



● STARS

Jačanje kapaciteta obrazovanja odraslih
u tehničkim i stručnim školama u BiH

Impresum

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Predgovor

*Publikacija koja se nalazi pred Vama jedan je od rezultata projekta **STARS** (Jačanje kapaciteta obrazovanja odraslih u tehničkim i stručnim školama u BiH). Cilj ove publikacije je da pored same realizacije projektnih aktivnosti, implementatora projekta i ciljnih grupa, prezentira i postignute rezultate samog projekta, preporuke i daljnje mogućnosti za unapređenje prakse u obrazovanju odraslih u Bosni i Hercegovini u kontekstu cjeloživotnog učenja kao imperativa vremena u kojem živimo. Zajednički naponi u razvoju sektora obrazovanja odraslih u našoj zemlji traju već godinama, čemu je neupitno doprinijela i realizacija ovog projekta koji je financirala Europska unija. Koristim priliku da se ovim putem još jednom zahvalim nadležnim obrazovnim institucijama, partnerima, trenerima i učesnicima u ovom projektu, bez čije profesionalne suradnje realizacija ovog projekta ne bi bila moguća. Nadam se da će ova publikacija biti izvor zanimljivih informacija i novih ideja, te da će Vas potaknuti da svi zajedno damo još veći doprinos razvoju obrazovanja odraslih u našoj zemlji.*



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O projektu STARS

STARS – Jačanje kapaciteta obrazovanja odraslih u tehničkim i stručnim školama u BiH

Na početku projekta uvijek postoji cilj koji tokom implementacije treba realizirati. DVV International i njegovi partneri, Zavod za obrazovanje odraslih RS i JU Mješovita srednja škola Tešanj, postavili su sljedeći cilj: u okviru 18 mjeseci implementacije projekta **STARS** (juli 2013. – decembar 2014.) željeli smo ojačati kapacitete obrazovanja odraslih u srednjim tehničkim i stručnim školama u Bosni i Hercegovini. Uzvišen i ambiciozan cilj čije postizanje zahtijeva zajedničke napore svih zainteresiranih strana uključenih u kompleksan sistem zvan “obrazovanje”. Ko su ljudski resursi, koji su to kapaciteti koje treba ojačati, osnažiti i potaknuti da uvedu moderne i inovativne pristupe u bosanskohercegovački sistem srednjeg obrazovanja? Projektovano je zahtijevalo komplementarne intervencije na raznim nivoima obrazovnog sistema.

Prvo, aktivnosti na mikronivou su bile usmjerene prema 32 pedagoga – 21 zaposleni u srednjim tehničkim i stručnim školama i 11 nezaposlenih, iz cijele države. Pedagozi koji su prošli obuke kroz pet modula o obrazovanju odraslih (Izveštaj o seminarima za pedagoge i multiplikatore, str.16-27) trebalo bi da primijene svoje stečene kompetencije i vještine o obrazovanju odraslih i podučavanju u svakodnevnom radu u školi.

Drugo, multiplikatori obučeni tokom tri dodatna modula za obuku trenera za trenere, kao i direktori škola, trebali bi imati uticaj na mezonivou, kao i na nivou same škole.



To bi trebalo postići kroz realizaciju obuka sa drugim nastavnicima, o različitim temama o učenju i podučavanju odraslih, ali i kroz aktivan rad na unapređenju institucionalnih performansi škola.

Otvorenost direktora škola prema novim pristupima marketinga škole i menadžmenta, novi oblici učenja i podučavanja, kao i izmjene i dopune nastavnih programa za odrasle polaznike i privatni sektor, od ključnog su značaja da se privuku polaznici, naročito u društvu gdje su demografske promjene i starenje stanovništva već danas primjetan društveni fenomen.

Stoga je DVV International, u periodu od septembra do novembra 2014. godine, za direktore škola organizirao dodatnu obuku o menadžmentu u obrazovanju.

Treće, donosioci odluka na makronivou su također ciljna grupa ovog projekta. Njihovo učešće u početnoj fazi projekta, ali i u završnom periodu njegove implementacije, bilo je važno radi obezbjeđenja održivosti projekta. Tokom konsultativnih sastanaka u kantonalnim ministarstvima za obrazovanje, kantonalnim pedagoškim zavodima, Zavodu za obrazovanje odraslih RS-a i Pedagoškoj instituciji Distrikta Brčko, gdje su i pedagozi-multiplikatori bili prisutni, diskutovano je o idejama za dalju diseminaciju vještina i kompetencija pedagoga u oblasti obrazovanja odraslih te su dotaknute teme o pravnim aspektima i postojećim zakonima o obrazovanju odraslih, kao i o onima koji su u fazi donošenja.

Novembar 2014. Misija ispunjena? Kako ne bismo prejudicirali rezultate interne evaluacije provedene u septembru i oktobru 2014. (Izvrještaj interne evaluacije, str.44-48) vratimo se korak unazad i razmotrimo preduslove za uspješnu realizaciju projekta **STARS**.

U zalaganju za sistemski pristup obrazovanju kao složenom društveno-kulturnom sistemu, po Niklasu Luhmannu¹, odnosno da se društveni sistem "obrazovanje" temelji na komunikacijskim interakcijama između pojedinih aktera uključenih u ovaj samoreferencijalni sistem, ali i unutar sistema kao takvog i njegovog okruženja, prvo pitanje koje treba postaviti je: *Da li su akteri uključeni u sistem srednjeg obrazovanja u tehničkim i stručnim školama u BiH saglasni i svjesni zajedničkih potreba za promjenama trenutne situacije u vezi s izazovima koji dolaze iz okruženja?* Motivacija pojedinaca – pedagoga, direktora škola, učenika, odraslih polaznika ili savjetnika u pedagoškim zavodima ili ministarstvima za obrazovanje – da poboljšaju performanse sistema, ili da blokiraju inovacije, može biti višestruka.

Bosanskohercegovačko društvo stari i ima sve manje redovnih učenika, naročito u ruralnim područjima – činjenice koje mogu inicirati da direktori otvore svoje škole vanrednim odraslim polaznicima i da stvore dodatne mogućnosti za stručnu obuku.

Velik je broj odraslih osoba koje nemaju završeno srednje obrazovanje te su

1 Luhmann, Niklas (1987): Soziale Systeme. Grundriß einer allgemeinen Theorie. Suhrkamp Verlag, Berlin.

u potpunosti izvan tržišta rada. Takve osobe moraju biti (ponovo) integrirane u svijet rada putem prekvalifikacije i dodatnim mjerama kvalifikacije. Političke institucije moraju toga biti svjesne. Budući odrasli polaznici bi mogli biti motivirani za prekvalifikaciju u stručnim školama, u cilju povećanja svoje šanse na tržištu rada. Privatna preduzeća traže kvalifikovane radnike koji ne samo da su u stanju da koriste moderne tehnologije već i da imaju stečene društvene vještine.

Pedagozi teže ka ugodnoj školskoj atmosferi, gdje učenje i podučavanje idu ruku pod ruku, u cilju sprečavanja delinkvencije, unapređenja šanse marginalizovanih grupa u društvu i na tržištu rada i podsticanja saradnje između roditelja, odraslih polaznika, nastavnika i učenika.

Pedagozi mogu čak iznaći mogućnosti za dodatni posao i stoga unaprijediti svoj profesionalni rad jer obrazovanje odraslih nije i ne treba biti ograničeno formalnim obrazovnim sistemom.

Istina je da jačanje kapaciteta obrazovanja odraslih u srednjim tehničkim i stručnim školama u Bosni i Hercegovini nije jednostavno postići niti je lako mjerljivo. Zato fokus treba da bude, kao što je Ann L. Swartz navela, "niti društveno-kulturnan niti čisto individualan, već na dodirnim tačkama interakcije u kojima se pojedinac i kontekst prepliću." (Swartz, 58). To je razlog zašto smo uvažili različite nivoe sa kojima smo radili tokom aktivnosti u okviru projekta **STARS**, o kojima smo govorili. U periodu nakon završetka projekta, pedagozima, multiplikatorima, direktorima škola i savjetnicima u državnim institucijama ostaje da na najbolji način iskoriste stečene vještine, znanja i sposobnosti koje su stekli tokom različitih aktivnosti u projektu **STARS** na mikro, mezo i makronivou kako bi oblikovali okruženje za učenje i podučavanje u budućnosti. Na isti način kao što je "sada široko prihvaćeno da bi studenti izučavali nauku moraju izgrađivati svoja iskustva i znanje o svijetu" (Jacobson/Wilensky, 20), pozivam vas da, koristeći svoja iskustva, prijateljstva i lične kontakte koje ste ostvarili tokom obuka, učinite pozitivne promjene kroz svakodnevni uticaj koji imate radeći s ostalim nastavnicima, članovima nastavnog vijeća, učenicima, odraslim polaznicima i roditeljima.

Sarajevo, oktobar 2014.

Dorothee Baumann M.Sc

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Implementatori i partneri na projektu

DVV International



DVV International je Institut za međunarodnu suradnju Njemačkog saveza visokih narodnih škola, odnosno Institut državnog saveza koji sačinjava 16 pokrajinskih saveza visokih narodnih škola. Njemački savez visokih narodnih škola (DVV) i Institut zastupaju interese svojih članova i oko 1000 visokih narodnih škola na državnoj, europskoj i internacionalnoj razini. U provođenju nacionalnih i internacionalnih projekata, DVV International se orijentira prema ljudskim pravima i provođenju jednog od osnovnih

načela koja se tiču unapređenja pozicije žena i spolne ravnopravnosti. Na polju obrazovanja odraslih DVV International širom svijeta surađuje s preko 200 partnera u 35 zemalja. Institut kao stručni partner ulaže iskustvo i resurse u zajedničke poduhvate i istovremeno uči iz iskustva svojih partnera. DVV International se financira iz javnih sredstava SR Njemačke (BMZ –Ministarstvo za privrednu suradnju i razvoj SR Njemačke i AA – Ministarstva vanjskih poslova SR Njemačke) kao i drugih izvora (npr. EU).

DVV International slijedi sektorski pristup s ciljem poboljšanja strukture u oblasti politike, zakonodavstva i financiranja sprovodeći profesionalnost, koja je bitna za obrazovanje odraslih u teoriji i praksi. Jačanjem kapaciteta performansi partnera u obrazovanju mladih i odraslih, Institut nastoji da uspostavi održive i efikasne lokalne i nacionalne društvene strukture kao faktor u smanjenju siromaštva. Važno načelo suradnje se ogleda u europskom, odnosno internacionalnom umrežavanju sa stručnim organizacijama za obrazovanje odraslih kao i razvojnoj suradnji.

Obrazovanje je osnovna potreba i nužan preduslov razvoja. Obrazovanje mladih i odraslih je suštinski dio obrazovnog sistema i igra ključnu ulogu u procesu cjeloživotnog učenja kao opća, profesionalna, stručna, kulturološka i naučna dodatna naobrazba. Neformalni i dodatni obrazovni programi koji omogućavaju mladima stjecanje sposobnosti i vještina potrebnih za snalaženje

u svakodnevnim životnim i poslovnim situacijama imaju komplementarnu i kompenzacijsku funkciju uz formalno obrazovanje i školovanje.

Ured u Bosni i Hercegovini je počeo s radom u junu 2000. godine. Cilj djelovanja Ureda u Bosni i Hercegovini je podrška i razvoj struktura kooperacije, što doprinosi efikasnijem iskorištavanju potencijala obrazovanja odraslih za razvoj socijalnih struktura. Sve naše partnerske organizacije putem zajedničke suradnje doprinose poboljšanju mogućnosti dodatnog obrazovanja i edukacije, osobito za socijalno nejake društvene slojeve u svrhu ostvarenja primjerenih uslova egzistencije i zapošljavanja.

Aktivnosti DVV Internationala doprinose i integraciji društvenih grupa koje nisu u mogućnosti iskoristiti svoja osnovna ljudska prava, odnosno pravo na obrazovanje, čime smo za ove grupe stvarali mogućnosti njihovog demokratskog učešća u izgradnji društva. U suradnji s mnogim partnerskim organizacijama u Bosni i Hercegovini, naš zajednički fokus je bio na:

- poboljšanju kvaliteta i dosega obrazovne ponude za mlade i odrasle
- jačanju spoznaje i svijesti o obrazovanju odraslih u javnosti u BiH
- uključanju inovativnih potencijala za oblast obrazovanja odraslih putem suradnje partnerskih organizacija
- osiguranju mogućnosti širokog pristupa obrazovnoj ponudi različitim ciljnim grupama
- unapređenju zapošljavanja kroz dodatno obrazovanje i usavršavanje
- formiranju i izgradnji struktura za obrazovanje odraslih, te na
- lobiranju i stručnoj pomoći pri donošenju zakonskih regulativa za obrazovanje odraslih u Bosni i Hercegovini.

Pored navedenog, DVV International je u periodu svog djelovanja u Bosni i Hercegovini izdao na desetine naslova stručnih publikacija te omogućio realizaciju velikog broja naučnih skupova i konferencija, festivala cjeloživotnog učenja, studijskih putovanja, seminara i treninga, te povezao ustanove i organizacije koje se bave obrazovanjem odraslih u međunarodnu i europsku stručnu kooperaciju.

Sarajevo, oktobar 2014.

Emir Avdagić M.A.

ZAVOD ZA OBRAZOVANJE ODRASLIH



Zavod za obrazovanje odraslih je osnovan Zakonom o republičkoj upravi na 25. sjednici Narodne skupštine održanoj 25. novembra 2009. godine, a njegovo formiranje predviđeno je Zakonom o obrazovanju odraslih koji je Narodna skupština Republike Srpske usvojila na 31. sjednici održanoj 11. juna 2009. godine.

U Republici Srpskoj obrazovanje odraslih je istaknuto kao sastavni dio sistema obrazovanja, a svoju potvrdu dobilo je donošenjem niza važnih pravnih dokumenata.

Implementacijom Zakona o obrazovanju odraslih, uz izradu i usvajanje podzakonskih akata i animiranje ustanova i institucija koje se mogu i žele baviti obrazovanjem odraslih, kao i animiranje polaznika obrazovanja odraslih, Zavod pruža podršku razvoju modernog i fleksibilnog sistema obrazovanja odraslih u Republici Srpskoj, koji prati zahtjeve tržišta rada, načela cjeloživotnog učenja i primjere najbolje prakse iz zemalja članica EU-a. S obzirom na to da strukturom kadrova i kvalitetom obrazovanja na republičkom i lokalnom nivou obrazovni sistem trenutno ne može odgovoriti potrebama privrede, potrebno je trajno usklađivati obrazovanje s potrebama tržišta rada.

Sagledavajući potrebe, Zavod je pristupio afirmisanju obrazovanja odraslih na principima cjeloživotnog učenja; racionalnog korištenja obrazovnih mogućnosti, teritorijalne blizine i dostupnosti obrazovanja svima pod jednakim uslovima, u skladu sa njihovim sposobnostima; slobode i autonomije pri izboru načina, sadržaja, oblika, sredstava i metoda obrazovanja; uvažavanja različitosti i uključivanja lica sa smetnjama u psihofizičkom razvoju; stručne i moralne odgovornosti andragoških radnika; garancije kvaliteta obrazovne ponude i poštovanja ličnosti i dostojanstva svakog učesnika u obrazovanju odraslih.

Zavod za obrazovanje odraslih kontinuirano utvrđuje potrebe za određenim obrazovnim programima za stjecanje zanimanja koja nedostaju na tržištu rada, a sve to sa ciljem ostvarenja vizije Zavoda, odnosno uspostavljanja sistema obrazovanja odraslih koji će omogućiti, na principu izgradnje „društva koje uči“, zadovoljenje potreba tržišta rada, a samim tim povećanje zaposlenosti, kao i poboljšanje životnog standarda tj. kvaliteta života.

Osnovni zadaci Zavoda: praćenje podataka o stanju na tržištu rada u smislu ponude i potražnje određenih zanimanja; prikupljanje podataka o organizatorima i programima za obrazovanje odraslih; izrada zakonskih propisa; pregled postojećih sistema finansiranja obrazovanja odraslih; razvoj sistema osiguranja kvaliteta i postupka akreditacije za ustanove za obrazovanje

odraslih; podizanje javne svijesti o važnosti kontinuiranog profesionalnog usavršavanja; koordinacija i implementacija projekata, prihvaćenih od Vlade Republike Srpske i Ministarstva prosvjete i kulture, koji se ogledaju kroz rad u radnim timovima, monitoring i evaluaciju, izradu završnih dokumenata i njihovo usvajanje; zatim usklađivanje standarda i zakonske regulative u oblasti obrazovanja odraslih sa međunarodnim standardima i standardima EU-a; saradnja sa nadležnim entitetskim i organima u BiH u zajedničkim projektima i saradnja sa međunarodnim organizacijama (vladinim i nevladinim).

Osim toga, aktivnosti Zavoda omogućavaju utvrđivanje plana obrazovanja odraslih koji sačinjavanjem konkretnih programa obrazovanja odraslih obezbjeđuje stjecanje najmanje osnovnog obrazovanja; osposobljavanje za zapošljavanje odraslih lica koja nemaju završeno formalno obrazovanje; nastavak obrazovanja i dodatne obuke, odnosno mogućnost dokvalifikacije, prekvalifikacije i kontinuiranog stručnog usavršavanja, kao i omogućavanje obrazovanja i stjecanje znanja i vještina koje odgovaraju ličnim sposobnostima, afinitetu i životnom dobu pojedinca.

Do sada je na prijedlog Zavoda objavljeno 27 programa osposobljavanja i 2 programa usavršavanja. Donošenjem ovakvih programa i njihovom realizacijom ostavljena je mogućnost da se za kraće vrijeme izvrši obuka polaznika za određene poslove i da završetkom ovakvih programa polaznici stječu javno važeće isprave.

Programom osposobljavanja polaznici se pripremaju za obavljanje određenih poslova i stječu znanja i vještine za obavljanje poslova manje složenosti, odnosno jednostavnijih poslova u okviru određenog zanimanja. Ovi programi namijenjeni su prvenstveno licima sa završenom osnovnom školom, ali samim programom, kao uslov za upis kod osposobljavanja za složenije poslove, može biti predviđena i srednja stručna sprema.

Programom usavršavanja polaznici obnavljaju i dopunjavaju stečeno znanje u okviru stečenog stepena obrazovanja i razvijaju različite sposobnosti i vještine za rad, a u skladu sa potrebama tržišta rada i razvojem tehnologije. Polaznici koji uspješno završe program dobijaju javno važeće uvjerenje.

Zakon o obrazovanju odraslih predviđa da navedene programe obrazovanja odraslih donesu nadležna ministarstva na prijedlog Zavoda za obrazovanje odraslih, koji prethodno pribavlja mišljenja nadležnog ministarstva, Zavoda za zapošljavanje RS-a, agencija za posredovanje pri zapošljavanju, Privredne komore RS-a i Udruženja poslodavaca.

Osim navedenog, organizatori obrazovanja odraslih pružaju mogućnost osnovnog obrazovanja, prekvalifikacije i dokvalifikacije iz 13 struka za 63 zanimanja srednje stručne spreme. Na području Republike Srpske trenutno je akreditovan 51 organizator obrazovanja odraslih.

Svi podaci o programima i organizatorima obrazovanja odraslih nalaze se na internetskoj stranici www.mpoo.org

JU MJEŠOVITA SREDNJA ŠKOLA TEŠANJ



U Mješovitoj srednjoj školi u Tešnju se obrazuju učenici III i IV stepena po programima GTZ-a (Gesellschaft für Technische Zusammenarbeit) i EUVET-a (European Union Vocational Education and Training), uz podršku Europske unije srednjem stručnom obrazovanju i obuci u BiH. U ovoj školi su zastupljene sljedeće porodice zanimanja: mašinstvo i obrada metala; elektrotehnika; poljoprivreda i prerada hrane; ugostiteljstvo i turizam; uslužne djelatnosti; saobraćaj; tekstil i kožarstvo; šumarstvo i obrada drveta; geodezija i građevinarstvo; ekonomija; pravo i administracija.

JU Mješovita srednja škola Tešanj učestvuje u reformi srednjeg stručnog obrazovanja od 1998. godine. Program reforme srednjeg stručnog obrazovanja u BiH podržan je od Evropske unije. Prvi koraci reforme napravljeni su kroz PHARE (Poland and Hungary Assistance for the Restructuring of the Economy) program, što je rezultiralo izradom NPP-a po modularnoj strukturi. Danas, nastavni planovi i programi se realizuju po programu EUVET 4.

Ostvareni rezultati reforme se reflektuju u sljedećem: uspostavljena je aktivnija veza s tržištem rada te poboljšana upisna politika; nastavnici se kontinuirano obučavaju u svrhu jačanja njihovih kompetencija; podstiče se obrazovanje odraslih i cjeloživotno učenje; opremljeni su novi savremeni kabineti u kojima se kroz primjenu znanja stiču nova znanja i vještine uz primjenu novih tehnologija praktične nastave.

U periodu od 2004. do 2012. godine je, uspješnom realizacijom mnogih programa i projekata u okviru neformalnog obrazovanja, dopunskim obrazovanjem i stručnim usavršavanjem obuhvaćeno 385 polaznika obuke. Realizirane programe i projekte za stručno usavršavanje polaznika obuke od 2004. do 2012. godine podržale su međunarodne organizacije: USAID (United States Agency for International Development), GIZ (Gesellschaft für Internationale Zusammenarbeit), DVV International – Ured u Bosni i Hercegovini, LERC (Labor Education and Research Center), Centro Formazione Porednone – Italija; ove programe podržala je i izvršna vlast: Federalni zavod za zapošljavanje, Federalno ministarstvo obrazovanja i nauke, Vlada Zeničko-dobojskog kantona, općine Tešanj, Maglaj, Usora i Doboj Jug. Na lokalnim nivoima, programe su podržali privrednici i organizacije: Udruženje privrednika Jelah – Tešanj, nevladine organizacije, partneri *Prevent FAD d.d.* Jelah i Ćosić *Promex* iz Usore, koji zapošljavaju značajan broj zavarivača.

Saradnja kroz neformalno obrazovanje je izuzetno važan aspekt u kojem Mješovita srednja škola Tešanj uspješno učestvuje u obrazovanju odraslih

u kontekstu cjeloživotnog učenja u BiH, te ostvaruje povezivanje škole sa privrednicima s ciljem lakšeg zapošljavanja mladih ljudi i njihove veće konkurentnosti na tržištu rada. Jedan takav primjer je i saradnja sa Školskim centrom Velenje, na području obrazovanja, edukacije nastavnog osoblja, promocije i razvoja didaktičke opreme, istraživačkog rada učenika i nastavnika, i zajedničkih projekata u vezi s razvojem privrede, preduzetništva i obrazovanja odraslih na području Slovenije, BiH i zemalja jugozapadnog Balkana. Bitno je istaći da Mješovita srednja škola Tešanj ima veliku podršku Školskog centra Velenje kada je u pitanju obuka nastavnika i učenika za zanimanje tehničar za mehatroniku. Obuka obuhvaća sljedeća polja učenja, koja su kompleksna a današnje tržište zahtijeva nove tehnike u radu te traži obučene osobe u ovim poljima: elektrohidraulika, pneumatika, automatizacija, PLC i robotika. Mješovita srednja škola Tešanj je već dobila i potrebnu obuku za zanimanje mehatroničar. U okviru ove saradnje, početkom ove školske godine 9 naših učenika (6 tehničara za mehatroniku i 3 elektrotehničara računarstva) otišli su na dvogodišnje školovanje u ŠC Velenje, gdje će steći diplome priznate na evropskom nivou.

Mješovita srednja škola Tešanj je ostvarila saradnju s preduzećem *Mann Hummel*, te je potpisan ugovor o dualnom sistemu obrazovanja do kraja 2018. godine, što je još jedan pokazatelj saradnje na lokalnom nivou. Moramo naznačiti da ovo predstavlja prvi oblik dualnog sistema obrazovanja (tj. kombinovano teoretsko i praktično obrazovanje) te Mješovita srednja škola Tešanj kao pokretač ovakvog vida obrazovanja želi da dà dobar primjer i da je slijede druge obrazovne institucije. U januaru 2013. godine zaposleno je 26 proizvodnih radnika koji su završili obuku za zanimanje obrađivač metala rezanjem. U školskoj 2014/15. godini kontinuirano se vrši upis polaznika za ovo zanimanje zbog plana zapošljavanja u preduzeću *Mann Hummel*.

