na restrukturiranje privrede, priliv stranog kapitala i intenziviranje produktivnosti i zapošljavanja. Vlasnička transformacije je veoma intenzivan i praktično se nalazi u završnoj fazi jer se u privatnom vlasništvu nalazi blizu 80% preduzeća. Istovremeno, konstantno se uvećava broja malih i srednjih preduzeća. U poslednje dve godine u Srbiji je izvršena liberalizacija spoljnotrgovinskog i deviznog poslovanja što je stranim kompanijama omogućilo bolji pristup srpskom tržištu. Međutim, strane kompanije još uvek oklevaju sa značajnijim ulaganjima u srpsku privredu, procenjujući da su nekomercijalni rizici investiranja još uvek vrlo visoki. Na kraju 2002. godine u Srbiji je bilo svega 539 preduzeća sa stranim kapitalom, što je manje od 1% od ukupnog broja.¹²

⁷ Strategija Svetske banke za pomoć u tranziciji, Izveštaj br.22090, jun 2001, str. 3.

⁸ Strategija za smanjenje siromaštva u Srbiji, Ministarstvo za socijalnu zaštitu, Beograd, 2002.

⁹ Društveno ekonomska kretanja u 2003 godini, Republički zavod za statistiku, Saopštenje 22, Beograd, 2004. str. 28.

¹⁰ Zakon o društvenom kapitalu, Službeni list SFRJ, br. 84/89.

¹¹ Zakon o uslovima i postupku pretvaranja društvene svojine u druge oblike svojine, Službeni glasnik Republike Srbije, br.48/91; Izmene Zakon o uslovima i postupku pretvaranja društvene svojine u druge oblike svojine, Službeni glasnik Republike Srbije, br.48/94; Zakon o svojinskoj transformaciji, Službeni glasnik Republike Srbije, br. 32/97.

¹² Osnovni podaci o društveno ekonomskim kretanjima 2002, Saopštenje br. 018, God. XLVI 04.02.2003.str.15.

Tehničko tehnološke promene. Srpsku privredu karakteriše nizak stepen inventivnosti i uvođenja tehnoloških novina, U tehničko-tehnološkom pogledu Srbija zaostaje za razvijenim evropskim zemljama između 20 i 35 godina. Njena privreda je tehnološki nezahtevna jer se oko 65% preduzeća bavi trgovinom i uslugama kao svojom osnovnom delatnošću.

Demografske promene. U demografskom pogledu Srbiju karakteriše dugotrajna, zakasnela i neujednačena demografska tranzicija. Centralna Srbija i Vojvodina ušle su u završnu fazu demografske tranzicije niskog mortaliteta i niskog fertiliteta 1961, a Kosovo i Metohija tek 1991. godine. U periodu od 1990. do 1997. došlo je do povećanja stope mortaliteta za 14%.¹³ Stopa ukupnog fertiliteta je od 1.53 u 1977. godini smanjena na 1,43 u 2000.¹⁴ Prema podacima iz 2002. godine Srbija ima 7.498.001 stanovnika. Stopa prirodnog priraštaja se drastično smanjuje dok se prosečno trajanje života produžava, što ima za posledicu konstantno uvećanje broja starijih od 60 godina u ukupnoj populaciji. Istovremeno broj dece i mladih se intenzivno smanjuje. Prema podacima iz 2002 godine učešće starijih od 60 godina u ukupnoj populaciji je preko 23.1%.¹⁵ Učešće dece školskog uzrasta (5-19 godina) u ukupnoj populaciji je 18%.¹⁶

Ukupna obrazovna struktura stanovništva Srbije, i pored izvesnih poboljšanja u odnosu na stanje iz 1991. godine je dalje nepovoljna. Prema podacima iz 2002. godine blizu 22% stanovništva starijeg od 15 godina ne poseduje potpuno osnovno obrazovanje. Skoro 24% stanovništva poseduje osnovno obrazovanje kao svoj obrazovni maksimum, što znači da se skoro 46% odraslog stanovništva nalazi na elementarnom obrazovnom nivou ili ispod njega. To znači da blizu 3 miliona ljudi starijih od 15 godina ne poseduje elementarne radne (pa i životne) veštine i kompetencije i ima minimumom šansi da uspešno traga, nađe, obavi i zadrži posao.

Promene na tržištu rada. U poslednjoj deceniji u Srbiji se ispoljava kontinuiran pad zaposlenost. Broj zaposlenih u 2002. iznosio je 1.845.916¹⁷ i skoro je za 30%. manje od broja zaposlenih u 1990. godini. Podaci iz 2003. godine pokazuju da u obrazovnoj strukturi zaposlenih dominiraju obrazovani i struč-

¹³ Saopštenje saveznog zavoda za statistiku „Stanovništvo i prirodno kretanje stanovništva SR Jugoslavije u 20. i na pragu 21. veka”, br. 035, Savezni zavod za statistiku, Beograd, 12002, str.2.

¹⁴ Ibidem, str. 24.

¹⁵ Srbija u brojkama. Republički zavod za statistiku, Beograd, 2003. str.7.

¹⁶ Popis 2002, Pregled po naseljima, Republički zavod za statistiku Srbije, Beograd, str. 15. i Statistički godišnjak Srbije, Republički zavod za statistiku, Beograd, str.44.

¹⁷ Izvor: Nepublikovani podaci Republičkog zavoda za tržište rada.

ni radnici, ali da je učešće nestručnih u ukupnom broju zaposlenih još uvek visoko (21%)¹⁸.

Broj nezaposlenih se u Srbiji dramatično uvećava. U februaru 2002 bilo je 795.672 nezaposlena lica, da bi u februaru 2003. taj broj bio 938.190.¹⁹ U strukturi nezaposlenih dominantno mesto zauzimaju nekvalifikovani i polukvalifikovani radnici (39%) i radnici do 30 godine starosti (40%).²⁰

Sistem srednjeg stručnog obrazovanja i obrazovanja odraslih. Prema podacima Ministarstva prosvete i sporta za 2003. u Srbiji ima 16²¹ škola za osnovno obrazovanje odraslih ali ih ne pohađaju odrasli, već uglavnom pre-rasli osnovci, odnosno adolescenti sa teškoćama u učenju. Iako u Srbiji ima nekoliko stotina hiljada nepismenih i skoro 2.5 miliona odraslih bez potpunog osnovnog obrazovanja,²² odrasli ne pohađaju ove škole, jer su im one organizaciono i programski neprilagođene, i sa stanovišta svakodnevnog života i zapošljavanja nefunkcionalne.

Mreža srednjih škola u Srbiji je veoma razgranata²³. Prema podacima iz 2001/2. školske godine u Srbiji je bilo 475 srednjih škola od čega 127 gimnazije i 349 srednjih stručnih škola. Sistem srednjeg stručnog obrazovanja u Srbiji je veoma ekstenzivan i ne odgovara njenim trenutnim društveno-ekonomskim potrebama. O tome svedoči i činjenica da su broj nezaposlenih i broj srednjih škola u Srbiji prilično saglasni, što znači da najviše srednjih škola ima u regionima gde je i najveći broj nezaposlenih. Kriva nezaposlenosti i kriva broja škola su skoro simetrične što sugerise da škole ne odgovaraju potrebama privrede i tržišta rada i da se svršeni učenici srednjih škola ne zapošljavaju već, pre svega, odlaze na biro za zapošljavanje.

Srednje škole su pre svega namenjene populaciji mladih i u programskom i organizacionom smislu su zatvorene za odrasle. Iako Zakon o srednjoj školi dozvoljava školama da se bave prekvalifikacijom, dokvalifikacijom, stručnim osposobljavanjem i specijalizacijom, zastareli programi i potpuno školski (tradicionalni) način organizacije rada su „zatvorili” školu za odrasle. Prema postojećim propisima škole ne realizuju nastavu (obuku, trening) za odrasle

¹⁸ Zaposleni prema stepenu stručne spreme 2003, Saopštenje ZP 12, Republički zavod za statistiku, Beograd, 2003, str. 21.

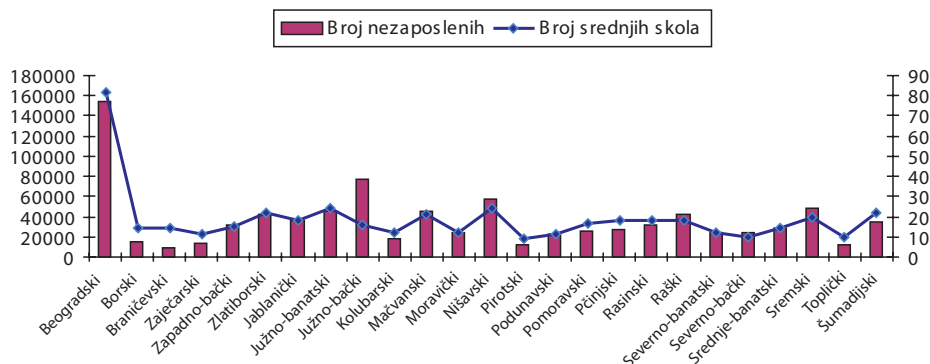
¹⁹ Mesečni statistički bilten, br. 6, Republički zavod za tržište rada, Beograd, 2003, str.12.

²⁰ Mesečni statistički bilten, br. 6, Republički zavod za tržište rada, Beograd, februar 2003, str. 14.

²¹ Statistika upisa u srednje škole 2002, Ministarstvo prosvete i sporta Republike Srbije, Beograd, 2002. i podaci ministarstva prosvete

²² Videti prilog: Škole za osnovno obrazovanje odraslih - 2002. godine i broj nepismenih i broj lica bez potpunog osnovnog obrazovanja starijih od 10 godina po regionima.

²³ Videti prilog: Mreža srednjih stručnih škola u Srbiji - 2003.



Izvor: Nezaposleni prema okruzima 2002, Mesečni statistički bilten br.4, Republički zavod za tržište rada, Beograd, decembar 2002, i Statistika osnovnog i srednjeg obrazovanja 2001, ministarstvo prosvete i sporta, Beograd, 2002. str.129-135.

već samo organizuju polaganje ispita iz pojedinih predmeta što školu čini nepristupačnom i neatraktivnom za odrasle.

Zakon o osnovama sistema vaspitanja i obrazovanja²⁴ koji je donet u junu 2003 je značajan pokušaj „otvaranja” sistema srednjeg stručnog obrazovanja za odrasle jer predviđa mogućnost osnivanja posebnih srednjih škola za odrasle koje mogu da realizuju :

- prilagođene školske programe za odrasle
- posebne programe za odrasle
- programe stručnog osposobljavanja i obuke.

Današnju socijalno-ekonomsku situaciju u Srbiji karakterišu:

- nizak nivo tehničko-tehnološke i ekonomske razvijenosti (BDP od 990\$ po glavi stanovnika); intenzivna vlasnička transformacija – 80% preduzeća u privatnom vlasništvu;
- snažan trend ka seniorizaciji stanovništva (23% iznad 60 godina);
- ogromna nezaposlenost (938.000 nezaposlenih u februaru 2003. godine);
- nepovoljna obrazovna struktura ukupnog stanovništva starijeg od 15 godina (47% nestručnih);
- nepovoljna obrazovna struktura zaposlenog stanovništva (21% nestručnih);
- nepovoljna obrazovna i kvalifikaciona struktura nezaposlenog stanovništva (39% bez kvalifikacije i sa najnižim nivoima osposobljenosti);

²⁴ Zakon o osnovama sistema obrazovanja i vaspitanja, Službeni list, 62/03/, Beograd, 2003.

- nedostatak adekvatnih resursa za poboljšanje obrazovne strukture stanovništva (devastiran sistema za obrazovanje odraslih i zatvoren sistem redovnog obrazovanja za odrasle).
- nepostojanje sistema za obrazovanje i učenje odraslih odnosno adekvatnih institucija i organizacija za kvalitetno obrazovanje i osposobljavanje odraslih.

Strateška opredeljenja u reformi srednjeg stručnog obrazovanja i kontinuiranog obrazovanja odraslih

Prevazilaženje postojeće situacije u prvom redu podrazumeva inoviranje i reorganizaciju sistema obrazovanja, posebno sistema srednjeg stručnog obrazovanja i obrazovanja odraslih. Ekonomski rast, veća produktivnost, prevazilaženje siromaštva pre svega podrazumevaju restruktuiranje ljudskog kapitala, i uvećanje njegove vrednosti (snabdevanje novim znanjima, veštinama i sistemom vrednosti, stavova i ponašanja). Obrazovanje je osnovni mehanizam socijalnog i ekonomskog oporavka Srbije i njenog uspešnog odgovora na izazove sa kojima se suočava. Ono se mora prepoznati kao osnovni instrument i mehanizam stimulisanja ekonomskog rasta, povećanja zaposlenosti i zapošljivosti, privrednog restruktuiranja i tehničko-tehnološkog razvoja. Zbog toga je neophodno redefinisati ciljeve, organizaciju i strukturu celokupnog sistema obrazovanja, zasnovati ga na konceptu doživotnog učenja i učiniti dostupnim svim kategorijama stanovništva. Mora se prevazići stanje u kojem su učenje i obrazovanje dostupni samo deci i mladoj generaciji i stvoriti legislativne, materijalno-finansijske i institucionalne pretpostavke za obrazovanje i učenje odraslih.

Polazeći od postojećeg stanja i realnih potreba osnovni strateški ciljevi reforme obrazovanja odraslih u Srbiji su:

- otvaranje redovnih škola za odrasle, odnosno njihovo programsko i organizaciono prilagođavanje potrebama odraslih i osposobljavanje da realizuju programe namenjene odraslima;
- revitalizacija postojeće mreže institucija i organizacija za obrazovanje i učenje odraslih (radnički, narodni i otvoreni univerziteti i centri za obrazovanje u preduzećima);
- osnivanje novih institucija i organizacija za obrazovanje odraslih kada za to postoje realne potrebe i mogućnosti;
- jačanje obrazovne funkcije preduzeća i razvoj mogućnosti za učenje na radnom mestu.

Reforma obrazovanja odraslih je integralni deo reforme obrazovanja u celini, posebno reforme stručnog obrazovanja. U tom kontekstu revitalizacija postojećih, a posebno stvaranje novih institucija za obrazovanje odraslih mora se ostvariti u sadejstvu i sinergiji sa opštim reformskim naporima za racionalizacijom postojeće i kreiranjem nove, društvenim potrebama prilagođene mreže srednjih stručnih škola. To znači da je u postojećim socijalno-ekonomskim okolnostima organizaciono i programsko prilagođavanje pojedinih srednjih škola za rad sa odraslima najbrži i najracionalniji način uspostavljanja novih institucija za obrazovanje odraslih i „otvaranja” sistema srednjeg stručnog obrazovanja prema odraslima.

Shodno postojećim potrebama i mogućnostima pet srednjih stručnih škola iz različitih područja rada i različitih okruga se osposobljava za realizaciju programa kontinuiranog obrazovanja odrasli. Termin osposobljavanje se koristi u smislu programskog i organizacionog inoviranja i prilagođavanja škole, njenog materijalno-tehničkog opremanja i osposobljavanja nastavnika i saradnika za kreiranje i realizaciju programa kontinuiranog obrazovanje odraslih.

Programsko i organizaciono prilagođavanje se ostvaruje kroz osnivanje *Centra za kontinuirano obrazovanje odraslih* kao posebne organizaciono-nastavne jedinice u odabranim školama.

Izbor škola koje se pripremaju i osposobljavaju za rad sa odraslima obavlja se na osnovu analize geografskih, demografskih i socijalno-ekonomskih uslova, posebno analize tržišta rada, postojeće mreže škola u pojedinim regionima, odnosno okruzima Srbije i analize resursa pojedinih škola. Prilikom odabira koristi se više kriterijuma i njihovih kombinacija. Međusobno umrežavanje pojedinačnih kriterijuma (matriks) dovodi do izbora adekvatnih škola, koje poseduju bitno različite kvalitete, koji čine i specifičnim i drugačijim polazne osnove u kojima se formiraju njihovi centri za kontinuirano obrazovanje.

Izboru škola koje se organizaciono i programski transformišu i osposobljavaju za rad sa odraslima, odnosno u kojima se osniva Centar za kontinuirano obrazovanje odraslih, obavlja se na osnovu sledećih kriterijuma:

- geografska lokacija škole;
- nivo privredne razvijenosti regiona (biraju se najveći industrijski centri u Srbiji);

- lociranost u gradovima i/ili oblastima gde je došlo do velikih privrednih redukcija koje imaju potrebe za makroprekvalifikacijama;
- lociranost u gradovima i/ili oblastima koje prednjače prema broju nezaposlenih;
- lociranost u oblastima u kojima je veoma izražena potreba za privrednim prestruktuiranjem;
- zahtevi tržišta rada za kratkotrajnim oblicima obrazovanja i stručnog usavršavanja;
- postojeća školska mreža i potreba za njenom racionalizacijom (bira se škole koje nemaju perspektivu razvoja, ali i škole koje raspolazu dobrim resursima - prostor, oprema, kadrovi itd);
- pripadnost nekim od područja rada koji su obuhvaćeni Programom reforme stručnog obrazovanja;
- multiprogramski profil škole;
- spremnost regionalnih i lokalnih zajednica da podrže transformaciju škole;
- spremnost škola da prihvate proces transformacije;
- prethodno iskustvo škola u radu sa odraslima.

Na osnovu ovih kriterijuma izabrane su škole u sledećim okruzima:

- Srednjobanatski - *Hemijsko prehrambena i tekstilna škola „Uroš Predić”, Zrenjanin,*
- Grad Beograd - *Tehnička škola, Novi Beograd,*
- Šumadijski - *Druga tehnička škola, Kragujevac,*
- Nišavski - *Građevinsko-tehnička škola „Neimar” Niš,*
- Borski - *Rudarsko-metalurška škola, Bor.*

Centri za kontinuirano obrazovanje u srednjim stručnim školama – profil i funkcije

Vizija

Centri za kontinuirano obrazovanje odraslih u srednjim stručnim školama su specijalizovane nastavno-organizacione jedinice za stručno obrazovanje, osposobljavanje i obuku odraslih, usmerene na ekonomski rast i razvoj regiona kroz brzo reagovanje na potrebe privrede i tržišta rada za mobilnom i

fleksibilnom radnom snagom i kvalitetno zadovoljavanje potreba za znanjima, veštinama i kompetencijama kako zaposlenih, tako i nezaposlenih.

Socijalno-ekonomska misija

Centri za kontinuirano obrazovanje odraslih teže da:

- povećaju stopu participacije odraslih u programima obrazovanja, obuke i osposobljavanja i doprinesu razvoju ljudskog kapitala;
- podrže socijalno-ekonomski rast i razvoj regiona i zemlje u celini i doprinesu integraciji zemlje u globalnu, posebno evropsku, ekonomiju;
- omoguće privredno restruktuiranje regiona i uvođenje novih tehnologija ;
- omoguće pojedincima zapošljivost, profesionalni razvoj i mobilnost, punu socijalnu participaciju i lično samoispunjenje;
- doprinesu oživotvorenju koncepta doživotnog učenja/obrazovanja, uspostavljanju ekonomije i društvene organizacije zasnovane na znanju.

Strateški ciljevi

U skladu sa tehničko-tehnološkim potrebama preduzeća, potrebama tržišta rada i pojedinaca, neposredni zadaci centara za kontinuirano obrazovanje odraslih su da:

- daju, održe i unaprede nivo kvalifikacija, odnosno stručnih znanja, veština i kompetencija odraslih ljudi;
- prate, procenjuju i ispituju regionalne potrebe tržišta rada za kompetencijama, zanimanjima, i korespondirajućim znanjima i veštinama i u skladu sa tim modifikuju postojeće i razvijaju nove programe i kurseve, odnosno module;
- prikupljaju, produkuju i šire informacije o potrebama za kompetencijama, znanjima, veštinama, programima i institucijama i mogućnostima obrazovanja, osposobljavanja i obuke u regionu;
- kao jedan od aktera kreiranja politike i strategije regionalnog razvoja prate i analiziraju posledice svoje delatnosti na regionalnom tržištu rada.

Strateški oslonci

Za dosezanje i ispunjenje socijalno-ekonomske misije i stratezijskih ciljeva centri za kontinuirano obrazovanje odraslih u oblikovanju svoje delatnost koriste dva osnovna strateška oslonca

Strateška i institucionalna integrisanost

Kao integralni deo sistema srednjeg stručnog obrazovanja škola, odnosno njen centar za kontinuirano obrazovanje svoju delatnost zasniva na:

- osnovu ukupne politike razvoja obrazovanja, pogotovu stručnog, koju donosi Ministarstvo prosvete i sporta;
- osnovu politike zapošljavanja i razvoja tržišta rada koju donosi Ministarstvo za rad i zapošljavanje u saradnji sa regionalnim ograncima Nacionalne službe za zapošljavanje
- saradnji sa socijalnim partnerima i interesnim grupama (unija poslodavaca, privredna komora, sindikati, lokalna zajednica, stručna udruženja);

Dostupnost i kvalitet

Programi i kursevi centara su realno dostupni participantima i za njih atraktivni jer u organizaciji i realizaciji uvažavaju:

- realne i perspektivne potrebe tržišta rada za znanjima i veštinama
- ličnu spremnost i želju participanta za učenjem;
- osobenosti i mogućnosti odraslih za učenje i sticanje znanja i veština.

Odrasli imaju, kako formalno-pravnu, tako i realnu mogućnost da stiču obrazovanje, osposobljavaju se i obučavaju kroz oblike i programe centara za kontinuirano obrazovanje odraslih, što rezultira odgovarajućim diplomama i sertifikatima. Kontinuirani razvoj i adekvatan kvalitet rada Centri obezbeđuju kroz realizaciju akreditovanih, odnosno sertifikatnih programa osposobljavanja i obuke što znači kroz realizaciju programa (modula) koji se:

- zasnivaju na realnim potrebama preduzeća, odnosno tržišta rada;
- strukiktuirju u skladu sa adekvatnom metodologijom i procedura-
- ma;
- zasnivaju na dobrom upravljanju i odgovarajućim (kvalitetnim) re-
- sursima (izvode ih osposobljeni nastavnici i instruktori);

- izvode u odgovarajućim fizičko-tehničkim i u skladu sa odgovarajućim organizacionim i didaktičkim uslovima;
- podvrgavaju kontinuiranom praćenju i evaluaciji.

Osnovni principi organizacije i delovanja centara za kontinuirano obrazovanje odraslih

Centri za kontinuirano obrazovanje odraslih deluju na osnovu normativa i standarda za rad škola i pravila i principa koji služe za efikasno postizanje definisanih ciljeva i zadataka, uspostavljanje adekvatne programske orijentacije, organizacione strukture, metodologije i organizacije rada.

Centri za kontinuirano obrazovanje odraslih su:

- organizaciono-nastavne jedinice škole čiji su programi dostupni osobama starijim od 18 godina, a koje ispunjavaju ulazne zahteve za pojedine vrste programa;
- otvorene i fleksibilne organizacione jedinice koje obezbeđuju mogućnost osobama sa različitim prethodnim iskustvom i nivoom obrazovanja da stiču i unapređuju znanja i veštine potrebne za rad ili dalje obrazovanje i učenje;
- sredina za učenje koja ohrabruje učenje odraslih i koja je prilagođena odraslim ljudima, njihovim razvojnim potrebama, mogućnostima i osobenostima učenja, što u prvom redu podrazumeva fleksibilnost u organizaciji i realizaciji programa (adekvatnost vremena, mesta, prostora i opreme za učenje) i osposobljenost nastavnika i instruktora za rad sa odraslima (primena adekvatnih strategija, metoda i tehnika učenja i poučavanja);
- multiprogramske organizacije za stručno obrazovanje, osposobljavanje, obuku, savetovanje i profesionalni razvoj odraslih koje su kao takve integralni deo celovitog sistema stručnog obrazovanja;
- organizacije čija delatnost počiva na saradnji i parnterstvu sa različitim socijalnim partnerima (nacionalnim, regionalnim i lokalnim vlastima, poslodavcima i njihovim asocijacijama, sindikatima) i različitim interesnim grupama i organizacijama (preduzećima, komorama, službama za zapošljavanje, stručnim, naučno-istraživačkim organizacijama, drugim obrazovnim institucijama i pojedincima);
- organizacija čiji su programi (moduli) produkt procene i ispitivanja realnih potreba za kompetencijama, znanjima i veštinama lokalne

zajednice, regiona i zemlje u celini i koji su odgovor na potrebe tržišta rada za adekvatnom radnom snagom u različitim područjima rada, odnosno zanimanjima i nivoima kvalifikacija i kompetencija;

- organizacija čiji su programi usmereni na ishode obrazovanja i učenja (definisana znanja, veštine, stavove) i radne kompetencije koje omogućuju zapošljavanje, obavljanje posla, profesionalnu mobilnost i sazrevanje.

