

Republic of Serbia  
Statistical Office of the Republic of Serbia

# **ADULT EDUCATION SURVEY, 2011**

Belgrade, 2013

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**For the publisher>**

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## Preface

The Adult Education Survey is part of the European statistical system on lifelong learning and is carried out in all EU member countries, EFTA countries and EU candidate countries. The Statistical Office of the Republic of Serbia publishes the results of the Adult Education Survey in the Republic of Serbia in 2011.

This survey is focused on individuals aged 25–64 living in private households and is designed to collect information about their participation in education and training (lifelong learning). The survey has been carried out on sample of selected households.

In the Republic of Serbia, the Adult Education Survey was carried out for the first time in 2011 under IPA2009 *Multi-beneficiary Statistical Cooperation Programme*. The data from this survey are comparable with surveys of European countries because the former has been harmonised with Eurostat recommendations. This Survey confirms the persistence of the Statistical Office of the Republic of Serbia to improve national statistics and participate in programmes of harmonised European statistics.

The data from the survey are intended for a wide circle of users and can be accessed on Eurostat website: [Eurostat's website](#).

When exploiting the data, users should be aware that some of the data obtained by crossing the modalities of certain characteristics can be insufficiently reliable because of the sample size.

The survey results are published in aggregated form which, according to Article 27 of the Law on Statistical Surveys ("Official Journal of the RS", n<sup>os</sup>: 83/92, 53/93, 67/93, 48/94 and 101/05), completely ensures the anonymisation of data on households and individuals.

Starting from 1999, the Statistical Office of the Republic of Serbia has no available data on the AP Kosovo and Metohia, so the latter are not covered by the data for the Republic of Serbia (total).

the Director

in Belgrade, 2013

Dragan Vukmirovic, PhD



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## Methodological explanations

### Introduction

Adult education has been identified today as the key trigger of economic growth and social development based on EU knowledge and economic development.

Adult education is one of the key components of the Lisbon Strategy 2000, and accordingly Eurostat has started to develop a standardised method for the collection of data on lifelong learning. Eurostat proposed in 2002 two surveys for lifelong learning statistics: Continuing Vocational Training Survey and Adult Education Survey. The Strategy „Europe 2020“ follows the Lisbon Strategy and insists on the provision of quality and comparable data on new skills and knowledge. The Council for Education and Training confirmed in 2009 that lifelong learning continued to be EU strategic issue, which required the collection of a set of statistical data on adult education.

### Survey objective

The Adult Education Survey collects data on the participation of adults in lifelong learning. The main objective of this survey is to obtain data on the participation and non-participation of adults in any form of education and training, as well as on the methods used by adults to acquire new skills. Also, the Survey should provide data on the characteristics of education/training in which adults participate; their expectations from education; reasons of non-participation in education/training. At the same time, it was interesting to know information about self-evaluation of own skills, such as foreign language skills, computer skills, etc; participation in cultural activities, political parties, professional associations, religious organizations, trade unions, recreational groups, charitable organizations; and to obtain data on main socio-demographic background.

### International comparability

*The Adult Education Survey* is conducted in all EU member countries, EFTA countries and candidate countries according to a uniform Eurostat methodology, therefore providing comparable data on international level.

### Information collected in the survey

Data on the household

Information on the respondent

*Demographic background*

Education and training successfully completed

Started but not completed education

Main labour status statistics

Main characteristics of the job

Parental education

Awareness on learning possibilities

## Participation in education and/or training

- Formal education
- Non-formal education

## Difficulties/obstacles in the participation of adults in education

Informal education

## Use of information and communication technologies

Accessibility of information learning possibilities

Foreign language skills

Cultural participation

Social participation

## Unit of observation and survey unit

The unit of observation in the survey is the household randomly selected in the sample.

The survey units are:

- Individuals aged 25–64 living in selected private households. The sample comprises 5000 selected households;
- Learning activities.

## Data source

The data source in the Adult Education Survey is respondents' reports given to the interviewer.

## Legal basis

Law on Official Statistics "Official Journal of the RS" number 104/09.

## Method of data collection

The data were collected from 20 August to 31 December 2011 in two ways: telephone interview and face-to-face interview. Participation in the survey was on voluntary basis.

Telephone interview (from the call centre of the Statistical Office of the Republic of Serbia) was conducted with respondents whose telephone number was available.

Face-to-face interview: individuals whose telephone number was not available. Respondents who could not be reached by telephone were interviewed face-to-face by interviewers. The latter were able to interview one member of the household selected in the sample that was eligible for interviewing.

A standardised questionnaire set by Eurostat was used for the purpose of the Adult Education Survey.

## Data confidentiality

The confidentiality of individual data on households and individuals is guaranteed by the provisions of Article 27 of the Law on Statistical Surveys ("Official Journal of the RS", n<sup>os</sup> 83/92, 53/93, 67/93, 48/94 and 101/05). The results are published in aggregated form, therefore the confidentiality of the collected data is fully ensured.

## Observation period

The observation period as to the participation of adults in education and training is 12 months prior to the survey.

## Sample

The Adult Education Survey is a sample-based survey. The sample frame was the Census of Population, 2002.

**Main population** is made of households and individuals residing on the territory of the Republic of Serbia one year or more. Excluded are individuals living in collective households and personnel of diplomatic and consular representations.

**Type of sample** – three-stage stratified sample. The units of the first stage are enumeration areas, those of the second stage are households, and those of the third stage are individuals.

**Stratification** – enumeration areas as primary units were stratified by the type of settlements – town and other, as well as by the territory of administrative districts. Administrative districts (in total 25) are as follows: Beogradski, Zapadnobački, Južnobanatski, Južnobački, Severnobački, Severnobački, Srednjobanatski, Sremski, Zlatiborski, Kolubarski, Mačvanski, Moravički, Pomoravski, Rasinski, Raški, Šumadijski, Borski, Braničevski, Zaječarski, Jablanički, Nišavski, Pirotski, Podunavski, Pčinjski and Toplički.

**Frame for sample selection** was prepared on the basis of the Census of Population, 2002. Enumeration areas with 19 and less households are not included in the frame.

**Sample size** – a sample of 5000 households was planned. The number of enumeration areas selected in the sample was 1000. Each of the selected enumeration areas had five households. In every enumeration area selected were two additional randomly selected households in case that a household cannot be found or that a respondent refuses to participate in the Survey.

**Sample allocation** – by type of settlements and in 25 administrative districts, proportionally to the number of households.

**Sample selection** – the units of the first stage (enumeration areas) were selected systematically, with the probability proportional to the size within each stratum (type of settlements and area) from the list. The criterion for the selection of enumeration areas was the number of households from the Census, 2002. Within each stratum, enumeration areas were sorted according to the municipality they belonged to and type of settlement. This way, with systematical selection, one has ensured a high level of implicit geographical stratification and secured an effective sample distribution. Units of the second stage – households randomly selected from the list of households made available to every interviewer. The unit of the third stage – individual randomly selected, following the rule of the "nearest birthday".

**Sample realisation** – 4534 private households / individuals living in those households were interviewed. Telephone interview was conducted with 2051 respondents and face-to-face interview with 2483 respondents from the territory of the whole Republic of Serbia (without AP Kosovo and Metohija). Out of 4534 respondents, 4138 complied with sample requirements. The non-response rate was 17.8% and refusal rate 27.4%. The reasons for refusal and non-response were the absence of household members at the time of the survey, impossibility to find the household and refusal to participate.

**Evaluation system** – The collected data were weighted in view of obtaining representativeness so that the sample could represent as well as possible the main population.

## **Definitions and explanations**

### *Respondent*

A respondent is any individual aged 25–64 living in the selected household and having been randomly selected in the sample. This is an individual who is asked to answer the questions from the questionnaire.

### *Household*

A household is any family or other community of individuals living together and sharing their living expenses (food, housing, etc.), whether all the members permanently are, at the time of the interview, in the place where the household is settled or away from it.

A household is also any individual living alone (so called single household) and not belonging to any other household.

## **Education (and training)**

Education/training is any activity focused on recognising, acquiring, dispensing and/or forming knowledge and skills, developing personal and professional competencies and values. Normally, neither education nor training is realised through various educational programmes.

