



STUDY ON ADULT EDUCATION IN POSAVINA REGION

Project
“Posavina for Lifelong Learning”

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The Project „Posavina Lifelong Learning " is a Project funded by the European Commission and implemented through Employment Office of Brcko District of Bosnia and Herzegovina .

In essence, this project should contribute increasing competitiveness on labor market in micro - region of Posavina and help adopt practices of lifelong learning and education.

With this Study, we try to present the issues related to Lifelong Learning process and to propose concrete steps to remove barriers in implementation of the program in practice .

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List of Abbreviations

BiH	Bosnia and Herzegovina
EU	European Union
EK	European Commission
RS	Republic of Srpska
FBiH	Federation of Bosnia and Herzegovina
BDBiH	Brcko District of Bosnia and Herzegovina
EKV	The European Qualifications Framework
NKV	National Qualifications Framework
APOSO	Agency for preschool, elementary and secondary education
LAG	Local Action Group

I. SUMMARY

This study points to the role and importance of adult education in modern time, which is, in recent years, the subject of increased attention by the socio-political community, international and national organizations, local communities and individuals. Today, knowledge is offered as a personal, national and global response to the challenges and threats faced by actors in contemporary society, such as the economic crisis and other socio-economic problems. It is noticeable that expectations of education and learning are in large continuous growth, both in developed countries, and in those that are, still, be considered as countries in transition. Developed the concept of lifelong learning, covering the area of adult education, as a good practice among EU, and is based on the postulate that at the time of accelerating technological and social changes is it necessary to continuously improve the knowledge, skills and abilities. As a citizen's right to education, and the way of dealing with structural unemployment, clear is the need and obligation of the state to provide legal and institutional conditions for the establishment and further development flexible and high quality system of adult education.

The purpose of this study is that, looking at key aspects of adult education system, is to make a copy of the current state of adult education in the region of Posavina. View the institutional and legislative framework, existing educational institutions, as well as the level of cooperation between stakeholders in the field of adult education points to the devastating current situation in the field of adult education in this part of Bosnia and Herzegovina. The lack of an adequate system of adult education result that the needs of the labor market, companies and individuals are not being met. Based on the analysis of the basic aspects defined are activities and measures that would enable and contribute to the establishment and further development of the system of adult education as an instrument of socio-economic development of the region of Posavina.

II. INTRODUCTION

The emergence of this study was initiated under the project "Posavina for lifelong learning", funded by the European Union, and aims to reflect the state of the education system in the region of Posavina in terms of adult education in the context of lifelong learning, concept was developed as a way to satisfy the contemporary socio-economic needs of society and individuals.

In an era of globalization and new technologies, knowledge has become the main driver of social and economic development and has been recognized as personal, national and global response to the socio-economic challenges and threats of the modern age. In a modern economy, knowledge has a dominant role and intellectual capital has become the main economic resource. In the new era of knowledge and economic order, development and training of human resources, which is provided by acquiring different kinds of knowledge, skills, values and attitudes through education, becomes activity of primary importance.

In this context, on the international and European level, a concept of lifelong learning is developed that is based on the postulate that in the time of accelerating technological and social change, it is necessary to continuously improve the knowledge, skills and abilities. In other words, the process of learning or acquiring knowledge should adequately and timely respond to the challenges of modern society characterized by constant economic, social, technical and technological changes, rapid transitions in which the labor market is constantly facing new challenges and obstacles in the way of achieving greater efficiency, productivity, creativity and competitiveness. In times of economic uncertainty, rapid progress of science and the rapid obsolescence of the same, lifelong learning is emerging as an adequate response to today's challenges and needs in developed, and less developed societies.

For this purpose, it is essential that the concept of lifelong learning, which includes the process of learning from early childhood to old age, infiltrate all aspects of the education system which plays a crucial role in meeting the educational needs and providing opportunities to acquire the necessary knowledge and skills to individuals in the course of his entire life. In this regard, it is clear that a subsystem of adult education, as most extensive part of the process, allows the concept of lifelong learning to grow into reality and plays a key role in achieving competitiveness, employment, social inclusion, active citizenship and personal development.

Bosnian society faces major socio-economic challenges, whose overcoming is made difficult by the fact that it is still in the process of transition from planned to market economy and the transition to a democratic society, which requires the establishment of complex forms of social organization and implementation of a series of reforms in all spheres of society. Unfortunately, with the generally poor economic situation and lack of

progress in all segments of society, the labor market in Bosnia and Herzegovina is characterized by the alarming unemployment rate, low activity rate, the mismatch of supply and demand in the labor market and low labor mobility.

Posavina region shared the fate of the rest of Bosnia and Herzegovina in terms of economic and social images. Regardless of the fact that this region has traditionally functioned as a single entity, it is a perfect example of the complexity of the system which arising from the constitutional and legal and territorial-administrative order of Bosnia and Herzegovina characterized by a high degree of fragmentation of the political and administrative structures, as well as the lack of effective vertical and horizontal coordination.

In the initial part of this analysis, we presented the concept of lifelong learning and adult education, its coverage and the role, taking into account today's challenges of our society. This section would not be complete without reference to the legislation of the European Union and, accordingly, the desirable features of the adult education system. The harmonization of educational policies in the area of Europe is one of the objectives of the European Union and is one of the tasks of Bosnia and Herzegovina on its path to EU accession.

Our attention, in the second part of the study, focuses on the legal and institutional framework in the field of education. Bearing in mind that the territory which is in the context of this analysis is seen as geographic region Posavina located on the border, with the administrative and institutional point of view, is the reason because this analysis includes a review of the legal framework at the state level, the entities of Bosnia and Herzegovina, in the Federation, including Posavina Canton, and the Republic of Serbian, and the Brcko District of BiH as specific administrative unit. Review of the existing strategic framework of Bosnia and Herzegovina reflects the commitment of the state in meeting their objectives in the field of adult education. Also, this analysis includes the recently set legal framework at the state level, and its principles and standards in the field of adult education, which aims to establish a harmonized system of adult education in the whole territory of Bosnia and Herzegovina.

Furthermore, in order to establish the state in terms of adult education in the region of Posavina made further review of existing educational institutions and the level of cooperation between the formal and informal actors, aspect of key importance in the field of adult education as a multidimensional area. Based on the degree of development of adult education system and the results of the survey in the region of Posavina, identified are stated or implied needs, as well as obstacles, and good practices in the field of adult education. Finally, based on all of the analyzed elements and the current situation in terms of adult education in the region of Posavina, the measures and desirable activities are proposed in order to improve adult education in this part of Bosnia and Herzegovina.

III. METHODOLOGY

The methodology used for the preparation of this study is defined by job description, and accepted by the level of management of the project. Accordingly, the methodology is provided for the use of quantitative and qualitative data collected on the basis of available documents, desktop research of all relevant documents, such as laws, strategies, European and international regulations, published reports, analyzes and other acts, maintaining direct meetings and structured interviews individually and in focus groups with all relevant formal and informal actors, results of surveys conducted by the project partners.

Particular attention was paid to ensure a participatory approach in the identification of recommendations included in the study. In this regard, we attended to all the meetings of Local Action Group (LAG), established under the project, such as incorporated conclusions and recommendations from the meetings held. Simultaneously held direct meetings, and the interviews with relevant stakeholders, with representatives of the Ministries of Education, schools, educational institutions, employment services, business and NGO representatives from across the region Posavina.

They also used the results of a survey carried out in the region of Posavina by the project partners, non-governmental organization "System NGO". The survey was done in the area of Brcko District, the boundary municipalities Republic of Srpska, and municipalities Pelagićevo, Donji Zabar and Samac, in the Posavina Canton, and the municipality of Orašje, Odžak and Domaljevac. Respondents were businessmen, a total of 210 business entities, unemployed persons, of which 1987 were examined, and 1034 students in secondary schools in Brcko District, Orasje, Odzak and Samac.

This study contains the consolidated data collected through desktop research, survey, the interviews and participation in meetings of LAGs. Bearing in mind that in the region of Posavina education activities are at the poor level, it should be noted that it was not possible to reach certain data, especially in Brcko District of BiH and the Posavina Canton. In the part of Posavina belonging to the RS, segregated data were hard to get for included peripheral RS municipalities in this project. Great contribution in collecting the necessary documents and data are provided by the participants of the project, we say thank you for your cooperation.

Bearing in mind that education and training are key generator of economic and social recovery and further development of Bosnia and Herzegovina, as well as its integration into the EU and global processes, it should be noted that this study only focuses on primary and secondary adult education, especially taking into account that the highest rate of unemployed are persons with completed secondary education and young people

both at the state level and in the region of Posavina. Higher education, as a sub-system of education, which is by nature intended for adults, is not the subject of this analysis.

IV. ADULT EDUCATION

Adult education, as part of lifelong learning policy at the international and European level, is recognized as a key factor for competitiveness and employment, overcoming social exclusion, active citizenship and personal development. Specifically, efforts that have been made in recent years in stopping the growth of unemployment in Europe did not give the expected results. Long-term unemployment continues to rise in the European Union and the world, and the prevalence of social exclusion and poverty has become a major problem in almost all societies. Taking this into account, adult education is recognized as an important component of the education system and as important as the education of children and youth. In this respect, the role of state government is to establish a system of adult education, as a tool for addressing structural unemployment and the needs of employers and the labor market, which will in an organized, planned and quality way to establish and direct the adult learning, including formal, non-formal and informal learning as relevant ways to improve basic skills and acquire new skills.

- Socio-economic context

In the last two decades BiH society faces a number of challenges in the economic and social plan. The transition to a market economy, privatization and the emergence of small and medium enterprises is a result that caused a structural imbalance in the labor market, mismatch between supply and demand for labor in terms of occupations, education and qualifications. Introduction and application of new technologies in many sectors of the economy, thanks to globalization, requires rapid adaptation, continued development and innovation in the work of the company in order to be competitive, both in the domestic and foreign markets. The former practice of employment for an indefinite period, or one job for life becomes completely obsolete. At the same time, Bosnia and Herzegovina is facing a negative trend in the birth rate and a large brain drain ¹. In this context, investment in human resources becomes imperative in order to respond to the current needs of society and every individual, facilitating the restructuring of the economy, reducing the problems of poverty, unemployment and social exclusion.

Along with the overall poor economic situation, Bosnia and Herzegovina is faced with an alarming rate of unemployment. As of 31.12.2014, 547.134 people were on records in bureaus of employment services in Bosnia and Herzegovina. If we analyze the qualification structure of the unemployed, the highest number of registered unemployed

¹ The birth rate in Bosnia and Herzegovina has started to decline since 2007. See thematic newsletters Agency for Statistics of Bosnia and Herzegovina available at http://www.bhas.ba/index.php?option=com_publicacija&view=publicacija_pregled&ids=1&id=5&n=Stanovništvo

are persons with third level education (KV 188.829 or 34,51%), and NKV workers (148.320 or 27,11%), as well as individuals with SSS 146.767 or 26.82%². One can consider that more than two thirds of the total registered unemployed in Bosnia and Herzegovina have a very low level of education.

At the micro-region Posavina observed the same worrying situation in terms of unemployment. Namely, in the Posavina Canton, in November 2014, the number of registered persons seeking employment was 5599, versus 5737 employed persons³. As far as the boundary of municipalities of the Republic of Srpska, the number is almost 3000 registered unemployed persons in the municipality of Samac, Donji Zabar and Pelagićevo, while the Brcko District of BiH labor supply reached 12,255. It has been observed that a similar situation exist in the region when it comes to age and qualification structure of the unemployed, where prevails large number of persons with secondary education of all age groups, especially devastating rate of persons with low skills, young people and over 45 years.

Also, in Bosnia and Herzegovina, the situation is alarming when it comes to literacy or illiteracy of the population. According to the census of 1991 there, even 9.9% of the population was illiterate, of which 3.4% of men and 16.4% women. Based on research conducted by UNESCO from 2002 to 2004 in the framework of "Education for All", Bosnia and Herzegovina has recorded nearly 200,000 illiterate citizens. Today, illiteracy estimates vary from 5 to 15 percent, but more precise information will be available only after the publication of the results of the census conducted during 2014.

Direct impact on the unemployment rate in Bosnia and Herzegovina, as well as in the region of Posavina, has a system of education, especially secondary vocational education, which is not in line with labor market needs. At the end of the nineties, in Bosnia and Herzegovina started the reform of the education sector, within which special attention is paid to secondary vocational education in the development and modernization of the same, and adjustment of the vocational education and training to labor market needs. Unfortunately, the reform of secondary vocational education in Bosnia and Herzegovina has not produced satisfactory results⁴. Insufficient links between the education system and the labor market, with the result that school educated persons whose occupations, qualifications and skills do not match the needs of the labor market and consequently

² In the structure of job seekers, as of 31.12.2014., NKV workers 148.320 or 27,11%, PKV 10.089 or 1,84%, KV 188.829 or 34,51%, VKV 3.179 or 0,58%, NSS 1.561 or 0,29%, SSS 146.767 or 26,82%, VŠS 7.515 or 1,37% and VSS 40.875 or 7,47%. See overview of the state of the labor market on the date 31.12.2014. The Agency for Labor and Employment of Bosnia and Herzegovina on site <http://www.arz.gov.ba/statistika/mjesecni/default.aspx?id=1719&langTag=bs-BA>

³ <http://www.fzzz.ba/posavski-godine/godina-2014-posavski-kanton>.

⁴ See following reports: Corradini Milena, Sarajlic Amir, Ziga Belma i Karic Mirza, *Bosnia and Herzegovina – Impact Assessment of Vocational Education and Training Reform*, Working Paper, ETF, 2012 i LSE Entreprise, *Mapping of VET Educational Policies and Practicies for Social Inclusion and Social Cohesion*, CFT/12/ETF/0005, Interim Reposrt, Novembar 2012.

remain unemployed, creating a long-term problem for community development ⁵. The enrollment policy in schools does not follow the needs of the market and a policy of economic development environment in which it operates, than in the capital is managed by personnel and material conditions. And if there is cooperation between the labor sector, through the Bureau, and employment services, and the education sector, the school, it is very formal and ineffective.

The transition to a knowledge-based society, in which intellectual capital or human resources take on a more significant role than material capital, and natural resources, requires investment in the education system which is based on the concept of lifelong learning. Lifelong learning concept involves continuous learning and development of knowledge, skills and abilities as a possible solution to the demands of today's reality, in order to achieve constant progress and prosperity. It is essential that the process of learning or acquiring knowledge adequately and timely respond to the challenges of modern society, characterized by constant economic, social and technical-technological changes, rapid transitions in which the labor market is constantly facing new challenges and obstacles in the way of achieving greater efficiency, productivity, creativity and competitiveness. In this context, at a time of economic uncertainty, rapid progress of science and the rapid obsolescence of the same, Lifelong learning is emerging as an adequate response to today's challenges and needs in developed, and less developed societies.

- *Lifelong learning and Adult Education*

Education, as one of the basic human rights ⁶, represents one of the fundamental pillars upon which any society. From the second half of the last century began to develop the concept⁷ of lifelong learning ⁸ as a result of the demands of society, which are based on knowledge and as a response to social, economic and technological changes which characterize contemporary society.

⁵ See Branković Nina, Pisker Lidija, Analysis of policy in the field of education with a view to bring them in line with the requirements of the labor market and reducing unemployment, Citizens Initiative for Europe, May 2010.

⁶ UN Universal Declaration of Human Rights (1948), International Covenant on Economic, Social and Cultural Rights (1966), Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms (1952), The European Social Charter (1961), Treaty on European Union (1992), Charter of Fundamental Rights of the European Union (2000), The UN Millennium Declaration (2000), World Declaration of Education for All (1990), Hamburg Declaration - Agenda for the Future (1997), White Paper of the European Commission: Teaching and Learning - towards the learning society (1995).

⁷ The first initiatives conceptualization of lifelong learning, occur primarily within the debate on the future of adult education and completed by the beginning of the seventies in response to the oil crisis.

⁸ The use of the different terms: lifelong education and lifelong learning. And if they are similar, these terms do not necessarily have the same meaning. Alteration of the initial idea of lifelong education used in lifelong learning represents in subsequent educational policies, shifts the responsibility for acquiring new knowledge and skills from the state to the individual, placing the emphasis on the person itself and its teachings, with more or less support students by state.

Lifelong learning is designed as a principle that encompasses all forms of education, in all the forms in which it is realized (formal, non-formal and informal) and in all stages of life from early childhood to old age, with the aim of improving knowledge, skills and competence, within a personal, civic, social perspective and the perspective of employment. Learning is seen as a continuous process in which the results and motivation of individuals in a certain period of life are conditioned by knowledge, habits and experiences of learning acquired at a younger age. The main interconnected objectives that bind to lifelong learning are: personal satisfaction and development of the individual, active citizenship, social inclusion and employability.

The process of lifelong learning imposes citizens of all ages need to acquire new and improvement of already acquired knowledge, skills and competences, and the inevitable commitment to education to provide the ability to adapt to changing and uncertain conditions, the different needs and challenges, to knowledge affirmed social inclusion, active citizenship and personal development, and increase competitiveness and employment opportunities and lifelong employability. Specifically, in the area of work, the concept of permanent employment is replaced by the notion of long-term employability, which can be realized through permanent learning.

In the education system, which includes pre-school, primary, secondary, higher education and adult education based on lifelong learning, adult education is the most extensive part of the process, so it is of great importance how will concept of lifelong learning be embedded in Adult Education.

Adult education ⁹, which is based on the concept of lifelong learning, includes a collection of the learning process of all the content, level and method, were those within the education system or outside it, in which adults develop their abilities, enrich their knowledge and improve their technical or professional qualifications or direct it in order to meet their needs, changing their perceptions and attitudes in the double perspective of our development and participation in balanced and independent social, economic and cultural development ¹⁰.

This comprehensive definition of adult education includes targets of the adult education (contribution of different development, personal and social), content of adult education (professional or non-professional), forms of adult learning (formal, non formal and informal), levels of education (all education levels), and points to the educational components of adult education (change perceptions and attitudes). In other words, obrazovanje odraslih treba da zadovolji obrazovne potrebe koje proizilaze iz različitih zadataka u okviru životnih uloga koje odrasle osobe trebaju da ispune.

⁹ At the international and European level, there is no consensus on a single definition of adult education. The concept of adult education has been variously defined, especially when it comes to defining the minimum age for adults.

¹⁰ The definition of adult education, which is usually generally accepted is determined by UNESCO-a. The United Nations Educational, Scientific and Cultural Organization – The framework for the activities from Belema – Using the power and potential of adult learning and education for a sustainable future, Confintea VI, 2009 /.

Formal education is education that takes place in a formalized structure, ie. in education or educational institutions, on the basis of the approved program of education leading to a certificate or diploma, and public recognition of acquired qualifications or levels of education.

Non-formal education ¹¹ refers to an organized process of education or learning that takes place outside the formal education system that does not necessarily lead to the acquisition of formal education. Non-formal education is oriented towards training, specialization and supplement knowledge, skills and abilities according to special programs, in order to train adults for work, various activities and personal development. Consequently, non-formal education or learning can take place in the workplace, in the framework of the activities of organizations and civil society groups, such as, for example, youth organizations, training centers, cultural and educational centers, regular schools, political parties, trade unions. Non-formal education can also serve as a supplement to the formal education system, such as courses of art, music and sports, or private tutoring to prepare for examinations.

Informal ¹² Learning involves unplanned learning and the acquisition of titles through the daily activities from a variety of influences and sources from their environment, as a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning does not have to take place consciously even by individuals themselves do not necessarily identify as contributing to their knowledge and skills.

Adult education, taking into account the problems, needs and challenges of Bosnian society, can fulfill two tasks that clearly can contribute to solving the problem of unemployment in Bosnia and Herzegovina and satisfying the needs of individuals in professional and personal development.

The first task of adult education is a corrective nature in order to increase the employability of certain groups or marginalized groups who are at high risk of social exclusion. Specifically, adult education can compensate educational arrears of the adults that occurred due to educational failures in their youth. Also, adult education can respond to the educational needs of adults who have lost employment due to changes in the labor market as a result of the transition to a market economy and adults under age who are unable to find employment due to non-compliance of educational attainment of the labor market needs. Adult education system can meet the corrective role of facilitating, among other things: completion of primary education; acquisition of functional literacy; acquisition of initial professional training qualified personnel; retraining of the unemployed who can not be employed in the occupation because of a surplus; professional training of persons whose knowledge and skills After a long breaks of

¹¹ Details of non-formal education: Ermin Kuku, The concept of non-formal education, Life and school, no. 27 (1/2012), Osijek 2012, str.197-203.

¹² Babette Loewen, Informal and non-formal learning - analysis and perspective, Essay discussion, GTZ, january 2011, pg. 6.

employment; education of marginalized groups, persons with disabilities and other social groups that are socially insufficiently integrated.

In this respect, adult education represents a "second chance" for acquiring relevant knowledge and skills, in order to enable unemployed people enter or return to the labor market.

The second task of adult education is to enable continuous or permanent adult education. In other words, adult education can facilitate the acquisition and improvement of knowledge, skills and competencies that adult trained to successfully cope with new demands as a result of scientific, technical, technological, economic, social and political development, especially in areas that are of importance for the countries in transition towards integration in modern European society. These are programs that include, among other things, professional development, acquisition or improvement of key competencies, acquiring additional competencies in the profession, education on environmental and working environment, health and raising the quality of life of citizenship and democracy, learning foreign languages, IT and computer literacy, education for the needs of specific social groups, such as marginalized groups, seniors and persons with disabilities.

