

RECOMMENDATIONS AND CONCLUSIONS

Youth and key competencies FOR LIFELONG LEARNING

Key competencies for lifelong learning

Recommendations and conclusions

Regional project:

Youth and key competencies as a corner stone for EU integration



Forum mladi i neformalna edukacija
and partner organizations:
CZOR, Triagolnik, CEMI i CORNO

B | T | D The Balkan Trust for Democracy
A PROJECT OF THE GERMAN MARSHALL FUND

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Podgorica, November 2010.

Content:

Foreword	5
Key competencies	6
Overview of the situation: Key competences for lifelong learning	8
Key competences in Montenegro	8
Key competences for lifelong learning in the Republic of Macedonia	9
Key competences in Bosnia and Herzegovina	11
Key Competences for Life Long Learning in R. Serbia	12
What do young people say	13
Reports from Forums - Montenegro	14
Reports from Forums - Serbia	25
Reports from Forums - Bosnia i Hercegovina	33
Reports from Forums - Macedonia	38
Review of key competencies	44
Literature	56
Contacts	57



1. Foreword

With this Publication a group of civil society organizations from Montenegro, Bosnia and Herzegovina, Macedonia and Serbia want to present current situation but also to give guidelines and their contribution to the development of key competences as an important element of lifelong learning.

Diversity in approach to key competences that could be found in this document can serve different groups that are participants of the process as well as civil society organizations and relevant educational institutions and decision-makers in Public Administration.

We wish to encourage all of these groups to work actively and in teams on empowerment of each individual striving to develop oneself and contribute to community development.

The Publication was designed in environment where it was difficult to obtain relevant information and reach people who gave their contribution to the development of key competences. We are therefore asking you to consider this Publication as a starting point in the attempt to move from deadlock and in some countries to encourage the acceptance of promoted values as quickly as possible.

Thank you.

Regional Team

2. Key competencies

Communication in the mother tongue

is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

Communication in foreign languages

broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

Mathematical competence and basic competence in science and technology

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge.

Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.

Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Digital competence

involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Learning to learn

is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Social and civil competence

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civil competence equips individuals to fully participate in civil life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Sense of initiative and entrepreneurship

refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

EUROPEAN COMMISSION
Directorate-General for Education and Culture

3. Overview of the situation: Key competences for lifelong learning

Key competences in Montenegro

The following text describes the results of the project “Youth and Key Competences as a Corner Stone for EU Integrations”. The outcomes are collected during the first half of 2010.

European Commission’s – Sector Education and Culture - document „European Reference Framework“¹ / Key Competences for Life Long Learning was the bases for the research on Key Competences in Montenegro. This recommendation features detailed explanation of eight key competences starting with basic definitions and providing full list of knowledge, skills and attitudes assigned with specific competence. The introduced model emphasizes importance of each competence and states that they all together contribute to successful life in knowledge society. Key competences are necessary for each individual to fully gain personal satisfaction and development, active citizenship, social inclusion and employment.

Research² on two out of eight competences, namely “Learn to learn” and “Entrepreneurship”, was conducted in 2002 by prominent experts from educational field and with support of European Training Foundation. The research was conducted in 18 schools in Montenegro. Complete findings and recommendations are in the annex of this publication.

During the project cycle another document was analyzed “Strategy for establishment of National Qualifications Framework in Montenegro” - extremely important paper for introduction of key competences in educational system in Montenegro. This document was the first to explicitly list all eight key competences, and even to plan development and implementation of strategies and action plans for advancement in the key competences acquirement at all educational levels.

The project activities were further designed to encompass described documents and processes as a starting point for identification of stadium in which educational reform is regarding key competences. Following meetings were held with representatives of institutions and organizations involved in formal and/or non-formal education.

Formal education sector has partially included the key competences in curriculums, although “systematic” solution is still missing. Development of key competences among pupils should be monitored and constantly promoted. Today, however, this is left to the discretion and initiative of individual teacher, therefore directly breaching the principle “equal education for all” which educational reform in Montenegro recognized as vital. Positive example, however, is introduction of key competences in the guidebooks for teachers in primary and secondary schools (all subjects). Significant number of trainings was organized for teachers in vocational secondary schools with the aim of introduction of concepts of key competences for life-long learning. Higher education remains uncharted, as through this project cycle it wasn’t possible to acquire information related to implementation of key competences in educational programs, as well as of development and evaluation of any such programs.

Non-formal education sector is largely unfamiliar with the concept of key competences for life-long learning, apart from organizations that use European Voluntary Service (EVS) program.

¹ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Official Journal of the European Union L394.

² Ključne kompetencije za cjeloživotno učenje-Razvoj ključnih kompetencija u crnogorskom obrazovnom sistemu, juli-decembar 2006. WPO6-53’01, European Training Foundation

Through this program they regularly use the key competences framework to “prove” in a systematic way participants learning throughout the process. Representatives and advocates for non-formal education have shown interest to learn more about key competences concept and ways to integrate them in development, realization and implementation of their educational program for new participants and for already trained educators.

Key competences for lifelong learning in the Republic of Macedonia

The analyses regarding the key competences in R. Macedonia was approached from the aspect of formal and non-formal education i.e. identification of the mechanisms used for the development of the key competences for lifelong learning in the frameworks of formal education on one hand, and civil sector on the other. The analyses involved various actors who have direct influence on the development of the 8 key competences through their scope of work. The herein presented overview of the situation regarding this question was developed based on the direct discussions (interviews, forum) with the representatives from the Ministry of Education and Science, Bureau for the Development of Education, member of the research team who conducted the research on the Key Competences for Lifelong Learning 2006 – Final report for the Republic of Macedonia (carried out by the European Training Foundation), representative of USAID involved in the Primary Education Project, teachers from primary and secondary schools and representatives from the civil sector involved in education of young people. In addition to this, results from the desk research on the development of the key competences on national and European level have also been incorporated in the final conclusions.

The document that frames the flow and essence of the reforms in the education system in R. Macedonia is the National Programme for the Development of the Education in RM 2005 – 2015. This strategic document gives an overview of the education system in Macedonia referring also to the weak sides needed to be developed with appropriate activities and changes in order to create efficient and up-to-date education system using the examples and experiences from the EU countries. The mission of this programme is through the education system to assist in the efforts of R. Macedonia to take equal participation in the EU integration process on political and economical level, as well as to create conditions for efficient use of the benefits of the educational, political, cultural and economical globalisation. As regards to the key competences (which are not named within the document as such), one of the tasks is a revision of the teaching programmes and plans in a way to implement the concept of learning outcomes and specify competences and skills expected to be acquired by the student in the framework of the prospected teaching programme.

Nearly all activities related to the formal educational system in R. Macedonia involve a component linked with the key competences. One of the issues is that no explicit reference to this concept is being made, so that we have a situation where all innovations and changes needs to be analysed and afterwards linked with the specific key competence(s). The process of development of the National Qualification Framework is ongoing and it would greatly contribute into understanding the education as a learning that needs to provide knowledge, skills and competences based on which the individual's abilities to be involved in the social life and become competitive on the labour market are measured. Therefore, the interventions in the teaching programmes are called upon valuing the learning outputs on the gained knowledge, skills and competences. The new curricula developed by the Bureau for development of Education are more and more based on goal and process oriented approach of teaching. The tendency is not to create curricula that contain only a list of teaching units, but instead to include goals that the student should achieve. Teaching methods are more based on interactive teaching that stimulates understanding of the teaching material and ability to implement the same in the actual environment and real life situations. The Bureau provides continuous professional development of teaching staff based on

the identified needs. The identification of the needs is done every two years and based on the findings appropriate trainings for the teachers are provided.

In the frameworks of the formal education, several other steps are made: changes of the laws for primary and secondary education, introduction of the nine-year primary education, provision of elective subjects in the regular curriculum. Very significant thing about the laws are that they tend to ensure equal opportunities for all, non-discrimination, language pluralism and lifelong learning. The dimension of compulsory secondary education tends to ensure increased number of young people involved in the formal education. The State School Inspectorate together with USAID prepared the document Quality indicators for the work of the schools, that should provide precise insight into the quality of work of the schools and accordingly to give recommendations for improvement. The indicators should assist school principals and the teaching staff, through self-evaluation, as well as the state school inspectors, through an integral evaluation, to evaluate the effectiveness of the schools.

Most of the efforts are put in the area of ICT and entrepreneurship. One of the priorities of the Government and the Ministry of Education and Science is to equip all primary and secondary schools in the country with PC, and complete the project "Computer for every child". This project also includes activities for education of the teaching staff on ICT skills and use of the software for the computer-based teaching. The concept of the education of the teaching staff is designed so as to train team of teachers in each school that will further on transfer the knowledge and skills to their colleagues.

In regards to development of the competences in foreign languages, the new development is introduction of English language starting from the first grade of the primary school instead of starting in the fifth grade, as it was practise so far.

Very important is the implementation of the Primary Education Project implemented by USAID in cooperation with the Bureau for Development of Education. This is five-year initiative targeting public primary schools in Macedonia. The aim of the project is to improve the quality of instructions and to increase employment skills among the young people. The project should improve teaching process and learning by enabling the students to gain skills for critical thinking; increase access and use of computers and Internet technology; to assist schools to improve learning environment and stimulate learning and creativity; to work with educators within the Ministry of Education and Science towards development of quality teaching materials that stimulate active learning based on research; to improve education in the area of mathematics and natural sciences through improvement of the curricula and teaching methods; and to improve the process of self-evaluation of the schools in order to stimulate and strengthen the quality of learning.

Macedonia has a Law on Adult Education which explicitly refers to the European Reference Framework on Key Competences for Lifelong Learning. The Centre for Adult Education is formed in November 2008 with a mission to promote system of adult education that will be functional, up-to-date and in accordance with the EU standards; the system that will provide high quality of teaching and opportunities for gaining qualifications based on the needs of the citizens which will increase employability, improve entrepreneurship, satisfy the needs of the labour market and give contribution to the economic, social and personal development. The Centre will directly work on development of the key competences, its target group are people over the age of 15 meaning that do not include students of primary school.

The civil society in R. Macedonia that focuses on the education of young people and non-formal education are not fully acquainted with the concept of the key competences, even though they are actually working on the development of some of them. The non-formal education is still not recognized and valued by the governmental institution working in the area of education and among the business sector. The civil sector does not act in joint efforts in the process of recognition and validation of the non-formal education which significantly affects the recognition of the same on societal level.