## **Educational programme**

An educational programme is any form of organised activities where learning is organised as a procedure which uses various methods of learning/teaching of different subject matters. Educational programmes are defined on the basis of their content, as a series of activities organised in view of achieving pre-determined objectives or set of educational objectives.

## **Fields of education**

Fields of education is generally established indirectly, through curricula. „Field of education“ is a subject-matter specific characteristic of education. „Fields of education“ are, for example, engineering, manufacturing and construction, health, social services, etc.

The International Standard Classification of Education (ISCED97) has been used for the definition of fields of education.

## **Highest level of education successfully completed (educational attainment)**

Highest level of education successfully completed / educational attainment is taken to be the highest educational level attained by an individual in an officially recognised educational system. Attainment of an educational level means obtaining diploma, certificates.

The International Standard Classification of Education (ISCED97) has been used for the classification of the highest educational level successfully completed.

## **Formal education (FO)**

Formal education is any structured and institutionalised system regulated by the State (the Ministry of Education, Science and Technological Development in the Republic of Serbia). Formal education is: defined objective and educational level; defined plan and programme; defined rules to access high educational level; takes place in educational institutions within the formal educational system (schools, higher schools and faculties, academies); completion of schools and faculties within the system of formal education leads to delivery of certificates and diplomas being recognised by the relevant ministry.

## **Non-formal education (NFO)**

Non-formal education/training is any institutionalised learning organised through structured programmes, but is not part of the formal educational system. Those are learning processes organised with the intention to acquire qualifications for work and other activities, as well as to improve personal skills. Non-formal education is realised through: courses, workshops and seminars, training at work place, private lessons. Most often, non-formal education is organised by: workers'/people's universities, employers, commercial institutions, non-profit organisations, etc. This type of education may and may not lead to relevant certificates, diplomas, etc.

## **Informal learning**

Informal learning is learning that is planned, but not organised and structured (not institutionalised). Informal learning covers learning in the family, in the work place or in daily life, on self-directed, family-based or socially-directed basis. It takes place through: learning from family members, friends and colleagues; use of various printed materials (books, professional magazines); use of computers, Internet downloads; use of various television, radio, video or audio materials. This type of education and training allows the development of personality, creativity, talent, initiative and social responsibility, as well as the acquisition of more knowledge, life-skills and competences.

## **Classifications used**

- International Standard Classification of Education (ISCED 97)
- Code list of countries and regions
- Classification of Activities (NACE Rev. 2)
- Classification of Occupations (ISCO 08)
- Code list of languages

## Major results

The Adult Education Survey that was conducted in the Republic of Serbia on a sample of 4138 individual aged 25 – 64 indicates the following:

### **Largest participation in lifelong education by:**

**Men,**

**Aged 25 - 34,**

**With completed tertiary education,**

**Employed,**

**Living in town.**

During the 12 months prior to the survey, 16.5% of adults aged 25–64 participated in any form of formal or non-formal education and training, but 39.6% of all of those who participated in education/training attended courses and private lessons.

There were 4% of individuals who participated in formal education and 13.6% in non-formal.

The average number of activities of non-formal education (courses, workshops/seminars, training, private lessons) in which adults participated is 1.4.

The largest number of non-formal educational programmes in which adults participated (more than 76%) were job-related (possibilities of employment, career promotion, saving the existing or getting a new job ...).

Approximately 76% of those programmes were organised and funded by employers (or potential employers), and about 23.6% were funded by the attendee, the family or friends. Employers mostly funded service-related training: 52.6%.

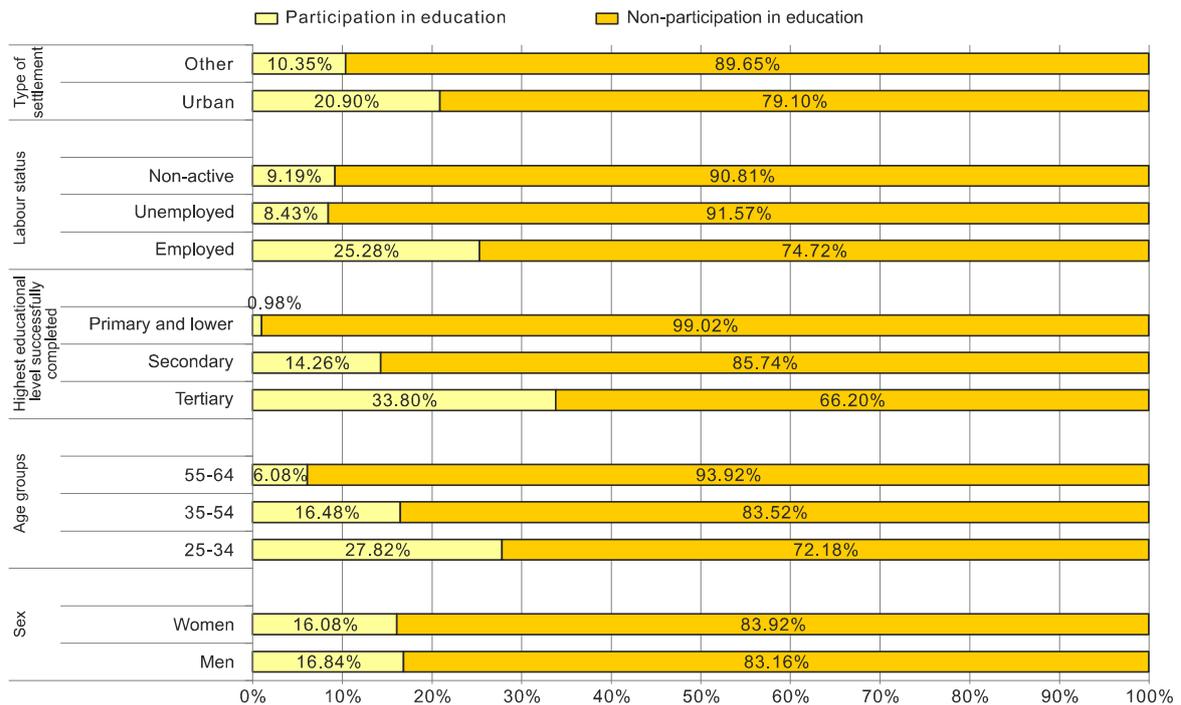
More than 90% of adults (aged 25–64) did not participate in social and political life.

In the Republic of Serbia, 62.6% of the population aged 25-65 knows one foreign language, according to self-evaluation.

One foreign language is used by 47.7%, two by 12.3% and three or more by 2.8% of adults. English is used by 64.4% of adults, Russian by 28.5%, German by 15.3% and French by 9.5%.

According to the participation of adults in education/training, the Republic of Serbia, with 16.5%, was in 2011 considerably under the average of EU member countries, where 40.8% of adults participated in education. Greece and Romania were the only to have a lower rate.

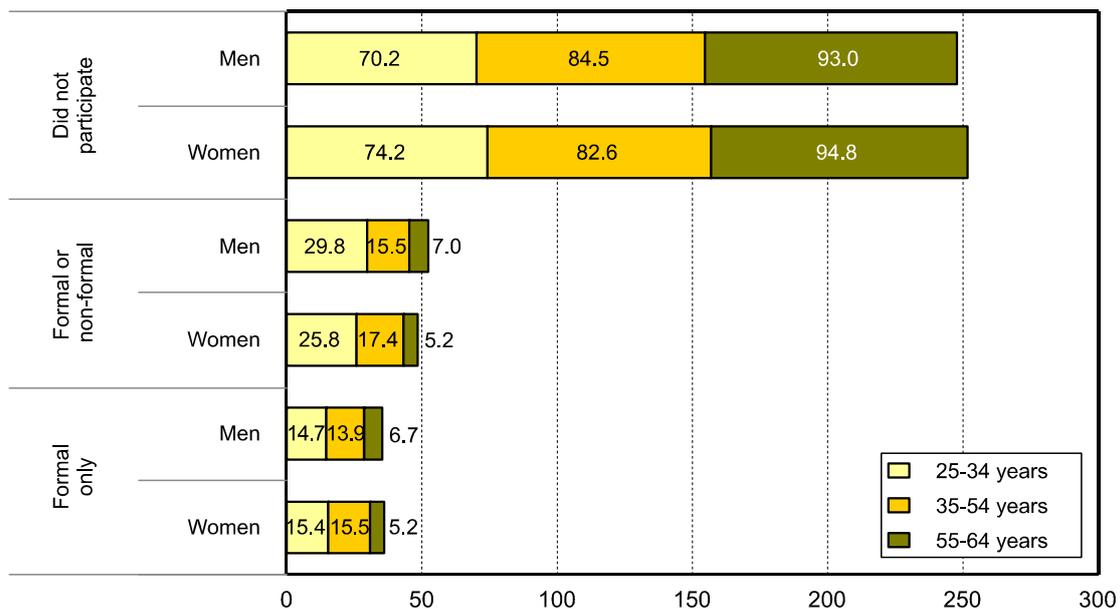
**Graph 1. Adults in formal or non-formal education, by sex, age groups, highest educational level successfully completed, labour status and type of settlements, 2011 (%) – Republic of Serbia –**