Još jedna saradnja na lokalnom nivou uspostavljena je s preduzećem *Prevent FAD d.d.* Projekt čiji je cilj bio edukacija za CNC operatere idealan je primjer uspješne saradnje Mješovite srednje škole, Agencije za razvoj općine Tešanj i lokalne privrede. Preduzeće *Prevent FAD d.d.* imalo je važnu ulogu u projektu jer je izrazilo potrebu za zapošljavanjem novog kadra i prekvalifikacijom postojećeg, a time su našim certificiranim kandidatima omogućeni radna mjesta i sigurna egzistencija. Zajednička saradnja se također razvijala na razvoju NPP-a (2 modula je realizirala škola dok je treći realiziran u firmi). Projektom je bilo obuhvaćeno 50 kandidata (od čega 40 na evidenciji Biroa za zapošljavanje).



2013. godine imali smo čast ugostiti ambasadora Sjedinjenih Američkih Država Patricka Moona. Ambasadora je primio direktor Mješovite srednje škole Muharem Saračević sa svojim pomoćnicima i saradnicima u nastavi, u prisustvu predstavnika USAID-a, TRA-e, preduzeća *Mann Hummel*, Savjetodavnog vijeća i predsjednika Školskog odbora. Posebno je istaknuo da ova posjeta nije slučajna, te da su zaslužne aktivnosti u projektima koje je podržao USAID. Također, u martu ove godine, Mješovitu srednju školu Tešanj posjetila je visoka delegacija predvođena zamjenikom šefa EU-a u BiH Renzom Davidijem a u delegaciji su bili ambasadori triju država, punopravnih članica EU-a – Švedske, Rumunije i Hrvatske.



19. juna 2014. godine, upriličena je svečana manifestacija povodom zvaničnog otvorenja Centra za obrazovanje odraslih Tešanj. Prvi je u Federaciji Bosne i Hercegovine institucionalno utemeljen na saradnji lokalnih vlasti, obrazovnog sistema i privatnog sektora općine Tešanj. Budući da je realizacija projekta rezultirala inovacijama, od zakonodavne vlasti Zeničko-dobojskog kantona očekujemo pravnu regulativu u skorijoj budućnosti. Nosilac projekta je Agencija za razvoj općine Tešanj u saradnji sa Mješovitom srednjom školom Tešanj. Centar za obrazovanje odraslih već niže i svoje prve rezultate u radu. U proteklom periodu stručnu obuku uspješno su završili prvi kandidati za CNC operatera, metalobrusača i obrađivača metala rezanjem, za potrebe preduzeća *Mann Hummel*, *Pobjeda* i *Enker*.



Misija škole: **“ Znanje za život”**

Postojimo da bismo kvalitetno, stručno i na savremen način obrazovali generacije učenika iz naše sredine, da mladog čovjeka formiramo u stručnu i kompetentnu osobu koja se uključuje u permanentno obrazovanje odraslih.

Vaš uspjeh je ogledalo našeg uspjeha!

Vizija škole:

U narednom periodu želimo da postanemo škola lider na tržištu obrazovanja, koja će dostići evropske standarde u stručnom obrazovanju i obuci. Težit ćemo da omogućimo uslove za proširenje praktične primjene znanja, naročito s ciljem osposobljavanja učenika za potrebe tržišta rada, jer mislimo da se budućnost ove škole poklapa s razvojnom budućnošću naše regije.



Obuke za pedagoge i multiplikatore

Moduli obuke za pedagoge

Moduli obuke za pedagoge – ciklus koji se sastoji od 5 seminara (2 dana po seminaru) za dvije grupe iz RS-a, FBiH i Distrikta Brčko za ukupno 32 pedagoga. Navedeni seminari, koje su vodila i realizirala dva trenera, održani su u periodu od decembra 2013. do aprila 2014. godine,. Ovo je omogućilo orijentiranost prema učesnicima i interaktivni rad unutar mnogobrojnih radionica. Tokom seminara učesnici su stekli sveobuhvatno i duboko znanje o široj oblasti obrazovanja odraslih kroz modularni trening-program. Prije realizacije ovih seminara, 12. i 13. novembra 2013. godine u Sarajevu, održan je pripremni trening za nezaposlene pedagogice, koji je vodila gđa Genasanja Handžar.

Pripremni trening za nezaposlene pedagogice osmišljen je tako da je učesnice upoznao s dijelom osnovnog seta vještina, znanja i stavova koji, osim specifičnih stručnih znanja, omogućavaju i povećavaju efikasnost i produktivnost ljudi kako na ličnom planu tako i u sferi rada, te povećavaju šanse za zaposlenje. Kako bi se novostečena znanja što bolje integrirala sa specifičnim stručnim znanjima učesnica, dio treninga odnosi se na specifične zahtjeve posla školskog pedagoga-psihologa.

Svaka pojedina sesija ujedno je predstavljala i priliku za učesnice da izvrše samoprocjenu te usmjere razvoj vlastitih kompetencija. Niz interaktivnih aktivnosti u toku sesija omogućio je učesnicama da postojeće i nove ideje, znanja, vještine i stavove kritički analiziraju i stave u funkciju budućeg razvoja.

Kao buduće multiplikatorice, učesnice su u toku rada na predviđenim sadržajima kontinuirano odmjeravale vlastite prezentacijske, komunikacijske i facilitacijske vještine, kako bi se što bolje senzibilizirale i pripremile za ulogu multiplikatora.

Nakon završetka treninga očekuje se da učesnice:

- razumiju važnost cjeloživotnog učenja te razvijaju posvećenost kontinuiranom razvoju vlastitih sposobnosti i sposobnosti drugih odraslih osoba;
- prepoznaju važnost osnovnog seta vještina, znanja i stavova koji, osim specifičnih stručnih znanja, doprinose efikasnosti i produktivnosti u sferi rada te povećavaju šanse za zaposlenje;
- razumiju važnost i osnovne principe rada u razvoju i povećanju vlastite kreativnosti, inovativnosti i poduzetničke kompetencije, kao i alate koji im u tome mogu pomoći;
- u stanju su da procijene vlastite snage i izazove i adekvatno usmjere vlastiti razvoj ka povećanju samopoštovanja i samopouzdanja, unutrašnje motivacije, sposobnosti za novo učenje, nošenje s promjenama i stresom;
- sagledaju specifične zahtjeve posla školskog pedagoga-psihologa, s posebnim osvrtom na izazove u definiranju i mjerenju kvaliteta rada nastavnika;
- prepoznaju najčešće greške u radu s odraslima i u stanju su razlikovati nedjelotvorne od djelotvornih formi razvoja i upravljanja ljudskim resursima, s posebnim fokusom na djelotvorne i nedjelotvorne forme stručnog usavršavanja nastavnika;
- odmijere vlastite snage u prezentacijskim, komunikacijskim i facilitatorskim vještinama i razviju motivaciju za ulogu multiplikatora/ multiplikatorice u projektu **STARS**.

Nakon pripremnog seminara, 32 pedagoga su podijeljena u dvije grupe, radi efikasnijeg ishoda rada na treninzima.

Modul I na temu „Učenje odraslih – psihološke osnove, karakteristike, stilovi učenja“ održan je 5. i 6. decembra 2013. godine u Banjaluci, za prvu grupu, a za drugu grupu 19. i 20. decembra 2013. u Istočnom Sarajevu. Trening su vodile prof. dr. Mirjana Mavrak i Sandra Bjelan, M.Sc, Filozofski fakultet, Univerzitet u Sarajevu.



Sadržaj modula I: Učesnici su stekli opće znanje o karakteristikama zrelog doba (psihološka, društvena, emotivna, profesionalna zrelost) kao i o životnim i radnim fazama života odrasle osobe.

Tematske jedinice ovog modula bile su: psihološke osnove učenja u zreloom dobu – zrelo doba – termin, koncept, karakteristike; važnost, potrebe i funkcije obrazovanja odrasle osobe – individualne i društvene; principi obrazovnog rada s odraslima; sposobnosti za učenje i oblici inteligencije; prepoznavanje i stilovi učenja; motivacija, spremnost i prepreke u procesu obrazovanja odraslih – važnost, forme i prevazilaženje; odrasli edukator – funkcije, uloge i stilovi učenja/predavanja. Polaznici su dobili mogućnost

povezati dosadašnja znanja iz odgojnih nauka s andragoškim informacijama o učenju odraslih. Ponuđen je prostor za refleksiju tradicionalnog i netradicionalnog pristupa obrazovanju odraslih. Polaznici su posebno živo učestvovali u analiziranju procesa učenja koji je tekao na samom seminaru i povezivali taj proces s pojedinim teorijskim postavkama o kojima je bilo riječi.

Omogućeno je učenje iz analize same učeće situacije prisutnih polaznika. Stvaraju se dodatni uslovi za umrežavanje pedagoga i voditelja seminara, ali i za međusobno umrežavanje, posebno s obzirom na činjenicu različite stope prethodne angažiranosti u oblasti obrazovanja odraslih. Jačaju veze s organizatorima i internacionalnim organizacijama koje se bave obrazovanjem odraslih. Učesnici su prošli kroz proces andragoške samorefleksije i ojačali međusobnu povezanost.



Modul II je održan u Zenici, za prvu grupu 20. i 21. januara 2014. godine i 22. i 23. januara za drugu grupu, na temu „Komunikacija, grupna dinamika i upravljanje obrazovnom grupom“. Trening su vodile doc. dr. Katarina Popović i Maja Maksimović, M.A., Filozofski fakultet, Univerzitet u Beogradu.

Modul II je uključio dvije temeljne, funkcionalno povezane skupove kompetencija – komunikacijske kompetencije i kompetencije upravljanja obrazovnom skupinom. Ovaj modul nastojao je omogućiti trenerima dinamičnu, interaktivnu i konstruktivnu komunikaciju s polaznicima kako bi se postigli obrazovni ishodi na najučinkovitiji način. Stečene kompetencije također će pomoći u rješavanju potencijalno problematične situacije, te kako reagovati na odgovarajući način ukoliko se pojave uznemirujući aspekti ili specifični oblici ponašanja (strah, nedostatak motivacije, ambivalentnost).

Tematske jedinice ovog modula bile su: priroda, elementi i komunikacijski nivoi; principi aktivne rasprave; komunikacijski obrasci i faktori konstruktivne komunikacije u obrazovnom procesu; procjena, povratna informacija i kritika, neverbalna komunikacija, obrazovna skupina – oblici, karakteristike, dinamika; upravljanje dinamikom obrazovnih skupina – metode i alati, oblici sukoba u skupinama i rješavanje problema.

Učesnici su tokom ovog modula stekli povjerenje u trenere, tako da su već na samom početku pokazali izuzetnu spremnost za rad i uključenost. Usljed prethodnog pozitivnog iskustva grupa je bila otvorena, čime se modul II pokazao kao veoma značajan. Tokom cijelog treninga su imali pozitivan stav prema učenju i sopstvenom razvoju i promjeni.



Modul III je održan u Konjicu, 17. i 18. februara 2014. godine za prvu grupu i 19. i 20. februara za drugu grupu, na temu „Vizualizacija i prezentacija u obrazovnom radu s odraslima“. Treneri su bili Emir Avdagić, M.A., DVV International – Ured u Bosni i Hercegovini i Nataša Prodanović, Udruženje za istraživanje i organizacioni razvoj “Roda”, Sarajevo.



Ovaj modul je imao metodičko-didaktički karakter i to je osnova za primjenu velikog broja metoda koje uključuju elemente vizualne prezentacije i zahtijevaju odgovarajuće prezentacijske vještine u različitim fazama procesa obrazovanja. Insistiranje na vizualizaciji snažno se naslanja na fiziološke i psihološke karakteristike spoznaje, pamćenja i učenja – putem vizualizacije, proces pamćenja sadržaja, motivacija i djelotvornost rada značajno rastu. Metode prezentacije zasnivaju se na principima i pravilima neverbalne komunikacije i psiholoških karakteristika pažnje i memorije. Učesnici su stekli znanja i vještine o prezentaciji, koji trebaju biti prilagođeni sadržaju i ciljnim grupama. U ovom modulu su realizirane slijedeće teme:

relevantnost i načela vizualizacije u obrazovnom radu; oblici, alati i tehnike vizuelnih prezentacija; pravila za korištenje alata za prikaz; faktori određivanja za korištenje alata za prikaz, oblici i načela prezentacije; prezentacije kao oblik neverbalne komunikacije; verbalni i paraverbalni aspekti prezentacije; integriranje metoda i prezentacijskih tehnika u drugim oblicima i metodama nastave i učenja.



Učesnici su tokom interaktivnog rada, kroz velik broj vježbi, vođeni trenerima, dolazili do zaključaka o važnosti vizualizacije, koja se snažno zasniva na fiziološkim i psihološkim osobnostima opažanja, pamćenja i učenja. Bilo je više nego vidljivo, i na jasnim primjerima pokazano, da se vizualizacijom nastavnog sadržaja ojačava proces njegova usvajanja, a s obzirom na to da ona predstavlja i vid komunikacije, možemo zaključiti da se njome znatno pospješuju motivacija za rad i učinkovitost rada.

Modul IV je održan u Derventi, 10. i 11. marta 2014. godine za prvu grupu i 12. i 13. marta za drugu grupu, na temu „Interaktivne metode obrazovanja odraslih“. Treneri su bili mr. Branko Dijanošić, Pučko otvoreno učilište „Dragutin Novak“ Ludbreg i mr. Goran Lapat, Učiteljski fakultet, Univerzitet Zagreb.

Četvrti modul ciklusa bio je fokusiran na moderan funkcionalni pristup obrazovanju i podrazumijeva funkcionalnu praksu stečenog znanja i razvijanje vještina i kompetencija. Stoga obrazovanje i obuka ne ostaju tradicionalni, već se usvaja metodologija koja će ubrzati korištenje stečenih kompetencija što učinkovitije. Savremeno i interaktivno obrazovanje odraslih daje prioritet uključivanju svakog člana obrazovne grupe. Njihova iskustva, poštovanje demokratskih načela i postupaka, intenzivna komunikacija, razmjena i saradnja u grupi i s trenerom su ključni dijelovi obrazovnog procesa. Kroz ovaj modul polaznici su razvili pozitivan stav prema interaktivnoj nastavi i stekli odgovarajuće praktične vještine. Također je potrebno da budu svjesni činjenice da interaktivne metode nisu njihov stvarni cilj nego sredstvo za postizanje cilja, odnosno sredstvo za postizanje obrazovnih ciljeva. Stoga su teme ovog modula bile: interaktivna nastava, rad u malim grupama – postupci, pretpostavke i pravila, metode rada u grupama – oblici i opseg; radionice – oblici, opseg i korištenje, demonstracije i simulacije u interaktivnoj nastavi; igranje uloge i tehnike drame u interaktivnoj nastavi; metode autonomnog i samoorganiziranog učenja; korištenja metoda individualizacije u andragoškom radu s heterogenim grupama.

Ocjena predavača:

U pogledu pozitivnih strana treninga, valja naglasiti da smatramo da je cjelokupan program modula IV uspješno realiziran uz maksimalnu kooperaciju svih učesnika treninga. Grupa se već dobro poznavala pa su svi mogli raditi sa svima bez obzira na stalne izmjene članova radnih grupa koje su bile formirane prema pojedinim zadacima. Na ovom seminaru je



uglavnom radionički tip rada pa se često mijenjaju sastavi pojedinih grupa. Pozitivnim se pokazalo da su korišteni primjeri onih metoda koje se ne koriste često ili su ih prvi put susreli, tako da im sadržaj nije bio monoton.

Modul V je održan na Vlašiću, 14. i 15. aprila 2014. godine za prvu grupu i 16. i 17. aprila za drugu grupu, na temu „Prilagođavanje kurikuluma u formalnom obrazovanju odraslih“. Treneri su bili prof. dr. Šefika Alibabić i mr. Jovan Miljković, Filozofski fakultet, Univerzitet u Beogradu.



Modul V je obrađivao temu prilagodbe nastavnih planova i programa za obrazovanje odraslih u tehničkim i stručnim školama. Postojeći programi nisu zasnovani na andragoškim principima, ishodima ili nadležnostima i potrebno ih je prilagoditi ciljnim grupama i realnim zahtjevima društva. Stoga je ovaj modul imao za cilj bogaćenje nastavnika potrebnim vještinama kako bi im se omogućilo da prilagode postojeće nastavne planove i programe potrebama odraslih polaznika. Pored toga, nastavnici su naučili da samostalno razviju didaktički materijal (kroz kreativan pristup fokusiran na funkcionalnosti nastavnih materijala za postizanje obrazovnih ciljeva) te stekli znanja o novim pristupima u praćenju, procjeni i evaluaciji. Tematske jedinice ovog modula bile su: nastavni planovi i programi za obrazovanje u tehničkim i stručnim školama – koncept, pristupi, načela; planiranje obrazovanja i učenja na osnovu rezultata; opći i specifični ishodi u nastavnim planovima i programima; funkcionalizacija sadržaja u nastavi; funkcionalizacija sadržaja u predmetima prirodnih nauka; funkcionalizacija sadržaja u predmetima društvenih i humanističkih nauka; autonomni razvoj nastavnih materijala, procjena, monitoring i evaluacija.



Postavljeni ciljevi treninga su u cijelosti bili funkcionalni i kao takvi ostvareni. Dizajn treninga je bio u funkciji ciljne grupe – pedagoga. Cilj i generalna tema treninga bili su usmjereni ka jačanju kapaciteta u formalnom obrazovanju odraslih. Iako je samo mali broj učesnika imao direktno iskustvo s prilagođavanjem kurikulumu odraslim polaznicima – utisak je bio da je uključivanje ove ciljne grupe u razmatranje veoma složenog problema, prilagođavanja kurikulumu, bilo stručno opravdan potez. Grupa zaposlenih pedagoga je imala priliku (koju je u punom smislu i iskoristila) mnoge sadašnje probleme iz domena svojih profesionalnih uloga posmatrati kroz prizmu specifičnosti obrazovanja odraslih i u tom kontekstu mijenjati tradicionalne, stereotipne pristupe i obrazovne paradigme. Grupa nezaposlenih pedagoga je s visokim nivoom radoznalosti bila uključena u proces obuke i tom prilikom sagledala eventualno nove profesionalne uloge i razvila neophodne kompetencije primjenljive u radu s odraslim polaznicima. Veoma plodonosna aktivnost i motiviranost polaznika u toku treninga bile su dobri pokazatelji njihove izražene potrebe da saznaju, a i formiraju novi pogled na formalno obrazovanje odraslih. Trening je, pored informativne i saznanjane funkcije, ostvario i funkciju razvijanja intelektualne radoznalosti, želju i ambiciju polaznika za njihovo kontinuirano usavršavanje u oblasti obrazovanja odraslih.



Obuka za multiplikatore

Uloga multiplikatora u obrazovanju odraslih ima naročito značaj u kontekstu diseminacije rezultata i njihove održivosti – kako na nivou pojedinaca tako i na nivou školske sredine, od koje se očekuje da i poslije završetka projekta nastavi s primjenom i širenjem novih koncepata, stečenih znanja i usvojenih vještina. Multiplikatori ovu funkciju prije svega ostvaruju kao treneri trenera, doprinoseći time maksimalnom iskorištenju nastavnih kapaciteta i efikasnosti obrazovnog rada.

Obuka za multiplikatore je provedena tokom tri seminara (u trajanju ukupno 7 dana) koji su također održani u različitim gradovima u Bosni i Hercegovini. U zavisnosti od mjesta održavanja, seminare su organizirali nosioci projekta ili jedan od partnera na projektu (seminari u Republici Srpskoj ili Distriktu Brčko su organizovani od Zavoda za obrazovanje odraslih; seminare u Federaciji Bosne i Hercegovine su organizovali DVV International ili Mješovite srednja škola Tešanj.

Teme su bile: Komunikacijske kompetencije; Metode za *ToT* (*Training of Trainers* – treneri za trenere); Metode za upravljanje obrazovnim procesima; Kompetencije savjetovanja i usmjeravanja; Liderske kompetencije; *Coaching* kompetencije. O sadržaju ovih tema možete pročitati u nastavku ovog teksta.

Komunikacijske kompetencije obezbjeđuju efikasnu komunikaciju s drugima u različitim društvenim okruženjima. Kao prvo, cilj im je prepoznavanje povratne informacije i artikulacija pozitivnih odgovora, ali također i sticanje sposobnosti saosjećanja s drugima, slušanja drugih, posmatranja samoga sebe, posmatranja drugih ljudi, kao i vladanje verbalnim i neverbalnim porukama. Jedna od vještina međuljudske komunikacije je aktivno slušanje koje se oslanja na neverbalnu komunikaciju, podrazumijeva znanje o tome kome govorimo i prihvatanje druge osobe kao sagovornika bez obzira na potencijalno slaganje ili neslaganje u stavovima, vjerovanjima i sistemima vrijednosti. Vještina percepcije se ispoljava kroz tri nivoa spoznaje: prepoznavanja, refleksije i akcije. To praktično znači adekvatno praćenje druge osobe, izbjegavanje preranih zaključaka, pažljivu procjenu i na kraju adekvatan odgovor. S obzirom na suštinu uloge trenera, očigledno je da je ključ uspjeha u vještini komunikacije.

Metode za TOT. Obuka za trenere podrazumijeva maksimalnu saradnju između trenera i polaznika (budućih trenera), saradnju koja je rezultat interaktivnog pristupa u obuci. Pošto interaktivnost podrazumijeva korištenje iskustava učesnika, pozitivnu atmosferu u grupi, intenzivnu komunikaciju i prihvatanje sagovornika, neophodno je da trener izabere adekvatne metode obuke. Zbog toga trener mora da zna i razumije kriterije izbora metoda i njihovih karakteristika, kao i andragošku vrijednost svake *ToT* metode. Kada trener jednom donese odluku o kriterijima za izbor metode, tada mu je na

raspolaganju velik izbor metoda obuke (predavanja, demonstracije, diskusije, debate, studije slučaja, igra uloga, *brainstorming* ...).

Upravljanje obrazovnim procesima. Obrazovni procesi u nastavi su prikladni i ciljno orijentirani, kao organizacioni oblici obrazovanja prilagođeni odraslima. Trener mora posjedovati vještine za uspješno upravljanje obrazovnim procesima odnosno, preciznije, on treba da bude u stanju da planira, organizira, vodi, kontroliše i pristupa obrazovnom procesu i njegovim rezultatima. Funkcija planiranja podrazumijeva formuliranje obrazovnih ciljeva, ishoda i sadržaja, odnosno konkretizaciju aktivnosti, selekciju sadržaja i metoda baziranih na planiranim ishodima. Organizacija je operativna funkcija upravljanja vezana za organizaciju obrazovne grupe, sadržaja i aktivnosti. Dok upravljanje i vođenje imaju podržavajuće i motivacione funkcije u obrazovnom procesu, kontrola i ocjenjivanje bi trebalo da koriguju i pokrenu eventualne promjene u oblasti planiranja i organizovanja obrazovanja.

Kompetencije savjetovanja i usmjeravanja. Savjetovanje i usmjeravanje u obrazovanju trenera su sastavni dio rada u procesu edukacije i/ili institucije. Ovom funkcijom se poboljšava lični, obrazovni i profesionalni razvoj pojedinca ili čak i grupa. Savjetovanje i usmjeravanje se zasnivaju na razvoju pristupa ljudima i na teoriji Carla Rogersa, teoriji po kojoj se čovjek stavlja u centar pažnje (Carl Rogers, američki psiholog i jedan od osnivača humanističkog pristupa). Također je važan holistički pristup, pozitivno razmišljanje i orijentiranost ka rješavanju problema. U određenoj mjeri, treneri (u ulozi savjetnika) imaju ulogu mentora ili funkciju karijernog usmjeravanja. Intelktualnom i emocionalnom podrškom treneri pomažu svojim kolegama da razmisle o svom radu, da formiraju strukturu svojih iskustava i da planiraju dalji profesionalni razvoj. Savjetovanje i usmjeravanje zahtijevaju izuzetne komunikacijske i interpersonalne sposobnosti. Seminari obezbjeđuju specifične vještine, kao što su: aktivno slušanje, specifična upotreba verbalne i paraverbalne komunikacije, razumijevanje i korištenje govora tijela, vještina dijaloga, postavljanje različitih vrsta pitanja, sumiranje, parafriziranje, pravljenje zabilježki, humor. Posebna pažnja se posvećuje različitim oblicima vođenja osobe kroz proces identifikovanja njenih potreba i preuzimanja odgovornosti za vlastite odluke. Shodno tome, tehnike razmišljanja, mašte, projekcije budućnosti i donošenja odluka su također važne. Treneri/ multiplikatori prolaze kroz ovaj proces kako bi stekli kompetencije potrebne za rad s nastavnicima. Razvoj ovih vještina se oslanja na sadržaj i stečene vještine iz prethodnih modula.