Young people (NGO volunteers) are generally not familiar with the concept of the key competences. Exception are those young people who participated on certain trainings within the framework of the programme Youth in Action and used Youthpass as an instrument to assess the gained knowledge, skills and competences according to the 8 key competences for lifelong learning.

Key competences in Bosnia and Herzegovina

Research that encompassed educational institutions as well as local and International NGOs showed that there is no systematic approach to key competences issues in lifelong learning neither from civil society organizations nor educational and other institutions. Also, there is neither legislative document nor strategy at any level that plan the work on development of the key competences for lifelong learning.

Formal education curricula are of good quality and in theory partly cover the work on development of the key competences of young people. However, curricula are often overly ambitious and teachers forced to focus on attaining norms and covering syllabus rather than investing time and energy in developing skills and competences of young people. Often teachers are not trained enough to use methods of non-formal education in formal education institutions. Equally, classrooms are not adequate for new learning methods and are often obstacle to interactive work with students. Educational institutions are not inclusive and do not actively involve students in teaching planning processes. There are numerous good practice examples of proactive approach to empowering young people and their activities for general social benefit. These examples and good practices should be promoted and organized.

NGOs promote value and importance of the key competences for lifelong learning through their work and programs. NGOs often organize Courses on development of the key competences but the quality of the Courses is questionable as there is no unique quality assurance system for Courses of that kind. These activities are conducted sporadically with no concrete follow-up actions.

Key Competences for Life Long Learning in R. Serbia

Summary of key competencies in R Serbia was initiated primarily by analyzing the basic document that presents and defines a framework of key competencies at European level (Key Competences for Lifelong Learning, A European Reference Framework). This analysis was conducted through series of consultative workshops with young activists who have a different range of experience in formal and non formal education at home and abroad, as participants and as providers. From the perspective of young people, participants in the educational process highlighted the importance of and challenges in the application of European recommendations in Serbia.

Parallel to this process team analyzed existing documents, as well as made consultations with key stakeholders in this field from the sphere of formal and non formal education. Analysis of documents covered the relevant research, project reports, strategies and laws.

The researches in this area are fairly rare and they usually partially examine the situation of key competencies in Serbia. The project team has primarily considered the conclusions obtained in the "Final report on key competences for Lifelong Learning in Serbia" that in 2007 the research team made for the ETF (European Training Foundation). The study included the accomplishment of competencies through a formal system of education in secondary vocational schools, and only two key competences "Learning to learn" and "Entrepreneurship", that primarily responds to the need to generate a competitive workforce in the labor market.

The general conclusion is that there is a lack of research that would give a broad overview of key competencies, and a map of providers, formal and non formal.

In the analysis of documents it was observed the Law on Education system fundamentals in R. Serbia in 2009 which recognizes set of guidelines and principles of Lifelong Learning. However, it is not defined clearly, and also the law does not recognize non-formal education, except in the area of professional education.

Important documents in the analysis were reports regarding the development of a National Qualifications Framework (NQF) in Serbia. It could be said that for a decade there were attempts in defining NQF initiated on one hand by creation of the European Qualifications Framework, and on the other hand with a fact that the existing system of qualifications in Serbia (Unified Nomenclature of professions), based on the level of education, is outdated and dysfunctional. Working Group within this process in 2005 has adopted a conclusion: "Modern professional education in Serbia must be based on pre-defined learning outcomes and professional competencies whose achievement will be a basic measure of success. Educational programs must be flexible both in terms of content and in terms of implementation method, or duration of implementation. The starting point for creating such, modern educational programs, will be national qualifications system created through the partnership activities of all relevant factors affecting or affected by such a system".

Also in the analysis of relevant documents, the documents dealing with adult education have been considered. The National Report on the development and status of education and adult learning, made by an expert group of the Ministry of Education of Serbia from 2008, identified and analyzed key issues in the field of adult education, presented action plans, drafts of priority projects and proposed the most important steps in the reform of adult education.

An important recommendation for a systematic approach to key competencies is given in the Strategy of Adult Education in the Republic of Serbia in 2005 which is defining, among other things, decentralization and partnership approach in the management, organization and implementation of adult education.

By analysis of various topics it has been confirmed that very often, professional associations

are important advocates the standardization of professions and occupations, and applying the principles of Lifelong Learning.

In the analysis of relevant documents, a special place was given to National Youth Strategy of Republic of Serbia adopted in 2008, which gives a very positive recommendation towards a recognition and implementation of non-formal education, and emphasizes the importance of building key competencies of young people for lifelong learning. In the same context the draft document of Youth Policy Action Plan of Vojvodina, 2010 -2014 is recommending non-formal education beside formal, as an important tool for the achievement of key competencies of active and accomplished citizens.

In the process of consultation with relevant stakeholders in the field of key competencies the interviews were conducted with representatives of the Province Secretariat for Sports and Youth, Ministry of Youth and Sports, Ministry of Education, representatives of various faculties and universities, with several coordinators of youth offices, representatives of civil society organizations that are working on education policies and the media. All stakeholders stated that resolving the problem of key competence is very complex and time-consuming, it can not be resolved by sporadic projects, but that requires a systematic approach and a clear education policy.

These individual consultations later expanded into Dialogue Days “Youth and key competences for lifelong learning” held in Belgrade, on 6th and 7th July 2010, which as the final result brought a set of recommendations for the improvement of key competencies, through the formal education system and through non-formal educational programs.

General conclusions after analysis of key competencies in Serbia are summarized as follows:

Lifelong learning in Serbia is interpreted differently; there is the inconsistency in naming this area, using different terms such as learning until the end of life, learning during whole life, permanent education, adult education and lifelong learning. Also the potential risk is that life long learning can be recognize only as adult education, as professional education of adults, which would put the focus only on building professional competencies, and to some extent neglect the building of personal and civic competencies. There is noticeable lack of a clear picture of educational reforms, and the lack of a positive approach to verification of non-formal education by the state institutions.

However, all relevant stakeholders have an awareness of the need and importance of improving this area, and some efforts have already been made.

4. What do young people say ... Bosnia and Herzegovina

Anes: „ The idea of the project is good and implementation even better. Discussions we had during the project implementation have helped me to reflect on my competences and to get to know the methods of their development and utilization.“

Elma: „Developing competences for lifelong learning is very important as it increases competitiveness in labor market. It would be good to incorporate these into schools’ and Universities’ curricula as many young people have not heard of it.“

Dusko Krstic, Obrenovac City Municipality, Youth Office: “If you plan for one year plant a corn, if you plan for a ten years, plant a tree, if you plan for a whole life invest in educated people”.

Reports from Forums

MONTENEGRO

Forum „Key competences for lifelong learning“ - FINAL REPORT³ -

Introduction

The project „Youth and Key Competences as a Corner Stone for EU integrations“ aims to raise awareness of the importance of the key competences for longlife learning in the countries of West Balkan, as a necessary precondition in the process of integration in EU and the region.

The forum „Key Competences for Longlife Learning“ is organized as a part of the project „Youth and Key Competences as a Corner Stone for EU integrations“ financed by Balkan Trust for Democracy. The project is parallelly implemented in Montenegro, Serbia, Bosnia and Herzegovina and Macedonia.

Aims of the forum:

The forum „Key Competences for Lifelong Learning“ is organized in order to determine, through the open dialogue of the relevant state institution representatives, nongovernmental sector and individuals, what has been done in Montenegro until now in the field of implementation of the Key competences for the lifelong learning concept in the formal education system and nonformal education, and afterwards create the recommendations for the key competences improvement on all levels, in the domain of formal and nonformal education.

During the first day of the forum, the work was designed through presentations of the representatives of state institutions and nongovernmental sector and afterwards through plenary discussion, where the key competences were introduced to the participans, as well as the present situation of their implementation in Montenegro.

The second day was completely focused on creating recommendations for improving key competences on all education levels.

First day

The forum was officialy opened by Tamara Čirgić, executive director of Forum MNE. She greeted the participants, pointed on complexity and importance of the topic and briefly presented the project „Youth and Key Competences as a Corner Stone for EU integrations“.

The facilitator of the Forum, **Dragutin Šćekić**, member of the Governing Board of Forum MNE, presented the concept of key competences for lifelong learning, chronological progression of activities on its shaping, as well as the very European frame of key competences and each of them apart. This was important in order to give the unique picture of the key competences for lifelong learning to the participants and make the information on them structured. The short analysis of the Lisbon overview for 2010 of World Economic Forum, which was done in the end, gave the assessment that Lisbon strategy was not completely realized and that the least results were realized in the area of inovations, exploration and development. At the same time, in our region Montenegro has the leading position in the process of fulfilling the goals of the Lisbon strategy, but also the least results in the domain of inovations, explorations and development, which directly refer to strenghtening and modernization of all aspects of education.

The new development strategy of EU for the period to 2020 emphasize again importance of investing in further development of the society of knowledge and in that way importance of key

³ Author: Dragutin Šćekić

competences as a basis which has to be realized by each individual in order to make progress in the society in all.

Forum participants

Institucija /Organizacija	Osoba
Ministry of Education and Science	Vesna Vučurović Ivana Lagator Jelena Abradović
Education Bureau	Zoran Lalović Nevena Čabrilo
Center for Professional Education	Ljiljana Garić Gordana Bošković Miodrag Vuković
Ministry for Culture, Sport and Media	Bojana Bulatović
Youth Initiative for Human Rights in Montenegro	Dejan Minić
Independent expert	Ajša Hadžibegović
Association of youth with disabilities in Montenegro	Milan Šaranović Velibor Bošković
OKC Juventas	Miloš Burzan
ADP Zid	Aleksandra Gligorović Mirela Rajković
Youth from Kotor and Tivat	Jelena Zečević Tijana Dragojević Marina Bogdanović Saška Lalović
Youth from Podgorica and Nikšić	Irena Marunović Anđela Ščekić Jovana Jelić Jovana Perović Marijana Čvorović Milica Bogdanović
Mladi ljudi Rožaje i Berane	Suad Šabanović Jovana Lutovac
Forum MNE	Tamara Čirgić Milica Bogdanović Jelena Nikčević Sandra Smolović Elvira Hadžibegović - Bujanja

The next speaker was **Vesna Vučurović**, the deputy of minister in Ministry of Education and Science in Montenegro.