Ciljne grupe

Neposredni povod za osnivanje centara za kontinuirano obrazovanje odraslih u srednjim stručnim školama je urgentna potreba da se unapredi postojeća obrazovna struktura prevaziđe teška socijalno-ekonomska situacija oličena u niskoj stopi privrednog rasta, niskom stepenu i obimu tehničko-tehnoloških promena, spremnosti i sposobnosti privrede za uvođenje novih proizvoda i tehnologija, konstantnom padu zaposlenosti i drastičnom rastu nezaposlenosti. Međutim, potrebu za osnivanjem centara za odrasle snažno podupiru i krupne promene u obrascima rada i zapošljavanja čije su osnovne manifestacije:

- jačanje i rast uslužnog sektora u ukupnoj privrednoj strukturi;²⁵
- dinamičan razvoj preduzetništva i rast malih i srednjih preduzeća čije su osnovne karakteristike diverzitet i fleksibilnost;²⁶
- sve veća profesionalna mobilnost i verovatnoća promene zanimanja i posla tokom života;
- povećanje značaja generativnih sposobnosti i ključnih veština u radu, zapošljavanju i daljem obrazovanju i učenju (kritičko mišljenje, logičko rezonovanje, autonomno moralno suđenje, interpersonalne i komunikacione veštine, posebno informatika i strani jezici);
- promene u konceptu zapošljavanja - od stalne zaposlenosti ka zapošljivosti i fleksibilnim oblicima zapošljavanja (povremena zaposlenost, delimično zapošljavanje, honorarni rad, projektno zapošljavanje i sl).

Shodno tome, strateški ciljevi obrazovanja odraslih u Srbiji prevazilaze neposredne povode i okvire nezaposlenosti i odnose se i na jačanje privredne konkurentnosti i pozicije srpske privrede na međunarodnom tržištu rada

²⁵ Videti: Izveštaj o razvoju politike obrazovanja, obučavanja i zapošljavanja u Srbiji za 2002. godinu, Nacionalna opservatorija Srbije, Beograd, 2002; Potrebe i mogućnosti obrazovanja odraslih u Srbiji, Nacionalna opservatorija Srbije, Beograd, 2003.

²⁶ Isti izvor.

i međunarodnoj ekonomskoj utakmici. Zbog toga se centri za kontinuirano obrazovanje odraslih sa podjednakom pažnjom odnose prema nezaposlenima i zaposlenima. Svojim programima centri za kontinuirano obrazovanje odraslih se obraćaju nezaposlenima bez kvalifikacija, stručnih znanja i veština i radnog iskustva, ali isto tako i zaposlenima sa neadekvatnim i nedovoljnim kompetencija, znanjima i veštinama, a posebno onima kod kojih su kompetencije znanja i veštine tesno povezane sa njihovom radnom pozicijom u kompanijskoj hijerarhiji (poslodavci, menadžeri, oni sa visokim administrativnim pozicijama, eksperti, stručnjaci različitog profila, inženjersko-tehnički kadrovi, mladi visoko obrazovani ljudi na početku karijere i profesionalnog razvoja i sl).

Delatnost centara za kontinuirano obrazovanje

Centri za kontinuirano obrazovanje odraslih stvaraju realnu mogućnost za učenje odraslih sa različitim profesionalnim i obrazovnim biografijama, sposobnostima i potrebama i kao takvi imaju fleksibilnu i otvorenu upisnu politiku. Shodno tome centri za kontinuirano obrazovanje odraslih su programski otvorene i potrebama privrede i tržišta rada prilagođene organizacione jedinice škole čija je osnovna delatnost:

a) razvoj i realizacija

- redovnih programa stručnog obrazovanja koji vode ka sticanju zanimanja odnosno kvalifikacije, kroz redovnu ili instruktivno-konsultativnu nastavu ili njihovu kombinaciju;
- kratkotrajnih sertifikovanih programa stručnog osposobljavanja, obuke i usavršavanja (inicijalnog obrazovanja, prekvalifikacija, dokvalifikacija i osvežavanje znanja) odnosno obuke za nezaposlene;
- programa kontinuiranog stručnog usavršavanja za zaposlene;
- programa poslesrednjeg stručnog obrazovanja;
- programa neformalnog obrazovanja i učenja specifične namene;

b) akreditacija prethodnog učenja;

c) informisanje, savetovanje i vođenje u izboru programa obuke, osposobljavanja i karijerno vođenje obrazovanja u skladu sa individualnim preferencijama, potrebama lokalne zajednice i tržišta rada, koji se ostvaruju u tesnoj saradnji sa Nacionalnom agencijom za zapošljavanje, odnosno njenim regionalnim i lokalnim biroima;

d) konsalting - specifične usluge preduzećima za razvoj ljudskih resursa, analiza potreba za znanjima i veštinama i analiza za potreba za obukom i osposobljavanjem, konsalting za razvoj planova ljudskih resursa i sl.

Programi obrazovanja u centrima za kontinuirano obrazovanje odraslih - teorijsko metodološka osnova

Polaznu teorijsko-metodološku osnovu razvoja programa i modula u centrima za kontinuirano obrazovanje čini koncept modularizacija razvijen u *Koncepciji srednjeg stručnog obrazovanja*²⁷.

Shodno Koncepciji srednjeg stručnog obrazovanja i stručno obrazovanje odraslih se odvija na osnovu programa koje donosi svaka škola, odnosno njen Centar za kontinuirano obrazovanje odraslih. Program je strukturalni okvir za organizaciju i realizaciju obrazovanja koji definiše:

- ciljeve, ishode i sadržaje obrazovanja;
- procese i aktivnosti njihovog postignuća i realizacije (organizacione oblike, strategije, modele i metode, nastave i učenja) i
- načine i kriterijume vrednovanja postignuća.

Shodno osnovnoj i širokoj programskoj orijentaciji centri za kontinuirano obrazovanje odraslih razvijaju programe usmerene na ishode i programe usmerene na formiranje i razvoj radnih kompetencije.

Ishodi su jasno i nedvosmisleno definisane kompetencije, znanja, veštine, potencijali, stavovi i vrednosti koji se postižu nakon određenog programa, odnosno procesa obrazovanja i učenja.

Kompetencije su sposobnosti da se uspešno (prema određenom standardu) obavi određeni posao, specifična uloga u zanimanju ili funkcija i radni zadatak u radnom procesu. Oba pristupa polaze od pretpostavke da adekvatna nastava, vreme i uslovi učenja uvek dovode do uspeha u učenju.

Ishodi obrazovanja i učenja i radne kompetencije čine osnovu za planiranje, organizaciju i realizaciju stručnog obrazovanja, osposobljavanja i obuke odraslih, evaluaciju njihovih postignuća i celokupnog procesa obrazovanja i učenja. Jasno definisani ishodi i radne kompetencije podstiču nastavnike i odrasle učenike da dele odgovornost za uspeh u učenju obezbeđujući i jednima i drugima jasnu sliku o tome šta mogu da očekuju po završetku određenog programa odnosno procesa obrazovanja i učenja.

²⁷ Grupa autora, *Koncepcija srednjeg stručnog obrazovanja* – nacrt, Ministarstvo prosvete i sporta, Beograd, 2004.

Ishodi i kompetencije se definišu i poznati su i nastavnicima i učenicima pre početka procesa obrazovanja i učenja.

To znači da institucija u kojoj se programi zasnivaju na ishodima i kompetencijama mora da:

- identifikuje ishode i kompetencije određenog programa, eksplicira ih i učini potpuno javnim i poznatim svim zainteresovanim;
- elaborira načine organizacije nastave i učenja kroz koje se ishodi i kompetencije dosežu.

Specifikacija ishoda i kompetencija

Specifikacija ishoda, odnosno radnih kompetencija se odvija na osnovu jasno definisane procedure i metodologije rada. Različiti učesnici mogu biti uključeni u specifikaciju ishoda:

- nastavnici i instruktori iz srednjih stručnih škola;
- univerzitetski nastavnici i eksperti iz naučno-istraživačkih institucija;
- praktičari, stručnjaci u određenom zanimanju;
- predstavnici poslodavaca, sindikata i odraslih učenika.

Modularizacija u stručnom obrazovanju odraslih – metodološki pristup

Programi srednjeg stručnog obrazovanja se organizuju i realizuju kao međuzavisna kombinacija predmeta, modula, profesionalne prakse i rada. Opšteobrazovni deo srednjeg stručnog obrazovanja ostvaruje se u skladu sa načelima i pravilima koje preporučuju Opšte osnove školskog programa²⁸. Stručno obrazovanje, osposobljavanje i obuka odraslih, kao segment stručnog obrazovanja, realizuje se kroz module kao osnovne programske i organizacione jedinice.

Razlozi za modularizaciju u srednjem stručnom obrazovanju uopšte a posebno u stručnom obrazovanju odraslih su brojni i raznovrsni. Modularizacija u prvom redu omogućuje:

- veću fleksibilnost u planiranju i organizaciji obrazovanja;
- veću ekonomsku efikasnost obrazovanja;

²⁸ Opšte osnove školskog programa, radni nacrt, Ministarstvo prosvete i sporta, Prosvetni pregled, Beograd, 2003.

- bolju prilagođenost potrebama tržišta rada i konkretnih radnih sredina i poslova;
- bolju vertikalnu i horizontalnu prohodnost;
- adekvatniji način za premošćavanje jaza između školskih (akademskih) kvalifikacija i iskustvom stečenih kompetencija i znanja;
- veću prilagođenost individualnim potrebama i mogućnostima učenja;
- stvarni izbor vlastitog tempa i puta učenja i sticanja kvalifikacija i profesionalnih kompetencija;
- kontinuirano obrazovanje i mogućnost diskontinuiranog sticanja kvalifikacija i radne osposobljenosti.

Moduli su specifični i posebni segmenti učenja koji vode do postignuća definisanih ishoda učenja ili radnih kompetencija.. To su jedinice ili paketi učenja koji vode do stručnih kompetencija, radne osposobljenosti i kvalifikacija, odnosno skup funkcionalno povezanih znanja, veštine i sposobnosti (radne kompetencije) neophodnih za obavljanje određenog posla/zadatka. Moduli mogu biti samostalni ili deo širih programskih, odnosno organizacionih celina.

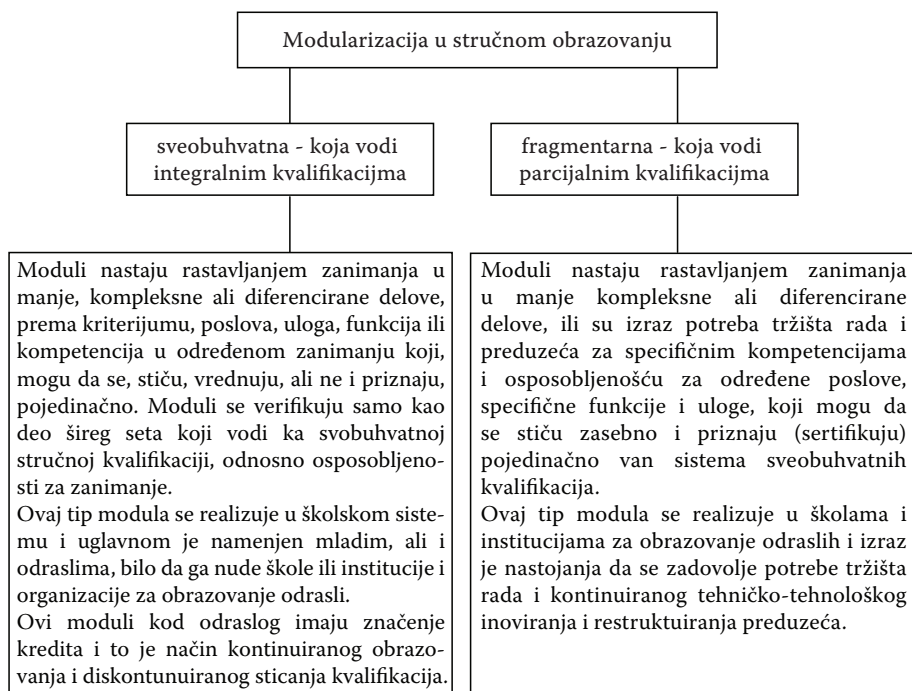
Koncept zanimanja, odnosno kvalifikacija je referentni okvir za modularizaciju, a precizan opis zanimanja osnova za kreiranje modula. U sistemu obrazovanja zanimanja su predstavljena kao klasteri modula - skup funkcionalnih i organizaciono povezanih paketa, odnosno jedinica učenja. Isti moduli mogu biti deo različitih klastera zanimanja, što je način da se obezbedi horizontalna i vertikalna prohodnost u sistemu obrazovanja.

U sistemu stručnog obrazovanja postoje dva ravnopravna koncepta modularizacije i dve metodologije kreiranja modula:

- sveobuhvatna modularizacija - koja vodi integralnim kvalifikacijama, odnosno osposobljenosti za određeno zanimanje (moduli zasnovani na ishodima)
- fragmentarna modularizacija koja vodi ka parcijalnim kvalifikacijama i osposobljenosti za pojedine poslove i funkcije u radu i zanimanju (moduli zasnovani na kompetencijama).

Programska orijentacija centara za kontinuirano obrazovanje odraslih

Polazeći od prethodno definisane delatnosti i osnove metodološke orijentacije u kreiranju programa, odnosno modula centri za kontinuirano obrazovanje odraslih nude tri vrste programa, odnosno modula, bilo da ih razvijaju samostalno ili u saradnji sa drugim obrazovnim institucijama ili preduzećima:



- sveobuhvatne module, odnosno programe za sticanje kvalifikacija u određenom zanimanju bilo kroz redovnu ili instruktivno-konsultativnu nastavu ili njihovu kombinaciju u trogodišnjem i dvogodišnjem (srednje stručno obrazovanje i zanatsko obrazovanje) trajanju;
- fragmentarne module za sticanje radnih kompetencija, odnosno obavljanje određenih funkcija, zadataka ili poslova u zanimanju, odnosno rad na konkretnom radnom mestu u trajanju do jedne godine;
- module za sticanje ključnih kompetencija, odnosno (generičkih) znanja i veština. ključnih kao način za postizanje radne fleksibilnosti, adaptibilnosti, profesionalne mobilnosti i povezivanja formal-

nog i neformalnog obrazovanja i učenja. Ključne kompetencije su dopuna osnovnim stručnim znanjima i vještinama i imaju dve dimenzije:

- socijalno-radna - razumevanje socijalnog i radnog okruženja, veština zapošljavanja, spremnost za saradnju, adekvatnu komunikaciju uključujući i komunikaciju na stranim jezicima i komunikaciju kroz različite informacione sisteme i medije;
- kognitivno-afektivna - sposobnost za analizu, konceptualizaciju, kritičko mišljenje, moralno suđenje i kontinuirano učenje;
- personalno vrednosna – razumevanje sopstvenih potencijala, mogućnosti i potreba.

Sveobuhvatni moduli (Pick-up programi)	Fragmentarni moduli	Moduli ključnih kompetencija
Moduli koji se realizuju u redovnom školskom sistemu i koji vode do kvalifikacije u određenom zanimanju (programi stručnog obrazovanja odraslih u trajanju do tri godine, programi zanatskog obrazovanja, programi poslesrednjeg obrazovanja). Namenjeni su prvenstveno mladim ljudima od 18 do 30 godina, kako zaposlenim, tako i nezaposlenim, koji su zbog različitih individualnih i socijalnih razloga napustili redovni sistem obrazovanja i koji žele da kompletiraju svoje srednje stručno obrazovanje i steknu kvalifikaciju u određenom zanimanju. Ovu vrstu modula centri realizuju u područjima rada za koje imaju uslove i resurse.	Kratkotrajni oblici obuke i osposobljavanja, koji su odgovor na potrebe tržišta rada ili specifične potrebe preduzeća i pojedinaca. To su paketi učenja usmereni na formiranje pojedinih radnih kompetencija (kondenzovani oblici zanimanja i radnih funkcija) koji se organizuju za potrebe tržišta rada ili konkretnog poslodavca (custom designed). Moduli (kursevi) se završavaju sertifikatom o osposobljenosti za obavljanje određenih poslova i zadataka. Sertifikate izdaje Ministarstvo prosvete i sporta i prepoznatljivi su na tržištu rada Srbije. Namenjeni su pre svega nezaposlenima, odnosno konkretnim poslodavcima i tržištu rada.	Kratkotrajni oblici obuke i učenja usmerni ka unapređivanju radne efikasnosti, fleksibilnosti, zapošljavanja, zapošljivosti i ličnom samoispunjenju. <i>Informaciono komunikacione veštine:</i> 1. Strani jezici 2. Kompjutersko obrazovanje <i>Veštine mišljenja</i> 1. Kritičko mišljenje i suđenje 2. Rešavanje problema i 3. Donošenje odluka <i>Interpersonalne veštine</i> 1. Timski rad 2. Empatijske veštine i veštine nje konflikata 3. Veštine samoorganizovanja i upravljanja. <i>Veštine personalnog upravljanja</i> 1. Rukovođenje 2. Razvijanje i osiguranje kvaliteta 3. Motivisanje 4. Prezentovanje 5. Sposobnosti učenja. <i>Veštine samozapošljavanja</i> 1. aktivno traženje posla 2. planiranje i vođenje sopstvene karijere 3. otpočinjanje sopstvenog biznisa <i>Programi ličnog samoispunjenja i razvoja</i>

Politika implementacije

Održivost i razvoj centara za kontinuirano obrazovanje odraslih je uslovljena

- postojećim zakonskim rešenjima i realnom podrškom Ministarstva prosvete i sporta u oblasti obrazovanja odraslih;
- resursima škole (programskim, materijalno-tehničkim i ljudskim);
- potrebama lokalne zajednice, odnosno regiona za odgovarajućim znanjima i veštinama, odnosno profilima;
- zainteresovanošću odraslih pojedinaca za programe i module koje centri nude.

Centri za kontinuirano obrazovanje i obrazovanje odraslih će započeti svoju delatnost na obrazovanju odraslih u okviru i na osnovu postojećih zakonskih rešenja i mogućnosti, što znači da će organizovati one oblike obrazovanja i osposobljavanja odraslih kao što su:

- prekvalifikacija,
- dokvalifikacija, stručno osposobljavanje i
- vanredno školovanje u okviru kvota koje im za svaku od ovih delatnosti odobri Ministarstvo prosvete i sporta. Limitirajući faktor za ovu vrstu delatnosti je realna (ne)zainteresovanost pojedinaca i preduzeća koja proizilazi u prvom redu iz njihove zastarele programske orijentacije i strukture, neutemeljenosti na realnim obrazovnim potrebama i tradicionalne organizacije rada.

Drugi i osnovni pravac delovanja centara je razvoj kratkotrajnih programa osposobljavanja i obuke, odnosno modula za nezaposlene i programa/modula za kontinuirano stručno usavršavanje zaposlenih (fragmentarni moduli i moduli ključnih kvalifikacija).

Programska orijentacija Centara za kontinuirano obrazovanje odraslih u ove dve vrste programa zasniva se u prvom redu na analizi potreba za znanjima i veštinama lokalne sredine, odnosno regiona. Razume se da je početna programska orijentacija Centra za kontinuirano obrazovanje odraslih limitirana početnom ili zatečenim stanjem materijalnih i ljudskih resursa (nastavnici i saradnici koji rade u školi, odnosno centru). To znači da početna programska orijentacija Centara proizilazi i zasniva se na programskoj orijentaciji škole kojoj Centar pripada, odnosno da Centar počinje svoj rad sa razvojem i realizacijom kratkotrajnih oblika osposobljavanja i obuke/modula u područjima rada i obrazovanja za čiju realizaciju raspolaže neophodnim

ljudskim i materijalno-tehničkim resursima uključujući i programe ključnih kompetencija koje prvenstveno razvijaju nastavnici opšteobrazovnih predmeta.

Ova orijentacija u radu i razvoju je put ka obezbeđenju održivosti centara, odnosno obezbeđenju stabilnih i višestrukih izvora finansiranja.

Finansiranje centara za kontinuirano obrazovanje odraslih

Shodno politici decentralizacije u području obrazovanja, potrebi usklađivanja obrazovanja sa privredom i tržištem rada i razlika u nivou razvijenosti pojedinih područja i privrednih grana, centri za kontinuirano obrazovanje će se finansirati na nacionalnom, regionalnom i lokalnom nivou kao i iz međunarodnih donacija i programa.

To znači da se centri za kontinuirano obrazovanje odraslih finansiraju iz:

- Republičkog budžeta
- lokalnih budžeta (okruga i opštine) i
- prihoda koje ostvare kroz vlastitu delatnost.

Finansiranje centara za kontinuirano obrazovanje na nacionalnom nivou obezbeđuje se iz više izvora.

Ministarstvo prosvete i sporta učestvuje u finansiranju centara kroz:

- kroz pokriće kapitalnih troškova škole odnosno centra (zgrade, oprema i druge nepokretnosti) i
- obezbeđenje dela plata zaposlenih za osnovnu delatnost (realizaciju programa prekvalifikacije, dokvalifikacije i stručnog osposobljavanja i vanrednog školovanja, odnosno kroz broj časova instruktivno-konsultativnu nastave koji ulazi u normu rada nastavnika i posebnim plaćanjem časova koji su iznad propisane norme) i.

Ministarstva za rad i zapošljavanje finansira kratkotrajne programe osposobljavanja i obuke bilo da ona koji predstavljaju doprinos aktivnoj politici zapošljavanja ili direktno utiču na smanjenje nezaposlenosti:

- programi samozapošljavanja i aktivnog traženja posla
- programi prekvalifikacije, dokvalifikacije, stručnog usavršavanja i osvežavanja znanja,
- programe sticanja posebnih znanja i veština (informatičko obrazovanje i učenje stranih jezika),

- programe obuke na radnom mestu
- usluge savetovanja i vođenja u izboru programa i traženju posla.

Isti programi se podržavaju na lokalnom i regionalnom nivou kroz različite fondove za podsticanje lokalnog razvoja, odnosno fondove za razvoj ljudskih resursa. Osnovni limitirajući faktor u korišćenju ovih fondova je njihova ne usmerenost na obrazovanje odraslih i, pre svega, nedovoljna transparentnost

Najveći deo finansijskih sredstava centri obezbeđuje prodajom programa i usluga na tržištu zainteresovanim preduzećima i pojedincima.

U cilju obezbeđenja potrebnih sredstava i osiguranja održivosti centara neophodno je da škole, odnosno njihovi centri za kontinuirano obrazovanje imaju adekvatnu finansijsku autonomiju. Za razvoj autonomija u planiranju, sticanju i raspodeli sredstava urgentno je u ovom momentu izmeniti:

- propoise koji ograničavaju delatnost škola u području obrazovanja odraslih i dodatne zarade zaposlenih značajno ograničavaju i
- ne selektivnu poresku politiku i enormna poreska opterećenja na dodatni dopunski rad (porez na promet, sva poreska opterećenja na dodatni rad koja iznose i do 79%).

U drugoj godini rada centri će nastaviti sa razvojem kratkotrajnih programa osposobljavanja, obuke i usavršavanja šireći postepeno svoju programsku orijetaciju i ponudu, ali će započeti implementaciju redovnih programa stručnog obrazovanja koji vode ka sticanju zanimanja odnosno kvalifikacije, kroz redovnu ili instruktivno konsultativnu nastavu ili njihovu kombinaciju, a koji su pre svega namenjeni populaciji mladih od 17 do 30 godina i programa poslesrednjeg stručnog obrazovanja u dvogodišnjem trajanju i zanatskog obrazovanja.

U drugoj godini rada centri će, takođe, razviti procedure za akreditaciju prethodnog učenja kao i strukture i procedure za konsalting, informisanje, savetovanje i vođenje u izboru programa obuke, osposobljavanja i karijernog vođenje, u skladu sa individualnim preferencijama, potrebama lokalne zajednice i tržišta rada, koji se ostvaruju u tesnoj vezi sa Nacionalnom agencijom za zapošljavanje, odnosno njenim regionalnim i lokalnim biroima i drugim socijalnim partnerima i interesnim grupama.

