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**D4.1 Guidelines for establishing the integrative approach in continuing education at the university level**

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## 1. Introduction (SUNP)

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Rapid development of science and technologies, obsolescence and emerging of new knowledge, social and economic changes indicate the necessity for continuing education. The labor market shows demand for new knowledge and skills on a daily basis. Nowadays, formal education ceases to finalize education, however it invests more efforts to educate individuals to be capable of permanent adoption of new knowledge. The task of the university is, besides initial education that allows students to enter the labor market, to provide them with the continuing education opportunities in accordance with the labor market needs and processes.

Continuing education (CE) is a process of permanent adoption of knowledge that encompasses learning activities throughout the lifetime with the aim to promote knowledge, skills, capacities, personal development and gain new competences and more efficiently adapt to new life circumstances, new technologies and achievements in the society. This includes processes of a formal education, non-formal education (programs and activities of education and learning outside the school system) and informal education (gaining knowledge, skills and capacities by oneself, i.e. learning in everyday life and work environment).

Continuing education is a segment of lifelong learning specific for higher education institutions and includes educational programs and processes with the purpose of gaining new and improvement of gained competences, as well as further personal and professional development.

European Committee uses various incentives and encourages lifelong learning through six programs (Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Transversal and Jean Monnet).

### 1.1. Principles and objectives of continuing education

- Continuing education needs to provide opportunities to gain new knowledge and skills required by the knowledge-based society.
- Continuing education requires new effective methods of learning and evaluation of participants in the education process, particularly in the process of non-formal education.
- Continuing education cannot be achieved without simplified access to information related to the education process.
- It provides opportunities for continuing education supported by ICT technologies.
- Continuing education means increased investments in education.



- Economic development of a country depends on the quality of human resources, which is why investing in their quality and exploitation of these resources are the main elements of the development.
- Continuing education allows the education system to adjust to the current situation which requires new knowledge and skills since it supports prequalification and additional training.
- Continuing education provides the adults with the opportunity to develop gained key competences throughout the whole life.
- Continuing education contributes to the increase of education and qualifications levels.

### 1.2. Benefits for universities and their member institutions

- Continuing education fosters integrative function of university, particularly through development of multidisciplinary programs and trainings, definition of program accreditation and evaluation procedures, procedures for monitoring and control, issuing certificates, etc.
- Continuing education can be seen as an additional source of financial resources.
- Universities/faculties need to provide adequate infrastructure necessary for continuation of adult education and to follow the modern achievements in science and technical and technology development.
- Universities/faculties will establish the stronger links with labor market and industry in order to improve the employability and raise the work productivity.
- With systematic approach, higher availability of active continuing education programs can be provided.

### 1.3. Benefits for CE participants

- Specific requirements of modern technologies impose the need for learning during the whole life time in order to promote knowledge and skills needed not only from business perspective but from social perspective as well.
- Knowledge gained by continuing education raises the opportunities for employment and career advancement.
- Continuing education has positive effects on development of personality and sense of one's own value and self-confidence.

### 1.4. Development directions

- Adult education is not only the investment that influences economic development. Its role is to improve the quality of life of elderly people. Having this in mind, special attention need to be paid to the necessity to establish educational institutions for elderly people– universities for the third age.



- System of continuing education and improvement need to be adjusted to the specific needs of individual users.
- Starting with the legislative framework, universities need to develop and normatively regulate the system of continuing education, respecting labor market specificities, human and technical capacities of faculties and requirements of individuals.

## **2. Mapping of continuing education programs at seven HEIs in Serbia (UBG)**

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### 2.1 Short preview of conducted mapping

Mapping the continuing education and lifelong learning activities at higher education institutions in Serbia is one of the results of activities D4.1 Defining integrative university approach in continuing education dimension within IF4TM project. Mapping was conducted at seven higher education institutions in Serbia:

- University of Kragujevac
- University of Belgrade
- University of Novi Sad
- University of Nis
- State University of Novi Pazar
- Belgrade Metropolitan University
- Technical College of Applied Sciences Zrenjanin

For the purpose of mapping, two online questionnaires developed by the Working Group 3 led by the University of Kragujevac were used:

- Questionnaire for higher education institutions management ([Questionnaire#1](#)) (Annex 1)
- Questionnaire for professors, researchers and associates ([Questionnaire#2](#)) (Annex 2)

Questionnaire#1 includes the set of questions for representatives of management at higher education institutions related to the institutional framework regulating the activities of continuing education and lifelong learning.

Questionnaire#2 includes the set of questions for professors, researchers and associates at higher education institutions with the purpose to map abovementioned activities they are engaged in, define the scope of individual lecturers' engagement as well as to recommend the introduction of new forms of continuing education or lifelong learning activities.

Questionnaires were distributed to all seven higher education institutions participating in IF4TM project whose rectors/directors were officially addressed with the Invitation Letter of the president of Working Group 3 to participate in the mapping of current opportunities for continuing education.





During the mapping, 35 Questionnaires#1 filled in by representatives of faculty/university management and 705 Questionnaires#2 filled in by professors, researchers and associates of higher education institutions, faculties, institutes and departments were collected.

For the purpose of assessment of collected data, appropriate excel tables were developed with the mapping results, as well as individual tables for each higher education institution with corresponding graphical previews of obtained results. The results of statistical and quality analysis of data collected from questionnaires were given separately for each seven higher institutions engaged directly in the mapping.

**Table 1.** Preview of the number of collected questionnaires during the mapping

University	Questionnaires#1	Questionnaires#2
University of Kragujevac	11	375
University of Belgrade	9	50
University of Novi Sad	7	97
University of Nis	6	84
State University of Novi Pazar	1	44
Belgrade Metropolitan University	0	34
Technical College of Applied Sciences Zrenjanin	1	21
<b>Total</b>	<b>35</b>	<b>705</b>

In interpretation of results, additional sources available at universities' websites related to continuing education were used. This primarily refers to the available analysis and documents of centers for lifelong learning at universities.

## 2.2 Comparative analysis of mapping results at universities

In further text, the most significant results of mapping were given, which served as the basis to identify joint characteristics of existing system of continuing education at mapped institutions, as well as to identify the areas where this system does not exist. Identified problems at operational level are the ground to build upon the implementation of future actions in order to improve the system of continuing education in Serbia. Special attention should be given to the fact that individual reports on the state-of-the-art in continuing education at universities that participated in the mapping, are far more informative and give more detailed picture of the current situation and problems that universities and faculties in Serbia are facing with.

The summary list of most significant conclusions that will shape further steps is provided here:

- Based on the Questionnaire#1 filled in by the representatives of faculties' management, there were less programs realized in school 2015/2016 year when compared to the data obtained from Questionnaire#2. This leads to the conclusion



that there is no centralized policy at the level of university, or in other words, even when the policy exists, it is not conducted in a centralized manner at all member institutions.

- At the majority of universities there is a lack of a unique information system that is continually updated and that provides the information on active courses related to the promotion of gained knowledge and competences of graduated students. Therefore, there are no mechanisms for systematic and regular mapping of continuing education with exception of individual initiatives within international projects.
- The mapping provides some favorable information: majority of programs were developed on the initiative of companies which points to the fact that programs were clearly targeted and developed to suit fully the perceived needs, creating in such a way the strongest impact on users.
- Based on existing data, the continuing education programs, by default, are financed by the users themselves. This can be aggravating factor for development of continuing education. Also, this can lead to the conclusion that the model of improvement of gained knowledge and competences of employees has not been applied in practice (it has been neither identified as priority in companies, nor it is institutionally supported).
- Certification documents are issued after the completion of the majority of programs, (certificates of participation, and certificates of successfully completed program with or without ECTS). In most cases, this is a certificate of participation, while certificates of successfully completed programs (with the knowledge and skills assessment) are less common. The least issued kind of certification is the certificate with ECTS credits.
- It is alarming that very few universities and/or faculties within universities have intellectual property defined by a separate legal act. At some universities included in the mapping, development of bylaw on intellectual property management is in its final stage, and it is expected that this legal framework will be adopted soon and transferred to the faculties within university. However, the situation is significantly better when it comes to the presence of this topic in study programs, since there are records that some study programs do cover the topic of intellectual property.
- At the majority of faculties, the entrepreneurship as a topic is included in study programs, most commonly as individual subject. On the other hand, there is a lack of unified policy at the university level regarding the development of entrepreneurship, private initiatives and students' innovativeness.

### 2.3SWOT analysis

Based on the previously established practice at higher education institutions in Serbia, strengths and opportunities that allow further development of continuing education system were identified, as well as weaknesses and threats from the environment that altogether hinder the functioning of such a system in practice (Table 2). Development of potentials for full exploitation of continuing education effects will be to a large extent determined by the opportunities for overcoming identified barriers and avoiding the threats that can have negative impact on the development of this system in the future.



**Table 2** – Strengths, weaknesses, opportunities and threats of existing continuing education system in Serbia

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Existing offer of continuing education programs is focused on the labor markets demands</li> <li>• High percentage of programs is realized on the initiative of companies</li> <li>• Training programs are more developed at the faculty level (members of universities)</li> <li>• Expertize of teaching staff engaged in the realization of continuing education programs is at satisfactory level</li> <li>• The level of interest of teachers to engage in continuing education programs is high</li> <li>• There is a certification procedure for participants as the form of verification of gained knowledge and improved competences</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of overall orientation in terms of continuing education policy (the task of universities)</li> <li>• Lack of clearly defined rules and procedures for the organization of continuing education at the level of university (and member faculties).</li> <li>• Poor information on continuing education programs</li> <li>• Teachers are poorly motivated to engage in continuing education programs</li> <li>• Individual (not unified) efforts of faculties within university with regards to the development of entrepreneurial spirit, ideas and students' initiatives</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Potential for continuing education programs is huge, but still not fully exploited</li> <li>• Business community is interested in creating new continuing education programs</li> <li>• Certification with awarded ECTS credits for accredited continuing education programs</li> <li>• Using new knowledge gained within the programs of international cooperation</li> <li>• Development of continuing education programs within the international cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Undeveloped motivation mechanisms for participation in continuing education programs for participants</li> <li>• Rapid changes on labor market dictates the need to constantly adjust the programs and innovate knowledge (related to the both participants and organizers)</li> <li>• Lack of regulation in the area of intellectual property</li> <li>• Undeveloped institutional support to the development of entrepreneurship</li> </ul>

## 2.4 Guidelines for the continuous mapping and monitoring of continuing education programs at faculties

Based on the obtained results, a set of recommendations for promoting the area of continuing education was given, both at the institutional level and the level of organizers and authors of these programs.

- It is necessary to define the policy of university as the umbrella institution that would be then applied to individual university members



- Continuing education need to be defined as one of the priorities and regulated through general acts of universities and faculties (Statutes, strategies, bylaws, etc.) if this has not been done so far.
- It is necessary to introduce the information system for mapping the activities of continuing education at the level of university and update it regularly with new information. The structure of this kind of system should be designed in such a manner to provide easy and public access to relevant data such as:
  - Name and short description of programs
  - The institution at which the program is realized
  - Program duration
  - Certification type issued upon the program completion
  - Lecturers and their CVs
  - Number of participants (for realized programs)
- In such a system, the collection of relevant data needs to be obligatory for all those who participate in CE development and/or realization. Besides, a clear policy for encouraging and motivating those directly or indirectly included in the development of this area need to be defined.
- It is recommended to develop clear procedures for all new programs. These procedures can include the registration of new programs (including description, number of ECTS, certificates, lecturers, funding models) and decision-making process for their approval. In this way, duplicating and unorganized development of new programs and consequently unnecessary costs related to the human resources, development and realization, would be avoided.
- Universities need to monitor the needs of business community and react with appropriate programs to innovate the knowledge and competences of employees in business sector. Cooperation with business sector need to be defined at institutional level in order to promote the third mission of university.
- Continuing education programs are not institutionally recognized by the business stakeholders which would allow them to influence creatively on development of continuing education system in Serbia. It is necessary to design the set of promotional activities in order to permanently improve knowledge and competences of participants, improving thus the business entities' activities at the same time.
- In order to attract the larger number of participants interested in those programs, they need to be exempted from the paying the full participants fee. For this purpose, combining different funding sources is recommended (budget, EU programs, local funding, etc.). If all programs are institutionally recognized and accepted by the business community, the possibility for securing alternative funding models is even greater.
- With the aim to innovate the continuing education programs it is necessary to invest in teaching staff at university and faculties within universities, which is possible to realize through different forms of international cooperation and postdoctoral specialization (teachers mobility, international projects, financed participation at international conferences, study visits to foreign institutions, etc.).
- Additional efforts need to be invested to include the intellectual property in larger number of study programs, whether through their introduction in general acts or through



incentives systems and additional specialization for teaching staff that have this topic included in their subjects.