Liderske kompetencije. Lider kreira viziju, postavlja ciljeve, definira grupne vrijednosti, koordinira rad, inspiriše povjerenje i lojalnost, upravlja emocijama drugih, upravlja odnosima, arbitrira u konfliktima, podržava, ubjeđuje i odlučuje, služi kao model...

Obuka trenera se realizira u atmosferi punoj podrške, korištenjem metoda i tehnika za razvoj socijalne i emotivne inteligencije, koje su temelj ponašanja lidera.

Coaching kompetencije. Coaching kao metod je važan dio u obrazovnom radu, posebno u radu trenera i multiplikatora. Postoje različiti koncepti, u zavisnosti od ciljne grupe, cilja organizacije ili projekta i datih okolnosti. Za našu obuku multiplikatora, odabran je koncept obrazovnog *coachinga* s nekim elementima nastave i mentorstva. Obuka je upotpunjena

elementima *coaching* sesija (pripremne, *in-field*, *feedback* sesije), jasno definisanih ciljeva, forme razgovora, kritikovanja i prihvatanja kritike i monitoringa. Pored individualnih podučavanja, polaznici poboljšavaju svoje kompetencije za *coaching* u malim grupama.



Modul I za multiplikatore, koji je održan na Jahorini, 7. i 8. maja 2014. godine, vodili su prof. dr. Šefika Alibabić i mr. Jovan Miljković, Filozofski fakultet, Univerzitet u Beogradu, dok su **Modul II**, koji je održan 29. i 30. maja 2014. godine u Mostaru, vodili doc. dr. Katarina Popović, Filozofski fakultet, Univerzitet u Beogradu i Emir Avdagić, M.A, DVV International – Ured u Bosni i Hercegovini.

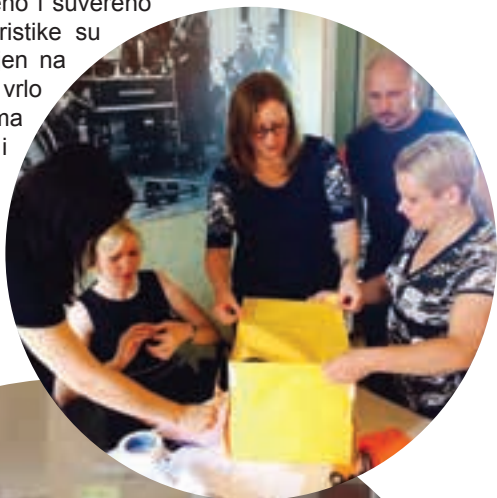
Sadržaj ovih treninga su polaznici ocijenili kao vrlo relevantan, jer koncept trening menadžmenta odražava holistički pristup treningu, što budućeg trenera vodi kroz sve faze treninga i tako ga priprema za uspješan trenerski rad. Uz to, sagledavajući trenerske uloge, polaznici su razvili potrebu da kao treneri istovremeno moraju biti i lideri, što ih je posebno inspirisalo za aktivnosti u vježbama razvijanja liderskih vještina, kao i za sagledavanje funkcije trenera/ lidera u stvaranju i unapređivanju kulture i klime u njihovoj radnoj organizaciji.



Modul III za multiplikatore, pod nazivom „Supervizija“, održan je u periodu od 25. do 27. juna 2014. godine u Banjaluci. Članovi komisije, supervizori, su bili prof. dr. Šefika Alibabić i Maja Maksimović, M.A, Filozofski fakultet, Univerzitet u Beogradu i Emir Avdagić, M.A, DVV International – Ured u Bosni i Hercegovini.

Supervizija je omogućila sagledavanje i procjenu trenerskog umijeća budućih multiplikatora izvođenjem jednoiposatnih radionica iz oblasti u kojima su prethodno trenirani, nakon čega su dobili povratnu informaciju, *feed back*, od članova komisije. Cilj ovog modula je bila praktična provjera nivoa stečenih znanja i usvojenih vještina kroz izvođenje nastavnih jedinica od strane samih multiplikatora, u grupama po dvoje ili troje. Bilo je ukupno osam grupa. Teme su slobodno odabrali multiplikatori i svaka grupa je imala nastavnu, tj. trening-jedinicu od 90 minuta.

Svih osam grupa je pokazalo visok nivo izvedbe. Multiplikatori su pokazali da su u potpunosti stekli kompetencije koje su predviđene konceptom, i to na visokom nivou. Zrelost, sigurnost, samouvjerenost i suvereno vladanje sadržajima i vođenje grupe – karakteristike su izrazitog profesionalizma, koji je očigledno razvijen na zavidnom nivou tokom rada s grupom. Osim toga, vrlo je jasan izrazito saradnički odnos među članovima grupe u cjelini – povezivanje, pomaganje i podržavanje, te se može zaključiti da ova grupa multiplikatora u potpunosti funkcioniše kao tim – dijeleći ne samo sličan nivo znanja i vještina nego i osjećaj profesionalnog identiteta, sistem vrijednosti i „modernu trenersku paradigmu“.



Baza podataka multiplikatora



Esma Bešić, Brčko

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Izbor teme za izlaganje na superviziji: Interaktivno usavršavanje savjetodavnih nastavničkih kompetencija

Razlog za izbor teme: Prilikom odabira tema smatrali smo da je jako važno naglasiti značaj jačanja nastavničkih kompetencija jer je nastavnicima na taj način omogućeno da kroz svoj rad jačaju i kapacitete učenika, kao i roditelja. Jačanje nastavničkih kompetencija potencira razvoj dvosmjerne komunikacije koja učenika/polaznika/roditelja potiče na razmišljanje i analiziranje problema te donošenje samostalnih zaključaka.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Kada je u pitanju ovakav intrigantan projekt koji zahtijeva kompleksan rad, ideje se same nižu jedna na drugu. Između ostalog, neke od njih su i osnivanje udruženja multiplikatora, zatim implementacija projekta u našem okruženju i u školama kroz rad s nastavnicima i pedagozima koji nisu prošli ove seminare. Na taj način bismo ih upoznali sa značajem obrazovanja odraslih i svim drugim bitnim stvarima koje smo naučili tokom realiziranih modula.



Tatjana Đurđević, Derventa

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Izbor teme za izlaganje na superviziji: Obuka službenika mobilnog operatera „M-tel“

Prethodno iskustvo u oblasti obrazovanja odraslih: Organizacija obuke odraslih polaznika u školi.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Nastavnici koji se bave obrazovanjem odraslih bi trebali da se upoznaju sa sadržajem ovih modula, a također sam mišljenja da je osim s metodama i tehnikama u radu, potrebno nastavnicima staviti akcent na modul I i V. Proširiti broj škola i učesnika obuke.



Katarina Filipović, Orašje

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Izbor teme za izlaganje na superviziji: Nasilje i vrste nasilja

Kakva su Vaša iskustva u vezi sa projektom STARS? Veoma pozitivna, predavači su bili interesantni i profesionalni, organizatori projekta su se jako dobro brinuli o nama i na kraju grupa je postala kao mala obitelj. Jako cijenim što sam upoznala mnogo kolegica i kolega, s kojima sam na kraju postala i prijateljica. Mislim da smo naučili jako puno jedni od drugih, kao i od predavača.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Vjerujem da svatko od nas može na svoj način primijeniti nešto od naučenog, bilo u poslovnom ili privatnom životu.



Azra Gršić, Tuzla

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Izbor teme za izlaganje na superviziji: Timski rad – donošenje odluka

Razlog izbora teme: Samim tim što smo trebali raditi u timu i na taj način i izabrati temu "Timski rad – donošenje odluka" unutar tima je sasvim odgovaralo prilici. Svaki pojedinac je imao priliku da bude dio tima, pripadao je, imao svoja zaduženja, zadatke... Rad u timu u većini slučajeva omogućava prednost i više uspjeha od onoga kada osoba radi sama, sama donosi odluke i sl. Za uspješan tim, produktivan rad u timu i dobre rezultate odgovorni su članovi tima. Važna je njihova povezanost, zalaganje u radu, a i zajedničke odluke koje budu donesene u timu usmjeravaju tim, način rada i utiču na uspjeh tima.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Više angažiranja kroz udruženje koje smo osnovali kao multiplikatori.



Meriha Hamamdžić, Sarajevo

Zaposlena u SŠ poljoprivrede, prehrane, veterine i uslužnih djelatnosti, Sarajevo.

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Izbor teme za izlaganje na superviziji: Nasilje na sportskim tribinama

Razlog izbora teme: Povećanje nasilja u svim oblicima s katastrofalnim posljedicama za društvenu zajednicu.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Održati seminare u svojoj školi, animirati uprave drugih škola za rad s kolegama, preko službi za zapošljavanje, centara za socijalni rad, uključivati zainteresirane pojedince i grupe. Stečena znanja će na moje i na zadovoljstvo polaznika omogućiti daleko kvalitetniju edukaciju i pripremu polaznika za radni angažman.



Emira Hamidović, Tuzla

Zaposlena u Mješovitoj građevinsko-geodetskoj školi, Tuzla.

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Izbor teme za izlaganje na superviziji: Timski rad – donošenje odluka

Prethodno iskustvo u oblasti obrazovanja odraslih: Ranija iskustva u obrazovnom radu sa odraslima: rad sa studentima 4. godine kao asistent-stručnjak iz prakse na Odsjeku pedagogija-psihologija na Filozofskom fakultetu u Tuzli; rad s nastavnicima u osnovnoj i srednjoj školi u okviru dodatnog pedagoškog obrazovanja nastavnika; rad s roditeljima učenika (pedagoško obrazovanje roditelja); rad sa stručnim saradnicima pedagozima-psiholozima u predškolskim ustanovama, osnovnoj i srednjoj školi, kao spoljna saradnica Pedagoškog zavoda, Tuzla; rad u nevladinim organizacijama kao članica tima za edukaciju različitih obrazovnih grupa u cilju prevencije nasilja; rad s polaznicima u dokvalifikaciji, prekvalifikaciji i vanrednom obrazovanju.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Neke od sadržaja seminara, uz saradnju i podršku direktora škole, planiram realizirati u školi u kojoj radim kroz edukaciju nastavnika/kolega.



Perica Ivanek, Brčko

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Izbor teme za izlaganje na superviziji: Interaktivno usavršavanje savjetodavnih nastavničkih kompetencija

Razlog izbora teme: Jačanje nastavnikovih savjetodavnih kompetencija neophodnih za svakodnevnu komunikaciju i interakciju u radu, kako s učenicima tako i s roditeljima, na inovativan i interaktivan način.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Svakako da su spoznaje stečene u ovom projektu uticale na promjenu paradigme vezane za obrazovanje odraslih. Stoga bi njihova primjena u svakodnevnom radu s odraslima, ali i edukacija nastavnika koji rade s odraslima u našim školama, trebala dati konkretne pozitivne pomake u svakodnevnom radu. S realizacijom ideja za primjenu sadržaja seminara zapravo smo već započeli osnivanjem Udruženja multiplikatora **STARS** i jasno definiranim ciljevima, kao temeljnim odrednicama, i pravcem našeg djelovanja u budućem obrazovanju odraslih u BiH.



Vesna Jevtić, Doboј

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Izbor teme za izlaganje na superviziji: Obuka službenika mobilnog operatera „M-tel“

Prethodno iskustvo u oblasti obrazovanja odraslih: Obuka nastavnika u srednjim stručnim školama u oblasti primjene savremenih metoda rada; obuka nastavnika u srednjim stručnim školama u izradi modularnih programa rada; obuka direktora srednjih stručnih škola; obuka nadzornika pedagoških zavoda; obuka predstavnika privredne komore za izradu standarda zanimanja; organizacija obuke odraslih polaznika u školi; obuka nastavnika (odjeljenjskih starješina) za primjenu programa rada odjeljenjske zajednice.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Ovakve ili slične obuke obavezno bi trebalo organizovati za nastavnike koji se angažuju u radu s odraslima i naravno za direktore. Proširiti broj škola i učesnika obuke.



Nermine Karahmetović, Goražde

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Izbor teme za izlaganje na superviziji: Aktivno slušanje

Prethodno iskustvo u oblasti obrazovanja odraslih: Psihoedukativne radionice za roditelje djece predškolskog uzrasta u vrtiću "Sunce" u Goraždu.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Udruženje **STARS** i apliciranje s projektima prema fondovima EU-a. Edukacija nastavnika uposlenih u srednjim školama u Bosni i Hercegovini.



Svjetlana Kesedžić, Odžak

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Izbor teme za izlaganje na superviziji: Nasilje i kako se nositi sa žrtvama nasilja

Razlog izbora teme: Problematika s kojom se sve više susrećemo u svakodnevnom životu i na radnom mjestu, te pokušavamo pronaći najbolje metode borbe protiv nasilja u školi, na ulici, kod kuće... Korištene su metode: *brainstorming*, metoda prezentacije, rad u paru, studija slučaja, debata, demonstriranje, upitnik, rješavanje zadatka, tabeliranje, izvještavanje.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Povezati škole ako je to moguće i podijeliti znanje koje smo mi dobili na seminaru s ostalim kolegama, ne zadržavati se samo na području svoje županije, nego se povezati s kolegama iz drugih županija i intenzivno raditi na unapređenju obrazovanja odraslih u našoj državi.



Svjetlana Mamić, Banja Luka

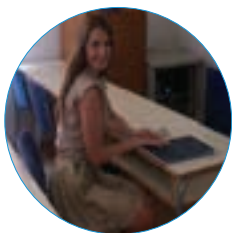
E-mail miror13@hotmail.com

Izbor teme za izlaganje na superviziji: Razvoj kreativnosti – metod SCAMPER

Razlog izbora teme: Koleginica Ivana i ja smo zajedničkom odlukom krenule da istražujemo i što bolje obradimo područje kreativnosti, koje nas obje zanima, a istovremeno smo smatrale da će i naše kolegice i kolege dobiti neka nova saznanja koja do sada nisu imali. Korištene su metode: predavanje, metoda demonstracije, metoda projekta, metoda prezentacije.

Moja iskustva u vezi s projektom STARS: Iskustva koja nosim iz ovog projekta su apsolutno pozitivna. Moduli su u potpunosti ispunili moja očekivanja, neću slagati ni kada kažem da su ih premašili. Počevši od ostalih učesnika, same strukture i organizacije seminara do izbora tema i vrsnih trenera. Definitivno, iz projekta nosim jedno divno iskustvo i mnoštvo praktičnih znanja koja sam stekla učestvujući u njemu.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Saradnja sa svim ustanovama (i formalnim i neformalnim) koje se bave područjem obrazovanja odraslih. Znanja koja nam je pružio projekt **STARS**, a koja im mi učesnici možemo prenijeti, mogu im zasigurno biti od velike koristi.



Maja Perdan, Bijeljina

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Izbor teme za izlaganje na superviziji: Aktivno slušanje

Razlog izbora teme: Često se dešava da slušamo a ne čujemo, da gledamo a ne vidimo. Iz tih razloga, osnova dobre i kvalitetne pedagoške komunikacije jeste aktivno slušanje, koje je predmet interesovanja mnogih autora, pa i naš.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Šteta bi bilo da se ovakva stečena znanja i iskustva ne prenesu dalje. Ono što je ključno jeste da se ove radionice počnu provoditi u drugim školama i da svaki multiplikator u svojoj regiji prenese znanja i iskustva u obrazovanju s odraslima stečena tokom realizacije projekta **STARS**.



Ivana Pešikan, Trebinje

Zaposlena u Centru srednjih škola, Trebinje.

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Izbor teme za izlaganje na superviziji: metoda SCAMPER – razvoj kreativnosti

Razlog izbora teme: Za razliku od prošlosti, kada je vladalo mišljenje da kreativnost posjeduju samo određeni, izabrani ljudi, danas vlada mišljenje da svaka individua posjeduje određenu vrstu kreativnosti koju je moguće razvijati. Upravo ovakvo mišljenje nas je navelo da izaberemo metodu SCAMPER kao temu naše radionice. Metoda SCAMPER se temelji na ideji da je sve što je novo modifikacija nečega što već postoji. Ova metoda pruža mogućnost da se na problem gleda iz više različitih uglova. Obezbjeduje veoma dobru osnovu za dokumentaciju protoka ideja. Pogodna je kako za individualni tako i za timski rad.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Ovaj trening omogućava drugačiji pristup obrazovanju odraslih. Znanja stečena u toku

seminara ću koristiti pri organizovanju predavanja i radionica ili predavanja za nastavnike koji su uključeni u obrazovanje odraslih.



Ljiljana Purković, Istočno Sarajevo

Zaposlena u Srednjoj školi „28. juni“,
Istočno Sarajevo.

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Izbor teme za izlaganje na superviziji: Nasilje na sportskim tribinama

Prethodno iskustvo u oblasti obrazovanja odraslih: Moje prethodno iskustvo u obrazovanju odraslih počiva na prilično dobroj vještini komuniciranja s odraslima i predavačkoj ulozi.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Stečena znanja će mi svakako pomoći u svakodnevnom poslu. Naučeno već sada primjenjujem. Naime, učenici završnih razreda su gotovo odrasli ljudi, a tu su i kolege profesori i roditelji i mnogi drugi sa kojima pedagozi rade. Dakle, jačanje andragoških kompetencija pedagoga je itekako bila dobra „investicija“ koju će svaki obučeni multiplikator znati da iskoristi na mnogo načina i na mnogim poljima. Ja ću stečena znanja moći da primijenim u svakodnevnom radu: sa učenicima, roditeljima, nastavnicima, na radionicama, predavanjima, obraćanjima, prezentacijama, savjetodavnom radu a najkonkretnije u angažiranju na projektu „Pravda za svu djecu“ (rad sa roditeljima maloljetnih delinkvenata).



Milanka Džepina Radulj, Banja Luka

Zaposlena u Elektrotehničkoj školi „Nikola Tesla“, Banja Luka.

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Izbor teme za izlaganje na superviziji: Asertivnost, asertivne tehnike

Da li će Vam pomoći stečena znanja u Vašem radu i na koji način? Svako novo stečeno znanje je pozitivno kada radite u vaspitno-obrazovnoj instituciji. Prolazeći kroz sve module, bogatiji ste za nova iskustva i znanja. Takvo stečeno znanje može da se primijeni u mom svakodnevnom radu i sa redovnim učenicima. Ovakvo iskustvo ću prezentirati predavačima koji se bave obrazovanjem odraslih u mojoj školi. Smatram da je korisno i da će im pomoći u radu s odraslim polaznicima.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Sadržaj i znanje koje sam stekla kroz projekt **STARS** primjenjivaću u vlastitom radu i radu s kolegama koji se bave obrazovanjem odraslih.



Jasenka Vlačić, Banja Luka

Zaposlena u Ekonomskoj školi, Banja Luka.

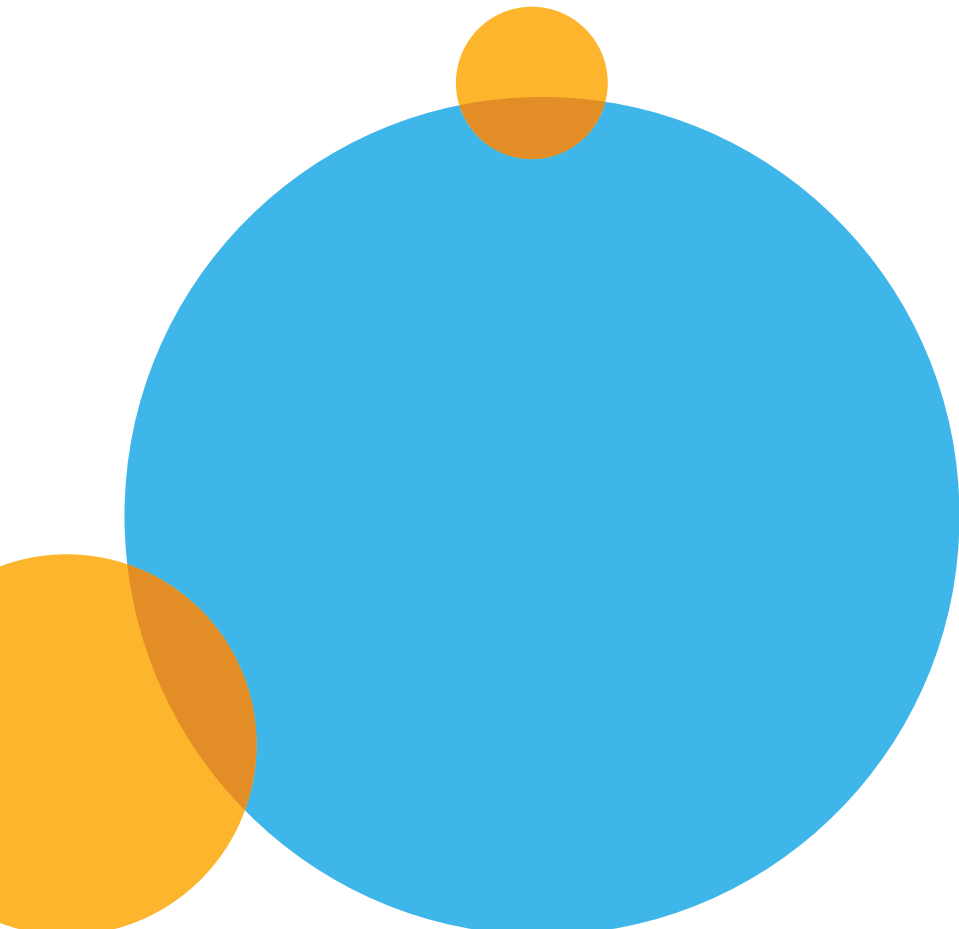
E-mail: jasenka75@yahoo.com

Izbor teme za izlaganje na superviziji: Asertivnost, asertivne tehnike

Šta ste naučili na ranijim modulima i primijenili prilikom pripreme za izlaganje na superviziji? Na ranijim modulima sam naučila mnogo korisnih stvari koje su vezane za trenerski posao, način organiziranja treninga, na koji način pristupiti polaznicima, koje metode i tehnike koristiti prilikom izvođenja treninga itd. Prilikom pripreme treninga pokušali smo uzeti u obzir sve korake koji su potrebni da se uspješno realizira trening: priprema prezentacije, aktivnosti tokom treninga, zadaci za polaznike, evaluacija treninga, na koji način motivirati grupu, kako se nositi s grupom. Lično smatram da će mi naučene

vještine, uz vrijedan rad, koristiti u radu s odraslima.

Preporuka za primjenu sadržaja seminara u radu s odraslima: Stečena znanja mi već sada pomažu u praksi. Putem dosta primjera i praktičnih vježbi obogatila sam svoja znanja i stekla određene andragoške kompetencije, koje koristim u svakodnevnom radu. Sadržaje seminara ću primijeniti u radu s kolegicama i kolegama iz škole koji su angažirani u obrazovanju odraslih.



Intervjui s pedagozima u toku realizacije seminara projekta STARS

Perica Ivanek

Poljoprivredna i medicinska škola, Distrikt Brčko

Poslije završetka prvog ciklusa seminara, kakva su Vaša iskustva u vezi s projektom STARS?

*Sa zadovoljstvom mogu izraziti svoja pozitivna iskustva vezana za projekt **STARS**, kako u organizacijskom tako i u realizacijsko-tehničkom pogledu. Dobro organizovani treninzi modula s kvalitetnim predavačima koji su na veoma stručan i interesantan interaktivan način prezentirali predviđene sadržaje i, pri tome, veoma ugodnom atmosferom i radnom klimom, postigli visok osjećaj pripadnosti grupi kao i zainteresiranost svih učesnika seminara.*

Koji Vam se sadržaj modula najviše dopao?

S obzirom da su svi sadržaji veoma studiozno odabrani, uz uvažavanje naučno-teorijskih utemeljenja obrazovanja odraslih, teško je nekom od obrađenih sadržaja dati prednost. Svi su na svoj način bili kvalitetni, zanimljivi i potrebni. Ne umanjujući važnost i značaj psiholoških osnova, karakteristika, stilova učenja odraslih, zatim vizualizacije i prezentacije, te kurikuluma i upotreba interaktivnih metoda, segment vezan za komunikaciju i grupnu dinamiku i upravljanje obrazovnom grupom u radu s odraslima posebno mi je bio zanimljiv i kreativan.

Da li imate dodatne ideje za primjenu sadržaja seminara u radu s odraslim osobama (npr. s kolegama, učesnicima, drugim školama...)?