**Adults (aged 25–64) in formal and non-formal education**

In 2011, 16.5% of the population aged 25-64 participated in formal or non-formal education. The majority was from the age group 25–34 (men participated somewhat more), then from the age group 35-54 (there were slightly more women than men), and the lowest percentage was observed in the age group 55-64. In the oldest group, men participated more in education/training than women.

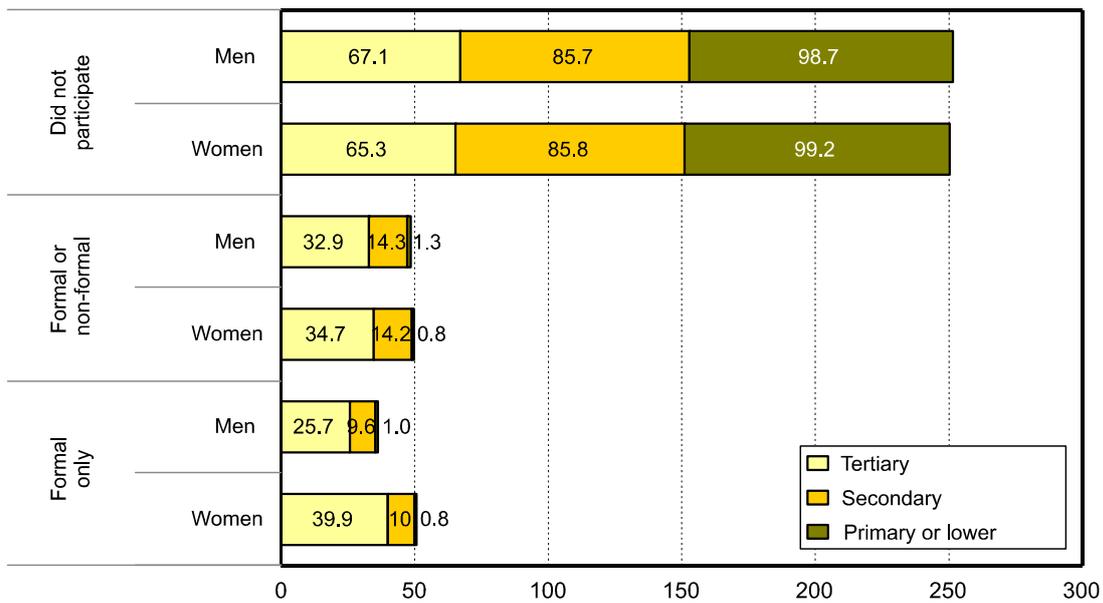
**Graph 2. Adults in formal and non-formal education, by sex and age, 2011 (%) – Republic of Serbia –**



In the same year, there were 4% of population aged 25-64 that participated in formal education, but for 72.4% of them FO was the only type of education/training. The majority of those who participated in FO was from the age group 25-34, and a minority was aged 55-64. There were somewhat more women than men who participated in FO.

Most of the population aged 25-64 did not participate neither in FO nor in NFO, in total 83.5% (83.9% of women, 83.2% of men). Non-participation was the largest in the age group 55-64: 94.8% of women and 93% of men of this age did not participate in any form of education or training.

**Graph 3. Adults in formal and non-formal education, by sex and level of education, 2011 (%)**  
 – Republic of Serbia –



Participation in education and training depends largely on the level of education. Approximately one third (33.8%) of the population with a tertiary education degree, 14.26% with secondary education, and less than 1% with primary education or lower than primary education participate in any form of education or training.

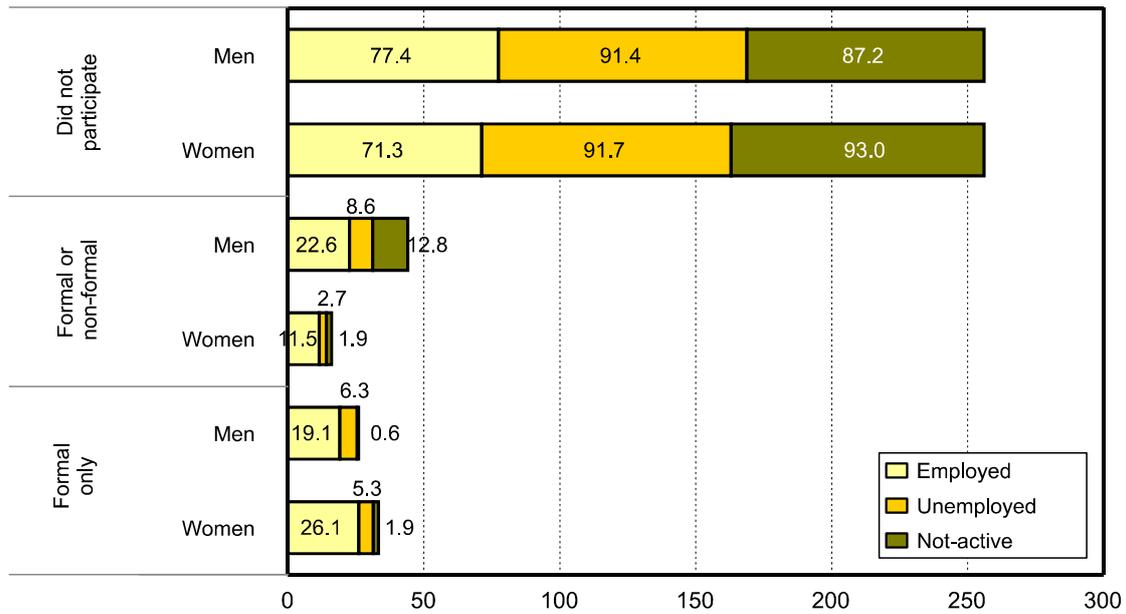
Somewhat more women with tertiary education (34.7%) participated in FO and NFO than men (32.9%).

Among women with the lowest educational level (primary school or lower than primary education) 99.2% did not participate in any form of education/training.

Similar situation was found with men: only 1.3% of men with the lowest educational level participated in training and 98.7% did not participate in education.

The most numerous to participate in FO and NFO were employees and the less numerous were the unemployed.

**Graph 4. Adults in formal and non-formal education, by sex and labour status, 2011 (%)  
– Republic of Serbia –**



Non-active population (pensioners, students, persons incapable to work, etc.) participated in education more than the unemployed.

More than 91% of the unemployed women and men did not participate in education and training, neither more than 77% of employed women.