VET TEACHER TRAINING SYSTEM IN THE REPUBLIC OF MACEDONIA

I. BACKGROUND

The Republic of Macedonia is situated in the heart of the Balkan Peninsula with an area of 25 713 square kilometres. According to the last census of 2002, Macedonia has a total population of 2 022 547 inhabitants. One quarter of them live in the capital Skopje, which is the largest city, a political, cultural and economical centre.

From 1945, Macedonia was one of the six republics in the Socialist Federal Republic of Yugoslavia. In September 8, 1991 with a referendum, Macedonia was separated from the Yugoslav federation and became a sovereign and independent state. The same year in November 17, the Parliament adopted the new Constitution, guaranteeing the rule of law, a democratic political system, individual human rights and freedom. According to the Constitution, the political system in the Republic is based on the parliamentary democracy.

The Republic of Macedonia is a member of the United Nations (1993), the Council of Europe, and the WTO. There is an intensive cooperation with the OSCE, NATO, the World Bank, the International Monetary Fund, etc. In April 2001, the Stabilisation and Association Agreement (SAA) between the European Communities and their Member States and the Republic of Macedonia was signed. This was an important step for the country that is targeting toward membership in EU, NATO and other processes for European and world integration.

On 14 December 2005 the Republic of Macedonia became an EU candidate country and expects the decision to open negotiations for EU accession. This is main priority of the Government, also strongly supported by all political parties and the entire society. It is the only political matter with total consensus by all sides. According to the polls, popular support for integration in EU is almost 90%.

The current situation is rather turbulent with very low rate of the economic growth. A serious political and security crisis in 2001 revealed severe weaknesses in the country. Strong political and administrative effort is required to take forward the process of reform. Liquidation of large loss making enterprises was delayed and privatisation of the state-owned enterprises was done improperly. Public administration, the pension funds, systems of judiciary, health, and education are in the process of reforming.

The biggest burden for the country is the high unemployment rate, approaching a tragic number of 40%. Most of the unemployed hold a secondary education degree. The unemployment rate is highest in the age group from 20 till 29. Most of them are waiting for job 4 and more years. This big army of unemployed people was created mainly as a consequence of the process of privatisation when the big enterprises were liquidated. Also there is a misbalance between the demands of the labour market and the offer for the working profiles in demand. Besides economic revitalisation, education and training is perceived as a key saviour that can take the country out of this depression. Formal and non-formal education is at the moment going through the most radical reform processes, maybe the most radical since it was re-established after the Second World War.

II. CURRENT SITUATION IN VET TT

1. VET IN THE GENERAL EDUCATION SYSTEM

According to the Law on Secondary Education (Article 52), students can enroll secondary vocational school as full-time and part-time, after they have completed the elementary education, which means at the age of 14.

In RM there are *91 public secondary schools with 5749 teachers and 93 526 students*. There are also 5 private secondary schools with 848 students and 119 teachers.¹ Only 16 of these schools are gymnasiums, and the others are VET schools or combined schools that offer gymnasium as well as vocational programmes. In 2003/2004, 25 999 pupils in RM enrolled the first year of secondary education, which represents 86.3% of the cohort that finished primary school. It means that there is a high percentage of 13.6% at the age of 14 who are excluded from further education.

¹ According to the data at the end of 2002/2003 school year

The percentage of *dropouts* in secondary schooling is 2.84% per year, or a total of 11.76%, from the first till the last year of schooling. This percentage of dropouts in secondary education is exactly double compared to the dropouts in elementary education.²

The public vocational education can last for two, three and four years. Till now there has been a low interest for the *two-year* vocational training for work, which is the first, lowest level of vocational qualification. Such programmes are offered only in a small number of vocations: mechanics, construction, electro-techniques, etc. *Three-year* vocational education programmes, which are the second level of vocational qualification, are attended by 9.9% of students, which is a significantly low percent compared to 39.3% of students who attend high schools (gymnasia) and 50.8% who attend *four-year* study programmes in secondary vocational schools. In total, there are 91 three-year vocational programmes for different profiles. In these programmes, students learn approx. 50% general subjects, 30% vocational theoretical subjects, and 20% practical training.

Three-year vocational education has not been reformed. Only some of the technical programmes related to the machine and electro-technique occupations, are in the process of reforming through the German GTZ project. In this project the dual system is implemented, where the ratio between theory and practice is 50:50. One half of the practical learning, meaning 25% of total, is taking place in companies. Still, there are big problems for broader implementation of the dual system, because of the non-developed labour market and the lack of companies who can deliver such training. Reforming of the four-year secondary education started in 1996. The new concept has been experimentally implemented since 1999, with the support of the PHARE and CARDS programmes. Six years were needed for all curricula to be reformed, but from this school year (2005/2006) all vocational schools started to work according to the new curricula. A major change in this concept is the broadening of the hitherto narrowly specialised programmes in the vocational schools. In the new concept there are *14 branches with 43 profiles*³.

Specialist education is open to candidates who have completed the 4-year programme and have working experience (from two to five years, depending on the course). Specialist education students work under mentorship,

² Data for the school year 2003/2004, source: Draft program for secondary education

³ Branches means occupational fields (in macedonian it is called 'struki', and profiles are occupations 'zanimanja')

mostly for one year, then they have to pass a specialist exam, upon which they acquire level IV of vocational qualification.

Adult education and training can be obtained through several study routes:

- Acquiring vocational education in *schools* according to curricula verified by the state institutions. Currently there are 15 schools for basic adult education with 586 students and 56 teachers;
- Curricula and courses at the *workers' vocational training centres*. These courses are with different duration and they are tailored to the needs of the labour market as well as to the personal needs of the candidates;
- Curricula for vocational training, additional training and specialisation, after or in addition to the secondary vocational education.

In the past years little attention was paid to adult education. This issue is regulated within the Laws on Primary and Secondary Education. A few years ago, in the frames of reforming vocational schools, some activities for reforming adult education began. The strategy on Adult Education is in preparation, and a separate Law on this matter is expected in 2007. With this Law, the system of adult education will have its own legislation, with measures to organise and establish providers for educational services for adults, enable better connection between formal education and informal forms of adult education, improve relations between labour market and the institutions for adult education, make regulation about financing of adult education, etc.

2. TEACHERS WORK

Until July 2005 public education has been highly centralised. Expenditures for the education sector are allocated from the state budget to the Ministry of Education. Only 3.6% of GDP goes to education: 57% is for the primary education, 24% for secondary education, incl. VET, and 19% is allocated to higher education. About 80% of these resources go to teacher salaries. The Ministry distributes expenses for the salaries to the schools. Teachers get their salaries every month with 5-15 days delay. With much more delay expenses for electricity, water, heating, and other costs of schools are distributed.

Teachers' salaries have the priority in financing, but in spite of that, the social status of teachers is very low. Teacher salary is a bit smaller than the average net-wage in Macedonia, which is approximately EUR 200. From time to

time, the Teachers Union organises a big strike, demanding better conditions for teachers, according to the collective agreement that was signed with the Government. The Ministry cannot provide enough money for reconstruction and repair of the school buildings although some of them are almost ruined. Schools do not receive any amount of money for equipment, teaching and learning materials for the instruction. The Ministry of Education is aware that education is in a very difficult condition.

From July 2005, with the Law on Local Government, education started the process of decentralisation, which means greater responsibility and engagement on the part of the local self-government authorities for all issues related to the quality of school work, finance, etc. According to the new regulation, expenditures for VET schools should be transferred from the state budget to the municipality. Then municipality distributes the money to the schools using a formula, which is based on various quotients, among which the number of students in the school is the most important.

Since the decentralisation process began, a lot of practical problems have occurred. While the local government and the Ministry argue, schools desperately wait for the sources they need.

There are still no developed mechanisms for evaluation of the teachers work, but strategic documents in this field have already been prepared. Standards for measuring the quality in teaching and learning should be defined.

Level of training for vocational teachers for implementation of the reformed curricula is different. Those who were earlier included in the PHARE VET programme are very well trained, but there is a significant number of teachers who are not trained to apply new methods of teaching and to utilize the new equipment that schools have received. That is the reason why in spite of the numerous projects for improving the quality of the teaching process, the traditional approach still dominates in most classrooms. Students are mostly passive during the classes and they are assessed based on the repetition of facts that they have learned. This imbalance should be diminished in the VET 4 phase, as training of these teachers is one of the main goals of this programme.

3. INITIAL TEACHER TRAINING

The *qualification requirements* of VET teachers in Macedonia are regulated by Law on secondary education⁴. According to this, teachers in second-

⁴ Law on Secondary Education, Article 72, "Official Gazette of the Republic of Macedonia" No. 44/95, 24/96, 34/96, 35/97, 82/99, 29/02, 40/03, 42/03, 67/04 and 55 /05

ary education may be persons who have graduated in the appropriate studies at a University faculty with a Bachelor degree, and have passed the professional examination. Teachers in the secondary education may be also persons who have graduated from other faculties, but have acquired pedagogical, didactical and psychological training at the corresponding faculties and have passed the professional examination. Within this regulation, the initial education of teachers is placed at the *university*, at the so-called Teachers Faculties, such as: Faculty of Philosophy, Faculty of Philology, Faculty of Natural Sciences and Mathematics, Faculty of Physical Education, Faculty of Art and Music.

Teachers who are graduated at other non-teaching faculties such as: technical, medical, law and economy, agriculture, forestry and tourism, do not acquire any pedagogical training during their studies. After their graduation, if they decide to make career as vocational teachers, they have to acquire an additional pedagogical qualification for teachers in the form of a *compensatory programme* on top of the acquired initial education. This consecutive, compensatory programme (pedagogical minimum) is offered at the Faculty of Philosophy in Skopje. For this additional qualification, a mentorship system is used, which means that traditional teaching courses are not organised. The students prepare themselves for the exams according to the curriculum which concentrates on psychology, pedagogy and vocational didactics. There is a general opinion that this type of training is insufficient and inappropriate, so in the last years there are initiatives for its improvement.

Related to this, the most significant policy document prepared recently is the ***“National strategy for development of education in RM for the period 2005-2015”***. In this document it is stated that there is an urgent need for improving the system of pre-service and in-service training of the teaching and managing staff of schools. Therefore a number of further activities are foreseen. The first step is for the Ministry of Education to formulate and codify standards for teacher training and to define the list of professional and vocational competencies that each teacher should possess. Teachers who possess these competencies will get “license” to work as a teacher. Special institutions will be established responsible for giving teacher licenses. Further, there will be list of indicators against which the teacher’s work will be assessed. According to these indicators, teachers will get points enabling personal career development.

In line with the aims of the new national strategy, the Faculty of Philosophy in Skopje has now developed a one-year programme for initial training of future VET teachers, consisting of ten modules, in which flexible pathways to

learning are offered. This programme is defined on the basis of the required competencies; it is practically oriented and compensates for the deficiency of pedagogical, didactical and vocational training.

4. IN-SERVICE TEACHER TRAINING

While the system of pre-service teacher training is mainly located at the Universities, the in-service teacher training is under responsibility of the Bureau for Development of Education (BDE) that is a part of the Ministry of Education and Science.

Concerning the professional development of teachers, the present law regulates that: “the beginner teacher and the professional associate (school pedagogue, school psychologists, etc.) works one year as an intern in which time (s)he will be trained with a help of a mentor from the school... (s)he passes a professional exam in a period of 6 months to 1 year at the latest after finishing supervised teaching practice experience and by a specific programme approved by the Ministry of Education” (Law on Secondary Education, article 66-67). Here it is also stated that “... principals, teachers and professional associates are obliged to develop professionally through the years” (LSE, article 38).

For many years, in-service teacher training has not been systematically organised and it has been carried out incidentally. The main reasons for this are the lack of a national strategy in this field, an insufficient and ineffective co-operation between the relevant institutions (BDE, University, VET schools), and first and foremost the lack of national material and financial support. As a consequence, in-service training has been predominantly carried out with the support of various projects funded by donors: PHARE, CARDS, USAID, WB, FIOOM, and GTZ. Training seminars are mainly focused on new methods of teaching and learning, the pedagogical use of information technology, etc. Only some of the teachers are included in these training seminars, so there are still a huge number who have not received any additional pedagogical or vocational training for many years.

According to new legislation in the pipeline, a Board of Accreditation will approve the institutions that will be authorised to provide teacher training. Accreditation of these institutions will depend on their capacities and the quality of teacher training that they can offer. Establishing *a free market of accredited teacher training providers* in the country has already begun and it is heavily supported by the ‘Education Modernisation Project’. Included in the

new legislation in preparation is a system of *career development for teachers* that will soon be implemented. It will enable promotion of teachers not only in terms of titles: 'teacher-beginner', 'teacher', 'expert teacher' and 'mentor teacher', but also in the salary that they will receive. For each step, a higher degree of vocational and professional competences are needed and a set of indicators will be defined upon which the teachers will be certified. In the present circumstances - when the teaching profession is devaluated with such a low material and social status of teachers - this model could be a systematic step towards a more dynamic mobility of teachers and by giving clear incentives also lead to a better motivation for professional development.

III. CHALLENGES, DEVELOPMENTS AND TRENDS

Strengthening the system for pre-service and in-service training of teachers is one of the top priorities in the further development of education in the country. For achieving this, several activities have significant importance. First, the new *legislation* has to be prepared and implemented. The new Law on Vocational Education and Training is in the procedure for adoption, there is draft version ready in the Ministry. According to the new regulation, two important bodies will be established: the *National Council for VET* and the *Centre for VET*. The National VET Council will consist of ten members from all relevant institutions. It will have an advisory function in creating strategy for development of VET on the macro level. The VET Centre will be directly responsible for quality in implementation of VET.

A draft version of the new Law on Higher Education has been prepared as well. After that, the Law on Adult Education and Life-Long Learning has to be prepared for the first time. This will create conditions for implementation of the life-long learning concept comprising recognition of formal, non-formal and in-formal learning enabling for the first time in Macedonia educational mobility for all population groups, and it will especially be helpful for prequalification and for reducing unemployment.

The main challenges in further development and sharpening the focus of VET TT in the forthcoming period are:

- Practical implementation of the concept of 'learning outcomes', based on standards of competences and skills that students are expected to acquire;

- Training of teachers for mastering active methods of teaching in the schools and enabling them to make pedagogically meaningful use of ICT;
- Ensuring better quality and develop mechanism for quality assurance;
- Developing standards for national qualifications;
- Implementation of the new role of the Inspectorate in education (from control to advice);
- Establishing of the State Examination Centre.

IV. DONOR REFORM ACTIVITIES AND OWN RESOURCES

There are a huge number of activities carried out for reforming the VET system in the Republic of Macedonia, mainly funded by donors and the Governments of foreign countries.

VET reform started with the PHARE Programme for innovation of vocational education and training in 1998. One of the main goals of this programme is the preparation of teachers for implementation of new curricula and the application of active methods, techniques and strategies. Now the fourth phase, called *CARDS VET 4*, is being implemented.

Currently the largest project in Macedonia is the 'Education Modernisation Project' - *EMP* with a joint budget of USD 20 million financed by loans from the World Bank, grants from the Netherlands and own investments by the Government of the Republic of Macedonia. The main goal in relation to VET teacher training is to establish an accreditation system to ensure that services for teacher training during work are provided by more training providers which accomplish the appropriate quality criteria.

The Secondary Education Activity (*SEA*) project funded by USAID supports 50 pilot project schools in professional development of teachers with a view to applying interactive educational strategies, which integrates theoretical knowledge in the practical learning. As part of this approach, SEA also is setting up virtual companies and gives donations to establish real companies in VET schools. Furthermore, the SEA project has established a training programme for secondary school principals.

Activities of the *e-school project*, also funded by USAID, is focused on training of teachers for introduction, connection and integration of project

learning, information and communication technology in the local community.

The *GTZ* project funded by Germany for the VET sector concentrates on the three-year VET programmes and contains considerable didactic and vocationally specific teacher training delivered in 8 pilot schools.

All these reform activities in vocational teacher training are relevant and much needed responses to the new demands of the modern society that requires trained teachers whose role is changed. However, the main weakness in these reforming processes are that they are short-time and that they have not had real impacts in terms of affecting bigger changes in the overall VET system. The links with national higher education institutions responsible for teacher training is very loose, to put it mildly.

A more global, inclusive and 'embedded' approach is needed to ensure compatibility and effectiveness of the reform activities.

V. REFERENCES

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- Ministry of Education and Science, [http:// mon.gov.mk](http://mon.gov.mk)

- National Program For Educational Development,
<http://www.npro.edu.mk>
- Bureau for Development of Education in RM,
<http://www.bro.gov.mk>
- University “Ss. Cyril and Methodius”,
<http://www.ukim.edu.mk>
- Faculty of Philosophy – Skopje,
<http://www.fzf.ukim.edu.mk>

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VET TEACHER TRAINING SYSTEM IN SERBIA

I. BACKGROUND

Until 1991 the Republic of Serbia used to be a part of the Socialist Federative Republic of Yugoslavia. In legal and political terms SFR Yugoslavia enjoyed a safe and important position in the international community. During the 1980s a disagreement between the federal units of Yugoslavia started to be expressed concerning the basic frames of the shared destiny. This ended up in a war. Due to the war in Croatia and in Bosnia and Herzegovina, the EU followed by the UN in May 1992 put Yugoslavia, first of all Serbia, into total political, economic and cultural isolation. These sanctions of the international community lasted until October 1996. In 1999 the political crisis in Kosovo and Metohia culminated in NATO bombings from 24th March to 9th June 1999, which caused considerable harm to the national resources of Serbia. Having in mind all the socio-economic consequences of the isolation and damages caused by the war, some sociologists treat this period of the 1990s as a state of *fundamental dilapidation*¹. In October 2000 the oppositional political parties took the power in Serbia. They are trying to transform Serbia politically, legally and economically and include it into the international community.

After a decade of isolation and economic devastation, Serbia is undergoing sweeping reforms. The main objectives are quick transition and inclusion of Serbia's economy into international economic flows. To attain these objectives means to carry out the restructuring of the economy and thus reach long-term sustainable economic growth and development. Economic system and institutions are also undergoing changes. New system-related laws have been adopted and many old ones revised. The privatisation process is gaining momentum. The institutional basis is being established, as well as a stimulating climate for the development of SMEs and entrepreneurship. There is

¹ Bolcic, S, Milic A., *Srbija krajem milenijuma* (Serbia at the end of the Millenium), Institute of Sociological Research, Faculty of Philosophy in Belgrade, Belgrade, 2002.

a permanent growth of the number of small- and medium-sized enterprises. According to data for 2000, in Serbia there were registered 60 552 active enterprises and 94.1% (56 993) out of them are in the category of SMEs.² At the same time a huge number of the Serbian population lives in the zone of poverty or at its very edge. According to data for 2000, 1/3 of the population of Serbia lived in poverty, i.e. with monthly incomes below 30\$. Under conditions of absolute poverty, i.e. with monthly incomes less than 20\$, lived 18% of the population.³

According to the 2002 Census, Serbia has 7 498 001 residents. The most numerous categories are the one between age 45-49 and the one between age 50-54. Given that the population growth rate is diminishing while the average life expectancy is expanding in Serbia, as in the majority of European countries, the number of persons above the age of 60 is on a constant increase.

In spite of the fact that Serbia has got an extensive system and network of elementary and secondary education schools, the educational structure of the population is rather poor. According to the data for 2002, nearly 22% of the population above the age of 15 has not completed elementary education. Nearly 24% of the population has elementary school as their educational maximum, which means that nearly 46% of the populations are at the elementary educational level or below it⁴.

After long-term isolation and war damages, the current social economic trends are moderately positive.

The Serbian economy is characterized by an obviously slow growth in the period between 2000 and 2005.

Table 1 - Key Economic Indicators⁵

	2000	2001	2002	2003	2004	I-V 2005
Gross domestic product %	5.2	5.1	4.5	2.4	8.6	6.13
GDP per cap in USD	1071.0	1256.3	1459.5	2001.4		
Net earnings %	6	16	30	14	10.1	4.97
Direct investment (net) USD m	50	165	475	1360	966	8102

² Data of the Republic Agency for SMEs and Entrepreneurship, www.sme.sr.gov.yu

³ Strategy for Reducing Poverty in Serbia, Ministry of Social Welfare, Belgrade, 2002.

⁴ Population - School level and literacy, Statistical Bureau of Serbia, Belgrade, 2003. pp. 13-22.

⁵ Republic Development Bureau, <http://www.razvoj.sr.gov.yu/index.htm>

In the past few decades there is a continuous long-term trend of reduction in employment in Serbia. However, during the past few years there has been a positive increase of employed people in the country. According to the data of the Republic Bureau of Statistic and Informatics, 1 848 531 people were employed during 2002. The number of employed persons in July 2005 was 2 045 463. In the same time, the number of unemployed persons has increased. In December 2002 there were 904 494 unemployed people, where in July 2005 that number increased to 995 592⁶. The rate of unemployment in 2004 was 18.4% (male 15.2%, female 22.3%)⁷. In the structure of unemployment the unskilled and semi-skilled workers dominate.

II. CURRENT SITUATION IN VET VET TT

1. VET IN THE GENERAL EDUCATION SYSTEM

Serbia has a rather inefficient system of formal education both from the standpoint of general aims (an increase in the level of general education and general culture of the population) and specific objectives (the employment of qualified and educated individuals).

Vocational secondary education is under the jurisdiction of the Ministry of Education and Sport of the Republic of Serbia. The role of enterprises (or other institutions demanding workers of certain skills and qualifications) in VET in terms of defining skills and qualifications needed by them, offering training for students and seeking influence on the training programs has been marginalized. Therefore, the system of vocational secondary school education does not correspond to the needs of the economy and labour market. The current restructuring in the economy, the process of privatization of large state-owned enterprises and the development of the private sector ask for a reconsideration of the relationship between educational institutions (Ministry of Education) and enterprises, trade unions, chambers of commerce, employment bureaus, etc. Secondary vocational schools provide qualifications on a two-, three- or four-year educational level and an offer of one-year further specialization after the completion of the secondary

⁶ Monthly Statistical Bulletin - 2002, No.4, Unemployment and employment in the Republic of Serbia, Belgrade, 2002. pp.4. and Monthly Statistical Bulletin, July 2005, No.35, Unemployment and employment in the Republic of Serbia, Belgrade, 2005. pp.3

⁷ <http://webzrzs.statserb.sr.gov.yu/axd/index1.php?SifraV=45&Link=>

school. The three-year and four-year vocational education prepares students for a broad list of jobs within the vocation making the professional profiles. A specialized training provides a deepening of knowledge and skills needed for the jobs in which special technologies are used – depending on the job within the frame of the professional profile.

In 2005 there is a rather wide network of secondary schools in Serbia:

- 127 gymnasiums
- 337 vocational schools
- 34 special vocational schools
- 33 art schools.

Vocational profiles are the basis for defining curricula in secondary vocational education. Professional profiles consist of general and vocational contents, based on the achievements in science, technology, culture and arts that are needed for performing the tasks within the field of work or for ensuring further education and training. Within the frames of secondary vocational education there are 543 educational profiles:

- 31 profiles of a two-year vocational education;
- 133 profiles of three-year vocational education;
- 148 profiles of four-year vocational education, and
- 231 specialized profiles – an option to take these courses after 1 or 2 years experience at work.

All professional profiles are grouped into *15 fields of work*: forestry and wood processing; agriculture and food processing; geology; mining and metallurgy; mechanical engineering and metal processing; electric engineering; chemistry, non-metals and printing; textile and leather processing; geodesy and civil engineering; transportation; trade, catering and tourism; economics, law and administration; health care and social welfare; personal service rendering; culture, art and communication; hydrometeorology.

There is a large difference in the number of students in vocational secondary schools. Secondary vocational schools in economics, trade, catering and other educational profiles in these fields have got classes with a large number of students. In some other fields, however, the small number of classes – and in classes - leads to problems with recruiting and retaining teaching staff. It is very difficult to find teachers for vocational subjects who would work with low number students. On the other hand, the quality of vocational secondary education differs in various parts of the country. In big cities there

are better chances for a vocational secondary school education and training of good quality. This quality depends also on the level and existence of workshops, laboratories, teaching material and the quality of the teaching staff. The equipment for work in theory and practice lessons is rather old (there is hardly any computers in the schools) and in some schools there is a lack of material for practical training. Large investments will be necessary in order to equalize the level of quality of the schools concerning infrastructure, equipment and training material.