Therefore, the second role of adult education represents the realization of the concept of lifelong learning, as well as the needs of the individual for lifelong learning.

In this regard, the European Commission issued a Recommendation¹³ which determines the eight key competences that should be provided through lifelong learning. Learning cited as necessary for personal development, employability, active citizenship and social inclusion regardless of the profession are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning competence, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

In fact, at the present time, the expectations of the individual are in constant growth. Fulfillment requires that the individual has a number of basic skills and competences. In addition to acquiring knowledge of foreign languages and computer literacy, the individual is expected to be much more independent than before, which requires that owns social qualities such as self-confidence, self-confidence and risk-taking. Entrepreneurial ability helps the individual, on the one hand, to achieve better efficiency at work, on the other hand, in the self-employment¹⁴. Learning how to learn, adapt to change and make sense of vast information flows are now considered to be the general skills that everyone should acquire. Employers are increasingly demanding the ability to learn and acquire new skills and adapt to new situations and challenges.

¹³ *Key competences for lifelong learning Recommendation of the European Parliament and of the Council, 2006/962/EC.*

¹⁴ See: Banović Vesna, *The importance of education based on competencies and life skills for the development of society*, Journal of Adult Education and Culture "Adult Education", Bosnian Cultural Center i dvv international, Sarajevo, br. 10/2013, str. 115-130.

From the tasks of adult education can be concluded that employability is achieved mainly through formal education and informal learning, while other life roles are achieved mainly through informal or informal learning. Given the importance of non-formal and informal learning with the aim of employability of the individual, there is a need for improving the understanding and evaluation of non-formal and informal learning. In an environment where demand for such skilled labor by employers and increased competition between individuals to gain and keep employment, recognition and validation of non-formal and informal learning is also becoming a key element of adult education.

- *European Union and Adult Education*

The policies of European countries in relation to adult education based on common values and principles defined in numerous international documents¹⁵ and documents of the European Union, with which aims to promote lifelong learning and adult education.

In this regard, although the European Union policy in the field of vocational training started already in 1951, only the Maastricht Treaty in 1992 the education specifically included in the area of policy which are agreed with the intention of establishing common goals, creation of common development direction education.¹⁶ In the same contract comes to both greater emphasis of the concept of lifelong learning within which there is a Adult Education¹⁷. Further development in educational policies is moving in the direction of establishing a multilevel educational policy and shaping the European Higher Education Area. The goal is to establish coordination in this area in order to achieve all the common objectives.

The Lisbon Strategy¹⁸, adopted in 2000, defines the key challenges that the European Union had to face in the period to 2010 and stresses the importance of lifelong learning and investment in knowledge and competence of citizens in all periods of their life as a key element in increasing the competitiveness of the European Union on the world market, encourage employability and social inclusion, as well as ensuring high living standards of its citizens. In order to promote and enhance the concept of lifelong learning, they have chosen to use of the Open Method of Coordination, that serves the spreading of

¹⁵ There are a number of documents adopted within the framework of international organizations, such as UNESCO, the OECD and the Council of Europe, which also promote lifelong learning and adult education.

¹⁶ The Treaty on European Union, TEU, 92/C 191/01. For the first time in Article 149 expressly mentioned and education with training (Article 150), which was by then absolutely dominated the European educational documents. Describe measures to support quality education by encouraging cooperation, taking into account the responsibilities of the Member States, their educational system and culture and linguistic diversity.

¹⁷ The introduction of the concept of lifelong learning leads to the beginning of solving problems of separation of education and training, and they are trying to connect within this concept.

¹⁸ European Council Lisbon 2000. *Presidency Conclusions of the Lisbon European Council* (23, 24/3/2000).

experiences between Member States and is defined as a vehicle for the dissemination of best practices and to achieve greater convergence towards the main EU goals. In other words, the field of education, particularly the concept of lifelong learning, is to regulate through initiatives, funding projects and coordination between Member States in order to achieve common goals¹⁹. That same year, the Council of Europe has also concluded that lifelong learning is essential for the development of citizenship, social cohesion and development, and it is therefore necessary to direct efforts to define strategies and practical measures for the availability of lifelong learning for all²⁰.

In an attempt to promote lifelong learning by the European Commission in 2000 issued a *Memorandum on Lifelong Learning*²¹. With this promotion aims to animate the citizens to actively participate in education and develop the values of the European Union resulting in a higher degree of social cohesion. The aim is to develop a flexible and straightforward way of achieving lifelong learning and adult education to enhance employability and provide better position of youth on the labor market. Two years later, worked out a detailed program of achieving *educational goals in the Lisbon process*²² which aims to increase the quality and efficiency of education and training systems in the European Union, then provide a more open and accessible education and training through a new coherent strategic framework for cooperation in the field of education and training. That same year, the Council of the European Union in *Resolution on Lifelong Learning*²³, repeating previous objectives, stressed the importance of lifelong learning in order to integrate immigrants and persons with disabilities.

A number of other documents adopted at the EU level, except that emphasize education and adult learning as a key element lifelong learning, include the priorities and recommendations of action in the field of adult education. Therefore, in the Communication from the European Commission *Adult learning: It is never too late to learn*²⁴ indicates the need for: removing barriers to participation in adult education and to develop a culture of lifelong learning to adult education more attractive, more accessible and more effective; improve the quality and efficiency of the adult education sector; speed up the validation and recognition of learning outcomes regardless of where and how they arise; ensure a satisfactory level of investment funds in the sector of adult

¹⁹ In accordance with the open method of coordination are established guidelines, indicators, benchmarks and monitoring by which seeks to compare the results of the state and facilitate the mutual learning. The basic idea is to first in the Council of the European Union established goals to be implemented, then they can be downloaded and installed on the lower levels (national, regional). To assess and compare the level of implementation of one of the best works, establishes the indicators on which to perform these activities, and at the end of the evaluation results recognizes the progress of individual Member States in parallel with other Member States and with the goals set forth at the beginning of the process. Its main purpose is to facilitate learning and transfer of experience between Member States, but is higher at lower levels and vice versa.

²⁰ *Presidency Conclusions Santa Maria da Feira European Council* (19, 20/6/2000).

²¹ *A Memorandum on Lifelong Learning, Commission Staff Working Paper* No. SEC (2000) 1832.

²² *Detailed work programme on the follow-up of the objectives of Education and training systems in Europe*. 2002/C 142/01).

²³ *Council Resolution on lifelong learning* (2002/C 163/01).

²⁴ *Adult learning: It is never too late to learn*, COM (2006) 614

education, as well as monitoring of the sector. A few years later, in the *statement and Action Plan on Adult Learning: It is always a good time to learn*²⁵, The European Commission presents an action plan for the development of an efficient and accessible system of adult education, in which the main goals and objectives are set relating to participation, quality and efficiency of the system, able to achieve a level of qualifications, recognition of educational results and the monitoring sector. This action plan focuses on vulnerable groups such status because of low literacy levels, inadequate work skills and / or skills for successful integration into society.

It should be noted, other documents at the level of the European Union aimed at promoting and shaping European educational space, and the succeeding bound, and the system of adult education with the whole education system, such as:

- *Copenhagen Declaration*²⁶ and *Resolution of the Council of Europe on the promotion and strengthening of cooperation in the field of vocational education*²⁷ which are meant to create a shared vision of how to adapt and improve vocational education for achieving the objectives of the European Union;
- *Conclusions of the Council of Europe on the valuation of non-formal and informal learning*²⁸ which aims to enable the evaluation of all learning outcomes and create the conditions for their certification;
- *Directive of the European Parliament and the Council in 2005 on the recognition of professional qualifications*²⁹ which provides a strong incentive for the mobility of workers within the European Union;
- *European Credit system for Vocational Education and Training (ECVET) system for the transfer, accumulation and recognition of learning outcomes in Europe*³⁰ which is the proposal of the Commission experts for the credit system for vocational education in order to achieve mobility in that part of lifelong learning;
- *Recommendations of the European Parliament and of the Council of Europe on key competences for lifelong learning*³¹ in alleging eight key competencies that are required for personal development, employability, active citizenship and social inclusion, regardless of the profession;

²⁵ *Communication from the Commission to the Council, the European Parliament, the European economic and social committee and the Committee of the regions. Action Plan on Adult learning: It is always a good time to learn*, COM (2007) 558.

²⁶ *Copenhagen Declaration*.

²⁷ *The Council Resolution on the promotion of enhanced co-operation in VET*. OJ C 13, 18.01.2003, p.2.

²⁸ *Conclusions on Common European Principles for the identification and validation of non-formal and informal learning* (9600/04).

²⁹ *Directive of the European Parliament and of the Council on the recognition of professional qualifications* (2005/36/EC).

³⁰ *European Credit system for Vocational Educational and Training /ECVET) A system for the transfer, accumulation and recognition of learning outcomes in Europe*, SEC (2006) 1431.

³¹ *Key competences for lifelong learning Recommendation of the European Parliament and of the Council* (2006/962/EC).

- *The European Qualifications Framework*³² has established a common frame of reference in eight levels and enables connection national qualification systems in order to recognition of non-formal and informal learning, and greater mobility of workers and students.

Also, trying to overcome the problems in defining diversity of adult education among the member states of the European Union³³, which leads to problems in the regulation and financing, and therefore made the so-called: European glossary of adult education³⁴.

In recent years, unfavorable economic situation further drew attention to the importance of education as a catalyst for economic development. The European Strategy for smart, sustainable and inclusive growth, **Europe 2020**³⁵ establishes lifelong learning and skills development as key elements in response to the current economic crisis, partial unemployment, of citizens and the negative demographic trends such as aging populations. The EU Strategy is to contribute to and facilitate that in the next ten years, the EU becomes a smart, sustainable and inclusive economy which will be able to provide a high employment rate, productivity and social inclusion. Smart growth of each Member State of the European Union is based on the development of an economy based on knowledge and innovation. Short-term and long-term consequences of the economic crisis highlighted the need for the individual to regularly develop personal and professional skills and abilities.

In response to these trends, the European Council in 2011 adopted a new European strategy for adult education³⁶. *The renewed European Strategy for Adult Education* sets five priorities for adult education in Europe:

- make lifelong learning and mobility reality;
- improve the quality and efficiency of education and training for adults;
- promoting equity, social cohesion and active citizenship through adult education;
- strengthening the creativity and innovation of adults and their conditions for learning;
- improving the knowledge base on adult learning and monitoring of adult education.

³² *Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. Text with EEA relevance (2008/C 11/01)*

³³ There is no consensus on a single definition of adult education in Europe and the world. Different definitions of education have emerged in the specific political, economic and social circumstances. These are consequences of the various forms of legal organization, financing, organization, certifying and implementation of adult education.

³⁴ *Study on European Terminology in Adult Learning for a common Language and common understanding and monitoring of the sector.* Available on <https://www.econbiz.de/Record/final-report-for-study-on-european-terminology-in-adult-learning-for-a-common-language-and-common-understanding-and-monitoring-of-the-sector/10009640417>

³⁵ Notice the Commission, Europe 2020, European Strategy smart, sustainable and inclusive growth, COM (2010) 2020.

³⁶ Council Resolution on the renewed European strategy for adult education (2011/C 372/01)

The European Commission has also established a strategic framework for European cooperation in education and training ("Education and Training 2020" - "ET 2020")³⁷ which is fully in line with the Europe 2020 strategy and whose four main objectives, in terms of lifelong learning and mobility, quality and efficiency, equity, social cohesion and active citizenship, as well as creativity and innovation, are just as important in terms of adult education.

EU program "Education and Training 2020" supports the networking activities of education and the labor market through education and training that help to provide the skills, knowledge and competitiveness needed in today's labor market. Also, the program "Erasmus +" is a program of the European Union in the field of education and training for the period 2014 - 2020. This program builds on previous initiatives of the European Union to promote the exchange and development of education and training and youth work. "Erasmus +" is designed to support the efforts of countries to effectively use the potential of European human and social capital and thereby confirming the principle of lifelong learning by giving support to formal, non-formal and informal learning in the field of education and training especially young. This program is the result of the integration of the European Union programs carried out in the period 2007 - 2013³⁸ and aims to promote synergies and mutual enrichment of the various areas of education, training and areas that concern young people, thereby eliminating the artificial barriers between different types of activities and projects, fostering new ideas and attracting new operators from the business world and civil society and developing new forms of cooperation³⁹.

Bosnia and Herzegovina belongs, as a potential candidate for membership in the European Union and as a signatory to other international documents, is required to harmonize policies and legislation in the field of adult education with the agreed principles and goals, as well as ensure their full and successful implementation of the whole territory of the country.

In this regard, Bosnia and Herzegovina has an obligation to establish and develop the concept of lifelong learning and the concept that includes adult education. In this regard it is necessary for Bosnia and Herzegovina to establish a system of adult education as part of the entire education system, which includes the creation of legislative and institutional conditions for adult education.

³⁷ Conclusions of the Council of 12 May 2009 (SL C 119, 28.5.2009). http://ec.europa.eu/education/policy/strategic-framework/index_en.htm

³⁸ Lifelong Learning Program, the Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink and the program of cooperation with industrialized countries in the field of higher education.

³⁹ "Erasmus +" represents a sensible consolidation of the previous separate programs, while maintaining their distinctive characters, and through the following programs: Erasmus +: Comenius - school education; Erasmus +: Erasmus - higher education; Erasmus +: Erasmus Mundus - joint graduate study; Erasmus + Leonardo da Vinci - Vocational Education and Training; Erasmus +: Grundtvig - adult education; Erasmus +: Youth in Action - formal and informal learning of young people.

In order to harmonize the system of adult education on European policy, it is necessary to:

- establish an efficient and flexible system of adult education that adequately and effectively respond to the demands of employers and labor market needs, the community and individuals in order to promote personal and professional development, empowerment, adaptability, employability and active participation in society as a contribution to economic development, strengthening productivity, competitiveness, creativity, innovation and entrepreneurship;
- establish a system of lifelong learning, which includes high quality formal and informal education and training for adults with the aim of acquiring key competencies or qualification at all levels of the European Qualifications Framework, which are adapted to the different needs of adult education, including training and learning at work, with the support of society and the social partners, as well as local authorities;
- establish better links between education and the economy, as well as encourage greater awareness among employers about how and how adult education contributes to increased productivity, competitiveness, creativity, innovation and entrepreneurship;
- include all relevant partners in policy dialogue about adult education, in articulating training needs and developing learning opportunities for adults as well as in the very system of adult education, and strengthening cooperation and partnership between all stakeholders relevant for adult education, which implies a greater role of local authorities , employers, social partners and civil society at the regional and local level;
- Establish a fully functional system of evaluation of non-formal and informal education and promote their use by adults of all ages and at all levels of qualifications, regardless of gender and their personal and family circumstances, which focuses on learning outcomes and accountability and autonomy of the person being educated;
- develop a qualifications framework and the comparability of knowledge, skills and abilities or qualifications harmonized with the European Qualifications Framework;
- ensure consistency, monitoring and improving the quality of adult education in accordance with established educational standards;
- promote greater awareness among adults that learning is a lifelong commitment that should be carried out at regular intervals throughout their lives, especially during periods of unemployment or career changes;
- ensure professionalism and accountability of adult education by developing quality assurance system for institutions that provide adult education, eg. using the accreditation system, taking into account existing frameworks and quality standards in other industries;
- ensure professionalism and ethics of teaching personnel, by defining competence profiles, establishing effective systems for initial training and professional development and to facilitate the mobility of teachers, teachers' practical teaching and other staff in adult education;
- ensure sustainable and transparent funding of adult education, based on shared responsibility with a high level of public commitment to the industry and support to

- those who can not pay, especially when it comes to the so-called. another opportunity for the education and development of basic skills, a balanced distribution of resources, ensure appropriate contribution to funding from all stakeholders and explore innovative ways to more efficiently and effectively financing;
- provide offers and encouraging individual involvement in adult education as a means of strengthening social inclusion and active participation in community and society, and improving access to adult learning for migrants, Roma and groups of people with special needs, as well as educational opportunities for refugees and people seeking asylum, including learning the language of the host country, if necessary;
 - enhance learning opportunities for older people as part of active aging, including volunteering and the promotion of innovative forms of intergenerational learning and initiatives for the use of knowledge, skills and abilities of older people for the benefit of society as a whole;
 - meet the needs of people with learning difficulties and obstacles and people in specific situations of exclusion from learning, such as those in hospitals, homes and prisons and provide them with support;
 - promote the acquisition of transversal key competences, such as learning to learn, sense of initiative and entrepreneurship culture and consciousness of the expression;
 - strengthen the role of cultural organizations, civil society, sporting organizations and other bodies as creative and innovative value of non-formal and informal adult education;
 - ensure better use of information and communication technologies (ICT) in adult education as a means of widening access and improving quality in the provision of education;
 - provide monitoring and evaluating the impact of the development and performance in the field of adult education.

Basic characteristics of adult education

Bearing in mind the social significance and scope of adult education, as part of an integrated system of education, it is necessary to support and invest in this area, which means, in accordance with the established European Framework, an adequate legal framework, adequate financial support, appropriate institutional structures, effective administrative system of monitoring, as well as the necessary conditions for effective partnership and cooperation. Namely, to have adult education to contribute to personal and professional development, better employment, social inclusion and preparation for active and responsible life, it is necessary to establish flexible, democratic and compatible system of adult education in conformity with EU standards , susceptible to a variety of social change and the needs of the market for different education levels, aimed at meeting the needs and interests of learners and employers, in order to eventually attracted the attention of individuals and facilitate their lifelong learning.

So, in order to achieve these objectives of adult education, it is necessary to establish a system of adult education that is comprehensive, relevant, flexible, effective and efficient.

A comprehensive system of adult education implies that adult education is available to all interested, regardless of age and their economic, social, physical, intellectual, linguistic, ethnic, religious, or other characteristics. In other words, the system of adult education should be accessible to all categories of adult and open to different social groups and categories of the population, such as the poor, refugees, adults with special needs, minority groups, the long-term unemployed, young people, adults without qualifications, women, older workers who face the risk of losing their jobs and employees who have a need for professional training.

The system of education is relevant if it contributes to the acquisition and improvement of knowledge, skills and competence in accordance with the requirements of the labor market, the immediate and wider community, as well as individual. Relevance is achieved by providing a high level of involvement and influence of all relevant actors, through monitoring and research work awarded singer, and opportunities for development and creation of new workplaces, and institutional articulation of their needs and demands. Education activities should be based on partnership and a high degree of cooperation between all relevant actors.

Correlative to the relevant system is a flexible system. This includes the capacity of institutions and organizations for adult education to timely and adequately respond to the needs for knowledge and skills. Flexibility is achieved primarily through the development of programs based on labor market needs, job requirements and interests of businessmen, specific groups and individuals, using a modular approach to the acquisition of knowledge and skills, as well as through the flexibility of all aspects of the educational process to the specific needs of adults. Modular education and training programs are adequately adapt to the variability of the world of work and social environment and the necessity of aligning education with the needs of the economy and the public sector. Furthermore, the conception of education, methodical and didactical approach, teaching materials, teaching place, forms of testing knowledge, skills and competencies, and other aspects of the educational process should comply with the specifics of teaching adults.

Efficiency and effectiveness of the system of adult education can be achieved by improving educational outcomes and the rational use of resources. First, efficient and effective system of education implies ensuring a high level of quality of adult education, including requirements, the learning process and its outcomes. In this respect, the quality is achieved and developed by appropriate system of accreditation of institutions engaged in adult education and adult education programs in accordance with established standards, the system of certification of educational outcomes, and system validation and recognition of learning outcomes regardless of where and how acquired, which is to be assessed by continuous monitoring and evaluation of quality. Another aspect of efficient and effective system of adult education is its sustainability. Adult education system is

sustainable if it developed an adequate model of financing offer formal and non-formal education in which investing individuals, employers and society. The institutions should function in the labor market, the newly developed forms of financial support to education.

The first step towards establishing a system of adult education is the legal framing of adult education, a task that belongs to the authorities in Bosnia and Herzegovina in accordance with the constitutional order established competence in the field of education.

V. INSTITUTIONAL AND LEGAL FRAMEWORK

Constitution of Bosnia and Herzegovina⁴⁰ establishes the institutional framework and defines the distribution of responsibilities within Bosnia and Herzegovina. However, in the Constitution there is no clear provision governing jurisdiction in the field of education at the state level, but in accordance with Article VI.3 a of the Constitution, all responsibilities and functions, which are not expressly assigned to Bosnia and Herzegovina and its institutions, are the responsibility of the entities so that in accordance with the constitutions of entities and Brcko District of BiH, The Republic of Srpska, cantons in the Federation and Brcko District of BiH are primarily responsible in the area of education, including adult education.

Regardless of the fact that the Republic of Srpska, the cantons of the Federation of BiH and Brcko District of BiH are primarily responsible for establishing and implementing the education system, including adult education, The Constitution of BiH⁴¹ establishes the obligation of the state and both entities to ensure and protect the right to education⁴² and at the same time allowing the state to assume additional responsibilities if this is agreed by the Entities⁴³. Accordingly, at the state level, is adopted a series of legal and strategic acts in the field of education.