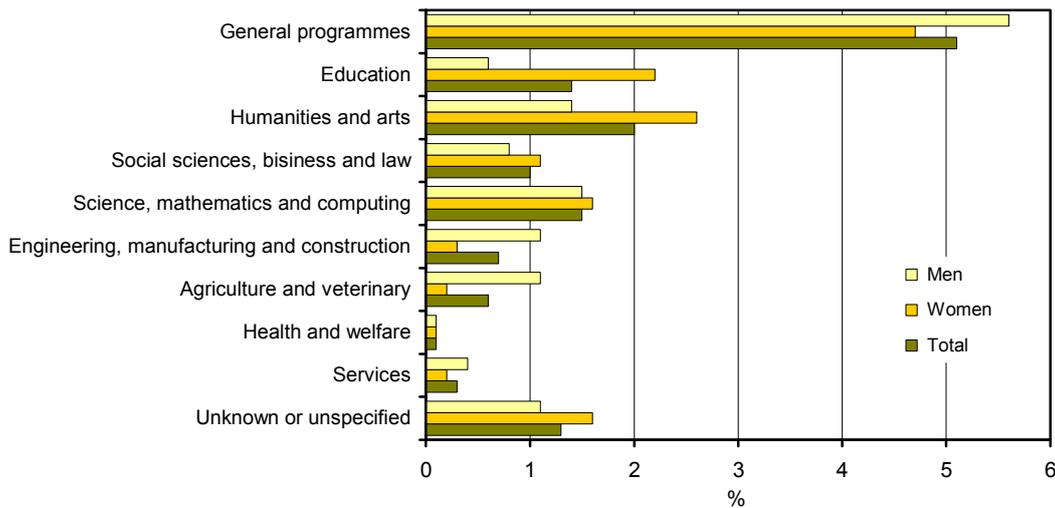
In non-formal education (courses, workshops, seminars, private lessons, training...) the participation of adults aged 25-64 was 13.6%. There were slightly more women than men. A little more than a third (34.6%) of adults who participated in NFO belonged to the age group 25-34, more than a half (54.7%) to the age group 35-54, and 10.8% were adults aged 55-64.

Of all individuals who participated in any form of NFO, approximately 53% were those with tertiary education, 45.8% with secondary education and only 1.2% with primary education and lower than primary education.

Of those who participated in NFO, 14.3% were employees.

Most of adults attended NFO in the following fields of education: general programmes; humanities and arts; science, mathematics and computing, and education.

**Graph 5. Adults in non-formal education, by sex and field of education, 2011 (%)**  
**– Republic of Serbia –**

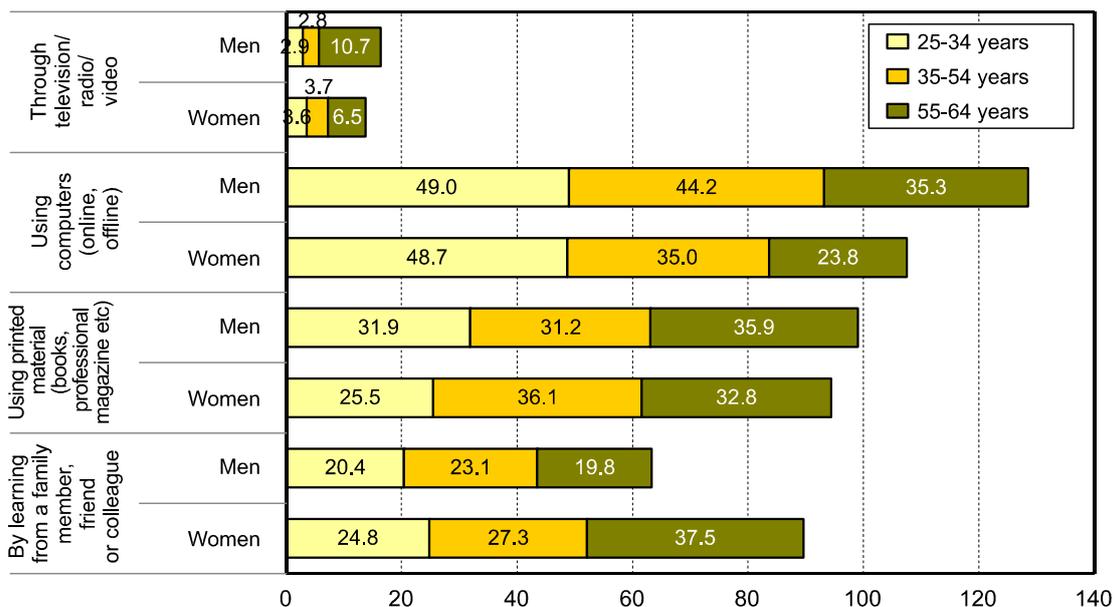


Women opted more for educational programmes, and humanities and arts. Men decided for: engineering, manufacturing and construction; agriculture and veterinary, and services.

**Adults participating in different forms of non-formal education**

In 2011 in the Republic of Serbia, 19.1% of adults aged 25–64 gained new knowledge and skills in an informal way, i.e. from a family member, colleagues, relatives, friends, computers, books, printed materials, TV, CDs, etc. Most of those (70.5%) who were learning this way did not use any other method to acquire knowledge (FO or NFO).

**Graph 6. Participation in informal learning, by sex and age, 2011 (%)**  
**– Republic of Serbia –**



Adults who taught themselves through informal learning did it by using mostly computers and the Internet in order to gain new knowledge. A minor number of them used printed materials, books, professional magazines, etc. About one third learned from a family member, colleagues, friends, and approximately 5% of adults through TV, radio, video.

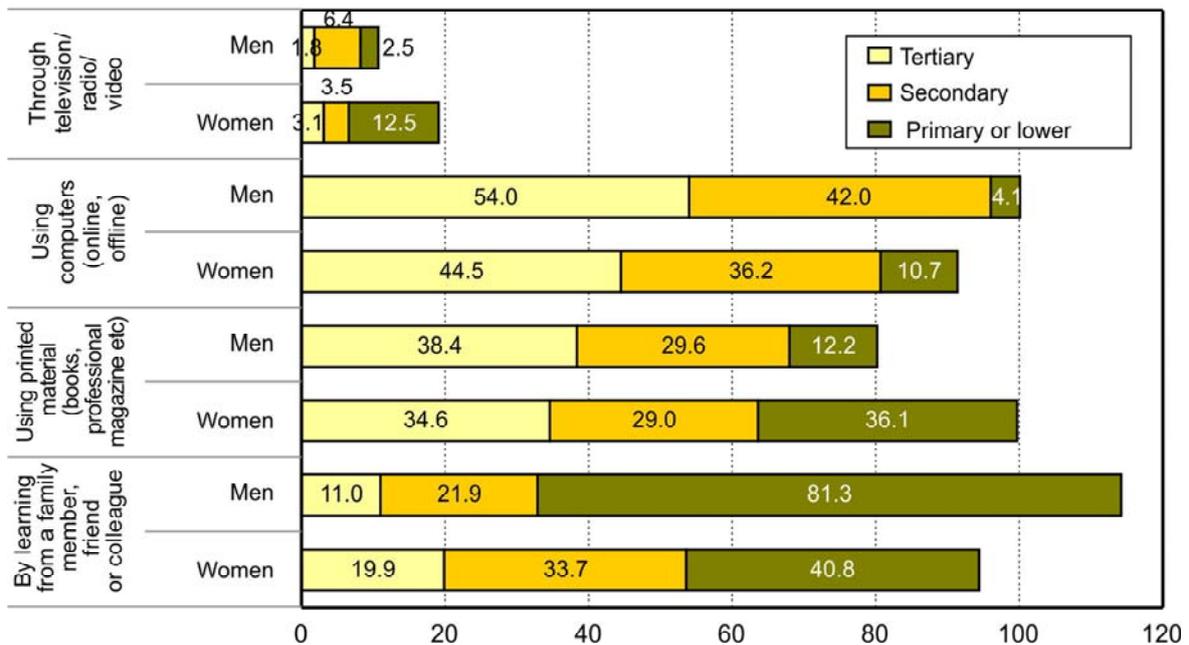
Computers and the Internet were equally used by women and men aged 25–34. In older age groups this method of learning was used more by men.

Printed materials were used by about a third of adults, more by men than women, except in the age group 35–54, in which women used this method more than men.

Compared to men, there more women who learned from a family member, colleague and friend, especially women aged 55–64.

Television, radio, video, etc. were also used more by women than by men, except in the oldest age group (55–64), in which significantly more men used this method of learning.