2. TEACHERS WORK

According to data of the Ministry of Education and Sport there is a wide network of 337 vocational secondary schools in Serbia and 15 020 teachers working there⁸. One of the basic characteristic of the teaching staff in secondary education schools is its diversity – experts of various educational levels, academic titles and profiles (engineers, physician-specialists, dentists, nurses, master-craftsman, instructors, technicians, etc.), teach most of the vocational subjects. Over 50% of teaching in all fields of works is realized by experts of various profiles who have not received any initial teacher training. The present situation in teacher training in VET provides a poor support to modernization with a:

- lack of permanent teacher training and professional improvement system for teachers;
- lack of legislation for teachers in general, that would include ways for initial and professional preparation and mechanisms for social and professional promotion,
- lack of defined standards of knowledge and pedagogical skills;
- lack of adequate university programs for the initial psychological and pedagogical preparation of teachers in vocational schools;
- neglect of information technologies as a possible efficient basis for the professional teacher's development.

Working conditions in VET schools are generally not good. Equipment, buildings and conditions of vocational secondary schools are very diverse. In most of schools the infrastructure is at a rather poor level. The main characteristics of this school system are the following:

- about one quarter of school buildings are more than 60 years,
- over 25% of school buildings do not have sewerage system,

⁸ Non-published data from the Ministry of Education and Sport of the Republic of Serbia.

- over 50% of them do not have sufficient water supply,
- 56% do not have telephone lines and nearly 25% of them have constant difficulties with the heating system.⁹

3. INITIAL TEACHER TRAINING

A large number of teachers have no initial pedagogical or didactic preparation for the jobs they are working in (vocational subject teachers and teachers for practice), nor managerial skills (school principals, associates, administrators). The education of teachers for certain subjects in vocational schools is organized at various faculties (Faculty of Agriculture, Faculty of Veterinary Medicine, Faculty of Forestry, Faculty of Technology, Faculty of Electronics, Faculty of Mechanical Engineering, Faculty of Chemistry, Faculty of Construction Engineering, etc). During their studies, the candidates are not being prepared for the specific job function as a 'Teacher', and they do not study pedagogy or subject-didactics connected with psychology. However, if they decide to work in a school, they are obliged by law to pass the so-called "state expert exams" which usually include General Pedagogy, General Psychology and Educational Legislation.

Teachers start with work as interns in a school and their work is mentored and estimated by a teaching expert supervisor (the mentor is a senior teacher). When they get a positive assessment by the mentor and after having passed a state expert examination and a license examination, they have the possibility for a permanent and independent job as teacher in a school.

An innovative reform of initial vocational teacher training is now underway. The new "**Policy and Strategy Development for VET in Serbia**"¹⁰ is directed towards:

- Renewal and modernization of the teaching and training system for teacher trainees;
- Support to the actual reform of VET;
- Functional literacy and
- Establishing the foundations for continuing VET.

According to this policy proposal, a modernisation of teacher training should be initiated by improving the pedagogical capacities and skills of teach-

⁹ Reforms in secondary vocational education, Ministry of Education and Sport of the Republic of Serbia, Belgrade, 2002, pp. 30

¹⁰ Policy and Strategy Development for VET in Serbia, Ministry of Education and Sport Republic of Serbia – Vocational education Reform Programme, Belgrade, 2005.

ers and associates in order to prepare them adequately for the implementation of new programmes, and simultaneously help creating a new system which will link initial and permanent education. The goal of the new concept is to “equip” teachers with functional knowledge and skills which will enable them not only to implement successfully new reformed programmes but also enable them to actively and creatively participate in further individual professional development and to contribute to the improvement of VET. As opposed to the traditional model, the new concept is promoting a culture of permanent change and a systematic approach in determining the needs and possibilities for professional development.

Regarding the current approach and the projected development of vocational education, the expected teacher training outcomes should be:

- Good vocational and pedagogic knowledge and skills applicable for modern teaching and learning tools and methods;
- Openness towards change and understanding of the rationale and implications of reform;
- Communication and guidance skills to lead students through the learning process;
- Knowledge of planning and developing innovative approaches and curricula;
- Cooperation skills, team work capacities, and identification of the economy and students needs;
- Ability to take over the responsibility and initiative for own professional career and development of VET;
- Knowledge about planning, evaluation and self-evaluation

4. IN-SERVICE TEACHER TRAINING

The system of in-service teacher training in terms of provision structure consists of: The Institute for Improvement of Education - Center for Professional Development of Employees, Schools, Faculties, Research institutions, Professional institution and non-Governmental organizations. The programs and ways of organizing in-service training for teachers are regulated by law. Teachers have to received 100 hours of in-service training during a five-year period¹¹. In-service training may lead to one of the four teacher grades: 1. pedagogical counsellor, 2. mentor, 3. instructor and 4. advanced pedagogical counsellor.

¹¹ Statutes about continuing in-service training of teachers, Official Bulletin, No.14/2004 and No.56/2005.

Programmes for education of teachers in the course of service are made for each year by the Ministry of Education and Sports, different NGOs and foreign donor organisations. The Ministry of Education and Sport each year publishes a catalogue with training programs that are offered by various non-governmental associations and vocational associations.

III. CHALLENGES, DEVELOPMENTS AND TRENDS

Substantial initiatives are underway to reform vocational teacher training as an integral part of overall VET reform, however mostly in the form of proposals still on paper. The Ministry of Education and Sports with support of the CARDS program has made a number of important policy and strategy papers: “The Concept for Vocational Education, Policy and Strategy Development for VET in Serbia”, “Methodology for curricula development”, “Policy and Strategy of Adult Education”.

These documents have established a general framework and as well as a concrete starting point for the overall modernization of vocational education and training, including teacher training for VET. These document call for making of a coherent system for initial and in service teacher training. A system defined by these documents relies on the following pillars:

- Development and training at school level;
- Modern teaching and learning methods;
- New information technologies;
- Development of professional cooperation and partnerships

To ensure that this concept for training of teachers and other resources is transformed into programmes and concrete activities it is necessary to:

- Adopt special legislation (or regulations) reforming the entire area of vocational education and professional development of teachers and associates in vocational schools;
- Define the standards for knowledge and skills required from teachers, related to the importance of the work they need to perform in the schools;
- Establish the criteria for the professional and social promotion of teachers, that would later become part of the legislation or regulations;
- Establish the character and the form of training programme offers and the ways of supporting self-development of teachers;

- Prepare the principals, school inspectors, advisors and local partners for support to the implementation of the planned training activities;
- Define the monitoring mechanisms and internal and external evaluations for the efficiency of the applied training programme.¹²

IV. DONOR REFORM ACTIVITIES AND OWN RESOURCES

The Serbia reform of vocational education was started in 2001 as a massive national 'waking up' campaign which supported curriculum reform of the agricultural schools, after which campaign reached out almost all VET schools and teachers in the country. VET reform was supported by different donor organizations. The most important contributions have come from the CARDS I project started since 2003, to be followed up by CARDS II project from November 2005. Considerable in-service teacher development has been part of this process. Corps of trained curriculum officers, school coordinators, internal and external 'CAT's recruited from teachers and working inside the 55 pilot schools, has created a critical mass of potential disseminators and teacher trainers who, in collaboration with the national VET Centre, could have a valuable systemic impact, if deployed in an efficient way by the Ministry of Education and Sports.

Another important donor is the GTZ, Germany, which also contains a battery of continuing professional development activities, including training courses for VET teachers at the economic schools.

In the development and implementation of an integral VET TT system for VET teachers in the period 2005 to 2010, support is expected from the European Union and its access funds especially from the CARDS Program as well as from the World Bank, GTZ and IIZ DVV, Germany, and other bilateral donors.

V. LIST OF RELEVANT ADDRESSES

- The Ministry of Education and Sport, Nemanjina 22-26, Beograd - <http://www.mps.sr.gov.yu>
- The Ministry of Labour, Employment and Social Policy, Nemanjina 22-26, Beograd, <http://www.minrzs.sr.gov.yu/>

¹² Policy and Strategy Development For VET in Serbia, Ministry of Education and Sport Republic of Serbia – Vocational education Reform Programme, Belgrade, 2005.

- Institute for Improvement of Education - Center for Professional Development of Employees, Fabrisova, 2, Beograd.
- Institute for Improvement of Education - Center for Vocational and artistic education, Fabrisova, 2, Beograd.
- Statistical office of the Republic of Serbia, Milana Rakica 5, Belgrade, <http://webrzs.statserb.sr.gov.yu/axd/en/index.php>.
- National Office for Employment, Kralja Milutina 8, Belgrade. <http://www.rztr.co.yu>

VET TEACHER TRAINING SYSTEM IN CROATIA

I. BACKGROUND

From 1945 until 1990 Croatia was a Republic in the Socialist Federative Republic of Yugoslavia. In 1990 through disintegration of Yugoslavia, Croatia became a sovereign, independent state which acquired international recognition at the beginning of 1991 and became a member of the United Nations and the Council of Europe. During the period of becoming independent, the Republic of Croatia unfortunately passed through a seceding war, with huge human and material losses. Today Croatia is in the process of stabilisation and integration; Croatia began full EU membership talks in October 2005 and is now on the road to becoming a member of the European Union.

Simultaneously with its becoming independent, the Republic of Croatia changed its socio- political profile from a one-party communist, so-called 'self-regulatory socialism', towards a pluralistic Parliamentary democracy and a capitalist free market economic system. The economy goes through a radical restructuring and the process of privatisation and modernisation, which is imposed, by globalisation and the pressure of competition.

It is anticipated that in the period until 2020 there will be a decrease of the population in Croatia by 5% which amounts to a decline from 4 380 000 in 2000 to 4 158 000 inhabitants in 2010. It is anticipated that there will be a decrease of the age group from 11 to 18 years by approx. 24% until 2010 with the tendency of decline even afterwards. The state, which is aware of that fact, is taking certain measures in order to increase childbirth rate.

In 2004 the public expenditures of Croatia added up to more than 50% of the GDP (Gross Domestic Product) that is a high percentage in comparison with other countries, especially members of the European Union. In 2004 the percentage of expenditures in GDP for the educational system in the budget of the Ministry of Science, Education and Sport amounted to 4,1% of the GDP. If

we add investments of other ministries and local authorities, then the expenditures for the system of education amount to 4,3% of the total GDP in 2004. The anticipated growth during the next years will be at the rate of at least 0,5% until the average rate of public expenditure in developed countries is reached.

Unemployment in the Republic of Croatia is big and amounts to 18% of which about 30% are young unemployed people. The government and the local self-administration take a whole range of measures in order to improve employment as well as system of education. Goal of those measures is to enable the young ones to acquire necessary competencies for the market of labour and the whole-life education.

II. CURRENT SITUATION IN VET TT

1. VET IN THE GENERAL EDUCATION SYSTEM

The system of upbringing and education in the Republic of Croatia is composed of 4 sub-systems:

1.1. Sub-system of the pre-school education is conducted according to the Act on Pre-School Upbringing and Education. It is affected in kindergartens from the age of 6 months until enrolment at school. Children who are not comprised by programmes in kindergartens obligatorily attend the pre-school programme in duration of 250 hours in the year preceding the enrolment at school.

1.2. Sub-system of the elementary/obligatory education is conducted according to the Act on Elementary Education. Obligatory elementary education is effected in a unique eight-year school. The elementary school teaching plan and programme is based on the class-subject-lesson system. 98% of the enrolled pupils, as a rule, finish the elementary education, and about 80% continues education in some of the secondary schools.

1.3. Sub-system of the secondary education is implemented according to the Act on Secondary Education. In Croatian secondary school sub-system there are:

1.3.1. Grammar schools - secondary schools of general orientation in duration of four years

1.3.2 Vocational schools - technical schools in duration of four years in various areas.

1.3.3. Vocational schools – schools for professions (for artisans, industrial schools and similar ones in various areas) in duration of three years.

1.3.4. Vocational schools – of lower qualifications in duration from one to two years.

1.3.5. Professional improvement – short programmes from 120 to 200 hours.

1.3.6. Professional improvement – from 150 to 500 hours

1.3.7. Art schools in the area of the art of dance, music, drawing and design in duration of 4 years

1.3.8. Schools for the children with special needs

Grammar schools are finished by a final exam, and all other schools are finished by an exam that is composed by Croatian language, vocational-theoretical contents and practical work.

The total number of pupils in the vocational education is 141 407 pupils or 73,72 %

In the Republic of Croatia there are 401 secondary schools of which: 78 are independent grammar schools, 82 mixed schools, 209 vocational schools, 22 music schools, 2 ballet-dancing schools and 8 with adapted programmes for children with difficulties in development.

368 schools are owned by local administration – counties, 11 schools are owned by religious communities and 22 schools are private.

Financing of schools is of two types. Salaries of personnel at schools are provided from the state budget, and funds for regular material expenditures are provided by the local budget. Private schools are co-financed from the state budget. Greater, capital investments are provided for by the state and the local budget, as a rule, 50:50.

Higher education (duration from 2 to 6 years) enrolling 31% of the young ones from 19 to 24 years of age, approx. 34% of these students finish their studies. The Republic of Croatia in 2001 signed the Bologna declaration and starting from the 2005/2006 school year a new system is introduced of three cycles of studying: *the pre-graduate, the graduate and the post-graduate*

study (as a rule, 3+2+the system of studies) and the system of points of the European Credit Transfer System will also be implemented.

2. TEACHERS WORK

In the secondary education system *the number of the school personnel* amounts to 18 755, of whom 14 466 are teachers, 387 are managers, 576 are expert-pedagogical personnel, 1085 administrative personnel and 2 238 persons are technical personnel. The total number of the **vocational teachers** is **6 465**, of whom 1 543 are teachers of practical work and 378 are instructors in practical teaching.

In the Croatian VET system there are *several categories of teachers* involved in different types of VET provision. Basic education of teachers in secondary VET schools comprises three educational levels: *Teachers with university degree, Teachers with pre-graduate degree, and Teachers with a secondary education degree.*

According to the type of the teacher's assignments, teachers in VET schools are divided into the following groups:

1. Teachers of general educational subjects
2. Teachers of vocational theoretical subjects
3. Teachers of practical education
4. *Instructors in teaching – assistants to teachers of practical education*
5. *Masters – expert teachers in art*
6. *Instructors in companies*
7. *Teachers for work with children with special needs education;*

Working conditions of VET teachers differ according to their different functions in the system. The recruitment of teachers is performed by public competition. The working time is distributed between direct educational work (teaching) and other tasks within a five-day working week of 40 hours. The weekly teaching load for teachers of general educational subjects and vocational theoretical subjects amounts to 20 to 22 hours. For practical teaching 28 hours and for the work of the instructors in the workshops from 32 to 36 hours.

The norm of work and the corresponding qualifications for single subjects is prescribed by the minister. Teachers are guaranteed the freedom of work and teaching within the framework of determined plans and programme,

and working conditions, compensations, etc. are regulated through collective negotiating agreements.

The teacher is obliged to professional-pedagogical improvement as well as having medical examinations every three years. Teachers are entitled to an annual leave from 18 to 30 working days, depending on the duration of the work place experience.

Salary scales are determined for each category of teacher by the government regulation on public services and on the basis of the collective agreement for public officials; there is seniority supplement of 0.5% for each year of work experience. Senior teachers and teachers-advisors are entitled to special supplements.

Teachers start with work as interns and during a two-year period they are obliged to pass a state expert exam upon which they can be permanently employed in the vocation of a teacher of a particular subject or a group of subjects. The work of teachers is monitored and assessed by an experienced teaching supervisor, the principal of the school and the Institute for Education. There is a career promotion system: teachers may get promoted and acquire the title of vocation senior teacher and teacher-advisor. Conditions for acquiring those professions are prescribed by the minister.

3. INITIAL TEACHER TRAINING

Teachers of general subjects finish four years university study during which they acquire a parallel pedagogical-psychological-didactic-methodical education.

Teachers of vocational subjects finish university expert study in duration of four years in the basic profession.

Teachers of practical work finish a specialist study lasting two years in the profession, and for some subjects, secondary education.

Instructors in teaching finish secondary education.

All vocational teachers are obliged to finish within one year an additional education of pedagogy, psychology, didactics and methodics of teaching. Starting from 2005/2006, there will be a transfer to a new way of studying according to the Bologna process.

Institutions for basic education of teachers are various faculties at the Universities in Zagreb, Rijeka, Osijek, Zadar, Split and Dubrovnik. Additional pedagogical – psychological – didactic – methodical education of vocational

teachers is acquired at Pedagogical faculties and teacher's academies in 10 institutions.

The minimum programme of the additional education is prescribed by the minister of education and sport. The ministry of economy and work for masters – vocational teachers. The programmes have not been standardised, this refers specially to the methodology of the teaching process.

Exams are conducted by institutions, which effect additional professional improvement; those are the pedagogical faculties and teacher's academies which issue confirmations regarding additional education. The artisan's chamber conducts examinations for masters – vocational teachers.

4. IN-SERVICE TEACHER TRAINING

The current in-service public VET teacher training in Croatia is based on the „Act on Secondary Education“ (2003), the „Act on Artisanry“ (2003) and a package of respective by-laws and other normative acts. A number of policy papers have been published recently as this is seen as a priority area. Important among these are „The plan of development of education 2005 – 2010“ (MoES 2005) and „The decision on founding expert councils of teachers of vocational areas (Institute for Education of Croatia).

Many *institutions* are involved in delivering continuing professional development for VET teachers. In-service education of teachers is implemented by the Agency for Vocational Education, the Institute for Education and pedagogical faculties, open educational institutions, Croatian Artisan and Crafts Chamber and NGOs. Some programmes are implemented by institutions from abroad such as: Kulturkontakt, Austria, for the economic subjects, Goethe Institut and the Crafts Chamber of Munich and Upper Bavaria and the Federal Republic of Germany for the German language and crafts professions.

The Ministry of Science, Education and Sport passes yearly programmes for professional improvement on the proposal of the Agency for Vocational Education; they are implemented by the Agency and are *financed* from the state budget. At the level of local administration, programmes of professional improvement are implemented through expert associations for certain groups of teachers in co-operation with the Institute for Education, partly financed from the state budget, and partly from local administration funds (the county). The Croatian Chambers finance professional improvement of masters (vocational teachers) and participates in the professional improvement of school workshops teachers in practical work. Professional continuing training im-

plemented by the NGOs are financed from own sources. Professional competence development are implemented by various vocational associations of teachers are financed from the funds of the school, and sometimes by teachers themselves.

Public In-service training programmes for teachers and trainers are made for each year by the Agency for Vocational Education and the Institute for Education in co-operation with interested partners, as stated above.

III. CHALLENGES, DEVELOPMENT AND TRENDS

The *main current initiative* in 2005 is formulated in „*The plan of development of the system of education 2005 – 2010*“ by the Ministry of Science, Education and Sport which anticipates making a coherent national strategy for the education of teachers, coaches and instructors in companies and teachers for education of adults. The strategy contains an integral process of education in three phases: *initial education, internship and permanent improvement*. Initial education will be implemented according to the new curriculum in accordance with the Bologna process. Concerning the system of continuing professional development the plan anticipates making a work programme with new technologies and the introduction of contemporary teaching methods as well as initiation of a project of licencing teaching professions, subject to renewal.

The new *Agency for Vocational Education* plays a central, national role in the innovation of teaching and learning. In the course of 2003/04, 75 schools have been equipped with contemporary teaching technology (EUR 9.000.000); programmes for instructing teachers– multipliers for work with new technologies have been made or are being made, with the task to educate their colleagues. For 72 schools a licence was provided for the computer programme in machine building ‘*Solid Edge*’. For 80 schools a licence was provided for the electrotechnical engineering computer programme ‘*CADdy+*’ and courses set up to train teachers. Besides training the vocational profession, there has been systematic work on development of pedagogical competences by introducing new methods in student-directed learning. Special attention will be paid to development of *the network of practice training premises* for reception of learners – future teachers as well as their senior teachers.

In Croatia there are in particular *challenges in the education of adults*. In 2004 a „*National strategy for Education of Adults*“ was tabled with the proposal of activities and terms of implementation. The strategy was made with

all the partners from the economy, trade union and the Croatian Institute for Employment with the aim of improving competences and employment.

There are *weaknesses in the relation between universities, VET schools and companies*. So far there has been, as a rule, a weak relationship between universities and vocational schools; it could be established within the broad framework of the ministry's attempts to develop a renewed vocational schooling system. The *relationship between schools and companies*, i.e. the challenge of integrating theory and practice, exists only in the education for artisan professionals which builds on solid transmission links between the Croatian Artisan and Crafts Chamber – School – Artisan Master Vocational Teacher. For the time being there is no legal framework or a project for co-operation between schools and other companies. A barrier is the fact that instructors in relevant companies are not trained for receiving VET students. The Agency for Vocational Education has the task in its programme to initiate such a co-operation. To promote this initiative the Agency has now formed a Department of Partnership.

VET teachers play an increasingly active role in the ongoing VET reform in Croatia. Vocational teachers will now attend education to qualify for participating in making the National Standard Classification of Professions as co-operators of the partners from economy and science and will help making the National Educational Standards.

Social partnerships in VET TT is established, but there is still plenty of room to improve it with all partners. In particular the partnership with the Chamber of Crafts is excellent; the training for teachers in charge of practical education in schools and licensed trainers employed in firms is organized in cooperation with the Chamber of Crafts. Supported by the Chamber of Crafts for the Bavaria region, the Croatian Chamber of Crafts organised three courses in Germany for approx. 200 teachers to be trained as multipliers in their fields of work.

In order to improve *quality and efficiency* of education, special attention must be directed towards modernisation of contents and methods of work in schools, assessment of achievements and permanent professional improvement of teachers. An evaluation system will be established with standardised procedures with a view to develop, supervise and improve the efficiency of adoption of knowledge, skills and attitudes and will include the monitoring of work of schools and work of teachers. For that purpose the *State Examining Centre* has been founded, with the aim of external evaluation of achievements of students, and the *Agency for Vocational Education* has been established to

promote and develop vocational education. *The National Council for Vocational Education* is also under establishment with experts from key ministries and institutions as well as economic-social partners. *The Agency for Science and Higher Education* has also been founded with the aim of promoting higher education, including empowerment of vocational studies, ensuring quality and excellence of teaching at university level which, in principle, will enable recruitment of quality personnel for VET schools.

IV. DONOR REFORM INITIATIVES AND OWN RESOURCES

In the implementation of the development of the integral system of education in the period from 2005 to 2010, Croatia expects to receive the necessary support from the European Union and its accession funds. Special support is expected from the CARDS programme and from the loan for education by the World Bank. The national plan for development of the education system will be supported by considerable investments of own resources as stated by the readiness of the government to gradually increase the funds for education by increasing allotments from the GDP up to the rate of 4.9% in 2010.

V. LIST OF RELEVANT ADDRESSES

- The Ministry of Science, Education and Sport, Trg Hrvatskih Velikana 6, Zagreb
- Institute for Education of the Republic of Croatia, Badalićeva 24, Zagreb
- Agency for Vocational Education, Savska cesta 41/XXIV, Zagreb
- Agency for High Education, Savska 41/VIII, Zagreb
- Croatian Artisan Chamber, Ilica 49/II, Zagreb,
- Croatian Economic Chamber Rooseveltov trg 2
- State Institute for Statistics, Ilica 3, Zagreb
- Institute for Employment, Radnička cesta 1, Zagreb

VET TEACHER TRAINING SYSTEM IN ALBANIA

I. BACKGROUND

Albania is a small country with a population of 3.07 million and a surface area of 28800 km², situated in the central Western part of the Balkan Peninsula. After five centuries of being part of the Turkish Empire, Albania became independent in the aftermath of the Balkan Wars (1912). During the Second World War, Albania participated on the side of the Anti-fascist Allies and after the war a communist regime was set up in Albania.

Since the 1991 opening to the outside world, Albania is striving to take its place in the community of nations as a full member. Fundamental social and systemic reforms have been initiated and quick progress was achieved in liberalisation and private sector development. An entirely new legal and institutional framework is rapidly being elaborated. Albania became an active member of Council of Europe and OSCE and these improvements were the basis for opening the negotiations for an EU/Albania Stabilisation and Association Agreement.

Population and economic activities are unevenly distributed in the territory of the country, with large waves of internal migration to urban areas (55% of population still living in rural areas), combined with a massive outward migration (about 1 million emigrants are estimated since 1990). In the last years, the economy has been rapidly growing (5,5% growth of GDP per capita in 2005, reaching about 2100\$). Macroeconomic indicators remains stable (inflation 3-4%), however not sufficient jobs have been created and unemployment remains high at 15%. Exports are increased but still balancing only 25% of imports. The majority of employment remains within the agriculture and fishery sector (72% of the total) and a negligible manufacturing sector (5%). Almost 80 % of all private enterprises are run by self-employed people with only 1-2

employees and just 20% of businesses have more than 49 employees. A large portion of these micro-enterprises operates in the informal sector.