- For achieving the long-term effect of creating entrepreneurial spirit among young people, a consensus need to be reached and awareness need to be raised on importance of this subject for professional development of students and researchers, but primarily to clearly define the faculties position to concentrate one segment of education and research in that direction. More frequent promotional activities and informative events are certainly one of the mechanisms to achieve this, but with full support and recognition of the institution and not as a result of individual efforts.

### **3. Development of legal framework for integrative approach in continuing education at university level (SUNP)**

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During recent years, universities and faculties have been paying more attention to the development of continuing education and realization of various activities for acquiring additional education within different organizational units. This kind of fragmented approach and realization cannot provide the complete picture of all aspects of continuing education. The lack of complete information on realized forms of continuing education, invested resources and incomes, participants structure and their evaluation not only fail to provide the clear system on realized activities, but also do not form the solid ground for establishment of sustainable system of continuing education.

#### **3.1 The basic principles of legal regulations of integrative approach to continuing education**

Integrative approach to continuing education needs to contribute to the accomplishment of continuing education objectives in an economic and sustainable manner for already existing fragmented activities. It needs to include those courses that are realized at universities and member faculties that do not belong to the system of formal education, as well as to define the procedures for their approval at university level, their evaluation, registration and publishing, monitoring of participants progress, issuing certificates and reporting.

This kind of approach requires the existence of special organizational units in higher education institutions dealing with the continuing education with clearly defined tasks and responsibilities. This includes normative regulations and clearly defined procedures that CE organizers need to apply. Besides, it is necessary to thoroughly regulate the process for the approval of new courses as well as to establish the efficient quality assurance through clearly defined procedures and monitoring of key progress indicators.

#### **3.2 Guidelines for the development of the Bylaw on Continuing Education**

Legal ground for development of a bylaw can be found in an Article 111 of the Law on Higher Education (Official gazette of RS, No. 88/2017) and relevant Statute provisions.



Bylaw needs to define the organization and realization of different continuing education programs at university/faculty outside the framework of accredited study programs that are included in the integrative approach as described in this document.

It is also important to define the possibility for organizational units within the university to develop institutional capacities for realization of integrative approach in continuing education.

Providers of continuing education programs, their rights and responsibilities should be regulated by the Bylaw.

The Bylaw needs to include the flexible methods of program realization based on ICT technologies, flexible contents and duration, as well as possibility of joint realization of interdisciplinary and multidisciplinary programs of continuing education.

The development of continuing education programs should take into account the possibility to include experts, companies and labor market representatives, having in mind their interest in the topics and areas covered by continuing education programs that fit their needs.

The Bylaw should also define the obligation of continuing education providers to make the continuing education programs available for different users' categories, in acceptable and appropriate manner.

Its provisions need to include the conditions, procedures and bodies for verification and approval of contents and programs within the continuing education. With this regards, a system for program evaluation that can award ECTS credits within the integrative approach also should be considered.

After successfully completed programs of continuing education, the certificate should be issued for successful participants. Both the certificate contents and the issuing procedure need to be defined by the Bylaw.

The Bylaw should also define the content of necessary forms that are its integral part as annexes available to the courses organizers at the university website.

### 3.3 Guidelines for the development of the Bylaw annexes

Annexes with model forms and questionnaires, reports and certificates are integral part of the Bylaw and can be used at all stages of the development, approval, realization and monitoring of continuing education at the university level.

The list of annexes categorized based on these stages is given at the end of this document:

#### 1) Annexes for mapping of continuing education programs

- Questionnaire for management of higher education institutions ([Questionnaire#1](#)) (Annex 1.1)
- Questionnaire for professors, associates and reserachers ([Questionnaires#2](#)) (Annex 1.2)

#### 2) Annexes for application and approval of continuing education programs

- Request for approval of CE programs by the university Committee (Annexes 2.1)
- Elaborate (Annex 2.2) for introduction of new Programs of continuing education
- Table of lecturers (Annex 2.3)



- Lecturers' CVs
- Description of space, equipment and other teaching material to be used in the realization of CE program (Annex 2.4)

3) Annexes for realization of CE program:

- Register of program attendance (Annex 3.1)
- Questionnaire of participants' satisfaction (Annex 3.2)
- Register of results of knowledge assessments and achieved learning outcomes (Annex 3.3)

4) Annexes for reporting and issuing certificates

- Report on realized CE program (Annex 4.1)
- Request for issuing certificates (Annex 4.2)
- Model of Certificate (Annex 4.3)
- Annual report on realization of approved CE programs (Annex 4.4)



## **4. Organizational university units included in CE (SUNP)**

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Continuing education can be realized with the units of different organizational forms and level (university/faculty).

### **4.1 Objectives and activities of university unit for continuing education**

University CE unit is responsible for approval, organization, development and promotion of system of continuing education and provides the support to all parties interested in further education and professional improvement.

University CE unit:

- Adopts the plan for continuing education;
- Organizes and realizes continuing education activities within interdisciplinary and multidisciplinary programs;
- Coordinates the activities of continuing education units;
- Keeps records and provides information on programs and courses within continuing education
- Keeps records on continuing education providers;
- Provides consultancy services to providers and individuals interested in the programs of continuing education;
- Realizes promotional activities of continuing education aimed at general public
- Provides the unified approach to the organization and realization of courses;
- Monitors the development of international system of continuing education and establishes the cooperation within international projects in this area
- Cooperates with the academic, science and professional organizations dealing with continuing education.

Organization and activities of continuing education unit is defined by the Bylaw.

### **4.2 Defining the roles and joint activities of university/faculty units in integrative approach for continuing education**

At universities in Serbia, as well as at their member faculties, there are some organizational units already established that deal with the continuing education activities, such as lifelong learning centers, cooperative training centers, centers for career development and student





counseling, business support offices, etc. The establishment acts of those units define their activities and tasks. However, in case of establishment of new continuing education units, special attention need to be paid to avoid any duplication of activities and to allow procedurally complementarity of their activities, since such a synergy can lead to the higher quality of results and stronger effects.

Inter-cooperation of these units is especially important in joint development and realization of interdisciplinary and multidisciplinary programs at the level of university through inclusion of more faculties.

Since due to the nature of these programs it is necessary to engage the lecturers from various areas employed at different faculties within university, as well as to use the equipment and space of different faculties, it is necessary to clearly define the roles of program providers as well as the procedures for program realization.

During the application with the new continuing education program of this type, it is necessary to clearly indicate their interdisciplinary and multidisciplinary character. Procedure of application in this case is realized at all faculties (as described in Section 7) whose human and material resources are used for their realization.

Additionally, upon the completion of the program, when the request for issuing of certificate needs to be submitted, it is necessary to take into account that the request need to be signed (besides rector) also by the deans of all faculties that participated in the program realization with their resources.

#### 4.3 Coordination of continuing education activities with faculties and other university units

Coordination of different university and faculty units' activities dealing with continuing education is conducted by the centralized university unit. The coordination includes:

- Monitoring the activities of other CE units at universities and their member faculties in terms of applying the relevant bylaws and procedures for realization of continuing education activities in integrative approach.
- Keeping records on existing units realized this kind of activities of continuing education
- Keeping records on available programs and trainings that continuing education units offer
- Providing support to course providers and those interested in the continuing education programs
- Promoting the programs of continuing education organized within integrative approach with the support of university
- Collecting reports on realized programs at the level of whole university.

In order to secure more efficient coordination, it is recommended to introduce the informatics system at university level. This system would provide fast and simple access to information on existing continuing education units, program providers and active continuing education programs (content, type, duration, lecturers) as well as the number of participants. It can serve as an excellent mechanism for continuing education programs promotion, as well as their quality assurance and monitoring.



Of course, the purpose and efficiency of this kind of system will be used to its full extent only if all university and faculty units are obliged to deliver all necessary information and reports on continuing education activities and providers to the centralized university CE unit.

## 5. Types and scope of continuing education activities at the level of university (UKG)

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### 5.1 Types of continuing education activities

Continuing education covers the wide area where different types of organizations can perform their activities, providing different learning opportunities within large range of topics and activities. Also, continuing education activities can be directed towards different target groups. However, their common characteristic is that they are related to the education (learning) after previously completed formal education and entering the labor market, even as unemployed, with the aim to promote or modernize gained knowledge and skills, adopt new knowledge and competences and continue professional development.

Universities as leading higher education actors, with available educational, science, technological, material and space capacities, represent the natural environment for performing continuing education activities in different organizational forms and with different level of formalization.

According to the organizational forms, continuing education activities can be performed in the **form of programs** or in the **form of courses**.

**Program** is the set of educational activities organized in order to achieve previously set objectives in defined time period. In the practice, program is usually defined as meaningful combination of several courses or subjects (European Commission, 2005; 2006; UNESCO, 2011). This document that defines the integrative approach, will not consider programs of formal higher education (bachelor, master, specialist and PhD studies) but exclusively the programs of non-formal education realized at higher education institutions.

Besides programs, other basic organizational form of continuing education is **course that is by default less by scope and by realization time frame**. The course is a generic term for different set of activities that can have form of trainings, seminar, debate, workshop, public lecture, conference, etc.

Courses are significantly more flexible form of continuing education which are unlikely formal education programs not defined by appropriate legal acts, special decrees and by-laws.

Different programs of continuing education realized at universities in Serbia are presented in the following chapter.

### 5.2 Structuring of continuing education activities



At universities, faculties and other higher education institutions in Republic of Serbia, a wide specter of continuing education activities can be realized in various forms, scopes and with different target groups and accreditation/approval procedures. Some of the continuing education forms are related to the different types of professional improvement and they are regulated by the proper legal acts and bylaws. Some of them are, for example, courses and programs of continuing education improvement in the area of education, health and public administration.

Law on Higher Education (2017) defines possibility to perform two types of programs at higher education institutions relevant for the area of continuing education: short cycle studies and lifelong learning.

Law on Higher Education (2017) for the first time introduces the short cycle studies into the higher education system in order to provide opportunity for professional advancement for those with higher education to facilitate their employment. Short cycle studies have clearly defined structure, purpose and learning outcomes and can vary in range from 30 to 60 ECTS.

After the short cycle studies, a certificate is issued on completed short cycle study and gained competences.

In the Law on Higher Education (2017), it is additionally defined that at higher education institutions programs of lifelong learning can be realized outside the framework of study programs, whereas the conditions and procedure of realization of these programs are defined by the institution's general act. For participants (in this case without the status of a student) who completed the program, the institution issues the certificate.

Universities and faculties, centers for career development and student counseling, centers for professional development and other similar organizational units at universities can conduct **activities continuing education for adults**, as programs of non-formal education if they are registered as *publically acknowledged activities providers (PAAP) in the area of adult education*, in accordance with the Law on Education of Adults (2013). These programs contribute to the accomplishment of standards of professional competences or promotion of knowledge, skills and competences, with the purpose of individual and professional development.

In line with the Law on Fundamentals of Education System (2017), faculties can be providers of **programs of professional development of teachers, preschool teachers, psychologists/pedagogues and other employees** in institutions of preschool, elementary and secondary school systems.

The Law on Health Care (2015) defines two forms of professional development of health workers and associates that can be realized at universities, faculties: specializations and sub-specialization and continuing education.

Health workers and associates upon the decision of the minister of health and approval of **specialization, or sub-specialization**, start with specialist traineeship at appropriate faculty of health education. Specialist traineeship is realized under supervision of mentor appointed by the faculties.

**Continuing education in the area of health care** includes participation at professional and scientific events, seminars, trainings and other continuing education programs.



Types, programs, manners, procedures and duration of continuing education, institutions and associations that can realize continuing education, criteria for continuing education program accreditation, as well as other issues relevant for the realization of continuing education, is prescribed by minister.

Newly adopted Law on national academy for public administration (2017) regulates the obligation of **professional development of employees in public administration**, which includes state bodies and independent organizations and bodies whose composition is defined by National Assembly (supervising and regulatory bodies), organizations and services of autonomous local self-government, public agencies and organizations under scope of the regulations on public agencies, whose founder is Republic of Serbia or autonomous province or unit of local self-government and enterprises, institutions, organizations and individuals entrusted with the public authority.