**Graph 7. Participation in informal learning, by sex and educational attainment, 2011 (%)**  
**– Republic of Serbia –**



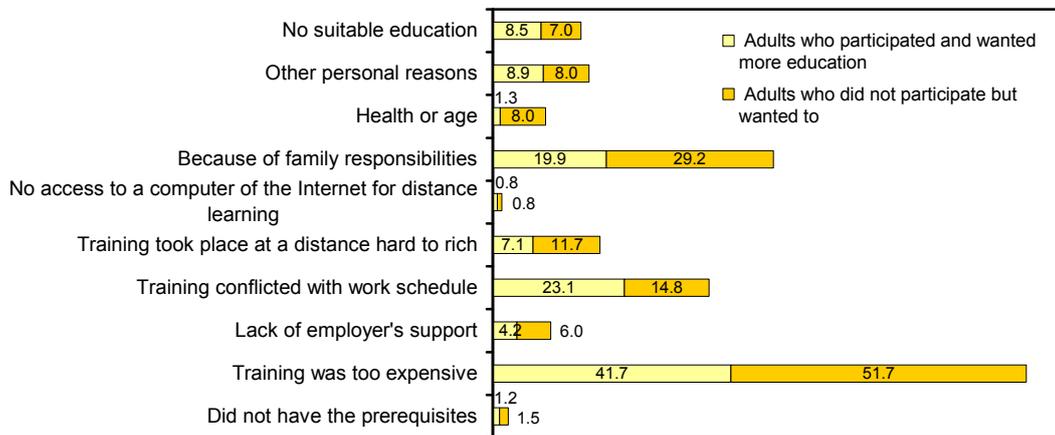
Both women and men with tertiary education, and men with secondary education used most often computers and the Internet to learn, and then printed materials, contrary to women with secondary education who preferred to learn from a family member / colleague rather than by using printed materials.

Men with primary education learned most often from a family member, while women with the same educational level, rather than men, chose also other methods of learning.

### Obstacles – difficulties in the participation in education

More than 40% of adults, who participated in any form of FO or NFO and wished to participate more, indicated costs as the reason for non-participation, i.e. that the training was too expensive.

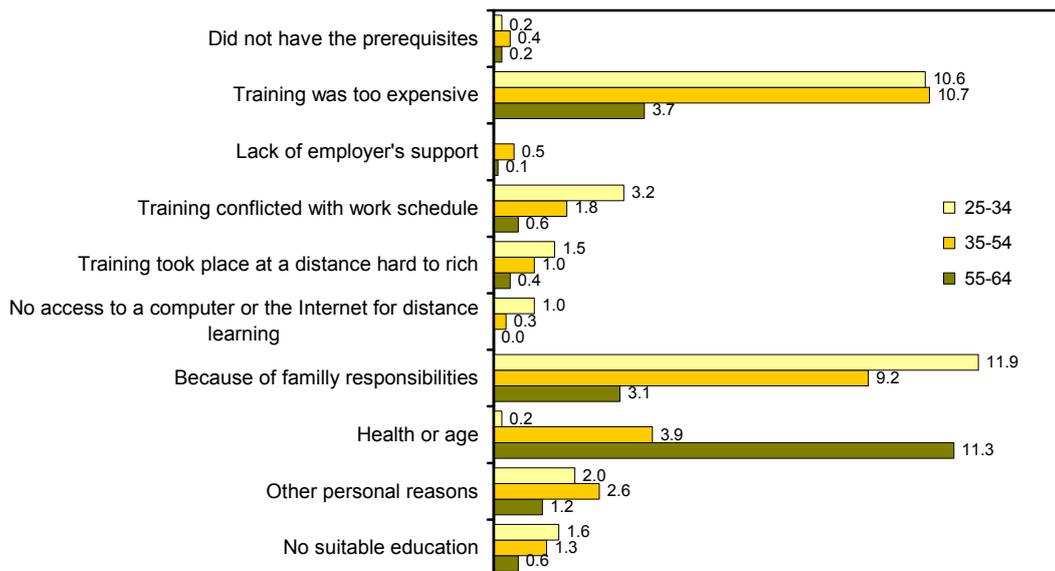
**Graph 8. Obstacles for adults who want more education, 2011 (%) – Republic of Serbia –**



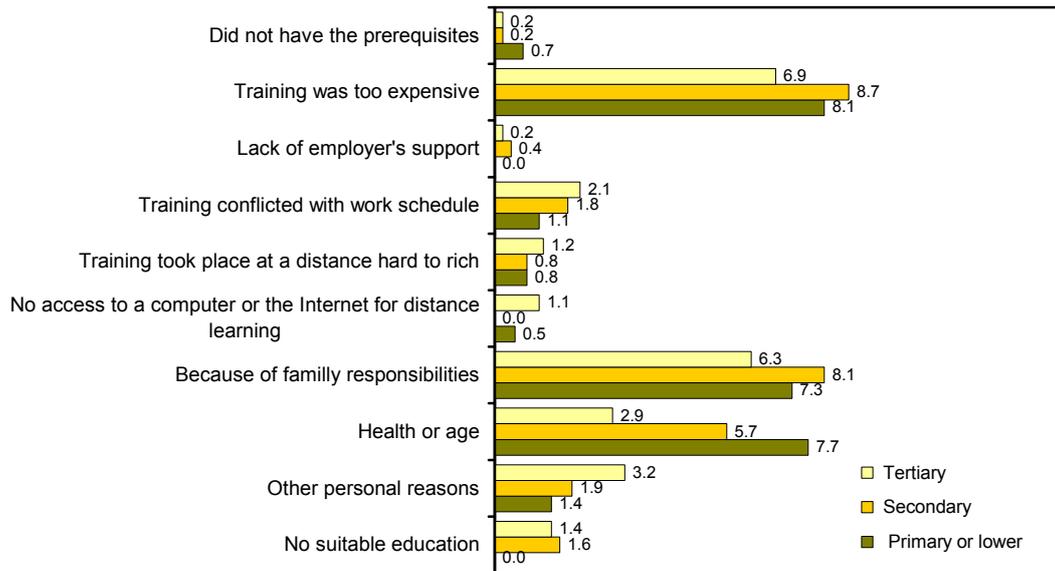
The second reason for non-participation in several programmes was that that the training conflicted with work schedule, and the third reason related to family reasons and responsibilities.

More than a half (51.7%) of adults who did not participate in education/training, and wanted to do so, indicated education costs to be the reason for non-participation, while 29.2% indicated family responsibilities.

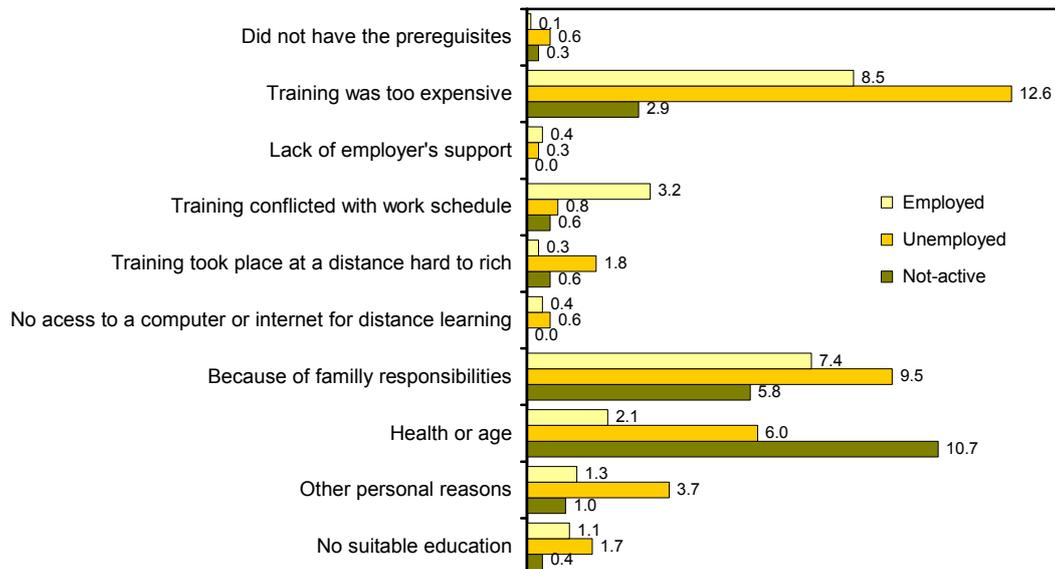
**Graph 9. Adults who do not participate and do not want to participate in education, by age groups, 2011 (%) – Republic of Serbia –**



**Graph 10. Adults who do not participate and do not want to participate in education, by educational attainment, 2011 (%)**  
**– Republic of Serbia –**



**Graph 11. Adults who do not participate and do not want to participate in education, by labour status, 2011 (%)**  
**– Republic of Serbia –**



Approximately three third of adults did not participate in education/training because they did not want to. The most frequent cited reasons were: education/training too expensive, family responsibilities.