Obrađivani sadržaji na svim modulima su veoma primjenljivi u svakodnevnom radu školskog pedagoga jer u opisu njegovih poslova, bitno mjesto zauzima savjetodavni rad s nastavnicima i roditeljima. Svakako treba istaći i činjenicu da se učenici završnih razreda srednjih škola mogu posmatrati kao u dobroj mjeri odrasle osobe, naravno sa formalnim obrazovnim statusom, te se mnogo toga može primijeniti i na njih. Korisno bi bilo kada bi se usvojena iskustva pojedinaca-učesnika projekta dijelila s drugim kolegama pedagozima u drugim školama pa i mjestima te time masovnije primijenila i još više obogatila.

U kojoj mjeri ste se bavili obrazovanjem odraslih prije učešća u projektu STARS?

Moram priznati da sam prije učešća u projektu STARS imao nešto drugačiju sliku o obrazovanju odraslih, te sam mnoge bitne aspekte vezane za obrazovanje odraslih, nekada i nesvjesno, zanemarivao. Razlog ovoga jeste upravo permanentni rad s mladima, učenicima, kao i neosviještenost činjenice da poznavanje i primjena mnogobrojnih temeljnih postavki obrazovanja odraslih može unaprijediti i rad s mlađim naraštajima. Svakako da ću nakon završetka projekta imati drugačiji pristup obrazovanju odraslih i slobodnije i sigurnije ulaziti u ove aktivnosti.

Koje su Vaše želje u vezi s daljim razvojem obrazovanja odraslih?

Pokušati promijeniti percepciju vezanu za obrazovanje odraslih, pri čemu bi se ona shvatila kao potreba suvremenog doba u kojem živimo. U eri cjeloživotnog učenja u društvu znanja, jedino ovakvim pristupom, prije svega nas pedagoga, i primjenom novousvojenih kompetencija vezanih za obrazovanje odraslih, možemo nešto promijeniti nabolje.

Nermina Karahmetović

Mješovita srednja škola „Enver Pozderović“, Goražde

Poslije završetka prvog ciklusa seminara, kakva su Vaša iskustva u vezi s projektom STARS?

Projekt STARS je odlično osmišljen i organiziran projekt, koji je okupio ugledne profesore sa sarajevskog, beogradskog i zagrebačkog univerziteta, te DVV Internationala. Ukupno 32 pedagoga iz cijele BiH imala su jedinstvenu priliku učiti od vrhunskih stručnjaka u polju obrazovanja odraslih, međusobno se upoznati, razmijeniti iskustva i zajedno raditi.

Koji Vam se sadržaj modula najviše dopao?

Svi moduli su odlično osmišljeni, organizirani i realizirani. Svako od voditelja seminara ostavio je svoj originalni pečat i nemoguće ih je porediti.

Da li imate dodatne ideje za primjenu sadržaja seminara u radu s odraslim osobama (npr. s kolegama, učesnicima, drugim školama...)?

Naravno. Ja imam ideju da napravimo projekt, mi učesnici seminara, u kojem bi svaki zaposleni pedagog bio nosilac aktivnosti u svom gradu, kantonu, mjestu odakle dolazi, a nezaposleni pedagozi bi bili asistenti na području cijele države. Cilj projekta bi bio da znanja i vještine koje smo stekli u okviru projekta STARS prenesemo na nastavnike u srednjim školama koje se bave obrazovanjem odraslih u cijeloj BiH.

U kojoj mjeri ste se bavili obrazovanjem odraslih prije učešća u projektu STARS?

Ako odraslima smatramo ljude od navršених 16 godine i starije, onda svakodnevno. Pored toga, naša škola obrazuje vanredne učenike, a to su punoljetne osobe. Radila sam edukativne radionice za roditelje djece predškolskog uzrasta i nastavnike s područja Goražda.

Kako Vi ocjenjujete stanje obrazovanja odraslih u BiH?

Puno toga se tek treba uraditi na polju obrazovanja odraslih. Treba prvo izraditi zakonske osnove u dijelovima zemlje gdje to još nije učinjeno. Nakon toga iskoristiti znanja i vještine pedagoga koji će u okviru projekta STARS biti certificirani kao multiplikatori, prvo da podižu svijest o važnosti obrazovanja odraslih, a zatim da prenose svoja znanja i vještine.

Svjetlana Mamić
Nezaposlena pedagogica iz Banjaluke

Poslije završetka prvog ciklusa seminara, kakva su Vaša iskustva s projektom STARS?

Izuzetno sam zadovoljna što sam bila dio ovog projekta i u svakom slučaju ovo je nezaboravno iskustvo. Smatram da sam usvojila nova znanja i unaprijedila već postojeća. Da nije bilo projekta STARS pitanje je da li bih, i kada, imala priliku slušati predavače koji su nas vodili kroz ovaj projekt, a koji su me oduševili svaki na svoj način. Iz ovog iskustva odlazim bogatija, ne samo za znanja koja sam usvojila već i za divna poznanstva koja sam ostvarila tokom pohađanja ovih seminara. U svakom slučaju, moja iskustva su veoma pozitivna i veoma sam zadovoljna konceptom i realizacijom projekta.

Koji Vam se sadržaj modula najviše dopao?

Svi moduli su bili posebni i značajni svaki na svoj način, te svi sadržaji pažljivo birani i dobro prilagođeni. Ukoliko baš moram da izdvojim neke, neka to budu Modul II „Komunikacija, grupna dinamika i upravljanje obrazovnom grupom“ i Modul III „Vizualizacija i prezentacija u obrazovnom radu sa odraslima“.

Da li imate dodatne ideje za primjenu sadržaja seminara u radu s odraslim osobama (npr. s kolegama, učesnicima, drugim školama...)?

Svi sadržaji seminara su izuzetno primjenljivi, kako u profesionalnom tako i ličnom životu. Sigurno bi bilo korisno upoznati sve osobe koje učestvuju direktno u obrazovanju odraslih sa ovim sadržajima. To mogu biti profesori koji su u ulogama predavača, kako u školama koje se bave prekvalifikacijom i dokvalifikacijom tako i univerzitetski profesori. Nažalost, nisam zaposlena, ali vjerujem da će moje zaposlene kolege u svom kolektivu odmah početi s primjenom stečenih znanja. Također, bilo bi interesantno pokušati na neki način umrežiti škole pa stečena znanja prenijeti i kolegama – pedagozima iz drugih škola, općina, kantona, kako bi i oni unaprijedili svoj kolektiv. Mislim da bi bilo dobro i pokušati lobirati da svi koji su u području obrazovanja odraslih moraju proći ovakvu ili sličnu andragošku obuku.

Kako Vi ocjenjujete stanje obrazovanja odraslih u BiH?

Prvenstveno smatram da u našoj kulturi uopšte nije razvijena svijest o značaju permanentnog obrazovanja. Ljudi rijetko stupaju u obrazovni proces iz želje da steknu konkretna znanja i kompetencije, to najčešće rade samo zbog sertifikata, ili zato što su uslovljeni (npr. od poslodavca). Također, smatram da nastavnički kadar kod nas nije dovoljno andragoški obučen, već da dobar dio njih u obrazovanju odraslih postupa kao i u radu s djecom, a znamo da to nije isti proces. U svakom slučaju, iako stanje ne ocjenjujem baš najbolje, smatram da je ovo područje koje nosi budućnost i da ima mnogo prostora za unapređenje.

Koje su Vaše želje u vezi s daljim razvojem obrazovanja odraslih?

Prvenstveno, voljela bih imati priliku da kolegama iz mog grada, koji nisu imali priliku proći ovakvu obuku, prenesem ono što sam naučila. To bi se moglo realizirati kroz obuke koje bi se organizirale u našem gradu. Naravno, voljela bih da i obrazovne institucije prepoznaju značaj obuke kroz koju smo prošli te podrže njeno održavanje kod nas. Ovakvo što ne smije ostati samo na teoriji. Također, željela bih da udruženim snagama na neki način utičemo na svijest ljudi u BIH o značaju obrazovanja odraslih i permanentnog usavršavanja.



Evaluacija projekta STARS

Izveštaj o evaluaciji projekta STARS

Cilj projekta STARS je podržavanje struktura za obrazovanje odraslih u Bosni i Hercegovini. Projekt je počeo u julu 2013. godine i bit će okončan u decembru 2014. godine. U navedenom periodu organizovana je obuka za 21 pedagoga iz srednjih stručnih škola (10 iz FBiH, 10 iz RS-a, te 1 škole iz Disktrika Brčko) i za 11 pedagoga s evidencije biroa za zapošljavanje. Nakon završenih 5 modula, 16 pedagoga je odabrano za dodatnu obuku za multiplikatore, koja je realizirana kroz dodatna 3 modula.

U svrhu evaluacije projekta, krajem septembra i početkom oktobra 2014. godine obavljeno je pismeno anketiranje pedagoga koji su učestvovali u projektu, te su obavljani razgovori s direktorima škola. U pismenom anketiranju učestvovalo je 11 pedagoga, a usmeno su intervjuisana 3 direktora. Obje grupe su odabrane metodom slučajnog odabira.

Pored provedenih anketiranja učesnika projekta, tokom evaluacije projekta načinjena je i analiza izvještaja trenera (predavača) sa svih osam održanih seminara. Pri tom su analizirani tok i pozitivni aspekti treninga, primjeri dobre prakse, te problemi, komentari i preporuke koje su naveli treneri pojedinih modula. Također su uzete u obzir interne evaluacije koje su proveli treneri u okviru pojedinih seminara.

Rezultati anketiranja pedagoga-multiplikatora

U okviru pismenog anketiranja pedagoga-multiplikatora koji su učestvovali u projektu STARS ispitano je ukupno 11 osoba. Svi ispitanici su ženskog spola. Sedam pedagoga je zaposleno u školama, tri pedagoga su nezaposlena, jedna osoba radi u školi, ali ne na radnom mjestu pedagoga.

Anketa se sastojala od ukupno 25 pitanja u kojima su ispitanici ocjenjivali:

- a) projekt u njegovim pojedinim segmentima,
- b) svoja znanja stečena u okviru ovog projekta,
- c) primjenljivost spomenutih znanja.

U okviru svih pitanja, ispitanici su imali mogućnost da dodaju svoj lični komentar na konkretno pitanje. Na kraju upitnika učesnicima ankete je ostavljena mogućnost da navedu svoje dodatne primjedbe, prijedloge ili komentare koje nisu imali priliku spomenuti u anketi.

Anketirani pedagozi su u prvom dijelu ankete ocijenili sljedeće aspekte projekta STARS:

- 1) projekt u cijelosti,
- 2) komunikacija s organizatorima projekta,
- 3) jasnoća ciljeva projekta,
- 4) tematika seminara za pedagoge,
- 5) predavači na seminarima,
- 6) metodika na seminarima i
- 7) uslovi na seminaru (smještaj, hrana itd.).

Svi navedeni segmenti su ocjenjivani na skali od 1 (nedovoljan) do 5 (odličan).

U svim spomenutim segmentima prosječna ocjena je iznad 4,6, što govori o izuzetnom kvalitetu provedenog projekta. Jedina zamjerka u oblasti uslova na seminarima se odnosi na izmirenje troškova prijevoza, te dva polaznika predlažu da se ova problematika ubuduće riješi na neki drugi način. Spomenuta zamjerka se vjerovatno odnosi na preporuku organizatora projekta da učesnici iz istog grada doputuju zajedno u mjesto održavanja seminara, što je u skladu s ekološkim i ekonomskim ciljevima projekta STARS. Ovdje je bitno naglasiti da je navedeni komentar neproporcionalan u poređenju s vrhunskim sadržajima koji su ponuđeni na održanim seminarima.

Svoja znanja iz svih osam oblasti koje su obrađivane na pojedinim seminarima u toku projekta, ispitivani pedagozi su (na skali od 1 do 5) ocijenili prosječnom

ocjenom između 4,45 i 4,82, što govori o visokom stepenu znanja stečenih na seminarima u okviru ovog projekta.

Što se tiče tematike i metodike seminara, ispitanici ističu kako su uživali tokom cijele obuke: *Odabir tema, način rada, aktivnosti predavača i pojedinih članova grupe je za svaku pohvalu. Kompaktnost i homogenost grupe je doprinosila kvalitetu rada i efikasnosti tokom radionica i svih aktivnosti tokom seminara. Druženje i razmjena ideja tokom seminara su na visokom nivou. U svakom slučaju, jedno izvanredno iskustvo (profesionalno i lično).*

Kada je riječ o primjenljivosti stečenih znanja u praksi, svi anketirani pedagozi su, bez izuzetka, mišljenja da su znanja i iskustva stečena u ovom projektu u svakom slučaju primjenljiva, kako u svakodnevnom radu na poslovima pedagoga tako i u eventualnim obukama u radu s odraslima. U svojim nastojanjima većina ispitanih ima podršku direktora svoje škole, dok jedan pedagog tvrdi da ima djelimičnu podršku direktora škole u kojoj radi.

Podrška nadležnih institucija za obrazovanje odraslih postoji, mada se većina anketiranih pedagoga slaže u tome da je ta podrška samo djelimično prisutna.

Svi anketirani pedagozi se slažu s tvrdnjom da ovaj projekt može doprinijeti modernizaciji lokalnih struktura za obrazovanje odraslih, te su spremni u budućnosti učestvovati u sličnim projektima.

Rezultati anketiranja direktora škola

Intervjuirani direktori su visoko svjesni važnosti obrazovanja odraslih u Bosni i Hercegovini te ističu važnost cjeloživotnog učenja, posebno ako se u obzir uzme neophodnost prekvalifikacije velikog broja odraslih u cilju lakšeg pronalaženja posla.

Svi anketirani direktori su mišljenja da projekt STARS može itekako doprinijeti unapređenu obrazovanja odraslih u BiH. Ističe se kako je projekt pomogao stvoriti sliku kako da se uspješno organizuje obrazovanje odraslih, šta je potrebno promijeniti i kako škola da organizuje svoj dio u kvalitetnom obrazovanju odraslih. Osim toga je ukazano na činjenicu da je DVV jedna od rijetkih organizacija koje djeluju na području cijele države BiH. Na taj način DVV postavlja temelje za kvalitetno obrazovanje odraslih u cijeloj BiH, nakon čega se stečena znanja mogu primjenjivati na nižim razinama (entitetskoj, kantonalnoj).

Ispitani direktori korist od projekta STARS za svoju školu vide u tome što će saznanja iz projekta pomoći da se u školi mogu izvršiti sve potrebne pripreme

kako bi se potakao razvoj obrazovanja odraslih (opremanje, razvoj strategije, razvoj programa, formuliranje prijedloga upućenih nadležnom ministarstvu za određena zanimanja/profile). Direktori i pedagozi iz njihovih škola su se u okviru projekta *STARS* usavršili kroz seminare, uspostavili su važne kontakte, produbili su svoju saradnju s DVV-om, što sve donosi korist, kako za školu tako i za lokalnu zajednicu.

Svi direktori su spremni da angažiraju multiplikatore-pedagoge koji su obučeni u okviru ovog projekta na najbolji mogući način. U jednoj školi multiplikator već primjenjuje obrađene teme u svom radu.

Direktori su naveli razne ideje na koji način će oni lično podržavati obrazovanje odraslih, te su spremni pomoći svima koji su uključeni u ovaj proces. To žele ostvariti tako što će:

- podržavati cjeloživotno učenje,
- sarađivati s privrednim organizacijama, preduzetnicima,
- pisati prijedloge (elaborate) za ministarstva,
- pratiti tržišta rada i reagirati,
- nastojati da se uvedu novi programi za obrazovanje odraslih za sva zvanja i zanimanja za koja postoje programi u njihovoj školi.

Na pitanje da li će u svojim nastojanjima imati podršku nadležnih obrazovnih institucija (ministarstava, pedagoških zavoda itd.), svi direktori odgovaraju da očekuju da hoće. Ističu da ministri podržavaju ideju obrazovanja odraslih, da već dobro sarađuju s njima, te da su već dobili saglasnost za određene nastavne planove i programe za obrazovanje odraslih.

Kao dodatni komentar, direktori ističu problematiku postojanja privatnih škola, u kojima se za veoma kratak vremenski period može dobiti diploma za sve struke/zanimanja.

Komentari i ocjene predavača (trenera)

Treneri koji su držali seminare u okviru projekta *STARS* smatraju da su održani seminari u svim segmentima ispunili očekivanja učesnika. Po njihovom mišljenju, cjelokupan program modula je uspješno realiziran, uz maksimalnu kooperaciju svih učesnika treninga. Tokom trajanja pojedinih seminara svi treneri izvještavaju o tome kako je vidljivo da su sadržaji, realizirani na prethodnim modulima, usvojeni i već primjenjivi u praksi.

Učesnici su od trenera ocijenjeni kao vrlo motivirani, produktivni i otvoreni za interaktivne aktivnosti i diskusije. Po njihovom mišljenju, polaznici su imali mnogo energije koja se mogla usmjeriti i doprinijeti ostvarivanju cilja treninga. Tokom cijelog treninga polaznici su imali pozitivan stav prema učenju i sopstvenom razvoju i promjeni.

Treneri su u svojim izvještajima također pohvalili organizaciju seminara. Ističu kako je od velike pomoći bilo prisustvo saradnica na projektu, koje su vodile računa o logistici i svim organizacionim aspektima treninga: *Radni ambijent je bio u potpunosti andragoški, prostorije optimalne, namještaj adekvatan, radni materijal dostupan, tehnička podrška obezbijedena, potkrepljenje i poslužnje vrlo primjereno i u skladu s potrebama polaznika i trenera.* Na taj način su se oni, kao treneri, mogli posvetiti isključivo treningu, učesnicima i aktivnostima.

Zaključak

Na kraju se sa sigurnošću može zaključiti da su svi akteri uključeni u projekt STARS – kako predavači tako i pedagozi i direktori škola – krajnje zadovoljni rezultatima projekta. Evaluacijski upitnici su u svim aspektima pokazali veoma visok stepen zadovoljstva polaznika i dali visoke ocjene.

Anketirani pedagozi i direktori škola su bez izuzetka spremni da primijene stečena znanja te da i u budućnosti učestvuju u sličnim projektima i na taj način trajno osiguraju bolji kvalitet obrazovanja odraslih u Bosni i Hercegovini. U tom smislu se može reći da je projekt STARS u potpunosti ispunio planirane ciljeve.

Primjeri dobre prakse

Elektrotehnička škola “Nikola Tesla”, Banja Luka

JU Elektrotehnička škola „Nikola Tesla“ u Banjoj Luci, iako pod drugim nazivima i pod drugim oblicima organizovanja, ima veoma dugu i bogatu tradiciju. Velik broj svršenih osnovaca svoje obrazovanje želi nastaviti u ovoj školi, što ukazuje da je škola i danas veoma popularna. JU Elektrotehnička škola „Nikola Tesla“ upisuje profile sa četvorogodišnjim trajanjem školovanja: tehničar računarstva, tehničar elektroenergetike, tehničar telekomunikacija i tehničar elektronike. Škola raspolaže sa šesnaest učionica, pet moderno opremljenih kabineta za računarstvo i programiranje, sedam radionica za praktičnu nastavu, u kojim mogu da se izvode praktične i laboratorijske vježbe za *električne mašine, električna mjerenja, elektroniku, automatiku, digitalnu tehniku, električne instalacije*.

Pored redovnog obrazovanja zastupljeno je i obrazovanje odraslih, koje se već dugi niz godina uspješno provodi u ovoj školi. Nastava je organizovana i prilagođena odraslim polaznicima u večernjim terminima. Škola posjeduje opremljene kabinete za izvođenje praktične i teorijske nastave. Predavači su stručni i motivirani za rad, trude se da na najbolji način animiraju polaznike te da im pruže kvalitetna znanja. Odrasli polaznici se obrazuju za sljedeća zanimanja: tehničar elektronike, tehničar računarstva i tehničar elektroenergetike. Polaznici se upisuju prvenstveno zbog želje da dobiju neophodnu diplomu kako bi se kvalifikovali za bolje radno mjesto u firmi u kojoj su već zaposleni. Također, prekvalifikacijom postaju konkurentniji na tržištu rada i samim tim lakše dolaze do radnih mjesta. Iskustvo im omogućava lakše praćenje gradiva i nastavnog procesa, a najbolje se snalaze u grupi predmeta gdje je zastupljen praktični rad. Predavači koriste interaktivne metode i oblike rada na nastavnom času i time podstiču polaznike na aktivnije učešće u nastavnom procesu.



Obrazovanje odraslih

Naša škola prati trendove i potrebe tržišta za tačno određena usmjerenja i zanimanja. Upravo u skladu s tim i s odredbama Zakona o obrazovanju odraslih, organizujemo nastavne procese i za odrasle polaznike, za ona zanimanja koja su najtraženija na tržištu rada.

U novije vrijeme javlja se potreba za užom specijalizacijom odraslih polaznika iz oblasti elektrotehničke struke. U prošlosti smo taj vid obuke vršili sa spoljnim saradnicima ili spoljnim subjektima za tačno određenu grupu polaznika, a sve u skladu s potrebama zainteresiranih poslodavaca. Također smo omogućavali sticanje diplome petog stepena obrazovanja za sve zainteresirane.

Naša škola je učestvovala, a i dalje će učestvovati, u nizu projekata koji će omogućiti instalaciju i modernizaciju uskospecijalizovanih kabineta i laboratorija koje će se koristiti za obuku na radu na specifičnijim elektroinstalaterskim zadacima (npr. instalater fotonaponskih sistema). Idući u tom smjeru, očekujemo sticanje mogućnosti proširenja oblasti u kojima se polaznici mogu dodatno obrazovati za sticanje najosnovnijeg tehničkog znanja, ali isto tako i za sticanje uskospecijalizovanog nivoa znanja.

Naravno, svi ovi koraci koji se poduzimaju uvijek će stajati na raspolaganju našim redovnim učenicima, koji ta znanja i vještine mogu s uspjehom da primijene u nastavku svog života.

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Mješovita srednja građevinsko-geodetska škola, Tuzla

JU Mješovita srednja građevinsko-geodetska škola, Tuzla, počela je sa radom školske 1960/61. godine. Od školske 2006/2007. godine škola radi po modularnim nastavnim planovima i programa (program EUVET II).

U svom sastavu škola ima četiri vrste škola:

1. Građevinsku tehničku školu,
2. Geodetsku tehničku školu,
3. Srednju školu primijenjenih umjetnosti i
4. Građevinsku stručnu školu.

Škola je verifikovana za obrazovanje redovnih i vanrednih učenika u skladu s odgovarajućim nastavnim planovima i programima u:

1. Građevinskoj tehničkoj školi za stručna zvanja: građevinski tehničar i arhitektonski tehničar,
2. Geodetskoj tehničkoj školi za stručno zvanje geodetski tehničar,
3. Građevinskoj stručnoj školi: keramičar-teracer, zidar-fasader, moler-farbar-soboslikar, tesar-krovopokrivač i armirač-betonirac,
4. Srednjoj školi primijenjenih umjetnosti: likovni tehničar za primijenjeno slikarstvo.

JU Mješovita srednja građevinsko-geodetska škola, Tuzla, je na osnovu vrednovanja rezultata rada od strane Pedagoškog zavoda Tuzla dvije godine uzastopno, u školskoj 2011/2012. i 2012/2013. godini, proglašena najuspješnijom školom u kategoriji srednjih tehničkih i stručnih škola Tuzlanskog kantona.

Obrazovanje odraslih

Škola je verifikovana i za obrazovanje odraslih – vanrednih polaznika, prekvalifikaciju i dokvalifikaciju.



U saradnji s građevinskim preduzećima, vladinim i nevladinim sektorom, škola organizuje i obrazovanje građevinskih radnika za sticanje stručnog zvanja VKV i stručnog zvanja *majstor*; organizira i kurseve za jednostavne poslove u građevinarstvu.

Jedan dio polaznika je već zaposlen u građevinskim firmama, ali na jednostavnijim poslovima, i zbog želje za napredovanjem i boljim, plaćenijim radnim mjestom žele da se obuče i steknu diplomu. Drugi dio polaznika je završio neku drugu srednju školu i zbog veće mogućnosti za zaposlenje odlučuju se za prekvalifikaciju.

Škola je organizovala i tromjesečne kurseve za jednostavnije poslove u građevinarstvu. Polaznici su bili iz prognaničke populacije, iz romske populacije i sl. Kursevi su organizirani u saradnji s nevladinim organizacijama i Biroom za zapošljavanje.

Obrazovanje odraslih u budućnosti

Škola će i u budućnosti pratiti potrebe tržišta rada, zajedno s Privrednom komorom i građevinskim preduzećima i u skladu s tim potrebama organizirati obrazovanje odraslih, dokvalifikaciju i prekvalifikaciju.