She presented the current and previous activities of the Ministry of Education and Science in the field of key competences for lifelong learning, as well as the plans of this roof institution of formal education in the next period. She particularly pointed out the solutions created in the process of implementation of the actual education system reform, as well as the challenges of adapting education system to big changes in the society, specially the education needs of young people in 21st century, what knowledge and values, what attitudes, what personal and generic but also professional and specialized skills and what spirit, young people should possess.

She emphasized how key competences are recognized and implemented in the main education documents and activities in the previous period and she particularly stressed the Book of Change, the key reform document from 2001, the Laws from the Field of Education, 2002, New education Programmes (primary school, high school), Strategic Plan of the Education Reform 2005-2009, as well as the project Reform of the work market and development of human working resources 2007-2017 by which is finally shaped the position of key competences in the education system in Montenegro.

In her presentation, Mrs Vučurović specially paid attention to the activities of the Ministry in the field of monitoring and supporting the education reform and emphasized that modern and advanced solutions in the main education documents in practice are not always recognized in the right way and implemented to the necessary extend, so that Montenegrin education still faces with traditional approach in the teaching. The problem of avoiding of reform solutions implementation in practice was recognized, as well as their inadequate implementation. She mentioned the example of the private high school students in Podgorica, who clearly recognized what are the weaknesses of the traditional approach in their initial education, as well as the advantages of the contemporary education: individual work, positive and cooperative relationship between students and teachers, active methods of learning and working.

Mrs Vučurović also presented the activities of the Ljubljana Ministry conference in June this year in Slovenia, organized by Council of Europe. This conference recognized the crucial importance of professionals in education as a key profession for development of knowledge, skills, attitudes and values necessary for democratic culture. Therefore the activities of Ministry of Education and Science on implementation of the concept of key competences in Montenegrin educational system should be directed to co-teachers and other professionals in education, who should be additionally educated and empowered for implementation of reform solutions.

In the follow up of the presentation, Mrs Vučurović took as an example the key competence of entrepreneurship and mentioned the activities that Ministry of Education and Science implement in the field of strengthening of entrepreneurship competence with students on all level of education.

The next presentation was performed by **Zoran Lalović**, the counselor in the Education bureau of Montenegro.

He exposed a brief overview of the beginning of the education reform (2001-02). According to his words, strategic reform documents were created with the aid of model of developed EU countries, taking in consideration all relevant education documents, as well as Lisbon contract. Then the laws in the education field were created, plans and programmes in primary schools, and high-schools (gimnazia) in 2006/07.

As a part of the education system reform, three institutions were formed with the aim to carry and support the reform solutions: Education Bureau, Exam Center, Center for Specialized Education. Education Bureau is the institution in charge for improvement of the quality of general education on all levels. The Bureau is in charge for designing and improving of education programme quality of generally educating subjects, professional development of teachers, improving work quality in schools.



The Education Bureau has already done the programmes on all levels of education, as well as the programmes of optional subjects.

Education Bureau is the institution in charge for improvement of the quality of general education on all levels. The Bureau is in charge for designing and improving of education programme quality of generally educating subjects, professional development of teachers, improving work quality in schools. The Education Bureau has already done the programmes on all levels of education, as well as the programmes of optional subjects.

Key competences development in formal education system and school is recognized as the most efficient institution in this process. It is important to have in mind that key competences develop through whole set of school activities: through obligatory, optional and facultative subjects, through obligatory activities, free activities, obligatory optional contents...

Mr Lalović then in detail presented in what way Education Bureau implemented each individual key competence and its elements.

One more important change - new methodology of programme writing and realization of teaching: aiming and process developing approach to teaching. In this way through each subject three components of competence are developed: knowledge, skills, values. The new programmes don't contain contents, list of teaching units, but goals that students should reach. The programmes offer activities that portray active working methods. Teacher is encouraged to appreciate understanding and applying of knowledge, rather than memorizing and recognizing materials.

One of the important activities of Bureau is continuing improving of programme quality. A methodological framework was made for analysing and improvement of teaching programme improvement, taking as an important criteria and comprehensiveness of goals, in order to discover threat of bare transmitting of knowledge and to preserve the awareness of need for development of skills and values. Programmes fit with the children's abilities and they are time framed in number of classes, vertically (according to levels) and horizontally (co-relation, inter subjects impregnation) adjusting of all programmes.

Education Bureau encourage and organize continuing professional development of teachers. It goes through: teachers' training, offering professional support to teachers –publishing numerous professional applications dealing with teaching, learning, encouraging school transformation into learning society – the competence standards of teachers were defined in order to develop their work. The system of teachers' progress to higher level of knowledge was designed, based, first of all, on checking of teachers' competences.

The new methods of estimating teachers' working quality, self-evaluation of school – measuring of school quality from inside, but also external evaluation of school work. The bureau also does surveys and analyses as basis for issuing recommendations to schools how to improve their work.

In the end, Mr Lalović stressed that key competences are core and new components of general education in Montenegro.

The presentation of **Ljiljana Garić**, the representative of the Center for Specialized Education, the institution that works on organizing and improvement of specialized education for adults in Montenegro, referred mainly to realized activities in the field of key competences in the domain of specialized education and education of adults.

Center for Specialized Education as a part of its activities develops high number of educational programmes for various education profiles. All programmes are based on target planning and imply approach that joins development of students' knowledge and skills. Specificity of the specialized education that reflects in staff education whose future professions are based on strengthening basic competences of individuals as preconditions for successful orientation and competitiveness on the work market. Opposite to traditional planning and programming directed to educational contents, to cognitive processes which lead to reproductive knowledge, in the concept of lifelong learning that start up with defining of students' competences and education of complete person. The specificity of specialized education is reflected also in the fact that for all educational profiles it asks for defining what knowledge/education contents are necessary, what skills for applying knowledge, what attitudes connected with subject knowledge and competences, what methods and actions will be used for its realisations, what values will be taken in consideration for realizations of competences, what teaching instruments are needed for that process, etc.

Ljiljana Garić emphasized the importance of external checking knowledge role and Exam Center in Montenegro for gaining clear picture of the students' competences development level.

Ajša Hadžibegović, independent expert, focused on trainers' competences in non-formal education.

As important questions for plenary discussion, she mentioned the problem of recognition of competences necessary for formal acknowledgment of trainers, which means criteria and parameters for recognition of knowledge – how to measure level of competences. What knowledge, skills and values a trainer should have in order to work with young people competently? It is necessary to arrange the area of trainers' competences in non-formal education and formal trainers' acknowledgment.

Ajša Hadžibegović also mentioned the example of study “Eight Key Competences for Lifelong learning” of SALTO resource centre, which specify the profile of trainers' competences in European youth work and which is completely based on European referent framework of key competences for lifelong learning. The study of trainers' competences develops on the level of goals and key contents (knowledge, attitude and skills). The main goal of the study is creating frame for recognizing trainers' competences as a precondition for formal acknowledge.

She emphasized that on the level of European Union in the field of developing key competences, beside work market which is in the focus the most, the question of active citizenship is important too. Non-formal education is wide enough to support developing of active citizenship, as an alternative for formal education system aiming, first of all, to satisfy needs of work market. In that way, non-formal education should be complementary to what is done in formal education.



Aleksandra Gligorević (Association for Democratic Prosperity - ZID) in her discussion tried to answer where key competences in non-formal education are on European level and where in Montenegro.

Her opinion is that formal educational system, beside all actual reforms, is still focused on knowledge as the main value and in non-formal education focus is on skills and attitudes where the leading base is the one who learn has inner motivation, desire and will for learning and personal development.

European parliament accepted strategy of investing in youth and strengthening youth in next decade. Employment, entrepreneurship, competitiveness on the market are in focus. Recommendations refer to formal and non-formal education. Non-formal education is not chaotic entertainment but has clear structure also based on goal approach. The recommendation of European Union for the next period is that education and trainings are focused on triangle: education, survey and innovation.

She distinguished voluntary activities as a way of developing key competences. The resolution of European Parliament that recommends volunteering, also recommends to Governments to support volunteering (example: European voluntary programme). They call for usage of European Voluntary Approval as addition to Euro Pass. It is a document which summarizes competences adopted during volunteering or some other form of non-formal education.

Youth pass, presently focused on EU programmes (Youth in action), as an official document which evaluate learning of each individual through non-formal education. Youth pass contains reflection of individual process of learning and it should be used for recognizing and validation of non-formal education. The document also contains the component that refers to employment.

Youth pass is not recognized on the national level in Montenegro.

ADP ZID includes Key Competences in all its trainings, so that participants could be aware of personal benefits from training programme. Key competences are involved in the programme of empowering of adults for volunteering and working with volunteers, which is in the process of accreditation now.

Plenary Discussion

In the plenary discussion that followed, several topics were particularly interesting and they were distinguished as important for further implementation of key competences in Montenegrin society.

The need for consolidating activities and strategies, ie. strengthening communication between educational institutions. One gets the impression that all the institutions of formal and non-formal education system with implementation of key competences is isolated and uncoordinated, which significantly affects the quality of expected results.

In the domain of formal education, the apparent unwillingness to reform the educational system into practice. This is most visible during lessons, where teachers tend to retain traditional lecturing approach that emphasizes the lower levels of learning and prevents the development of key competencies in students. However, it is noticeable in all other institutions of the education system, where there is apparent unwillingness to deal with problems resulting from the implementation of new reform solutions.

Inertia of youth in the education system is a particular problem, whose causes are complex and certainly require serious analysis. Young people show an unwillingness to take responsibility for their learning, lack of interest in the teaching process, and lack of criticism for what the formal education system offers. Young people show reluctance and indifference to learn and improve through the formal education system. An important motivation for learning - the fear of unemployment. Knowledge and competence in a large number of students are not in the forefront. Problem is a disrespectful and employment official criteria, further demoralize youth.

As a consequence of the situation in our education system, key competencies are not sufficiently developed in young people in Montenegro. The first sign of recognition of the importance of key competencies of each individual is the fact that increasing numbers of employees want further training and continued learning. Changes that are inevitable include long and continuous process that must unite the efforts of all interested parties formal and non-formal education, government and NGOs.

The current state of implementation of key competences for lifelong learning in Montenegro.