All types of previously described programs and courses of continuing education are defined by the appropriate laws and special bylaws and acts defining the type of the programs, program and providers accreditation.

On the other hand, there is a whole specter of continuing education activities that are realized at higher education institutions, whose procedures of evaluations, approval and realization are not systematically regulated, neither at national nor at university level. This mostly refers to various types of courses, trainings, workshops and similar activities realized at universities, faculties, institutes and centers within higher education institutions. For all continuing education activities, term **course** will be used throughout the document.

### 5.3 Structuring of integrative approach to continuing education at universities

Integrative approach to activities of continuing education at universities in Serbia is not related to the programs and courses approved and realized in line with laws regulating the areas of pre-university and adult education, health care and public administration (see Chapter 5.2), having in mind their structure and procedural regulation by appropriate bylaws and acts. In that sense, integrative approach should encompass the whole specter of courses (in the wider sense) realized at higher education institutions with the aim to promote existing and/or gaining of new knowledge and skills of participants, which are realized outside the system of formal education, i.e. study programs.

The trainings can vary by scope, target groups, objectives and outcomes, content and topics, forms of realization, etc. For all these reasons, precise definition of individual continuing education activities is in practice very difficult and comprehensive question. In spite of this, it is necessary to establish the systematic approach in development and realization at the level of universities, using integrative approach, all with the aim to increase the visibility and quality of all these activities realized in the process of continuing education.

Integrative approach in continuing education at the level of university has its regulative basis. The Law on Higher Education (2017) foresees the integrative function of the university, among others, in the following areas relevant for the system of continuing education: lifelong learning, career development, counseling and support to students, as well as quality assurance and control.

Considering described variety of continuing education activities realized (or potentially realized) at universities in Serbia, integrative systematic approach should encompass only



those courses whose scope, structure, learning outcomes and evaluation methods that can be awarded with ECTS credits.

Integrative approach need to define:

- Conditions and procedures of previous approvals of courses, including competent university bodies and structures,
- Courses evaluation methods,
- Procedures of course registration,
- Procedure of course publishing,
- Procedure of monitoring of participants' progress,
- Issuing certificates,
- Process of monitoring after realized courses and
- All other relevant elements.

#### 5.4 Evaluation of programs of continuing education at universities

For courses that are in organized and systematic way conducted at universities, unique system of their evaluation need to be defined depending on the learning load, in accordance with the principles of ECTS system.

Courses realized at universities can be awarded by ECTS credits if:

1. Course approved in accordance with the procedure of integrative approach at the university level;
2. Course addressed to those with secondary four-year education, or any level of higher education, independently of their employment status;
3. Course realized in a manner defined by procedures of integrative approach from the aspect of quality;
4. Courses participants has been present and actively participated at least 80% classes foreseen by courses;
5. After realized courses, the evaluation of gained knowledge is conducted and participant received the positive assessment.

One ECTS credit corresponds to 12 hours of active training.

ECTS credits are calculated with one decimal place and are mathematically rounded at 0.5 credits.

Courses that would be realized within the integrative approach should have minimum 1 and maximum 5 ECTS, awarded to the participant as foreseen by the course program.

Courses realized in the scope less than 12 hours of active training as well as all other forms of education activities (workshops, round tables, seminars, conferences, etc.) does not fall within integrative approach at the university level, i.e. can be conducted at faculties and other organizational units at universities outside the defined framework, rules and procedures of integrative approach. For these activities, ECTS system cannot be applied.

The procedures for evaluation of continuing education activities within the integrative approach, procedure for awarding ECTS credits and their potential recognition within the



study programs (previous learning recognition) are defined by the relevant bylaws at the level of independent higher education institution.

## 6. External accreditation / approval of continuing education program (UKG)

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This chapter provides the short preview of continuing education activities that can be realized at Serbian universities and that fall under the external accreditation/approval of programs and providers, in accordance with the laws regulating education, health care and public administration.

Under the term external accreditation of continuing education activities, this documents refers to evaluation and approval of program, courses and providers by authorized bodies outside universities regulated by the law.

Having in mind that programs and courses of continuing education that require external accreditation or approval, as well as their type, scope, evaluation system and certificates issuing procedure, are defined by relevant laws and acts, this type of activities of continuing education is not included in integrative approach at university level that is described in this document. However, taking into consideration the significance of higher education institutions in realization of this form of continuing education in the Republic of Serbia, this chapter will provide the short description of requirements and the procedures for their accreditation/approval.

### 6.1 Accreditation of continuing education at the ministry in charge of education

External accreditation (approval) that fall under the jurisdiction of the ministry for education is required in case of the following continuing education forms:

1. Short cycle studies;
2. Programs of non-formal adult education;
3. Programs and courses of professional development of teachers, preschool teachers, psychologists/pedagogues and other employees.

1) **Short cycle study** is new form of studies in the higher education system in the Republic of Serbia introduced in the [Law on Higher Education](#) (Official Gazette of RS, No. 88/2017). The target groups of this form of continuing education are individuals with completed higher education, and the aim is to professionally educate them in accordance with the labor market requirements.



Short cycle studies have clearly defined structure, objectives and learning outcomes. They are realized within the scope of 30-60 ECTS credits and the participants who successfully complete them receive the certificate on gained competences.

In accordance with the Law, the obligation of the National Council for Higher Education is to develop the **Guidelines related to the organization, realization and certification of the short cycle studies**. The Law does not foresee the procedure of accreditation of short cycle studies, but as providers of this kind of continuing education only accredited higher education institutions can apply for.

The Law projects that ministry in the Registry of accredited higher education institutions have information on registered participants, realized short cycle studies and issued certificates at the level of each higher education institution in Serbia.

2) Universities, faculties and other organizational units within independent higher education institutions can realize the **programs and courses of continuing education of adults**, as forms of non-formal education.

The main objectives of the adult education is improvement of education and qualification structure and promotion of employability. Universities and units within the universities can be providers of non-formal education of adults, older than 18 as defined by the provisions of the [Law on Adult Education](#) (Official Gazette RS, No. 55/2013).

For the participants who successfully complete the program, the program providers will issue the certification on achieved professional competences or qualifications, respecting the defined certification form.

Programs of non-formal education include:

- 1) programs for professional work;
- 2) programs for entrepreneurship and management;
- 3) programs for science and technology;
- 4) programs for computer skills;
- 5) programs for foreign languages;
- 6) programs for environment protection and ecology;
- 7) programs for development and maintain of safe and healthy working environment;
- 8) programs for creative and artistic expression;
- 9) programs for acquiring other knowledge, skills, capacities and mind-set;
- 10) programs developed in accordance with the labor market demands.

Curriculum for adult program determine closely: aims and objectives, learning content, weakly and yearly number of classes, procedures and forms for realization of the activities.

Participation in programs of continuing education of adults is conditioned by the providers' registration as **publicly acknowledged activities providers (PAAP) in the area of adult education**, in accordance with the Law on Adult Education (2014), the registration is conditioned by some defined requirements for organization of adult education related to the program, staff, space, equipment and teaching materials.



Procedure for issuing the accreditation for the status of publically acknowledged activities provider is initiated by the request submitted to the Ministry. The request includes: name, activity, activities provider's location and the proposal of activity program for adult education. The activity program proposal for adult education encompasses the plan and program of adult education, space related requirements, equipment and material, as well as the number of exerts engaged for performing those activities.

The Ministry forwards the part of the request related to the [plan and program of adult education](#) to the Office for Promotion of Education for the opinion. Upon the receipt of positive feedback from the Office, the request is sent to the education inspector of the Ministry to determine the compliance with other accreditation/approval requirements. Based on the findings of education inspector, the minister reaches the decision on the request for accreditation within the period of three months from the submission date. The accreditation is issued for the period of five years.

Laws and decrees regulating more closely the non-formal education are:

- the Decree on specific terms and conditions related to the program, staff, space, equipment and teaching materials for acquiring the status of publically acknowledged activities provider in adult education (the decree can be downloaded [here](#)) and
- the Decree on type, name and content of the forms as well as the procedures for keeping records on the name, content and design of the forms of public documentations and certificates in adult education (the decree can be downloaded [here](#)).

3) in line with the [Law on Fundamentals of Education System](#) (2017), faculties can be providers of the **programs of professional development of teachers, preschool teachers, psychologists/pedagogues and other employees** in the institutions of preschool, primary and secondary education system.

Teacher, preschool teacher, psychologist/pedagogue and other employee with or without a license is obligated to develop professionally for the purpose of more successful and efficient educational and pedagogical work, i.e. acquiring competences necessary for work and achieving the objectives of education and pedagogy.

The programs are approved by the Office for promotion of education and pedagogy based on the open call, and Pedagogical Institute of Vojvodina approves the programs in national minorities' languages common for the education in Autonomous Province of Vojvodina.

The forms of professional development of teachers, preschool teachers, psychologists and pedagogues, priority areas for professional development, programs and organizational issues are regulated by the Decree on permanent professional development and advancement for position of teacher, preschool teacher, psychologist and pedagogues (Official gazette RS< No. 81/2017).

The forms of professional development can be:

- 1) the program of professional development through realization of courses;
- 2) expert events:
  - a. congress, council;
  - b. meetings, days;
  - c. conferences;





- d. counselling;
  - e. symposium;
  - f. round table;
  - g. panel;
  - h. webinar;
- 3) summer and winter school;
- 4) professional and study visits.

Upon the realization of the program, program providers issues the certificate to participants.

Office for promotion of education and pedagogy system announces the call for accreditation of programs every three years, which lasts from 1<sup>st</sup> to 31<sup>st</sup> October and accreditation is valid for the period of three working/school years. Legal entities registered as providers of education and pedagogy providers are eligible to apply.

## 6.2 Accreditation of continuing education programs at the Ministry responsible for the area of public administration

The [Law on national academy for public administration](#) regulates the **professional development of employees in public administration**. Professional development in this sense refers to organized process of learning for employees in public administration based on common and specific programs and programs for education of managers, with the aim of raising the competence level necessary for realization of activities within the defined scope and jurisdiction of public administration.

The target group is employees in public bodies and independent organizations and structures whose composition is regulated by the National Assembly (supervising and regulatory bodies), structures, organizations and services of autonomous provinces and units of local self-government, public agencies and organizations that fall under the scope of public agencies regulations and whose founder are Republic of Serbia, autonomous province or local self-government unit.

Centralized institution of the professional development system is **National Academy**, which, among others, perform the accreditation of professional development programs and providers. Higher education institutions accredited in line with higher education laws, scientific and research organizations accredited in line with science and research laws and other publically acknowledged activities providers for adult education that have acquired this status in accordance with the regulations on adult education, are considered accredited also for the realization of professional development programs for public administration, i.e. do not fall under the accreditation of program providers.

## 6.3 Accreditation of continuing education programs at the Ministry responsible for the health care area

There are two forms of professional development in the area of health care that require the external accreditation/approval:

1. Specialization or sub-specialization;



## 2. Continuing education.

1) Health workers and associates, upon the decision of the minister of health care on the approval of **specialization, or sub-specialization**, start with the specialist traineeship at the appropriate faculty in health area. Specialist traineeship is realized under supervision of mentor appointed by the faculty.

Specialization, or sub-specialization is realized in accordance with predefined programs with established scope, content and realization plan of theoretical and practical classes, and knowledge and skills to be acquired.

Specialization is closed with an examination and sub-specialization is completed once the sub-specialization dissertation is successfully defended. For health workers who successfully passed specialization exam, qualifications that signify completion of the specialist studies are awarded, while those who successfully defended their sub-specialization dissertation are awarded by diploma on acquired title of a specialist of particular subspecialty.

Types, duration and content of specialization and sub-specialization, their programs, procedure for traineeship and specialization exams are regulated by the [Decree on specialization and sub-specialization of health workers](#) (Official gazette of RS, No. 10/2013, 91/2013, 113/2013 и 109/2014).

2) Mandatory **continuing education in the area of health care** is regulated by the [Law on Health Care](#) (Official gazette of RS, No. 107/2005, 72/2009 - second law, 88/2010, 99/2010, 57/2011, 119/2012, 45/2013 – second law, 93/2014, 96/2015 и 106/2015). Health workers have both right and obligation to constantly follow the development of science and skills and to develop professionally throughout their work in order to maintain and improve its quality.