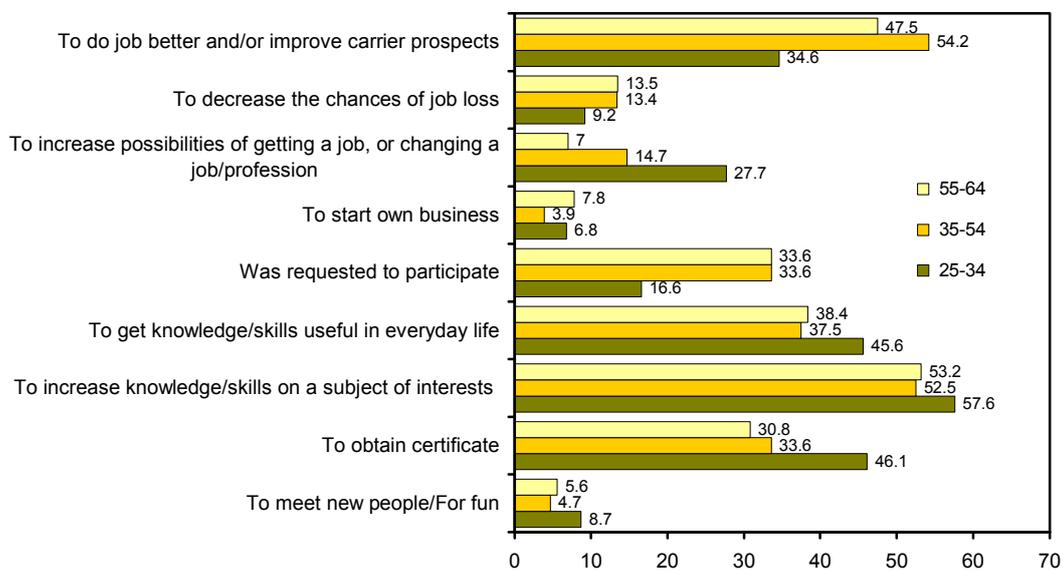
Health/age was the reason for non-participation put forward by adults from the oldest age group (55–64), adults with the lowest educational level (primary education and lower than primary education) and non-active population.

## Attitude towards education and training

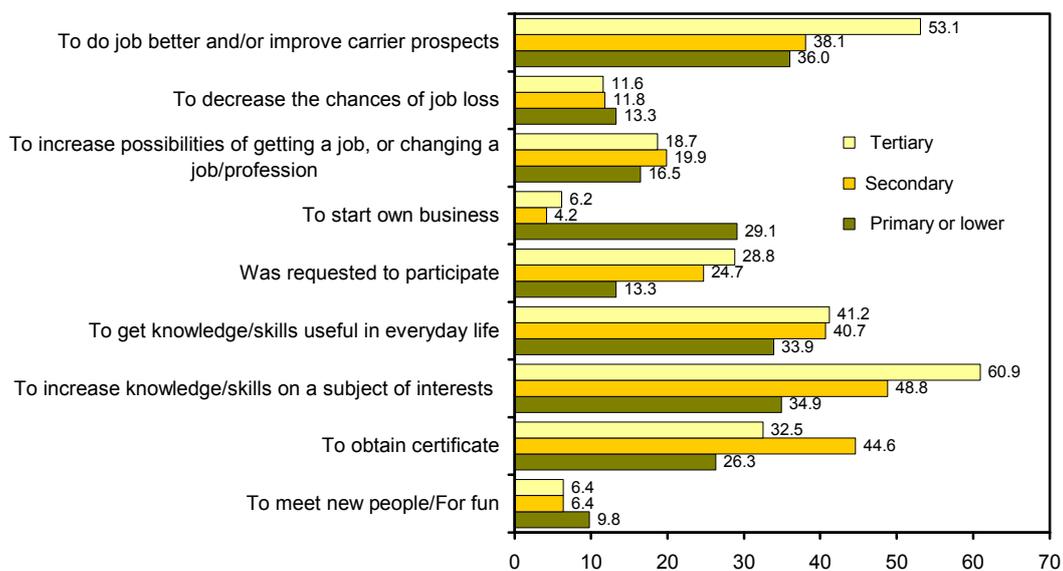
The survey indicates that adults who participated in education/training had a positive attitude and positive expectations towards/from education.

The most frequent reasons for participation in education/training were: wish to improve knowledge and skills from the field of interest (54.7%); better execution of the job or career promotion (45.5%); to acquire knowledge and skills for daily life (40.9%); to obtain a certificate/diploma (38.4%). There were 26.6% of adults who were required to participate, 19,3% participated in education to have more chance to find a job or change the current one, and 11.7% participated to avoid losing their job. A minor number of adults participated in education/training for fun or to meet new people (6.4%), and only 5.5% to start their own business.

**Graph 12. Attitude towards education, by age groups, 2011 (%)**  
– Republic of Serbia –



**Graph 13. Attitude towards education, by educational attainment, 2011 (%)**  
– Republic of Serbia –



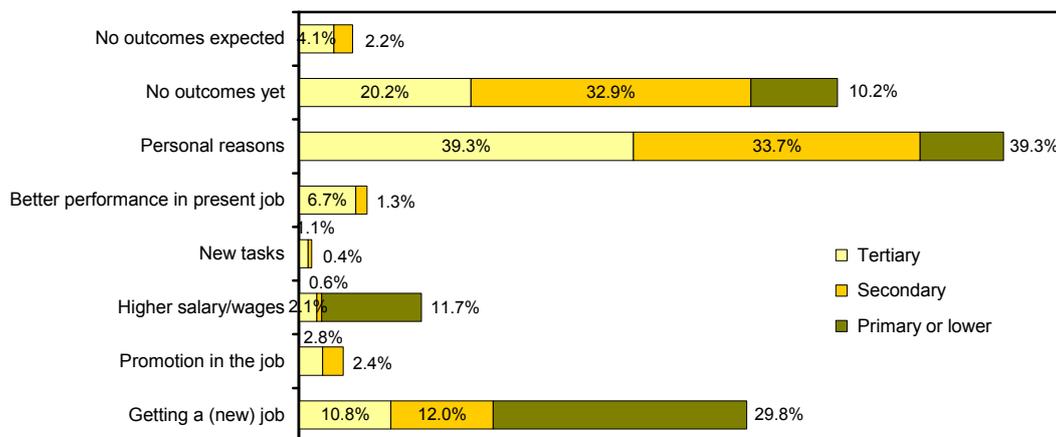
## Gain from participation in education/training

The largest number of adults who participated in education/training (36.2%) stated having benefited from it (met new people, improved general knowledge and skills), 11.6% got or changed job, 4% achieved better results at current job, 2.6% were promoted and 1.5% got a raise owing to the education/training they completed.

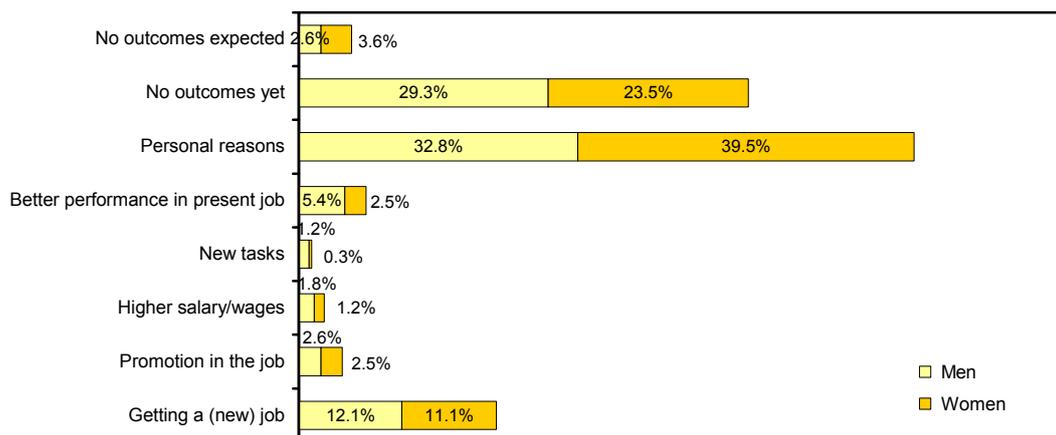
More than a fourth (26.4%) did not see any gain from education, and 3.1% did not expect any.