The international community has made significant interventions in strengthening public administration, fighting organized crime and terrorism, the adoption of key sector policies.

Recently, a coalition lead by Democratic Party won general elections (July 2005), promising rapid economic development and a special attention to education sector (VET in particular).

II. THE CURRENT SITUATION IN VET TT

1. VET IN THE GENERAL EDUCATION SYSTEM

VET in Albania is composed of two main sub-sectors: Vocational Education (VE) under the responsibility of the Ministry of Education Science (MES) and Vocational Training (VT) under the responsibility of Ministry of Labour, Social Affairs and Equal Opportunities (ML). The public sector of VET is represented by 40 vocational schools and 9 vocational training centres.

Vocational Education is considered as part of secondary education, starting after 8 years of obligatory education¹. The current VET system in Albania is quantitatively small and qualitatively poor, generally characterised by low level of infrastructure, lack of human and financial resources and outdated curricula. This sector was not able to appropriately respond to the drastic socio-economic changes of the last 15 years, evidently loosing reputation. Internal initiatives and donor support² have resulted in positive changes that are mainly affecting the delivering part of the system (didactic infrastructure, curricula and teacher training).

The new VET Law (2002), establishment of a National VET Council (2003), development of the Strategy for Employment and VT (2003) and implementation of the EU CARDS 2002 Program (2004-06) are substantial events that have given new impulses to the VET reform processes. The idea for establishing a VET Agency is fully elaborated and has recently, been seriously considered.

¹ According to the new education reform strategy, obligatory education will be with 9 years duration.

² EU, German, Swiss and Austrian donors are the most active ones.

VE schools offer long-term courses in two levels: skilled workers (3 years duration) and technical-managerial level (3+2 years or 5 years, resulting in maturity diploma). During the school year 2005-06 the VE sector is being attended by about 15.300 full-time students (13% of secondary education) in about 35 purely vocational profiles and more than 8.000 students (7% of secondary education) in so-called "social-cultural" schools (4 years duration), such as foreign languages, arts, sports, pedagogy. Considering both types of initial vocational qualifications, only about 20% of secondary level full time students are enrolled in VE sub-sector. The private sector of VE is very small, represented by 4 vocational schools enrolling about 11% of VE students.

The public Adult Training Centres offer short-term courses (3-9 months duration) in about 20 profiles, mostly in foreign languages, computing and secretarial work and less in other types of services. More than 8.000 trainees attended such courses during 2004 and a comparable number of trainees (6.300) attended similar courses offered by non-public training providers accredited by the ML.

Apart from recent positive developments, the reputation of the Albanian VET system remains low and demands a profound systemic reform supported by enlargement and modernization of the delivering part of it. For the situation of Albania (a small country with limited resources) *efficiency* is very important. Harmonisation of VET policies, the creation of a unique VET system as part of the lifelong learning perspective, VET responsiveness to the needs and rational use of resources are considered as the main focus of current and future reform initiatives.

2. TEACHERS WORK

In the Albanian VET sector there are several *categories of teachers* involved in different types of VET providers, as in the following:

In vocational education schools (under the MES), there are three categories of teachers (according to three curriculum areas):

- *Teachers of academic subjects* (mathematics, social sciences and natural sciences). Their background is similar to the teachers of the lower secondary schools and gymnasiums.
- *Teachers of theoretical vocational subjects* (such as electro-techniques, mechanics, traffic, economy, etc). Normally, they have a technical university degree.

- *Teachers of practical subjects* (practical instructors). They are graduated in secondary technical schools and normally have some practical work experience in the respective occupation.

There are cases where the same teacher delivers both theoretical vocational subjects and practical subjects also (particularly in schools implementing the modular curricula).

In vocational training centres (under the ML), there are similar categories of vocational teachers (theory teachers and practice instructors) and, normally, academic subjects teachers are missing due to the fact that short vocational courses lack this type of subjects. Massive implementation of modular courses in the public training centres has increased the number of teachers delivering both vocational theory and practice.

Teachers of *non-public VET providers* have the same characteristics as their colleagues of the public sector.

According to the statistics of 2005, the number of full-time teachers in the public vocational education is about **990** (430 teachers for general subjects) and in the public vocational training centres there are about **80** full-time, complemented by a considerable number of part-time teachers also. The non-public part of vocational education represents only 11% of this sector but the non-public part of vocational training is comparable with the public one. So, in general, the total community of VET teachers in Albania (excluding academic teachers and the teachers of social-artistic schools) is estimated less than **800** teachers (theoretical and practical).

Working conditions of VET teachers are different, according to the specific particularities of each vocational school or training centre. Theoretical teachers deliver 20-24 lessons/week and practical instructors 30-36 sessions/week. In general, the teaching-learning environment is not appropriate. There are old and non-renovated buildings, outdated furniture and lack of didactic equipment and materials. Teachers have difficulties to find textbooks and to access IT for collecting information related to their subjects. They teach in classrooms having relatively high number of students with low entrance level. Administrative and management procedures in the schools are outdated. In-service training is weak and sporadic. There are exceptions in some pilot schools where work conditions have improved with the contribution of donors.

Salaries in the overall pre-university education sector, including VE, even with the continuous increase (about 10% every year), still remain comparatively low (150-200 euro/month). The teacher salary scale is divided in 4 levels, according to the work experience of teachers (5, 10, 20 and more than 20 years of experience) and do not respond to their individual level of qualification. There are not clear *career* routes for VET teachers. A teacher can apply for the positions of school/centre principal and vice-principal, according to the work experience and qualifications attained.

Such work conditions, salary indicators and relatively low social esteem does not make the VET teaching profession very attractive, resulting in a considerable “brain drain” towards more profitable sectors, during the last 15 years.

3. INITIAL TEACHER TRAINING

There is no formal initial teacher training (pre-service) system for the VET sector in Albania. For vocational subject teachers the typical requirement is a university degree in the relevant field, without any complementary pedagogical education. The same principle is applied for practical instructors. Universities provide pre-service pedagogy-psychology programmes only for teachers of general subjects in VE. There is no legal frame and no institutions responsible for initial VET teacher training. Proposals for introducing a formal pre-service training of VET teachers in Albania are not yet presented as an official reform policy.

4. IN-SERVICE TEACHER TRAINING

The current in-service public VET teacher training in Albania is based on the “Law on pre-university education in Albania” (1995), “The VET Law in Albania” (2002) and a package of respective by-laws and other normative acts. There is not a special sub-system for in-service VET teacher training and their training is part of the overall in-service teacher training system. The responsibility for in-service VET teacher training is distributed among several actors and institutions.

- National Centre for Training and Qualification of Teachers³ is responsible in the national scale for developing certification schemes and programming of in-service teacher training for all levels and

³ This Centre became fully operative during 2005.

categories of pre-university education. Until now, no special focus is given to the VET sector.

- Regional Educational Directories and Local Educational Offices⁴ are responsible for in-service training of teachers at the regional and local level. Qualification Sections in such bodies organise teacher-training sessions on general didactic aspects. VE teachers participate in such trainings together with general education ones. Only in some regions having a considerable number of vocational schools, VE teachers are separately trained for specific didactical aspects.
- For the teachers/trainers of VT sub-sector, the ML and the NES (its Department for Vocational Training) have not yet developed any formal mechanism for in-service teacher training, at least at the national level.
- Vocational schools and vocational training centres are formally responsible for training of the teaching personnel at the school/centre level. But, in reality, there are no formalised mechanisms at this level for analysing training needs of VET teachers and supporting them to upgrade professionally.
- There is also a large number of other actors and bodies contributing to the in-service VET teacher training, such as the VET Department at the Institute of Curricula and Standards, several donor projects and programmes operating in VET, universities, NGOs, etc. They provide ad-hoc training sessions or courses according to particular needs of teachers or specific objectives linked with their activity. Non-public VET providers have to care themselves for training of their teaching staff.
- Social partners (enterprises) do not really contribute in training of VET teachers. Some teachers that accompany students during their practical stages in enterprises are informally benefiting by having direct contacts with the world of labour.

In general, in-service VET teacher training is characterised by sporadic and isolated interventions of several actors and bodies, not well programmed and not co-ordinated. Such activities are more supply driven than needs oriented. In most cases, participants receive attendance certificates that do not have any formal recognition. The major part of training is focused on general pedagogy, didactics in VET, curriculum and teaching materials development,

⁴ There are 13 Regional Educational Directories and 24 Local Educational Offices.

the use of educational media, and very limited training is offered on the respective occupation aspects.

In all cases, VET teacher training is free of charge and part of resources for such activities are provided by the state budget, although there is not a particular budget line for in-service training in the overall education budget and it is difficult to find reliable figures. It is evident that most of the in-service training for VET teachers is financed by different donor projects operating in this sector.

In regards to in-service training of VET school managers (principals and vice-principals), the situation is very similar to that of the teachers. Some sporadic management training is offered by several donors (CARDS program recently) and a more structured one-month course is delivered by the ex-Institute of Pedagogical Studies, but very few VET managers attended this course.

III. CHALLENGES, DEVELOPMENTS AND TRENDS

During the last years, several strategic documents on VET teacher training have been developed, but still there is not any formally agreed strategy. The VET community in Albania is aware of the problematic situation in this area, which can be summarised as: *a total lack of pre-service teacher training system, weak mechanisms for training needs analysis and programming, not clear distribution of responsibilities for in-service training, a donor supply driven training offer, no accreditation of achievements, a limited number of teacher trainers, limited public resources, etc.*

The above mentioned problems and obstacles can be considered as the main *challenges* to be faced in the near future. Although the future “model” of the VET teacher training system in Albania is not clearly and definitively conceptualised, there is a broad consensus on the following principles and trends:

A ***pre-service*** VET teacher training system must be established and gradually, the pedagogical background must become an obligation for vocational teachers. Tailored courses for different categories of such teachers could be delivered in Faculties for Pedagogy, offering respective formally recognised certificates.

In-service VET teacher training should be strengthened through:

- establishing (or defining) a public body responsible for specialised parts of in-service VET teacher training;
- developing qualification levels (maybe 3 levels) and respective standards, represented by certificates for different categories of VET teachers;
- developing of national programs (modular and credit based) and mechanisms for assessment and certification, according to respective levels and categories;
- improving the delivering mechanism (creation of a national team of teacher trainers, improving the financial regulations, etc.);
- establishing the school/centre level mechanism for in-service VET teacher training (appointing *mentors* in each school/centre having the appropriate status and competence to investigate training needs and support teacher professional upgrade);
- establishing of institutional links between schools/centres and local business/industry to allow periods of “on the job training” of VET teachers, in their respective occupation.

The teacher salary scale should be based on both important factors: work experience and accredited level of their individual qualification. The institutional, legal and financial frame of the VET sector should be adapted to come in line with and support the changes in VET teacher training.

Considering the difficulties for establishing a pre-service VET teacher training system and the fact that the number of teachers in this sector is relatively low (less than 1000), another (short-term) option is *to design the first level of in-service VET teacher training with the intention to apply it as a pre-service qualification mechanism*. (obligatory entrance level).

IV. DONOR REFORM INITIATIVES AND OWN RESOURCES

During the last 10-15 years several initiatives have been carried out in the field of VET teacher training. Some *national bodies*, such as REDs, LEOs and the VET Department at ICS have organised training events according to the occasional requirements and availability. In many cases, they have co-operated with other actors. *Donor projects* (international, governmental and NGOs) have considerably contributed to fill the gap created by the weakness of the formal system for VET teacher training in Albania. To a certain extent, all pilot projects have operated at the school/centre level, providing training

for VET teachers (in the country and abroad) according to the specific objectives of each project. To be mentioned here, are:

- The VET PHARE programmes⁵ have trained teachers of some pilot vocational schools/centres (agriculture and construction) in regards to VET didactics, modular curricula development and implementation, professional upgrade.
- The German GTZ (economic and electrical schools) has trained teachers mainly for didactic aspects of practical activities, trying to create a group of “multiplicators” for dissemination of experience to other similar schools.
- Kulturkontakt, Austria (hotel-tourism and economy) is training teachers on didactic aspects of practical activities, development of teaching materials, project work and recently, operating to disseminate this experience in other schools.
- The project for Adult Education (PARSH), Germany, is operating in the field of adult training, supporting teachers/instructors of public VT centres with training on VET didactic basis.
- Swisscontact, Switzerland, has initially contributed with didactic, curricula development and professional training of teachers/instructors of one pilot industrial school, establishing a “training resource centre” in this school. Another contribution was the training of 5 “job analysis facilitators”. Recently, through the ISDO Project (operating in the area of non-formal VT) several initiatives are carried out to design and implement a “pilot system for VET teacher training”, through:
 - preparing of a national program (3 levels, modular and credit based) for in-service VET teacher training on didactic basis;
 - establishing and training of a “national team” of VET teacher trainers (13 trainers);
 - carrying out of training courses on a didactic basis for VET teachers/trainers of formal and non-formal VET system.
- EU-CARDS 2002 Program, operating in 4 vocational schools and 4 training centres, is training groups of teachers/trainers on didactics, occupational standards and curricula development, piloting a “coaching” mechanism at the school level.

As mentioned above, the “piloting philosophy” has characterised all internal and donor contribution in regards to VET teacher training, *not suc-*

⁵ AVATAR, ALBAVET and VET PHARE 95.

ceeding in the establishment of a strong and sustainable system. The next step should be to transcend this piloting phase, to analyse what is done, and based on the positive experience to design and institutionalise a *sustainable system for VET teacher training* in Albania. The pre-requisites for this intervention exist: there is an awareness of all stakeholders for this change (the HRD Commission under the VET Council have clearly supported this solution); there is a positive attitude of the new government towards VET Reform; there is an experienced and active national team of VET teacher trainers; a national modular program for in-service VET teacher training is under preparation; there is a considerable technical and financial support from donors and there is a guaranty to continue in the future.

The establishment of such a system for VET teacher training in Albania will create better conditions for enabling all contributions in this field (including donor projects) to be better channelled according to the training needs of the VET teachers' community in Albania in response to the final goal: a broader and high quality VET provision.

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- 3 *DIPF: International Handbook of Vocational Education* (2002), Report on Albania.
- 4 *Ministry of Education and Science* (2005), Annual Statistical Education Report 2003- 2004.
- 5 *The World Bank* (2005), Albania at a glance.

LIST OF ABBREVIATIONS

CARDS	Community Assistance for Reconstruction, Development and Stabilisation
DORKAS	German Foundation
EU	European Union
GTZ	German Association for Technical Cooperation
HRD	Human Resource Development
ICS	Institute of Curricula and Standards

ISDO	Improve Skill Development Opportunities – Swiss project
IT	Information Technology
Kulturkontakt	Austrian Governmental Organisation
LEO	Local Education Offices
MES	Ministry of Education and Science
ML	Ministry of Labour, Social Affairs and Equal Opportunities
NES	National Employment Service
NGO	Non governmental organisation
PARSH	Project for Adult Education in Albania – German project
RED	Regional Education Directorates
Swisscontact	Swiss Organisation
VE	Vocational Education
VET	Vocational Education and training

VET TEACHER TRAINING SYSTEM IN BOSNIA AND HERZEGOVINA

I. BACKGROUND

Bosnia and Herzegovina (BiH) is located in Southern Europe and covers an area of 51,129 km². Bosnia as a state was mentioned for the first time in the 10th century. The Bosnian state was ruled by Bosnian bans and kings until 1463. Owing to its geographic location, its exceptional scenery, climatic conditions, cultural-historical heritage, Bosnia and Herzegovina has often been a target of conquest campaigns. In 1943 Bosnia and Herzegovina was proclaimed a federal unit (republic) within the Socialist Federal Republic of Yugoslavia. By the will of the majority of its population, Bosnia and Herzegovina withdrew from the SFRY in 1992, becoming an independent and internationally recognised state; on 22nd May 1992 it became a UN member state.

Demographic changes have always taken place with migrations being particularly pronounced in the past one hundred years. According to the last census (1991), it had 4 377 033 inhabitants with a population density of 85.5/km². Today, the inhabitants of Bosnia and Herzegovina are dispersed all over the world, so the population density and ethnic, gender, and age structures have been seriously affected.

BiH was, and is, a multiethnic, multi-religious, and multicultural state community.

The Dayton Agreement (1995) stopped the war, but divided the country into entities that resulted in the fragmentation of the political, economic, social, cultural life in Bosnia and Herzegovina. In reality Bosnia and Herzegovina is functioning as a protectorate, as all the major decisions have been imposed by the High Representatives.

BiH has been going through a difficult transition period from a centralised, planned economy towards the market economy. Privatisation of state-owned enterprises left a huge number of people jobless. The unemployment

rate is 22%; the unofficial rate is 44% (including the grey economy). The country has no national employment action plan. Compared to EU countries its GDP is lower by 39%. The GDP is earned by a small number of the employed, but it is used by a great number of people.

The economy of BiH is based on agriculture, mineral and energy potentials, and on service economy activities. The only achievements are its stable currency (KM) and a low average inflation rate.

Frequent instances of social unrest, and the bitter struggle of the population to change the economic-social status of the country as well, have been the current reality of Bosnia and Herzegovina. They all affect the education system and especially the secondary vocational education and training since there is no real information on the labour market needs so that the school enrolment is not in line with the needs, but with the vacancies in schools.

II. THE CURRENT SITUATION IN VET TT

1. VET IN THE GENERAL EDUCATION SYSTEM

An exceptionally complex political, social and economic situation in BiH is a constant obstruction to faster and better quality implementation of the reform processes. BiH is probably the only state in the world that has not a single ministry at the state level apart from the Ministry of Civil Affairs having a coordinating role. All authority is with the Entities and Cantons, so that the processes of agreement are very slow, if there is any. Nevertheless, we must state that it is in the VET field, owing to experts from the international community (particularly PHARE and EU VET) and local experts, that the best quality changes have taken place.

The current governance of the education system was defined by the Dayton Accord with a limited development of a state-level common approach. Responsibility for education policy and implementation was decentralised to Ministries of Education in the ten Cantons. Encouraged by this fragmentation of responsibility, three parallel, highly centralised education systems have developed, even though the differences in substance among the systems appear minimal.

The basic structure of the current education in BiH has its origin in the ex-Yugoslavian system. As in the former Yugoslav system, compulsory educa-

tion (7-15 years) ends with primary school. There is a high enrolment - equal to some 90% - of primary school graduates in the secondary system. Some 80% of graduates from primary schools enter the vocational stream, and only 20% enter general secondary education schools. This represents more than double the average enrolment in vocational education and training in EU Member States. Some 50% of vocational school students enter 4-year technical courses, which enable graduates to qualify for access to higher education upon passing their matura exam; the rest enter three-year craft courses. Graduates from 3-year courses do not have a school leaving examination.

There are currently 37 types of technical and related schools in BiH where students can acquire knowledge in 120 technical or craft professions; likewise, in Republika Srpska (RS) it is estimated that there are programmes in 14 occupational areas with over 100 professions.

Each school has a statutory school board with representation from teachers and parents; the role of the private sector in education is almost non-existent. Secondary schools have the legal basis to deliver training to different target groups, incl. adults. Assessment and Certification are the responsibility of the Cantonal authorities in BiH, and the Entity in RS;

Financing of vocational education and training is again devolved to the Cantonal level in BiH, and Entity level in RS. The education system is funded through general taxes with no transfer from the State budget. In general, expenditure in BiH is much higher than in RS. Salaries of teaching and administrative staff in the education system represent up to 90% of the education budget and investment in materials (textbooks etc.) is as low as 1-2%. Funds are allocated to schools through a student pro-capita system; each 28 students entitle the school to a teacher. Schools are entitled to raise own funds through commercial activities. As regards the capital and equipment base for education in BiH, less than 50% of VET schools have been refurbished since the war.

2. TEACHERS WORK

Economic collapse and the war have a serious impact on the teaching staff in BiH. Despite enormous difficulties throughout the 1990's the education system has been kept going largely through the motivation and effort of the teaching staff – sometimes without regular salaries. In many cases, in order to keep the system going, unqualified teachers have been employed in the system. As a result, in some areas up to 25% of teachers are not trained for the grades they teach.

The number of students and teachers varies constantly due to the frequent migration; therefore, the following data should be taken conditionally. In the academic year 2004/2005, the technical and vocational schools in Bosnia and Herzegovina were attended by 121 939 students. Teaching was done by 5 011 teachers (general education subjects by 1 614 teachers, vocational theoretic subjects by 1 604, and practical instruction by 793 teachers).

The specific profile of a vocational teacher is strictly regulated by Cantonal and, in RS, Entity level laws that are largely common across BiH. There are three teaching profiles in secondary VET schools according to the subjects they teach:

- General subject teachers (history, foreign language etc.). These teachers have a relevant higher education qualification.
- Specific vocational subjects (e.g. energy management). These teachers have specific higher education degree in the relevant technical subject such as engineering. They are mainly trained in technical colleges and are obliged to pass exams in pedagogy during the first 2 years of study.
- Practical training. These teachers can be either higher education graduates in a relevant discipline, or secondary school graduates with relevant work experience.

Teachers are recruited directly by the school. Principals are nominated by the Ministry for a four-year term of office.

Teacher performance is evaluated by Principals and Inspectors on their capacity to respect the prescribed syllabus, and the capacity of students to remember what was taught. The emphasis of evaluation is on control rather than on developing innovation. Little space or encouragement is given to empowering teachers to take own decisions regarding what to teach or how it is taught.

Working conditions are still not satisfactory in a considerable number of schools as a large number of school facilities were completely destroyed or drastically damaged. In the post-war period, owing to the donors from abroad, schools were reconstructed and equipped. Local authorities also invested some funds in the equipping of schools, but still a lot remains to be done. Teachers complain about the outdated technology, shortages of the required equipment and resources for the preparation of classes, the lack of modern course-books and technical literature, and small financial means for teacher development. The best equipped are the EU VET project schools.

Average teachers' salary is 556 KM (270 euro) in the BiH Federation (in RS is probably a bit lower than this) and is not adequate to the teachers' efforts. Principals earn about 100 KM/month in addition to the basic. There are differences of up to 50% in salaries between the education authorities.

Career promotion is regulated by the Law on Secondary Education and a by-law: 'Rules for the assessment, professional development and award of professional status of teachers in education institutions.' In reality, apart from becoming a principal, there are limited opportunities for career advancement. More experienced teachers receive an incentive to help newly appointed staff. In cases where teachers are judged to be good performers by their principals, they can be nominated as a pedagogical supervisors or inspectors.

3. INITIAL TEACHER TRAINING

Pre-service teacher education and training are carried out at university institutions (faculties of technical and social sciences). In addition to theoretic and professional courses of study, students also have practical classes. In general, a 4-year higher education degree is a prerequisite for accessing a teaching job, although up to recently several universities were still offering two-year courses. This training is provided either directly by faculties, which offer pedagogical training as part of a specific discipline, or by way of sitting the examinations in pedagogy set by the Pedagogical Academies. (e.g. students of engineering faculties who did not complete a teaching strand, and who want to work in schools, have to pass additional exams in adult-pedagogical group of subjects at the Faculty of Philosophy).

Currently there are 7 universities in Bosnia and Herzegovina (even 2 in one town/city) with 90 faculties delivering teacher training, with 5 800 students. There is high demand for places on pre-service teacher training courses. Applications exceed capacity by up to 50%. The reason why so many young people wish to become teachers appears linked to the indications that over 50% of graduate teachers find employment, which compares well with other areas of study.

The main objective of pre-service teacher training appears still to enhance knowledge about the specific discipline the teacher will teach. Little attention is given to developing student-centred interactive methodologies based on learning. Less than 10% of the course is dedicated to the development of teaching methodologies, classroom practice etc. As a result, the vast

majority of teachers have a limited, teacher-centred approach to their profession compared to state of art in Europe.

Teachers have a probationer status of 6 or 12 months. Their performance is monitored by a mentor appointed by the School Board. After that, the teacher takes the teacher licensing (state) exam (consisting of delivering a lesson, exam in the respective teaching methodology and legislation). With years of experience and results achieved, the teacher can be promoted to the status of a teacher mentor, teacher adviser, and teacher senior adviser. More ambitious teachers continue their education at University, where they can earn MA or Ph.D. degrees.