Distribution of responsibilities, in the field of education, has for the result that the legal and institutional system of education in Bosnia and Herzegovina is highly fragmented and diffuse. Namely, in Bosnia and Herzegovina there are thirteen (13) ministries of education with their own legislation, administrative procedures and education systems and the Ministry of Civil Affairs of Bosnia and Herzegovina, which also has a certain area of responsibility in regard to education, with particular emphasis

⁴⁰ Constitution of Bosnia and Herzegovina (BiH) is annex 4 of the General Framework Agreement for Peace in Bosnia and Herzegovina (GFAP) of 14 December 1995. According to the Constitution, Bosnia and Herzegovina consists of two entities, the Federation of BiH (FBiH) and the Republic of Srpska (RS).

⁴¹ Article II.1 and 3 of the Constitution of BiH.

⁴² The right to education is one of the internationally recognized human rights established in the European Convention on Human Rights and Fundamental Freedoms and its Protocols that are directly applicable in Bosnia and Herzegovina and has priority over all domestic legislation in accordance with Article II.2 of the BiH Constitution.

⁴³ Article III, 5a Constitution.BiH

on coordination and more than thirty laws at different levels of government, governing the field of education. Such a decentralized system of education in BiH hinders the establishment of the uniform education policy and necessary coordination and allows differences in human resources development in BiH.

Posavina region, as part of Bosnia and Herzegovina, the territory which lies on the border and its shared the way that covers the territory of the Federation of Bosnia and Herzegovina, Republic of Srpska and the Brcko District of BiH. Regardless of the fact that this region has historically functioned as a single entity in socio-economic terms, administrative restrictions, and barriers arising from the legal and institutional framework have created a high degree of fragmentation and complex system of jurisdiction which is manifested in terms of education barriers and decreased compliance and capacity and employment. Taking these factors into account, it is necessary, in order to analyze the legal framework applicable in the region, to include the existing legislation in the Federation, especially the Posavina Canton, and the Republic of Srpska and Brcko District of BiH.

- *State Level*

In accordance with the authority to secure and protect the right to education, as well as in relation to assumed the responsibility of coordination in the field of education, the Parliamentary Assembly of Bosnia and Herzegovina has adopted the following laws in the field of education;

:

- The Framework Law on Pre-School Education in BiH⁴⁴;
- Framework Law on Primary and Secondary Education BiH⁴⁵;
- The Framework Law on Vocational Education and Training in BiH⁴⁶;
- The Framework Law on Higher Education in BiH⁴⁷;
- Law on Agency for preschool, primary and secondary education⁴⁸.

At the state level, the only institution of the executive authorities having jurisdiction in the area of education is the *Ministry of Civil Affairs of Bosnia and Herzegovina*.

⁴⁴ "Official Gazette of Bosnia and Herzegovina", no. 88/07.

⁴⁵ "Official Gazette of Bosnia and Herzegovina", no. 18/03.

⁴⁶ "Official Gazette of Bosnia and Herzegovina", no. 63/08.

⁴⁷ "Official Gazette of Bosnia and Herzegovina", no. 59/07. On the basis of the Framework Law on Higher Education in BiH have been established; Agency for development of higher education and quality assurance and the Center for Information and recognition in Higher Education. Also at the state level are formed certain bodies to coordinate the education sector such as the Conference of Education Ministers in BiH, Council for General Education and the Rectors' Conference of Bosnia and Herzegovina.

⁴⁸ "Official Gazette of Bosnia and Herzegovina", no. 88/07.

However, the competence of the Ministry is limited to the performance of activities and tasks related to defining basic principles, coordinating activities, harmonizing plans of entity bodies and defining strategy at the international level in the fields, among other things, science, education, labor and employment⁴⁹.

Department for Education, as well as the indoor unit of the Ministry, is tasked to monitor the implementation of national agreements and strategic documents in the field of education and proposed activities in this regard, as well as European integration processes and initiate their concretization; participates in the preparation of new and monitors the implementation of the adopted European conventions and declarations in the field of education; prepares reports and participation of BiH representatives in European and world conferences in the field of education; leads and coordinates the activities of cooperation with the appropriate organizations, organs and bodies of the European Community and the United Nations, as well as with international associations in the field of education; monitors the programs of financial assistance of the European Community and international associations and initiates the application for them; collects and analyzes information and data on education in the country; works to strengthen the standards of education, lifelong learning, continuing professional development and adult education, inclusive education and other elements of a quality education system.

In order to fulfill the coordinating role of the Ministry, the *Conference of Ministers of Education in BiH* was established⁵⁰ as a permanent and highest advisory body that its scope of work and responsibilities do not interfere with the constitutional and legal responsibilities of the relevant authorities at all levels of decision-making. Tasks of the Conference, among the other things are, to assess the condition, progress and needs of the entire education system in Bosnia and Herzegovina, proposes to competent authorities strategic priorities for education reform provides advice and recommendations to the competent authorities for the harmonization of educational policies and strategic plans for the development of education. Department for Education within the Ministry serves Conference and is responsible for all administrative and administrative work of the Conference.

Also, under the auspices of the Ministry, it is established the *Council for General Education*⁵¹, made up of representatives of teachers and teachers of primary and general secondary schools, teachers' colleges, pedagogical institutes, Agency for preschool, primary and secondary education, parents and union. The Council is a professional and independent advisory body for decision making with regard to policy actions in the field of preschool, primary and secondary general education. The tasks of the Council are monitoring, analysis, assessment of the situation and needs of the education system and the BiH society, providing opinions, advice and recommendations on priority activities

⁴⁹ Article 15, paragraph (2), the Law on Ministries and other administrative bodies in Bosnia and Herzegovina ("Official Gazette of BiH", no. 5/03, 42/03, 26/04, 42/04, 88/07, 35/09 and 103/09.).

⁵⁰ Memorandum of Understanding for the establishment of the Conference of Ministers of Education in BiH ("Official Gazette of BiH", no. 10/08).

⁵¹ The decision on the appointment of members of the General Education in BiH ("Official glasnik BiH", no. 86/11).

and courses of action in the field of preschool, primary and secondary general education in order to have successful implementation of educational reforms and integration of BiH in the educational space of the EU. The Council's role is to contribute to quality improvement and modernization of general education, as well as to foster partnership between the key actors in the education and cooperation of the education sector with the social partners, ie the entire community.

In addition to the above bodies, the *Agency for preschool, primary and secondary education* (APOSO), as an independent administrative organization established by the Law on Agency for preschool, primary and secondary education⁵² has also a key role in the field of education at the state level. APOSO is responsible for establishing standards for evaluation of the results achieved and development of common core curricula in preschool, primary and secondary education, and for other professional activities in the area of knowledge standards and quality assurance as specified by the Law and other regulations⁵³. The Agency is also in charge of monitoring the standard of education in the context of professional education, including adult education in accordance with Article 10 of the Framework Law on Vocational Education and Training in BiH. After the internal organization of the Agency, Department for Vocational Education and Training, Adult Education and Lifelong Learning, located in the branch unit in Banja Luka, is responsible for monitoring the development of the Common Core and modular curricula in secondary vocational education and national qualifications framework, adult education and lifelong learning.

The mandate and responsibilities of the bodies at the state level are limited, bearing in mind that the mere application of the framework laws in the jurisdiction of the Entities and Brcko District of BiH, which are obliged to harmonize their laws with the above mentioned framework laws.

The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina, as well as in the Framework Law on Vocational Education and Training in Bosnia and Herzegovina mentioned in adult education. In Article 20 of the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina stipulates that:

“ Adult education is organized in specific subjects and for their professional and personal development. Adult education includes professional training, further training, retraining and other activities ensuring lifelong learning. Adult education in more detail will be regulated by laws of the entities, cantons and Brcko District of Bosnia and Herzegovina, in accordance with the principles and standards defined by this Law.”

Also, the Framework Law on Vocational Education and Training in Bosnia and Herzegovina provides that the competent education authorities prescribe the conditions for vocational education and training relating to continuing professional education, additional training, retraining and other activities that provide continuous and lifelong

⁵² “Official Gazette of Bosnia and Herzegovina ”, no. 88/07.

⁵³ Article 4 Law of the Agency for preschool, primary and secondary education.

learning. In this respect, schools can organize training for adults within their registered activities, with the consent of the competent authorities, and on the basis of the curriculum for adult education and training which brings the competent minister. Schools that will implement the training for adults, charged trainees adult fee, the amount of which establishes the school board, with the approval of the competent Ministry of Education.⁵⁴

Legally, adult education in these framework laws is only recognized as part of the education system and very poorly defined. Detailed regulation of this field and the establishment of the system of adult education is left to entities and Brcko District of BiH.

However, it is recognized the need to state-level legal frame the area of adult education. The strategic directions and development for education in BiH 2008th-2015th plans for the preparation of the Framework Law on Adult Education in BiH⁵⁵. However, to this day such a law was not adopted, nor is likely to be adopted. Therefore, in the meantime, and in accordance with the identified needs, the Council of Ministers of Bosnia and Herzegovina issued the Decision on the adoption of principles and standards in the field of adult education in Bosnia and Herzegovina (accompanied by as Annex I), which is the subject of the seventh chapter of this analysis.

In addition to the law, it is necessary, in order to complete the education system within which enabled vertical and horizontal mobility and recognition of formal, non-formal and informal ways of acquiring knowledge, skills and abilities, all for the purpose of providing lifelong learning, mobility in the labor market and increasing the employability of the workforce available, develop and adopt a national qualification framework for all levels of education in compliance with the European Qualifications Framework. In this regard, the Council of Ministers of Bosnia and Herzegovina adopted the Decision on approval basis Qualifications Framework in Bosnia and Herzegovina⁵⁶. Grounds for Qualifications Framework in Bosnia and Herzegovina creates the precondition for making "the Qualification Framework in Bosnia and Herzegovina", as an instrument for ensuring the equal use and application of standards of education, knowledge, qualifications, expertise and certifying providers of educational services. The qualifications framework should facilitate the transfer, transparency and recognition of qualifications defined as a result of learning as they are evaluated and certified by a competent body. Specifying standards of achievement expected of students and adults who have obtained a degree or certificate, also create conditions for the construction of a system of validation and recognition of competences acquired in non-formal and informal education. Starting basis set out in this document, represent guidelines for the harmonization of regulations governing the area of primary, secondary and higher education, and lifelong learning, and better connectivity changes and labor market needs with educational programs in Bosnia and Herzegovina.

⁵⁴ Article 21 of the Framework Law on Vocational Education and Training in Bosnia and Herzegovina.

⁵⁵ "Official Gazette of Bosnia and Herzegovina", no. 63/08.

⁵⁶ "Official Gazette of Bosnia and Herzegovina", no. 31/11.

- *Republic of Srpska*

The education system in the Republic of Srpska is centralized and responsibility for education is entrusted to the Ministry of Education, the Pedagogical Institute and the Institute for Adult Education, as administrative organizations that operate within the Ministry⁵⁷.

In the area of education, the National Assembly of the Republic of Srpska has adopted the following regulations:

- Law on Pre-School Education of the Republic of Srpska⁵⁸
- Law on Primary Education of the Republic of Srpska⁵⁹
- Law on Secondary Education of the Republic of Srpska⁶⁰
- The Higher Education Law⁶¹
- Adult Education Law⁶²

Adult Education Act regulates the organization, structure and management of the system of adult education, as part of a unified education system of the Republic of Srpska, which provides education, development and training of the adults. Adult Education Law defines and includes adult education as a formal, non-formal and informal form of education.

In order to monitor and improve the adult education system was established by the Department of Adult Education, which was established as an administrative organization within the Ministry of Education and Culture⁶³. Department of Adult Education, as well as support for the development of adult education system in the Republic of Serbian, is responsible for, among other things, the development of a database on the state of the labor market in terms of supply and demand in certain occupations, collects data on the organizers and adult education programs, do a review of existing funding system for adult education, developing quality assurance systems and accreditation procedure for adult education institutions, raises public awareness of the importance of continuous professional development, coordinates and implements projects accepted by the Government of the Republic of Srpska and the Ministry of Education and Culture, ensures harmonization of standards and legislation in the field of adult education with

⁵⁷ Law on Republic Administration ("Official Gazette of the Republic of Srpska", no. 118/08, 11/09, 74/10, 56/10)

⁵⁸ "Official Gazette of the Republic of Srpska", no. 119/08, 1/12

⁵⁹ "Official Gazette of the Republic of Srpska", no. 74/08, 71/09, 104/11, 33/14.

⁶⁰ "Official Gazette of the Republic of Srpska", no. 74/08, 106/09, 104/11, 33/14.

⁶¹ "Official Gazette of the Republic of Srpska", no. 73/10, 104/11, 108/13.

⁶² "Official Gazette of the Republic of Srpska", no. 59/09, 1/12. Priložen kao Aneks IV.

⁶³ Član 35. Zakona o obrazovanju odraslih i član 5. Zakona o republičkoj upravi.

international and EU standards, cooperates with relevant state and entity institutions, civil society and international governmental and non-governmental organizations.

In accordance with Article 7 of the Law on Adult Education, Government of the Republic of Srpska, at the proposal of the Department of Adult Education, adopts an annual plan of adult education in order to determine the objectives and activities in the field of education. This plan defines the priority areas of adult education, infrastructure activities necessary for the execution of adult education, determines the scheduling of adult education programs to local governments, the approximate amount of funds for implementation of the plan, relevant ministries to implement the Plan of adult education programs and the time frame for implementation⁶⁴. During the preparation of the Plan, the Department of Adult Education shall consult and obtain the opinion of the Employment Service, the Chamber of Commerce of the Republic of Srpska, Employer associations, bodies of local self-government and the relevant ministries.

Since the adoption of the Law on Adult Education and establishment of the office of the Institute of Adult Education, series of by-laws are adopted, which permit the use of the Adult Education Act and the establishment of a system of adult education⁶⁵. On the proposal of the Department of Adult Education, the Ministry has adopted curriculum for basic adult education, curriculum for vocational training for occupations third degree of complexity and curriculum for secondary vocational education for occupations fourth degree⁶⁶.

Legal regulation of adult education provided the participation of entrepreneurs in the establishment of the system of adult education, in shaping and defining the content of educational processes, as well as inclusion in the process of training through practical training, with the aim of approaching the efficient guidance of adult education to labor market needs and the acquisition of knowledge, skills and abilities that are necessary and applicable in practice and raising the competitiveness of participants after completion of the education program.

The Republic of Srpska Chamber of Commerce and employers' associations have a special role when it comes to the annual Plan for Adult Education, adopted by the Government of the Republic of Srpska, participating in the drafting of the plan and mandatory opinions on a proposal to the Plan of adult education, prior to the adoption, giving the necessary input data necessary to create the plan should be realistic, enforceable, meaningful and based on real needs⁶⁷. Also, the Institute for Adult Education is required to obtain the opinion of these organizations in the preparation of

⁶⁴ Article 8 of the Law on Adult Education.

⁶⁵ Have been adopted, among other things, the Ordinance on the form and content of public documents in adult education, Regulations on the formation of the examining board mode and examination procedures, Regulations on the Verification of employers, Rules of Procedure of choice of adult education providers, Regulations on the content format and manner of keeping storing and protecting data and records, the Regulations on the type of education of teachers, Regulations on the content and manner of keeping the register of education providers.

⁶⁶ <http://www.mpoo.org/index.php/159-naslovna/350-ebilten1.html>

⁶⁷ Article 7 of the Law on Adult Education.

publicly valid education programs for the training and qualification ⁶⁸. That way, the employers have a direct impact on the adoption of specific programs for which there is no need in the labor market, as well as on the content of the proposed program.

Also, in accordance with Article 22 of the Adult Education Act, employers can participate in the program of adult education in cooperation with the organizers of adult education and performing practical work within your own business. In addition, the Adult Education Act emphasizes the role of employers' association that has the ability to, among other things, organize counseling and training for employees, participate in the creation of the curricula with work to acquire specialist knowledge and implementation of continuing education. It may propose standards of practical knowledge, training programs and training for adults, as well as nominate their members for the exam committee for the qualification and perform advisory work relating to performing practical work⁶⁹.

Adult Education Act also included the Employment Service of the Republic of Srpska in the adult education system. Employment Service of the Republic of Serbian participate in the preparation of the annual Plan of adult education and delivered an opinion on the plan themselves before the adoption of the plan⁷⁰. In addition, before determining publicly valid formal education programs for training, retraining, upgrading, training, specialization of employed and unemployed persons it is necessary to obtain the opinion of the Employment Service of the Republic of Serbian⁷¹. Also, the Employment Service of the Republic of Srpska may propose carrying out education programs or parts of programs of adult education particularly in the case of the expressed needs of the labor market for occupations in short supply or the like⁷².

In addition to the mentioned above, the Adult Education Act regulates the conditions of adult education providers must meet if they are to provide adult education ⁷³, procedure of approving conduction of the educational programs for adult educators ⁷⁴ and other obligations and requirements that adult education must be followed by performing adult education programs ⁷⁵.

Chapter of Adult Education Act about adult education programs, among other things, defines the content and types of adult education programs ⁷⁶, while the section on students, exams and teachers of adult education regulates the rights and obligations of participants, methods and assessment procedures and tests of persons who attend the program of adult education depending on the type of program, as well as the conditions

⁶⁸ Article 18 of the Law on Adult Education.

⁶⁹ Article 23 of the Law on Adult Education.

⁷⁰ Article 7 of the Law on Adult Education.

⁷¹ Article 18 of the Law on Adult Education.

⁷² Article 21 of the Law on Adult Education.

⁷³ Article 10 of the Law on Adult Education.

⁷⁴ Article 11 of the Law on Adult Education.

⁷⁵ Articles 12 and 13 of the Adult Education Act.

⁷⁶ Articles 14 and 23 of the Adult Education Act.

of personnel carrying out adult education which is determined in each specific program⁷⁷.

Pursuant to Article 31 of the Law on Adult Education also enables persons who acquire the knowledge, skills and abilities, in any way, to take examinations and thus to demonstrate the knowledge, skills or abilities. In this case, check the knowledge, skills and competencies of individuals performed by the Commission in the framework of the Examination Centre, that as an organizational unit of the Institute of Adult Education issues a public document on completed education for adults.

- ***Federation BiH – Posavina canton***

In the Federation BiH, the education system is a decentralized system in which the primary competence for education belongs to the cantons which determine educational policy, including the adoption of regulations on education, insurance and education⁷⁸. Accordingly, each of the ten (10) cantons in the Federation of Bosnia and Herzegovina has its Ministry of Education, as well as their cantonal regulations governing the field of education.

However, in accordance with the Federation Constitution, the cantons have the ability to delegate certain functions to the entity level authorities of the Federation of BiH, and in this context is established Federal Ministry of Education and Science is responsible for performing administrative, professional and other activities in the field of education, but only jobs that are mainly related to the coordination and planning of education⁷⁹.

Bearing in mind the constitutional order of the Federation of BiH, it can be concluded that the competence for education is divided between the cantonal and entity level.

In accordance with the possibility of transferring responsibilities to the entity level, the Work Programme of the Federal Ministry of Education and Science for 2013 is planned to adopt the draft law on the principles of adult education in the FBiH. Furthermore, in order to attain conclusion reached at the 16th session of the Coordinating Committee of Ministers of Education and Science of the Federation of BiH, held on 13.2.2013, a working group was charged with drafting model legislation on adult education in the Federation of BiH⁸⁰. Federal Ministry of Education and Science have forwarded a draft

⁷⁷ Articles 24 to 34 of the Law on Adult Education.

⁷⁸ Article III 4.lb) of the Constitution of the Federation.

⁷⁹ Article 15 of the Law on Federal Ministries and other bodies of Federal Administration ("Official Gazette of BiH", no. 58/02, 19/03, 38/05, 2/06, 8/06, 61/06 and 48/11)

⁸⁰ In the preparation of the model law on adult education in the Federation of BiH, in order to achieve the best quality of proposals, included a number of institutions and organizations and Cantonal Ministries of Education, Federal Ministry of Labour and Social Policy, Federal Employment Service, the Federal Chamber of Commerce, Chamber of Crafts FBiH, Federal Ministry of Finance, the Association of Employers of FBiH, Independent Trade Union of primary education and upbringing of BiH, union of secondary and higher education, education, science and culture of Bosnia and Herzegovina and non-governmental organizations.

law on the principles of adult education in the Federation of BiH for further adoption ⁸¹, by the Government of the Federation of BiH found 24/4/2014 at its 111th session and forwarded to the Parliament of the Federation of Bosnia and Herzegovina for adoption. Parliament of the Federation of Bosnia and Herzegovina in the 31st regular session, on 07/08/2014 and the Committee adopted the draft, which was forwarded to the House of Peoples of the Federation of BiH. To this day, the House of Peoples of the Federation of Bosnia and Herzegovina has not adopted the draft mentioned above.

The draft law on the principles of adult education in the Federation regulates the education and lifelong learning for adults as part of a unified education system of cantons in the Federation of Bosnia and Herzegovina, : the performance of adult education; general issues related to the organization, financing, administration and management process of adult education; conditions to be met by the organizer of adult education; rights and obligations of the competent authorities in the field of adult education; issuance of public documents and other issues of importance for operations continuing education in the Federation. The mere application of this draft law is left to the competent cantonal ministries through their own laws on adult education or aligning existing with its provisions.

At the level of the Posavina Canton, Ministry of Education, Science, Culture and Sport performs administrative and other professional tasks, among others, relating to pre-school, primary and secondary education, higher education, organizing education and adoption of curricula for primary and secondary education, participation in decision curricula for higher education institutions, textbooks, and inspection ⁸².