U posljednje vrijeme akcent je stavljen na energetske učinkovitost i obnovljive izvore energije. Uslijed nedostatka odgovarajućih stručno osposobljenih radnika na bosanskohercegovačkom tržištu, prepoznali smo potrebu za edukacijom, specijalizacijom i usavršavanjem radne snage za energetske učinkovitu obnovu i gradnju objekata.

Iskustva zemalja EU-a, iskustva u regionu i u samoj Bosni i Hercegovini pokazala su da energetske učinkovite obnove i izgradnja novih niskoenergetskih, pasivnih i gotovo nula energetske zgrade trenutno predstavlja veliki izazov za građevinski sektor, pa i industriju u cjelini. Izgradnja zgrade s malom potrošnjom energije zahtijeva visok kvalitet izvođenja radova, pažljivo izvođenje i najsitnijih detalja na vanjskoj ovojnici zgrade i na ugrađenim tehničkim sistemima.

U skladu s tim, i naši nastavnici-inženjeri i nastavnici praktične nastave su u saradnji s građevinskom školom iz Švicarske *Polybau* iz Uzwila i Centrom za ekologiju i energiju u Tuzli uspješno završili obuku iz oblasti toplotne izolacije ovojnice objekata.

Vizija škole je usmjerena na stalnu doedukaciju nastavnika, opremanje kabineta savremenom opremom i jačanje motivacije nastavnog i drugog osoblja, jer samo na taj način možemo očekivati da će i naši polaznici biti zadovoljni i uspješni.

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JU Poljoprivredna i medicinska škola, Distrikt Brčko

JU Poljoprivredna i medicinska škola u Distriktu Brčko osnovana je školske 1980/1981. godine pod nazivom Srednja škola za usmjereno obrazovanje i vaspitanje, da bi 2006. godine dobila svoje današnje ime.

Osim učionica, laboratorija, informatičkog kabineta i sportske dvorane, škola koristi i zemljište površine 2,5 hektara na kome se realizira praktična nastava iz oblasti poljoprivrede i prerade hrane, s vlastitim voćnjakom i plastenicima površine 0,3 hektara.

Trenutno se u našoj školi za razna zanimanja obrazuje 1140 učenika u 43 odjeljenja, po EUVET programu. Ove godine škola obilježava 35 godina postojanja.

Pored redovnih učenika, škola se bavi obrazovanjem odraslih u dva područja, sa sljedećim strukama:

I Poljoprivreda i prerada hrane:

- poljoprivredni tehničari,
- veterinarski tehničari,
- prehrambeni tehničari,
- cvjećar-vrtlar,
- voćar-vinogradar-vinar,
- mesar,
- pekar.

II Ostale djelatnosti:

- ekološki tehničari,
- frizeri.



Voćnjak



Obrazovanje odraslih

Najveće interesovanje za obrazovanje odraslih je u zdravstvenom području, prije svega za zanimanje medicinski tehničar. Međutim, zbog neposjedovanja uslova za organizaciju i realizaciju praktične nastave, nemamo saglasnost nadležnog Odjeljenja za obrazovanje, što u budućnosti svakako treba biti jedan od važnijih problema koje treba riješiti.

S obzirom da se trenutno pored postojeće zgrade škole gradi savremeni objekt koji će posjedovati 15 moderno opremljenih kabineta za realizaciju teorijske i praktične nastave, smatramo da ćemo spomenute nedostatke i probleme veoma uspješno riješiti u skoroj budućnosti.

Kada je u pitanju rad s polaznicima u obrazovanju odraslih, primjenjuje se individualno-informativno-instruktivna nastava, pri čemu se materijali, prilagođeni potrebama polaznika, uz objašnjenja i uputstva nastavnika, pripremaju za svakog kandidata. U obzir se uzimaju prethodna iskustva polaznika, trenutne potrebe, kao i potrebe u budućnosti, utemeljene na savremenim andragoškim principima.

Naša škola posjeduje jasnu viziju prosperiteta i razvoja u budućnosti, što se može vidjeti i kroz učešće u mnogobrojnim projektima koji treba da obezbijede bolje materijalno-tehničke uslove, ali i unaprijede postojeće ljudske resurse. Svakako da će i učešće u projektu STARS pomoći u realizaciji planiranih ciljeva, pogotovo kada je u pitanju obrazovanje odraslih.

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Udruženje STARS

U okviru projekta “Jačanje kapaciteta za obrazovanje odraslih u tehničkim i stručnim školama u BiH – STARS“, grupa pedagoga uspješno je tokom dva ciklusa okončala veoma zahtjevne obuke za obrazovni rad s odraslima. Na informativnom i motivacijskom sastanku koji je održan 27. juna 2014. godine u Banjaluci, 16 multiplikatora je iskazalo spremnost da svoje vještine i znanja o obrazovanju odraslih učine dostupnim širokom krugu građana Bosne i Hercegovine koji imaju potrebu za dodatnim stručnim znanjima u oblasti obrazovanja odraslih, odnosno koji se posredno ili



neposredno bave obrazovanjem odraslih. Kako bi se na najjednostavniji i najučinkovitiji način ova, hvale vrijedna, ideja u praksi i realizirala pokrenute su aktivnosti na osnivanju udruženja građana pod nazivom STARS, u skladu s odredbama Zakona o udruženjima i fondacijama Bosne i Hercegovine (“Službeni glasnik BiH”, broj: 32/01, 42/03, 63/08 i 76/11) kojim se uređuje osnivanje, registracija, unutrašnja organizacija i prestanak rada udruženja i fondacija koji žele da se registruju na nivou Bosne i Hercegovine.

Ovu inicijativu, koja je potekla od veoma dinamične i motivirane grupe pedagoga iz različitih gradova u Bosni i Hercegovini, koji se ne bi upoznali i razmijenili svoje ideje bez projekta STARS, s pravom treba smatrati jednim od dodatnih benefita ovog 18-mjesečnog projekta čiji je cilj jačanje kapaciteta obrazovanja odraslih u Bosni i Hercegovini. Osnivanje udruženja i njegovo djelovanje može biti jedan od garanta održivosti projekta, odnosno nastavak ostvarenja njegovog općeg cilja: osiguranje kvalitetnog obrazovanja odraslih kroz kontinuiranu andragošku obuku profesionalaca koji rade u ovom segmentu obrazovanja.

U ovoj grupi entuzijasta i profesionalaca imamo pet nezaposlenih i 11 zaposlenih pedagoga, koji su kroz učešće u projektu STARS dobili priliku da steknu ili prošire svoja znanja o radu s odraslima, ali i da se međusobno upoznaju, ostvare grupnu koheziju, povežu se na nivou zajedničkih interesa, stremljenja i zajedničkog razumijevanja značaja obrazovanja odraslih, ali i njihove bitne uloge, kao profesionalaca u obrazovanju, kao pojedinaca ali i kao grupe, u stvaranju i održavanju kvaliteta obrazovanja.

Značaj i potreba osnivanja udruženja je neupitna, a mogu se istaći i sljedeći razlozi:

- Osnivanjem udruženja multiplikatora i njegovim djelovanjem olakšava se andragoškim kadrovima da dođu do potrebnih znanja i vještina za rad s odraslima, ali se i osnažuje uloga i stvaraju kapaciteti građanskog društva u oblasti obrazovanja odraslih, segmenta obrazovanja koje se, da bi pravovremeno odgovaralo na stalno izmjenjive potrebe građana, mora oslanjati kako na vladine, javne institucije tako i na široku lepezu građanskog, nevladinog organizovanja i djelovanja.
- Članovi udruženja posjeduju različita iskustva u radu s odraslima na polju obrazovanja tako da, zajedničkim djelovanjem i korištenjem različitih stručnih znanja svojih članova, udruženje može kvalitetno odgovoriti na potrebe kadrova za različitim vidovima stručnog usavršavanja (radionice, seminari, savjetovanja i slično).
- Spremnosti na rad i djelovanje, udruženje će se isključivo baviti temama koje doprinose kvalitetu obrazovanja odraslih.
- Udruženje je prilika za nezaposlene pedagoge, koji će realizovati obuke, savjetovanja i sl., da stiču radno iskustvo u okviru organizacija civilnog društva. Stečena iskustva kroz rad u udruženju, u najboljem slučaju, može dovesti do lakšeg uključivanja u tržište rada i poboljšati šansu svojih (nezaposlenih) članova da se zaposle u institucijama obrazovanja, ali i u drugim institucijama koje imaju potrebu za visokoobrazovanim kadrovima koji posjeduju specifična znanja i vještine.
- U situaciji kada je većina nadležnih obrazovnih vlasti u našoj zemlji u procesu zakonskog uređenja obrazovanja odraslih i kada se zakonima predviđa kontinuirana andragoška obuka kadrova u obrazovanju odraslih, profesionalni kapaciteti udruženja mogu biti prepoznati i korišteni od obrazovnih vlasti na svim nivoima za andragoške obuke uposlenika u obrazovanju.
- Udruženje STARS je od suštinskog značaja za dalju diseminaciju rezultata projekta i pomaže jačanje kapaciteta obrazovanja odraslih u tehničkim i stručnim školama u Bosni i Hercegovini. Kao i s mnogim drugim projektima, pitanje održivosti je direktno povezano s posvećenošću grupa koje su uključene u projekt. Svojom inicijativom, multiplikatori-pedagozi su dokazali da su angažiranjem u udruženju spremni svoja znanja i vještine prenijeti na druge i raditi, kako u svojim školama i sredinama u okviru svojih redovnih radnih obaveza tako i u široj zajednici, u školama, s odraslim polaznicima, marginalizovanim grupama i organizacijama civilnog društva.

U kojoj mjeri će udruženje STARS uspjeti u svojim stremljenjima zavisi od raznih determinanti. Prije svega, potrebna je podrška domaćih i međunarodnih donatora idejama i projektima udruženja da bi se organizirali treninzi, seminari i savjetovanja. S druge strane, kvalitet rada i opstanak udruženja neće samo zavisiti od materijalne i financijske podrške već i od posvećenosti članova udruženja i njihove spremnosti da svoje slobodno vrijeme troše na provođenje aktivnosti udruženja i ostvarenje zacrtanih ciljeva.

Na kraju, možda istaći samo ključne ciljeve udruženja:

- Promoviranje značaja cjeloživotnog učenja
- Pružanje bazičnih i naprednih andragoških obuka profesionalcima u obrazovanju i drugim zainteresiranim građanima
- Istraživanja u oblasti obrazovanja odraslih
- Poticanje građana da sudjeluju u društvenom životu i svojim aktivnim djelovanjem doprinose razvoju građanske svijesti i uticaja građana na kvalitet rada javnih institucija
- Promocija kvalitetne komunikacije i rad na usavršavanju komunikacijskih vještina
- Zalaganje za toleranciju i pravo na različitost u mišljenju i djelovanju
- Podrška cjeloživotnom učenju članova udruženja organiziranjem stručnog usavršavanja članova udruženja putem radionica, seminara i ekskurzija i sl.
- Organiziranje savjetovanja, seminara, tribina, panel-diskusija i slično u cilju podizanja kvaliteta odgoja i obrazovanja, posebno obrazovanja odraslih.



Spisak škola koje su učestvovalе u projektu

Sve škole i njihovi pedagozi su od nadležnih ministarstava obrazovanja (kantonalnih ministarstava), Zavoda za obrazovanje odraslih (Republika Srpska) i Odjeljenja za obrazovanje (Distrikt Brčko) izabrani da učestvuju u ovom projektu.

Ekonomска škola, Banja Luka

direktorica: Nada Vulić

pedagogica: Jasenka Vlačić

Elektrotehnička škola “Nikola Tesla”, Banja Luka

direktor: Vojislav Popović

pedagogica: Milanka Džepina Radulj

Srednjoškolski centar „Gaudeamus“, Banja Luka

direktorica: Rada Klincov

pedagogica: Nada Damjanović

Tehnička škola „Mihajlo Pupin“, Bijeljina

direktor: Radenko Todorović

pedagogica: Vera Vujić

Poljoprivredna i medicinska škola, Brčko

direktor: Sead Bečić

pedagog: Perica Ivanek

Stručna i tehnička škola, Derventa

direktorica: Branka Jović

pedagogica: Tatjana Đurđević

Saobraćajna i elektroškola, Doboj

direktor: Spasoje Vasiljević

pedagogica: Vesna Jevtić

Ekonomска i трgovinska škola, Doboj

direktor: Dragan Marić

pedagog: Zoran Marković

MSŠ “Enver Pozderović”, Goražde

direktorica: Eneka Raščić

pedagogica: Nermina Karahmetović

Srednja škola „28. juni“, Istočno Sarajevo

direktorica: Mlađenka Pandurević

pedagogica: Ljiljana Purković

Srednja strukovna škola, Jajce

direktor: Zdenko Istvanić

pedagogica: Dragana Crnoja

Srednja strukovna škola Silvija Strahimira Kranjčevića, Livno

direktor: Saša Grabovac

pedagog: Darko Perković

Srednja turističko-ugostiteljska škola, Mostar

direktor: Perkan Pervan

pedagogica: Julineta Jurić

Srednja škola Pere Zečevića, Odžak

direktorica: Ivanka Pudić

pedagogica: Svjetlana Kesedžić

Medicinska, tehnološka i građevinska škola, Prijedor

direktor: Milenko Kosić

pedagogica: Milena Tošić

Mješovita srednja škola, Sanski Most

direktor: Sead Midžan

pedagogica: Nejra Kurbegović

SŠ poljoprivrede, prehrane, veterine i uslužnih djelatnosti, Sarajevo

direktor: Suad Alić

pedagogica: Meriha Hamamdžić

Srednja strukovna škola, Široki Brijeg

direktor: Marinko Željko

pedagogica: Ljerka Naletilić

Centar srednjih škola, Trebinje

direktor: Vasiljko Škrivan

pedagogica: Ivana Pešikan

Mješovita građevinsko-geodetska škola, Tuzla

direktor: Mevludin Ferhatović

pedagogica: Emira Hamidović

Mješovita srednja industrijska škola, Zenica

direktor: Fadil Hodžić

pedagog: Miroslav Budiša

Spisak nezaposlenih pedagogica, učesnica u projektu:

Sve nezaposlene pedagogice su izabrane ili predložene od nadležnih zavoda za zapošljavanje.

Aida Jašarević, Zenica

Azra Gršić, Tuzla

Dina Omerović, Sarajevo

Draženka Goloigra, Istočno Sarajevo

Esma Bešić, Distrikt Brčko

Jasna Garić, Doboj

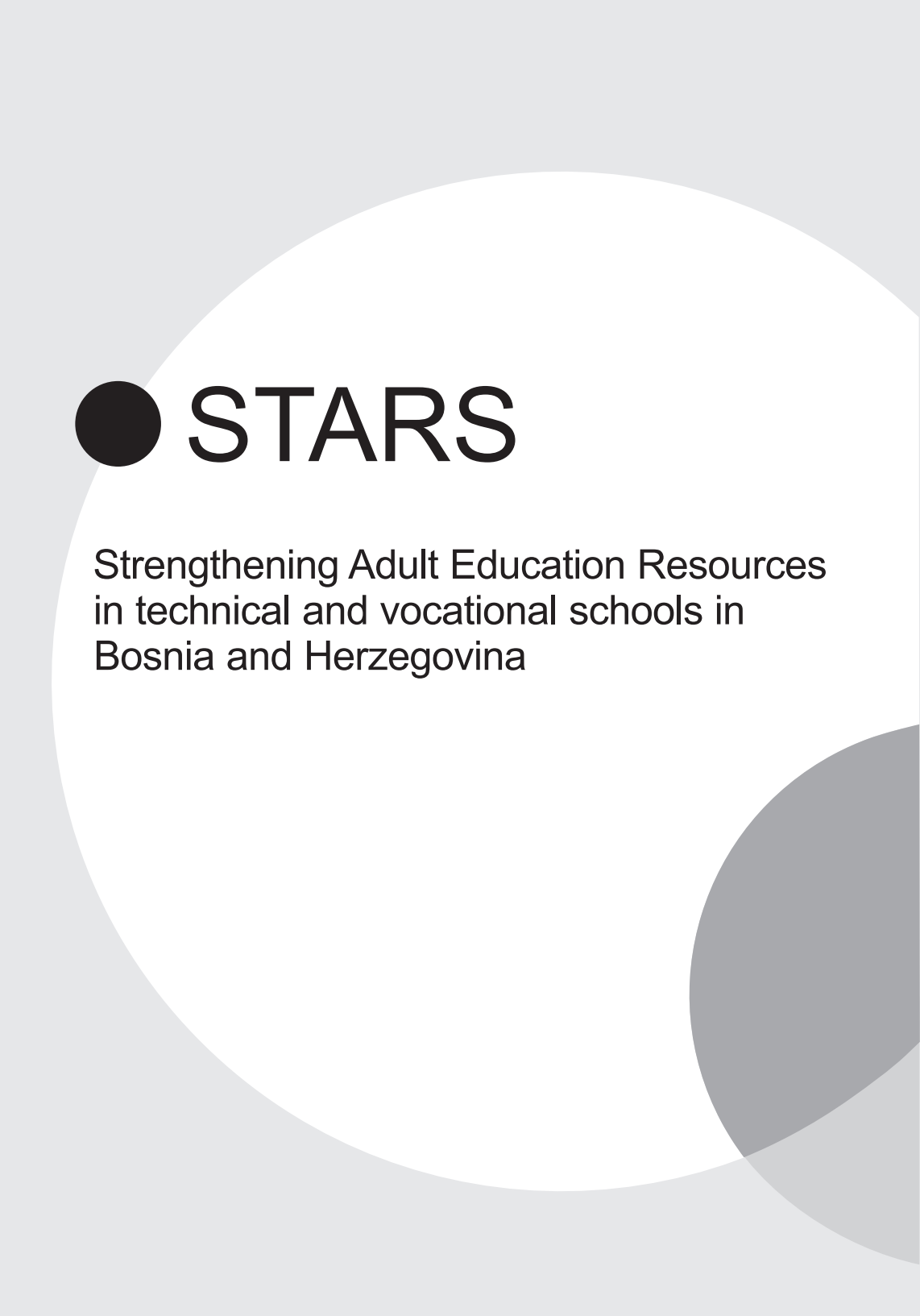
Katarina Filipović, Orašje

Maja Perdan, Bijeljina

Melanija Ivelja, Trebinje

Melina Keranović-Selimović, Sanski Most

Svjetlana Mamić, Banja Luka



● STARS

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in technical and vocational schools in
Bosnia and Herzegovina

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Preface

*The publication in front of you is one of the results of **STARS** (Strengthening Adult Education Resources in technical and vocational schools in Bosnia and Herzegovina). The objective of this publication is to present the results of the project, recommendations and further opportunities for improving practices in Adult Education in Bosnia and Herzegovina in the context of lifelong learning as an imperative of the times in which we live, in addition to the implementation of project activities, project implementers and target groups. Joint efforts in the development of the Adult Education sector in our country have been going on for years, and the realization of this project, funded by the European Union, unquestionably contributed to this development. I use this opportunity to express my gratitude, once again, to the competent educational institutions, partners, trainers and participants in this project, without whose professional cooperation the realization of this project would not have been possible. I hope that this publication will be a source of interesting information and new ideas, and that it will inspire us all to give an even greater contribution to the development of Adult Education in our country.*



Emir Avdagić, M.A.

DVV International
the Director of the Office for Bosnia and Herzegovina

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About the Project STARS

STARS – Strengthening Adult Education Resources in Technical and Vocational Schools in BiH

At the beginning of a project there is always an objective that is to be realized within the forthcoming implementation period. DVV International and its partners, Institute of Adult Education of the Republic of Srpska and PI Mixed Secondary School, Tešanj, set the following objective: Within the 18 months of implementation (July 2013 – December 2014) of the **STARS** project we wanted to strengthen Adult Education capacities in secondary technical and vocational schools in Bosnia and Herzegovina.

The fulfillment of a sublime and ambitious objective requires the common efforts of all stakeholders involved in the complex system called “education”. Who are the human resources, what are the capacities that have to be strengthened, empowered and encouraged to introduce modern and innovative approaches in the Bosnian-Herzegovinian secondary educational system? The project sought for complementary interventions at different levels of the educational system. First, at the micro-level activities were designed aiming at 32 pedagogues from all over the country, out of which 21 who are employed at secondary technical and vocational schools and 11 unemployed. These pedagogues being trained during five modules on Adult Education (cf: report on seminars for pedagogues and multipliers, pp.76-88) are supposed to introduce their acquired competences and skills on adult learning and teaching in their everyday work at school. Second, multipliers trained during three supplementary modules for the training of trainers as well as school headmasters are supposed to have influence on the meso-level,



on the level of the school itself. This should be done by realizing trainings with other school teachers on various topics of adult teaching and learning, but also by actively working on the improvement of institutional performances of the schools. The openness of the schools' headmasters for new approaches to school marketing and management, new forms of learning and teaching as well as program extensions for extraordinary adult learners and the private sector is crucial to attract learners – especially in a society, where demographic changes and ageing population is already today a noticeable social phenomenon. Therefore, headmasters were provided with an extra training on management in education by DVV International from September 2014 until November 2014. Third, decision-makers on the macro-level are targeted by the project. Their involvement at the beginning of the project, but also in the last implementation period of the project, was important to secure a sustainable impact of the project. During consultative meetings at the cantonal Ministries for Education, cantonal Pedagogical Institutes, at the Institute of Adult Education of the Republic of Srpska and the Pedagogical Institute of Brčko District in which pedagogues and multipliers were present, ideas about further dissemination of the pedagogues' skills and competences in the field of Adult Education were discussed, and topics on the legal aspects and existing and planned Laws on Adult Education, were raised.

November 2014 – mission accomplished? In order not to anticipate the results of the internal evaluation undertaken in September and October 2014, (cf: report *Internal evaluation*, pp. 105-109) we should first take a step back and reflect on the prerequisites for the successful implementation of the **STARS** project. Advocating for a systemic approach to education as a complex socio-cultural system in the sense of Niklas Luhmann², i.e. that the social system “education” is based on communicative interactions between individual actors involved in this self-referential system, but also between the system as such and its environment, the first question to be raised is: Do the actors involved in the system “secondary education in technical and vocational schools in BiH” agree upon and be aware of common needs for changes of the current situation with regard to challenges coming from the environment?

Motivations for the individual actor – pedagogues, school headmasters, students, adult learners or counsellors on behalf of the Pedagogical Institutes or Educational Ministries – to improve the performance of the system or to block innovations can be manifold. An ageing Bosnian-Herzegovinian society and less regular students to attend schools, especially in the rural areas, might urge headmasters to open their schools to extraordinary adult learners and to create further vocational training opportunities. A high number of adults not having accomplished their secondary education completely dropped out the labour market have to be (re-)integrated through prequalification and additional qualification measures in order to prevent social riots and the collapse of other social systems. Political institutions should be aware of this. Future adult learners might be motivated to pre- or requalify at VET schools in order

2 Luhmann, Niklas (1987): *Soziale Systeme. Grundriß einer allgemeinen Theorie*. Suhrkamp Verlag, Berlin.

to enhance their chances on the labour market. Private companies request skilled workers who are not only able to work with modern technologies, but who have also gained social skills. Pedagogues aspire for a convenient school atmosphere where learning and teaching go hand-in-hand in order to prevent delinquency, to enhance chances for marginalized groups in society and in the labour market and to foster cooperation between adults, adult learners, teachers and students. Pedagogues might even find extracurricular honorary work and therefore enhance their professional performance, since Adult Education is and should not be restricted to the formal educational system.

It is true that the objective of strengthening Adult Education capacities in secondary technical and vocational schools in Bosnia and Herzegovina is neither simple to achieve nor to measure. Therefore, the focus should be, as stated by Ann L. Swartz, “neither purely individual or social-cultural, but rather the points of interaction where individual and context meet” (Swartz, 58). That is why we acknowledged different levels, with which we were working during the activities within the **STARS** project outlined above. In the aftermath of the project, it is up to you – pedagogues, multipliers, school headmasters and counsellors at political institutions – to best use the skills, knowledge and competences you acquired during the different interventions of the **STARS** project at the micro-, meso- and macro-level to shape the learning and teaching environment of the future. In the same way that it is “now widely accepted that, for students to learn science, they must build on their experiences and knowledge about the world” (Jacobson/Wilensky, 20), I encourage you to use your experiences and the friendships and interpersonal contacts you made during the trainings to make a difference at the level of your everyday sphere of influence with other teachers, board members, teenage and adult learners and parents.

Sarajevo, October 2014

Dorothee Baumann

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- **Swartz, Ann. L.** (2009): *Complexity Science and Adult Education: The role of trauma in nurses' embodied learning*. *The Pennsylvania State University*.