Education at university institutions is regulated by the Law on Higher Education (each Canton, Entity has its own law). According to the legislation currently in effect, the full education autonomy is provided in Entities and Cantons. Such a situation is unsustainable. In addition to the financial problems, there is also the problem of teaching staff. Frequently the same professor teaches in several Cantons, which has seriously affected the quality of teaching. At the majority of faculties, the courses of study are carried out by curricula that are not in harmony with the European standards; degrees thus acquired are degraded and are valid only in the narrow region. This is why hopes are directed towards amendments to the Law on Higher Education, i.e., towards the adoption of the Draft Law on Higher Education at the state level and the implementation of the Bologna Declaration principles. Among other things, this Law would guarantee the following principles: equal right to education for all, quality, recognition of the academic qualifications, mobility. These changes would enable greater possibility to find employment in the wider region for the young graduates.

There is no specific pre-service training for school principals or management staff. However, in-service seminars for school managers are organised by Pedagogical Institutes. These seminars represent the main means of cascading developments in the system through to the VET schools and teachers.

4. IN-SERVICE TEACHER TRAINING

In-service teacher development and promotion is regulated in a number of laws and by-laws and it is a legal obligation of all teachers and other employees in education. It is the integral part of the education system in BiH and has a long tradition. Life-long learning is not unknown in BiH but it used to be called the 'collective and individual professional development'. The seminars

organised were mainly of the lecture type. In recent years, much more attention has been paid to the quality of seminars. They are of the workshop type, the exchange of experience is better and they offer opportunities for teachers to manifest their creativity.

In charge of the professional development are the ministries of education, the pedagogical institutes, university faculties, schools and many non-governmental organisations. There are good examples of training programmes implemented by the international community in cooperation with local institutions (UNICEF, UNESCO, EU, the Council of Europe, Finland (CES), Kultur-Kontakt Austria, CIVITAS BiH, SOROS Foundation, and the EGP Education for Peace).

However, the most substantial in the VET school teacher training segment is the EU VET programme as they have been working intensively on teacher training since 2001. The teachers in the pilot schools were trained for the new teaching methods, methodology for the development of modular curricula, market research, evaluation and assessment of the adult teaching methodology. Thanks to this training, 110 teachers in BiH received certificates and the status of a mentor. Their task is to train other teachers in their respective schools. Also, the training of school headmasters was carried out in the fields of strategic/participatory planning, market orientation, vision and managing, democracy in teaching and management/ administration.

Most of the Pedagogical Institutes implement professional development in line with the Development Programme for all employees. Prior to the adoption of the Programme, a training needs survey was carried out in all schools in order to see in which field the teachers and other employees would like to develop.

Charges for the teacher training are borne by the Ministries of Education and the schools which in their budgets are allotted the funds for teacher training. Having in mind that such funds are rather modest, they cannot cover the needs for training. But most of the VET schools generate the funds for professional development from their own resources, earned from offering commercial services.

After each seminar the teachers are awarded certificates, but their relevance is local. The teachers show a high interest for professional development and such certificates earn them a certain number of points for their career promotion. The teacher career promotion carries a higher payroll accounts coefficient; however, this increase is symbolic.

III. CHALLENGES, DEVELOPMENTS AND TRENDS

Having in mind that BiH is divided politically, ideologically, burdened with the difficult economic situation and high unemployment, reforms are inevitable. Much is expected especially from the reform of VET whose improvement and modernisation would speed up the economic development of the country and reduce the number of the unemployed. It is hard to determine priorities on this reform path. Currently, it is the most important to upgrade the curricula for all the thirteen occupational families, at the same time train teachers to work by the new methods of learning and teaching, pay higher attention to adult education (enable adults retraining, additional training), establish a better partnership between the universities and VET schools, complete the legislation, and find new finance sources.

The decentralised structure of BiH has reinforced to a proliferation of pre-service teacher training institutions. In BiH alone, there are some 70 institutions delivering pre-service teacher training. Each Entity and Canton has sought to be autonomous in preparing teachers. The burden of maintaining this diversity of provision is unsustainable in the long term. A re-engineering of the system at State level would help to develop more economies of scale.

The current pre-service teacher training system is in general currently over-producing graduate teachers although there is a shortage of teachers in specific disciplines (e.g. languages, IT); special needs (for example, dealing with war-related trauma, disabled); particular target groups (e.g. there are no courses of preparation for trainers of adults). At the same time, the current system does not provide adequately structured in-service teacher training despite the high numbers of teachers still in post who were been trained to different standards and largely on outdated teaching methodologies. A key target group is those teachers who have received only a 2-year pre-service training preparation and were take on during the war. Lastly, pre-teacher training curricula do not currently cater for preparing the administrative, management and career guidance capacities needed to run modern VET institutions.

The current system of teacher training is not fully integrated into the overall development context for VET in the country. Appropriate skills of teachers and school managers are a prerequisite for the successful implementation of any reform policy. In BiH, there is limited investment in teacher training from this systemic perspective. For example, the teacher training institutions are not fully involved in the development of new curricula which is ongoing in the country. As a result, the graduate teachers need further training

in the new curricula before they are able to perform adequately. There is little co-ordination and synergy between the school teachers and the inspectorates which is a pre-requisite for improving quality of instruction. Principals and administrators are not fully trained in issues related to leadership, change management skills, democratic decision making, revenue generation and in the development of education information and management systems necessary to contribute to the reforms which are ongoing in the country.

The capacity of the VET school to create an interactive network of communication between itself and local stakeholders (parents, economic actors, public authorities) is a critical success factor for employability and increased accountability. Especially since the start of the transition in 1990, schools have reduced their networking capacity with local stakeholders. In particular, VET schools need to develop links with employers. Teachers and school managers need to be supported in developing the skills necessary to set up and maintain these networks.

Currently, in BiH great efforts are being made to re-establish the broken links, but with a much better quality in order to prepare young people, through the exchange of ideas, experiences, services, joint strategy and team work, to be able to work, after graduation, in the companies with high standards and developed technologies.

Teacher training implies close cooperation with all the enumerated stakeholders. The result of such efforts is also the "Open Door School" project. Almost all schools, on a certain day, through a series of programmes, present to the public the school activities, improvements in the teaching process, speak through pictures and texts about occupations and possibilities of employment, present technical projects; teams of teachers and students implement various projects and distribute video records to guests. In addition to many questions asked by the guests, the schools become richer with versatile proposals, ideas and remarks. This project has great importance both for parents and primary schools students in terms of professional orientation, partnership between parents and students of other schools.

No framework exists for the recognition of certification for teachers across the different education authorities. Graduate teachers tend to find jobs within their local areas. As a result, there is no effective freedom of movement in the labour market for teachers.

Professional development is not paid the same attention in all Cantons and Entities.

This is why it is important to point out that within the Education Reform in BiH, the Working Group on modernisation of pre-school, primary and secondary education prepared a very important document (2003) "Strategic Teacher Development and Promotion System in Bosnia and Herzegovina". This document defined:

- successful start of the teaching career (licensing)
- continuous and efficient in-service development through accredited training programmes
- quality control of teacher performance (re-licensing)
- enhancing human resources through teachers' specialisation in particular areas (certification)
- promotion in the career, career development and financial stimulus (mentors, teacher advisers, senior teacher advisers, trainers)
- providing high quality staff of all profiles in upbringing and education (headmasters, senior advisers, specialists in education policy).

It is anticipated to set up a Council on Teacher Development and three Commissions on Accreditation of Training Programmes and a Catalogue of Accredited Training Programmes, a Commission on Monitoring and Analysis of Vocational Education System and its harmonisation with European standards. Also anticipated is the establishment of a Centre for Training in Education that would act within the Standards and Assessment Agency.

In May 2004, the document "Establishment of Teacher Development and Promotion System in BiH" was produced. If these documents are adopted at the state level, teacher development and promotion will gain in quality and all teachers in BiH will have the same chances and rights. So, in these reform processes, great attention is paid to teacher development in order to modernise the teaching process.

Since the most difficult thing is to change the consciousness of people, initially there was some resistance to the teaching process modernisation. However, the decisive role was with the teacher enthusiasts who joined all types of training and started to apply what they had learned. They received strong support from their students. As a chain reaction, team interdisciplinary and multi-media projects started to be implemented in schools. The projects were attended by all teachers from the schools, which increased the number of enthusiasts. A number of teachers (mainly older ones) keep boycotting the upgraded teaching process although the students give them the lowest number of points in evaluation polls.

Study visits to other countries have contributed a lot to the change of teacher awareness. The ETF project witnesses best to the importance of the exchange of experience. Participants in this project and transfer all their acquired experiences to the schools in their countries.

IV. DONOR REFORM INITIATIVES AND OWN RESOURCES

Since in the war period (1991-1995) over 80% of school facilities were destroyed or devastated, donors from all over the world extended great support to BiH in the construction of new or reconstruction of the devastated school buildings. A considerable number of schools were rehabilitated with local funds. The BiH authorities invested huge funds in the procurement of school furniture and teaching aids.

When the reform processes started, the CARDS Programme resources were invaluable for everything that happened in the VET piloting schools included in the EU VET project. Modular syllabuses were innovated from those funds, teachers were trained to prepare modular curricula, introduce new teaching methods; the piloting schools were equipped with modern technologies. Besides, many non-governmental organisations trained teachers through various projects.

From 1998 to 2002, 40 local experts from Bosnia and Herzegovina with the assistance from the PHARE VET programme experts (permanently or temporarily engaged) worked on passing the document “Strategy and policy for reform of Vocational Education and Training in Bosnia and Herzegovina” adopted in 2000 at the state level (Green Paper and White Paper).

The Green Paper dealt with the strategy and the White Paper with its implementation.

Very important was the document “A Message to the People of Bosnia and Herzegovina – Education Reform in BiH” in which the state committed itself to fulfil the five pledges by 2010. Pledge 3 refers to the vocational education and training, “We will support the economic development of Bosnia and Herzegovina through the development of a modern, broad-based, flexible and high-quality vocational education and training system that is responsive to labour market requirements”.

The Pedagogical Institutes have had a particularly important role in the education of teachers engaging over a thousand university professors as in-

structors at many seminars. But it will be an uphill struggle without financial and methodological donor support.

There are fewer and fewer donations from abroad so that local authorities will have to take on the obligation of future financing of teacher training. It is feared that such funds, due to the difficult economic situation in which BiH is, will be insufficient to meet teacher training requirements.

V. REFERENCES

Official reports submitted by the relevant institutions enumerated hereunder about respective period

LIST OF RELEVANT ADDRESSES

- Ministry of Civil Affairs, Trg Bosne i Hercegovine 1, 71000 Sarajevo; tel. 033 221-073
- Ministry of Education and Science FBiH, Obala Maka Dizdara 2, 71000 Sarajevo; tel. 033 663-693
- Ministry of Education and Culture of RS, V. Karadžića 1, 78000 Banja Luka; tel. 051 331-422
- Agency for Standards and Assessment, Tvornička 3, 71000 Sarajevo; tel. 033 766-161
- Foreign Trade Chamber of BiH, Branislava Đurđeva 10, 71000 Sarajevo; tel. 033 663-631
- Secondary Education Trade Union, Obala Kulina bana 1, 71000 Sarajevo; tel. 033 211-760

VET TEACHER TRAINING SYSTEM IN MONTENEGRO

I. BACKGROUND¹

Montenegro is a country of contrasts. Although classified as a Mediterranean country with the coastline of 293km, Montenegro is a typical mountainous region in which the zones of over 1,000 m comprise 60.5% of its territory. On its rather small area of 13 812 km², there are 620 145 inhabitants, according to the 2003 Census. In Podgorica, the capital city of Montenegro, live about one third of total population. In the present demographic structure younger age groups up to 29 years dominate. Situated on the boundary of eastern and western civilisations and three great religions - Orthodox, Catholic and Islamic - it represents a good example of co-existence and multi-ethnicity.

Montenegro though a small country, has an immensely complex history. The national day of 13 July marks the date in 1878 when the Congress of Berlin recognised Montenegro as the 27th independent state in the world but since it lost its statehood. It regained its statehood as one of six Republics in Tito's Yugoslavia in 1943. During the last couple of years Montenegro went through rapid social, economic, political and educational changes. Its present form of government is a Democratic Republic. In 2002 the two remaining constituents of former Yugoslavia agreed to form a new loose confederation, to be known as the Union of Serbia and Montenegro (SCG). In April 2006, Montenegro will hold a referendum on seceding from the SCG, and then eventually join the EU independently.

After more than a decade of transition, macroeconomic trends in Montenegro have started to go in a positive direction. The local currency is EURO. In 2002, the real growth rate of GDP was 1.3%, the inflation rate had decreased to 9.4%, and the unemployment rate was 23.3%. Since 1992 (when former Yugoslavia split) exports have increased by 318%, imports by 298%, while the

¹ Dusan Boskovic, advisor from the VET centre in Podgorica also contributed to the writing draft versions of the chapter on VET TT system in Montenegro.

foreign trade deficit has increased by 271%. The main economic goal of the Government of Montenegro is to increase employability and living standards, and to improve the general economic environment. Achieving these goals will demand a higher productivity in the economy that will depend on a more rational use of production factors. Particularly important is a highly competent workforce. This directly affects the vocational education sector that needs to be demand driven and flexible with a direct linkage to the labour market.

II. CURRENT SITUATION IN VET TT

1. VET IN THE GENERAL EDUCATION SYSTEM

According to the 1991 Census, 29.5% of the citizens completed primary school, 35%, secondary education, 8.8% post-secondary and higher education.

Secondary education follows eight years of compulsory primary education. Between 95 to 98% of students enrol the secondary education. There are three main types of secondary schools. Grammar schools or gymnasiums offer four-years' general academic education, ending with a final exam. The new VET structure defines courses on three levels: 2, 3 or 4 years. Technical and art schools offer four years' specialized education as well as a general academic curriculum. Vocational schools offer four or three years' practical and general education; in addition, there are two years' lower secondary courses.

The Montenegrin VET system is organised in 37 secondary schools - 26 are strictly vocational and 11 mixed having also gymnasiums - in 20 cities. School management and the employment of teachers is the responsibility of the headmaster and the School Board. Approx. 1 950 teachers and 580 auxiliary pedagogical and managerial staff are employed in the VET school system. Around 21 000 students take part in the process of teaching and training in vocational schools (68% of students in secondary education). The average student/teacher ratio in vocational schools is 12:1.

During 2002-03, students were being taught/trained for 84 different vocations in 15 occupational clusters. In 2004/05, 15 new VET curricula were introduced and 5 in 2005/06. Teaching is being realized in two forms: in schools and as a dual system where company placements are possible. Thus, practical training can take place in school workshops, laboratories, and private companies based on contracts.

A considerable number of new labour market oriented training programmes have been developed in priority areas such as tourism, agriculture, wood processing, stock farming, and production of food. They do not at all fulfil the needs, though.

The Ministry of Education and Science (MoES) is responsible for the structure and funding of the system, the management of publicly run institutions, inspection procedures and legal matters. The costs of all public education are financed from the Budget of the Republic of Montenegro. The average costs per year per student in secondary education have been declining: in 2001 the cost was €684 and in 2003: €630.

VET policy in Montenegro is implemented through laws, ministries and the social partners. The leading institution engaged in the realisation of VET policy is the Centre for Vocational Education. Additional expertise and support is provided by the Bureau for Educational Services, the Examination Centre and the Department for Textbooks. The MoES, in cooperation with the Ministry of Finance and other institutions, takes a leading role in developing a comprehensive strategy for decentralisation of the education sector, building on best practices and experiences with decentralisation from other countries, and including extensive consultations with local stakeholders. The Act on the Vocational Certification System, which will underpin adult training, is under way to be adopted soon.

2. TEACHERS WORK

It should be born in mind that the existing VET system was created to meet the needs of the rapidly growing industries and large businesses that emerged from the planned economy. This is largely why the system still tends to be centralized and inflexible. There is little scope for schools and teachers to innovate and adapt in line with local business and regional needs. The un-reformed curricula are too congested and rely too heavily on parroting facts while largely ignoring skills and attitudes. Teaching methods applied in VET school are predominantly frontal, and teacher-centred, while other forms of active learning such as pair work, group work and project work are used less frequently.

It has not at all been easy to be a VET teacher in Montenegro over a long period. In fact, the overall context within which vocational school teachers have been working during the last 15 years have been extremely difficult. Their remuneration is low and is not linked to performance. They have been limited

in exercising successfully their duties due to the poor quality of workshops in the schools and the lack of appropriate material for the practical training. However, in recent years, with the support of the Government of Montenegro and international donors, school equipment and infrastructure have been improved, thus creating better working conditions in schools.

Moreover, the inflexible nature of the curricula has deprived teachers from being innovative and creative in their work. The adverse conditions in which teachers work has led to a considerable de-motivation. Also, the best qualified teachers have left the education system for more rewarding (both in pecuniary and psychological terms) occupations. The amount of workloads is increasing as well as the expectations to the teachers, which is not very much in harmony with their present status. The challenge for the future is to identify methods for motivating teachers to exercise successfully their duties and to recruit quality staff. The donor funded VET reform projects, however, have been an opening to enriching teachers' work. From the very beginning the teacher population has been actively consulted on reforms through panel discussions, seminars, workshops, presentations, questionnaires etc. New curricula and many important documents could not have been designed without their active participation.

Recruitment in schools is done after application to a vacant post and selection by the school principal and the local School Board. In Montenegro, there are no dedicated courses for school principals and managers; however, a new initiative will soon offer modules for competence development of school heads.

Salary scales, payments and other income of teachers are defined by the General Law on Education and the Special Collective Agreement. Salaries of teaching staff are more or less equalized. Possible differences are based on the level of qualifications, length of service, post, number of lessons, mentoring, participation in school bodies, free activities, etc. By the adoption of by-laws, the elements for a system of promotion of teachers has been established which depending on the level and scope of demonstrated performance and results of teachers can lead to higher salary possibilities. Salary scales in VET go from € 200 to €300 depending on credits for prior work experience, professional exam, etc. A slight increase in salaries is expected in 2006.

Career possibilities for teachers and professional advancement are of great importance to improve the VET system. The professional advancement

was defined by the General Law on Education and by-laws. The application of the new regulation on professional advancement is about to begin.

3. INITIAL TEACHER TRAINING

VET teachers will have university degree. But, to qualify fully, they will also have to undergo specific training courses and seminars. The Ministry of Education, although responsible for secondary education, has no say in the character of basic teacher training programs due to the autonomy of universities. Pre-school institution pedagogues, primary and secondary education teachers go through pre-service education at the Faculty of Philosophy in Niksic and other faculties of the University of Montenegro during their studies.

The pre-service education of secondary teachers teaching general subjects consists of a four-year university course. These courses concentrate on single subjects, each running in tandem with other single-subject streams. In addition, a student, who aspires to teach general subjects in secondary schools, must have a pedagogical qualification. During their studies, students occasionally come and teach at schools. There are no separate pre-service studies for secondary school teachers teaching technical/ theoretical and practical skills subjects. Teachers teaching practical technical/theoretical subjects are usually recruited from university graduates with several years of work experience. They can take an additional teacher training course (consecutive model) that finally qualifies them to teach their subjects in secondary VET schools. Practical teacher training and skills are usually acquired by graduates who have completed the appropriate junior college at least; also by those who attained technician level supplemented by at least five years' work experience.

Teachers of general and technical/theoretical subjects should have professional and pedagogical-psychological education and psychophysical abilities. This also goes for teachers of practical training. Having graduated from the faculty and completed one year of teaching work as an apprentice, the teacher is required to sit a professional examination. In this 'apprenticeship' work year, on-the-job-training is carried out according to the set program under the direct supervision of an authorised teacher (mentor) who has at least the same degree of school qualifications as the teacher-trainee has. The Principal of a school appoints the mentor at the proposal of the Professional Panel or of the Panel of Teachers of the institution. The state examination must be passed at the end of the second year of work. Contents, program, mode, place

of taking the exam, as well as the composition of the authorized commission and fees are in detail defined by the regulation of the Ministry of Education and Science.

Teacher training was very much neglected before the introduction of the VET reform. Vocational education was not adjusted to social changes, market economy, technical-technological progress and IT. The situation has now changed; great attention is being paid to professional competence development of VET teachers, especially of those involved in pilot schools with realising new curricula in VET.

Due to the lack of specialized institutions and an adequate network of TT providers, and due to the fact that the University of Montenegro has not yet offered its TT modules, teacher training and training of trainers and instructors for adult education has been carried out by the VET Centre with the support of the MoES and international institutions. TT for general subjects has been provided by the Bureau for Educational Services.

It is noteworthy that the introduction of the Bologna Declaration in the academic 2004/2005 year in all the units of the University has already made quite a positive change.

4. IN-SERVICE TEACHER TRAINING

The present quality of the VET school system requires constant improvement of knowledge, skills, and competences of teachers. While it is the teachers' responsibility to participate in professional development initiatives, the authorised institutions need to ensure that conditions for teachers' professional advancement and promotion exist.

Although the formal qualifications of teachers in secondary vocational education are high, their knowledge of how to exercise their duties today is outdated. This is to a considerable extent due to the fact that there is no systematically organised in-service training. In fact during the last 10 years, teachers in vocational schools have not received enough training in their field of expertise, or in the implementation of new didactic methods. The lack of updated and modern knowledge and expertise deprives teachers from the opportunity of becoming 'drivers' of change and being innovative in their work. Taking into account that a pre-requisite for a successful VET system is the quality of its teachers, in the future efforts have to be made so as to update the knowledge, skills and attitudes of teachers in vocational schools and to

organise an in-service teacher training system that will ensure the permanent upgrading of their expertise.

A special problem is the fact that VET teachers who come from non-teachers faculties possess only basic pedagogic knowledge obtained through passing professional exam. Unfortunately, only a small number of them seek further professional qualification, advanced pedagogical-methodical training or specialization.

The legislative basis for the professional advancement of teachers are defined by (i) the General Law on Education (Art. 112&113), (ii) the Regulation on program and organisation of professional advancement of teachers, and (iii) The Regulation on types of ranks, conditions, mode and procedure for granting ranks to teachers. The MoES prescribes the annual program for teacher training upon the proposal of the VET Centre and the Bureau for Educational Services. Montenegro has adopted the Laws and regulations - but has a lot of problems enforcing them.

Policy papers have also been made to improve teacher competences. Important among these are: *'The Book of Changes'* (2001), the *'Strategic plan of the Education Reform for the period 2002-2004'*, the *'Strategy of Introducing ICT into the Education System of Montenegro'*, and the *'Strategic Plan for the Implementation of the Education Reform 2006-2010'* (almost drafted) and the *'Strategy of professional advancement of teachers in Montenegro'*. Within these policy proposals there are ideas for setting up as next steps important for VET reform an HRD Centre reaching out nation-wide through regional centres for the training of teachers.

Continuing professional development of teachers is carried out through programs for professional advancement. There are two types of programs:

- *Ordered programs* are requested by the MoES upon proposal from the Bureau for Educational Services and the VET Centre and are prepared and executed by certain accredited higher institution or professional associations.
- *Offered programs* for advancement are 'free' ones defined by the Employment Agency or the VET Centre and are delivered after a public tender.

Training programmes for teachers and trainers are organised in accordance with the *'Regulation on program and organisation of professional advancement of teachers'*. The VET Centre has designed a national 'Catalogue' that offers TT in subject areas, VET school leadership, school-based training

and other TT modules. A Trainers Guide was designed as a key tool to foster training curricula for teachers and teacher trainers. After completion of a module of training, the teacher obtains a certificate of participation as well as credit points. In line with the 'Regulation on types of ranks, conditions, mode and procedure of granting ranks to teachers', the teacher is granted a decision on advancement and rank.

A new cadre of 18 VET Centre trainers has been operating and is now training VET teachers since mid-2004 (130 teachers implementing new VET curricula were trained in 2004). Another important initiative is the recently founded Training Centres (North, Centre and South of Montenegro), physically based in vocational schools, which will serve both training needs of young and adults.

Licensing of teachers is not included in the present legislation, but there are initiatives, mostly by social partners, for licensing practical education teachers.

III. CHALLENGES, DEVELOPMENTS AND TRENDS

The '*Book of Changes*' from 2001, which has the status of a 'green paper', is still valid. Its vision, goals, and principles for the education reform are persisting and continuously updated through new documents and by-laws. A good example is the new '*Strategic Plan for Implementation of the Reform*' aimed at cross-institutional and cross-sectoral co-operation and ways to achieve this in the next decade. The "*Book of Changes*" identifies VET as the area most resistant to reform, but also as a strategic sector which will need to be reformed. In the field of (VET) teachers/trainers, it puts forward the following proposals:

- Redefine systemic requirements which regulate teacher training and teacher promotion;
- Create systemic conditions for teacher promotion which will be reflected in salary differentials;
- Innovate curriculum at the teacher training faculties;
- Establish a Centre for continuing teacher training;
- Enhance co-operation with NGOs which support teacher training;
- Examine possibilities for a research institute in the field of education.