In Posavina Canton have not been established Pedagogical Institute to guide professional, development, research and related administrative business in the education sector ⁸³.

At the level of the Posavina Canton, area of education is regulated by the following regulations:

- Law on Preschool Education ⁸⁴
- Law on Primary Education ⁸⁵
- Secondary Education Law ⁸⁶
- Law textbooks and other teaching materials for primary and secondary schools ⁸⁷

⁸¹ http://www.fbihvlada.gov.ba/bosanski/sjednica.php?sjed_id=369&col=sjed_saopcenje

⁸² Article 10 of the Law on Cantonal Ministries and Other Bodies of Cantonal Administration.

⁸³ In the Federation, there are seven pedagogical institutes (six pedagogical institutes and one Institute for Education) based in the following cantons: Una-Sana, Tuzla Zeničkodo-Bojska, Bosnia-Podrinje, Herzegovina-Neretva and Sarajevo. The PIs are mainly responsible for the improvement of educational work, counseling and exercising of professional supervision on work of pre-school, primary and secondary education, as well as the development of curricula, introduction of new approaches and methods in the educational process, training and teacher training.

⁸⁴ "Posavina Canton Official Gazette" no. 8/08

⁸⁵ "Posavina Canton Official Gazette" no. 3/04, 4/04, 8/08, 7/12 and 10/13

⁸⁶ "Posavina Canton Official Gazette" no. 3/04, 4/04, 2/08, 8/08, 4/11, 7/12 and 10/13.

⁸⁷ "Posavina Canton Official Gazette" no. 1/10.

- Law on Higher Education ⁸⁸
- Law on the contribution of education, culture and sport ⁸⁹

Adult education in the Posavina Canton is not regulated by a special law, but subject to the Law on Secondary Education. In accordance with the provisions of that law, adult education includes programs for acquiring school or professional qualifications which are carried out according to special curricula, retraining programs, training programs, and programs for courses and courses. Terms and method of acquiring secondary adult education is regulated in more detail in the Ordinance on conditions and manner of performance and the acquisition of secondary adult education ⁹⁰.

In Posavina Canton, for now, there is no even a hint about the origin of the pre-draft Adult Education Act, and if the Strategy for the Development of the education system in Posavina cantons 2009th-2015th year provided for the adoption of the Law on Adult Education in the County⁹¹. This activity is not provided either in the work program of the Ministry of Education, Science, Culture and Sport responsible for drafting laws and other regulations in the field of education. It is questionable whether it will in the foreseeable future to come to the realization of the defined strategic objective, bearing in mind that not even started preparatory work in this direction.

- Brčko districtt BiH

In accordance with Article 8 of the Statute of Brcko District of BiH ⁹², the exercise of jurisdiction in the field of education belongs to the Brcko District of Bosnia and Herzegovina, as a single administrative unit of local self-government under the sovereignty of Bosnia and Herzegovina.

Assembly of Brcko District of Bosnia and Herzegovina in the field of education have adopted the following regulations:

- Law on Pre-School Education in the Brcko District of Bosnia and Herzegovina ⁹³
- Law on Education in Primary and Secondary Schools in the Brcko District of Bosnia and Herzegovina ⁹⁴
- Law on Higher Education in the Brcko District of Bosnia and Herzegovina ⁹⁵

⁸⁸ "Posavina Canton Official Gazette" no. 1/10 and 4/11.

⁸⁹ "Posavina Canton Official Gazette "no. 3/03.

⁹⁰ "Posavina Canton Official Gazette "no. 3/04, 4/04 and 3/08.

⁹¹ "Posavina Canton Official Gazette "no. 5/09.

⁹² Statute of Brcko District of Bosnia and Herzegovina, the revised text - "Official Gazette of the Brcko District of Bosnia and Herzegovina", no. 2/10.

⁹³ "Official Gazette of the Brcko District of Bosnia and Herzegovina ", no. 13/07, 19/07, 39/08, 21/10.

⁹⁴ "Official Gazette of the Brcko District of Bosnia and Herzegovina ", no. 10/08, 25/08, 4/13

⁹⁵ "Official Gazette of the Brcko District of Bosnia and Herzegovina ", no. 30/09.

In accordance with the Law on Public Administration of Brcko District of Bosnia and Herzegovina, competence education is allocated to the Department for Education, which is responsible for performing professional, administrative tasks and other duties related to the enforcement of laws and regulations of the competent authorities and institutions of BiH and the District, in the field of education through the provision of material - technical and personnel support to BD educational institutions, adoption of curricula in accordance with the standards of a modern, democratic and multi-ethnic society, professional supervision, educational programs in the District, and other duties of the competencies of this department, in accordance with the laws and regulations of Bosnia and Herzegovina⁹⁶.

Also, Department of Education, has established Educational institution responsible for the exercising of professional supervision and improvement of general educational activities in the Brcko District of BiH. In this regard, Educational institutions organize and monitor pedagogic supervision; develops standards and norms for primary and secondary schools and monitor the level of student success; creates proposals curricula and monitors their implementation; propose and monitor the pedagogic and professional development of teachers and professional associates and associates in teaching; improving teacher practice and introducing innovations in teaching; introduces methods of inclusive education in schools; monitors the realization of goals and tasks of education; establish the results of the work of teachers, professional associates and associates in teaching and monitor the implementation of the expert assessment; create a database in order to evaluate the educational process; determine the needs and establishes standards for the preparation of textbooks; prepares adult education programs and other activities⁹⁷.

Adult education is recognized in the law on education in primary and secondary schools in the Brcko District of Bosnia and Herzegovina stipulates that the area of adult education in more detail regulated by a special law⁹⁸. Until the adoption of the Adult Education Act, it is provided that the organization, conditions and ways of acquiring adult education and training is determined Head of Unit with bylaw⁹⁹.

On this basis, the school located in the District provides an opportunity to interested parties to gain qualifications, additional training and retraining as part of secondary vocational education through informal education. On this basis, the schools located in the District provide an opportunity to interested parties to gain qualifications, additional training and retraining as part of secondary vocational education through informal

⁹⁶ Article 26 of the Law on Public Administration of Brcko District of Bosnia and Herzegovina ("Official Gazette of the Brcko District of Bosnia and Herzegovina", no. 19/07, 02/08, 43/08, 9/13).

⁹⁷ Article 112 of the Act o'obrazovanju in Primary and Secondary Schools of Brcko District of BiH ("Official Gazette of Brcko District of BiH", no. 10/08, 4/13 and 25/08).

⁹⁸ Article 12 of the Law on Education in Primary and Secondary Schools in Brcko ditriktu Bosnia and Herzegovina.

⁹⁹ Article 146 of the Law on Education in Primary and Secondary Schools in Brcko ditriktu Bosnia and Herzegovina. Ordinance on conditions and methods of adult education in secondary vocational schools of Brcko District of Bosnia and Herzegovina is attached as Annex IV.

education. However, a by-law does not cover, nor is it possible to include all the necessary segments of the establishment and development of adult education system. In the Brcko District of Bosnia and Herzegovina, adult education is not yet identified as a priority area. Namely, there is a proposal of the draft Law on Adult Education of the Brcko District of Bosnia and Herzegovina since 2011, which has never addressed the further procedure for adoption. After the local elections, the new Head of the Education Department has formed a new working group to develop the same draft law, but the Government of Brcko District after consideration of guidelines for drafting the Law on Adult Education in the Brcko District of BiH, at the 38th Ordinary Session held on 02.10.2013, returned it for revision in the Department of Education. Since then and to this day, developed guidelines are not delivered to the Government.

Within the project was discussed existing Draft Law on Adult Education in the Brcko District of BiH¹⁰⁰ as, on the one hand, introducing key actors with the same, and on the other, attempts to improve the same.

Draft Law, in order to regulate the field of adult education in the area of Brcko BiH District, contains provisions which define the objectives, principles of adult education, which is done through forms of formal, non-formal and informal education, as well as the conditions that must be met by the organizers of education, types of adult education programs, the rights and obligations of students and teachers, grading standards. It also regulates the pre-draft and other issues of importance for the performance of adult education as well as, the issue of monitoring and funding the field of adult education and supervision of law enforcement.

It is important to note that in the preliminary draft provided for the adoption of Adult Education Plan as a strategic document, issued by the Government of Brcko District of BiH, and annual programs of adult education which is an instrument for the implementation of the Plan of Adult Education. Unfortunately, the preliminary draft was not envisaged participation of certain key actors, as the Institute for Employment of the Brcko District of BiH, employers' associations or the Chamber of Commerce of Brcko District of BiH, in the preparation of planning documents. Also, do not foresee the participation of the aforementioned actors in the process of establishing informal education programs.

Furthermore, in order to ensure the quality of adult education and compliance with the standards, in the preliminary draft provided for the licensing of adult education providers to conduct a formal program of adult education, as well as the possibility of accreditation of non-formal education programs. It enables the persons who acquire the knowledge, skills and competencies, in any way, to take examinations and thus to demonstrate the knowledge, skills or competencies. In this case, check the knowledge, skills and competencies of the individual is performed by the Examination Board, whose formation, composition, operation and conducting examinations are prescribed bylaw. However, in the preliminary draft, are not defined terms of knowledge, skills, competencies,

¹⁰⁰ Added as Annex III.

qualifications, as well as standards of qualifications, standards and key professional competencies, what cover and thereby determine.

Draft contains the establishment of the Council for Adult Education, its jurisdiction, composition and election of members. However, in the preliminary draft of the establishment, the said Council is foreseen as a possibility, not as an obligation. Given the importance of the Council in monitoring and development of adult education, the establishment of the same is crucial, as a forum that brings together all relevant stakeholders and represents an institutionalized form of cooperation of the same.

Bearing in mind the above, it would be advisable to make certain changes in the preliminary draft of the Law on Adult Education District and align with the same principles and standards in the area of adult education adopted at the state level.

Looking at events in the past four years and the intensification of activities towards the regulation of adult education in BiH, it can be expected that in the future the Government and the Assembly of Brcko District of BiH adopted the Law on Adult Education in the Brcko District of BiH. However, taking into account that the draft act itself exists more than four years, and that they never even addressed further in the adoption procedure, it is necessary to present a conservative estimate and to refrain from any kind of prediction.

VI. STRATEGIC FRAMEWORK IN BOSNIA AND HERZEGOVINA

Policy development of education in BiH is determined by the following strategic documents ¹⁰¹:

- Strategic Directions of Development of Education in Bosnia and Herzegovina with the Implementation Plan, 2008 - 2015 years ¹⁰²;
- Strategic platform development of adult education in the context of lifelong learning in Bosnia and Herzegovina for the period 2014-2020¹⁰³.

In addition to the above mentioned strategic documents, previous strategic documents in the field of education are important notes at the state level are:

- Strategic directions for development of preschool education in BiH;
- Strategy for the Development of Vocational Education and Training in Bosnia and Herzegovina for the period 2007th-2013th year ¹⁰⁴;
- A road map and action plan for the inclusion of BiH in EU programs for Lifelong Learning and Youth in Action (2013)¹⁰⁵.

Strategic documents, as a result of reforms in the education sector, identify key problems in the education system, as well as short, medium and long-term goals and measures to be implemented. In this study, our attention will focus exclusively on the set goals within the lifelong learning and adult education.

In the introduction of the Strategic Directions of Development of Education in Bosnia and Herzegovina with the Implementation Plan, 2008 - 2015 specifies that "Bosnia and Herzegovina aims to build a knowledge-based society, while allowing the development of the full potential of every individual. In this process it is necessary to involve all community, social, economic and political actors, and through access to the active coordination to build a partnership between them, with respect to lifelong learning and the historical, cultural and traditional values of all the people living in it."

¹⁰¹ Also, in the field of higher education has been adopted seven (7) basic strategies and guidelines for the implementation of the so-called. Bologna Process: The framework for higher education qualifications in BiH; Implementation of the framework for higher education qualifications in BiH; Standards and Guidelines for Quality Assurance in Higher Education in BiH; Recommendations for the implementation of quality assurance in higher education in BiH; National Action Plan for Recognition of Qualifications in Bosnia and Herzegovina; The model of the Diploma Supplement for Bosnia and Herzegovina, User Manual for model Diploma Supplement for Bosnia and Herzegovina).

¹⁰² "Official Gazette of Bosnia and Herzegovina", no.63/08.

¹⁰³ "Official Gazette of Bosnia and Herzegovina", no.96/14.

¹⁰⁴ "Official Gazette of Bosnia and Herzegovina", no.65/07.

¹⁰⁵ "Official Gazette of Bosnia and Herzegovina", no.74/08.

Recognized is the need for lifelong learning as a concept that developed as a result of social changes and rapid social transition in the "knowledge society", demographic changes, and expressed the need for constant updating of existing and acquiring new knowledge and skills. We define the concept of lifelong learning, which implies continuous acquisition of knowledge throughout an individual's life and that is realized in the form of formal, non-formal and informal learning and education. Therefore, the school is not the only place where one learns and it is necessary to support and other places and ways of learning. The main goal in this direction is to establish an efficient and flexible system of accreditation of providers / organizers of educational services and certifying the knowledge and skills.

It was found that, in Bosnia and Herzegovina, there is a great disunity in the structure of adult education and limited and extremely modest number of institutions dealing with professional training and lifelong learning. How adult education and training, in the context of lifelong learning, contributes to socio-economic revitalization, more job opportunities and competitiveness in the knowledge economy, as well as increased mobility and professional flexibility of the individual, The need for a systemic approach to its development, as part of the education system, which will be based on the principles of openness and equal access.

The targets set in the strategic directions of development of education in Bosnia and Herzegovina:

- Establish a register of existing educational institutions / providers of educational services in the field of adult education and training;
- Adopt a framework law on adult education in Bosnia and Herzegovina;
- Develop standards and procedures for certification of institutions of education and training for adults;
- Develop models of adult education and training and evaluate offered programs;
- Adopt a strategy of literacy in Bosnia and Herzegovina;
- Develop a qualifications framework for adult education;
- Establish a network of institutions and centers for education, information and counseling adults;
- Reduce illiteracy from the current 5% to 2%.

Although no longer in force, it is worth noting that lifelong learning and adult education were also included in the Strategy for Development of Vocational Education and Training in Bosnia and Herzegovina for the period 2007.-2013. The ninth chapter devoted to adult education strategy defines the guidelines, principles and key elements that adult education should meet. Recognized is the need for institutionalization of adult education, which is a systemic approach to adult education to the development of procedures of the evaluation and certifying all forms of adult education, development of standards, the inclusion of key stakeholders and providing financial resources for adult education.

Namely, in the Strategy for Development of Vocational Education and Training, as a way of combating social exclusion and ways to promote social inclusion, the following recommendations were defined when it comes to adult education:

- Facilitate the development of adult education institutions and encourage financiers to education and equal treatment of capital for education, and promote attitudes that investing in education and training pays off,;
- From a financial point of view, adults should be considered as employed and unemployed;
- Funding for education and training of employees is obligation of the companies and the businesses, the very person, union states through grants, to acquire scarce competences necessary for economic and social development;
- Financing of vocational training should be provided through a combination of public funds, funds of employers and the self-financing.

The European Union, in support of the reform process necessary for acceptance of future conditions which includes membership in the EU, has since 2003 offered the Western Balkan countries the opportunity to participate in EU programs, in order to support their efforts towards European integration, with the exchange of good practices, experiences and knowledge, and adoption and implementation *acquis-a*¹⁰⁶. Participation of Bosnia and Herzegovina in the European Union program is regulated by the *Framework Agreement between the European Community and Bosnia and Herzegovina on the general principles of participation of Bosnia and Herzegovina in Community programs*¹⁰⁷, which was signed in October 2004, and in force since January 2007.

Bosnia and Herzegovina is in this respect concluded the Agreement on the participation of Bosnia and Herzegovina in the "Erasmus +" program of the European Union for Education, Training, Youth and Sport and paid entry ticket into the program for the period from 2014 to 2020¹⁰⁸. It meets the requirements for the submission of applications of citizens in the activities of the program, whose area of activity in the field of education includes education at all levels, lifelong learning, higher education, vocational education and training, adult learning, school education and youth. The program "Erasmus +" replaces the seven previous EU programs, among other things, the program *Lifelong Learning and Youth in Action*¹⁰⁹.

¹⁰⁶ Presidency Conclusions of the European Council meeting in Thessaloniki on 19 and 20 June 2003 on the perspective of Western Balkan countries join the European Union.

¹⁰⁷ "Official Gazette of Bosnia and Herzegovina", no. 15/06.

¹⁰⁸ For more information about the program "Erasmus +" available at http://www.dei.gov.ba/dei/direkcija/sektor_koordinacija/programi_eu/pregled_programa_EU_2014_2020/default.aspx?id=14265&langTag=bs-BA

¹⁰⁹ Bearing in mind that these programs require a comprehensive institution building and capacity building in accordance with the terms and procedures of implementation, the Council of Ministers of Bosnia and Herzegovina was adopted *Road map and action plan for the inclusion of BiH in EU programs for Lifelong Learning and Youth in Action by 2013* ("Official Gazette of Bosnia and Herzegovina", No.15 / 06), document to define the necessary preconditions that Bosnia and Herzegovina should fulfill in order to realize the full right to participate in the program *Cjeloživotnog učenja* (Lifelong Learning - LLP) i *Mladi u Akciji* (Youth in Action – YiA), as well as the institutions responsible for fulfilling the preconditions. In 2011, the Directorate General of the European Commission for Education and Culture informed the

A big step for the development of adult education in Bosnia and Herzegovina is recently adopted Strategic platform development of adult education in the context of lifelong learning in Bosnia and Herzegovina for the period 2014-2020 by the Council of Ministers of Bosnia and Herzegovina (attached as Annex II)¹¹⁰. Namely, regardless of the previous strategic documents which have been established goals within the framework of lifelong learning and adult education, we can safely conclude that these were not sufficient to encourage their implementation throughout Bosnia and Herzegovina.

Strategic platform establish the basis for systematic cross-sector approach to strategic planning of development of adult education in Bosnia and Herzegovina and define the necessary reform processes in this area which should contribute to greater competitiveness in the knowledge economy and labor, increased mobility and professional flexibility of the individual and socio-economic revitalization. Strategic platform is intended primarily to competent authorities in Bosnia and Herzegovina as a framework for the development of strategies of development of adult education at the entity and cantonal levels, and the level of the Brcko District of BiH. A strategic platform identified four strategic objectives:

- Improvement of legislation for adult education in the context of lifelong learning and alignment with the reference framework of the European Union;
- Establishing effective ways of participation of relevant (representative) and other social partners in the process of adult education in the context of lifelong learning;
- Software development as well as institutional capacity and improving access to adult education in the context of lifelong learning;
- Ensuring and improving the quality of adult education in the context of lifelong learning.

In order to achieve the above strategic objectives were identified as well as operational objectives and activities, required for the realization of the same in which representatives of all relevant authorities and institutions in the field of education and other social sector in BiH in accordance with their constitution and laws that stipulates the responsibilities and scope of work.

The planned operational objectives are divided. With respect to the period of their reach needed, on short, medium and long-term goals. Defined short-term goals, among others, are: improved awareness of interested parties on the choice of profile in continuing their education; created better conditions for the implementation of adult education (prepared areas, used new technology); reports on developments in the labor market are used for creating the enrollment policy in education; upgraded existing and developed new

Ministry of Civil Affairs of the possibility of partial participation in the program Lifelong learning, it is participating in European educational networks: Euridyce, Europas i Euroguidance. However, Bosnia and Herzegovina has limited benefit and absorb funding opportunities for projects under the Lifelong Learning. See Information about the participation of Bosnia and Herzegovina in EU programs for the period January 2011 - December 2012, available at

<http://www.dei.gov.ba/dei/dokumenti/finansije/default.aspx?id=8181&langTag=bs-BA>

¹¹⁰ "Official Gazette of Bosnia and Herzegovina", no. 96/14.

programs of adult education; signed memorandums for vocational education between the social partners. The mid-term objectives are: increased capacity for implementation of adult education through accreditation of existing and new institutions / adult education institutions; adopted / harmonized laws on adult education and relevant by-laws in accordance with the principles and standards in the field of adult education in BiH; enhanced cooperation in the area of adult education with international organizations and the inclusion of Bosnia and Herzegovina in various educational projects; increased domestic investment and support from EU funds for adult education; improved connection of the education sector with the labor market at all levels based council for vocational education; created the conditions for the recognition of non-formal education and informal learning (accreditation of the institutions for evaluation of acquired knowledge, skills and competences). Pursued long-term objectives are: increased capacity to conduct adult education, founded a network of institutions and centers for adult education, their informing and counseling; established a system for controlling the quality of adult education programs; Increased availability of adult education; coordinated educational programs with labor market needs; implemented the recognition of non-formal education and informal learning and conducted quality control of adult education.

Ministry of Civil Affairs of Bosnia and Herzegovina is responsible, at least once a year and/or more often if necessary inform the Council of Ministers of Bosnia and Herzegovina on the implementation of an integrated development strategy for adult education in the context of lifelong learning in BiH.