Implementator and Partner Organizations

DVV International



DVV International Office in Bosnia and Herzegovina is the field office of the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V. DVV), i.e., the Institute of the federal umbrella association for the 16 regional associations of German community Adult Education centres (Volkshochschulen, VHS). The German Adult Education Association and the Institute represent the interests of the association's members, as well as over 1000 Adult Education

centres at the national, European and international level. The domestic and international work of DVV International is guided by a commitment to human rights and the Institute's principles on the promotion of perspectives for women and gender equality. In the field of Adult Education, DVV International is active on a worldwide basis cooperating with more than 200 partners in 35 countries. The Institute as a professional partner brings experience and resources to joint projects and at the same time learns from its partners. DVV International is financed primarily by public funds of FR Germany, in particular by the Ministry for Economic Cooperation and Development (BMZ), by the German Foreign Office (AA), as well as other sources (e.g. European Union).

DVV International follows a sectoral approach with the aim of improving structures in the areas of policy, legislation and financing, while enforcing professionalization that is relevant for Adult Education in theory and practice.

By strengthening the performance capacity of partners in youth and Adult Education, the Institute seeks to establish sustainable and effective local and national social structures as a factor in poverty reduction. An important principle of cooperation is reflected in the European and international networking with professional organizations for Adult Education, and in development cooperation.

Education is a basic need and an essential precondition for development.

The education of youth and adults is a core component of an education system and plays a key role in the process of lifelong learning as general, vocational, cultural and scientific professional excellence. Informal training and extracurricular programs that provide young people and adults with life-skills training serve functions that complement formal education and training and compensate for their deficiencies.

The Office in Bosnia and Herzegovina started its work in September 2000. The office's objective is the support and development of structures of cooperation, which contributes to more efficient utilization of the potential of Adult Education for the development of the social structure. All partner organizations contribute to improving opportunities for additional education and training, through joint cooperation, especially for socially vulnerable groups, in order to achieve the appropriate conditions of existence and employment.

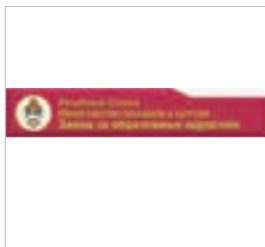
The activities of DVV International have been creating opportunities for democratic participation of social groups that are not able to utilize their basic human rights, namely the right to education and in society establishment. Therefore, the activities of DVV International contribute to their integration. In cooperation with many partner organizations in Bosnia and Herzegovina, our common focus was on:

- improving the quality and range of educational provision for young people and adults,
- strengthening knowledge and awareness of Adult Education in Bosnia and Herzegovina in public,
- involving an innovative potential for Adult Education's domain through cooperation of partner organizations,
- ensuring possibilities of access to educational provision for various target groups,
- improving employability through further education and training,
- forming and creating structures for Adult Education,
- lobbying and making legal regulations for Adult Education in Bosnia and Herzegovina

In addition to the above mentioned, DVV International issued dozens of titles of specialized publications and enabled the realization of a large number of scientific meetings and conferences, festivals of lifelong learning, study tours, seminars and trainings in the period of its operation in Bosnia and Herzegovina, and brought together the institutions and organizations dealing with Adult Education in international and European professional cooperation.

October 2014,
Emir Avdagić M.A.

THE INSTITUTE OF ADULT EDUCATION



The Institute of Adult Education was established by the Republic Administration Act at the 25th session of the General Assembly held on 25th November 2009, and its establishment was provided by the Adult Education Act that was adopted by the General Assembly of the Republic of Srpska at the 31st session held on June 11, 2009.

Adult education is emphasized as an integral part of the education system in the Republic of Srpska, which was confirmed by adopting the legal documents with great

importance.

Through the implementation of the Adult Education Act, with the development and adoption of bylaws and through motivation of the institutions that are able and willing to deal with Adult Education, as well as attracting adult learners, the Institute supports the development of a modern and flexible system of Adult Education in the Republic of Srpska, which follows the requirements of the labor market and learning principles and best practices from EU member states. Due to the the structure of the staff and the quality of education at the national and local level, the education system is currently unable to meet the needs of the economy. Therefore, it is necessary to permanently align education with labor market needs.

Taking the needs into consideration, the Institute has begun with the affirmation of Adult Education promotion on the basis of lifelong learning principles; rational usage of educational possibilities, geographical proximity and availability of education to everyone under equal circumstances, in accordance with their capabilities; freedom and autonomy to choose manner, content, format, means and methods of education; accepting the differences and involving persons with psycho-physical difficulties; professional and moral responsibilities of Adult Education workers; quality of educational offers and respecting the personality and dignity of each participant involved in the education of adults.

The Institute of Adult Education constantly determines the needs for certain educational programs in order to acquire occupations that are missing in labor market, and all with the aim to accomplish the vision of the Institute - establishment of the system of Adults Education that will enable, on the basis of the "learning society" principle, the satisfaction of the labor market, increase of employment, improvement of life standards i.e. quality of life.

The main tasks of the Institute are: data monitoring of the labor market situation regarding supply and demand for certain occupations, gathering information on organizers and programs of education of adults, legislative,

review of existing finance systems, development of a system for insurance of quality and the procedure of accreditation for facilities that deal with the education of adults, raising public awareness regarding the importance of continuous education, coordination and implementation of the projects accepted by the Government of the Republic of Srpska and the Ministry of Education and Culture which are reflected through teamwork, monitoring and evaluation, preparation of final documents and their adoption. This is followed by harmonization of standards and legislation in the domain of education of adults with international standards and EU standards, cooperation with Bosnian and Herzegovinian and entity bodies regarding mutual projects and cooperation with foreign organizations (governmental and nongovernmental).

Furthermore, the activities of the Institute enable the forming of a plan of Adult Education, which by coming up with a concrete Adult Education program provides the possibility to acquire at least a basic education; training for adults who are without formal education; granting higher level of education and training, possibility of additional qualifications, requalifications and continuing professional development, including the possibility to learn and to acquire knowledge and skills that suit individual competence, affinity and age.

So far, at the proposal of the Institute 35 training programs and 4 supplemental training programs were published. The adoption of such programs and their implementation create an opportunity to accomplish the training for specific jobs in a shorter period of time. After participants have such programs completed they are awarded valid public certificates.

Through training programs participants are prepared to perform certain jobs and gain knowledge and skills to do less complex or simple jobs within certain occupations. These programs are designed primarily for persons with a primary education, but the program itself can also be planned and completed by persons with a secondary education.

Through a supplement training program, participants review and complement knowledge acquired in their level of education and develop different skills and abilities to work in line with market needs and technology development. After participants have such supplement programs completed they are awarded valid public certificates.

The Adult Education Act stipulates that these educational programs are brought by responsible ministries at the proposal of the Institute of Adult Education, which previously obtained the opinion of the competent ministries, Employment Bureau of the Republic of Srpska, employment agencies, Chamber of Commerce of the Republic of Srpska and the Association of Employers.

Besides the above mentioned, Adult Education providers give the possibility of elementary education, retraining and vocational training in 13 professions in 63 occupations at secondary education level. At this moment the Republic of Srpska has 49 accredited Adult Education providers.

You can find all information about the programs and providers at

www.mpoo.org.

MIXED SECONDARY SCHOOL TEŠANJ



Mixed Secondary School Tešanj educates students of 3rd and 4th degree according to GTZ (Gesellschaft für Technische Zusammenarbeit) and EUVET (European Union Vocational Education and Training) programs, with the support of the European Union to secondary vocational Education and Training in Bosnia and Herzegovina.

In Mixed Secondary School Tešanj the following family occupations are presented: Mechanical Engineering and Metalworking, Electrical Engineering, Agriculture and Food Processing, Hospitality and Tourism, Services, Transport, Textiles and Leather Processing, Forestry and Wood Processing, Geodetic and Civil Engineering, Economics, Law and Administration. PI Mixed Secondary School Tešanj, participates in the reform of vocational education since 1998. VET reform program in BiH is supported by the European Union. The first steps of reform are made through the PHARE (Poland and Hungary Assistance for the Restructuring of the Economy) program, which resulted in creating a curriculum based on the modular structure. Today, the curricula are implemented by EUVET 4 program.

The results achieved by the reform are reflected in the following: more active relationship with the labor market is established and enrollment policy is improved; teacher training, in order to enhance their competencies, is continuously conducted; adult education and lifelong learning is encouraged and the school is equipped with new modern cabinets in which new knowledge and skills are gained through the application of new technology for practical training.

Through informal education, the additional education and professional training for 385 trainees was carried out along with the successful implementation of many programs and projects from 2004 to 2012. Completed projects and programs for the professional development of trainees from 2004 to 2012 are supported by the following international organizations: USAID, GIZ, DVV International Office in Bosnia and Herzegovina, LERC, Centro Formazione Pordenone ITALY; by the following executive authorities: Federal Employment Service, the Federal Ministry of Education and Science, Government of Zenica - Dobož Canton; municipalities of Tešanj, Maglaj, Usora and Dobož South; by business people and organizations at local levels: Association of Entrepreneurs Jelah - Tešanj, NGOs, Partners: Prevent FAD Ltd. Jelah and Cosic Promex from Usora, which employs a significant number of welders.

Cooperation through informal education is an extremely important aspect in which Mixed Secondary School Tešanj successfully participates in Adult

Education in the context of lifelong learning in Bosnia and Herzegovina and connects the school with entrepreneurs in order to facilitate the employment of young people and increase their level of competitiveness in the labor market. One such example is the cooperation with the school center Velenje, where mutual cooperation in the field of education, training of teachers, promotion and development of didactic equipment, research works of students and teachers and joint projects related to the development of the economy, entrepreneurship and Adult Education is realized in Slovenia, Bosnia and Herzegovina and other places in the southwestern Balkans. It should be noted that the Mixed Secondary School Tešanj has great support from the school center Velenje when it comes to training teachers and students in the specialization of Mechatronics. This training is reflected in the following fields of learning, which are complex and today's market requires new techniques in their work and seeks for trained personnel in such fields: Electrohydraulics, Pneumatics, Automation, PLC, Robotics. The Mixed Secondary School has already received the necessary training for the profession of Mechatronics. Within the framework of this cooperation, at the beginning of this school year nine of our students (6 mechatronics technicians and three electrical engineers) went on a two-year educational program at SC Velenje, where they will receive certificates that are recognized at the European level.

The Mixed Secondary School Tešanj cooperated and signed a contract on a dual system of education with the company Mann Hummel by the end of 2018, which is another indicator of cooperation at the local level. We must point out that this is the first form of a dual system of education (ie. combined theoretical and practical training) and the Mixed Secondary School, Tešanj, as a driving force of this type of education, wants to give a good example for other educational institutions to follow. In January 2013, 26 production workers who have completed the school for the occupation of Metal Cutting Processor were employed. In the academic 2014/15 there has been a continuous enrollment for the mentioned occupations because of the recruitment plan in company Mann Hummel

Another cooperation at the local level has been established with the company Fad Prevent. The project whose goal was education for CNC operators is an ideal example of successful cooperation of the Mixed Secondary School, Agency for development of the municipality Tešanj and the local economy. The company FAD Prevent had an important role in the project because it expressed the need for recruiting new staff and retraining the existing one, and thus it provided our



certified candidates with employment and stability. Mutual cooperation can also be seen in the developing of curriculum (2 modules are implemented by the school while the third is implemented in the company). This project included 50 candidates (of which 40 are registered at employment offices).

In 2013 we were honored to host the Ambassador of the United States Patrick Moon. The Ambassador was welcomed by the headmaster of the Mixed Secondary School, Muharem Saračević with his assistants and associates in teaching in the presence of representatives of USAID, the TRA, the company Mann Hummel, Advisory Council and the president of the school board. Mr.

Moon particularly emphasized that this visit was not coincidental, and that the credit goes to activities done in projects that have been supported by USAID. Also, in March of this year the Mixed Secondary School Tešanj was visited by a high delegation led by the Deputy Head of the EU in Bosnia and Herzegovina, Renzo Davidi, and consisted of the ambassadors of three countries that are EU member states - Sweden, Romania and Croatia.

On June 19, 2014 the gala event to mark the official opening of the Adult Education Centre Tešanj was organized. It is the first in the Federation of Bosnia and Herzegovina, institutionally based on the cooperation of local authorities, the education system and the private sector of the Municipality of Tešanj. Since the implementation of the project resulted in innovation, the legal regulation of the legislature at the level of Zenica - Dobož Canton is expected in the near future. The Project Holder is the Agency for the Development of the Municipality of Tešanj in cooperation with the Mixed Secondary School Tešanj. The Adult Education Centre has already shown its first results. In the previous period the first candidates for CNC operators, metal grinders and processors of metal cutting

successfully completed vocational training for the enterprises Mann Hummel, Pobjeda and Enker.



The mission of the school: **“Knowledge for Life”**

We exist in order to qualitatively, professionally and in a modern way educate generations of students from our community, to mold young people into professional and competent people who are involved in continuous education for adults.

Your success is a reflection of our success!

The vision of the school:

We want to become a school leader in the education market which will reach European standards in vocational education and training. We will strive to enable conditions for the expansion of the practical application of knowledge, especially in order to train students for the labor market, because we think that the future of these schools coincides with the development of our region's future.



Seminars for Pedagogues and Multipliers

Modules on Adult Education (for pedagogues)

The cycles for the modules on Adult Education for pedagogues consisted of five seminars (2 days per seminar) for two groups from the Republic of Srpska, the Federation of Bosnia and Herzegovina and Brčko District and encompassed a total of 32 pedagogues. These seminars were held from December 2013 until April 2014. Two trainers were present at each seminar, which led to an orientation towards the participants and interactive work within a number of workshops. During the seminars the participants gained a comprehensive and profound knowledge of the broader field of Adult Education through a modular training program. Before the implementation of these seminars, the preparatory seminar for the unemployed pedagogues was held in Sarajevo from 11/12/2013 until 11/13/2013. The seminar was led by the trainer Gena-Sanja Handžar.

Preparatory training for the unemployed pedagogues is designed in a way so that the participants were introduced with a part of the basic set of skills, knowledge and attitudes that, in addition to the specific expertise, enable and enhance the efficiency and productivity of people, both at the personal level as well as in the sphere of labor, thus increasing the chances for employment.

In order to integrate the newly acquired knowledge with the specific expertise of the participants, one part of the training related to the specific job requirements of the school pedagogue and psychologist.



Each session also represented an opportunity for the participants to self-assess and direct the development of their own competences. A series of interactive activities during the session enabled participants to critically analyze their existing and new ideas; knowledge; skills and attitudes; and therefore allowing for their future development.

As future multipliers, participants were continuously reconsidering their own presentation during the work at the designated contents; communication and facilitation skills in order to better educate and prepare themselves for the role of multipliers.

After completing the training the participants are expected to:

- understand the importance of lifelong learning and develop a passion and dedication to the continuous development of their own and other adults' abilities,
- recognize the importance of the basic set of skills, knowledge and attitudes which, in addition to the specific expertise, contribute to the efficiency and productivity in the sphere of labor, therefore increasing the employment opportunities,
- understand the importance and the basic principles of the development and enhancement of their own creativity, innovation and entrepreneurial competencies as well as the tools which might be helpful,
- be able to assess their own strengths and challenges and to adequately direct their own development towards increasing the self-esteem and self-confidence, inner motivation, capacity for new learning, coping with change and stress,
- consider the specific job requirements of the school pedagogue - psychologist with a special focus on the challenges in defining and measuring the quality of the teacher's work,
- recognize the most common mistakes in working with adults and the ability to distinguish effective from ineffective forms of development and human resource management, with a particular focus on effective and ineffective forms of professional development of teachers,
- measure up their own forces in presentation, communication and facilitation skills and develop the motivation to act as multipliers of the **STARS** project.

The first module on “Adult learning - the psychological basis, characteristics, learning styles” was held from 12/05/2013 until 12/06/2013 in Banja Luka, for the first group and from 19/12/2013 until 20/12/2013 for the second group. The training was led by Mirjana Mavrak, Ph.D and Sandra Bjelan, M.Sc. from the Faculty of Philosophy, University of Sarajevo.

Within **the first module** the participants acquired general knowledge on the characteristics of adulthood (psychological, social, emotional, professional maturity) as well as on life and work life stages of an adult. Special attention was paid to the specificity of adult learning, learning possibilities and cognitive potentials, problems of motivation, managing of the learning process and basic principles of educational work with adults. Thematic units of module I were: psychological basics of adult learning - adulthood – term, concept, characteristics; relevance, needs and functions of Adult Education – individual and social; principles of educational work with adults; learning abilities and forms of intelligence; recognition and learning styles; motivation, readiness and barriers in the process of Adult Education – relevance, forms and overcoming; adult educator – functions, roles and teaching styles.

Participants were given the option to connect the current knowledge on educational sciences with andragogical information on adult learning. There is a space for a reflection of traditional and nontraditional approach to Adult Education. There was a lively participation when it came to analyzing the learning-teaching process, which was part of the seminar, and this process was associated with certain theoretical assumptions on which it has been discussed. It was possible to learn from the analysis of the learning situation with present participants. The additional requirements for the networking of educators and leaders of the seminar, but also for networking with each other, were created, especially given fact to different rates of prior engagement in the



field of Adult Education. The various links with organizers and international organizations involved in Adult Education were intensifying. Participants were guided through the process of andragogical self-reflection and this strengthens the linkages between them.

The second module was held from 01/20/2014 until 01/21/2014 for the first group, and from 01/22/2014 until 01/23/2014 for the second group, in Zenica on the topic “Communication, group dynamics and management of Adult Education groups”. The training was led by the trainers Katarina Popović, PhD and Maja Maksimović, M.A. from the Faculty of Philosophy, Belgrade University.

The second module included two basic, functionally connected sets of competencies – communication competencies and competencies of managing an educational group.

This module attempted to enable teachers to have dynamic, interactive, and constructive communication with learners in order to achieve the educational outcomes in the most effective way. The acquired competencies can also help them to solve potentially problematic situations and to react in an appropriate way if disturbing aspects or specific behavior forms occur (fear, lack of motivation, ambivalence).

The thematic units in this module were: nature, elements and communication levels; principles of active hearing; communication forms and factors of constructive communication in the education process; assessment, feedback and criticism; non-verbal communication; educational group – forms, characteristics, dynamic; managing the dynamic of



educational groups – methods and tools; conflict forms in the groups and problem solving.

During this module participants gained trust in trainers. Thus, at the very beginning they showed their exceptional willingness for cooperation and involvement. Due to the previous positive experience, the group was very open, which showed the significance of the second module and the manner of its implementation.

During the entire training the group had a positive attitude towards learning and their own development and change.



The third module was held from 02/17/2014 until 02/18/2014 for the first group and from 02/19/2014 until 02/20/2014 for the second group, in Konjic on “Visualization and presentation in the educational work with adults.” The trainings were led by the trainers Emir Avdagić, M.A., DVV International, Office in Bosnia and Herzegovina and Nataša Prodanović, Research and Organizational Development Association “Roda” in Sarajevo.

This module had a methodical-didactical character and that is the basis for the application of a huge number of methods, which include elements of visual presentation and require appropriate presentation skills in various stages of the educational process. Insisting on visualization strongly relies on physiological and psychological characteristics of

cognition, memory and learning – through visualization, the process of memorizing the contents, motivation and work effectiveness significantly increase. Presentation

methods are based on principles and rules of non-verbal communication and psychological features of attention and memory. The participants gained knowledge and skills on presentation, which should be adjusted to the content and target groups. Under this module the following topics were covered: relevance and principles of visualization in educational work; forms; tools and techniques of visual presentations; rules for usage of visualization tools; factors determining the use of visualization tools; forms principles of presentations; presentation as a form



of non-verbal communication; verbal and paraverbal aspects of presentation; integrating of methods and presentation techniques in other forms and methods of teaching and learning.

During the interactive work and through a number of exercises guided by trainers, the participants have come to conclusions about the importance of visualization, which is strongly based on the physiological and psychological personality observation, memory and learning.

It was more than evident and showed, using clear examples, that by the visualization of the teaching content you increase the process of retaining the same, and considering that the visualization is also a form of communication, it can be concluded that, by using it, the work motivation and effectiveness greatly improve.

The fourth module was held from 03/10/2014 until 03/11/2014 for the first group and from 03/12/2014 until 03/13/2014 for the second group, in Derventa on "Interactive methods of Adult Education." The trainers were Branko Dijanošić, M.Sc. from the Open University "Dragutin Novak" Ludbreg and Goran Lapat, M.Sc. from the Faculty of Teacher Education, University of Zagreb.

The fourth module of the cycle was focused on a modern, functional approach to education and implies functional practice of acquired knowledge and the development of skills and competencies. Therefore, education and training may not remain traditional but rather adopts the methodology that will precipitate the usage of gained competencies as efficiently as possible. Contemporary, interactive education of adults gives priority to the inclusion of each member to an educational group. Their experiences, respect for democratic principles and procedures, intensive communication and exchange and cooperation in the group and with the trainer are



crucial parts of the educational process. Under this module the participants have developed a positive attitude towards interactive classes and have acquired adequate practice skills. It is also necessary for them to become aware of the fact that interactive methods are not their actual goal but a means of achieving the goal, that is, a means of

achieving the educational goals. Thus, the topics of this module were: interactive classes; work in small groups - procedures, assumptions and rules; methods of the work in groups – forms and range; workshops – forms, range and utilization; demonstrations and simulations in interactive classes; playing roles and drama techniques in interactive classes; methods of autonomous and self-organized learning; usage of individualization methods in andragogical work with heterogeneous groups.



Evaluation of trainers:

In terms of the positive aspects of the seminar, it should be noted that we believe that the entire program of *the fourth module* has been successfully realized with the maximum cooperation of all participants in the seminar. The members of the group have already known each other well and everyone could work with everyone regardless of the constant change of members of the working groups that were formed by individual tasks. At this seminar, we primarily conducted workshops and we frequently changed the composition of the group. Using the examples of those methods that were not used often or that participants were introduced to for the first time has shown to be positive, and in this way the content was not monotonous.



The fifth module was held from 04/14/2014 until 04/15/2014 for the first group and from 04/16/2014 until 04/17/2014 for the second group, on Vlašić on "Adapting the curriculum in formal Adult Education." The trainers were Prof. Šefika Alibabić, PhD and Jovan Miljković, M.Sc. from the Faculty of Philosophy, Belgrade University.

The fifth module covered the adaptation of curriculum for Adult

Education in technical and vocational schools. The existing curricula are not based on andragogical principles, outcomes or competencies, and needs to be adapted to target groups and the real requirements of society. Therefore, this module's aim was to enrich the necessary skills of teachers in order to enable them to adjust the existing curricula to the needs of adult learners. Additionally, the teachers have learnt to autonomously develop didactic materials (through a creative approach focused on functionality on teaching materials for the achievement of educational objectives) and gain knowledge on new approaches in monitoring, assessment and evaluation. The thematic units of this module were: curricula for education in technical and vocational schools – concept, approaches, principles; planning of education and learning based on the outcomes; general and specific outcomes in curricula; fictionalization of contents in classes; fictionalization of contents in natural science teaching subjects; fictionalization of contents in social and human sciences teaching subjects; autonomous development of teaching materials; assessment, monitoring and evaluation.

The training goals set were fully functional and achieved. Training design was in function of target group - employed and unemployed pedagogues. Objective and general training topics were focused on strengthening the capacity of formal education. Although only a few participants had direct experience with adapting the curriculum to adult learners - the impression showed that including this target group into consideration of a very complex problem of adapting the curriculum was a professionally reasonable move. The group of employed teachers had the opportunity (which they used



in the fullest sense) to observe many of the current problems in the field of their professional roles seen through the prism of characteristics of Adult Education and in that context to alter the traditional, stereotypical approaches and educational paradigms. The group of unemployed pedagogues, with a high level of curiosity, was involved in the training process and on that occasion possibly comprehended new professional roles and developed the necessary competencies applicable in working with adult learners. A good indicator of participants' expressed need to learn and to form a new view of formal Adult Education was the extremely fruitful interaction and motivation of the participants during the training. In addition to informational and cognitive functions, training achieved the development of intellectual curiosity and desire and ambition of participants for their continuing education in the field of Adult Education.

Training for multipliers

The role of multipliers in Adult Education is important in the context of result dissemination and their sustainability at both the individual level and school environment level. After the project, it is expected that the schools continue to apply and disseminate new concepts, acquired knowledge and skills. Multipliers perform this function, above all, as trainers of trainers, thereby contributing to the maximum utilization of the capacity and efficiency of teaching and educational work.