The procedure for quality assessment of continuing education programs, i.e. accreditation of programs is realized by the **Health Council of Serbia**, at least four times a year.

The requirements for accreditation include following:

- 1) Program improves the knowledge, skills and expertise of participants
- 2) Program is based on latest scientific knowledge and achievements
- 3) Program covers topics of high social and medical impact
- 4) Program contributes to the promotion of professional work quality of defined target group
- 5) Program has clearly defined topic and target groups based on the education level and health specialization, type of continuing education, content, hours, lecturers, references, duration of the program and intellectual property issues
- 6) Program is approved by the authorized body of the continuing education program provider. In case of absence of such a body, approval is issued by the authorize body of relevant health workers association or relevant faculty.
- 7) The accredited program lecturer is person with at least five years of work experience and at least of the same education level as participants.



The [Request for accreditation of continuing education program](#) is submitted to the Health Council of Serbia through responsible health workers chamber based on the public call announced at the internet page of Health Council of Serbia and relevant chambers.

[Decree on specific conditions for realization of continuing education for health workers](#) (Official gazette of RS, No. 2011 and 23/2016) defines the types, procedures and duration of continuing education, institutions and associations that are eligible as providers of continuing education, accreditation criteria of continuing education programs, as well as other aspects relevant for realization of continuing education for health workers.

## **7. Quality assurance and assessment in continuing education programs in integrative approach (UNI)**

### 7.1 Strategy of quality assurance and assessment of continuing education programs

Having in mind that universities in Serbia mostly have already developed and adopted lifelong learning strategies and similar strategic documents covering the topic of continuing education, it is not necessary to develop new strategy exclusively for the continuing education. It is recommended to expand the existing strategies with additional strategic measures and activities related to the quality assurance and assessment of continuing education programs.

In line with the amendments of the Strategies themselves, it is necessary to update the accompanying Action Plans that define specific activities for quality assurance and assessment of continuing education programs, expected results, activities' holders and foreseen time frames for their realization.

Recommendations for additions and amendments of the Strategies and accompanying Action Plans can be provided by employees in organizational units of universities and faculties dealing with continuing education, and Committees for Quality Assurance and Assessment at the level of universities are responsible for their adoption and monitoring.

### 7.2 Committee for quality assurance and assessment

Each university in Serbia within its Statute defines the establishment of the Committee for quality assurance and assessment, its responsibilities and among other the preparation of proposals and amendments of Strategy for quality assurance and assessment, proposals for improvement of standards, procedures and methods for monitoring, activities planning related to the monitoring and quality assurance, etc.

Hence, it is recommended to change/amend the Statute and in this way expand the responsibilities of the Committee to the quality assurance of continuing education by adding one additional activity:

- **“approves and monitors realization of the continuing education programs in integrative approach at the university level”.**



Since the Statute defines that Committee for quality assurance and assessment has the right to establish various working bodies, it is recommended that Universities within their Committees form special working body that will deal exclusively with the approval and monitoring of continuing education activities (approval of continuing education programs in integrative approach, their evaluation, definition of awarded number of ECTS credits, procedures and requirements for issuing certificates, etc.). Tasks and activities of newly formed working body for continuing education, number of members and work methodology need to be defined by updated Rules of procedures of the Committee or similar university legal act.

### 7.3 Procedures for development and approval of continuing education programs

Continuing education programs are developed by the professors and associates of the faculties and departments within universities, as well as the staff of university organizational units dealing with continuing education. During the development of such programs, they need to pay special attention to the labor market demands for such programs, which requires coordination with relevant ministries of the Republic of Serbia, Secretariats of Province Government of Vojvodina, local self-government bodies, regional chambers of commerce, Employers Unions, National Employment Agency, local development agencies, entrepreneurs associations, etc.

When developing the continuing education programs at faculties and departments, authors are obliged to submit to the Dean or Vice-Dean for Teaching the Application for new continuing education program, if the program being within integrative approach falls under the procedures for approval by the university Committee. In case that continuing education program is developed by the university organizational unit, the Application for approval is submitted first to the Rector or relevant Vice-Rector.

Application for the approval of the continuing education program includes the following:

- Filled in Application Form for approval of continuing education programs by the university's Committee (Annex 2.1).
- Elaborate (Annex 2.2) on introduction of new continuing education program that encompasses:
  - Reasons for introduction of new program
  - Description of participants profile
  - Assessment of the participants number in the following three years
  - Structure of continuing education program in case it is of modular type and includes more subjects connected with the joint aim to gain new competences of participants
  - Table with the program description (subject title, number of ECTS, place of realization, lecturers names, requirements for participation, duration, purpose and objectives, topics, expected learning outcomes, knowledge assessment and evaluation, etc.)
- Table of lecturers (Annex 2.3)
- CVs of all lecturers
- Description of space, equipment and other teaching materials to be used in realization of continuing education programs (Annex 2.4)



With their signature, the Dean or Rector give the consent to the proposal for introduction of new continuing education program and its realization, and Application is forwarded to the university's Committee for quality assurance and assessment for approval.

Committee's working body for continuing education will review the proposal for new continuing education program. In the review process, special attention is dedicated to the harmonization of the program with the labor market needs and fulfilment of the standards defined by the Committee for quality assurance and assessment. Working body can forward the proposal of continuing education program to the Committee to:

- Approve the program
- Return for adjustment with the recommendations what should be improved in the Application
- Reject the program with the explanation

Program or course approved in this way by the Committee, enters the portfolio of continuing education programs realized at the University within the integrative approach. Structured data on continuing education program are entered into university IT system and published at the university internet website on the page allocated for the purpose of promotion and publishing information for potential participants. It is recommended that faculties' authors and providers of continuing education programs make these data available at their websites as well.

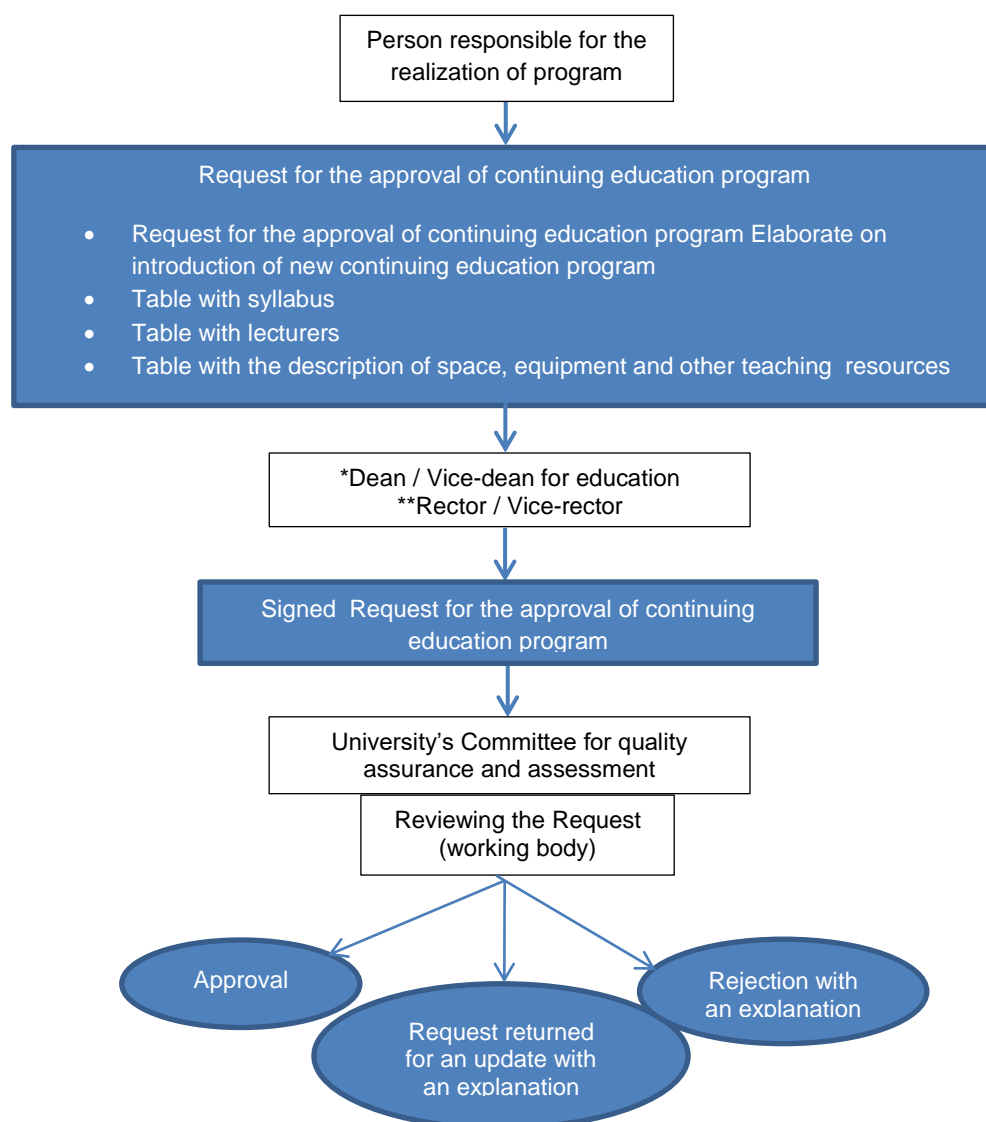
**Table 3:** Forms for development and approval of continuing education programs

Forms for development and approval of continuing education programs				
Number	Form	Submits	Receives / forwards	Approves
Form 2.1	Request for the approval of continuing education program	Person responsible for realization of program	*Dean / Vice-dean for education  **Rector / Vice-rector	University's Committee for quality assurance and assessment (working body)
Form 2.2	Elaborate on introduction of new continuing education program			
Form 2.3	Table with syllabus			
Form 2.4	Table with lecturers			
Form 2.5	Table with the description of space, equipment and other teaching resources			

\*if the continuing education program is realized by the faculty within the integrative approach

\*\*if the program of continuing education is realized by the organizational unit of the university

**Figure 1:** Schematic preview of procedures for development and approval of continuing education programs





## 7.4 Procedures for quality assurance and assessment in realization of continuing education programs

The principles of quality assurance and assessment in realization of continuing education programs rely primarily on the application of clear procedures of realization defined by the Bylaw and using relevant Forms (Form for list of attendance – annex 3.1, Forms for questionnaires of participants' satisfaction – annex 3.2, etc.).

During the realization of continuing education programs, the providers are obliged to keep the records on attendance and progress of participants, status of program realization, etc.

Providers realize the approved continuing education programs proposed in the Application submitted to the Committee with lecturers also proposed in the Application. The methodology of realization and presentation of syllabus, using modern teaching materials and ICT technologies need to be appropriate for achievement of training objectives and learning outcomes.

One of the measures for ensuring the quality of realization of continuing education courses is respecting the procedures for assessment of learning outcomes, acquired knowledge, skills, and competences of participants at the end of the course, as well as for issuing the certifications on successfully completed programs. Hence, the providers are obliged to carry out the knowledge assessment in accordance with the criteria defined in the syllabus of continuing education program approved by the Committee, which will be the base for awarding ECTS credits. The records on the results are included in the appropriate form developed for that purpose (Annex 3.3)

As the indicator of the quality of realized course or program, the questionnaires of satisfaction can be used (Annex 3.2). These need to be defined by the Bylaw on realization of continuing education activities and should include some open questions within which participants can give their recommendations for the improvement of the program or suggest some new continuing education activities.

Providers of continuing education programs need to statistically assess the questionnaires and use these data to improve the existing programs, develop new ones and direct them towards the requirements of users, companies and labor market.

**Table 4:** Forms for realization of continuing education programs

Forms for realization of continuing education programs			
Number	Form	Submits	Receives
Form 3.1	Record on program attendance	Responsible lecturer	Person responsible for the realization of program
Form 3.2	Questionnaire of the attendees' satisfaction	Responsible lecturer	Person responsible for the realization of program
Form 3.3	Record on results of assessment of acquired knowledge and achieved learning outcomes	Responsible lecturer	Person responsible for the realization of program

## 7.5 Procedures for issuing certificates in continuing education programs



Upon the realization of continuing education programs, the program provider submits to the Dean/Rector the **Request for Issuing of Certificate** (Annex 4.2) for those participants who successfully completed the program. The Request need to be accompanied by the **Report on Realized Program/Course** (Annex 4.1) that includes some basic information such as name of the program, number of hours, period of realization, awarded number of ECTS credits, achieved learning outcomes, attendance rate and review of knowledge assessment results. The Certificates are issued only to those participants who successfully completed the continuing education program.