The first day of the Forum on key competences were characterized by lively discussion and exchange of opinions. The reports of representatives of institutions and NGOs have proved to be very useful for creating a broader picture of key competencies in Montenegro at the moment. Based on all the activities during the first day, the following conclusions on the situation in Montenegro regarding the implementation of key competencies in formal and non-formal education were made:

In the last decade, Montenegro has done much to identify and engage with the concept of key competencies in the education system. It was especially suited to such a radical change in the education system coincided with the start of work on key competences in the European Union. All of the key reform documents directly or indirectly based on concept development of key competences, and Montenegro is actively involved in all relevant projects in the region. New educational institutions in Montenegro, the Institute of Education, Centre for Specialized Education and Examination Center, to a large extent facilitate the work on the implementation of key competences in the education system, and its activities designed just for their strengthening. As a result, the educational curriculum of general and specialized education, which is a target and process - oriented development, including development of knowledge, skills and values of each student, is completely suitable for the development of key competencies, although they are not fully integrated into existing curricula. The openness of the curriculum and designing instruction with a high proportion of elective courses allows space to overcome this problem in the future and easily customize the program to the needs of society.



The problem is insufficient communication and coordination between educational institutions, which undermines efforts to reduce the effectiveness of its actions and contributions to lack of significant results.

However, research results and analysis show that despite a good theoretical basis and put off, the practice of teaching is still predominantly traditional approach to teaching and a simple transfer of knowledge, which significantly hinders the application of the concept of key competencies in formal education. Additional problems are the lack of material resources, departments with a large number of students, low student motivation, insufficient training of teachers. Despite all these obstacles, it is evident that there are positive developments and that there were certain developments in the educational institutions, and that teaching modernized to some extent.

In the field of non-formal educational system, it is evident that good cooperation between similar European institutions exists. The results of that cooperation are quick adaptation and usage of positive European solutions from this field as well as NGO in Montenegro that deals with non-formal education.

Evidently, this is the sector that develops competences, by the nature of non-formal education, but also the way of organizational functioning allows easier and efficient providers of non-formal education and adaptation of the concept of key competences.

The important moment in this context is lack of quality coordination between different organizations, than insufficient possibilities for structured monitoring of activities, as well as for quality assessment of non-formal education. The reason for this is lack of clearly defined quality standards and recognition of trainers` status in non-formal education.

It is evident that in Montenegro some organizations provide very quality services in the field of non-formal education, and in some cases the „formalization“ of non-formal educational trainings happened, especially in the field of key competences. It is also the case that the institutions of formal education take over those programs as a sign of recognition. In this way, the significant influence happens to the formal educational system.

Second Day

The second day of the forum was completely dedicated to the work on defining the recommendations for improving the key competences on all levels of both formal and non-formal education.

The work started with short summary of the results from previous day, and after that the participants divided in two working groups, one for defining the recommendations for the institutions (formal system for education) and other for NGO recommendations (non-formal educational structures). The groups worked separately on these issues. The groups were formed from both representatives of educational institutions and civil society.

The work of small groups was taking place in a constructive atmosphere and through highly active participation of all involved.

At the end of group work, the presentation of group results was brought out as well as the exchange of opinions on each produced recommendation.

Conclusions and recommendations

Institutions (formal system of education)

Institutions

The recommendations for the institutions of formal education that were created by the working group are addressed mainly to the Ministry of education and science as well as to the institutions that deliver educational policies in the schools (Educational Bureau and Centre for vocational education), and also to schools. One part of the recommendations is not concretized, and relates to the need of general society understanding on importance of key competences.

The Ministry of education and science of Montenegro

Iniciranje istraživanja KK u formalnom obrazovanju

There is an evident need for starting initiative related to delivery of holistic research, so that the key competencies could be analysed completely and objectively inside Montenegrin educational system. The results of this research would be the base for future planning of the activities leading to implementation of key competences in educational system.

As a part of the research it is necessary to analyse already realized activities in this field, its quality and results reached.

Correlation between institutions of formal and non-formal education in the field of Key Competences

The Ministry of education and science should initiate and put accent on correlation and partnership with organizations that are providers of non-formal education in Montenegro. This cooperation should be possible through common projects, usage of resources, exchange of good practice, and formal accreditation of the results of non-formal education.

Project Key Competences

The Ministry of education and science should initiate and coordinate one big project related to key competences that would provide networking among all relevant government's institutions and NGO sector. This project would influence on better understanding and accepting of concept of key competences in all educational spheres, and though enable strong influence on the process of recognition of the importance of this topic among wide public.

Educational Bureau of Montenegro

Revision of educative programs

It is needed that Educational Bureau develop intensive activities on the revision of existing educational programs and its adjustment to restructuring, so that the actions are based on development of key competences, whenever it is needed. This is especially important when defining operational goals and standards of educational program.

More intensive trainings for teachers and providing alternative services

It is necessary to provide additional trainings for teachers for the better understanding and implementation of key competences in practice. Aiming this, the creation of new programs for teachers is needed, supported by the Educational Bureau.

It is also necessary to seek alternative ways of trainings for teachers, due to the obviously difficult financial situation, because it is not realistic to expect that it will be possible to train a large number of teachers through seminars and other training. This primarily refers to use of modern technology and organization of distant learning.

Based training for teachers on evident elements of the key competencies that are developed during the learning

Bureau for Education should undertake activities to motivate teachers to incorporate in their teaching practice- evidencing elements of key competencies that students develop during their compulsory and optional teaching and other school activities. This would further ensure the quality of the target planning of teaching and its implementation modern teaching methods based on active learning and scholarly student-centred.

Vocational center Montenegro

Develop standards for trainers VET

Centre for vocational education should develop the standards for trainers, which would be based on competencies.

When writing new training programs for educational profile use Key competencies

As an institution that is continually engaged in creating educational programs in vocational education, vocational training center for all its future activities in this area must base on applying the concept of key competencies in each program. This will largely correspond with the activities of the Examination Centre, whose summative evaluation is based precisely on the development of competencies.

Schools

Funding of trainings for teacher in the field of key competencies

Schools can intensify the financing of training for teacher that is based on the implementation of key competencies. Needs of teachers can be relatively easily determined by analysing the results of external and internal evaluation, which provide guidelines for resolving the most crucial problems and shortcomings in this area.

Promotion of KC through a variety of activities

The school can promote the concept of development of key competences for lifelong learning in the local community, by intensifying cooperation with local government, and businesses.

Society

Informing media about the key competencies in formal education

It is necessary to increase the level of informing media, especially journalists interested in the field of education on key competences, that all future actions and projects directly or indirectly related to this area should be adequately accompanied with an understanding of the importance of media promotion. It is also necessary to conduct the pressure on the media to engage more actively in monitoring these areas.

Raising awareness about the importance of key competences for the development of the society

Devise a media campaign that will affect the general population to raise awareness about the importance of key competences for lifelong learning and promote key competencies in formal and non-formal education.

NFE (Non –Formal Education)

Standardization of educational programs in non-formal education

Conduct research on the status of non-formal education. This may be part of a larger project that would include exploration of formal and non-formal systems.

Use examples of good practice from other countries, where is it applicable.

- The working group will draft state level – MNE (FE and NFE)
- Partnership with state institutions
- Informing society
- Training pool (group of trainers)
- Evaluation of educational contents (standard form at the national level)

Accreditation

- Each training program should be accredited. Proposal of the program need to be in already established standards – Vet Centre
- Consulting National Framework for Qualifications of the Ministry of Education and Science.
- Examination Center MNE (to create a partnership, set standards).

Trainers

- Standardization of profession
- Existing trainers will need to be further educated on key competencies, and validation
- Educational training programs presented in the tables of key competencies
- New-trainers / must finish during their education usage of key competences
- Educational programs are standardized (a form of key competencies met)

Report

CZOR in cooperation with partner organizations Forum MNE Montenegro, CEM and CORNO Bosnia and Herzegovina and Triagolnik Macedonia, is implementing the project “Youth and key competencies as a cornerstone of EU integration” with financial support of the Balkan Trust for Democracy.

The project aims to raise awareness about the importance of the development of key competences for lifelong learning in the Western Balkans as a necessary precondition in the process of EU integration and the region.

Central activity in the project was a two-day forum “Youth and key competences for lifelong learning” in Belgrade on 6th and 7th July 2010, at which were gathered representatives of three social sectors, public, business and civil society, in which experts and young people actively participated in discussions.

The aim of Dialogue Days is establishing dialogue between government institutions, educational institutions, civil society organizations and youth, as a precondition for establishing a partnership for long term and systematic improvement of key competencies young people.

First Dialogue Day

The meeting was open by Dialogue Days organizers with welcome speech of Center of Youth Work director, Danijela Radic and project coordinator Marijana Rodic. The regional project was presented, as well as the significance of this meeting in order to contribute to the process of education reforms in Serbia and the importance of developing partnerships between all relevant actors. After intro speech the facilitator of Dialogue days presented shortly EU recommendations for the development of key competences for lifelong learning, and the results of research conducted in Serbia on this topic.

After the introductory section, the representatives of state bodies, local government and civil society presented their contribution to the development of key competences for lifelong learning.

Ivana Vujic, Ministry of Youth and Sports, Presented the development path of the Ministry of Youth and Sports, development process of the National Youth Strategy (NYS) and the Action Plan, the Strategy of career guidance, and establishment of the youth offices in Serbia, which directly promote and support active youth participation and partnership with civil society.

Ms. Vujic stressed the importance of investing in human capital, capacity-building of youth through various forms of non-formal education as part of the implementation of the NYS. Non-formal education is seen as supplement to knowledge that young people acquire through formal education, and which in strengthening the capacity of young people who are not covered by the formal education system.

She also highlighted the importance of youth participation at the local level, through the work of youth organizations and in the processes of developing local youth policy action plans.