It is important to note that there is another very important strategic document in Bosnia and Herzegovina, which pays great attention to the issue of education and training for adults, ie Employment Strategy in Bosnia and Herzegovina 2010 - 2014¹¹¹. The employment agencies are also having a possibility in accordance with the responsibilities, to organize training, vocational training in the form of retraining or additional training of workers so that it acquires the necessary knowledge and skills needed in the labor market. In this regard, this strategy has been recognizing that poor education and lack of necessary skills are often the cause of the high unemployment rate, which in part contributes to the harmonized education system that is not fully designed with European standards and the needs of the modern labor market. One of the identified objectives of the strategy is to improve the employability of women and men, especially the most vulnerable, whose realization is expected through a series of measures and to harmonize the results of the vocational education and training to labor market requirements, implementation of the legal and institutional preconditions for the establishment of a system for adult education and training and establishing systems of cooperation between intersectional social partners in education. The strategy concludes that "Education and training of adults and lifelong learning are the needs of each society and one of the EU standards, including the BiH education system, it is therefore necessary to create legal (statutory) conditions that would allow the establishment of institutions to deal with education and training of adults. This means that this category of population provided a

¹¹¹ "Službeni glasnik Bosne i Hercegovine", br. 77/10.

quality training providing quality and knowledge. Lifelong learning is an important precondition for inclusion in the labor market and its needs for new types of knowledge. “

Until last year, the development of education at the level of the Republic of Srpska was defined in the Strategy for the Development of Education of the Republic of Srpska 2010-2014. In accordance with the instructions of the Minister of Education and Culture of the Republic of Srpska, Republic of Srpska aims in the future to develop a new strategy of education¹¹².

In the Brcko District of BiH has not adopted any strategic document, which includes education, particularly lifelong learning and adult education. The Development Strategy of Brcko District of BiH 2008-2017¹¹³ Adult education has not worked out except what was proposed, within the objective of equalizing opportunities and increase the quality of education, computer education and education in the field of entrepreneurship for the unemployed.

In Posavina Canton is an effective strategy of development of the education system in Posavina cantons 2009th-2015th¹¹⁴. In the field of adult education was set a series of goals, and that:

- As a short-term goal: the establishment of the register of existing educational institutions / providers of educational services in the field of adult education and training;
- As a medium-term goals: adoption of the Law on Adult Education in the County; development of standards and procedures for certification institutions adult education and training; development model adult education and training, and evaluation of programs offered;
- As long-term goals: the development of qualifications framework for adult education and the establishment of a network of institutions and centers for education, information and counseling adults.

As we can see in the eleventh chapter of the study concerning the current situation in the region of Posavina in terms of adult education and lifelong learning, regardless of a number of the objectives in the field of adult education in Bosnia and Herzegovina, as well as in the region, they are not met. It is encouraging that strategic platform development of adult education in the context of lifelong learning in Bosnia and Herzegovina for the period 2014-2020 has recently been adopted, and that it is possible to support the implementation of the same through the EU program "Erasmus +".

¹¹² <http://www.ues.rs.ba/lat/univerzitet/vijesti/predstoji-izrada-strategije-obrazovanja-srpske>

¹¹³ http://www.bdcentral.net/images/stories/Vazni_akti/Strateski_dokumenti/strategija_razvoja_brcko_distri_2008-2017-hr.pdf

¹¹⁴ “Posavina Canton Official Gazette "no. 5/09.

VII. PRINCIPLES AND STANDARDS IN THE FIELD OF ADULT EDUCATION

On the proposal of the Ministry of Civil Affairs of Bosnia and Herzegovina, the Council of Ministers, at its 89th session held on 4 April 2014 the Commission adopted a Decision on adoption of the Principles and standards in the field of adult education in Bosnia and Herzegovina¹¹⁵.

In this way, in the binding legal act at the level of Bosnia and Herzegovina, it is recognized that the establishment of an efficient and open system of adult education in Bosnia and Herzegovina in the best interest of all its citizens, who will, through its own development, contribute to achieving the development goals of the community to which they belong.

The principles and standards of adult education, established by the Decision, constitute the legal basis for action, within its competence, educational and other authorities, responsible authorities, institutions, organizations and individuals at all levels of government in Bosnia and Herzegovina, as a framework within which to initiate, implement and coordinate their activities in the field of adult education. In this way, the common principles and standards on which it is based, develop, implement and coordinate policy and legislation related to adult education throughout the state, monitors, evaluates and discusses the situation in this area and plan, propose and undertake measures for its improving.

The consistent implementation of agreed principles in adult education policies contributing to, among other things, establishing and developing the concept of lifelong learning in Bosnia and Herzegovina, harmonization of educational and other sector policies on adult education with international and European policies in the field of education and rapid integration into the European area of lifelong learning, ensuring consistency, monitoring and improving the quality of adult education, in accordance with established educational standards, establish a flexible system of adult education that adequately and effectively respond to the needs of the labor market, social communities and individuals, and the inclusion of all relevant partners in a dialogue on adult education policies.

Decision firstly, defines certain terms used in the document, such as "lifelong learning", "life-long career orientation", "adult", "student", "formal adult education", "non-formal adult education", "informal adult Learning", "knowledge", "skills", "competence", "retraining", "additional training", "specialization", "training" and "retraining".

¹¹⁵ "Official Gazette of Bosnia and Herzegovina", no. 39/14. The document attached as Annex I.

Basic *principles* in the Decision, in addition to generally accepted international and European principles underlying adult education policy, relating to the determination of significance and status of adult education in Bosnia and Herzegovina, its objectives and basic principles underlying facts they are founded on.

In this regard, an education activity is recognized as an activity of special public interest as an integral part of the education system in Bosnia and Herzegovina. The Decision also defines the objectives of adult education, and the general objectives and specific objectives, as well as the basic principles of adult education.

Standards of adult education are the contractual norms for the organization of the adult education system and refer to the:

- Forms and adult education programs,
- Status of participants,
- The status of adult education,
- Conditions for carrying out activities,
- Accreditation of the organizers and program,
- Validation of prior learning,
- Educational documents,
- Records, documents and databases on adult education,
- Social dialogue, partnership and cooperation in the field of adult education,
- Planning, funding and monitoring of adult education policies.

Adults agree and learn, on a voluntary basis and at its source, through formal, non-formal and informal *aspects of education*, training and learning, through classes / lectures, practical work, training, courses, seminars, workshops, forums, conferences and other ways of teaching and learning. Taking into account the specificity of adult learning - each learns in their own way - the content and organization of all forms of learning and teaching adults, methodical and didactical approach, teaching materials, place of instruction, forms of assessment, skills and abilities, as well as other aspects of the educational process, should be adapted to the specific needs of adults, their age, previous education, knowledge, skills and abilities, in accordance with the principles of andragogy.

When it comes to adult education *programs*, Decision establishes the types of programs, making way, as well as the manner of executing a program. Types of education programs are divided into two groups and programs of formal and non-formal education programs.

Formally, public-current adult education programs are laid down or approved by bodies responsible for education or on the proposal of the administrative authority for education, bodies responsible for the area for which the plan is passed, while informal education programs brings organizer who performs a program. It is essential that in the process of planning, approval, or approval of formal adult education programs ensure the participation of representative and other relevant social partners, chambers of commerce, Employment and administrative bodies in charge of the area to which the plan is passed. Formal programs can only run in the educational institutions in the system of regular /

formal education, specialized institutions for adult education and other institutions registered for this activity. Defined are the forms of execution of a program of formal adult education, as well as obligations present participants in regular classes. Also there are planned rules for students who are unable to attend regular classes on a daily basis, as well as possible ways of deviations from this rule.

The decision, when it comes to the *status* of participants, defines the manner of acquisition and termination of the status of participants, as well as the rights and obligations of apprentices. It is governed by the method of determining the conditions for entry, manner of entering in educational programs, as well as the obligation to signing the contract on education with entry students on enrollment in formal education program. The student has the right to quality education and training, the right to absence from work, redistribution of working time or other benefits in accordance with labor regulations. The student is required to participate in the educational process in the prescribed manner and meet other obligations of the contract with a view to the successful completion of the program.

Organizers of adult education may be institutions, organizations and other legal entities¹¹⁶ who *meet the conditions for carrying out this activity*; it is the standards and norms in terms of technical, hygiene, physical, personnel, material and other conditions and in accordance with established procedure. When it comes to staffing requirements, the performance of adult education programs is carried out by adult education workers, whose requirements in terms of qualifications and competences are prescribed by law, bylaw or education program. Adult educator's workers have the right and obligation to professional training, whose provision is required by local authorities.

The *accreditation process* is established to assess the quality of adult education and programs that comply with it, and confirms that it meets pre-established criteria and standards for the operation and performance of a particular program. The accreditation process is carried out by an independent body set up by the competent educational authority and it is timed. Decision defined obligations under establishing a quality assurance system for internal and external evaluation of quality.

Also, the competent educational authorities are obliged to establish a system of validation of *prior learning* regardless of the manner in which the acquired knowledge, skills and abilities (formal, non-formal, informal). Stipulates the *manner of certification*, it is the way of issuing the relevant *certificates* of Education confirming that the learning outcomes - knowledge, skills and abilities that a person has acquired through formal, non-formal or informal forms of education and learning , checked and approved by the competent institutions / bodies, in accordance with established criteria and standards.

¹¹⁶ These are, among others, educational institutions in the system of regular-formal education, specialized institutions for adult education centers and organizations for training, learning foreign languages, information and communication technology, training and human resource development, employment and employment services, public agencies, public enterprises and business organizations, chambers of commerce, employers, entrepreneurs and craftsmen and their associations, trade union organizations, and foundations and associations of citizens.

Organizers of education, authorities and other relevant actors have an obligation to keep documentation and records on adult education, which is compiled in the appropriate databases that serve the purpose of monitoring, analysis and improvement of the adult education, and planning its development. Also, the appropriate data and information on the state in connection with adult education are delivered and connected at the level of the Ministry of Civil Affairs of Bosnia and Herzegovina, regarding to the obligations of Bosnia and Herzegovina in terms of international reporting on the state of adult education could be filled. The relevant statistical institutions have an obligation to monitor the adult education in accordance with the applicable regulations and international methodology and the concept of the European statistical information system on education, training and lifelong learning.

Bearing in mind that the adult education is partnership and shared responsibility of different actors within government, business and non-governmental sector, it is necessary to realize various kinds of cooperation and cross-sector cooperation and partnerships, cross-sector cooperation as well as institutional cooperation. The competent authorities, at all levels, are obliged to provide legal and other preconditions, in line with international and EU standards, for the institutionalization of cooperation and sustainability of social and civil dialogue with key social partners.

When it comes to planning of adult education, it is provided that the competent authorities coordinate and develop appropriate sector strategies and action plans, and make plans for adult education, with prior consultation with representative of the social partners and obtain opinion of the Employment Service, chambers of commerce and other relevant administrative bodies, institutions and bodies. In addition to the defining of the *sources of funding* for adult education, the decision established the principle that in the context of the established cross-sector partnerships and social dialogue, all stakeholders share a common responsibility for the funding of specific measures. Also, the competent authorities are required to establish adequate frameworks and mechanisms for continuous *monitoring* of key aspects of adult education, as well as the implementation of *inspection and professional supervision* of educators.

VIII. REVIEW OF EXISTING EDUCATIONAL INSTITUTIONS IN THE REGION POSAVINA WITH EMPHASIS ON ADULT EDUCATION

Traditionally, the very processes of education and learning take place in educational institutions. In this respect, they play a key role in the field of education and they are part of the education system. The process of education and learning depends on their willingness and capacity in order to transfer knowledge, skills and competences necessary for every individual to successfully fulfill their life roles.

Taking into account the segments which includes adult education, review of existing educational institutions in the region of Posavina can be divided into two categories. The first involves the educational institutions that provide formal form of education, and the other one of the educational institutions that provides informal type of education.

As we pointed out in the introduction, in this part of our attention will increasingly focus only on the educational institutions that provide first-class primary and secondary education in the region of Posavina. In fact, bearing in mind that in the region of Posavina there is no specific educational institution that deals exclusively only with adult education, existing schools were the only educational institutions that provide formal aspect of adult education in this part of Bosnia and Herzegovina.

Today, in elementary schools, implemented is compulsory nine-year basic education, which is free and compulsory for all children. In secondary schools, secondary education is accessible to all, in line with the performance in elementary school, personal interest and abilities. There are two types of secondary schools, general and vocational schools. General secondary schools are divided into high school, art school (music, visual art and other) and religious school, in which the curriculum is performed in four year and the completion of which students have a secondary school education and the possibility to continue education. As for vocational secondary schools there is a technical, economic, medical and other professional school, which is determined by the type of curriculum. Secondary education at vocational schools takes three or four years. The student, completing a three-year vocational secondary education, gains secondary education grade III and no access to higher education. Students, completing four years of secondary vocational education, gain professional qualifications acquired IV degree and has a possibility to continue education.

In Posavina Canton there are nineteen elementary schools (seven main schools and twelve subsidiary schools) and three secondary schools. One high school, High School "Pero Zecevic", is located in Odzak, while the other two, Vocational School and Training Center "Fr. Martin Nedić" are located in Orašje.

Following is the review of the available professions and occupations in high schools in the region of Posavina refers to the 2014/2015 school year.

High School "Pero Zecevic" provides an opportunity for acquiring professional titles (level IV) and occupations (Level III). When it comes to acquiring professional titles, in Odžak students can attend the general direction of high school or acquire titles technician for computing or economic technician - commercial direction. Occupations that are offered to students are the jobs of the Secretary, shoemaker, mechanic and locksmith.

Vocational School in Orašje offers the possibility of qualified (level IV) electrical technician, agricultural technician and medical products technician, and the acquisition of interest (Level III) cook, waiter, hairdresser, farmer and mechanic.

In the training center "Fr. Martin Nedić", students can attend general secondary school, as well as acquire the title of economic technician - financial accounting course, economic technician - commercial direction, business and legal technician.

In the territory of the Posavina region, which belongs to the Republic of Srpska, there are four primary schools and one secondary school, High school "Nikola Tesla", which is located in Samac.

Middle school "Nikola Tesla" provides an opportunity to attend general secondary schools and acquiring the title (level IV) business and legal technician, economic technician, lab-sanitary technician and pharmaceutical technician. Other occupations (Level III) which are offered are locksmith and mechanic.

In Brcko there are twenty-eight elementary schools (fifteen main schools and thirteen podružnih school) and four secondary schools, it is PI Technical School, Public School of Economics, Public Agricultural and Medical School, Gymnasium "Vaso Pelagic “.

JU Technical School in Brcko provides an opportunity for education within the mechanical, electrical, construction, transportation and textile industry. Machine direction offers the possibility of qualified (level IV) and mechanical engineering technician in computer designing, as well as the acquisition of interest (Level III) locksmith, car mechanic, plumber, metal processor cutting. Electro direction offers the possibility of qualified (level IV) technician for mechanic-objects, technician for electrical engineering and electrical technician computing, as well as the acquisition of interest (Level III) electrician and mechanic. Construction direction offers the possibility of qualified (level IV) construction technician and surveying technician, as well as professional development (stage III) concrete pouring specialist and mason. Traffic direction offers the possibility of qualified (level IV) technician road transport and occupations (Level III) motor vehicle driver, while textile direction offers the possibility of qualified (level IV) and textile worker occupations (Level III) Taylor.

JU School of Economics offers the possibility of acquiring the title (level IV) economic technician, business and legal technician, commercial technician and tourist technicians and acquisition occupations (Level III) chef and waiter.

JU Agricultural and Medical School offers the possibility of acquiring the title (level IV) medical technician, food technician, veterinary technician, agricultural technician, pharmacy technician and environmental technician and gaining interest (Level III) hairdresser, florist-gardener and grower-winemaker-winegrower.

In particular the aforementioned professional schools, there is a possibility that the adult acquires secondary vocational education, or perform training or retraining, within certain already offered professions and occupations, based on emergency school enrollment. On the basis of the vacancy announcement, extraordinary students can be enrolled in school in the framework of the existing professions in the current school year, provided that the

same schools have been granted permission by the Ministry for the registration of such part-time students, or adults.

From the above schools for 2014/2015 academic year, only four high schools provide opportunities for adults to acquire secondary education, and 2 in Brcko¹¹⁷ and 2 in Orašje¹¹⁸. Vocational school and training center "Fr. Martin Nedić" in Posavina Canton are authorized to enroll part-time students for the following professions or occupations: sales managers, agricultural technician, hair-dresser and car mechanic. Vocational School in Orašje has 8 registered part-time students (participants), while school center "Fr. Martin Nedić" counts 5. In the Brcko District of BiH, JU Agricultural and Medical School and Public Technical School are approved for part-time students enrolling for the following professions or occupations: mechanical technician, mechanic, plumber, electrical engineering technician, electrical computer engineering, mech-tronics technician, driver of motor vehicles, agricultural technician, hairdresser, butcher, food technician. Currently JU Technical School has 35 students enrolled part-time, and in the PI Agricultural and Medical School 19.

The acquisition of secondary education, training or retraining for part-time pupils in these schools is carried out according to the same curriculum as for regular education. In practice, part-time students do not attend classes, nor practice. Secondary education is acquired on the basis of a consultative-instructional classes and examinations, and lasts as long as the regular education students. Education expenses are paid by participants of the program, and associate students.

Bearing in mind that the high schools are only able to provide adult education for professions and occupations that are already offered in schools, we can safely conclude that they are not able to respond to the needs of adult education as a way of acquiring knowledge, skills and competences in order to increase the level of employability of adults, especially those who are unemployed, considering that the vocations and professions offered within secondary schools in the region of Posavina in large part are not aligned with labor market needs, and to educate the majority of profiles that are already in oversupply. In fact, as mentioned earlier, regardless of the reforms carried out in the framework of secondary vocational education¹¹⁹, offered qualifications that the

¹¹⁷ Registration of part-time students, or adults in the Brcko District of BiH shall be done in accordance with the Regulation on conditions and methods of adult education in secondary vocational schools of Brcko District of Bosnia and Herzegovina

¹¹⁸ Registration of part-time students, or adults in Posavina canton in accordance with the Regulation on conditions and manner of performance and the acquisition of secondary adult education ("Official Gazette of Posavina Canton" no. 5/98, 5/99 and 9/08).

¹¹⁹ At the end of the nineties, in Bosnia and Herzegovina started the reform of the education sector, in which a special attention to secondary vocational education. Thanks to generous financial and technical assistance from international organizations, especially the European Union, various projects have been implemented with the aim of modernizing and adapting vocational education and training to labor market needs. The results of these projects are reflected, among other things, in the preparation and adoption of the Green Paper, White Paper - Joint Strategy for modernization of primary and general secondary education in Bosnia and Herzegovina (2003), Framework Law for primary and secondary education in BiH Framework Law on Vocational Education and Training in BiH, Strategy development of vocational education and training in Bosnia and Hercegovina for the period 2007th-2013th . Also developed occupational standards

education system in the region has to offer has continued to be disharmonized with the needs of the labor market, as reflected by a shocking percentage of youth unemployment.

Schools in the region of Posavina apply available curricula developed in the context of the reform of secondary vocational education (EU VET) on the modular methodology that should enable horizontal and vertical mobility within a profession or a profession, as well as the mobility of students in the territory of Bosnia and Herzegovina.

The informal aspect of adult education can provide various institutions, such as cultural centers, companies, NGOs, scientific and professional institutions, professional and professional associations, political parties, etc.. Taking into account the diversity of institutions that provide informal aspect of adult education, especially the fact that many of them have in addition to educational and many other functions, can be the same to classify the sub-categories, in the following¹²⁰: institution, or organization whose central function of adult education; institutions or organizations where adult education is secondary function; institution or organization for which the adult education closely by function as meet some of the needs that they recognize as their obligation and responsibility and the institution or organization for which the Adult Education Appeal function that is used to support special interests of the institution, or organization.

When it comes to non-formal education, in the region of Posavina, we were not able to get to the information that is there institution or organization engaged in the activities of adult education as a primary activity. Therefore, we can conclude that something like that does not exist. Of course, there are institutions and organizations that provide certain forms of non-formal education to adults who belong to other subcategories of the above, in particular non-governmental organizations. According to the NGOs interviewed, we notice that most of the programs that offered adult education take place in the framework of projects funded by foreign donors. Unfortunately, we could not come to know how many institutions or organization provides an informal type of education to adults. Na primer, none of the organizations from the region of Posavina is not registered on the electronic information database on adult education offered by the Agency for Labor and Employment¹²¹ which is the place where you can access the informal training programs as well as vocational training providers in Bosnia and Herzegovina.

Finally, it is very difficult to determine how many adults are involved in any form of education, formal or informal, is not exactly how many organization or institution exists that deal with adult education, because they have not established mechanisms for monitoring and data collection in the field of adult education. And beside the fact that the strategic directions of development of education in Bosnia and Herzegovina 2008 - 2015 years, and in the Development Strategy of the educational system in Posavina cantons

agreed with the employers and the labor market for certain professions, the further rationalization of the nomenclature of occupations proposal for a new classification of occupations 13 families with a total of 100 occupations, adopted the curricula for 62 occupations developed the modular methodology, was carried out teaching teachers with modern teaching methods and created a manual for labor market research.

¹²⁰ Miljković Jovan, The management model institution for adult education, Journal of Adult Education and Culture "Adult Education", Bosnian Cultural Centre and dvv international, Sarajevo, br. 2/2009, str. 22-23.

¹²¹ www.obuke.ba

2009 to 2015, has planned to establish a register of existing educational institutions / providers of educational services in the field of education and adult training, the same has not yet been established even at the state level, not in the Posavina Canton, as well as in the Brcko District.

This review of educational institutions in the region of Posavina alone indicates a very low level of operational activities of adult education and education for adults, and it is fair to conclude that the existing school work on adult education along the way not as primary task.