Program provider is obliged to submit the model of Certificate as defined by the Bylaw (Annex 4.3). The Certificate needs to include the following elements:

1. Name of university, faculty, department or center that delivers the program;
2. The coat of arms of university, faculty, department or center;
3. Name of the document – Certificate eon successfully complemented continuing education program;
4. Name of participant;
5. Title of continuing education program;
6. Period of realization of continuing education program;
7. Number of ECTS;
8. List of thematic areas of continuing education program that participant successfully completed;
9. Place and date;
10. Place for lecturer’s signature;
11. Place for Dean’s signature;
12. Place for Rector’s signature;
13. Place for university stamp.

The provider of continuing education program, submits the Request, the Report and model Certificates for all participants that successfully completed the program to be signed by the faculty’s Dean.

The Dean forwards the complete documentation to the university, i.e. the responsible department of the university (e.g. Department for Education and Student Affairs) or centralized university unit dealing with continuing education (if any). Before having it signed by the Rector, university staff needs to check the documentation with regards to its completeness and compliance with the quality standards defined by the Bylaw.

For participants of the program or the course that have not successfully passed the knowledge tests, providers need to consider issuing Certificate on participation in the program.

**Table 5:** Forms for reporting and issuing certificates

Forms for reporting and issuing certificates					
Number	Form	Submits	Receives / forwards	Approves	Signs
Form 4.1	Report on realized	Person	*Dean / Vice-	University	-

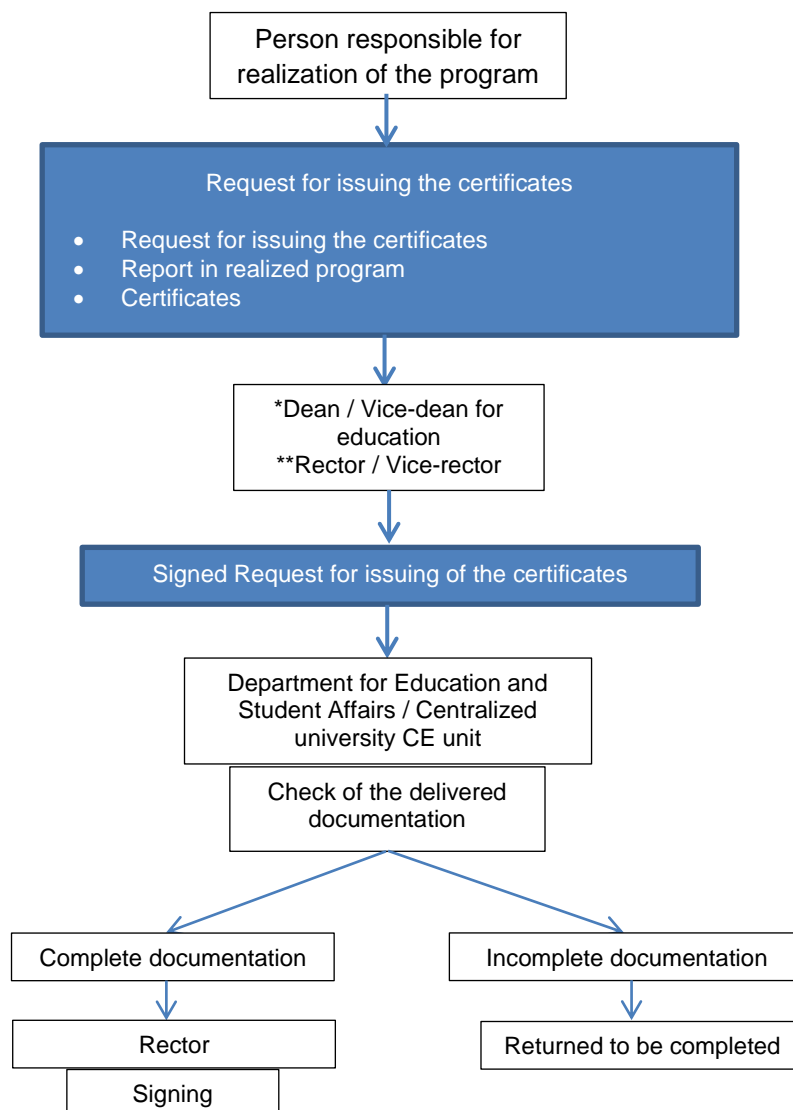




	continuing education program	responsible for realization of program	dean for education	Department for Education and Student Affairs / Centralized university CE unit	
Form 4.2	Request for issuing certificates		**Rector / Vice-rector		-
Form 4.3	Model of certificate				Rector

\*if the continuing education program is realized by the faculty within the integrative approach  
\*\*if the program of continuing education is realized by the organizational unit of the university

**Figure 2:** Schematic preview of procedures for reporting and issuing certificates



## 7.6 Monitoring of the integrative approach in the realization of continuing education and key performance indicators



With the aim of permanent and systematic improvement of continuing education process and programs quality, teaching staff and participants, resources, management process, each university is obliged to monitor the realization of integrative approach at the level of university and assess the quality of continuing education programs annually.

Monitoring of realization of continuing education programs at the level of university is realized by the Working body of the Committee for quality assurance and assessment and centralized university continuing education unit or responsible university department.

Providers of continuing education programs are obliged to prepare the Annual Report on realization of continuing education programs (Annex 4.4) and to include in it the summary statistic data and proposal for further development and improvement of continuing education program. Annual reports are revised by the Working Body for continuing education within the Committee for quality assurance and assessment.

Key performance indicators for continuing education programs are as follows:

1. Existence of continuing education in the university's mission;
2. Existence of the continuing education in the Strategy for quality assurance and assessment;
3. Existence of the institutional action plans for continuing education at the university;
4. Existence of the Bylaw and procedures for quality assurance for continuing education activities;
5. Total number of ECTS credits in continuing education program;
6. Total number of registered participants in the continuing education program per year;
7. Annual profit from continuing education programs at the university;
8. Number of participants who completed continuing education program per year;
9. Total number of issued certificates in continuing education program;
10. Satisfaction of users and companies;
11. Level of participants' interest;
12. Number of participants per year who participated in continuing education activities.



## **8. Incentives for participants in the development and realization of continuing education (TCAS)**

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### 8.1 Incentives for professors and associates

In previous period, numerous continuing education activities of different type, areas and scopes were realized at Serbian universities. However, most of those activities were apparently the result of individual enthusiasm of professors and associates rather than systematically regulated institutional mission. One of the reasons for such a situation is the lack of motivation for universities' and faculties' employees to engage in continuing education activities, most commonly due to their regular teaching activities, engagement in research projects and very often due to the lack of information on significance and benefits of this kind of engagement.

This is why it is necessary to take the clear position at the intuitional level on continuing education as one of the priorities and to build the incentives system for those who are actively engaged in this area.

While defining the incentives for professors and associates, universities should consider that on one hand they need to motive them to engage in continuing education both as authors and providers, and on the other their work need to be appropriately recognized.

In that sense, there are two types of incentives:

- Non-material incentives should influence the building of mind-set of professors and associates on the significance of their participation in the development and realization of continuing education activities in terms of their personal and professional development. This is why it is very important to define and promote these incentives, that can be in the form of:
  - Opportunities for advancement (e.g. as one of the criteria for professional advancement);
  - Recognition of continuing education as the reference for participation in projects, etc.;
  - Enrichment of the CV;
  - Expressing creativity and freedom in development of courses and exploring new teaching methods;



- Access to the higher education institution's resources in development and realization of programs and courses (laboratories, classrooms, equipment, material, etc.);
- Freedom in selection of associates for the preparation and realization of programs and courses
- Establishing contacts with the labor market, professional sectors, new technologies (e.g. distance learning);
- Work in multidisciplinary teams; and
- Work with highly motivated participants;
- Material incentives, besides personal and professional, provide financial satisfaction and value of their time invested in development and realization of programs and courses. They can be in the form of:
  - Reimbursement that is paid in proportion to invested efforts as overtime work in period of program/course realization according to the predetermined criteria included in the separate Bylaw;
  - Opportunity to use one part of income from continuing education programs to cover the costs of professional development, study travels, etc.

Whether they are material or not, this kind of motivation system needs to be clearly defined at institutional level and promoted widely.

## 8.2 Incentives for the university member institutions and organizational units dealing with the continuing education

Besides the professors and associates, it is necessary to introduce the incentive system for organizational units dealing with continuing education activities in order to increase the number and quality of realized activities in long-term.

These incentives also can be:

- Non-material, such as
  - Promotion of the faculty;
  - Raising visibility of the faculty with the aim to attract higher number of students;
  - Providing opportunities for graduated students to improve in familiar environment;
  - Developing the cooperation with industry;
  - Creating opportunities for joint projects with industry;
  - Creating opportunities for joint projects and continuing education programs with other higher education institutions in Serbia and abroad;
  - Increasing the professional satisfaction of employees at the faculty by providing them opportunities to develop their creativity, ideas and establish better position through realization of continuing education programs;
- Material, such as:
  - Creating additional income;
  - Attracting investment from industrial sector;
  - Opportunities of joint investments with industrial partners;
  - Attracting donations from industrial sector.



These incentives would be applicable for both the higher education institutions and organizational units within dealing with continuing education.

Within these measures, universities and faculties need to consider the set of support measures for their units dealing with continuing education activities in terms of providing the space for programs realization, more flexible access to university's and faculty's equipment, logistic support, intensive promotions and other.

### 8.3 Incentives for development of cooperation with partner institutions in development and realization of continuing education programs

While defining partner institutions that higher education institutions can establish cooperation with, special attention should be paid to those that would have greatest benefits, such as:

- National Employment Agency
- schools
- health institutions
- Office for promotion of education and pedagogy
- Ministry of Education, Science and Technological Development
- Ministry of Health
- Industry

Common interest of all partners can be found in unique data base with the offer of continuing education programs at Serbian higher education institutions, professional and experienced experts as lecturers, appropriate space and equipment for realization of programs, etc.

National Employment Agency could connect the industry as the user of these programs with higher education institutions as continuing education providers. Also the Agency can influence the development of such programs based on the data on offer and demand at the labor market. This would be both beneficial at the national level, as well as the local level gravitating around the local National Employment Agency.

Schools, health institutions and industry would have reliable partners who would offer not only their continuing education programs, but could also create new ones to meet their short and long term demands.

Office for promotion of education and pedagogy, Ministry of Education, Science and Technological Development and Ministry of Health would have better insight in the quality of continuing education offer.



## **9. Promotion of continuing education at university and wider community (BMU)**

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University, as largest higher education institution in our country, is obliged to promote the culture of continuing education. For the development of continuing education culture and mind-set it is necessary to develop the necessity, will, interest and motivation for further learning through benefits that do not need to be valued only by career advancement, but also by personal satisfaction. Active education includes the interest in learning, capacity to exercise critical thinking and knowledge of adequate learning process. Motivation of individuals, as well as variety and availability of education programs, are the fundamental prerequisites for successful application of continuing education concept. Having this in mind, it is necessary to recognize the demand and develop programs and modules in line with those demands that will enable acquisition of specific knowledge, directly applicable at the work place. Programs of continuing education need to be in line with rules, recommendations and standards of the profession and adjusted to the interests and needs of users of continuing education programs. Also, it is necessary to promote and validate continuing education, to support idea of creativity and learning in everyday life, in spare time, in culture and social activities and to connect them with the community.

### **9.1 Internal promotion and visibility of continuing education programs in integrative approach**

As it was stated in the Chapter 5, the integrative approach to continuing education should encompass large specter of trainings that are carried out at higher education institutions with the aim to improve existing and/or acquiring new knowledge and skills among participants, and which are carried out outside the system of formal education, i.e. study programs.

Integrative approach to continuing education should facilitate the environment in which already existing fragmented activities can contribute to the achievement of CE objectives in a sustainable manner. This approach requires special organizational units at higher education institutions dealing with continuing education with a clearly defined tasks and responsibilities.



Integrative function of the university in a segment related to the continuing education includes lifelong learning, career development, counseling and support to students as well as quality assurance.

HEIs need to ensure that the promotion and visibility actions related to the CE programs are realized in the same manner as with their study programs, using their official website, information system and other mechanism for internal promotion and visibility.