Participants on the Dialogue Days, representatives of the three social sectors, public, business and civil.

organisation/institution	ime i prezime
Ministry of Youth and Sports	Ivana Vujić
Obrenovac City Municipality, Youth Office	Duško Krstić Bojana Ašković
Faculty of Organizational Sciences, Belgrade, (also the representative of Coca-Cola company in Serbia)	Svetlana Pašćan
Alfa University, Belgrade	Prof dr. Predrag Nikić
magazine for young people in the Romanian language - Revista Tineretea	Aleksandar Trudić
Conservation Movement, Novi Sad	Lazar Čovš
Regional Peace Research Institute, Sremski Karlovci	Nemanja Tenjović
Youth NGO, Novi Sad	Tamara Borovica
Society for the Protection of Children and Youth, Nis	Jovana Arandžević
Jazas, Beograd	Nikola Jakovljević
CEGRAD, Obrenovac	Stefan Aleksić
Alter, Obrenovac	Ana Sretenović
Youth Coalition of Youth Peer, Belgrade	Jelena Matić
National Association of Youth Work Practitioners	Dejan Ačanski
Group Let's, Belgrade	Suzana Krstić
Civic Initiatives, Belgrade	Marko Stojanović
Centre for Youth Work, Novi Sad	Milana Mašić Dragan Martinović Gordana Novaković Bojana Marković Danijela Radić Marijana Rodić

Dusko Krstic, City of Obrenovac, Youth Office

Presented a model of local government institutional care for young people, the challenges they face in their work and achievements that contribute to improving the quality of life for youth in Obrenovac. Mr. Krstic said that the task of local governments is to provide space, opportunity and support to youth development and active participation, and that education is the most important component. Referring to the formal education system he has emphasized that importance of education of teachers in order to follow the new educational trends and to enable young people to quality labour market participation. As for the non-formal education, Mr. Krstic believes that there is the lack of those programs considering the needs of young people, that there is present low level of information what causes poor motivation of young people for personal and professional development as well as for participation in the local community.

It was particularly emphasized that in spite of good local examples of youth activism, youth sector is weak, on the local competitions for youth projects applies only “youth active in each action”, and that limits number of youth who have developed the capacity for active participation. Mr. Krstic said that local government is most responsible for supporting young people, with existence of cooperation with all relevant stakeholders and in partnership with citizens.

His presentation, Mr. Krstic finished saying: “If you plan for one year plant a corn, if you plan for a ten years, plant a tree, if you plan for a whole life invest in educated people”.



Dejan Acanski, National Association of Youth Work Practitioners

Presented the development of standards in the field of youth work and the process of recognition of vocation of youth worker at the national level. Mr. Acanski then stressed the importance of clearly defining and specifying professional competences, level of knowledge, skills, attitudes and values, for a specific profession in order to allow clear identification of participation of

such profession in the labour market, but also its specific relation to the related professions/ occupations. This example of a quality assurance system of one occupation/ profession allows an individual or organizational/institutional continuous assessment and evaluation of professional competences. He also said that such a model of defining the key competences acquired through non-formal educational programs can serve as a good practice example for creating new and validation of existing systems of education.

The introductory presentations were followed by discussion in which participants of first Dialogue Day, opened a questions related to the presented model of institutional support to the key competencies of youth: youth offices, educational programs for youth and educational programs for youth workers, as well as educational programs for teachers and professors.

ZConclusions first Dialogue Day - the current state of key competencies in Serbia:

- Participants compared practical applicability of knowledge and skills acquired through formal education system and the knowledge and skills acquired through non-formal education programs, emphasizing the advantage of non-formal education that enables personal experience and a sense of satisfaction of resolved tasks and results.
- The discussion highlighted that lifelong learning in Serbia is interpreted in different ways, that there is inconsistency in naming this area by using different terms (learning until the end of life, learning during whole life, permanent education, adult education and lifelong learning). The potential risk is that lifelong learning can be recognized only as adult education, as professional retraining of adults. Also it is recognized the lack of systematic approach by state institutions, and in practice can be seen only ad hoc actions of individual projects of institutions and organizations that do not cooperate enough with each other.
- It is informally announced opening of National Agency for Lifelong Learning with the support of the European Commission, under the patronage of, probably two ministries, the Ministry of Education and Ministry of Youth and Sports. But at this moment it is not completely clear which would be responsibilities of the future Agency.
- Presentation of research findings “Final report on key competences for lifelong learning in Serbia” that in 2007 the research team made for the ETF (European Training Foundation) are qualified by the participants as insufficient to show the state of the whole range of key competences in Serbia. The investigation included the acquisition of competencies through a formal system of education in secondary vocational schools, and only two key competences: “learning to learn” and “entrepreneurship”. This narrow approach to reviewing of key competencies does not provide enough high-quality picture of the current situation and necessary measures for improvement.

Second Dialogue Day

The second Dialogue Day was opened by recalling the conclusions of the first working day, and with presentation of a work plan on defining recommendations for the improvement of state of key competencies of young people in the Serbia.

Further work is organized within two working groups:

- Group I - Recommendations for the formal education system, and
- Group II - Recommendations for non-formal educational programs.

Discussions were guided towards defining the following:

- Definition of formal and non-formal education in terms of key competencies,
- Problems and Challenges of the aspects of key competencies,
- Solutions to existing problems, and
- Key actors in the process of improving the state of key competencies.

Group I - Recommendations for the development of key competencies through formal education

Problems and challenges in the aspects of key competencies:

- Lack of knowledge on the concept of key competences for lifelong learning
- The fear of non-formal education affect formal education
- Prejudices about non-formal education as a non-professional
- The lack of support for individual talents within school – (some schools slow down talents)
- Equivalency between competences acquired through formal and through non-formal education
- Lack of cooperation between formal and non-formal education providers
- Lack of cooperation between the institutions of formal education, as well as lack of cooperation between schools and local communities, in order to improve students' knowledge
- Certification and verification of programs and educators (both, formal and non-formal education)
- Lack of a developed system of monitoring and improving the competence of teachers and professors
- The classes of civic education is an opportunity to promote non-formal education and lifelong learning
- Lack of acknowledgment of key competences development as one of the goals of formal education
- The lack of literature which teachers and students are introduced to lifelong learning
- Lack of mentoring within formal education.



Suggestions for solving the existing problems:

- The development of critical thinking of young people
- Promote the concept of lifelong learning with emphasis on the purpose (the positive side and benefits)
- Promote the importance of the key competence “Learning to Learn”
- Development of pedagogical, didactic and methodological competencies of teachers
- Training of future pre-school teachers, teachers and professors. The educational programs for these professions deal with topics of key competences for lifelong learning
- Create concept for development and implementation of key competences for lifelong learning
- Map resources to support lifelong learning
- Develop models appropriate to different ages. This is important because it can not be addressed in the same way to the different age groups.
- It is necessary to support and develop cooperation among all actors in the field of lifelong learning (service providers in the formal, non-formal and informal education, and community)

Key actors in the process of improving the state of key competencies

- The Ministry of Education,
- The Ministry of Youth and Sports,
- The Ministry of Labor and Social Policy,
- The Ministry of Finance,
- Provincial Secretariat for Education,
- Provincial Secretariat for Sports and Youth,
- Regional centers for education,
- Educational Councils,
- Faculty of Law,
- Civic Initiatives,
- UNICEF,
- Union of high school and university students,
- Media

Group II – Recommendations for the development of key competencies through non-formal education

Defining non-formal education in terms of key competencies:

- In the center of non-formal education is a person, personal capacities and social skills
- The focus is on process and personal experience
- The priority is the applicability of knowledge, skills, attitudes and values
- Non-formal education is as formal, organized and planned, but is adaptable more.

Problems and challenges in the aspects of key competencies:

- Lack of recognition of key competences acquired through non-formal education on the labour market
- Lack of quality assurance system for assessment of key competences acquired through non-formal education
- Decision-makers do not understand do not recognize the importance of non-formal education and key competences for lifelong learning
- In the civil sector there is no agreement in dealing with the definition of key competencies and assess the quality of non-formal education. There is a lack of systematic approach and partnerships among providers of non-formal education but competitiveness exist between them.
- Lack of continuous and objective monitoring and analysis needs on the ground, but short-term orientation of donor requirements
- Through non-formal education programs can not be addressed all of these key competencies to the EU recommendations



Suggestions for solving the existing problems:

- Sensitization of representatives of state institutions and bodies for the recognition and promotion of key competences acquired through non-formal education (CSO advocate)
- Establishment of national body to deal with the recognition and promotion of key competences for lifelong learning (National Agency)
- Creating a declaration on the development of key competencies (as a first step towards the Strategy, the proof of readiness and willingness to approach problem solving)
- Create a National Strategy with an action plan for lifelong learning and development and evaluation of key competencies
- Through national, regional and local competitions encourage partnerships on development of key competences between civil society and institutions
- Organize legislation to regulate the recognition and valuation of key competences acquired through non-formal education
- To create an instrument for the assessment and evaluation of key competencies acquired in non-formal education
- Establish a body that monitors the assessment process of key competences acquired in non-formal education
- Create educational programs for educators in non-formal education to ensure quality work and quality of the acquired key competences
- Inclusion of youth in the process of recognition, evaluation and promotion of key competences for lifelong learning - educating and informing young people
- Create a national campaign to promote competences and lifelong learning, including celebrities, youth ambassadors
- Use a variety of creative methods and channels of communication for make the issue closer to young people

Key actors in the process of improving the condition of key competencies:

- Civil society organizations,
- The Ministry of Education,
- The Ministry of Youth and Sports,
- Provincial Secretariat of Education,
- Provincial Secretariat for Sports and Youth
- Business Sector
- Young people,
- Media

After presenting the conclusions of both working groups, all participants of Dialogue Days took part in summarizing and defining the general recommendations for improving the state of key competences for lifelong learning.

General Recommendations:

- Creating a common national platform that will lead to dialogue, cooperation and positive changes
- The necessary cooperation between all relevant actors from all three sectors, with obligatory involvement of young people who will represent their needs, personal experiences, give suggestions for solutions
- To set up competent authority (the Agency) and provide the legal framework which will provide support mechanisms to lifelong learning
- To promote volunteer work that allows the achievement of personal experience and development of key competencies
- Stand out examples of companies which are hiring workers with competences acquired through non-formal education, but also create in-house programs to develop key competencies
- As encouragement, in the future provide tax relief for companies that provide in-house programs for development key competences of employees

Key competences for lifelong learning Report from Forum held in Sarajevo

30. June – 1, July 2010.

CORNO and CEM, in cooperation with Forum MNE from Montenegro, Triagolnik from Macedonia and CZOR from Serbia, have been implementing the project „**Young people and key competences as a cornerstone for EU integrations**“, funded by Balkan Trust for Democracy. This regional project aims at raising awareness of importance of key competences development for lifelong learning in the Western Balkans, as one of the necessary prerequisites in EU integrations in the region. As a part of the project, two-day Forum „Key competences for lifelong learning“ was organized in Sarajevo on June 30, – July 1, 2010. and gathered numerous experts and activists of youth organizations that actively participated in discussions and working groups.