Additionally, it is emphasized that teachers/trainers of practical training and instructors in a dual system should be trained in pedagogy. All teachers of

practical education must be obliged to pass a specialist's examination to be allowed to teach. These proposals are quite radical. Now and for the foreseeable future, Montenegro does not have the financial resources and the methodological expertise to make these changes on its own. So the country will need more help than ever from all its donors.

Teacher training will continue with offers published in the Catalogue for VET teacher training in 2005-2006. Efforts have been made to prepare an electronic database where teachers would be provided with an electronic, coded card and could then here enter data on place, time, module and number of points gathered during training.

Further development in VET is aimed at strengthening pre- and in-service TT, development of social partnership, creating a National Qualification Framework, introducing a system of accreditation and certification, founding of centres for teacher training, assuring instruments for publishing textbooks in a small number of copies, creating centres for training of young and adults for different occupations. There is a considerable risk of *underestimation* of local financial inputs needed both in vocational and adult education for the design of occupational standards, curricula, training programs, printing new textbooks, training of trainers and teachers, evaluation etc. in the new strategic documents.

Adult education is a special challenge and answers must be found to respond to the needs for LLL and Education for All. Besides VET, a lot of importance is given to compensatory, basic education of adults, civic education and education for environment protection. The six major goals of the EFA Project are woven into all strategic documents and laws. The Council for Adult Education has adopted a framework plan of andragogic-didactic methodological training for staff working in adult education. Literacy courses are still important: the total number of illiterate people is 30.443, or 5.9% of the total population. Out of the total number of illiterate people, 25.217 - or 82.8% - are women.²

Montenegro is in great need of establishing effective institutions and mechanisms for building social partnership in VET TT. Also in the overall VET system there is a need for a higher level of correlation and coordination among educational, labour market and employment policies. Along with social partnership, establishing a dual form of education is very important. As for the teachers, there is an initiative by some unions to promote practical

² According to the 2003 Census, this number has now been reduced to 2,9%.

training through licensing teachers and through organisation of professional panels and workshops with local and foreign experts.

IV. DONOR REFORM ACTIVITIES AND OWN RESOURCES

At the moment the EC is the only substantial donor providing assistance to the VET system focussing on two key economic sectors: tourism and wood processing. The EC funding is done through the CARDS programme where two VET Reform projects have been or are being implemented. Through 2004 funds rehabilitation works and provision of equipment have been invested to ensure appropriate training facilities.

An effective 'Bridging project' in 2004 financed by European Training Foundation (ETF) has (i) developed a VET CPD (continuing professional development) concept, (ii) a methodology, (iii) a training of trainers program and (iv) monitored the implementation in schools.

Germany and Luxembourg are planning bilateral assistance mainly focused on the VET sector. The ETF is providing policy advice and is monitoring reform in vocational education and training through its National Observatory. The GTZ, Germany, has just started its activity in Montenegro.

Another donor activity is the project EKO-NET, Austria.

A major Montenegrin investment is to fully equip 35 schools with computers in line with the national ICT strategy. The funding from local resources is part of the macro-economic policy of Montenegro to increase investments in education and VET.

V. LIST OF REFERENCES

- Strategic plan of the Education Reform for the period 2002-2004 http://www.see-educoop.net/education_in/pdf/plan-reforme-obrazovanja04-yug-mon-enl-t02.pdf
- ETF Montenegro Country plan 2005, <http://www.etf.eu.int/>
- Seven Educational laws in Montenegro <http://www.vlada.cg.yu/eng/minprosv/vijesti.php?akcija=rubrika&rubrika=34>

RELEVANT ADDRESSES

- Ministry of Education and Science, Rimski trg bb, 81000 Podgorica, <http://www.mpin.vlada.cg.yu/>
- Centre for Vocational Education and Training, Rimski trg 45, 81000 Podgorica, <http://www.cso.cg.yu/>
- Chamber of Commerce, Novaka Miloševa 29/II, 81000 Podgorica, <http://www.pkcg.org/>
- Bureau for Educational Services, Marka Miljanova 17, 81000 Podgorica, <http://www.zavodzaskolstvo.org/>
- Employment Agency Bulevar revolucije 3, 81000 Podgorica, <http://www.zzzcg.org/>
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EVROPSKE DIMENZIJE OBRAZOVANJA STARIH: HOLANDIJA – SLOVENIJA - ITALIJA

U radu su prikazani rezultati komparativnog istraživanja obrazovanja starih u Holandiji, Sloveniji i Italiji. Istraživanjem se nastojalo doći do sličnosti i razlika, a na osnovu njih i do opštih zakonitosti koje postoje u obrazovanju starih u odnosu na koncepciju i cilj, zatim, nosioce obrazovanja starih, programe i ciljnu grupu kojoj su namenjeni, kao i u odnosu na ulogu koju ima država i načine finansiranja ovog područja obrazovanja.

Rezultati pokazuju da se susrećemo sa narastajućim potrebama starije generacije, ali i potrebama društva u kojima će stari ljudi činiti sve veći deo populacije. Te potrebe uticale su na oblikovanje raznih institucionalnih i programskih rešenja, ali koja su se uglavnom razvijala spontano i sporadično u okviru obrazovne prakse. Ona su uticala na pokušaje oblikovanja koncepcije, ciljeva i principa na kojima bi se razvijalo ovo područje. Ipak, njih još uvek ne prate u dovoljnoj meri adekvatna sistemska rešenja, obrazovne inicijative namenjene starima ne nailaze na dovoljnu javnu i državnu podršku, što se naročito ogleda u nepostojanju zakonske regulative i finansijske potpore. Razvoj ovog područja ograničen je upravo ovim poteškoćama i njihovo rešavanje predstavlja budući okvir obrazovanja starih u Evropi.

Ključne reči: obrazovanje starih, koncepcija, cilj, nosioci, programi, ciljne grupe, uloga države, finansiranje

Uvod

Nasuprot tradicionalnim shvatanjima koja su obrazovanje smatrala pripremom za život, koncepcija permanentnog obrazovanja naglašava njegov značaj u odnosu na čitav životni vek. Nastojanjima da se ova koncepcija u potpunosti ostvari ističe se i potreba obrazovanja u poznim godinama. Iako prvobitno razmatrano u funkciji pripreme za penzionisanje, a zatim u funkciji ispunjavanja viška slobodnog vremena, brojne promene u modernom društvu uticale su na to da se obrazovanje danas posmatra kao sredstvo za konstruk-

tivno i kompetentno rešavanje životnih problema starih ljudi (detaljnije videti: S. Medić, 1991, str. 64). Pored toga, demografske promene u zemljama razvijenog sveta, pa samim tim i u većini zemalja Evrope, koje idu u pravcu povećanja broja starih ljudi u ukupnoj populaciji, čine da obrazovanje starih dobije i sve veći društveni značaj. Bez obrazovanja starih, evropske zemlje rizikuju da se suoče sa povećanim brojem zavisnih, nezadovoljnih i isključenih ostarelih građana. Samim tim, našle su se pred novim zadatkom koji se odnosi na iznalaženje načina da se iskoriste ljudski resursi poznog životnog doba, da bi stariji građani ne samo mogli da vode ispunjen život, već i da nastave da igraju aktivnu ulogu u socijalnom i ekonomskom razvoju svoje zemlje.

U Evropi je u toku proteklih decenija razvijen određen broj različitih inicijativa u obrazovanju starih, od kojih su neki uspešniji, a neki manje uspešni od drugih. U nekim zemljama, uglavnom onim u zapadnoj Evropi, obrazovanje starih je široko rasprostranjeno, dok je u drugim zemljama, naročito u južnom i istočnom delu Evrope, na niskom nivou razvoja i prepoznaje se kao realativno nov koncept. Upravo ta raznolikost uslovlila je da se prilikom određivanja osnovnih jedinica istraživanja opredelimo za tri zemlje iz tri različita evropska područja: severozapada: Holandija, istoka: Slovenija i juga: Italija. Cilj istraživanja je ispitivanje sličnosti i razlika koje se javljaju u obrazovanju starih u tim zemljama, dok se posebni zadaci odnose na utvrđivanje sličnosti i razlika koje su vezane za pojedine indikatore predmeta istraživanja: koncepciju, cilj, nosioce, ciljne grupe, programe obrazovanja starih, ulogu države i finansiranje ovog područja obrazovanja. Osnovni metodološki pristup u ovoj studiji je komparativni, budući da su glavni istraživački naponi usmereni na upoređivanje suštinskih karakteristika obrazovanja starih u odabranim evropskim zemljama. Osnovni izvor podataka činili su nacionalni izveštaji o obrazovanju starih pisani za potrebe projekta EU o obrazovanju starih (*Pan-European Project for Education of the Elderly*) koji su predstavljeni na web stranici <http://www.pefete.wz.cz>. U daljem tekstu nećemo posebno napominjati ovaj izvor, podrazumevajući da ukoliko nije naznačeno drugačije, navedeni podaci dolaze upravo iz ovih nacionalnih izveštaja.

Kratak osvrt na početke obrazovanje starih u Holandiji, Sloveniji i Italiji

Može se reći da je obrazovanje starih u Holandiji otpočelo krajem sedamdesetih pojavom diskusionih grupa (*discussion groups*), kojima su usledili kružoci (*study circles*) i treninzi pamćenja (*memory trainings*), koji su se poja-

vili osamdesetih godina. Devedesetih godina participacija seniora narasla je u svim oblastima obrazovanja. Najpopularniji postali su kursevi kompjutera, interneta i kursevi stranih jezika. Pored ovoga, Holandija ima jaku tradiciju u obrazovanju budućih penzionera tj. kurseva pretpenzionisanja (*preretirement courses*) koji su se pojavili šezdesetih godina, a i dalje su veoma aktuelni. Poselednjih nekoliko godina narasla je i popularnost treninga za volonterski rad, posebno aktiviranje kućnih poseta u koje se takođe uključuju stari građani (kao što je na primer program „*elderly for the elderly*“). Aktuelni su i učenje putem biografija (*biographically learning*), putem priča (*story telling*), projekti međugeneracijskog obrazovanja (*intergenerational projects*) i aktivnosti koje se odnose na učenje putem sećanja (*reminiscence activities*).

Obrazovanje starih u Sloveniji ne predstavlja nov koncept, već naprotiv, neke obrazovne organizacije i institucije pojavile su se mnogo ranije nego u mnogim drugim zemljama Evrope. Inicijator obrazovnih aktivnosti za stare u Sloveniji predstavlja Univerzitet za treće doba (*Univerza za tretje življensko obdobje*), koji je u Centru za strane jezike u Ljubljani 1984. godine izrastao iz kružoka za starije ljude koji su želeli da uče francuski jezik. Posle toga, po ugledu na ovaj, nastali su i kružoci za proučavanje drugih sadržaja, a nakon toga ideja se proširila što je dovelo do osnivanja univerziteta za treće doba i u drugim slovenačkim gradovima (D. Savićević, 2004, str. 110). Osnivanje ovih univerziteta, a zatim i sličnih organizacija koje se bave obrazovanjem starih, dalo je i značajan doprinos didaktičkom promišljanju učenja starih, posebno saznanjima vezanim za ispitivanje obrazovnih potreba, participaciju i motivaciju starijih polaznika, uloge mentora i animatora u učenju i sl. (Ibidem, str. 111).

U Italiji, obrazovanje starih se vezuje za osnivanje Univerziteta za treće doba ili možda tačnije Univerziteta za starije doba (*Old Age Universities*). Do njihovog osnivanja došlo je oko 1980. godine, inspirisanog filozofijom Popularnih univerziteta koji u Italiji postoje od 19. veka.

Na osnovu ovog kratkog pregleda o tome kako je otpočelo i kako se odvijalo obrazovanje starih u Holandiji, Sloveniji i Italiji možemo zaključiti da je obrazovanje starih relativno nova oblast interesovanja. Takođe se moglo videti da se počeci obrazovanja starih vezuju za pojedinačne inicijative određenih programa, koji su verovatno posledica ispoljenih interesovanja određene grupe starijih ljudi, okupljenih oko određenog sadržaja. Ovome su usledili organizovani i institucionalizovani oblici obrazovanja namenjeni starima koji počinju da se razvijaju najpre u okviru neformalnog sektora.

Demografski podaci

Na osnovu podataka o broju starih u ukupnoj populaciji (tabela br. 1) može se reći da je procenat starog stanovništva u prikazanim zemljama dovoljno visok da ukaže na potrebu preispitivanja globalnog društvenog odnosa prema starima. Svakako, u tom procesu ne sme se zanemariti obrazovanje starih koje, s jedne strane, predstavlja cilj po sebi, zadovoljavajući rastuće potrebe nove generacije starih ljudi, a sa druge, predstavlja značajan i nezaobilazan instrument u postizanju širih društvenih ciljeva.

Tabela br. 1: Procenat stanovništva sa 65 i više godina starosti u ukupnoj populaciji

Zemlja	% populacije 65+
Holandija	13.9%
Slovenija	14,7%
Italija	18,8%

Uzimajući u obzir i demografska predviđanja koja u pomenutim zemljama pokazuju sličan trend, naime, idu u pravcu sve većeg povećanja broja starih i produžetka ljudskog veka, obrazovanje starih proširuje svoju ulogu i zauzima značajno mesto u projekcijama budućeg razvoja evropskih zemalja. Promene su toliko brze i velike da će obrazovanje starih najverovatnije morati i da promeni svoj karakter.

Koncepcija obrazovanja starih

Obrazovanje odraslih u Holandiji oslanja se na koncepciju permanentnog obrazovanja. Jedno od glavnih stremljenja u Holandiji jeste da opšte obrazovanje odraslih postane dostupno starijim odraslim građanima. Samo iz specifičnih razloga organizuju se specifične obrazovne aktivnosti za stare. S obzirom na ova saznanja, iako se u izvorima eksplicitno ne navodi, može se pretpostaviti da obrazovanje starih čini deo obrazovanja odraslih u koncepcijskom smislu. Savetodavno telo pri vladi pod nazivom „*The Dutch Council for Education*“ u skorije vreme objavilo je izveštaj pod nazivom „*Making work out of lifelong learning*“ u kome se zalaže za doživotno tj. permanentno (*lifelong*) i široko zasnovano (*life wide*) obrazovanje. „*Lifelong learning*“ ima zadatak da doprinese socijalnoj i građanskoj kompetentnosti na svim uzrastima, dok „*life*

wide“ podrazumeva formalno, neformalno i informalno učenje i obrazovanje u njihovoj međuzavisnosti. Iako obrazovanje odraslih proklamuje parola „obrazovanje za sve na svim nivoima“, obrazovanje starih u Holandiji je kako se navodi u izveštaju, pretežno neformalno.

Kao i u Holandiji, osnovna obrazovna filozofija i osnovni princip na kome se zasniva obrazovna praksa u Sloveniji jeste koncepcija permanentnog obrazovanja i učenja. Autori izveštaja navode da slovenačko društvo polako postaje društvo učenja i saznavanja (*learning and knowledge society*). Iz ovakvih postavki proizlazi da su korisnici obrazovanja deca od predškolskog uzrasta pa sve do ljudi u trećem životnom dobu. Prema statističkim podacima (iz: Statistical Yearbook Republic of Slovenia, p. 622) udeo odraslih u formalnom obrazovanju izgleda ovako: 22,9% je onih od 20-29 godina starosti, 3,5% onih od 30-39 i samo 0,4% onih koji imaju 40 i više godina. Očigledno, stari u većoj meri participiraju u neformalnim oblicima obrazovanja. Autori izveštaja čak navode da se stari izgleda „bolje osećaju kao učesnici obrazovnih aktivnosti organizovanim isključivo za njih, gde svi članovi imaju godina koliko i oni“. U vezi sa ovim, oni izražavaju priličnu zabrinutost jer smatraju da se obrazovanje starih konstantno i uporno ali pogrešno smatra aktivnošću starih bez ikakvih posledica po druge socijalne grupe i generacije. Trenutno obrazovanje starih i stari sami ne smatraju se ili se smatraju u maloj meri subjektima socijalnog, kulturnog i ekonomskog napretka društva. Tako, obrazovanje starih ne čini deo razvojne politike zemlje. Ono je uvršteno u nacionalnu i lokalne obrazovne strategije, kao i nacionalnu strategiju socijalne zaštite, ali ne i u druge.

Obrazovanje odraslih u Italiji oslanja se na Memorandum o doživotnom učenju (*The Memorandum of Lifelong Learning*) koji je donela Evropska komisija za obrazovanje. Memorandum prepoznaje formalno, neformalno i informalno učenje kao moguće načine i puteve obrazovanja i učenja. Formalno obrazovanje u Italiji prepoznaje se kao veoma bitan segment obrazovanja, ali je uglavnom namenjeno radno sposobnom stanovništvu, koje traži legalno priznate sertifikate i kvalifikacije upotrebljive na tržištu rada. Tako, kada govorimo o obrazovanju starih, neformalno obrazovanje dobija veći značaj, pogotovu što u okviru ovog sektora u Italiji postoje ustanove koje su isključivo namenjene obrazovanju odraslih i obrazovanju starih.

Objašnjavanje suštine i prirode obrazovanja starih, kao što smo mogli da uočimo u sve tri zemlje, počinje pozivanjem na koncepciju permanentnog obrazovanja i učenja. Prirodno, ključni argument isticanja značaja obrazovanja starih svakako jeste onaj koji kaže da doživotnog ili permanentnog učenja, pa i obrazovanja nema bez obrazovanja starih. Da bismo govorili o doživotnom

procesu onda u taj proces moraju biti uključene sve generacije, od najmlađih pa do onih najstarijih. U daljim objašnjenjima vidljivo je i pozivanje na određeni dokument ili memorandum posvećen permanentnom učenju. Problem koji u tome vidimo jeste to što ostaje nejasno da li se u njima eksplicitno navodi obrazovanje starih ili se ono samo podrazumeva, jer ako je tako, ne možemo da ne primetimo, da je od prostog podrazumevanja veoma tanka nit do njegovog zanemarivanja. U skladu sa koncepcijom permanentnog obrazovanja, kao osnovni putevi obrazovanja starih navode se formalno, neformalno i informalno obrazovanje i učenje. Ipak, u svakoj od ovih zemalja navode se jasni podaci da su stari pretežno korisnici neformalnog obrazovanja, a ujedno u veoma malom procentu koriste formalno obrazovanje kao način sticanja znanja.

Obrazovanje starih ni u jednoj zemlji na predstavlja zaseban sistem, već čini deo sistema obrazovanja odraslih. Štaviše, u Holandiji je prisutna težnja da se obrazovanje starih integriše u obrazovanje odraslih, u Italiji su institucije namenjene obrazovanju starih ujedno namenjene i obrazovanju odraslih i obrnuto, a u Sloveniji je izražena zabrinutost u vezi prisutnog izdvajanja obrazovanja starih u institucionalnom smislu, smatrajući da to udaljava sistemsko rešenja od konceptijskih zamisli i proklamovanih ciljeva obrazovanja starih. U vezi sa ovim, trebalo bi pomenuti mišljenja naših autora, autoriteta u ovoj oblasti, koji smatraju da pravo starih na obrazovanje može da dobije sistematsku i institucionalnu podršku samo ako postoji dvojak sistem obrazovanja. Jedan se odnosi na mogućnost uključivanja treće generacije u institucije i oblike formalnog i neformalnog obrazovanja mladih i odraslih, a drugi podrazumeva izgrađivanje specifičnog sistema za obrazovanje starih (S. Medić, 1991, str. 65). Prema ovim shvatanjima, jednostranost sa kojom smo se susreli u koncepcijama i sistemskim rešenjima obrazovanja starih, uskraćuje starima mogućnost zadovoljavanja obrazovnih potreba i vodi ka njihovoj marginalizaciji.

Cilj obrazovanja starih

U Holandiji se govori o principima obrazovanja starih, dok je naše mišljenje da se u stvari govoreći o njima može govoriti o ciljevima. Koncept obrazovanja starih u Holandiji čvrsto je baziran na principima snaženja, razvoja kompetencija, socijalne participacije i integracije. Kada govorimo o snaženju (*empowerment*), to znači da obrazovanje ima za cilj da omogući starijim odraslim osobama da uživaju u učenju, da budu zadovoljni sopstvenim postignućem i da dostignu određeni nivo samopouzdanja u odnosu na njega. Razvoj kompetencija (*competence development*) podrazumeva da putem obrazovanja

stari mogu razviti (što verovatno podrazumeva sticati i nova i poboljšati postojeća) znanja i veštine. Socijalna participacija (*social participation*) se odnosi na socijalne kontakte koji se ostvaruju u procesu obrazovanja. Na obrazovanje se u tom smislu gleda kao na motivacionu snagu i sredstvo socijalne participacije, jer stupajući u obrazovni proces pojedinac upoznaje nove ljude i stvara nova prijateljstva, što za pojedine starije osobe može značiti i spečavanje socijalne izolacije i smanjenje osećanja usamljenosti. Integracija (*integration*) u ovom kontekstu označava prihvatanje pojedinca ili grupe ljudi u širu društvenu zajednicu u kojoj oni mogu da odigraju značajnu ulogu. Obrazovanje se vidi kao uslov aktivnog građanstva (*active citizenship*) u današnjem društvu. Kada se sve ovo sabere, obrazovanje starih bi trebalo da podrži proces promena koje se javljaju kao posledica starenja, da osnaži stare osobe da koriste i razviju svoje kompetencije, kao i da uzmu učešće i participiraju u društvu što je duže moguće (C. Mercken, 2004, str. 53).

Što se Slovenije tiče, obrazovanje starih se povezuje sa kvalitetom života (D. Savićević, 2004, str. 110). To se može videti kroz principe. U izveštaju se navodi kako je glavni princip obrazovanja lični razvoj (*personal growth*). Obrazovanjem stari ljudi treba da dobiju na samopouzdanju, da postanu svesni svoga znanja, svesni da imaju šta da kažu i da imaju pravo da učestvuju u društvenom životu. Kao rezultat ličnog razvoja uobličava se njihov identitet, oni su u stanju bolje da razumeju sebe i ono što se dešava oko njih, lakše mogu da izraze svoja osećanja i misli. Kao sledeći princip navodi se aktivno starenje. Obrazovanje predstavlja meru koja može da osigura kontinuitet u socijalnom smislu života starih osoba. I na kraju, ističe se i princip snaženja (*empowerment*) i socijalne odgovornosti (*social responsibility*) kao prisutan u obrazovanju starih.

U Italiji se govori o ciljevima formalnog i ciljevima neformalnog obrazovanja. Cilj formalnog obrazovanja je da upotpuni postojeće bazično obrazovanje, dok je cilj neformalnog obrazovanja da popravi ili da poboljša životni standard starih osoba i dovede do tzv. aktivnog starenja.

Nedostatak podataka i činjenica da se ciljevi ne definišu eksplicitno i da se mešaju sa principima obrazovanja, uslovljava nedostatak pravog kriterijuma za komparaciju. Iz tog razloga, mogli smo da izvučemo samo nekoliko uopštenih zaključaka. Pre svega, ciljevima obrazovanja starih u ovim evropskim zemljama istaknuta ideja da obrazovanje treba da bude uslov aktivnog starenja i da razvijajući kompetencije, utičući na samopouzdanje i omogućavajući socijalnu participaciju, dovede do integracije starih u društvene tokove. Dakle, obrazovanje starih prevazilazi neposredni efekat – sticanje znanja, čak štaviše,

kroz formulisane ciljeve, jasno je da obrazovanje starih ima kako individualni, tako i društveni značaj i da se mora sagledavati u kontekstu razvoja društva.