Promotion and validation of continuing education, supporting the creativity and learning in everyday life, in spare time and cultural and social activities are necessary. Promotion of learning and acquisition of new skills and knowledge need to become the primary goal of all employees in higher education. The capacity of university to adequately and timely respond to the needs for new knowledge and skills, job demands and companies interests, specific groups and individuals, is of key importance.

It is necessary to define the national program of support and promotion of the continuing education concept, to promote management and leadership at institution for education and trainings and to develop the systems for quality assurance. High quality can be achieved only through development of efficient and sustainable use of private and public resources, through promotion of policy based on examples of good practice in education and training.

The professional promotion and evaluation of teachers are based on the results of comprehensive and systematic quality assessment of professional work of teachers (education inspection, professional and pedagogical review, consultancy service, objective indicators of innovations incorporated into the practice, better achievement of their students related to their beginners level, papers, etc.), i.e. they are defined based on the criteria for professional advancement that rely on the standards of professional competencies and professional development of teachers. Criteria for all types of professional advancements of teachers are clear and the procedure for their application are quite transparent.

In order to understand the importance of continuing education, it is necessary to promote it through various promotional activities such as continuing investment of resources into promotion and engagement of person who would be in charge of promotion at any organization dealing with CE, partnership with local authorities that can promote CE activities and their results, as well as incentives of users to provide the support in affirmation of CE. Continuing education offers the possibility to respond to the dynamic demands of market and society.

## 9.2 Promotion of continuing education programs towards the wider community

System of university continuing education relies upon the basic principles of social partnership. It includes connecting of university with local community (funding, planning, investment policy, etc.), local and regional labor market, enterprises and business entities, professional associations, entrepreneurs and their association, institutions and organization of non-formal education.

Cooperation of university with institutions of culture and media need to be within the following objectives and actions:

- 1) promotion of continuing education and knowledge and skills acquisition outside the formal education need to be the primary objective of all employees in the area of education;



- 2) joint efforts of teachers at all education level in all kind of media in order to raise the awareness on the significance of quality education;
- 3) promotion and availability of continuing education programs for all user categories in a manner acceptable and appropriate for them

Continuing education programs need to be available to different social groups and categories: companies, entrepreneurs, employees, unemployed, unemployed who lost their jobs during the transition process, adults with risk of losing their job, highly educated without employment, and other categories of highly educated individuals with the need to develop both professionally and personally. Enabling and promoting equal opportunities for all user categories and overcoming of potential barriers resulted from various prejudices, discrimination or stereotypes, in order to facilitate the personal achievements of various target groups.

Having this in mind, it is necessary to conduct various campaigns for wider target groups and to spread the promotion using most diversified promotional tools and channels.

The largest visibility can be achieved in partnership with cultural institutions and media (TV, paper and electronic media), but also with the institutions tightly linked to the labor market (National Employment Agency, HR agencies, etc.). This kind of partnership can enable information on continuing education programs to leave the academic circle and reach the various social categories. By this, it will not only increase the number of users, but also will it raise the awareness on necessity of permanent development and improvement in order to secure the existence on the labor market.

For promotion of continuing education programs at university level, examples of good practice need to be selected from the Annual Reports of the providers and presented at the website. The experience of surveyed participants can also be used as effective promotional tool. Additionally, it is recommended to create the reference list of participants who are sent by companies or other organizations and institutions, and publish it on the university webpage for the continuing education.

### 9.3 Application of It tools in monitoring and promotion of continuing education programs

Information system of higher education institutions should include all necessary information on programs and courses of continuing education that those institutions offer to the lifelong learning market. Potential participants of courses should in this way gain more information on content and program of each course, the learning outcomes and competences they provide. The users of information system would access to special webpage on the HEI website or through special web application designed only for those who are interested in CE programs at the institution in question.

If properly registered, the attendees should get the access to the teaching materials for certain programs through special system (if the programs are realized through standard teaching methods) or through system for e-learning in case that LMS (Learning Management System) is applied. These systems can support online learning, combined or hybrid learning (part of the course is realized in the classroom,





and part as online learning from home), or as a support to standard education. This will secure that the attendees of standard courses (in the classroom) use the same teaching materials as those who attend online or hybrid courses. These systems use repositories of teaching material in digital form so that students can (using LMS system) to use teaching material at any time and any place in case they have access to the internet.

Through application of social networks and methods of digital marketing, HEIs can perform the promotion of its CE programs and courses in order to inform the potentially interested people on their offer. Also, HEIs can use different services for publishing information on offers of CE programs and courses.

## **10. Conclusions (UNS)**

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This document provides with the complex analysis of the state-of-the-art in the area of continuing education at seven higher education institutions in Serbia, starting from the detailed mapping based on the two questionnaires. Based on the mapping results, SWOT analysis was conducted and some recommendations were provided for continuous mapping and keeping records on the offer of continuing education programs at higher education institutions.

Besides, from the mapping results a conclusion can be drawn that there is no unique information system that is continuously updated and that provides the information on active programs at participating institutions. Additionally, most of the programs are developed upon the request of employers and IP issues are not defined by a separate legal act. However, the introduction of IP into institutions' legal acts is in progress due to the efforts made within the IF4TM project.

This document provides the set of recommendations for the improvement in the continuing education field, both at institutional level and the level of lecturers and authors of these programs.

Besides, the recommendations are provided for the development of the legal framework for integrative approach in continuing education at the university level.

Education of adults, or continuous education, is not only investment with an impact on economic development of the whole society, it also have very important role in promotion of life quality of people with work experience. In that sense, the need to establish education institutions for elderly people (universities of third age) need to be recognized and supported.

In terms of development of legal framework for integrative approach at the level of university, the document gives some guidelines on how to develop the internal acts and bylaws (with the annexes) at the higher education institutions.

The fourth chapter gives a preview of objectives and activities of the university unit dealing with continuing education, definition of roles and joint activities of these units with other university and faculty units within the integrative approach to continuing education.



At the level of higher education institutions the continuing education activities that are conducted can vary in type, scope, target groups, accreditation and approval procedures. Some types of continuing education are related to the different types of professional development and they are defined by the appropriate legal acts. Integrative approach should encompass a wide specter of trainings realized at the higher education institutions in order to improve existing and gain new skills and knowledge that are realized outside the formal education system, i.e. study programs. This document provides a detailed description of the continuing education activities that can be realized at universities in Serbia and on which external accreditation is applied. i.e. the approval of the program and/or lecturers in accordance with the laws related to the education, health care and public administration. Accreditation of the continuing education program can be realized at the ministry for the areas of education, public administration or health care depending on the continuing education program. Also, the recommendations for the quality control and monitoring of continuing education in integrative program along with the procedures for development and approval are provided here. These are followed by the detailed procedures for issuing certificate on completed CE programs, as well as recommendations for incentives for participants in the development and realization of CE and promotion at university and wider community.

In order to achieve the long-term effect of creating the entrepreneurial spirit of young people and keep the pace with the modern technological and educational trends in EU and wider, it is necessary to reach the consensus and raise the awareness, first at the level of academic community and then at the level of community at large on importance of this topic for professional development of students, researchers and employees. Before that, it is necessary for faculties to show determination to redirect one part of the education and research to this area.

Besides, the continuous activities such as promotion and information days are required in order to achieve this but the support and recognition of institutions themselves are essential.

Having in mind everything above mentioned, we can put emphasis on the following guidelines and recommendations that reflect the content of this document:

**Recommendation 1:** to invest the additional effort in order to include the intellectual property in more study programs, either through introduction of the topic in internal general acts or through incentives and additional development opportunities for the staff who decide to include this topics in their subjects.

**Recommendation 2:** to take into consideration and provide support to establishment of the education institution for older population – third age universities.

**Recommendation 3:** to offer the wide specter of trainings that will be realized at higher education institutions with the aim to promote existing or gain new knowledge and skills; these are to be realized outside the system of formal education and accredited study programs.



**Recommendation 4:** to conduct the continuing activities to promote the continuing education and offers by higher education institution in the Republic of Serbia.

**Recommendation 5:** system of continuing education and professional improvement should be adjusted to the individuals.

**Recommendation 6:** continuing education need to be defined as one of the priorities at the higher education institutions.

**Recommendation 7:** it is necessary to introduce the information system for mapping of continuing education at the level of university.

**Recommendation 8:** to follow continuously the needs of business community and to respond with proper programs for innovating of employees' knowledge and competencies.

**Recommendation 9:** to invest in teaching staff at universities and faculties within universities, which can be realized through different forms of international cooperation and post-doctoral development opportunities.

**Recommendation 10:** to regulate continuing education through internal acts of universities and faculties (statutes, strategies, bylaws, etc.)



## 12. Annexes (UNS)

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### 12.1 Model of university act on continuing education

У наставку је дат нацрт правилника о КО који је у процедури усвајања на Универзитету у Новом Саду:

#### **“ПРАВИЛНИК О ЦЕЛОЖИВОТНОМ ОБРАЗОВАЊУ И УЧЕЊУ ТОКОМ ЧИТАВОГ ЖИВОТА НА УНИВЕРЗИТЕТУ У НОВОМ САДУ**

##### **Члан 1**

Правилником о целоживотном образовању и учењу током читавог живота на Универзитету у Новом Саду (у даљем тексту Универзитет) дефинишу се оквири различитих програма стручног усавршавања са трајањем до једне године, на Универзитету или факултетима Универзитета, ван оквира студијских програма за које је добијена дозвола за рад.

##### **Члан 2**

Образовање током читавог живота се дефинише као сврсисходан и континуиран процес компетентног информисања појединца у циљу унапређења његових знања, вештина и способности, независно од његове старости. Овај процес се одвија у различитим условима и траје у свим његовим добима.

##### **Члан 3**

Учење током читавог живота представља све активности учења које се одвијају током живота, са циљем унапређења знања, вештина и компетенција, у циљу побољшања личне, грађанске, друштвене и/или перспективе запошљавања.

##### **Члан 4**

Факултети, Институту и Центри треба да изграде и развијају институционалне капацитете за реализацију концепта целоживотног образовања на Универзитету.

Реализатори курсева за образовање током читавог живота морају бити запослени на Универзитету односно Факултетима у оквиру Универзитета или да имају валидан уговор о ауторском делу са Универзитетом.



Реализатори курсева учења током читавог живота дужни су да прате потребе и очекивања дипломаца и других корисника целоживотног учења за садржајима неопходним за њихов професионални развој (попуњавањем упитника задовољства у току курса, слањем упитника на е-мејл полазницима, итд).

#### **Члан 5**

Организатори курсева учења током читавог живота дужни су да квалитетно реализују курсеве. То подразумева понуду услуга високог квалитета, организовањем атрактивних и релевантних тема и програма образовања и обука, који треба да су доступни свим категоријама корисника, а пре свега дипломцима Универзитета. Квалитет ће бити посматран на основу упитника о евалуацији реализованих курсева од стране полазника.

#### **Члан 6**

За реализацију програма/курсева учења током целог живота реализатори (Факултети, Институтути, Центри) се подстичу да користе флексибилне наставне методе засноване на информационо-комуникационим технологијама са могућношћу стварања услова за виртуелно учење и реализацију виртуелних програма, за виртуелну мобилност у подручју целоживотног учења, уколико то природа курса допушта.

Флексибилност организатора програма/курсева учења током читавог живота се огледа у правовременој реакцији на захтеве окружења за новим знањима и вештинама, путем развоја нових и измене постојећих тема и програма целоживотног учења. То ће омогућити да се променљивим захтевима посла и интересима организација, специфичних група и појединаца, прилагоде такве теме и програми образовања и обуке, који ће допринети усклађивању садржаја образовања и учења са потребама привреде и јавног сектора.

#### **Члан 7**

Факултети, Институтути, Центри у саставу Универзитета могу у кооперацији реализовати садржаје целоживотног учења, посебно путем организовања интердисциплинарних и мултидисциплинарних програма целоживотног образовања.

Мултидисциплинарност подразумева увођење тема и програма у образовање и обуку који су мултидисциплинарног и интердисциплинарног карактера, односно комбинација различитих области, које су обухваћене научним областима факултета, односно центара.

#### **Члан 8**

За унапређење програма и курсева целоживотног учења реализатори истих треба да укључе све релевантне партнере заинтересоване за садржаје тема и програма целоживотног учења у процес њиховог креирања и измене, како би одговарали њиховим потребама. Теме и програми су релевантни уколико обезбеђују адекватна знања и вештине, који кореспондирају са потребама појединаца, послодаваца, тржишта рада и шире друштвене заједнице.