IX. COOPERATION WITH OTHER FORMAL AND INFORMAL STAKEHOLDERS

Adult education is a partnership activity and joint responsibility of the various actors, including the administrative agencies responsible for education, labor, employment, social policy, finance and other departments within the government sector; social partners which include chambers of commerce, representative businesses and professional associations; civil society organizations; educational institutions; professional, development and scientific research institutions in the various social sectors and individuals. Partnership and shared responsibility of key actors is important relating to the planning, development and financing of adult education system.

The social partnership is the only way to respond to the challenges of socio-economic growth and labor market needs and individuals for knowledge and skills, and is a joint response of key actors. It is necessary to establish partnership and cooperation at all levels of social organization in all areas of the organization and implementation of education, from the preparation process of legal and strategic documents, planning and creation of programs, financing, accreditation, and certification to other aspects of adult education. The partnership and cooperation, based on common objectives and commitment to their achievement, allow the establishment and development of a dynamic and sustainable system of adult education, in which educational institutions and training programs are based on the needs of the economy and the labor market and the real possibilities of the company and the individual.

In this respect, it is essential to provide legal and other prerequisites for the institutionalization of cooperation, allowing horizontal and vertical coordination, and sustainability of social and civil dialogue with key partners. Therefore, it is necessary to ensure the cross-sector partnerships and inter-institutional level. In fact, given the multidimensionality of adult education, it is difficult to determine a single responsible authority and the need to invest more effort in coordination, inter-sectoral and inter-institutional cooperation.

Thus, inter-sector cooperation, first of all, means that within the government sector, relevant administrative bodies, the administrative bodies responsible for education, labor, employment and social policy and finance, consult with each other and discuss issues related to adult education policies and strategic-operational issues in the field of adult education. Furthermore, inter-sector cooperation includes dialogue and cooperation with the government sector employers and unions, as well as their associations, by almost all the issues the organization, implementation and improvement of adult education, especially in matters of legislative editing of adult education, strategic planning and finance, labor market research, creation and implementation of education programs, accreditation of the organizers and education programs and validation of prior learning. Finally, inter-sector collaboration involves dialogue and cooperation with representatives of non-governmental sector, as important partners in promoting social inclusion and supporting local communities in implementation of agreed policies of adult education. The organizations within the NGO sector have a key role in the provision of educational services to adults, especially in view of their potential to perform a special informal adult education programs. In this regard, networking organizations in the NGO enables sectors to improving diversity offers educational programs, quality education programs and their implementation.

Institutional cooperation implies that within its scope of work, all the organs, professional and other institutions, organizations and bodies in the education and other government sectors establish and maintain mutual cooperation as well as cooperation with other partners within the business and non-governmental sector, and accordingly plan and implement coordinated activities related to adult education policies. Institutional cooperation is focused on developing and improving the quality of adult education, and is based on principles: respect for constitutional and legal competencies in the field of adult education; networking through the establishment of a working partnership and the integration of knowledge, skills and experience; openness and availability of information and data; active participation and action responsibilities of all participants in the process.

In order to improve activities on establishing a more efficient and sustainable inter-ministerial and inter-institutional cooperation and dialogue with stakeholders on shared interests and needs in the field of adult education within the competent ministries of education, labor and social policy is necessary to provide jobs for the monitoring and coordination of activities, cooperation and information exchange in the field of adult education.

Also, in order to establish cooperation and partnership between the key players, it is necessary to institutionalize certain forms of cooperation through legislation that recognize the role of social partners in education and creates the obligation of the administration to involve the social partners in certain processes and activities to include the establishment and development of the education system. Another way that can be achieved by effective cooperation by the conclusion of the agreement on social partnership in the field of adult education, which regulates relations between the partners, their duties and responsibilities, areas of action and the way of mutual cooperation. In addition, the establishment of Council for Adult Education provides a forum within

which it can develop mutual cooperation and partnership culture. Establishment of the Council for Adult Education at the local level plays an important role in identifying the necessary measures that support a policy of economic development and employment in a given community, and thus directly affect the reduction of unemployment, development of initiative and entrepreneurship and restructuring of the economy at local level. Analyzing and monitoring the situation in the field of human resources development, employment and adult education, the role of the Council, is among other things, to identify the needs and priorities in adult education, collecting and disseminating information on education programs and labor market demand for skills and competencies, as well as recommending models and measures of financing and investing in adult education.

In the Republic of Srpska, the Adult Education Act established specific mechanisms of cooperation and determines the manner of participation of the social partners in the field of adult education, as well as the possibility of establishing local councils by local governments in order to efficiently monitor and realization of adult education. Local Council for Adult Education should represent an important link between all social partners in adult education as well as organs of local government, public institutions, employers, trade unions and associations of citizens, and that in addition to coordinating the work of the social partners at the local level, cooperate with the Department of Adult Education. However, at the local level, in the region of Posavina, there is no forum that would establish dialogue and mutual cooperation of all stakeholders in this part of the territory, which is of crucial importance in determining the educational needs within the community, as well as the type of support economic development initiatives at local level.

In the Brcko District of Bosnia and Herzegovina and the Posavina Canton, bearing in mind that there is no adequate legal framework that regulates the field of adult education, also did not define the forms of cooperation between key actors in the field. However, in both parts of the region, they have established advisory bodies to link vocational education and training with the labor market. In Brcko, a tripartite advisory council composed of representatives of the Union of the Brcko District of BiH, the Association of Employers of Brcko District, Division for secondary education, teacher training institutions of Brcko District and directors of vocational schools. Unfortunately, the advisory council does not include employment services representatives, as well as representatives of non-governmental sector. In Orasje, a tripartite panel is composed of representatives of the Independent Union of secondary education and upbringing of the County, the County Chamber of Commerce, the Chamber of Crafts of the County, the Department of Employment, Ministry of Education, Science, Culture and Sports and the directors of secondary schools. However, this body has not yet got off the ground, bearing in mind that it has not met even once.

Also, in the very competent administrative authorities, have not established jobs and responsible employees who would work on the establishment and development of mutual cooperation and partnership with all relevant stakeholders.

X. CURRENT STATUS IN THE REGION POSAVINE IN RESPECT OF ADULT EDUCATION AND LIFELONG LEARNING

Adult education in the region of Posavina is an activity that is sadly underdeveloped, and an efficient and flexible system of adult education in much of the region is not in the conception, suggesting by review of the institutional and legal framework, educational institutions and the level of social dialogue and partnership.

Regardless of the strategic commitment of Bosnia and Herzegovina for the development of adult education in the Brcko District of Bosnia and Herzegovina, as well as in the Posavina Canton, did not take even the first steps in this direction. Authorities in this region have not adopted laws on adult education, which is the cornerstone of the establishment and development of an efficient, dynamic, efficient, flexible adult education system based on the concept of lifelong learning.

Also, throughout the territory of the region of Posavina, no government has adopted a special strategy which would define the directions of development and strategic objectives in the field of adult education at the local level, as well as the necessary measures in order to achieve the same. Unfortunately, in the Posavina Canton, even if there is a strategy that defines specific goals and measures they have still not been made, nor does it appear to be by the end of this year, the final required deadlines for their fulfillment.

Apart from the Republic of Srpska, the other two parts of the region there is no adequate institutional support for the monitoring and development of adult education, bearing in mind that the internal organization of the administrative bodies competent in the field of education, do not have employees who are responsible for adult education.

And if the formal and non-formal adult education takes place in this part of Bosnia and Herzegovina, it is taking place on a very haphazard and questionable quality. As we conclude, based on a review of existing educational institutions in the region, a very small number of secondary schools offers the possibility of acquiring secondary education and the performance of retraining or additional training within their majors offered at the request of the individual who expresses the desire and the need for the acquisition of a particular profession or occupation. However, programs of education high schools can offer are not based on adequate curricula that recognize the specifics of teaching adults and teaching staff is not sufficiently trained to work with adults. Non-formal education takes place almost exclusively in the framework of activities provided by non-governmental organizations in the framework of projects financed by donors.

In the Republic of Serbian, the situation is better level, bearing in mind that of the adoption of the Law on adult education and therefore activities have been initiated to establish a system of adult education and development of the same. The establishment of the Institute for Adult Education created the institutional framework necessary for the development of the system of adult education, especially for establishment of effective inter-sector cooperation necessary. The adoption of bylaws¹²² made possible the very application of the Law on Adult Education. The adoption of curricula for primary and secondary vocational adult education¹²³ comply with andragogical standards that take into account the specific needs of adults is provided adequate and effective form of formal adult education. However, at the local level in the peripheral municipalities of the Republic of Srpska which belong to the region of Posavina, the importance and significance of adult education is not sufficiently understood by the local authorities and individuals, social dialogue is not established in a satisfactory manner and level, and a centralized system of education, local communities have a vital role in monitoring the labor market and determining the educational needs at local level.

The opportunities offered by adult education are not recognized. Interestingly, there was not used an alternative adult education for the profile that is in demand in the labor market even in cases of failure of introducing them in the secondary schools. For example, on the basis of proposals made by the Tripartite Advisory Council in Brcko, was introduced for 2010/2011. year, the opportunity to acquire occupation upholsterer, but the students showed interest in enrolling in this department, and if there was a clear need in the labor market for these profiles and employment opportunities after graduation. In Posavina Canton, it was concluded that there is no interest of employers for some professions such as baker, cook, carpenter, tailor, but not the interest of students to select these occupations, because it is a low-paid occupations¹²⁴. A clear corrective to this failure, in order to meet the needs of the labor market and employers for certain knowledge and skills, could be additional training or retraining adults, particularly the unemployed, but hardly any initiative in this direction. This example clearly shows a lack of awareness about the possibilities of adult education and co-operation between key actors, but also a lack of adult education system that would fast way to respond expressed the need.

¹²² Were adopted among other Regulations on the form and content of public documents in adult education, Regulations on the formation of the examining board, manner of work and implementation of exams, Rules on checks of employers, the Rules of Procedure of choice of adult education, the Ordinance on the content and format Method of Keeping adult education documentation and records, Regulations on the type of professional qualifications of teachers, Regulations of keeping the register of education providers.

¹²³ At the proposal of the Department of Adult Education, the Ministry has adopted the curriculum for basic adult education, curriculum for vocational training for occupations of the third degree of complexity and curriculum for vocational education for occupations fourth degree. See page ww.mpoo.org/index.php/159-naslovna/350-ebilten1.html

¹²⁴ The Federal Ministry of Education and Science, "Analysis of the enrollment policy in secondary education in the Federation of Bosnia and Herzegovina in terms of the needs of the labor market", Information, Mostar, November 2013, page 9th

In the region of Posavina, a large percentage of unemployment is a direct result of the poor economic situation and almost non-existent demand for labor. In fact, if you look at the offer for jobs on the site of the institution and employment services as of 02.11.2015, the total number of employment opportunities advertised in the Serbian Republic is 102, the Federation of Bosnia and Herzegovina 2, in the Posavina Canton is 0, as in the Brcko District. With that in mind, there lurked an opinion that investing in adult education would drastically help in solving the problem of unemployment, which is indicated by the statement itself in the Posavina Canton, which points out that „ if schools educate staff for which there is an interest would not exist “¹²⁵. In parallel, the region where the pre-war period were present big companies, mainly export-oriented, which provided the employment of the population, characterized by lethargy and lack of entrepreneurial spirit. In addition to attracting foreign investors, other ways of ensuring economic growth in the region is the opening of employment opportunities by encouraging entrepreneurship and labor mobility ¹²⁶. In this respect, adult education has a key role as one of the links of the chain of measures to encourage self-employment through training for entrepreneurship and the like, especially in synergy with other measures that promote the programs of economic development and an active policy of the employment.

On the other hand, institutions, and employment services in the region of Posavina, and if within their active measures provide training opportunities, they are conducted in a very modest extent. For example, out of 56 planned training for entrepreneurship, ICT skills and accounting, and English language courses, the Institute for Employment of the Brcko District of BiH has conducted only 12 for entrepreneurship. In Posavina Canton, regardless of the expressed interest of the unemployed for training for ECDL, entrepreneurship and English and German, Customer Service employment was not able to conduct any training because of lack of funds.

Also, in previous years, in any part of the region of Posavina they are not separate public funds from the budgets of municipalities, cantons or districts for the purpose of financing or co-financing of any form of adult education for any population group.

Taking into account all of the above, one may safely conclude that the situation in the region of Posavina in terms of adult education and lifelong learning is devastating. The level of development of adult education in the region of Posavina is not able to respond to labor market needs, communities and individuals. In most of the region, business education is not recognized as an activity of special interest, nor as a possible answer to the problems and challenges facing our society, in the form of effective support economic growth and reducing unemployment. Also, it is clear that in the region of Posavina exist need to improve social dialogue and cooperation among stakeholders, in order to truly enhance the culture of partnership, and the opportunity of dialogue and collective effort in order to establish and develop an efficient and dynamic system of adult education and innovative initiatives that respond to real educational needs at the local level.

¹²⁵ The Federal Ministry of Education and Science, "Analysis of the enrollment policy in secondary education in the Federation of Bosnia and Herzegovina in terms of the needs of the labor market", Information, Mostar, November 2013, page 9th

¹²⁶ The World Bank, "South East Europe Regular Economic Report No.4", June 2013.

XI. EXPRESSED OR IMPLIED NEEDS

In our society, the culture of learning is not sufficiently developed, and is not perceived as significant at a time when the general opinion that "it's not what you know but who you know" in order to be able to find a job. This fact alone indicates how the concept of lifelong learning is not understood, or accepted. And if in the short-term level, can make this statement has a real foundation, on the longer term, constant improvement of existing or acquire new knowledge, skills and competence is a requirement to keep individual employment bearing in mind the requirement for rapid adaptation, continued development and innovation in the work of the company to be competitive.

In this regard, taking into account the state of adult education and lifelong learning in the region of Posavina, first there is a need for advocacy and promotion of adult education and lifelong learning as an imperative in modern society and the way to answer the challenge on a personal and social level.

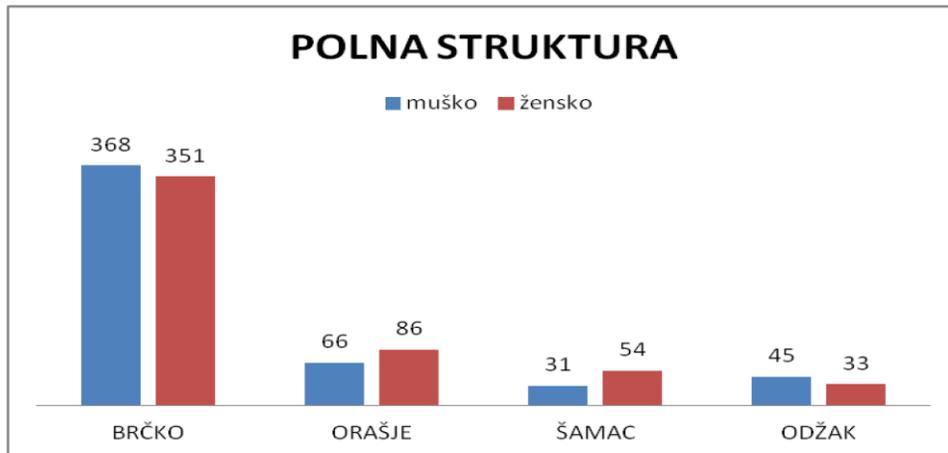
Based on the survey conducted in Intermediate Schools in the region of Posavina, in which surveyed 1,067 students (719 in the BD, 185 in Orasje, 85 and 78 in Samac in Odzak), it is evident that the concept of lifelong learning has not yet taken hold even among students. Specifically, we note that students of secondary vocational education grade III are groups with the largest number of surveyed students who do not wish to continue to educate, that is, to enter university or other upgrading knowledge, skills and competences, regardless of the fact that persons with the same level of education are difficult employable category due to low qualifications. And this despite the fact that more than half of respondents believe that the school does not offer a "functional knowledge necessary for life", and that a number considered to need more hours of practical training. Also, it is interesting that more than 50% of students, in addition to students of high school, said they would change modular structure and that the notion that certain items should be removed from the proposal profile / waist. We remark that the modular teaching should enable horizontal and vertical mobility within a profession or a professions and mobility of students in Bosnia and Herzegovina.

Table 1 Number and structure of the surveyed students

ŠKOLA	BRČKO	ORAŠJE	ŠAMAC	ODŽAK	
Gimnazija	138	29	14	2	
Ekonomska škola - IV stepen	148	51	65	2	
Ekonomska škola - III stepen	26	1	2	5	
Tehnička škola - IV stepen	126	22	0	23	
Tehnička škola - III stepen	59	0	4	3	
Poljoprivredna škola - IV step	81	14	0	42	
Poljoprivredna škola - III step	32	5	0	1	
Medicinska škola	109	30	0	0	
UKUPNO	719	185	85	78	1067

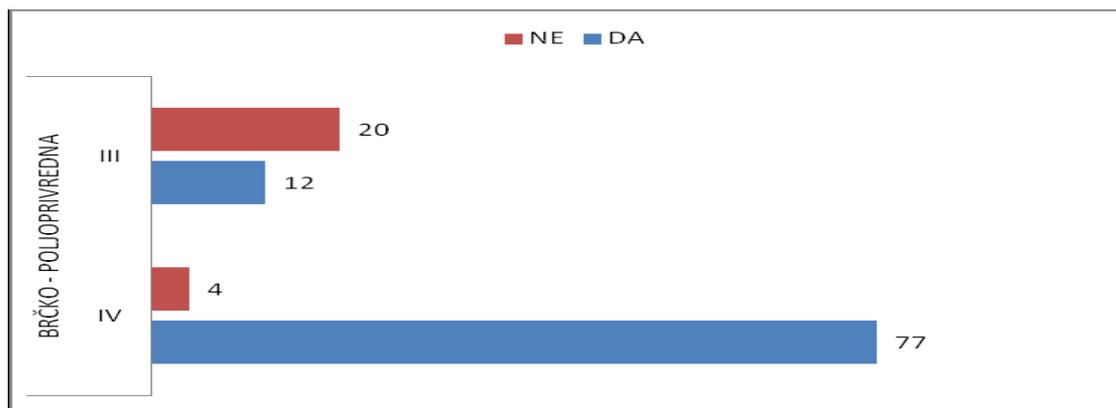
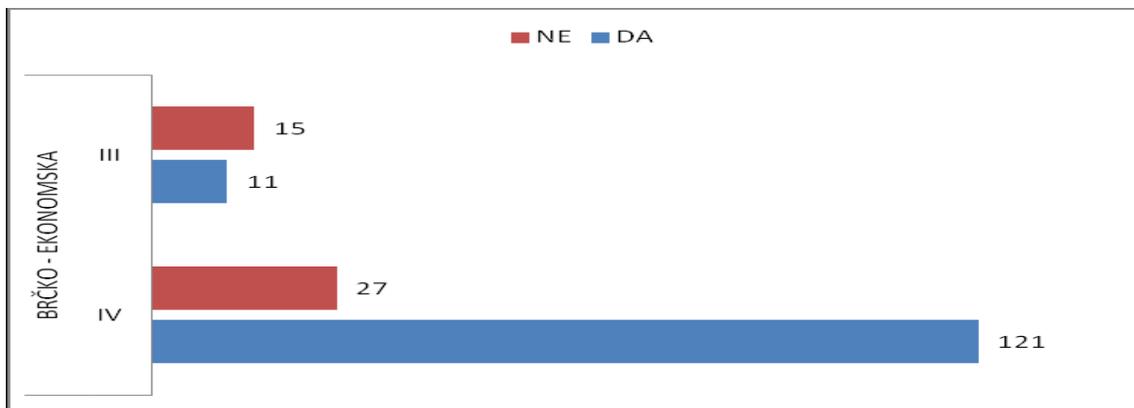
Source: Survey of students' System NGO "

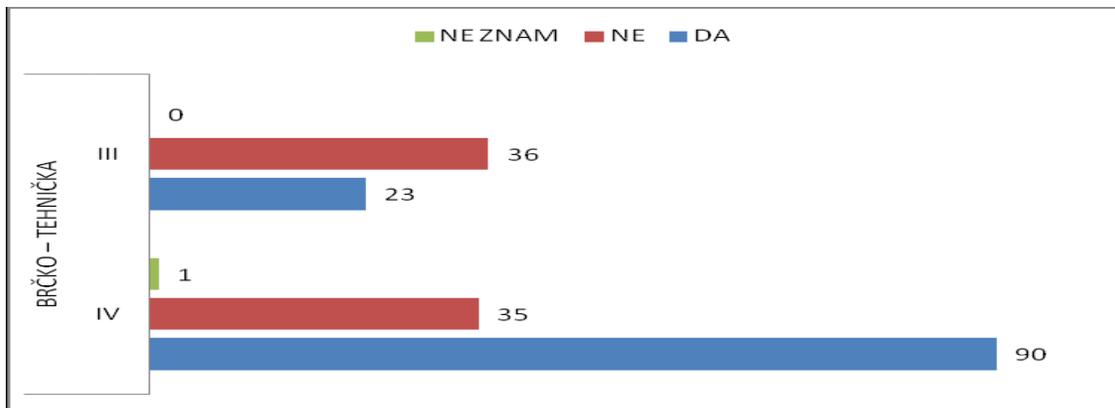
Chart 2: Gender structure of the surveyed students (blue/male and red/female)



Source: Survey of students' System NGO "