The training for multipliers was conducted within 3 seminars (7 days in total) which were also held in different cities in Bosnia and Herzegovina. Depending on the location, the seminars were prepared and organized by the applicant or one of the project partners (seminars in Republic of Srpska or Brčko District were organized by the Institute of Adult Education; Seminars in Federation of Bosnia and Herzegovina were organized by DVV International or Mixed Secondary School Tešanj. These seminars included the following topics: Communication competencies; Methods for ToT (Training of Trainers); Governance of educational processes; Counseling and guidance competencies; Leadership competencies; Coaching competencies. The contents of these topics can be found as follows this text.

Communication competencies provide effective communication with others in various social environments. It is firstly aimed at the recognition of feedback and the articulation of positive answers, but also at gaining the ability to have empathy towards others, to listen to others, to self-observe and to observe other people and to control verbal and nonverbal messages.

One of the interpersonal communication skills is active listening, which leans on non-verbal communication, implies knowledge on who we are talking to as well as the acceptance of the other person as a communication partner, regardless of a potential agreement or disagreement in attitudes, beliefs and value systems. The perception skill manifests through three perception levels: recognition, reflection and action. This practically means adequate observation of the other person, avoidance of jumping to conclusions, careful assessments and finally an adequate response. Considering the essence of the trainer role, it is obvious that the key of the role success depends on communication skills.

Methods for ToT – Training of trainers means maximum cooperation between the trainer and the trainees (future trainers), a cooperation, which is the result of an interactive approach to the training. Since interactivity implies usage of participants' experiences, positive atmosphere in the group, intensive communication and acceptance of the interlocutor, it is necessary for the trainer to choose adequate training methods. Therefore, the trainer must know and understand the criteria of the selection of methods and their characteristics as well as the andragogical value of each ToT method. Once the trainer made his decision on the criteria for the selection of methods, then a wide range of training methods are at his disposal (lecture, demonstration, discussion, debate, case study, role play, brainstorming...).

Governance of educational processes – Educational processes are suitable and goal-oriented within classes and training as an organizational education form adapted to adults. The trainer needs a skill for the successful governance of educational processes, or more specifically, he/she needs to be able to plan, organize, lead, control and access the educational process and its results. The function of planning means formulating educational objectives, outcomes and contents, respectively concretizing activities and selection of contents and methods based on stipulated outcomes. Organization is an operative function of governance related to the organization of the educational group, contents and activities. While governance and guidance have a supportive and motivational function in the educational process, control and assessment are meant to correct and to initiate eventual changes in the area of planning and organizing education.

Counseling and guidance competencies – Counseling and guidance in the education of trainers are an integral function of the work in the educational process and/or institution. Personal, educational and professional development of individuals or even groups is being improved through this function. Counseling and guidance are based on a development approach to humans and on Carl Roger's theory of client centered approach (Carl Rogers – American psychologist and one of the founders of the humanistic approach). A holistic approach, positive thinking and problem solving orientation are also important. To a certain extent, the trainers (in their role as a counselor) will partly take a mentoring or career guiding function. The trainers help their

colleagues to reflect on their work, give structure to their experiences and plan further professional development through intellectual and emotional support. Counseling and guidance require extraordinary communicational and interpersonal abilities. These seminars provide specific skills, such as:

active listening, specific usage of verbal and paraverbal communication, understanding and usage of body language, dialog skills, asking questions (diverse types of questions), summarizing, paraphrasing, taking notes and humor. Special attention is given to different forms of guiding a person through the process of identifying his/her needs and taking responsibility for his/her own decisions. Thereby, the techniques of reflection, imagination, future projection, decision making and so on are also important. Trainers/multipliers have gone through this process in order to gain and train the competencies needed for the work with teachers. The development of these skills relies on contents and skills from previous modules.



Leadership competencies – A leader creates vision, sets goals, defines group values, coordinates work, inspires trust and loyalty, governs emotions of others, controls relationships, arbitrates in conflicts, supports and tempers, convinces and decides, serves as a model...The Training of Trainers was realized in a supportive atmosphere by using methods and techniques for the development of social and emotional intelligence, which are the foundation of a leader's behavior.



Coaching competencies – Coaching as a method is an important part of educational work, particularly in the work of trainers and multipliers. There are various concepts of coaching (*life coaching, business coaching...*) that depend on the target group, goal of the organization or project, given circumstances... For our multiplier training we have selected the concept of educational coaching with some elements of instruction and mentoring. It is complemented by elements of coaching sessions (preparatory, in-field, feedback session), clear definition of

objectives, conversation forms, giving and accepting critique and monitoring. Besides individual coaching, the trainees improve their competencies for coaching in small groups.

The first module for multipliers was held from 05/07/2014 until 05/08/2014 on Jahorina, led by Prof. Šefika Alibabić, PhD and Jovan Miljković, M.Sc. from the Faculty of Philosophy, Belgrade University, and ***the second module for multipliers***, which was held from 05/29/2014 until 05/30/2014 in Mostar, led by Katarina Popović, PhD from the Faculty of Philosophy, Belgrade University and Emir Avdagić, M.A. – DVV International, Office in Bosnia and Herzegovina.

The content of these trainings was assessed as very relevant by participants because the concept of management training reflects a holistic approach to training, which takes a future coach through all phases of training and thus prepares him/her for successful coaching work.

In addition, by looking at coaching roles participants become aware of the need for such coaches to also be the leaders, inspiring them particularly for activities in developing leadership skills exercises, and for consideration of a coach's/leader's function in the creation and promotion of culture and ambience in their work organization.



The third module for multipliers entitled “Supervision” was held in the period from 06/25/2014 until 06/27/2014 in Banja Luka. Members of the committee - supervisors were Prof. Šefika Alibabić, PhD and Maja Maksimovic M.A. from the Faculty of Philosophy, Belgrade University and Emir Avdagić, M.A. – DVV International, Office in Bosnia and Herzegovina.

Supervision enabled an overview and assessment of the training skills through the performance of the future multipliers through 90 minute workshops in the area in which they were previously trained. Following that, the multipliers got the feedback from committee members.

The aim of this *module* was to practically check the level of acquired knowledge and skills through performing the teaching units by the very multipliers, in groups of two or three. There was a total of 8 groups. Topics were freely chosen by the multipliers and each group had a teaching, ie. 90 minute training unit.

All eight groups have shown a high level of performance. The multipliers have shown to be fully acquired a high level of competences planned by the concept. Maturity, security, self-confidence and a sovereign mastery of content and managing groups- those are the characteristics of exceptional professionalism that has obviously developed at an enviable level while working with the group. In addition, a very collaborative relationship among the members of the group as a whole can be clearly seen - connecting, helping and support, and therefore it can be concluded that this group of multipliers is fully functioning as a team-sharing, not only a similar level of knowledge and skills, but also a sense of professional identity, system of values and the “modern coaching paradigm.”

Database of Multipliers



Esma Bešić, Brčko

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The selection of topic for presentation in supervision: Interactive development of advisory teaching competences.

The reason for the selection of the topic: When choosing a topic we felt it was important to emphasize the importance of strengthening the teaching competencies because this way it is possible for teachers to strengthen the capacity of students' parents through their work. Strengthening of teaching competencies emphasizes the development of two-way communication that encourages a student / learner / parent to think and analyze the problem, and to adopt independent conclusions.

Recommendation for applications of the seminar content to work with adults: When it comes to this intriguing project that requires complex work, there is no shortage of ideas. Inter alia, some of them are the establishment of the Association of multipliers, followed by the implementation of the project in our surroundings and schools by working with teachers and pedagogues who have not passed these courses. In this way we can inform them about the importance of Adult Education and all the other important things that we have learned during the module.



Tatjana Đurđević

Employed in Vocational and Technical School Derventa.

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The selection of topics for presentation in Supervision: Training of employees for mobile operator “M-tel”

Previous experience in the field of Adult Education: Organization of training of adult learners in schools.

Recommendation for applications of the seminar content to work with adults: Teachers engaged in Adult Education should become acquainted with the contents of these modules, and I also think that in addition to the methods and techniques in their work, teachers need to put emphasis on module I and V and extend the number of schools and trainees.



Katarina Filipović, Orašje

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The selection of topics for presentation in supervision: Violence and types of violence

What was your experience regarding the STARS project: Very positive, the lecturers were interesting and professional, the project's organizers really took care of us and eventually the group became like a little family. I greatly appreciate that I have met a lot of colleagues with whom I eventually became friends. I think we learned a lot from each other as well as from the lecturers.

Recommendation for applications of the seminar content to work with adults: I believe that each of us can in his/her own way apply what has been learned, whether in the business or private life.



Azra Gršić, Tuzla

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The selection of topics for presentation in supervision: Teamwork - Decision Making

Reasons for the selection of the topic: Given the fact that we had to work in a team and to choose the topic this way, the teamwork and decision making within the team quite suited the occasion. Each individual had the opportunity to be the part of the team, to belong to the team, to have his/her functions, tasks ... The teamwork in most cases allows the benefit and higher success than a person working alone, making his/her own decisions and so on. For a successful team, productive work in a team and good results of the team members are responsible. Their involvement and dedication to work are important as well as joint decisions that are made in the team directing the team mode and affecting the success of the team too.

Recommendation for applications of the seminar content to work with adults: More engagement through the association that we have established as multipliers.



Meriha Hamamdžić

Employed in Secondary School of agriculture, food, veterinary and services Sarajevo.

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The selection of topic for presentation in supervision: Violence in sports bleachers

Reasons for the selection of topic: The increase of violence in all forms with catastrophic consequences for the community

Recommendation for applications of the seminar content to work with adults: Hold a seminar in my school, animate administration of other schools to work with colleagues, include interested individuals and groups through employment services and social work centers. The acquired knowledge will enable learners far better education and prepare participants for employment on my and their pleasure.



Emira Hamidović

Employed in Mixed Secondary Geodetic Civil Engineering School Tuzla.

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The selection of topics for presentation in supervision: Teamwork - Decision Making

Previous experience in the field of Adult Education: Previous experience in the field of Adult Education: working with students of the fourth year as an assistant expert from the practice at the Department of Pedagogy-Psychology at the University of Tuzla, working with teachers in primary and secondary schools within the additional pedagogical education for teachers, working with students' parents (pedagogical and parental education), working with professional associates - school psychologists in preschools, elementary and secondary schools as well as an outside cooperative of the Pedagogical Institute of Tuzla, working in non-governmental organizations as a team member for education of different educational groups to prevent violence, working with students in additional training, retraining and extraordinary education.

Recommendation for applications of the seminar content to work with adults: I plan to implement some of the content of the seminar with the cooperation and support of the school principal, in the school where I work through the training of teachers / colleagues.



Perica Ivanek

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The selection of topic for presentation in supervision: Interactive development of advisory teaching competences.

The reason for the selection of the topic: Strengthening the advisory competences of teachers necessary for everyday communication and engagement in their work and both with pupils and their parents in an innovative and interactive way.

Recommendation for applications of the seminar content to work with adults: The knowledge gained in this project definitely influenced the paradigm shift in relation to Adult Education. Thus, the application of the same in daily work with adults, but also the education of teachers who work with adults in our schools should provide concrete positive changes in daily work. With the realization of ideas for applying the content of the seminar we've actually already started by establishing the association of multipliers **STARS** and by clearly defined goals as fundamental determinants and direction of our actions in the coming Adult Education in Bosnia and Herzegovina.



Vesna Jevtić

Employed in Traffic and Electrical school Doboj.

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The selection of topics for presentation in Supervision: Training of employees for mobile operator "M-tel"

Previous experience in the field of Adult Education: training of teachers in secondary vocational schools in the field of application of modern methods of work; teacher training in vocational schools in making modular programs of work; training of directors of the vocational schools; training of supervisors of the pedagogical institutes; Training of representatives of chambers of commerce for development of occupational standards; organization of training of adult learners at the school; teacher training (class teachers) for the application of the work program for the homeroom class.

Recommendation for applications of the seminar content to work with adults: These or similar trainings should be organized for teachers and headmasters as well, who are engaged in working with adults. Expand the number of schools and trainees.



Nermina Karahmetović

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The selection of topics for presentation in Supervision: Active listening

Previous experience in the field of Adult Education: Psycho-educational workshops for parents of preschool age children in kindergarten "Sunce" in Goražde.

Recommendation for applications of the seminar content to work with adults: STARS association and applying projects towards the EU funds. Education of teachers employed in secondary schools in Bosnia and Herzegovina.



Svjetlana Kesedžić

Employed in Secondary School Pere Zečevića Odžak.

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The selection of topics for presentation in supervision: Violence and types of violence

What was your experience regarding the STARS project? The issues which are increasingly encountered in everyday life and at the workplace, trying to find the best methods to combat violence at school, in the street, at home ... The methods used: brainstorming, presentation methods, working in pairs, case studies, debates, demonstrations, questionnaires, task solving, tabulating, reporting.

Recommendation for applications of the seminar content to work with adults: Connect schools if this is possible and share the knowledge that we obtained in the seminar with other colleagues, to do not dwell only within the county but to connect with colleagues from other counties and work intensively to improve Adult Education in our country.



Svjetlana Mamić, Banja Luka

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The selection of topics for presentation in supervision: Creativity development - SCAMPER method

The reason for the selection of the topic: My colleague Ivana and I started to investigate and handle the areas of creativity in which we are both interested as best as we could, and at the same time we felt that our colleagues could get some new information which they have not had so far. The methods used: lecture, demonstration, project method, the method of presentation.

What was your experience regarding the STARS project? The experiences that I had of this project are absolutely positive. The modules fully met my expectations, I shall not lie if I say that they have exceeded. Starting from other participants, the very structure and organization of seminars, choice of topics and excellent coaches. I definitely carry out a wonderful experience from the project and a lot of practical knowledge that I have gained by participating in it.

Recommendation for applications of the seminar content to work with adults: Cooperation with institutions (both formal and informal) that are involved in the area of Adult Education. The knowledge that the **STARS** has provided us which we, the participants could convey can certainly be of great benefit.



Maja Perdan, Bijeljina

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The selection of topics for presentation in supervision: Active listening

The reason for the selection of the topic: It often happens that we listen but do not hear, that we look but do not see. For these reasons, the basis of good quality and pedagogical communication is active listening, which is the subject of interest of many authors, including us.

Recommendation for applications of the seminar content to work with adults: It would be a pity if such knowledge and experience do not extend further. What is crucial is to begin to implement these workshops in other schools and that each multiplier in their region expands and shares knowledge and experience in the education of adults gained during the implementation of the **STARS** project.



Ivana Pešikan

Employed in The Centre of Secondary Schools Trebinje.

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The selection of topics for presentation in supervision: Creativity development - SCAMPER method

The reason for the selection of topic: Unlike the past, when the opinion prevailed that only a certain, chosen people possess creativity, today the general opinion is that every individual possesses a certain kind of creativity that can be developed. It is this kind of thinking that led us to choose the scamper method as the theme of our workshop. The scamper method is based on the idea that everything new is a modification of something that already exists. This method offers the possibility to look at the issue from different point of views. It provides a very good basis for the documentation of the flow of ideas and it is suitable both for the individual and teamwork.

Recommendation for applications of the seminar content to work with adults: This training provides a different approach to Adult Education. I will use the knowledge gained during the seminar in the organization of lectures and during the organization of workshops or courses for teachers involved in Adult Education.



Ljiljana Purković

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The selection of topics for presentation in supervision: Violence in sports bleachers

Previous experience in the field of adult education: My previous experience in Adult Education is based on a rather good skill to communicate with adults and my teaching role.

Recommendation for applications of the seminar content to work with adults: The acquired knowledge will definitely help me in my everyday work. I have already applied the gained knowledge. Namely, final year students are almost adults, and there are fellow teachers, parents and others with which pedagogues work. Therefore, the strengthening of andragogical competencies of pedagogues was certainly a good “investment” that each trained multiplier would know how to use in many ways and in many areas. I will be able to use acquired knowledge in everyday work: with students, parents, teachers, workshops, lectures, speeches, presentations, advisory work and the most concrete - engagement in the project “Justice for all children” (work with parents of juvenile delinquents).



Milanka Džepina Radulj

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The selection of topics for presentation in supervision: Assertiveness, assertive techniques

Is the acquired knowledge going to help in your work and in what way: Each newly acquired knowledge is positive when working in an educational-training institution. You are richer for new experiences and knowledge by passing through all the modules. Such knowledge can be applied in my daily work with regular students. I will present this experience to educators who are engaged in Adult Education at my school. I think it is useful and will help them in their work with adult learners.

Recommendation for applications of the seminar content to work with adults: I shall apply the content and knowledge I have gained through the project **STARS** in my own work and in my work with colleagues who are engaged in Adult Education.



Jasenka Vlačić

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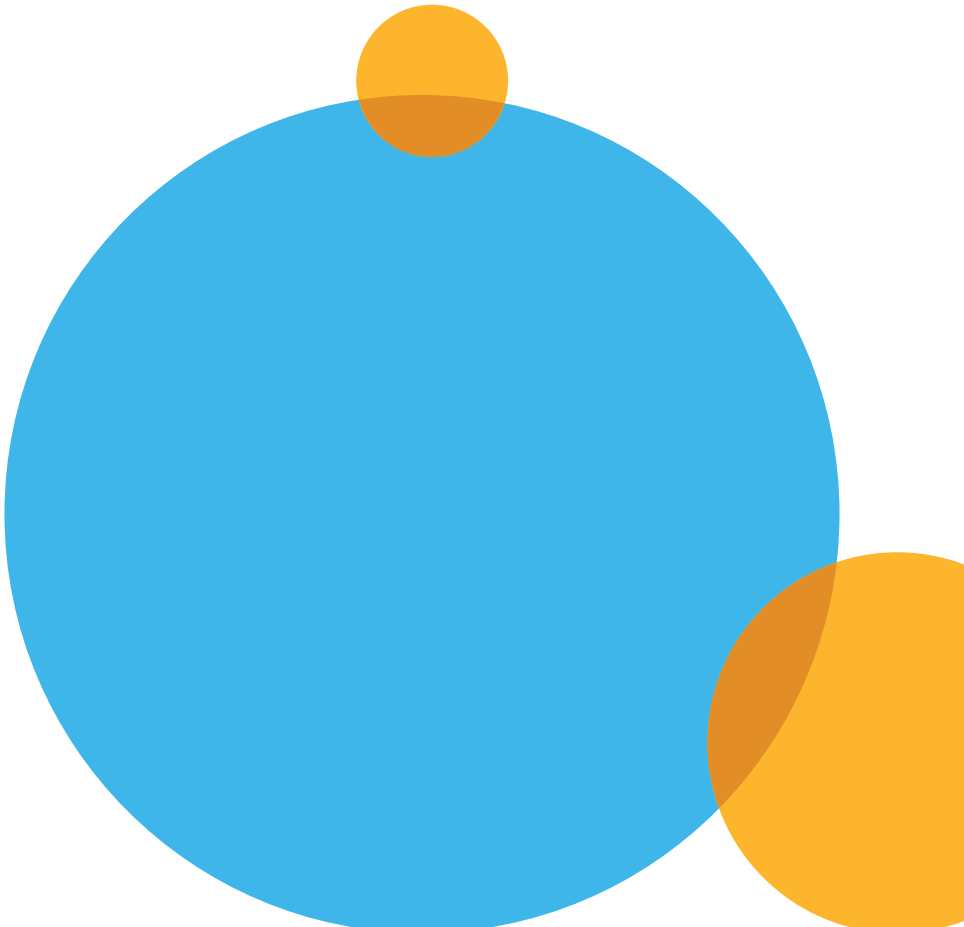
The selection of topics for a presentation in supervision: Assertiveness, assertive techniques

What have you learned in previous modules and what have you applied during the preparation for presentation in the supervision:

In previous modules I have learned a lot of useful things that are related to the coaching job, how to organize a training, in what way to approach the trainees, what methods and techniques to use during the training and so forth. During the preparation of the training we tried to take into consideration all the steps necessary to successfully implement the training: to prepare presentations and activities during the training tasks for trainees; evaluate training;

how to motivate a group and how to deal with the group. I personally think that we acquired skills, with effort, use in working with adults. While preparing the training we tried to take into consideration all the steps necessary to successfully realize the training, to prepare presentations, activities during the training, tasks for trainees, evaluation of training, how to motivate a group, how to deal with the group. I personally think that the acquired skills, with effort, will be of a use in working with adults.

Recommendation for applications of the seminar content to work with adults: Acquired knowledge is already helpful in practice. Through many examples and practical exercises I enriched my knowledge and acquired certain andragogical competencies that I use in my everyday work. I will apply the contents of the seminars in dealing with colleagues who are engaged in Adult Education.



Interviews With Pedagogues During the Implementation of the Project STARS Seminars

Perica Ivanek,

Agricultural and Medical School, Brčko District B&H

After completing the first cycle of seminars, what are your experiences with the STARS project?

I am pleased to express positive experiences related to the STARS project, both in organizational and in realization–technical aspect. The well organized trainings with high-quality teachers attained a high sense of belonging to a group and held the interest of the seminar participants. They presented the anticipated contents in a highly qualified but also in an interesting and interactive way, and in doing so added a touch of a very pleasant atmosphere and a working environment.

What content of modules did you like the best?

Given the fact that all contents have been meticulously selected with respect to the scientific and theoretical foundation of Adult Education, it is difficult to give preference to certain content. Everything was of good quality, interesting and necessary in its own way. Without diminishing the importance of the psychological basis, characteristics, learning styles of adults, followed by visualization and presentation of the curricula and the use of interactive methods, the segment related to communication and group dynamics and management of educational group working with adults was particularly interesting and creative.

Do you have any additional ideas for applying the seminar content in the work with adults (e.g. with colleagues, the participants, other schools, ...)?

Elaborated contents on all modules are very useful in the everyday work of a school pedagogue because it has an important place in the scope of their activities, advisory work with teachers and parents. One should definitely emphasize the fact that the students of the final year of high school can be seen to a large extent as adults, of course with formal educational status, and much may be applied to them. It would be helpful if the adopted individuals'-project participants' experiences could be shared with other colleagues - pedagogues in other schools and even places, thus being massively applied and more enriched.

To what extent were you concerned with Adult Education prior to participation in the STARS project?

I must admit that prior to participation in the project STARS I had a somewhat different picture of Adult Education, and I have sometimes unconsciously neglected many essential aspects of Adult Education. The reason for this is precisely the permanent work with young people-students, as well as the lack of awareness of the fact that knowledge and application of many basic preferences of Adult Education can enhance the work with the younger generation. I will certainly have a different approach to Adult Education and I will be involved in similar activities in a safer and freer way after the completion of this project.

What are your wishes for the future development of Adult Education (within your school or region ...)?

To try to change the perception related to Adult Education, where it would be understood as a necessity of modern times in which we live. In an era of lifelong learning, in knowledge-based society, we can change something for the better only with this approach of pedagogues above all, as well as by applying the newly adopted competencies related to Adult Education.

**Nermina Karahmetović,
Mixed Secondary School “Enver Pozderović” Goražde**

After completing the first cycle of seminars, what are your experiences with the STARS project?

Project STARS is a well conceived and organized project that brought together distinguished academics from Sarajevo, Belgrade and Zagreb University, and DVV International as well. A total of 32 pedagogues from the whole country had a unique opportunity to learn from top experts in the field of Adult Education, to get to know each other, share experiences and work together.

What content of modules did you like the best?

All modules are well conceived, organized and implemented. Each seminar lecturer left his unique touch and it is impossible to compare them.

Do you have any additional ideas for applying the seminar content in the work with adults (e.g. with colleagues, the participants, other schools, ...)?

Sure. I have an idea to do a project together with the seminar participants, in which every employed pedagogue would be responsible for the activities in his/her city, canton, place where he/she comes from, and the unemployed pedagogues would be assistant lecturers throughout the country. The aim of the project would be to convey the knowledge and skills gained in the project STARS to teachers in secondary schools engaged in Adult Education throughout the country.

To what extent were you concerned with Adult Education prior to participation in the STARS project?

If by adults we consider people from the age of 16 years and older, then daily. In addition, our school deals with an informal education as well, thus working with adults. I have done some educational workshops for parents of preschool age children and teachers in the territory of Bosnian Podrinje Canton.

What are your wishes for the future development of Adult Education (within your school or region ...)?

A lot of things still need to be done in the field of Adult Education. A legal foundation should be made first. Following that, to exploit the knowledge and skills of pedagogues who will, under the STARS project and as certified multipliers, be the first to raise awareness about the importance of Adult Education and then to transfer their knowledge and skills.

Svjetlana Mamić,
an unemployed pedagogue from Banja Luka

After completing the first cycle of seminars, what are your experiences with the STARS project?