#### **Члан 9**

Факултети, Институтути и Центри који организују курсеве и програме за учење током читавог живота дужни су да обезбеде доступност тема и програма целоживотног учења за све категорије корисника, на начин који је за њих прихватљив и одговарајући.



Садржаји целоживотног учења морају бити доступни различитим друштвеним групама и категоријама становништва, као што су: запослена и незапослена лица, послодавци, предузетници, лица у зрелом животном добу која се суочавају са ризиком губитка посла, високообразована лица са потребама стручног и личног усавршавања и др.

#### **Члан 10**

Организатори курсева морају радити на унапређивању могућности за сарадњу на националном и међународном нивоу и иницијализацију сарадње и повезивања у националну и међународне мреже за целоживотно учење у високом образовању.

#### **Члан 11**

Садржај и програм курсева (модула) по часовима односно наставних јединицама у оквиру целоживотног учења неопходно је доставити Одбору за обезбеђење квалитета и интерну евалуацију Универзитета, који даје сагласност за њихово извођење или може затражити допуну неких делова.

Литература и документација везана за програме учења током читавог живота, а који се одржавају у склопу Универзитета (на Факултетима, Институтима, Центрима) мора бити стандардизована односно биће обезбеђени одговарајући шаблони (темплејти).

Модули који се изводе као програми образовања током читавог живота морају бити верификовани од стране Сената универзитета, да би се добили одговарајуће уверење потписано од стране ректора Универзитета. Ако факултет самостално изводи програме образовања током читавог живота они морају бити верификовани односно усвојени од стране наставно-научног већа факултета, а уверење би било потписано од стране декана. Финансијски аспекти биће регулисани посебним актима.

Сами реализатори курсева учења током целог живота у обавези су да брину о развоју, координацији и реализацији активности за имплементацију и контролу квалитета садржаја програма/курсева.

#### **Члан 12**

Систем вредновања обима савладаних програма образовања током читавог живота такође се базира на ЕСПБ бодовима, који полазницима може служити као основа за упис на друге образовне програме (редовне или за учење током читавог живота) или за обнову дозволе и других лиценци за рад.

#### **Члан 13**

Програм из члана 1 се не сматра студијама, а полазници немају статус студента у смислу Закона о високом образовању и Статута Универзитета. Полазницима се издаје уверење о успешном похађању специфичних почетних или континуираних програма обуке или уверење о надопуњавању знања, у складу са новим достигнућима науке из одређених области намењених бившим студентима.

#### **Члан 14**

Уверење о завршеном програму/курсу учења током читавог живота мора да садржи следеће:



- Лого Универзитета и пун назив
- Назив Факултета, Института или Центра на ком је одржан програм/курс
- Име и презиме полазника
- Тачан назив програма/курса
- Фонд часова
- Број остварених ЕСПБ
- Потпис ректора Универзитета, односно декана
- Печат Универзитет
- Датум и место издавања Уверења

### **Члан 15**

Овај Правилник ступа на снагу даном доношења на седници Сената Универзитета.“

## 12.2 Other annexes

### 1) Annexes for mapping of continuing education programs

- Questionnaire for management of higher education institutions ([Questionnaire#1](#)) (Annex 1.1)
- Questionnaire for professors, associates and reserachers ([Questionnaires#2](#)) (Annex 1.2)

### 2) Annexes for application and approval of continuing education programs

- Request for approval of CE programs by the university Committee (Annexes 2.1)
- Elaborate (Annex 2.2) for introduction of new Programs of continuing education
- Table of lecturers (Annex 2.3)
- Lecturers' CVs
- Description of space,equipment and other teaching material to be used in the realization of CE program (Annex 2.4)

### 3) Annexes for realization of CE program:

- Register of program attendance (Annex 3.1)
- Questionnaire of participants' satisfaction (Annex 3.2)
- Register of results of knowledge assessments and achieved learning outcomes (Annex 3.3)

### 4) Annexes for reporting and issuing certificates

- Report on realized CE program (Annex 4.1)
- Request for issuing certificates (Annex 4.2)
- Model of Certificate (Annex 4.3)
- Annual report on realization of approved CE programs (Annex 4.4)



### *12.2.1 Annexes for mapping of continuing education programs*

#### **Annex 1.1** Questionnaires for the management of higher education institution (Questionnaires#1)

##### **Continuing education at higher education institutions in Serbia** - Filled in by the representatives of HEIs -

DEFINITIONS used in the questionnaires text:

Continuing education is the process of continuous adoption of knowledge which includes the activities of lifelong learning in order to promote the knowledge, skills, capacities, personal development, new competencies acquisition, new technologies and societal achievements. It includes the process of formal education (pre-school, primary, middle, secondary and higher education, doctoral studies), non-formal education (programs and activities of education outside the education system) and informal education (independent acquisition of knowledge, capacities and skills, i.e. learning in everyday life and work environment). Continuing education has two dimensions: time dimension (under assumption that “one learns as long as one lives” and space dimension (learning is not limited to education institution, but can be realized in all life situations).

Continuing education is the segment of lifelong learning characteristic for higher education institutions and includes the programs and processes of education with the aim to gain new knowledge and promote gained competencies (competency is the integrated set of skills, knowledge, capacities that allow one to efficiently realize the activities during the work, in accordance with the expected standard) as well as further personal and professional development.

**Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**On behalf of which university are you filling in the questionnaire?**

\_\_\_\_\_

#### **1. Is continuous education realized at your institution (please see the definition in the text above)?**





Yes

No

**2. What general acts (strategies, bylaws, etc.) regulate the implementation of the continuing education at your institution? (Please, skip this question if the answer on previous question was No)**

---

**3. Are continuing education and lifelong learning part of the mission at your institution? \***

Yes

No

**4. Does your institution realizes the continuing education programs?**

Yes

No

**Programs realized in the previous school year (2015/2016) within the continuing education:**

Please, state the titles of the programs, short description, number of classes, number of attendees, status of the program: active or inactive, etc. for each program.

**4.1 Program #1**

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*

Active

Inactive

**4.2 Program #2**

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*

Active

Inactive

**4.3 Program #3**

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_



Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

- Active
- Inactive

#### 4.4 Program #4

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_

Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

- Active
- Inactive

#### 4.5 Program #5

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_

Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

- Active
- Inactive

#### 4.6 Other programs

Please add the list of other programs (other details)

E.g. Program 9 (description, number of classes, number of attendees, etc.)

Program 15 (description, number of classes, number of attendees, etc.)

#### Programs offered within the continuing education:

Please state the program title, short description, number of classes, number of attendees, status of the program: active or inactive, etc. for each program.

#### 5.1 Program #1

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_



Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

Active

Inactive

### 5.2 Program #2

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_

Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

Active

Inactive

### 5.3 Program #3

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_

Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

Active

Inactive

### 5.4 Program #4

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_

Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_

This program is:

Active

Inactive

### 5.5 Program #5

Program title: \_\_\_\_\_

Short description: \_\_\_\_\_

Number of classes: \_\_\_\_\_

Number of attendees: \_\_\_\_\_



*This program is:*

- Active  
 Inactive

### 5.6 Other programs

Please add the list of other programs (other details)

E.g. Program 9 (description, number of classes, number of attendees, etc.)

Program 15 (description, number of classes, number of attendees, etc.)

### 6. How these programs were designed?

On whose initiative were these programs created? (Multiple choice available)

- Through government programs  
 As the results of international projects  
 As initiative of employers  
 Other: \_\_\_\_\_

### 7. How are these programs funded?

Who is providing funds for the realization of these programs? (Multiple choice available)

- By attendees – self-financing  
 Form the funds provided by the government  
 From local / municipal / city / regional funds  
 By employers  
 From EU funds or other projects  
 Other: \_\_\_\_\_

### 8. How these courses are realized?

Multiple choices available.

- At your institution  
 By users  
 Online  
 Other: \_\_\_\_\_

### 9. After the realized program, participants receive:

Multiple choices available.

- Certificate on participation  
 Certificate on successfully completed program  
 Certificate on successfully completed program with ECTS  
 No certificate is issued

**Following questions are related to the legal regulative and training programs from the area of intellectual property protection**



**10. Is there an act that regulates intellectual property management at your institution? (If No, go to Question no. 12) \***

- Yes
- No

**11. Is the topic of intellectual property included in your study programs at your institution? (If No, go to Question no. 12)**

- Yes
- No

**11a. How have the engaged teachers / lecturers gained the competences for teaching in the area of intellectual property?**

- During the formal studies
- Within the continuing education
- Not available if the answer to the previous question is No
- Other: \_\_\_\_\_

**11b. What are the available ways of gaining of knowledge on IP at your institution?**

- As separate subject of the study program
- Within other subjects of the formal study
- Within the continuing education
- Not available if the answer to Question 13 is No
- Other: \_\_\_\_\_

**The following questions are related to the topic of entrepreneurship**

**12. Is the topic of entrepreneurship included in the study programs at your institution? (If the answer is No, skip the following question)\***

- Yes
- No

**13. What are the available ways of gaining the knowledge in the area of entrepreneurship at your institution?**

- As separate subject of the study program
- Within other subjects of the formal study
- Within the continuing education
- Other: \_\_\_\_\_

**14. How have the engaged teachers / lecturers gained the competences for teaching in the area of entrepreneurship?**

- During the formal studies
- Within the continuing education
- Other: \_\_\_\_\_



## **Annex 1.2** Questionnaire for professors, associates and researchers (Questionnaire#2)

### **Continuing education at higher education institutions in Serbia**

- Filled in by teaching staff -

DEFINITIONS used in the questionnaire text:

Continuing education is the process of continuous adoption of knowledge which includes the activities of lifelong learning in order to promote the knowledge, skills, capacities, personal development, new competencies acquisition, new technologies and societal achievements. It includes the process of formal education (pre-school, primary, middle, secondary and higher education, doctoral studies), non-formal education (programs and activities of education outside the education system) and informal education (independent acquisition of knowledge, capacities and skills, i.e. learning in everyday life and work environment). Continuing education has two dimensions: time dimension (under assumption that “one learns as long as one lives” and space dimension (learning is not limited to education institution, but can be realized in all life situations).

Continuing education is the segment of lifelong learning characteristic for higher education institutions and includes the programs and processes of education with the aim to gain new knowledge and promote gained competencies (competency is the integrated set of skills, knowledge, capacities that allow one to efficiently realize the activities during the work, in accordance with the expected standard) as well as further personal and professional development.

**Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Institution** \_\_\_\_\_

#### **1. Position at institution**

- Teaching associate
- Assistant
- Docent
- Associate professor
- Full professor
- Professor of applied studies
- Lecturer



- Foreign language teacher
- Skills teacher
- Other: \_\_\_\_\_

**2. Scientific field within which you realize your teaching:**

- Natural and mathematic science
- Technical and technological sciences
- Social sciences and humanities
- Medical sciences
- Art
- Interdisciplinary sciences
- Other: \_\_\_\_\_

**3. Years of pedagogical experience:**

- Less than 5 years
- From 5 to 10 years
- From 10 to 20 years
- More than 20 years

**4. Have you been offered to teach in any other programs or universities of continuing education or continuing education in the last five years?**

- Yes
- No

**5. Please, state the title of the program that you were lecturer in:**

Please state the title of the program, short description, number of classes, number of attendees, status of program: active or inactive, etc. for each program.

**5.1 Program #1**

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*

- Active
- Inactive

**5.2 Program #2**

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*



- Active
- Inactive

### 5.3 Program #3

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*

- Active
- Inactive

### 5.4 Program #4

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*

- Active
- Inactive

### 5.5 Program #5

*Program title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of classes:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

*This program is:*

- Active
- Inactive

### 5.6 Other programs

Please add the list of other programs (other details)

E.g. Program 9 (description, number of classes, number of attendees, etc.)

Program 15 (description, number of classes, number of attendees, etc.)





**6. If you haven't participated in the continuing education programs, choose one of the reasons? (Skip the questions if in the previous questions you provided the titles of programs)**

- I have never been invited
- Offered course was not from my area of expertise
- I do not have competencies for lecturers in this type of courses
- Lack of time
- Other: \_\_\_\_\_

**7. Does your institution offer some type of incentives (such as increase of the salary or other type of stimulation) for the lecturers engaged in the continuing education programs?**

- Yes
- No
- I don't know

**8. How are the courses/workshops organized?**

- In classroom
- Online*
- Other: \_\_\_\_\_

**9. In which period the courses / workshops are organized?**

Multiple choices available.