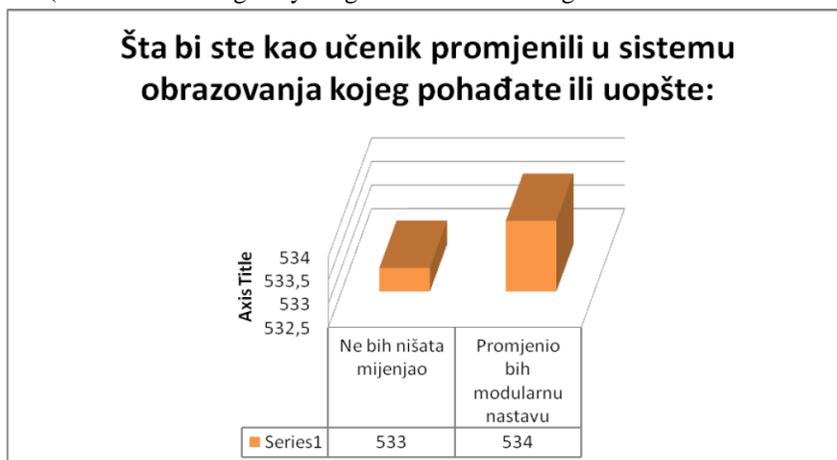
Charts 3, 4 and 5: Answer the question "Do you want to continue to educate, ie. To enter university or other upgrading knowledge, skills and competencies. (red/no , green/not sure and blue/yes)





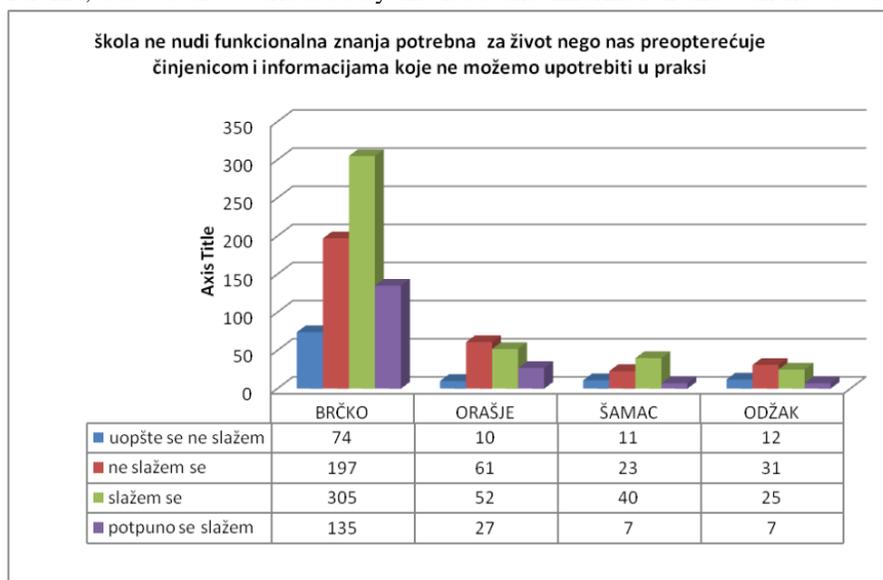
Source: Survey of students' System NGO "

Charts 6: graphic answer to the question "what would you as a student to change in the education system by attending or do?" (i would not change anything 533 / i would change modular curriculum 534) .



Izvor: Anketa učenika „Sistem NGO“

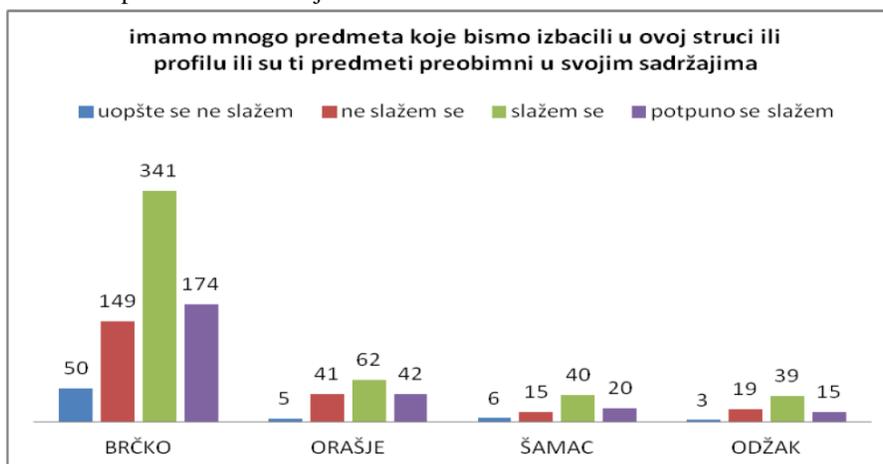
Graphs 7: graphic response to the statement "the school does not provide functional knowledge necessary for life, but we are overloaded by the facts and information that can not be used in



practice“
(Blue/I strongly disagree. Red/I disagree, Green/I agree ,Purple/I agree completely)

Source: Survey of students' System NGO "

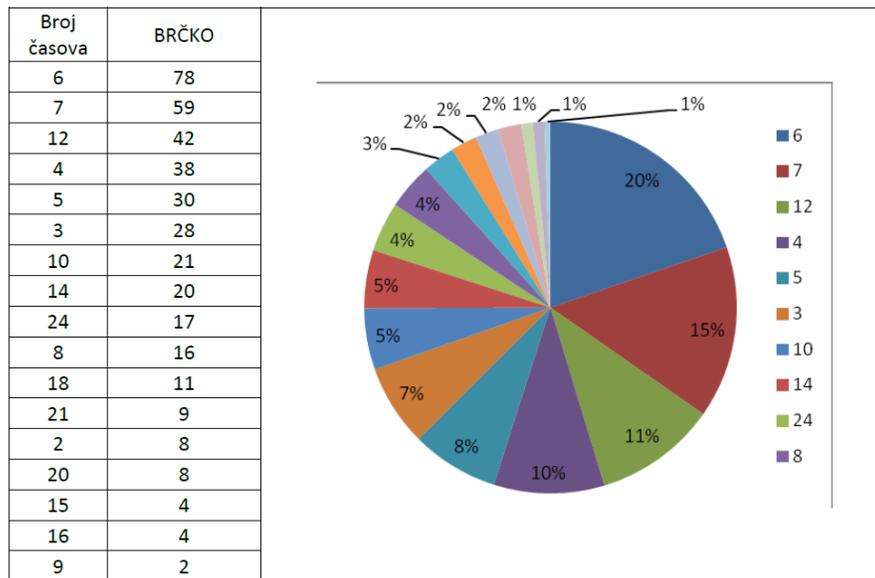
Graphs 8: graphic response to the statement "we have a lot of items that we threw out from this profession or profile or these objects excessive in its facilities“



(Blue/I strongly disagree. Red/I disagree, Green/I agree ,Purple/I agree completely)

Source: Survey of students' System NGO "

Graphs 8: graphic answer to the question "Do you consider that the number of hours of practical training is insufficient and if so how would you have hours / hours of training per week



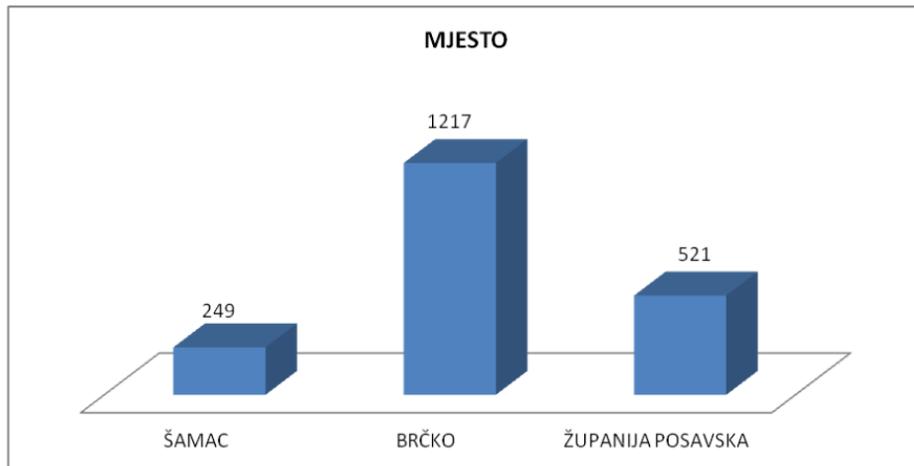
suggested?"

Source: Survey of students' System NGO "

The potential and the importance of adult education and lifelong learning is not yet recognized by the government, and not of individuals. In order to change the perception of society in this respect, it is necessary to primarily government recognize the importance of adult education and the necessity of investing in this area. Bearing in mind that in most of the regions of Posavina there is no relevant legislation adopted, it is necessary to advocate and to the authorities to take the first steps to establish a system of adult education as a way of solving the original structural or long-term unemployment, the burning issue of these communities, and respond to reported the educational needs of the same.

In fact, based on a survey of the unemployed in the region of Posavina, in which surveyed 1,978 unemployed persons, of which 46% in the age group 18-30 years, 32% in the age group of 31-45 years, 22% in the group of 46- 60 years of age, while 46% of women, it is clear that structural or long-term unemployment is burning issue.

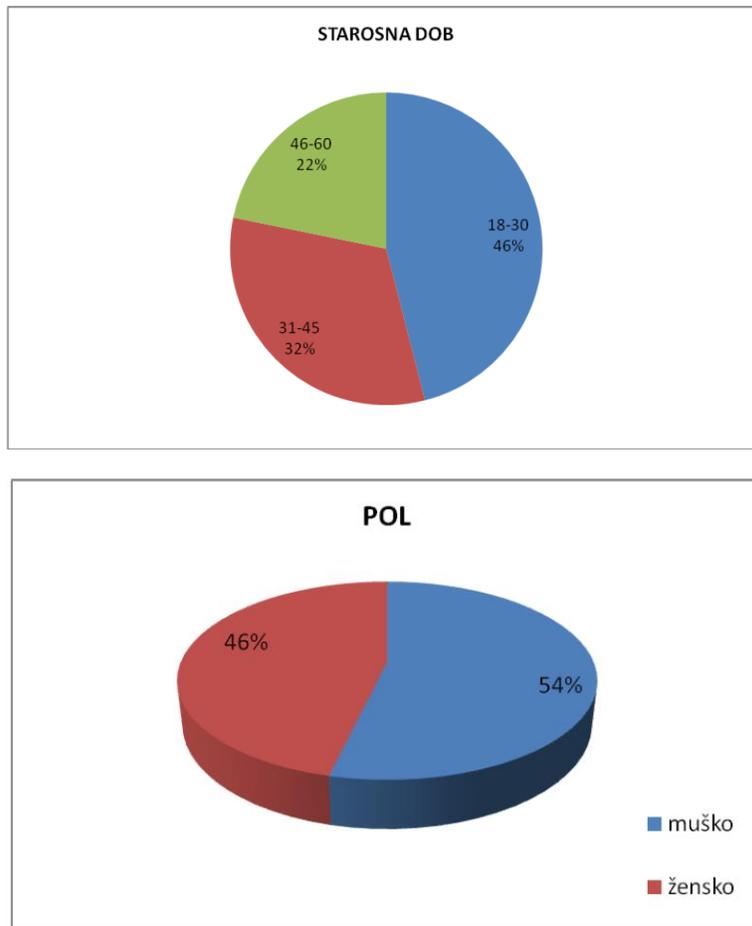
Table 9: Number of respondents



unemployed

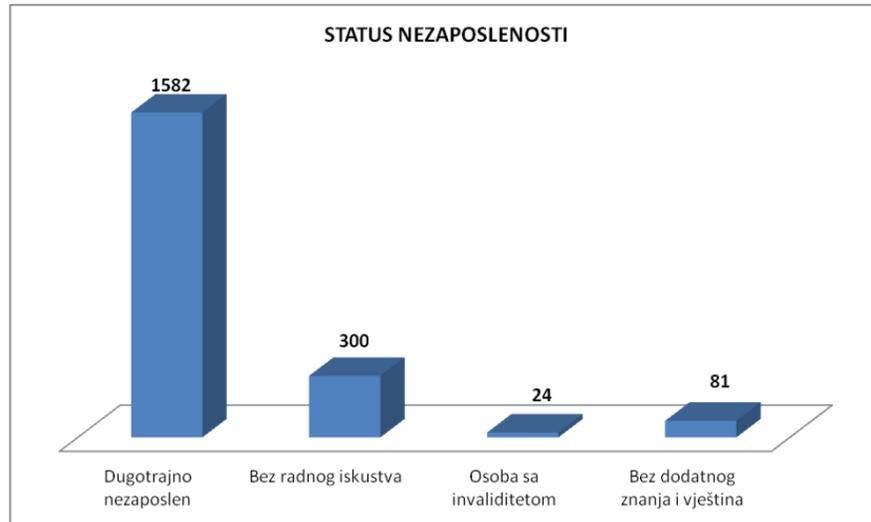
Source: Survey of unemployed "System NGO"

Chart 9:10: Age and gender structure of respondents unemployed Blue/male Red/female



Source: Survey of unemployed "System NGO"

Graph 11: Graphic representation by the status of the unemployed, Long term unemployed 1582, without working experience 300, disable person 24, without additional knowledge and skills 81.



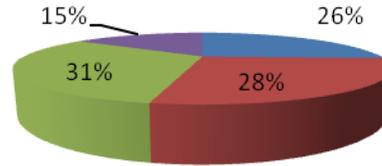
Source: Survey of unemployed "System NGO"

On the other hand, there is clearly expressed willingness about a third of respondents unemployed for prequalification for finding a job. In the municipalities of Samac, Pelagićevo and Donji Zabar, of those surveyed 15% of the unemployed would re-qualify in the case of long-term unemployment, in Posavina Canton 26% in the Brcko District of Bosnia and Herzegovina 26%. They also expressed a desire for self-employment, bearing in mind that 48% in the peripheral municipalities of the Republic of Srpska, 30% in Posavina Canton and 31% in the Brcko District of the unemployed persons would like to run with private business. We can assume that the same education for entrepreneurship or the like would be a significant help and represent an appropriate form of support in order to achieve self-employment.

Graph 11, 12 and 13: graphic answer to the question "what do you plan to stay in the case of long-term (more than 6 months) unemployed?"

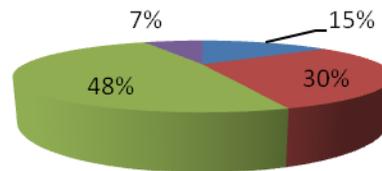
Brčko distrikt BiH

- Prekvalifikovaću se
- Pronaći ću firmu, organizaciju ili instituciju u kojoj mogu volontirati kako bih stekao/la iskustvo
- Pokušat ću pokrenuti vlastiti posao
- Ostalo:



Rubne opštine Republike Srpske

- Prekvalifikovaću se
- Pronaći ću firmu, organizaciju ili instituciju u kojoj mogu volontirati kako bih stekao/la iskustvo
- Pokušat ću pokrenuti vlastiti posao
- Ostalo:



Posavski kanton

- Prekvalifikovaću se
- Pronaći ću firmu, organizaciju ili instituciju u kojoj mogu volontirati kako bih stekao/la iskustvo
- Pokušat ću pokrenuti vlastiti posao
- Ostalo:

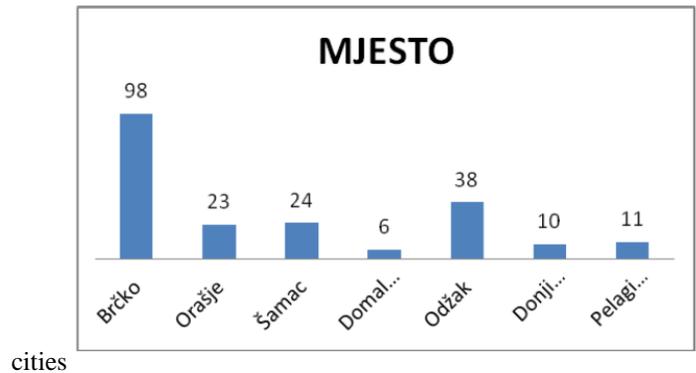


Blue/i will re-qualify, Red/find Company or institution to volunteer, Green/try to start my own business, Purple/Other

Source: Survey of unemployed "System NGO"

On the other hand, employers have expressed the need that applicants for jobs have additional skills, and that 97 of the 210 surveyed expressed the need for knowledge of a foreign language, while 121 of the 210 surveyed expressed the need for basic computer skills and a higher level of knowledge work on the computer, or work on a specific computer program. Furthermore, a number of businessmen highlighted the need to ensure that employees or potential candidates possess certain skills like communication and teamwork. Also, from a survey of entrepreneurs, some businesses have had difficulty finding enough qualified candidates for certain positions, such as welders, fitters specialist isometric, Insulation, scaffolding assemblers and workers on CNC machines. Employers have expressed their willingness to co-finance education programs to increase the efficiency of their employees. This indicates that employers are also aware of their responsibilities and the need to participate in the education of their employees.

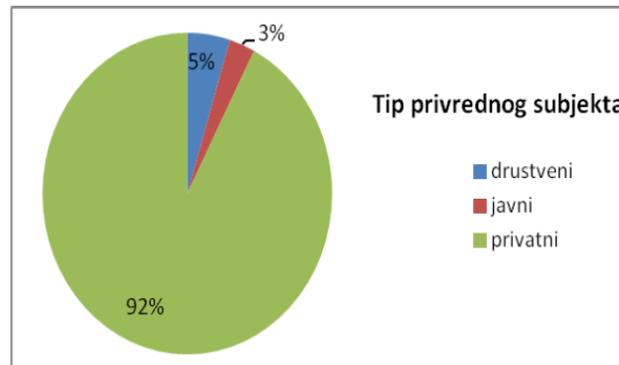
Graph 14: Graphical representation of the surveyed businessmen in the



cities

Source: Survey of unemployed "System NGO"

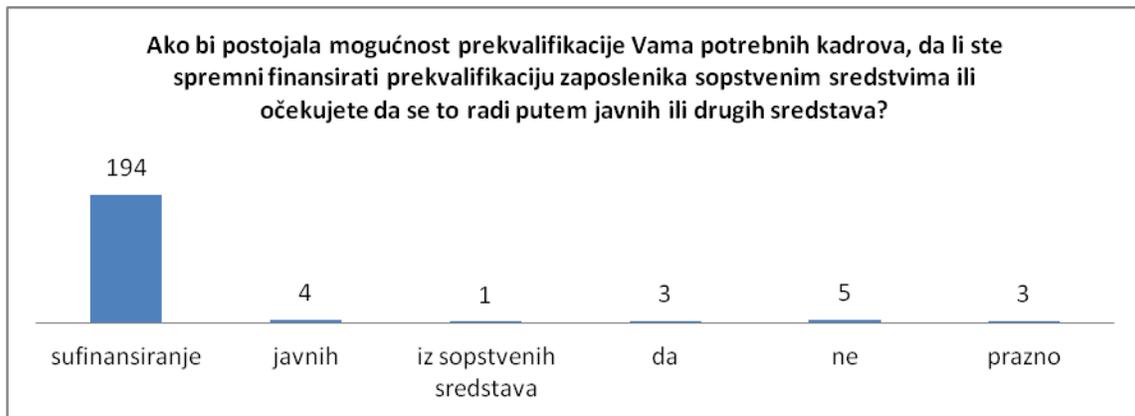
Graph 15: Graphical representation of the ownership structure of the interviewed entrepreneurs



Blue/social owned , Red/public Green/private

Source: Survey of unemployed "System NGO"

Graph 16: Graphic shows the responses of entrepreneurs on their willingness funding retraining



Co financing 194, Public funds 4, own funds 1, yes 3, no 5, 3 empty

Source: Survey of unemployed "System NGO"

These figures are encouraging and suggest the need to provide special offer of adult education programs, both formal and informal, in order to meet the demand for knowledge, skills and competence especially interested unemployed persons. In addition, to their knowledge, skills and competences were relevant, the process of education should respond to certain standards, which indicates the need for developing a system of accreditation of educational institutions and programs, as well as the system of recognition of non-formal and informal ways of acquiring knowledge, skills and abilities.

Need and the willingness of the unemployed, and employers, requires the establishment of an adult education system within which is able to provide adequate support at the institutional and financial level. Namely, it is clear that in the region of Posavina there is not enough adequate educational institutions dealing with adult education, and nor a developed financial system that would instigate the improvement of existing or acquiring new knowledge and skills and thus satisfy the necessary labor market, and individuals.

Finally, given the importance of dialogue and effective cooperation between the key actors in the field of adult education to have education system relevant and effective, the need is expressed to establish adequate mechanisms for cooperation. In this regard, it is necessary to establish councils for adult education with an appropriate institutional support by the competent authority for education, in order to have available the necessary information and analysis, and thus their work, and the voice would be recognizable. In other words, we should strengthen the role of councils in the very system of adult education. Concluding social agreement would also help to clearly define the roles and responsibilities of all relevant actors and developing a culture of partnership.

The level of cooperation is crucial especially with companies in order to enable execution practices within business entities. In fact, one of the criticisms of the system of vocational education is a lack of practical training, and a special performance practices outside the school, which can be inferred from the very responses of surveyed students in secondary schools in the region of Posavina. In this respect, we often heard the desire to introduce a dual system in vocational education, which requires the active participation of the local economy. Modeling system curricula does not prevent that secondary vocational education is working as dual system. Today, schools have the option of contracting with businesses in order to carry out practices within business entities. Unfortunately, in practice this is not happening, or if the practice takes place outside the school in questioning the monitoring and evaluation of practical training. Therefore, in the context of adult education, in order to achieve greater employability, it is necessary to develop educational programs that would involve local economy for practical training.