First day of the Forum „Key competences for lifelong learning“ was organized to provide theoretical review and systematic overview of the key competences and importance of lifelong learning as well as exchange of opinions and experiences in the area of development of the key competences at all levels of education. Participants heard presentations of 4 speakers.

Mr. Ranko Markuš, Deputy Director of the project „Youth employment“ presented theoretical review of the key competences. Mr. Markuš presented eight key competences and their relevance for employability and empowerment of youth. Concrete examples have supported theoretical framework and explained theoretical theses (for more information please see Presentation in the Appendix.)

Mr. Erol Mujanović, Project Manager of „Employment and young people staying in BiH“ reflected on the current situation of workforce in BiH and findings of the World Bank on life skills (for more information please see Presentation in the Appendix.) These two presentations gave general framework and wider picture of the key competences and situation in BiH.

Mr. Davor Odobašić based his presentation on experiences from the Internet portal posao.ba, linking and importance of key competencies for finding and keeping a job. One of interesting messages of the presentation was that key competences, especially „Learning how to learn,





interpersonal and civic competences, entrepreneurship and cultural expression“ often play crucial role in getting and keeping a job.

Key competences and their importance for EU integrations were the topic of presentation of **Mr. Pregrag Praštalo** from **European Movement for BiH**. Mr. Praštalo spoke about why development of the key competences is important for young people and gave numerous examples on how fostering competences such as „learning how to learn, interpersonal and civic competences, entrepreneurship and cultural expression“ is important element to youth mobility and successful business.

Participants received useful input from Ms. Slavica Drašković who presented TACSO project activities as one of the methods of gaining knowledge and skills through non-formal education and shared her experience on her work in the field of non-formal education in BiH.

Discussion that followed was based on linking formal and non-formal education with opportunities and needs for recognition and fostering of the key competences of young people. All attendees concluded that Bosnia and Herzegovina does not have a systematic approach to non-formal education and development of the key competences of young people and that formal education is far from ideal in terms of development of the key competences of youth. Non-formal education still focuses on transferring theoretical knowledge and not on linking theory and practical work, which does not provide young people with adequate knowledge and skills to ease their job search and to start professional life. On the other hand, employers cannot find adequate workforce for jobs they offer in the market and therefore organize in-service trainings for new employees. The conclusion is that, although they are positive, these actions of employers are a necessary evil as they are forced to invest in knowledge and skills of their new employees.

Second day of the Forum started with reminding participants of topics and discussions of the previous day as introduction to the work of thematic groups. Participants were divided into two working groups. The first group was discussing issues of the current situation in formal education while the second one was discussing non-formal education and how civil society organizations can contribute to development of non-formal education and key competences of young people.

Work of the working groups was very productive and the following messages derived:

Working group 1 – Conclusions:

- Curricula are of good quality and largely cover the work on development of the key competences of young people. However, curricula are often overly ambitious and teachers forced to focus on attaining norms and covering syllabus rather than investing time and energy in developing skills and competence of young people.
- Often teachers are not trained enough to use methods of non-formal education in formal education institutions. Also, classrooms are not adequate for new learning methods and are often obstacle to interactive work with students.
- Educational institutions are not inclusive and do not actively involve students in teaching planning processes.
- There are numerous good practice examples of proactive approach to empowering young people and their activities for general social benefit. These examples and good practices should be promoted and organized.
- Inclusion Index has been developed and translated to BiH languages and it may be good instrument for schools to develop their capacities and standards in that field.
- Example of good practice is CORNO that developed Course for Teachers for using methods of non-formal education in schools. The Course provided teachers with new experience, knowledge and skills.

Recommendations for government institutions:

- To adjust curricula to young people’s needs and place a student in the center of teaching process.
- To work on improvement of teaching conditions and regular trainings for teaching staff on new work methods.
- Applying quality assurance system in High Education, incorporating key competences in faculties’ curricula;
- To promote community service work and examples of good practice of proactive youth participation in activities beneficial for the community
- Monitoring and evaluation; supervision and assessment of work quality in formal education;
- Strengthening of inclusion index – especially children with special needs and involving children in planning of teaching processes.



Working group 2 – Conclusions:

- Large number of NGOs organize Courses but the quality of some of them questionable;
- Example of good practice is Universal School of Sport organized in Tešanj – children gain skills and develop competences while doing different sports.
- Initiative to harmonize formal education system and non-formal methods of education; those project would contribute to development of communication and possible cooperation between institutions and NGOs.
- There is a need for quality assurance and establishing cooperation with government

Recommendations for civil society:

- It is necessary to analyze indicators of key competences. Promotion of findings of the analysis need to encompass and actively involve all important stakeholders from various relevant sectors for key competences development
- Lobbying and advocacy, raising awareness of definition and importance of the key competences as well as the importance of non-formal and lifelong learning;
- It is necessary to identify target groups for development of system of the key competences of young people and to work with them. Possible target groups are:
 - NGO – to look for adequate approach to development of the key competences and assurance of work standards;
 - Government – civil society and government need to jointly develop programs and approaches to the key competences;
 - Media – important stakeholder in promotion and raising awareness of this issue;
 - Private sector – has interest in development of the key competences in order to gain quality and the best possible competencies; it is in their interest to support and promote the work on these issues;
 - Employment Agencies – recognition of non-formal education and registering certificates obtained in non-formal education;
 - Pedagogical Bureaus - accreditation of Courses implemented by civil society organizations and quality and standards assurance of non-formal education;
- Education of staff for transfer of knowledge and skills;
- Peer education;
- Accreditation of Courses organized in schools;
- Recognition of certificates and documents by formal education institutions;
- To establish cooperation with existing networks promoting and advocating for non-formal education and lifelong learning.

Učesnici foruma

Institution / Organisation	Osoba
Ministry of justice	Vildan Hadžihasanović
Ministry of education SBK-a	Ivica Augustinović
Proni – Brcko	Damir Pervanović
OSCE	Nihad Gavranović
UNFPA	Adi Kolasević
experts	Zehra Kačapor Erol Mujanović
Young people from Doboj i Maglaj	Daliborka Maksimović Olja Brkić Karabegović Elma Anes Osmić
Young people from Travnik i Zenica	Amar Muračević Aldin Vrškić Adisa Tirić Jasmin Mustafić Binasa Beharić Alina Šehić Semra Bojić Selena Grizić Admir Beharić
Young people from Sarajevo	Merima Manjušak Ermina Nušinić Monika Šimunac
Jelah	Irfan Garić
Posao.ba	Davor Odošević
European Movement	Predrag Praštalo
GOPA	Ranko Markuš
Corno	Nada Crlić Ismet Karabegović Almir Ramić Milomir Vujanović Sabrina jasenica
Cem	Adis Arnautović Karolina Plišo Nedim Pripoljac Nedim Topčić

MACEDONIA

Report from the FORUM Key competences as a cornerstone for integration in EU

29-30 June 2010, Skopje

Report from Day 1

The analyses of the situation in regards to the key competences in Macedonia, has been approach from the aspects of formal and non-formal education. Therefore, the Forum comprised representatives from both governmental sector in the area of education and civil society organizations. Since the field analyses identified very poor knowledge of the concept of key competences among all relevant social actors it was necessary to give overview and introduction to the key competences (even though the information documents has been enclosed together with the invitation for the Forum) in order to set ground for further discussions, conclusions and recommendations.

There were two presentations on the first day. The first presentation was given by representatives from Triagolnik and it was based on presentation of the concept of the key competences; the current situation in the EU based upon the progress report on the working programme Education and training 2010 (part referring to the key competences – Key competences for changing world); and the situation within the civil sector and their work related to this matter. This part of the presentation gave broader overview on the each competence; stressed the serious approaches within the formal education to ensure mechanisms that will work on the development of these key competences; stressed the importance of the formal education teachers to be educated and trained to be developing key competences among the students; and gave an overview of how key competences are approached within the civil sector.

The Youthpass was presented as a positive practice for evaluating the development of the key competences.





The second presentation gave an overview of how key competences have been approached by the relevant educational governmental institutions (Ministry of Education and Science, Bureau for Development of Education, Center for Adult Education and schools). It must be mentioned here that the knowledge of the key competences among these institutions is on a very low level. There is not institutional knowledge about this matter and only few people who have been involved in different researches, mainly in the area of non-formal education, have heard about the 8 key competences.

The representative from the Ministry of Education and Science, who was supposed to give the presentation, cancelled it two days before, which left us with not enough time to engage substitute. Therefore, this presentation was also given by the representative from Triagolnik enclosing the information received by the Ministry of Education and Science and Bureau for Development of Education. All information within the presentation were approved by the relevant representatives from these institutions.

All activities in the area of modernization and improvement of the formal education system are in the domain of the key competences. The issue here, is that there is no explicit reference to key competences which resulted in trying to make links of how each of the 8 competences are being developed through the formal education.

The most efforts are made in the area of ICT skills and entrepreneurship. There was (and still is) a huge action of involving computer education within the primary and high schools and at the moment all schools on Macedonia are equipped with PC (the action was known under the name "PC for every child"). The teaching staff has also been educated and trained on how to use the applicative software for each subject accordingly.

In cooperation with USAID, the Bureau for Development of Education has been working on developing entrepreneurial skills in the primary school students, through the Primary Education Project. The high schools have been involved by implementing the virtual companies project, where students had a chance to practice entrepreneurship in nearly real environment. In regards to this, in 2006 there was a research of European Training Foundation on the process of development of competences in entrepreneurship and learning to learn.

The competences in mother language and foreign languages are being developed in the framework of the regular curriculum. The mother language is seen to be paid more attention to, due to the fact that high school graduates need to pass final exam in mother language.

Social and civic skills have been developing through the formal curricula subjects – civic education and life-skills education. The former is taught as a regular subject in the high schools (theoretic approach), while the latter is done in the framework of the class meeting (each head teacher has approximately one hour to spend with the students of their class doing group activities).