- During the summer semester
- During the winter semester
- Outside the semester
- Other: \_\_\_\_\_

**10. In which period of working hours are those courses/workshops organized?**

- During the working hours
- After working hours / at weekends

**11. Do you think that these courses can be useful for regular students?**

- Yes
- No
- I don't know

**11.a Provide the reason**

---

**Do you plan to realize new courses?**

- Yes
- No

**12. New courses that you plan to realize:**



Please state the title of the course, short description, number of hours, number of attendees, etc. for each program.

### 12.1 Course #1

*Course title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of hours:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

### 12.2 Course #2

*Course title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of hours:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

### 12.3 Course #3

*Course title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of hours:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

### 12.4 Course #4

*Course title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of hours:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

### 12.5 Course #5

*Course title:* \_\_\_\_\_

*Short description:* \_\_\_\_\_

*Number of hours:* \_\_\_\_\_

*Number of attendees:* \_\_\_\_\_

### 12.6 Other courses

Add the list of other courses (other details)

E.g. Course 9 (description, number of hours, number of attendees, etc.)

Course 9 (description, number of hours, number of attendees, etc.)



**13. Would you introduce the topic of intellectual property into study programs or as separate course within the continuing education?**

- Yes
- No

**14. How would you introduce the topic of intellectual property?**

- As part of the study programs
- As the separate course within the continuing education
- As part of the existing course
- Other: \_\_\_\_\_

**15. Do you need some additional teaching material for lectures in this area?**

- Yes
- No

**16. Would you introduce the topic of entrepreneurship at your higher education institution? (If already existed, note OTHER)**

- Yes
- No
- Other: \_\_\_\_\_

**17. In which way would you introduce the topic of entrepreneurship?**

- As part of the study program
- As separate course within the continuing education
- Other: \_\_\_\_\_

**18. Do you need additional teaching material for the lectures in this area?**

- Yes
- No



*12.2.2 Annexes for the application and approval of the continuing education programs*

**Annex 2.1** Request for approval of the Continuing education program by the university's Committee

**Form 2.1 – Request for approval of the Continuing education program**

**To the Committee for quality assessment and control of the University of**

\_\_\_\_\_

Referent number: \_\_\_\_\_

Date: \_\_\_\_\_

Hereby I request your approval for the realization of the following continuing education program:

Program author \_\_\_\_\_

Program realized by \_\_\_\_\_

Program title \_\_\_\_\_



Type of the continuing education program realized in the integrative approach in line with the Law on higher education<sup>1</sup>

Short study programs

Lifelong learning programs – training (term training is used for different forms of continuing education realized at the university, faculty, institute and different centers within the HEI).

training without modules

training with \_\_\_\_ modules

workshop

other.

Please find the following annexes enclosed with this Request:

- Elaborate
- Table of syllabus
- Table of lecturers
- CV of lecturers
- Description of space, equipment and other material to be used in the realization of the program

---

Person responsible for the realization  
of the course

Name

---

Faculty's dean

Name

Stamp

---

<sup>1</sup> Integrative approach to the continuing education activities at universities is related to the programs that are not approved and realized in line with other laws defining the areas of preuniversity and adult education, health protection and public administration, but only to those programs mentioned above in line with the Law on higher education, that are realized outside the system of formal education (study program).



**Annex 2.2** Elaborate on the introduction of new continuing education program

**Form 2.2 - Elaborate on the introduction of new continuing education program**

Program proposed by \_\_\_\_\_

Program realized by \_\_\_\_\_

Program title \_\_\_\_\_

Total number of hours \_\_\_\_\_

Proposed number of ECTS \_\_\_\_\_

1) Provide the reasons for introduction of new program

2) Describe the profile of attendees



3) Provide the assessment of the number of attendees in the next three years

4) Is the continuing education program of modular type?

Yes

No

Program characteristics	
Program purpose	
Program objectives	
Learning outcomes	
Target group	
Precondition for participation	



--	--

In case that program is of modular type, please fill in the following table.

<b>Modular program structure</b>			
No	Module title	Number of classes	Number of ECTS

**Annex 2.3 Curriculum**

**Form 2.3 – Curriculum table\***

<b>Description of program/module #</b>	
Program title	
Module title (if any)	
Total number of program hours	
Total number of module hours (if any)	
Lecturers	
Location	
Recommended entry level	
Precondition (necessary previous knowledge)	
Program/module objectives	
Learning outcomes	





Topics and areas	Topic / area		Number of hours
	Topic / area		Number of hours
	Topic / area		Number of hours
	Topic / area		Number of hours
	Topic / area		Number of hours
	Topic / area		Number of hours
	Topic / area		Number of hours
Methods of realization of lectures and exercises			
Recommended literature			
Assessment portfolio	<p><i>Describe the methods and criteria for assessment of acquired knowledge and skills of attendees included:</i></p> <ul style="list-style-type: none"> <li>• <i>Activity of assessment on tests</i></li> <li>• <i>Assessment at the final stage examination</i></li> <li>• <i>Assessment of individual papers (if any)</i></li> <li>• <i>Etc.</i></li> </ul>		

*\*copy additional tables if there are more modules*



**Annex 2.4** Table of lecturers

**Form 2.4 – Table of lecturers**

	<b>Name</b>	<b>Institution</b>	<b>Module (if any)</b>	<b>Number of hours</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				
<b>4.</b>				
<b>5.</b>				



**Annex 2.5** Description of space, equipment and other teaching material to be used in the realization of CE program

**Form 2.5 – Table with description of space, equipment and other teaching material**

Description of space	
Location (address)	
Premises	
Square footage	
Available seats	
Description of equipment and software	
Computer equipment	
Additional equipment	
Software	
Other	
Description of teaching material	
Teaching material used	
Available format	
Material for e-learning (if any)	



Other

Add the photos of equipment and space in the table




Co-funded by the  
Erasmus+ Programme  
of the European Union



### 12.2.3 Annexes for realization of CE program

#### Annex 3.1 Attendance logs

#### Form 3.1 – Attendance logs

<b>Name of program/module</b>	
<b>Realized by</b>	
<b>Date</b>	
<b>Lecturer(s)</b>	
<b>Ordinal number of class</b>	

	<b>Name of participant</b>	<b>Institution</b>	<b>Profession</b>	<b>Email</b>	<b>Phone</b>	<b>Signature</b>
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						



### Annex 3.2 Questionnaire of satisfaction

#### Form 3.2 - Questionnaire of satisfaction

Your opinion and assessment of CE program will be of great importance for future realization of similar events.

1. How satisfied are you with the program? Please indicate the answer that is most suitable for you.

Poor     Bellow my expectation     Neutral     Good     Excellent

2. Please rate?

	1	2	3	4	5
	Poor	Bellow expectation	Good	Very good	Excellent
Quality of teaching material					
Knowledge and expertise of lecturer					
Topic presentation					
Premises of the program					
Program organization					
Significance of the program topic					

3. How much did the teaching material help you to complete the program?

	1	2	3	4	5
	Poor	Bellow expectation	Good	Very good	Excellent
Printed material					
Practical examples for exercise					
Material for e-learning					

4. What additional topics are you interested in?

---

5. Would you participate again in the programs realized by the same organizers?

Yes     Not sure     No

6. Additional comments, what you liked/disliked during the program.

---

***Thank you for participation.***



**Annex 3.3** Register of the results of knowledge examinations and achieved learning outcomes

**Form 3.3 - Register of the results of knowledge examinations and achieved learning outcomes**

<i>Title of the program/module</i>						
<i>Realized by</i>						
<i>Lecturer</i>						
	<b>Name of participant</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Test 3</b>	<b>Final test</b>	<b>General mark</b>
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>13</b>						
<b>14</b>						
<b>15</b>						
<b>16</b>						
<b>17</b>						
<b>18</b>						
<b>19</b>						
<b>20</b>						

Signature of responsible lecturer

\_\_\_\_\_

*(Name of the lecturer)*



## 12.2.4 Annexes for reporting and issuing certificates

### Annex 4.1 Report on realized program of continuing education

#### Form 4.1 – Report on realized continuing education program

##### A) Information on program

Program title	
Realized by	
Lecturer(s)	
Number of hours	
Total number of registered participants	
Total number of participants who successfully completed the program	
Number of groups	

##### B) Information on participants

No.	Name	Email	Number of attended classes	% of attended classes	Fulfilment of conditions for issuing certificates
1					Yes/No
2					
3					
4					
5					
6					
7					
8					

##### C) Structure of participants

- Number of participants \_\_\_\_\_
  - From university \_\_\_\_\_
  - Outside university \_\_\_\_\_
- Number of unemployed \_\_\_\_\_
- Number of students \_\_\_\_\_





D) Information on marks on the program/module (if any)

	Name of participant	Test 1	Test 2	Test 3	Final test	General mark
1						
2						
3						
4						
5						
6						
7						
8						

*\*Copy the table for each module*

E) Information on program of modular type (if any)

	Name of participant	Module 1	Module 2	Module 3	Module 4	Average mark
1						
2						
3						
4						
5						
6						
7						
8						

F) Information from the questionnaire of the satisfaction

1	General assessment of the program	
2	Assessment of the teaching material quality	
3	Assessment of knowledge and expertise of lecturer	
4	Assessment of the topic presentation	
5	Assessment of the premises	
6	Assessment of the program realization	
7	Program topics significance	
8	Assessment of printed material	
9	Assessment of the practical examples for exercises	
10	Assessment of e-learning material	
	<b>Average assessment of the program</b>	

G) Short overview of users' comments and suggestions for the improvement of the program



## Annex 4.2 Request for issuing certificates

### Form 4.2 – Request for issuing certificate

To the rector of the university / director of college

Reference number \_\_\_\_\_

Date of the request \_\_\_\_\_

Program realized by \_\_\_\_\_

Program title \_\_\_\_\_

Total number of classes \_\_\_\_\_

Number of modules (if any) \_\_\_\_\_

Number of ECTS \_\_\_\_\_

Realization start date \_\_\_\_\_

Realization end date \_\_\_\_\_

	Name of the participant who successfully complete the program
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

In the annex of this request, please find enclosed:

1. Report on realized program within the continuing education
2. Certificates signed by the dean/director

\_\_\_\_\_  
Person responsible for the program  
realization  
Name

Stamp

\_\_\_\_\_  
Faculty dean  
Name



**Annex 4.3 Certificate model**

# Certificate

Hereby, it is confirmed that

## **Name**

Has successfully completed the continuing education program

\_\_\_\_\_ **program title** \_\_\_\_\_

Realized by \_\_\_\_\_,

In duration of \_\_\_\_ hours

And achieved \_\_\_\_ ECTS .\*

Program was realized within the project/with financial support from  
\_\_\_\_\_.\*

**Modules/topics of the program\*:**

**Module/Topic 1**

❖ Thematic area

**Module/Topic 2**

❖ Thematic area

\_\_\_\_\_  
Dean  
Faculty  
Name

Stamp

\_\_\_\_\_  
Rector/Director  
Institution  
Name

Place, date

*\*delete if needed*



### Annex 4.4 Annual report on realization of approved CE programs

#### Form 4.4 - Annual report on realization of approved CE programs

Year \_\_\_\_\_  
Program realized by \_\_\_\_\_

List of realized continuing education programs during the year:

No	Program title
1	
2	
3	
4	
5	

Information on realized programs\*

Program title	
Date of the program approval by the Committee	
Lecturer/s	
Number of ECTS	
Number of modules (if any)	
Total number of hours	
How many times was the program realized during the year	
Number of registered participants	
Number of participants with certificates	
Funding source	<input type="checkbox"/> within the international project <input type="checkbox"/> national funds <input type="checkbox"/> by a company <input type="checkbox"/> by participants <input type="checkbox"/> other _____
Total annual income	
Average assessment of the program realization	

*\*add the table for each realized program*

Summary information on realized programs



Total number of participants who successfully completed the program	
Participant structure	Number of employed _____ <ul style="list-style-type: none"> <li>• From university _____</li> <li>• Outside of university _____</li> </ul>
	Number of unemployed _____
	Number of students _____
Total income from all programs	
Average assessment of all programs*	

*\*Average of all assessment scores from all programs based on the questionnaires of satisfaction*