When observed by the highest educational level, additional education helped adults with primary school to get a job.

**Graph 14. Gain from participation in formal or informal education by educational level, 2011 (%) – Republic of Serbia –**



**Graph 15. Gain from participation in formal or informal education, by sex, 2011 (%) – Republic of Serbia –**



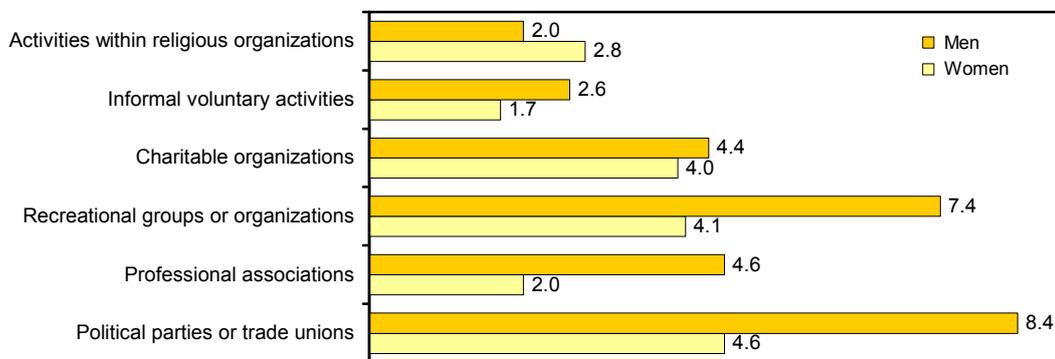
## Participation of adults in social and cultural activities

The Adult Education Survey is a survey that provides also data on the participation in political parties and trade unions, professional associations, recreational groups and organisations, as well as in charitable organisations, voluntary activities and activities in religious organisations.

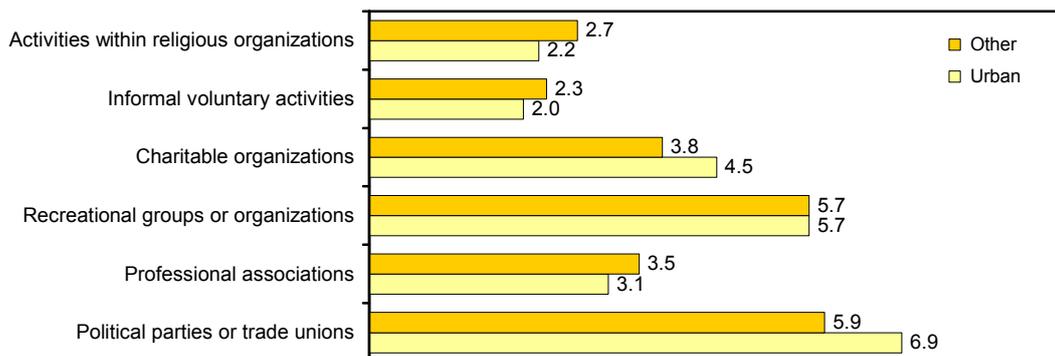
More than 90% of adults (aged 25–64) did not participate in social and political activities. There were 6.5% adults who participated in political and trade union activities, 5.7% in recreational/sports groups and organisations, 4.2% in charitable organisations.

Men outnumbered women as to the participation in social activities. Adults living in towns participated also more in social activities.

**Graph 16. Adults participation in social activities, by sex, 2011 (%)**  
– Republic of Serbia –

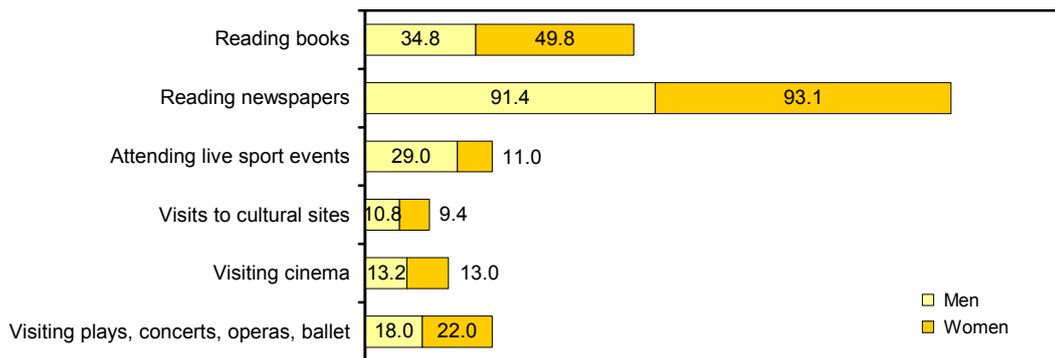


**Graph 17. Adults participation in social activities, by type of settlements of residence, 2011 (%)**  
– Republic of Serbia –

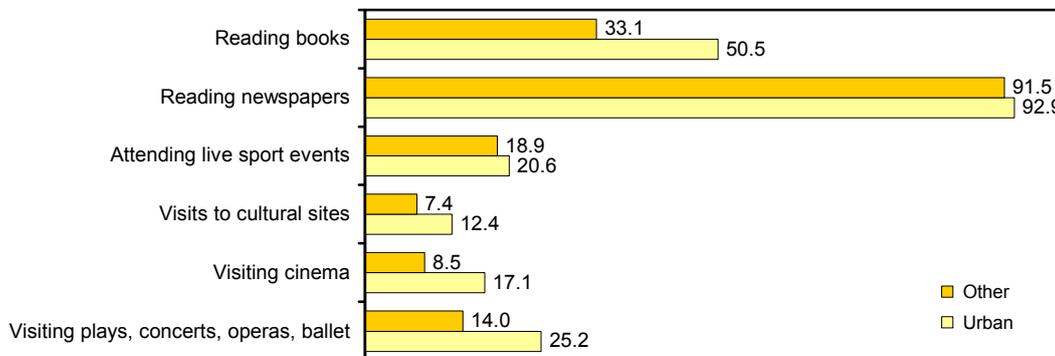


As for cultural activities, the most frequent activities reported by adults were as follows: more than 90% of the respondents read newspapers and 42.4% books. Approximately 20% of them went to the theatre, concerts, operas, ballet performances, and 19.8% to sports events. About 13% of adults went to the cinema, while about 10% visited sites with cultural content.

**Graph 18. Adults participation in cultural activities, by sex, 2011 (%)  
– Republic of Serbia –**



**Graph 19. Adults participation in cultural activities, by type of settlements, 2011 (%)  
– Republic of Serbia –**



Women read more books and newspapers, went more to the theatre, concerts than men. Men considerably outnumbered women as for sports events. Also, the latter visited more often sites with cultural content and went more to the cinema than women.

When observed by type of settlements where adults live, the urban population participated more in all cultural activities.

The difference is the least in reading newspapers and going to sports events.

## Foreign language skills

In this survey, data on foreign language skills and knowledge level are based on respondents' self-evaluation.