Nosioci obrazovanja starih

Kao što je pomenuto, stanje u obrazovanju odraslih u Holandiji ne može se označiti kao povoljno kada su u pitanju stariji građani i njihove specifične potrebe i interesovanja. Iz tog razloga su se različite organizacije koje se bave starima 1997. godine udružile i osnovale Forum za obrazovanje starih ili skraćeno FOE. Forum ima za cilj da doprinese razvoju ideji permanentnog obrazovanja tako što stimuliše i razvija obrazovne potrebe kroz različitu ponudu obrazovnih aktivnosti. Pored toga FOE se trudi da skrene pažnju vladinih organizacija, lokalnih vlasti, saveta pri vladi i drugih organizacija na značaj obrazovanje starih. Članovi FOE-a su: organizacije za stare (Unie KBO, katolička organizacija, PCOB, protestantska i ANBO koja nije vezana za veroispovest), Holandska asocijacija narodnih univerziteta (Folk Universities) – BNVU, Udruženje dnevnih obrazovnih centara za odrasle (Residential Adult Education Centres) – VTA, Asocijacija holandskih Univerziteta za treće doba – HOVO i Asocijacija starih građana na internetu – Seniorweb.

U Sloveniji postoje u okviru neprofitnog sektora dve izuzetne obrazovne mreže koje su isključivo namenjene starima. Jednu čine Univerziteti za treće doba ujedinjeni u mrežu tj. „obrazovni pokret starih i za stare“, a drugu grupe samopomoći osnovane od strane Instituta Anton Trstenjak. Obe ove mreže su manje ili više ravnomerno rasprostranjene na području cele Slovenije, odgovarajući na različite obrazovne potrebe starije populacije. Osim toga, one se bave intenzivnim istraživačkim radom, konstantnim poboljšavanjem sopstvene obrazovne prakse i razvijanjem osobitog konceptualnog modela rada. Pored ovih obrazovanjem starih bave se i Asocijacija penzionera, Filatropija Slovenije, Asocijacija penzionisanih profesionalaca, Gerontološko društvo Slovenije i Linije za pomoć.

Što se formalnog obrazovanja tiče u Italiji glavni nosioci obrazovanja odraslih jesu tzv. Ctp (Permanent territorial centres), teritorijalni centri za permanentno obrazovanje. Neformalno obrazovanje u Italiji koje u većoj meri koriste starije osobe ponuđeno je od strane mnogih neprofitnih organizacija, uglavnom od strane Univerziteta za treće doba i nekih organizacija koje rade i funkcionišu na volonterskoj osnovi. Većina takvih univerziteta i organizacija osnovana je na nacionalnom nivou, pa se tako javljaju sledeće asocijacije: Unitre – Associazione Nazionale delle Terza Eta (Nacionalna asocijacija uni-

verziteta za treće doba), Federuni – Federazione Italiana tra le Università della Terza Eta (Federacija univerziteta za treće doba u Italiji), AUSER „Le università della terza età“ fra le Università Popolari - (Popularni univerziteti), CNUPI – Confederazione Nazionale delle Università Popolari Italiane (Nacionalna konfederacija popularnih univerziteta u Italiji) i FIPEC – Federazione Italiana per l'Educazione Continua (Nacionalna federacija za kontinuirano obrazovanje).

Na osnovu navedenog može se zaključiti da je obrazovanje starih u proteklom decenijama dobilo svoju institucionalnu osnovu i razvilo se u sistem povezanih ustanova namenjenih starijoj generaciji. I ne samo to, veoma je izražen i prisutan trend udruživanja i umrežavanja. U zemljama koje razmatramo uočena je potreba i korist povezivanja u asocijacije, koje omogućavaju realizaciju različitih ciljeva obrazovanja starih na raznim nivoima. Kao što se primećuje postoje razne institucije koje su okviru svoje delatnosti uvrstile obrazovanje starih, ali u svakoj od ovih zemalja postoje i institucije isključivo namenjene obrazovanju starih. To su naravno Univerziteti za treće doba koji se javljaju pod različitim nazivima i koji u svakoj od ovih zemalja razvijaju specifičnu orijentaciju.

Ciljne grupe

Govoreći o ciljnoj grupi kojoj je ova oblast obrazovanja namenjena, pre svega se susrećemo sa teškoćom preciziranja starosne granice koja označava ovo doba. Razlike među zemljama, kao i unutar samih zemalja su izražene u velikoj meri i kreću se u rasponu od 45 do 100 godina starosti.

U Holandiji ne postoji neki formalno utvrđen kriterijum po kome bismo mogli odrediti ko spada u treće doba tj. ko čini kategoriju starih. Generalno, ljudi dobijaju pravo na penziju kada napune 65 godina starosti, međutim, neki radni ugovori predviđaju ranije penzionisanje i to od 57,5 godina. Većina vladinih odredbi koje se tiču starih osoba fokusira se na godine iznad 55, dok se naučne studije uglavnom odnose na one koji imaju 65 i više godina. Obrazovanje starih u Holandiji okuplja nekoliko generacija starijih ljudi, bilo da oni još uvek rade ili ne, vitalne penzionere, one koji su manje ili više aktivni, do onih najstarijih. Zastupljene su i žene i muškarci, ljudi različitog nivoa obrazovanja i različitog socijalnog miljea. Posebane ciljne grupe čine starije žene, mlađi penzioneri i seniori volonteri, a sve više se radi i na sačinjavanju programa za starije građane pripadnike etničkih manjina. Novi izazov takođe predstavljaju i stari koji žive u domovima za stare i gerontološkim centrima. Iako se oni

oslanjaju na brigu o njima, u poslednje vreme javila su se i shvatanja koja ukazuju i na postojanje obrazovnih potreba. Programi se mogu lako adaptirati, ali postoji potreba i za razvijanjem novih.

U slovenačkim Univerzitetima za treće doba učesnici imaju između 45 i 90 godina starosti. U poslednje vreme menjaju se i polne karakteristike u korist sve većeg broja muškaraca na kursevima nego do sada. Naime, po pravilu oko 90% žena uzima učešće u obrazovanju na univerzitetima za treće doba, iako se pri tom ne radi o posebnim ili specifično organizovanim programima za žene. Posebne grupe starijih ljudi su prilično zanemarene kada je u pitanju obrazovanje. To se posebno odnosi na tzv. „četvrto doba“, pod kojim se podrazumevaju nemoćni ili bolesni i koji najčešće žive ili sami u svojim kućama ili u domovima za stare i gerontološkim centrima.

Statistički podaci ukazuju da univerziteta za treće doba u Italiji (Old age universities) takođe upisuju ljude različitih starosnih kategorija. Procenat onih starijih od 65 godina starosti iznosio je u 2003. godini 32.5%.

Na osnovu iznetog, uočena je izvesna šarolikost u određivanju starosne granice koja označava treće doba i to ne samo među razmatranim zemljama, već i u okviru svake od njih. To u stvari ukazuje da obrazovanje starih mora polaziti od obrazovnih potreba svake posebne starosne kategorije. I ne samo to. Potrebno je, naime, uvažavati i različite kategorije starih ljudi bez obzira na njihovu starost i polazeći od obrazovnih potreba svake grupe organizovati specifične obrazovne oblike. U tom pogledu javljaju se značajne razlike među zemljama koje proučavamo. U Holandiji raste interesovanje za različite obrazovne aktivnosti i oblike i programe sa specifičnom namenom, koje bi zadovoljvale potrebe različitih socijalnih grupa među kojima se pominju, pre svega, žene, zatim etničke manjine, mlađe generacije penzionera, oni koji žive sami, oni koji žive u okviru domova i gerontološkim centrima, oni koji se osposobljavaju za volonterski rad. U Sloveniji ukazuje se na značaj ovih razlika, ali ujedno i na nepostojanje specifičnih obrazovnih aktivnosti koje bi uvažavale te razlike, dok se u Italiji tako nešto i ne pominje.

Programi

U Holandiji, organizacije za stare promovišu programe kao što su vođenje domaćinstva, ostvarivanje sitnih prihoda, očuvanje zdravlja, nove tehnologije, slobodno vreme i rekreacija. Za razliku od njih koje ciljaju da doprinesu razvoju znanja i veština potrebnih u svakodnevnom životu, narodni univerzi-

teti koji su uglavnom tržišno orijentisani organizuju kurseve iz raznih oblasti, ali su najzastupljeniji strani jezici i znanja i veštine vezane za korišćenje kompjutera. Kao što je već utvrđeno, u Holandiji stare osobe u mnogo većoj meri participiraju u neformalnom obrazovanju u odnosu na formalno, u okviru kojeg programi variraju od učenja stranih jezika, kompjutera, socijalnih veština (*social skills*), preko oblasti koje se tiču slobodnog vremena i hobi aktivnosti, pa sve do obuka i treninga za volonterski rad. Poslednjih godina rast u popularnosti doživljavaju kursevi joge, fitnesa, tai-čija i plesa. Za buduću sadržaj obrazovanja javljaju se kao veoma značajni kursevi pretpenzionisanja. Oni koji ih pohađaju, često pronadu orijentaciju za buduće obrazovne aktivnosti.

U ovom trenutku, u Sloveniji stari najčešće pohađaju kurseve stranih jezika i veština rada na računaru. Pored toga veliko interesovanje vlada i za otkrivanjem lokalnog identiteta, raznih oblasti umetnosti i kulture uopšte. Za razliku od toga, vlada malo interesovanje za volonterski rad, osnivanje malih preduzeća i neprofitnih organizacija i sl.

U Italiji je, kao što smo već mogli da uočimo, veoma mali broj ljudi starijih od 65 godina uključen u formalno obrazovanje. Oni koje se ipak uključuju najčešće se opredeljuju za kurseve koji se odnose na znanja vezana za kulturu (*general culture*), a njihov udeo u odnosu na ukupan broj korisnika iznosi u Ctp 9,2%, a u školama 3,8%. U okviru Univerziteta za treće doba kao najpopularniji kursevi izdvajaju se kursevi opismenjavanja, stranih jezika i dodatnog obrazovanja nakon završetka kursa opismenjavanja. Iza njih slede kursevi vezani za kulturu i umetnost, kao što su keramika, restauracija, slikarstvo, vajarstvo, mozaik, rad na staklu, grafika, književnost, film, fotografija i muzičko obrazovanje. U suštini, ovde se ne sme zanemariti činjenica da su Univerziteti za treće doba (*Old Age Universities*) u Italiji otvoreni za sve generacije i uzraste i pre se može reći da predstavljaju ustanove za obrazovanje odraslih nego što su ustanove za obrazovaje starih građana. Kada se, naime, analizira udeo starijih od 64 godine u različitim kursevima, može se zaključiti da njih ipak interesuju drugačiji sadržaji. Najveći procenati starijih od 64 godina je na kursevima vrtlarstva (50%), obrazovanja za volonterski rad (48,5%), obuke za rad na kompjuteru i web-dizajn (47,4%), obrazovanje o pravima građana (43,2%), muzičko obrazovanje (42,7%), kultura uopšte (41,2%) i ekologija i očuvanje okoline (41%).

Kao što se da uočiti, navode se različiti programi koji nalaze svoje okrilje u okviru različitih institucija. To svakako poređenje čini otežanim, ali bi se ipak moglo zaključiti da su u svim zemljama zastupljeni programi koji se odnose na, nazovimo to, opštom kulturom, kao što su osposobljavanja za korišćenje

računara, interneta i strani jezici, verovatno u najvećoj meri engleski. Sledeći programi, zastupljeni u svim zemljama jesu oni vezani za kulturu i umetnost i uopšte kvalitetnije korišćenje slobodnog vremena. Ono što izvesno predstavlja pozitivan trend jesu kursevi pretpenzionisanja i obuke za volonterski rad, koje su većoj meri zastupljene u Holandiji u odnosu na ostale dve zemlje.

Ukoliko se osvrnemo na shvatanja S. Medić koja smatra da ciljeve obrazovanja starih treba realizovati na tri nivoa: obrazovanjem u funkciji pripreme za penzionisanje, obrazovanjem kao pripremom za treće doba i obrazovanjem kao sadržajem aktivnosti u trećem dobu (S. Medić, 1989, str. 58), onda možemo zaključiti da je analiza obrazovnih programa za stare u ove tri zemlje pokazala favorizovanje trećeg nivoa tj. funkcije obrazovanja u odnosu na prethodne dve. Iako pretežno u funkciji sadržaja aktivnosti u trećem dobu, raznolikost programa organizovanih za stare ukazuje na prisutnost širokog polja interesovanja ove generacije za različite oblasti saznavanja. Napomenuli bismo samo da obrazovanje starih ne treba da se zadrži samo na postojećim, već je potrebno razvijati i nova interesovanja i nove obrazovne potrebe, na šta naročito ukazuju i određeni sadržaji prisutni samo u ponekoj od zemalja, jer bi to moglo označiti i mogućnost njihove implementacije u druge sredine u skladu sa stepenom ostvarenosti drugih potrebnih uslova.

Uloga države

U Holandiji, lokalna vlast igra ključnu ulogu kada su u pitanju stari što je slučaj i sa njihovim obrazovanjem. Od njih se očekuje da upravljaju, stimulišu lokalne institucije i organizacije i da konsultuju reprezentativna tela starih. Naime, u Holandiji je potupno uobičajeno da se bilo koja vrsta aktivnosti ne organizuje bez prethodnog konsultovanja predstavnika starijih ljudi. U nekim slučajevima takva saradnja formalno je određena zakonskim merama i regulativama, pogotovu kada se radi o penzionim fondovima, regionalnom planiranju zdravstvene i socijalne zaštite i mnogim drugim pitanjima koji se tiču starih građana.

Iako se u teorijskom smislu obrazovanje starih u Sloveniji prepoznaje kao neizostavan deo permanentnog obrazovanja i koncepta „društva koje uči“, u praktičnom smislu ono nema dovoljnu podršku od strane države i tako ne podleže nikakvim zakonskim regulativama. Posledica toga je da osim nekih programa koje vode Centri za socijalni rad, ne postoje obrazovni programi namenjeni starima osnovani od strane države. Ipak, lokalne vlasti podržavaju rad organizacija koje se time bave. Njihova podrška je veća i snažnija u manjim

sredinama gde su veze među članovima zajednice i organizacijama koje u njoj deluju čvršće.

Što se Italije tiče, Ctp (*Permanent teritorial centres*), kao ustanove za trening i obrazovanje odraslih, osnovani su od strane Ministarstva za obrazovanje. Kada je reč o Univerzitetima za treće doba ne postoje nikakve normativne regulative na nacionalnom nivou, ali su zato na regionalnom nivou ustanovljene određene norme koje služe za određivanje kriterijuma za dodeljivanje sredstava iz regionalnih fondova različitim centrima. Sredstva se obično dodeljuju na bazi određene fiksirane sume i promenljive sume obzirom na broj ljudi uključenih u kurseve. Obzirom na nejednakost nacionalnih sredstava koja se dodeljuju nosiocima formalnog s jedne, i nosiocima neformalnog obrazovanja s druge strane, Ministarstvo za obrazovanje i Forum za „treći sektor“ potpisali su dogovorni protokol u kome se obavezuju da pronađu načine za međusobnu saradnju. Tom prilikom Ministarstvo je prihvatilo stav da obrazovni sistem mora delovati u saradnji sa profesionalnim obrazovanjem i neformalnim obrazovnim sistemom.

S obzirom da ne postoje obrazovne institucije ili programi namenjeni obrazovanju starih koji su osnovani ili inicirani od strane države i njenih organa, pripadnici vlasti, bilo na nacionalnom, regionalnom, opštinskom ili lokalnom nivou, kao i šira javnost sasvim izvesno nailaze na poteškoće u razumevanju značaja obrazovanja starih, kako za tu starosnu kategoriju, tako i za društvo u celini. U tom smislu, potrebne su intenzivnije javne kampanje i povezivanje sa lokalnim autoritetima u svakoj od navedenih zemalja. Situacija nije bolja ni ako razmatramo samo osnovne i najjednostavnije vidove pomoći i uloge države u ovoj oblasti. Iako ovaj problem nije podjednako izražen u svim ovim zemljama, on je ipak prisutan. Za razliku od Slovenije i Italije, u Holandiji lokalne vlasti zaista preuzimaju odgovornost u odnosu na stare građane, međutim izgleda da obrazovanje ide u paketu koji podrazumeva razne aspekte brige za stare. Čini se da bi u svakoj od ove tri zemlje država trebalo da preuzme adekvatniju ulogu, pre svega u smislu stvaranja zakonskih, materijalnih, finansijskih i kadrovskih uslova za realizovanje ciljeva obrazovanja starih.

Finansiranje

Formalno obrazovanje odraslih u Holandiji finansira se od strane Ministarstva obrazovanja, kulture i nauke. Neformalni sektor takođe delimično potpada pod budžet ovog ministarstva, ali i Ministarstva zdravlja, socijalnih pitanja i sporta. Država dakle, delimično finansira obrazovanje odraslih, bilo

na regionalnom, bilo na lokalnom nivou, ali većim delom obrazovanje u neformalnom smislu ima komercijalnu pozadinu. Kada je reč o starima, kako u oblasti odlučivanja, tako i u oblasti finansiranja, glavnu ulogu u Holandiji po pitanju obrazovanja starih igraju lokalne vlasti. Međutim, mnoga pitanja vezana za stare imaju prioritet u odnosu na obrazovanje, kao što su, na primer, određene mere socijalne i zdravstvene zaštite.

U Sloveniji, institucije i organizacije koje su nosioci obrazovanja starih uglavnom pripadaju neprofitnom sektoru, što znači da ne potpadaju pod državne ili opštinske budžete. Ipak, u izvesnom smislu, lokalne vlasti pružaju finansijska sredstva za rad ovih organizacija, ali na osnovu kratkoročnih ugovora ili kao odgovor na tendere. Ovakvo rešenje, međutim, u raspodeli ovih sredstava nepravedno izjednačava organizacije koje kontinuirano pružaju obrazovne usluge sa onima koje samo povremeno nude takve obrazovne aktivnosti. Obim obrazovnih aktivnosti, dakle, ne igra nikakvu ulogu u odnosu na visinu finansijske podrške od strane lokalnih vlasti.

U Italiji se od strane nacionalnih fondova u mnogo većoj meri finansira formalno obrazovanje u odnosu na neformalno. Budžet za formalno obrazovanje iznosi 60 do 70%, dok za neformalno ne prelazi 0.6%. Univerziteti za treće doba već godinama vode bitku da zadrže pravo na sredstva iz državnog budžeta. Uopšte, veoma jasno je uočljiva razlika u finansiranju formalnog i neformalnog obrazovanja. Tako npr. Ctp se većinom finansiraju od strane nacionalnih (63.9%) i evropskih fondova (12.5%), a tek onda od preplata i članarina korisnika (8.5%), ličnog fonda samih centara (4%), lokalnih (4%), regionalnih (3.9%) i provincijalnih fondova (1.7%), i na kraju privatnih fondova (0.7%) i fondova banaka (0.2%). S druge strane, Univerziteti za stare se uglavnom finansiraju od naplate školarina i članarina svojih korisnika (79.6%), a dodatna sredstva u znatno manjoj meri dolaze od strane regionalnih (9.6%), ličnih (3.9%), lokalnih (3.8%), privatnih fondova (2.1%) i fondova koji obezbeđuju banke (0.7%), dok su sredstva od nacionalnih fondova izuzetno mala (svega 0.6%).

Dobrim delom, od toga kakva je uloga države u obrazovanju starih, zavisi i finansiranje ovog područja. Ovde se vrlo jasno pokazuje da tretiranje obrazovanja starih u okvirima socijalne zaštite, socijalne politike, zdravstva i zdravstvene zaštite, gerontološke prakse, i tako dalje, ne predstavlja dobro rešenje. Ako obrazovanje starih razmatramo u okviru ovih kategorija, susrećemo se sa problemom postojanja brojnih drugih prioriteta u zadovoljavanju različitih potreba starije generacije, koji dobijaju prednost u tretmanu, pa tako i finansiranju. U sve tri zemlje suočeni smo sa izvesnim zanemarivanjem ovog područja od strane države, te tako obrazovanje starih trpi posledice toga kada

je reč o finansiranju. Finansiranje je prepušteno nevladinim organizacijama, povremenim dotiranjima na bazi projekata ili donacija ili samofinansiranju. Budući da nema određenog, propisanog ili utvrđenog priliva finansijskih sredstava, može se zaključiti da ovakva situacija znatno usporava razvoj ovog područja. S jedne strane, povremena ili nedovoljna sredstva mogu označiti samo zadovoljavanje pojedinih potreba ograničenog broja starih ljudi u nedefinisanim vremenskom okviru, dok sa druge strane, samofinansiranje vodi ka, iako kontinuiranom, zadovoljavanju samo nekih, pretežno individualnih potreba starije generacije. Do sada smo ukazali da kreiranje ciljeva obrazovanja starih ne treba da kreće samo od potreba koje stari ljudi prepoznaju kao takve, već i u skladu sa širim društvenim potrebama. Državni, kao i privatni sektor još uvek ne prepoznaju značaj ovako kreiranih i postavljenih ciljeva, te se u mnogo većoj meri podržava i finansira formalno obrazovanje u odnosu na neformalno, u centar svog interesovanja stavljaju profesionalno obrazovanje za koje vezuju isključivo mlađe generacije, dok za one starije vezuju nepotrebnost i neisplativost. Finansiranje obrazovanja starih treba da predstavlja podlogu funkcionisanja ovog područja u praksi, te je iz tog razloga potrebna mnogostrukost izvora finansiranja: od budžetskih sredstava, preko zainteresovanih ustanova, institucija, privatnog biznisa, donatora, sve do ličnih sredstava, i to u skladu sa prethodnim pravnim regulisanjem sfere finansiranja obrazovanja starih.

Zaključak

Na osnovu komparacija stanja u obrazovanju starih u Holandiji, Sloveniji i Italiji možemo, pre svega, zaključiti da konceptijski obrazovanje starih svoje mesto nalazi u okviru obrazovanja odraslih, pod okriljem kojeg je i razvijano tokom nekoliko proteklih decenija. Svoje uporište obrazovanje starih nalazi u koncepciji doživotnog učenja i obrazovanja, a kao osnovni putevi obrazovanja starih navode se formalno, neformalno i informalno obrazovanje. Ipak, u svim ovim zemljama prisutna je nedovoljna ostvarenost koncepcije obrazovanja starih, koja se ogleda u nesistematičnosti u pristupima, nepostojanju planskih rešenja za njenu impolementaciju i adekvatne obrazovne strategije i nedovoljnoj zastupljenosti njenih postavki u obrazovnoj politici. Sistem obrazovanja starih je uprkos brojnim institucijama i organizacijama koje se bave organizacijom i realizacijom obrazovnih aktivnostima namenjenim starijoj generaciji, konfuzan, dalek i distanciran od svojih korisnika, i u odnosu na ciljeve nedovoljno izdiferenciran. Postoji i opasnost da se sistem obrazovanja starih izjednači sa sistemom obrazovanja odraslih. Pozitivan trend primetan je u proklamovanim

ciljevima, i naročito isticanje stava da zadovoljavanjem pojenačnih ciljeva svake individue, treba posredno zadovoljavati i šire ciljeve savremenog društva. Njih, međutim, treba dalje operacionalizovati i iznalaziti adekvatnija rešenja za njihovo ostvarivanje.

Među nosiocima obrazovanja starih, u svakoj od zemalja prisutne su institucije koje su namenjene isključivo obrazovanju starih, ali su brojne i one koje preduzimaju obrazovne aktivnosti, iako to nije njihovo primarno opredeljenje, bilo da se bave obrazovanjem odraslih ili brigom za stare uopšte. I jedne i druge razvijaju izuzetno veliku programsku ponudu i široki dijapazon sadržaja koje zadovoljavaju različite obrazovne potrebe. Ovakve napore svakako treba podržati, ali i objediniti pod okriljem jedinstvene koncepcije obrazovanja starih. Poteškoće sa kojima se obrazovanje starih suočava ogledaju se i u ulozi države i finansiranju ovog područja obrazovanja. Država još uvek nije dovoljno uočila značaj obrazovanja starih, te se sve ove zemlje susreću sa nedovoljnom pravnom, materijalnom, institucionalnom, kadrovskom i finansijskom podrškom obrazovanju starih.

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- www.pefete.wz.cz

CIP – Каталогизација у публикацији
Народна библиотека Србије , Београд

37 . 013 . 83
374

Andragoške studije : časopis za proučavanje obrazovanja
i učenja odraslih = Andragogical studies : journal for the
study of adult education and learning / glavni i odgovorni
urednik Miomir Despotović. – God . 1 , br . 1/2 (april/
oktobar 1994) - . – Beograd : Institut za pedagogiju i
andragogiju Filozofskog fakulteta Univerziteta u Beogradu,
1994- (Beograd : Beopres) . – 24 cm

Dva puta godišnje (april i oktobar) .
ISSN 0354-5415 = Andragoške studije
COBISS.SR-ID 102844167