The only institution that has incorporated the development of the 8 key competences in the area of their work is the Center for Adult Education. The Law on Adult Education (which also gives legal framework for establishing the Center) is built upon the European Reference Framework on Key Competences for Lifelong Learning. The Center is a governmental body and its aim is to ensure quality lifelong education for the citizens of Macedonia above the age of 15 years. However, the Center is still in process of internal structuring and do not have any actual activities.

Conclusions:

The conclusion from this day was that generally, the knowledge regarding the key competences as a concept is on a very low level among both, governmental and civil society sector. The schools are also not acquainted with them, even though at this Forum, the present teachers, started making links between components of their work and specific key competence(s). The same respond was gained by the representatives from the civil society organizations – they are not introduced and are not fully aware for the need of developing the key competences among the general population, especially among young people. During the discussions, it was also pointed out that the skills and knowledge gained through the non-formal education is still not widely recognized by the business sector and is not valued in the process of employment. It was noted that on the state level, very little is done in favour of recognition of non-formal education and lifelong learning in general. The process of functioning of the Center for Adult Education is very slow even though it was formed in 2008. A suspicion was expressed in regards to the transparency of this body, having into consideration that it is a governmental body existing in a highly politicized environment.

It was also concluded that the civil sector do not have integrated approach into the process of recognition of non-formal education, which creates weak bases upon which to act in the further process of promotion of the key competences. The fear is that this matter too, will be approached without an integrated strategy, which will end in small scale activities, scatter around and involving low number of participants.

There is not systematic approach on a state level in the process of developing key competences. The same are treated only as a part of researches and evaluation done, primarily by foreign organizations.

The last conclusion referred to the teachers i.e. how school officials approach teacher trainings provided by the civil society organizations, especially those who are not accredited by the Ministry of Education and Science and the Bureau for Development of Education. The identified problem was that the skills and knowledge gained through this kind of education is not validated enough by the school officials and that there are not mechanisms for following the potential benefits that the schools i.e. the students are gaining.

Report from Day 2

The aim of the second day of the Forum was to create recommendations for improvement of the approaches in developing key competences on all levels of education as well as to ensure integrated and complementary approach from all relevant actors in this prospect. Since the approach in discussing the key competences was viewed from the aspects of formal and non-formal education, the set plan was to precede the work in two working groups where group 1 set recommendations for the formal education and the group 2 set recommendations for the non-formal education.



Working group 1

Recommendation for the formal education (governmental institutions in the area of education):

- Wider promotion on the Key competences among the general public (media campaigns, conferences, debates, tribunes)
- The activities which are related to the development of the key competences should be clearly put in the context of the European references framework on Key competences for Lifelong learning
- Governmental organizations should strengthen their cooperation with the local civil society sector
- Governmental institutions should have more insight into the work of the civil society sector (more specifically the local civil society organizations) in order to have clear perspective on the provision of activities for development of the key competences by this sector. This goes towards the aim of providing integrative approach in development of the key competences
- Standardization of the non-formal education
- Ensuring that the educational staff within the school institutions is acquainted with the concept of key competences and non-formal education (especially in the rural areas)
- Education and training of the teachers in the formal educational system in the area of key competences (the initial teachers education does not provide such education)
- Schools authorities should pay more attention to the implemented knowledge and experience the teaching staff is gaining through the non-formal education
- Formal education should put more focus in the development of certain key competences such as: civic and social competence and cultural awareness

- More transparent work of the Center for Adult Education
- To develop strategy for involvement the teaching staff in the process of developing the key competences
- To acquaint and inform all relevant governmental institutions about the concept of key competences and the importance of developing them
- The relevant governmental institution to take more proactive approach in promotion of the key competences (forums, campaigns, seminars etc.)

Working group 2

Recommendation for the non-formal education (civil sector in the area of education):

- Raising the knowledge of the key competences among the civil sector
- Sensitization of the civil sector and implementation of activities for better understanding
- Developing training packages by the civil society organization for development of part of the key competences (most specifically the civil and social competences, cultural awareness, learning to learn)
- Civil society sector should be the bearer of the duty to ensure the development of the key competences among the young people
- Education of educators for development of the key competences
- The programmes already run by the civil society organization to put more stress to the key competences
- Analyses on the situation in provision of services among the civil society organizations in the area of key competences
- Developing quality training programmes in the area of non-formal education for different beneficiaries: young people, teachers, parents, representatives from governmental
- Creating functional networks of civil society organizations that works in the area of non-formal education
- More active lobbying for implementation of the law on adult education in the context of lifelong learning with the special emphasis on the key competences
- Raising awareness among the business sector for the importance of developing the key competences

List of involved persons in the analyses of the situation of the key competences in the Republic of Macedonia

Institution / organisation	person
Ministry of Education and Science	Nada Stojmenova
Bureau for Development of Education	Silvana Veteroska
Consultant(part of the ETF team who conducted the research on the key competences Learning to learn and Entrepreneurship)	Vesna Janevski
Coordinator for professional development on Primary Education Project (AED – USAID)	Snezana Jankulovska
Southeast European University	Jonuz Abdulai
Municipality of Kumanovo	Elizabeta Cvetkovska
UNDP	Boran Ivanoski
British Council	Snezana Velkovska
NGO Centre for Educational Development (Municipality of Tearce)	Metin Muaremi
Volunteers NGO Centre for Educational Development (Municipality of Tearce)	Kenan Iljazi
NVO Interkultura - Skopje	Ajsulu Omurzakova
NGO Majka - Kumanovo	Lendita Ajdini
Volunteers NGO Interkultura, Skopje	Aleksandra Savevska
NGO Center for Balkan Cooperation “Loja”, Tetovo	Bujar Ljuma
NVO Kreativ, Skopje	Stevica Levajkovski
Teacher in primary school “Asdreni”, Tearce	Enver Ramadani
Teacher in primary school “Krste Misirkov”, Kumanovo	Ivana Stoshic
Teacher in primary school “11 Oktomvri”, Kumanovo	Elizabeta Todorovska
NGO Triagolnik – Center for Non-formal Education, Skopje	Pranvera Imeri Arta Skenderi Arta Skenderi Dragica Eftimova Ivana Angjelkovska Dina Trajkova Zoran Velkovski Elena Dzartovska Emilija Veteroska Jovanoska

4. Review of key competencies

competencies	definicija
1. Communication in the mother tongue	Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form in the full range of societal contexts, work, home and leisure
2. Communication in foreign languages	The same definition as communication in mother tongue but applied to a language different from the one(s) in which the child is raised by parents and at school.
3.1 Mathematical literacy	At the most basic level, mathematical literacy comprises the use of addition and subtraction, multiplication and division, percentages and ratios, through mental and written computation for problem-solving purposes
3.2. Science and Technology	Science is taken to refer to the body of knowledge, and methodology employed, to explain the natural world. Technology is viewed as the application of that knowledge in order to modify the natural environment in response to perceived human wants or needs.
4. ICT	The use of multi-media technology to retrieve, store, create, present and exchange information
5. Learning to learn	The competences necessary to organise and regulate one's learning, both alone and in groups; to acquire, process, evaluate and assimilate new knowledge; and to apply these competencies in a variety of contexts, including problem solving and learning, at home, in education/training, in work and in society.
6.1. Interpersonal, intercultural, social competences	Interpersonal competences imply all forms of behaviour which one must master as an individual in order to be able to participate in an efficient, constructive way and to resolve conflict in social life, in interaction with other individuals (or groups) both in personal, family and public contexts.
6.2. Civic Competences	The scope of civic competencies is broader than that of interpersonal competences by virtue of their existence at the societal level. They can be described as the set of competences that allow the individual to achieve participation in civic life.

7. Entrepreneurship	<p>Entrepreneurship has a passive and an active component: the propensity to induce changes oneself, but also the ability to welcome and support innovation brought about by external factors by welcoming change, taking responsibility for one's actions, positive or negative, to finish what we start, to know where we are going, to set objectives and meet them, and have the motivation to succeed.</p>
8. Cultural awareness	<p>Appreciation of the creative expression of ideas, thoughts, feelings or opinions as manifest in a range of media including music, literature, arts and sports.</p>

1. Communication in the mother tongue

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form in the full range of societal contexts, work, home and leisure</p>	<ul style="list-style-type: none"> • vocabulary; • functional grammar and style; • types of literary text (fairy tales, myths, legends, poems, lyric poetry, theatre, short stories, novels) and their main features; • types of non-literary text (cv, applications, reports, editorials, essays, speech, etc) and their main features; • various types of verbal interaction (conversations, interviews, debates, etc) and their main features; <ul style="list-style-type: none"> – functions of language; – the main features of different styles and registers in spoken and written language (formal, informal, scientific, journalistic, colloquial, etc) 	<ul style="list-style-type: none"> • <i>communicate, in written or oral form, and understand or make others understand, various messages, in a variety of situations and for different purposes;</i> • <i>read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study or for pleasure) and to various text types;</i> • <i>listen to and understand various spoken messages in a variety of communicative situations;</i> • <i>initiate, sustain and end a conversation in different communicative contexts;</i> • <i>search, collect and process written information, data and concepts in order to use them in studies and to organise knowledge in a systematic way;</i> • <i>speak concisely and clearly and monitor whether one is getting the message across successfully;</i> • <i>write different types of texts for various purposes; monitor the writing process (from conception to proof-reading);</i> • <i>formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints, whether expressed in written or oral form;</i> • <i>use support techniques (such as notes, schemes, maps) to produce, present or understand complex texts or written or oral form (speeches, conversations, instructions, interviews, debates);</i> • <i>distinguish, in listening, speaking, reading and writing, relevant from irrelevant information.</i> 	<p>ATTITUDES:</p> <ul style="list-style-type: none"> • be aware of the variability of language and communication forms over time and in different geographical, social and communication environments; • have confidence when speaking in public; • be willing to strive for aesthetic quality in expression beyond the technical correctness of a word/phrase; • develop a love of literature; • approach the opinions and arguments of others with an open mind and engage in constructive and critical dialogue. • Develop a positive attitude to the mother tongue, and recognise it as a potential source of personal and cultural enrichment; • develop a positive attitude to intercultural communication.