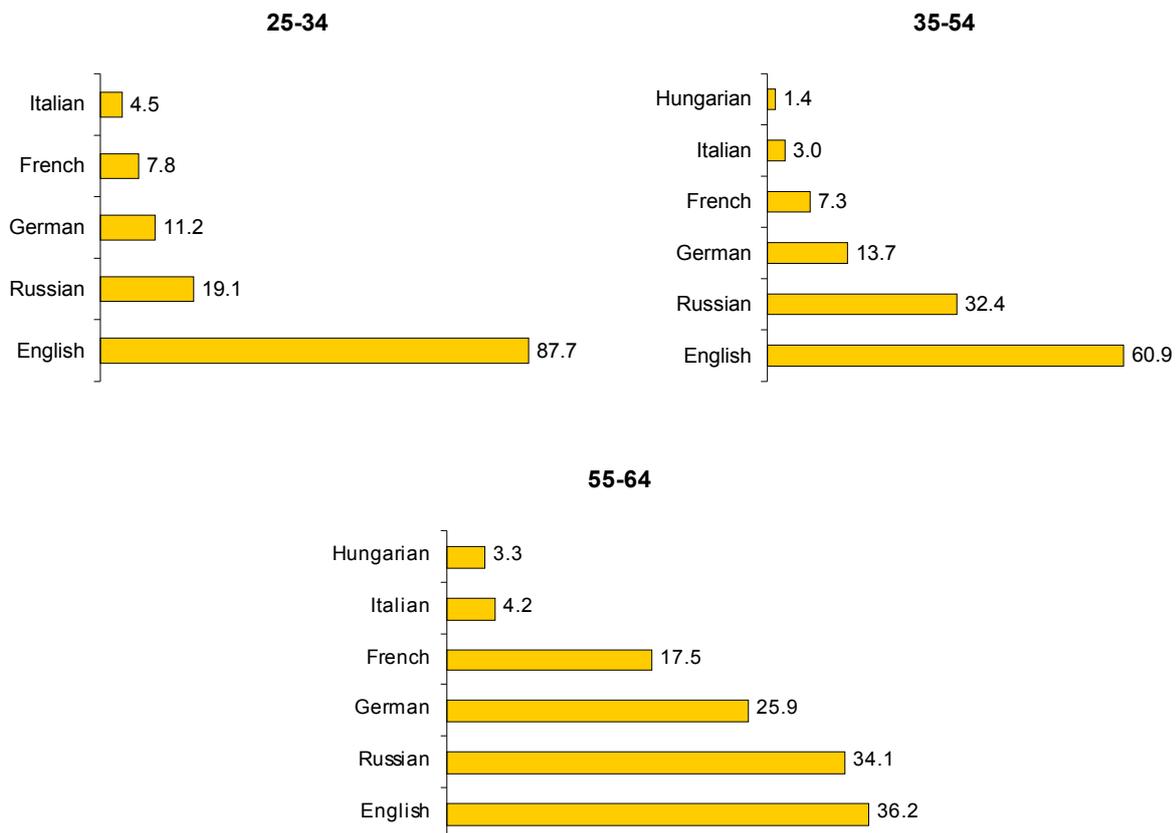
In the Republic of Serbia, 62.6% of respondents in the population aged 25–64 stated knowing one foreign language, but 37.4% of the population did not know any foreign language.

Respondents most often mentioned English as being the foreign language they know best.

One foreign language was used by 47.7%, two by 12.3 % and three by 2.8% of adults.

Rather less than two third (64.4%) of the respondents used English, 28.5% Russian, 15.3% German, 9.5% German. Only a small proportion of adults used Italian (3.7%) and Hungarian (1.3%).

**Graph 20. Adults knowing foreign languages by age groups and foreign languages, 2011 (%)  
– Republic of Serbia –**

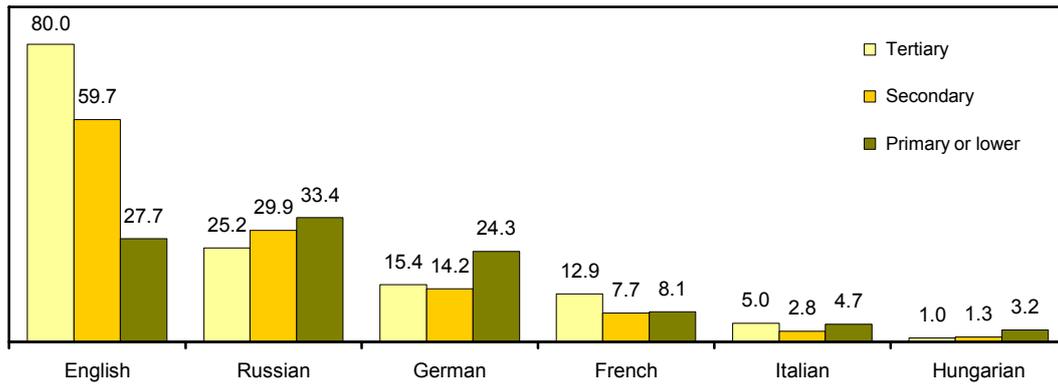


In 2011, in the age group 25–34, 87.7% of them used English, and 60.9% in the aged group 35–54.

Russian was used more by adults from older age groups: 34.1% of those aged 55–64 and 32.4% from the age group 35–54.

German, French and Hungarian were used most by adults aged 55–64.

**Graph 21. Adults knowing foreign languages by the highest educational level and foreign languages, 2011 (%) – Republic of Serbia –**



Knowledge of foreign languages in correlation with the highest educational level completed of adults: English is spoken by 80% of adults with tertiary education and almost 60% of adults with secondary education. Also, most of adults who speak French have tertiary education completed.

Slightly more adults with primary education and lower use Russian and German.

## International data review <sup>1)</sup>

In the Republic of Serbia in 2011, 16.5% of adults (aged 25–64) participated in education, which was significantly under the average of EU member countries, in which 40.8% of adults participated in education.

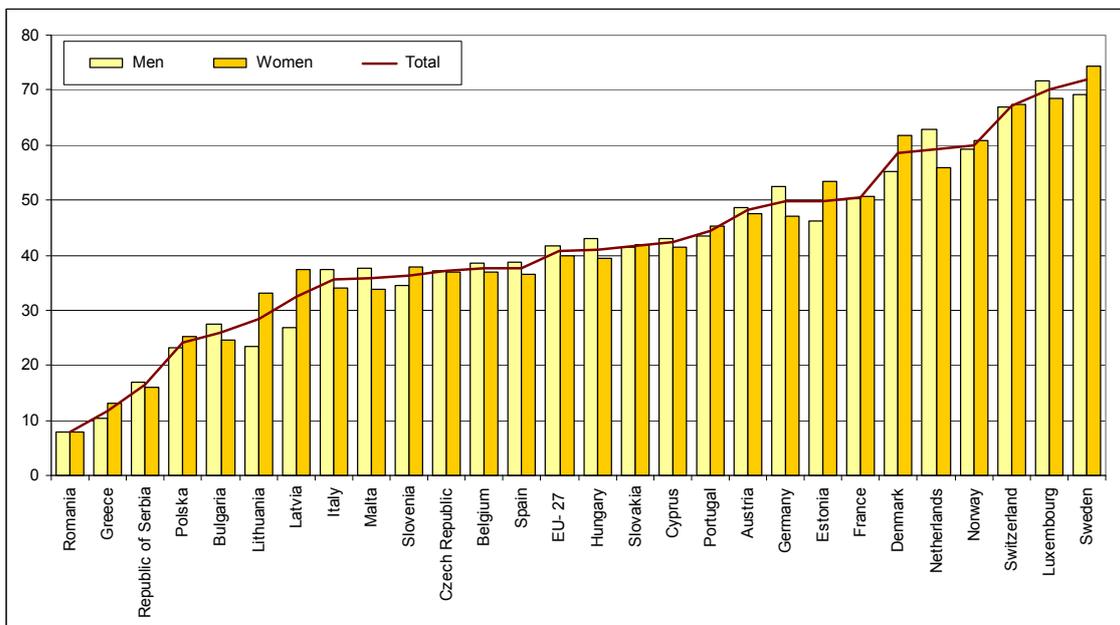
The highest percentage of participation in adult education was observed in Luxembourg and Sweden (more than 70%), and the lowest in Romania and Greece.

In the Republic of Serbia, there rather more men who participate in education than women, which is similar with the average in EU-27. More men participate in education in the Netherlands, Germany, Malta, Hungary, Italy and Luxembourg.

Considerable difference in favour of women's participation was observed in Latvia and Lithuania (about 10% more women than men participate in education), then in Estonia, Denmark and Sweden.

In other countries, the differences between men and women are less noticeable.

**Graph 22. Adults (25–64) participation in formal and non-formal education, 2011 –EU-27 member countries<sup>2)</sup>, Norway, Switzerland and the Republic of Serbia –**



<sup>1)</sup> The international review of data has been made on the basis of the results of the Adult Education Survey which was conducted in 21 in EU countries, Norway, Switzerland and Serbia, according to a uniform Eurostat methodology.

<sup>2)</sup> Data are not available for 2011 for Finland, Ireland and Great Britain.

## **Adult Education Survey, 2011**

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