*I am extremely pleased to have been the part of this project, believing that this is certainly an unforgettable experience. I think I've adopted some new skills and improved the already existing ones. If it was not for the **STARS** project, I doubt that I would have the opportunity to learn from educators who have led us through this project, who delighted me in their own special way. This experience makes me richer, not only for the knowledge, but also for the wonderful friendships that I have made while attending these seminars. In any case, my experiences have been very positive and I am very pleased with the concept and realization of the project.*

What content of modules did you like the best?

All modules were special and important in their own way, while the all contents were carefully chosen and well adjusted. If you just have to single out some, let it be the second module "Communication, group dynamics and management of the educational group" and the third module "Visualization and presentation of the educational work with adults."

Do you have any additional ideas for applying the seminar content in the work with adults (e.g. with colleagues, the participants, other schools, ...)?

All of the contents of the seminars are extremely useful, both in professional and personal life. It would certainly be useful to introduce all persons who participate directly in Adult Education with similar contents. These may be teachers who are in the roles of trainers in schools dealing with retraining and additional training, as well as university professors. Unfortunately, I'm unemployed, but I believe that my fellow employees will immediately start implementing this knowledge in the schools in which they work. It would also be interesting to try in some way to network schools and to transfer acquired knowledge among colleagues -pedagogues from other schools, municipalities, cantons, so that they can improve their scope of work. I think it would be good to try and lobby for having passed through a similar andragogical training for all those in the field of Adult Education.

To what extent were you concerned with Adult Education prior to participation in the STARS project?

Primarily, I think that in our culture awareness of the importance of lifelong learning is not developed in general. People involved in the educational process rarely have the desire to acquire specific knowledge and competencies, it is usually only doing the work for certification, or because they are conditioned (by the employer for example). I also think that the teaching staff is not andragogically trained to a high level, that is many of them approach to Adult Education the same way as working with children, and we know that this is not the same process. In any case, although I do not assess the situation very well, I think this is an area that carries the future and that there is plenty of room for improvement.

What are your wishes for the future development of Adult Education (within your school or region ...)?

First of all I would like to have the opportunity to present what I have learned from other colleagues from my city, who did not have a chance to pass this type of training. This could be implemented through training that could be organized in our city. Of course I'd love the educational institutions to recognize the importance of training which we have undergone and to support the implementation of the same in our country. Such a thing must not remain only in theory. I would also wish to influence the consciousness of people in Bosnia and Herzegovina on the importance of Adult Education and lifelong learning by joined efforts.



Evaluation

The evaluation report of the STARS project

STARS project is a project whose aim is to support the structures for Adult Education in Bosnia and Herzegovina. The project started in July, 2013 and will be completed in December, 2014. During this period, the training for 21 pedagogues from secondary technical and vocational schools (10 from the Federation of Bosnia and Herzegovina, 10 from the RS and one school from Brčko District), and for 11 pedagogues from the Employment Services was organized. After the completion of 5 modules, 16 pedagogues were selected for additional training for multipliers, which is realized through 3 additional modules.

In order to conduct a project evaluation, a written survey was conducted for pedagogues who participated in the project, as well as interviews with school principals at the end of September and at the beginning of October 2014. 11 pedagogues participated in the written survey, and 3 directors were interviewed orally. Both groups were selected randomly.

In addition to the survey of participants, during the project evaluation, the analysis of trainers' reports was made and all eight seminars were taken into consideration. At the same time, the flow and the positive aspects of training, best practices, problems, comments and recommendations identified by the trainers of certain modules were analysed.

Internal evaluations, which were conducted by trainers within certain seminars, were taken into consideration.

Pedagogues-multipliers' survey results

Within the written survey, a total of 11 pedagogues-multipliers who participated in the **STARS** project were examined. All respondents are female. Seven pedagogues are employed in schools, three pedagogues are unemployed and one person works at a school, but not as a pedagogue.

The survey consisted of 25 questions in which respondents evaluated:

- a) the project in its individual segments,
- b) the knowledge gained in this project and
- c) the applicability of this knowledge.

Respondents had the opportunity to add their personal comment to a particular question within all questions. The participants of the survey were given the option to list their additional remarks and make suggestions or comments which they did not have a chance to mention at the end of the questionnaire.

The surveyed pedagogues assessed in the first part of the survey the following aspects of the **STARS** project:

- 1) the project as a whole,
- 2) communication with the organizers of the project,
- 3) clarity of project objectives,
- 4) themes of the seminar for pedagogues,
- 5) trainers at seminars,
- 6) seminars' methodology and
- 7) logistic conditions at the seminar (accommodation, food, etc.).

All of these segments were assessed on a scale of 1 (poor) to 5 (excellent).

For all these segments, the average score is over 4.6, which indicates the exceptional quality of the project implementation. The only objection regarding logistics conditions of the seminars relates to the payment of transportation costs, so two participants suggest that this problem should be resolved in a different way in the future.

The mentioned objection probably refers to a recommendation of the organizer of the project, that participants from the same town arrive together at the seminar location, which is in accordance with the environmental and economic objectives of the **STARS** project.

It is important to emphasize that the above comment is disproportional in comparison to the great topics that are offered at the held seminars.

Their knowledge of all eight elaborated areas at seminars, during the project implementation, the tested pedagogues evaluated (on a scale of 1 to 5) with an average grade between 4.45 and 4.82 which indicates high-level of knowledge acquired at seminars within the project.

As for the subject matter and teaching methods of seminars, the respondents point out that they enjoyed throughout the training: "The choice of topics, work and activities of trainers and some members of the group are commendable. Compactness and homogeneity of the group contributed to the quality of work and efficiency during the workshops and all activities during the seminar. Socializing and the exchange of ideas during the seminar was at a high level. In any case, it was an excellent experience (professional and personal)."

Regarding the applicability of the acquired knowledge into the practice, all interviewed pedagogues, without exception, are of the opinion that the knowledge and experience gained in this project are applicable in any case, at daily work as a pedagogue as well as in possible trainings in their work with adults.

The majority of respondents have the support of their schools' principals in their efforts, while one pedagogue claims not having adequate support of the school principal.

A support of relevant institutions for Adult Education exists, although the majority of pedagogues agree that this support is only partially present.

All interviewed pedagogues agree with the statement that this project can contribute to the modernization of the local structures for Adult Education, and they are ready to participate in similar projects in the future.

Results of the survey of the school principals

Interviewed directors are highly aware of the importance of Adult Education in Bosnia and Herzegovina, and they emphasize the importance of lifelong learning, especially if we take into consideration a large number of adults who need retraining in order to more easily become employed.

All the surveyed directors are of the opinion that the **STARS** project can certainly contribute to the improvement of Adult Education in Bosnia and Herzegovina. It is pointed out that the project thus helped to create an image of how to successfully organize Adult Education, what needs to be changed and in what way the school can organize its part in Adult Education. Furthermore, it pointed to the fact that DVV International is one of the rare organizations that

operates throughout all Bosnia and Herzegovina. In this way DVV International is trying to make foundations for quality Adult Education throughout Bosnia and Herzegovina so that it can descend to lower levels (the entity, cantonal).

Interviewed directors see the benefit from the **STARS** project for their schools because the knowledge gained from the project will help the school to make all the necessary preparations in order to encourage the development of Adult Education system (equipment, strategy development, program development, formulation of proposals for specific occupations/profiles directed towards the competent Ministry).

The directors and pedagogues who work in their schools developed professionally, established important contacts and deepened their cooperation with DVV International through seminars of the project **STARS**, and all of this is beneficial for the school as well as for the local community.

All directors are willing to use multipliers-pedagogues who have been trained in this project in the best possible way. In one school, the multiplier is already covering many of the covered topics in school.

Directors stated a variety of ideas in which way they will personally support Adult Education, and they are willing to help everyone involved in this process.

They want to achieve this by doing the following:

- Support lifelong learning,
- Collaborate with business organizations, private companies,
- Writing proposals (studies) for the ministry,
- Monitor the labour market and react,
- Attempt to introduce new programs for Adult Education for all professions and occupations for which there are programs in their schools.

On the question as whether they will have the support of relevant educational institutions (ministries, pedagogical institutes, etc.), in their efforts all directors corresponded that they expect they will. They point out that the ministers support the idea of Adult Education, that they have good cooperation with them, and that they have already received approval for certain teaching plans and programs and programs for Adult Education.

As an additional comment, directors emphasize the issue of the existence of private schools, where in a very short period of time you can get a degree for all professions/occupations.

Comments and grades of lecturers (trainers)

Trainers who held seminars within the **STARS** project consider that the seminars met the expectations of the participants in all areas.

In their opinion, the entire program of modules was successfully realized with the maximum cooperation of all participants in the training. During the individual seminars all trainers reported that it is evident that the topics, which were realized in the previous modules, were adopted and already applicable in practice.

Trainers described participants as very motivated, productive and open-minded for interactive activities and discussions. In their opinion, the participants had a lot of energy that could be directed and thus contribute to achieving the objective of the training. During the training, participants had a positive attitude towards learning and self-development and change.

Trainers commended the organization of the seminar in their reports. They pointed out how helpful was the presence of project assistants who cared about logistics and all organizational aspects of training: "The working atmosphere was fully andragogical, facilities were optimal, there adequate furniture, available working materials, technical support was provided, as well as reinforcement, and it was very appropriate and in accordance with the needs of the participants and trainers." In that way they could, as lecturers, exclusively focus on training, participants and activities.

Conclusion

At the end, we can certainly conclude that all actors involved in the **STARS** project - trainers as well as pedagogues and school principals – are extremely satisfied with the results of the project. Evaluation questionnaires showed a very high level of satisfaction of the participants in all aspects and gave high marks.

The surveyed pedagogues and principals are ready to apply their knowledge, without exception, and to participate in similar projects in the future, and in this way ensuring the continuous improvement of Adult Education in Bosnia and Herzegovina. In this sense we can say that the **STARS** project fully met the planned objectives.

Best Practice Examples of the Participating Schools



School of Electrical Engineering "Nikola Tesla" Banja Luka

School of Electrical Engineering "Nikola Tesla" in Banja Luka, although under different names and under different forms of organization, has a long and rich tradition. A large number of pupils from primary schools want to continue their education in this school, which indicates that the school is still very popular. School of Electrical Engineering "Nikola Tesla" enrolls profiles with a four year education, namely: computer technician, electrical engineering technician, technician of telecommunications and electronics technician. The school has sixteen classrooms, five modern cabinets for computing and programming, seven workshops for practical classes that can be used for practical and laboratory exercises for electrical machines, electrical measurement, electronics and automatics, digital technique and electrical installations.

In addition to regular education the Adult Education has been regularly and successfully implementing in our school for many years. Classes are organized and adapted to adult learners in the evenings. The school has fully equipped cabinets for practical and theoretical classes. Teachers are professional and motivated to work, trying best to animate the attendees and give them high quality knowledge. Adult learners are being educated for the following occupations: electronics technician, technician of computer science and electrical engineering technician.

Attendees are enrolled primarily due to the desire to obtain the necessary degree in order to qualify for a better position in the company in which they are already employed. In addition, because of requalification they become

more competitive in the labor market and therefore they can reach workplaces easier. The experience allows them to more easily monitor the content and teaching process and they cope the best in group subjects where practical work is present. Teachers use interactive methods and techniques in teaching activity and thereby encourage attendees to actively participate in the teaching process.

Adult Education

Our school follows the trends and needs of the market for the defined orientation and occupations. Precisely in accordance with this and in accordance with the regulations of The Adult Education Act we organize the educational process for adult attendees for those occupations that are most wanted on the labor market.

In recent years, there is a need for a narrow specialization of adult attendees in the field of electrical engineering. In the past we have performed that kind of training with external associates and external entities for a chosen group of attendees, all in accordance with the needs of interested employers. We have also allowed the fifth degree diploma education for all those interested.

Our school has participated and continues to participate in a series of projects that would enable the installation and modernization of highly specialized cabinets and laboratories to be used for training in work with specific tasks of an electrician (eg. Installer of photovoltaic systems). Moving in this direction, we expect the acquiring of opportunities to broaden the scope in which participants can increase their education to acquire the most fundamental technical knowledge, but to also acquire a narrow specialized knowledge level.

Of course, these steps being taken will always be available to our regular students who can successfully apply these skills to the continuation of their life.

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Mixed Secondary Geodetic Civil Engineering School Tuzla



Mixed Secondary Geodetic Civil Engineering School Tuzla started working 1960/61 school year. Since 2006/2007 the school operates on a modular curricula and programs (EU VET II program).

In its composition the school has four types of schools, namely:

- 1) Construction Technical School,
- 2) Geodetic Technical School,
- 3) Secondary School of Applied Arts and
- 4) Civil Engineering schools.

School is verified for the education of regular and extraordinary students in accordance with the relevant curricula, such as:

- 1) Technical School for professional titles: civil engineering technician and architectural technician,
- 2) Geodetic Technical School for professional title geodetic technician,
- 3) Civil Engineering Vocational School: ceramicist, terrazzo worker, bricklayer-plasterer, house painter, dyer, painter, carpenter, terrazzo worker – roofer and rebar fixer,
- 4) Secondary School of Applied Arts: art technician for applied art.

Mixed Secondary Geodetic Civil Engineering School, Tuzla is declared the most successful school in the category of secondary technical and vocational schools in Tuzla Canton on the basis of the evaluation of the results of work by the Pedagogical Institute in Tuzla that doubled in consecutive years during the school years 2011/2012. and 2012 / 2013.

Adult Education

The school has been verified for Adult Education - for extraordinary learners, retraining and additional training.

In cooperation with construction companies, the governmental and non-governmental sector, the school organizes trainings for construction workers

for the acquisition of the professional title *highly skilled* and professional title *ARTISAN*. The school also organizes training courses for simple jobs in the construction industry.

A certain number of the attendees has already been employed in construction companies, but at simpler positions and because of a desire for progress and better, more paid workplace they want to get more training and to get certified. A certain number of the attendees completed another Secondary School, but because of greater employment opportunities they choose retraining.

The school organized three month courses for simpler positions in construction. Attendees were from refugee population, the Roma population, etc. Courses are organized in collaboration with NGOs and the Employment Bureau.

Adult Education in the future

The school will continue to monitor the needs of the labor market together with the Chamber of Commerce and construction companies. Therefore, according to their needs it shall organize Adult Education, additional training and retraining. Lately, the focus was on energy efficiency and renewable energy sources.

Due to the lack of adequate professionally trained workers in the Bosnian and Herzegovinian labor market, we recognized the need for education, specialization and training of the workforce for energy- efficient renovation and construction of buildings.

Experiences of the EU countries, experiences in the region and within Bosnia and Herzegovina itself have shown that energy-efficient renovation and construction of new low-energy, passive and nearly zero energy buildings currently represent a major challenge to the construction sector and the industry as a whole.

The construction of buildings with low energy consumption demands high quality work and careful execution of the smallest details on the external envelope of the building and the built-in technical systems.

In accordance with this our teachers-engineers and practical training teachers, in cooperation with the Civil engineering school in Switzerland "POLYBAU" from Uzwil and the Ecology and Energy Centre Tuzla successfully completed training in the field of thermal insulation of the facility envelope.

The vision of the school is focused on continuing the further education of teachers, modern equipping of the cabinets and strengthening the motivation of educational and other personnel, as only in this way can we expect that our students will be happy and successful.

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Agricultural and Medical School Brčko District, B&H



Agricultural and Medical School in Brčko District was established in 1980/1981 under the name Secondary School of Vocational Training and Education in order to get its present name in 2006.

Besides classrooms, laboratories, computer cabinets and sports halls, the school uses 2.5 acres of land where practical training in the field of agriculture and food processing is implemented, with its own orchard and plastic greenhouses on an area of 0.3 acres.

Our school educates 43 departments of various professions according to the EU VET program and there is a total of 1,140 students. This year the school celebrates 35 years of existence.

Apart from the regular students, the school deals with adult education in two fields of work with the following professions:

I Agriculture and food processing:

- Agricultural technicians,
- Veterinary technicians,
- Nutritional technicians,
- Florist - a gardener,
- Fruit grower-vinedresser-vintner,
- Butcher,
- Baker.

II Other activities:

- Ecological technicians,
- Hairdressers.



Voćnjak

The greatest interest in Adult Education is in the field of health services, primarily for the profession of medical technician. However, due to the lack of conditions for the organization and implementation of practical training, we do not have the approval of the competent Department of Education, which should definitely be one of the most important problems to be solved in the future.

Considering that next to the existing school building a contemporary facility is being built, which will have 15 modern cabinets for the realization of the theoretical and practical training, we feel that we are going to resolve these disadvantages and problems successfully in the near future.

When it comes to working with students in Adult Education, individually informative instructive teaching is being applied whereby the prepared materials are adapted to the needs of students with explanations and guidance of teachers for each candidate. The previous experiences of attendees, current needs, as well as the needs in the future that are based on modern andragogical principles are taken into consideration.

Our school has a clear vision for the prosperity and future development, which can be seen through participation in numerous projects whose concern is to provide better material and technical conditions, but also to improve the existing human resources. Participation in the STARS project will definitely assist in the implementation of planned goals, especially when it comes to Adult Education.

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NGO STARS



Within the project “Strengthening the Capacity of the Adult Education Resources in Technical and Vocational schools in BiH – STARS,” the group of pedagogues successfully completed a very demanding training for educational work with adults through two cycles. At an informative and motivational meeting that was held on June 27, 2014 in Banja Luka, 16 multipliers indicated their willingness to use their skills and knowledge about Adult Education and to make them available for a wide range of citizens in Bosnia and Herzegovina who have the need for additional expertise

in the field of Adult Education, or who are directly or indirectly involved in Adult Education. In order to put this praiseworthy idea into practice in the simplest and the most effective way, some activities have been initiated with the establishment of the association of citizens entitled STARS in accordance with the provisions of the Law on Associations and Foundations of Bosnia and Herzegovina (Official Gazette of BiH, No. 32 / 01, 42/03, 63/08 and 76/11), which regulates the establishment, registration, internal organization and dissolution of associations and foundations that want to register at the level of Bosnia and Herzegovina.

This initiative, which was started by a very dynamic and motivated group of pedagogues from different cities in Bosnia and Herzegovina, who would not have met and exchanged their ideas without the STARS project, should be regarded as one of the additional benefits of this 18-month project that aimed to strengthen the capacity of Adult Education resources in Bosnia and Herzegovina. The establishment of the Association and its activities can be one of the guarantors of the sustainability of the Project and the continuation of the realization of the overall objective of the project, ensuring the quality of adult education through continuous andragogical training of professionals who work in this area of education.

We have five of the unemployed and 11 employed pedagogues in this group of enthusiasts and professionals who got the opportunity to acquire or expand their knowledge related to working with adults through participation in the STARS project, but also to meet each other, achieve group cohesion, find common interests, aspirations and a common understanding of the significance of adult education, as well as their essential role as professionals in education in creating and maintaining the quality of education as individuals and as a group.

The importance and necessity of establishing the association is unquestionable, and the following reasons could be emphasized:

- The establishment of associations of multipliers and its activity facilitates the andragogical staff to get the necessary knowledge and skills to work with adults, and it also reinforces the role and creating capacities of civil society in the field of Adult Education, the educational segment that must rely on the government and public institutions, as well as on a wide range of civil, non-governmental organization and activities, in order to promptly respond to constantly changeable needs of citizens;
- Members of the association possess different experiences in working with adults in education so that through joint action and the use of different skills of its members, the Association may respond well to the needs of staff in various aspects of professional training (workshops, seminars, conferences and the like);
- By willingness to work and act the association will exclusively deal with the issues that contribute to the quality of adult education;
- The Association is an opportunity for unemployed pedagogues who will implement training, counseling, etc., in order to gain work experience within the civil society organizations. Acquired experiences through working in the association, at best, can lead to easier inclusion into the labor market and improve the chance of their (unemployed) members to be employed in educational institutions or in other institutions that have a need for highly educated staff who have specific knowledge and skills ;
- In a situation where most of the relevant educational authorities in our country is in the process of legal regulation of adult education, and when the law provides for continuous andragogic staff training in education for adults, professional association capacities can be recognized and used by education authorities at all levels for the andragogical training of employees in education;
- Association STARS is essential for the further dissemination of the project results and helps to strengthen the capacity of adult education in technical and vocational schools in Bosnia and Herzegovina. As with many other projects, the issue of sustainability is directly related to the commitment of groups that are involved in the project. By their initiative, the multipliers-educators have proven that they are willing to transfer their knowledge and skills to others and to work both in their schools and communities as part of their regular work duties, and the wider community, in schools, with adults, marginalized groups and civil society organizations through its involvement in the association.

The extent to which Association STARS succeeds in its aspirations depends on various determinants. First of all, the support of national and international donors to ideas and projects of the Association is necessary in order to organize training courses, seminars and counseling. On the other hand, the quality of work and survival of the Association will not only depend on material and financial support, but also on the commitment of the members of the Association and their willingness to spend their free time to carry out the activities of the Association and reach their goals.

Finally, perhaps to emphasize the key objectives of the Association:

- Promote the importance of lifelong learning
- Provide basic and advanced trainings to professionals involved in adult education and other interested citizens
- Research in the field of adult education
- Encourage citizens to participate in social life and to contribute to the development of civic awareness through active participation, and to influence citizens on the quality work of public institutions
- Promote quality communication and work on improving communication skills,
- Commitment to tolerance and the right to difference of opinion and action,
- Support Lifelong Learning Association members through organizing training for members of the Association, through workshops, seminars and excursions, etc.,
- Organizing conferences, seminars, lectures, panel discussions and the like in order to improve the quality of education, especially adult education.



List of Schools Participating in the Project

All schools and their pedagogues have been chosen to participate in the project on behalf of the respective Ministry of Education (Cantonal ministries), the Institute of Adult Education (Republic of Srpska) and the Department for Education (Brčko District).

School of Economics Banja Luka

director: Nada Vulić

pedagogue: Jasenka Vlačić

School of Electrical Engineering “Nikola Tesla” Banja Luka

director: Vojslav Popović

pedagogue: Milanka Džepina Radulj

Secondary School Centre „Gaudeamus“ Banja Luka

director: Rada Klincov

pedagogue: Nada Damjanović

Technical school „Mihajlo Pupin“ Bijeljina

director: Radenko Todorović

pedagogue: Vera Vujić

Agricultural and Medical School Brčko

director: Sead Bečić

pedagogue: Perica Ivanek

Technical and Vocational School Derventa

director: Branka Jović

pedagogue: Tatjana Đurđević

Traffic and Electrical School Doboj

director: Spasoje Vasiljević

pedagogue: Vesna Jevtić

Economic and Trade School Doboj

director: Dragan Marić

pedagogue: Zoran Marković

Mixed Secondary School “Enver Pozderović” Goražde

director: Eneka Raščić

pedagogue: Nermina Karahmetović

Secondary School „28. juni“ East Sarajevo

director: Mladenka Pandurević

pedagogue: Ljiljana Purković

Vocational Secondary School Jajce

director: Zdenko Istvanić

pedagogue: Dragana Crnoja

Vocational Secondary School Silvija Strahimira Kranjčevića, Livno

director: Saša Grabovac

pedagogue: Darko Perković

Hotelier & Tourism Secondary School Mostar

director: Perkan Pervan

pedagogue: Julineta Jurić

Secondary School Pere Zečevića Odžak

director: Ivanka Pudić

pedagogue: Svjetlana Kesedžić

Medical, Technological and Civil school Prijedor

director: Milenko Kosić

pedagogue: Milena Tošić

Mixed Secondary School Sanski Most

director: Sead Midžan

pedagogue: Nejra Kurbegović

Secondary School of agriculture, food, veterinary and services Sarajevo

director: Suad Alić

pedagogue: Meriha Hamamdžić

Vocational Secondary School Široki Brijeg

director: Marinko Željko

pedagogue: Ljerka Naletilić

The Centre of Secondary School Trebinje

director: Vasiljko Škrivan

pedagogue: Ivana Pešikan

Mixed Geodetic and Civil Engineering School Tuzla

director: Mevludin Ferhatović

pedagogue: Emira Hamidović

Secondary Industrial School Zenica

director: Fadil Hodžić

pedagogue: Miroslav Budiša

Ist of Unemployed Pedagogues Participating in the Project

All unemployed pedagogues have been selected or suggested by the respective Unemployment Offices.

Aida Jašarević, Zenica

Azra Gršić, Tuzla

Dina Omerović, Sarajevo

Draženka Goloigra, Istočno Sarajevo

Esma Bešić, Brčko Distrikt

Jasna Garić, Doboj

Katarina Filipović, Orašje

Maja Perdan, Bijeljina

Melanija Ivelja, Trebinje

Melina Keranović - Selimović, Sanski Most

Svjetlana Mamić, Banja Luka

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