2. Communication in foreign languages

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>The same definition as communication in mother tongue but applied to a language different from the one(s) in which the child is raised by parents and at school.</p>	<ul style="list-style-type: none"> • vocabulary; • functional grammar and style; • a range of literary and non-literary texts (fairy tales, myths, legends, lyric poetry, theatre, short stories, novels, letters, short reports, etc) and their main features. 	<ul style="list-style-type: none"> • initiate, sustain and conclude a conversation on topics that are familiar, of personal interest or pertinent to everyday life; • listen to and understand spoken messages in a limited range of situations (topics that are familiar, of personal interest or pertinent to everyday life); • read and understand non-specialist written texts on a limited range of subjects; or in some cases, specialist texts in a familiar field. • Produce written material 	<ul style="list-style-type: none"> • sensitivity to cultural differences; • willingness to engage with other cultures through the spoken word; • disposition to deconstruct cultural stereotypes.

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>At the most basic level, mathematical literacy comprises the use of addition and subtraction, multiplication and division, percentages and ratios, through mental and written computation for problem-solving purposes</p> <p>Math competence thus involves the use of mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs/charts) which have universal application in explaining, and describing reality.</p>	<p>Sound knowledge of numbers and the ability to use them in a variety of everyday contexts is a foundation skill that comprises various elements, such as:</p> <ul style="list-style-type: none"> • addition and subtraction; • multiplication and division; • percentages and ratios; • weights and measures. • mathematical terms and concepts; including the most relevant theorems of geometry and algebra; 	<p>Mathematical literacy has many applications in everyday life:</p> <ul style="list-style-type: none"> • managing a household budget (equating income to expenditure, planning ahead, saving); • shopping (comparing prices, understanding weights and measures, value for money); • travel and leisure (relating distances to travel time; comparing currencies and prices). • decoding and interpreting symbolic and formal mathematical language (symbols and formulae), and understanding its relations to natural language; • handling mathematical symbols and formulae; • representing mathematical entities, understanding and utilising (decoding, interpreting, distinguishing between) different sorts of representations of mathematical objects, phenomena and situations, choosing and switching between representations as and when appropriate; • following and assessing chains of arguments, put forward by others, uncovering the basic ideas in a given line of argument (especially a proof) etc.; • thinking and reasoning mathematically (mastering mathematical modes of thought); • abstracting and generalising when relevant to the question; modelling mathematically (i.e. analysing and building models) – using and applying existing models to questions at hand; • communicating in, with, and about mathematics; • making use of aids and tools (IT included); • knowing the kinds of questions that mathematics may offer the answer to; • distinguishing between different kinds of mathematical statements (is something an assertion or an assumption, etc.); • understanding the scope and limitations of a given concept; • understanding mathematical proofs; • critical thinking 	<ul style="list-style-type: none"> • overcoming ‘fear of numbers’; • willingness to use numerical computation in order to solve problems in the course of day-to-day work and domestic life. • respect for truth • willingness to look for reasons to support one’s assertions • willingness to accept or reject the opinions of others on the basis of valid (or invalid) reasons or proofs.

Science and Technology

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>Science is taken to refer to the body of knowledge, and methodology employed, to explain the natural world. Technology is viewed as the application of that knowledge in order to modify the natural environment in response to perceived human wants or needs.</p>	<ul style="list-style-type: none"> • basic principles of the natural world, technology and of technological products and processes; • the relationship between technology and other fields: scientific progress (for example in medicine); society (values, moral questions) culture (for instance multimedia), the environment (pollution, sustainable development). 	<ul style="list-style-type: none"> • use and manipulate technological tools and machines as well as scientific data and insights to obtain a goal or reach a conclusion. 	<ul style="list-style-type: none"> • the development of a critical appreciation of science and technology, including safety/security issues as well as ethical questions.

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>The use of multi-media technology to retrieve, store, create, present and exchange information</p>	<ul style="list-style-type: none"> the main computer functions, including word processing, spread sheets, internet/email, databases, information storage management. 	<ul style="list-style-type: none"> process large quantities of information and distinguish relevant from irrelevant information or disinformation, objective information from subjective information; communicate via email; access (and possibly create) a website. 	<ul style="list-style-type: none"> propensity to work autonomously and in teams; desire critically to assess information available; awareness that the lower threshold to access information may need to be balanced by higher standards of ethics and taste – ability to distinguish what is ‘accessible’ from what is ‘acceptable’; sensitivity to privacy issues.

Learning to learn

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>The competences necessary to organise and regulate one's learning, both alone and in groups; to acquire, process, evaluate and assimilate new knowledge; and to apply these competencies in a variety of contexts, including problem solving and learning, at home, in education/training, in work and in society.</p>	<ul style="list-style-type: none"> • self-knowledge: knowing one's preferred learning methods, the strengths and weaknesses of one's skills and qualifications; • knowledge of available education and training opportunities. 	<ul style="list-style-type: none"> • time management: creating opportunities to dedicate time to learning; • information management; • autonomy, discipline, perseverance in the learning process; • to use appropriate means (intonation, gesture, mimicry etc) to support oral communication; • to understand and produce various multimedia messages (written or spoken language, sound, music etc); • to concentrate for extended as well as short periods of time; • to reflect critically on the object and purpose of learning. 	<ul style="list-style-type: none"> • adaptability and flexibility; • self-motivation and confidence in one's capability to succeed; • a self-concept that upholds one's willingness to change and further develop competences; • sense of initiative (to learn); • positive appreciation of learning as a life-enriching activity.

Interpersonal, intercultural and social competences

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>Interpersonal competences imply all forms of behaviour which one must master as an individual in order to be able to participate in an efficient, constructive way and to resolve conflict in social life, in interaction with other individuals (or groups) both in personal, family and public contexts.</p>	<ul style="list-style-type: none"> • codes of conduct and manner generally accepted or promoted in society; • how to maintain good health, hygiene and nutrition for oneself and one's family. 	<ul style="list-style-type: none"> • confidence and empathy in relation to other individuals; • tolerance in relation to the views and behaviour of others; • control of aggression and violence or selfdestructive patterns of behaviour; • the ability to maintain a degree of separation between the professional and personal spheres of life, and to resist the transfer of professional conflict into personal domains. 	<ul style="list-style-type: none"> • interest in and respect for others; • disposition to compromise; • integrity; • assertiveness.

Civic Competencies

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>The scope of civic competencies is broader than that of interpersonal competences by virtue of their existence at the societal level. They can be described as the set of competences that allow the individual to achieve participation in civic life.</p>	<ul style="list-style-type: none"> • civil rights • the national language; • the constitution of the host country; • the roles and responsibilities of institutions that have relevance in the policymaking process at local, regional, national, European and international level; • knowledge of European neighbours • knowledge of key figures in local and national government; political parties and their policies; • knowledge of main events, trends and change-agents of national, European and world history; • understanding of concepts such as democracy, citizenship and scope of government. 	<ul style="list-style-type: none"> • informed participation in voting; • critical reception of information from mass media; • participation in community / neighbourhood activities; • ability to interface effectively with institutions in the public domain; • ability to display solidarity by showing an interest in and helping to solve problems affecting the local or the wider community. 	<ul style="list-style-type: none"> • understand and appreciate differences between value systems of different religious or ethnic origins; • balance tolerance and respect for (the values and privacy of) others with a propensity to react against anti social behaviour; • a sense of belonging to your locality, country and (your part of) the world; • support for social diversity and social cohesion; • willingness to participate in community decisionmaking; • disposition to volunteer and to participate in civic activities.

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>Entrepreneurship has a passive and an active component: the propensity to induce changes oneself, but also the ability to welcome and support innovation brought about by external factors by welcoming change, taking responsibility for one's actions, positive or negative, to finish what we start, to know where we are going, to set objectives and meet them, and have the motivation to succeed.</p>	<ul style="list-style-type: none"> identifying opportunities for the development of one's personal professional or business activities. 	<ul style="list-style-type: none"> planning, organising, analysing, communicating, doing, de-briefing, evaluating and recording; the skills of project development and implementation; working co-operatively and flexibly as part of a team; identifying one's personal strengths and weaknesses; displaying proactive behaviour and responding positively to changes; assessing and taking risks as and when warranted. 	<ul style="list-style-type: none"> Disposition to show initiatives; Positive attitude to change and innovation; Willingness to identify areas in which to demonstrate the full range of enterprise skills — for example at home, at work and in the community.

Cultural awareness

DEFINITION:	KNOWLEDGE:	SKILLS:	ATTITUDES:
<p>Appreciation of the creative expression of ideas, thoughts, feelings or opinions as manifest in a range of media including music, literature, arts and sports.</p>	<p>• basic knowledge of certain manifestations of art and culture, including popular culture;</p> <p>• basic knowledge of the conventions of, and exemplars from, each of the creative expressive media and their historical development.</p>	<p>• discussing and debating on a wide range of subjects pertaining to a broad definition of culture: such as: literature, music, film, performing arts, plastic arts, photography, design, fashion, video art, architecture, urbanisation, landscape; architecture, heritage; food; and language.</p> <p>• comparing one's own expressive-creative point of view and manifestations with those of others.</p>	<p>• a strong sense of identity combined with respect for diversity;</p> <p>• disposition to cultivate an aesthetic capacity which lays extensive foundations for participation and a continuing interest in cultural life;</p> <p>• awareness of the evolution of popular taste;</p> <p>• a positive attitude to all forms of cultural expression.</p>

Source:
http://www.europa.eu.int/comm/education/policies/2010/doc/basic-skills_en.pdf
 EUROPEAN COMMISSION
 Directorate-General for Education and Culture
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6. Contacts

Crna Gora



Forum MNE – Forum Mladi i neformalno obrazovanje
+382 20 602 710
www.forum-mne.com
montenegro@forum-mne.com

Srbija



CzOR – Centar za omladinski rad
+381 21 261 85 97
czor@czor.org
www.czor.org

Bosna i Hercegovina



CORNO - Centar za omladinski rad i neformalno obrazovanje
+387 32 609 340
ug.corno@corno.com.ba
www.corno.com.ba



C.E.M. – Centar za edukaciju mladih
+387 30 511 565
cem@cem.ba
www.cem.ba

Makedonija



Triagolnik – Centar za neformalno obrazovanje
+389 2 329 0389
info@triagolnik.org.mk
www.triagolnik.org.mk

Publisher

Forum mladi i neformalna edukacija (Forum MNE)

Authors:

Elvira Hadžibegović Bubanja

Marijana Rodić

Adis Arnautović

Nada Crljić

Emilija Veteroska Jovanoska

Design:

Dragan Martinović

Prepress

Emil Šabotić - www.formatcg.com