XII. OBSTACLES / GOOD PRACTICE

For the establishment and development of adult education system in the region of Posavina, especially in Brcko District and Posavina there can be identified two main obstacles.

The first is related to the lack of awareness of the need for, and understanding of the potential of adult education and lifelong learning by the competent authorities, as well as from individuals. No matter that the BiH society long since entered the process of transition to an open society and a market economy, the mentality of society has not yet sufficiently adapted to the changes and the consequences in social, economic and political level caused by establishment of the new society. Primarily, the demands of the economy and the labor market are not understood, the concept of lifelong employment is still the ideal sought. On the other hand, the authorities have difficulties to be face and to find effective responses to the challenges of today. The system of values has changed, but also a new system of values has not yet been established. On the contrary, we live in an environment where individuals have lost confidence in the institutions, whatever they were, as well as the culture of learning and it will take great efforts and reforms in order to restore the trust of citizens and responsible system of values established.

Another obstacle lies in the fact that there may be concern that the establishment of such a system which is a major undertaking. The establishment of a system of adult education requires investment in terms of hiring, on the one hand, and the funding of certain programs of education, on the other hand. But there is still no belief that a truly these measures have contributed to the economic development and meet the needs of individuals, or at least to meet those needs should be a priority end view of other problems whose solution is seen as a priority. Furthermore, the financial community opportunities are limited, and further adult education is considered to be a cost and not an

investment in the future ¹²⁷. On the other hand, there is also resistance to encouraging the development of activities for fear that public schools, because of inertia, will not be fast enough to respond to the expressed needs, and the private sector to take a leading role in this sector. Without adequate traceability and quality assurance of the services provided by the private sector, there is a fear to repeat the same experience as with the emergence of private higher education institutions in Bosnia and Herzegovina.

Also, it is obvious that there is a lack of developed capacity, within schools or public authorities responsible for education, for the design and development of projects on the basis of which could provide help from European Union funds and other organizations to support the establishment and development of adult education system. Such assistance could present an alternative form of financing of certain aspects of this area and facilitate the establishment and development of adult education in these parts of the region.

Specifically, in this regard, and if there are examples of good practice in Bosnia and Herzegovina, in the region of Posavina, unfortunately, only one such example can be prominent, and that the project "STARS - Strengthening the capacity of adult education in technical and vocational schools in BiH" implemented by DVV International, Institute of Adult Education of the Republic of Srpska and PI Mixed Secondary School Tesanj in the period from July 2013 to December 2014., Which is funded by the European Union and the Federal Ministry for Economic Cooperation and Development of the German Government.

The "STARS - Strengthening the capacity of adult education in technical and vocational schools in BiH" conducted training for twenty-pedagogues working in secondary technical and vocational schools (from 21 schools) and 11 unemployed educators who were on the records of the unemployed, with the aim of strengthening the capacity of adult education in secondary technical and vocational schools in BiH and reduce unemployment. A total of 32 teachers from Bosnia and Herzegovina attended the training conducted through modular program. The concept of the seminar was based on the development of andragogical competence and based on the special needs of adult learners. By participating in this project teachers have made the possibility of exercising its competence as multipliers in working with other teachers in the region after the project. Teachers have attended five modules which are logically connected and, as such, represent a good foundation for the development of competencies that are necessary, not only to teachers who implement programs of adult education in their organizations, but also the educational advisers in the educational activities and school directors, which thus allow the benefit of end users - adults, involved in the educational process. After the realization of the planned five modules, in accordance with the assessment and recommendations of the trainers, from the total number of participants selected was 16 educators who have continued with further training of multipliers to work with teachers (trainers of trainers) through three seminars.

¹²⁷ Katarina Popovic, Adult Education in South East Europe, Journal of Adult Education and Culture "Adult Education", Bosnian Cultural Centre and dvv international, Sarajevo, no. 1/2010, p. 21.

Under this project, three persons from the total number of participants are from the region of Posavina. In other words, in this region there are teachers and that may be directly involved in adult education programs, which also might be able to teach other colleagues in this regard. Unfortunately, these potentials are not yet recognized by the competent authorities in order to be able to proceed with an innovative approach to implement certain subsequent activities for the development of adult education in this part of Bosnia and Herzegovina, with very little financial efforts.

Another example of good practice which is worth mentioning because of its coverage of the project "Support for Adult Education" implemented by German Society for International Cooperation (GIZ) and co-financed the Swiss Agency for Development and Cooperation (SDC).

The project "Support to Adult Education", which started in January 2011 and is scheduled to last until the end of 2016 includes six working lines ¹²⁸. The first working line "Training and development" seeks to reinforce the offer in the field of non-formal adult education through the creation of new training. Primarily the focus are production occupations and additional education or training of persons with education level (high school diploma) in order to cover the existing deficit of specialized manpower required in the labor market. The second working line "Certification of informally acquired competences" aimed at establishing a model for the definition and recognition of informally acquired competences in order to better systematization of jobs and greater efficiency of the workforce. The third working line "Professionalism of adult education" is developing and implementing the concept of educational training of teachers as well as staff in other institutions that are directly or indirectly involved in adult education to improve the competences involved in adult staff working in the partner institutions of the project. The fourth working line "Career and educational counseling" provide support to the competent institutions that would be able to identify the needs of companies and persons seeking employment, and to recognize the need to implement in the educational and career counseling. Fifth working line "Raising awareness about the need for adult education" is trying to work through with the public, and inform about the products the project itself as well as other offers of formal and non-formal adult education in BiH, and the need to promote lifelong learning. The sixth line "After the acquisition of primary education" aims to strengthen the competencies of teaching staff, who during work with adults faces various challenges, increasing the number of participants and reduce the number of adults who have not completed, primary schools in BiH, as well as raising awareness of the needs of a subsequent acquisition primary education.

This project aims for adult education in formal, non-formal and informal segment in BiH to be improved in relation to the social and economic needs. The project is taking place in different regions of Bosnia and Herzegovina and does not include the region of Posavina ¹²⁹. Results of the project are visible, such as for example the publication of educational manual - Subsequent acquisition of basic education, the development of the instrument,

¹²⁸ More Leho Azra, subsequent acquisition of primary education in BiH magazine for adult education and culture "Adult Education", Bosnian Cultural Centre and dvv international, Sarajevo, no. 1/2012, p. 107-114

¹²⁹ More on www.fino.ba

"Passport competencies," establishing websites obuke.ba. Taking into account the state of development of adult education in the region of Posavina, particularly in comparison to the regions covered by the project, there is an obvious need for a similar comprehensive project in this part of Bosnia and Herzegovina.

XIII. CONCLUSIONS AND RECOMMENDATIONS

Adult education, as one of the key segments of the education system which is based on the concept of lifelong learning, provides an opportunity to reply to the demands of our society which is facing a number of problems and challenges in order to achieve well-being of society as a whole and its individual. In this respect, the education system should provide the opportunity to adults to acquire the necessary knowledge, skills and competencies to successfully fulfill their life roles. The system of adult education should achieve the goals of lifelong learning, which are reflected in the achievement of personal satisfaction, encouraging the development of the individual, active citizenship, social inclusion and employability. Therefore, it is clear that adult education should fulfill two important functions.

Firstly, adult education represents a "second chance" for people who want to find a job, and do not possess the knowledge, skills and competences that the labor market requires. This corrective function of adult education is recognized in all employment strategies at all levels of Bosnia and Herzegovina as one of the mainstays of reducing unemployment, burning problem of Bosnian society. On the other hand, adult education should enable continuous or continuous training of individuals to cope with the consequences of changes in society for the purpose of personal satisfaction and development. In order to fulfill the expectations of adult education, it is essential that the education system is an efficient and flexible, in order to adequately and efficiently meet the demands of society.

It is encouraging that the authorities at the state level, with the adoption of an integrated development strategy for adult education and lifelong learning context in Bosnia and Herzegovina for the period 2014-2015 and the principles and standards in the area of adult education in Bosnia and Herzegovina, are encouraging relevant institutions to operate in the establishment of the Harmonized System adult education throughout Bosnia and Herzegovina aligned with the principles and objectives of the European Union. However, bearing in mind that the primary responsibility in the field of adult education lies in the hands of entities and Brcko District of BiH, this step is insufficient to establish a system of adult education in Bosnia and Herzegovina, but also in the region of Posavina, because it represents the only guidelines for the relevant lower levels of government to continue to act. There is still a long way to establishing a system of adult education throughout the territory, in view of the divided legal and institutional system of education in Bosnia and Herzegovina.

Unfortunately, in most of the regions of Posavina, we can safely conclude that the situation in terms of adult education with a realistic cause for concern and that there is no

clearly defined system of adult education. The method of conducting formal adult education is inadequate to effectively facilitate the desired corrective function for the purpose of enabling the earliest return of individuals in the labor market. And if certain kinds of non-formal adult education are present, they are implemented in sporadic way, mainly in the framework of projects financed by donors or, to a much lesser extent, thanks to the institutes, and employment services. Further, without establishing a system of monitoring and assessment in the field of adult education, it is impossible at this stage to measure the coverage, performance and effectiveness of existing forms of adult education, bearing in mind that there is no database of the organizers, the adult education programs, and no set way being assessed the quality of the education provided. In addition, there are no mechanisms for evaluation and recognition of learning outcomes in the context of non-formal and informal adult learning.

Furthermore, one of the key aspects of adult education is a partnership action and the establishment of adequately defined ways and mechanisms of cooperation between all relevant actors for the purpose of joint action and effective coordination. It is essential that the partnership and cooperation takes place in a comprehensive manner and to include cross-sectoral, cross-sectoral and institutional level. Cooperation in the region of Posavina between formal and informal actors is very low and it is clear that there are no institutionalized forms of cooperation, or if there are they are not sufficient to encourage or enable the desired level of partnership and dialogue.

It is clear that the situation described in the field of education in the region of Posavina originally caused by the fact that there is no clear defined policy for education, as well as the legal framework necessary for the establishment and development of the system of adult education.

Except part of the Posavina region that belongs to the Republic of Serbian, there is no legal framework for adult education , not in the Posavina Canton, nor in the Brcko District of BiH, with the result that in the region of Posavina has no harmonized system of adult education that is open and accessible to all and which would enable mobility of individuals in the region. Furthermore, the legal framework is not sufficient to establish a system of adult education, but represents only basis on which the competent institutions can further build system by adopting a series of acts, special education programs for adults, establishing institutional support and neopodnim involvement of various actors and the creation of mechanisms of cooperation, in accordance with the guidelines defined at the level of the European Union. The legal framework is only the legal basis on which the system of adult education can build and improve in line with best practices.

Republic of Srpska adoption of the Law on Adult Education set the cornerstone for the establishment of a system of adult education. Department of Adult Education and other relevant institutions of the RS through certain steps, namely, the necessary by-laws and programs that enable the adult education system alive and despite the fact that one can not conclude that the system is fully developed, certain preconditions for its functioning are still met and created the basis for further and faster progress.

Given the importance and function of adult education, and on the basis of all available indicators, adult education should be recognized as a priority area in which needs urgent action. Taking into account the targets set under the strategic commitment of government to increase employment and the role of adult education towards the same, it is essential to invest efforts towards the establishment and development of a flexible system of adult education. This system should be able to adequately and effectively respond to the requirements of employers and the labor market needs of the community and individuals in order to promote personal and professional development, empowerment, adaptability, employability, mobility and active participation in society as a contribution to economic development, strengthening productivity, competitiveness, creativity, innovation and entrepreneurship.

Therefore, in the region of Posavina, it is recommended:

Promoting and advocating for lifelong learning and a culture of learning, as well as for the establishment of a system of adult education

In the region of Posavina area of education is almost not existing or being implemented in unadjusted framework, when it comes to formal education, or the haphazard and questionable quality, when it comes to informal education. This has the consequence that the approach to adult education is inadequate and does not encourage lifelong learning. It is necessary to develop people's awareness of lifelong learning as a way to respond to personal and social challenges of the present and promote a culture of learning environment by breaking prejudices or certain beliefs. On the other hand, adult education is not yet recognized as a priority area by the authorities in the region of Posavina, and it is necessary to advocate the government for the establishment and development of adult education system.

For this purpose, it is desirable to:

- In the region of Posavina, implement projects in order to promote and advocate for lifelong learning, encouraging the establishment and development of an effective system of adult education, particularly to enable the active employment policy measures to solve structural unemployment and facilitating economic growth and raising the level of demand for free workforce.
- Projects advocacy be referred to the authorities, and for their elders, in particular target groups, to encourage lifelong learning, demonstrate the role of adult education and its importance for the individual and for society as a whole and to promote greater awareness among adults that learning is a lifelong commitment that should be carried out at regular intervals during the life, especially during periods of unemployment, changes in interest or as a way of preserving existing employment by raising their own knowledge, skills and competences.

- Projects include civil society and relevant stakeholders in the implementation of projects aimed at developing a partnership, but also incitement different actors in taking the respective responsibilities. In fact, adult education is a partnership activity and joint responsibility of the various actors.
- Developing project ideas, as these proposals is an initiative of one or more key actors in the field of adult education and that the same be sent to interested donors, such as the European Union through the calls of the programs such as "Erasmus +" or other, in order to support the implementation of activities intended for the establishment or development of all aspects of adult education system

The development and adoption of the strategic platform and the legal framework in the region of Posavina

For the purpose of establishment and development of adult education system, it is essential that governments formulate and implement legal and strategic framework for adult education. Specifically, adult education represents an activity of special interest for our society and should become an integral part of the education system based on the concept of lifelong learning, with aspiration that Bosnian society becomes a society of knowledge. The law is a cornerstone in the process of establishing the system and method of editing of adult education. The main objective of the legal framing of adult education is to undergo education activities appropriate standards which will contribute to increasing the quality, efficiency and cost-effectiveness of adult education. Strategy defines the trends of the purpose of revivification of the same, as well as measures to build a social environment and basic mechanisms for Adult Education. It is not enough for the authorities to adopt legislation only, but to invest in the development of the system and enabling environment to encourage adult learning and education to lifelong learning a reality.

For this purpose, it is preferred that:

- Ministry of Education, Science, Culture and Sport Posavina County making draft strategy for the development of adult education and the education law, and forward them to the Government and Parliament of the Posavina Canton for adoption.
- The Department of Education of Brcko District of Bosnia and Herzegovina to review the current draft proposal for the Adult Education Act and the preparation of a development strategy for adult education, and transmit them to the Government and the Assembly of Brcko District of Bosnia and Herzegovina for adoption.
- The Ministry of Education and Culture in collaboration with the Institute of Adult Education RS drafting a development strategy for adult education.

- Draft laws on adult education need to be aligned with the established principles and standards in the field of adult education at the state level, as well as with the principles, standards and objectives of the European Union.
- In the preparation of the strategy and legal framework to include all relevant stakeholders, particularly employers, employees, economic and professional associations, educational and research institutions and individuals.
- Before or immediately after the laws are passed, the Ministry of Education, Science, Culture and Sport Posavina County, and Department of Education in Brcko District prepare and adopt the necessary bylaws, without which the implementation of the law is not possible.
- In the process of defining strategic development of adult education are looking at the real possibilities of the local community in terms of material and human resources and defining achievable targets in accordance with the real needs of the market. Adult Education Development Strategy should also contain an action plan with defined objectives, measures, activities, deadlines, holders of implementation, the necessary resources, and indicators, and indicators of implementation of measures and activities.
- As for the municipalities in the Republic of Serbian, which are located in the region of Posavina, the necessary thing is cooperation and coordination of these municipalities in the assessment of needs in terms of adult education in accordance with the labor market and a common approach to demand satisfaction of needs expressed by the competent central institutions.

Establishment of a relevant and flexible adult education system

Relevant and flexible system of education involves providing opportunities to acquire knowledge, skills and competence in accordance with the requirements and needs of the labor market, community and individual. Relevance is achieved through the provision of high level of cooperation among all stakeholders, as well as developing a culture of dialogue and partnership. Furthermore, the conception of education, methodical and didactical approach, teaching materials, place of instruction, forms of assessment, skills and competencies, as well as other aspects of the educational process should comply with the specifics of adult teaching and andragogical standards

For this purpose, it is desirable:

- Establish advice for adult education at the level of the Brcko District of BiH, Posavina Canton and peripheral municipalities in the Republic of Srpska with defined tasks and jobs.

- Establishing an agreement between basic tips for adult education in order to establish mutual cooperation at the regional level, ie. At the level of the region of Posavina.
- Conclude an agreement on social partnership in the field of adult education between all relevant actors at the level of the Brcko District of BiH, Posavina Canton and boundary Municipalities in the Republic of Srpska, which would regulate the relationship between the partners, their duties and responsibilities, areas of action and the way of mutual cooperation.
- Enter in future legislation on adult education at the level of the Brcko District of BiH and the Posavina Canton institutionalized mechanisms for coordination and cooperation with the social partners, ie. With the competent administrative authorities for education, labor, employment and finances, and representative participation of employers, trade unions and non-governmental sector.
- Establishment of cross-sector teams to develop and determine the andragogical standards in the field of adult education.

Establishment of efficiency and effective system of adult education

Efficient and effective system of education implies ensuring a high level of quality of adult education, including requirements, the learning process and its outcomes. In this respect, the quality is achieved and developed with appropriate system of accreditation of institutions engaged in adult education and adult education programs in accordance with established standards, system of certification of educational outcomes, and system validation and recognition of learning outcomes regardless of where and how acquired, as well as a system for controlling the quality of educational programs through the monitoring and evaluation of programs. Another aspect of efficient and effective system of adult education is to develop an adequate model of financing offer formal and informal forms of education by investing individuals, employers and society.

For this purpose, it is preferred that:

- Are formed a cross-sector teams to develop a system of accreditation of institutions engaged in adult education and adult education programs, and for establishing the standards and criteria of evaluation of the quality of the organizers and program.
- Are formed a cross-sector teams to develop systems for validation and recognition of learning outcomes, and for establishing criteria and procedures for conducting the validation of prior learning.
- Are formed a cross-sector teams to develop a quality control system of education and adult education policies, and establishing mechanisms for monitoring

(monitoring and evaluation) the effectiveness of education programs and adult education policies.

- form a cross-sectoral team to develop appropriate funding models offer formal and non-formal education.
- The competent authorities in the field of adult education, in all three parts of the region of Posavina, appoint members of the aforementioned inter-sectoral teams that would combine the necessary experts and representatives of all relevant actors in the field of education.
- The competent authorities in the field of adult education conducted professional training in the field of androgolije for teachers who work with adults.

Develop adult education programs

Bearing in mind the economic situation and the challenges that face governments in the region, it is necessary to develop curricula programs of primary and secondary vocational adult education, as well as informal education programs in order to encourage the implementation of education programs for adults in the region of Posavina. It is important that programs are the result of real needs for knowledge, skills and competences of the labor market, companies and individuals at the local level.

For this purpose, it is preferred that:

- Are formed a cross-sector teams to develop the curriculum for basic adult education.
- Are formed a cross-sector teams to develop curricula for vocational adult education.
- Are formed a cross-sector teams to develop a program of informal education in accordance with the expressed needs, such as education on entrepreneurship or the like.

The competent authorities in the field of adult education appointed the members of the specified cross-sector teams that will be composed of the necessary experts and representatives of key stakeholders in the field of adult education

Establish institutional support adult education system

It is essential that the Department of Education of Brcko District and the Ministry of Education, Science, Culture and Sport of the Posavina provide internal capacity

to perform the required tasks in the field of adult education, as well as to ensure inter-agency cooperation and support to advisory bodies and desirable project initiatives for the development of the education system

For this purpose, it is desirable:

- Establish units within the Education Department of Brcko District of BiH and the Ministry of Education, Science, Culture and Sport Posavina County in charge of legal affairs and the tasks entrusted to.
- Borrow certain employees within the competent authority for work, employment and finance at the level of the Brcko District of BiH and the Posavina Canton for cooperation in the field of adult education.
- Provide continuous, high quality and uniform supervision of the work of adult education providers.
- Establish and continuously manage documentation and records on adult education and establish a database.
- Support the initiatives and projects that are focused on the regulation of adult education and promote the importance and significance of lifelong learning.

Establishing a center for adult education

Given the state of adult education in the Posavina region in terms of educational institutions and staff, as well as low supply of formal and informal education, there is a need for the establishment of an adult education center that could meet the need for adult education for the entire region of Posavina. The specialized teaching organizational unit for vocational education, training and education that would be focused on economic growth and development of the region through rapid response to the needs of the economy and the labor market for mobile and flexible workforce and high quality meeting the requirements for knowledge, skills and competences both employees and the unemployed.

- Creation of a center for adult education, as an independent institution or as part of existing educational institutions, in which they could carry out programs of formal and non-formal adult education by modular system, as well as training for adults.
- Establish, within the Centre for Adult Education, a unit for professional orientation or career guidance and counseling.
- Establish, within the adult education center, test center in order to enable the system validation and recognition of knowledge, skills and competences acquired in non-formal and informal education, ie. Previous accreditation of learning.

- Establish, within the adult education center, unit testing and analysis of local needs for knowledge, skills and competencies and the development of educational programs.

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