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QUALITY STANDARDS IN NON-FORMAL EDUCATION AS A CHALLENGE IN RAPID EVOLUTION OF THE EDUCATIONAL SYSTEM



OUR EXPERIANCE RELATED TO EDUCATION

My emphases will be on **our experience**, experience from Serbian public University, due to the fact that I strongly believe that I can mostly contribute to this conference if I share with you what we have done to improve education and what are the issues we had to deal with.

I hope that I will open some questions that could be important for you and thus get some answers in the future



OUR STARTING POINT



EDUCATION

IS THE MOST POWERFUL WEAPON
WHICH YOU CAN USE TO CHANGE THE WORLD

- NELSON MANDELA



OUR STARTING POINT

EDUCATION (educatus, educate, educere-izneti; ducere-voditi)

Different meanings

upbringing

general education

learning

professional education

„Harmonic upbringing of the individuals“ German`s idealistic philosophy

Training for life using knowledge, skills and habits.

Process of **changes of individuals** in wanted directions by adoption of different contents depend of age and needs of individuals

Learning of different skills and general knowledge, good reasoning and wisdoms.

The result of organizing or by chance learning in the function of development of different cognitive abilities, as well as **obtaining different knowledges, skills, habits.**

Tremendous increase of scientific and professional information

General education ----- Professional skills

TYPES OF EDUCATION

Formal education

In-formal education

Non-formal education

TYPES OF EDUCATION

Formal education defined as education obtained in hierarchically structured educational systems (from preschool to higher education). In numerous countries, formal educational system is supported by states and legally regulated, and may be private or state. This type of education is conscious, on purpose and with clear goals and outcomes.

Preschool education

High school education (general/professional)

Elementary school education

Higher education



TEACHER



STUDENT

FORMAL EDUCATION

Formal education is followed by three basic categories of standards:

Standards for certain professions - job description and competition needed for doing the job

WHERE WE GO-GOAL

Education standards - specification of learning, meaning what a person should learn in order to be in the position to obtain a job (income of demands, subjects that should be learned, time needed for subject to be learned...)

HOW TO ACHIEVE A GOAL - PROCESS OF LEARNING

Standards estimations - description of testing procedures, how the individual competitions are applied and measures related to previously defined goals of learning (number of exams, way of grading)

**HOW TO KNOW THAT SOMEONE HAVE ACCHIEVED THE GOAL -
CHECKING OF HOW WE KNOW THAT SOMEONE HAVE ACHIEVED GOAL
- CHECKING IF THE RESULTS OF LEARNING HAVE ACHIEVED**

Recommendations and standards in higher education



Specificity of veterinary profession Regulated profession

Regulated profession are professions in which obtaining the profession is conditioned by possessing certain **professional qualifications**

European directives



WORLD VETERINARY
ASSOCIATION



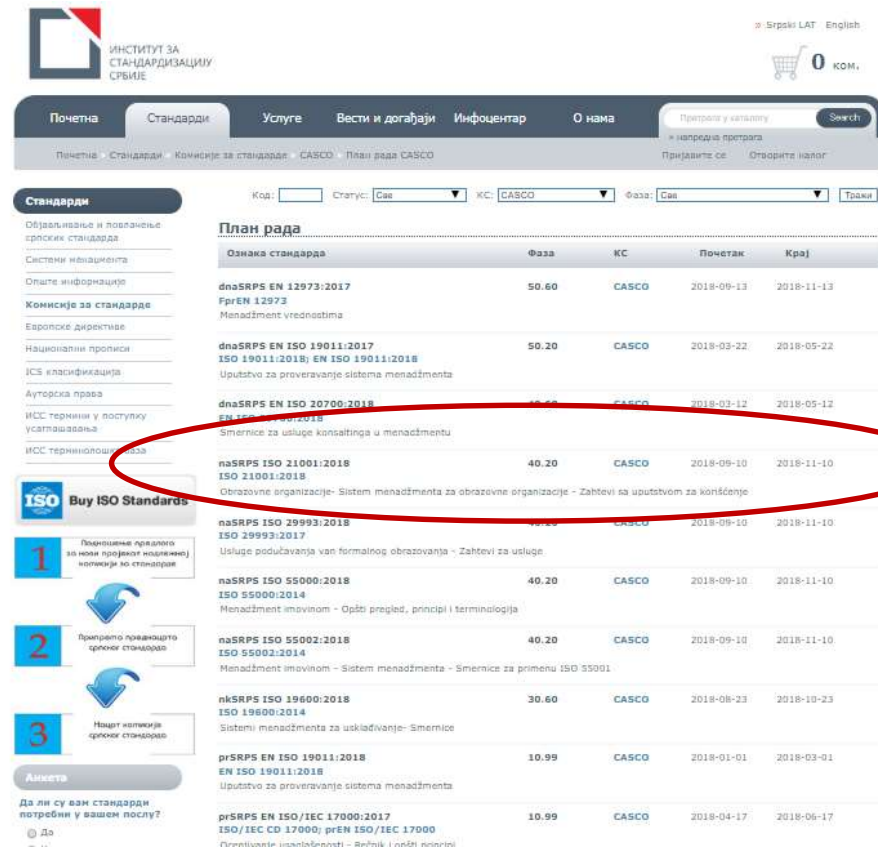
Federation
of Veterinarians
of Europe



4 conferences
on education

EDUCATION

- ✓ Quality management system - ISO 9001
- ✓ Standard ISO 21001:2018 - Educational institutions - Management system for educational institutions - Demands with user manual



ИНСТИТУТ ЗА СТАНДАРДИЗАЦИЈУ СРБИЈЕ

Почетна Стандарди Услуге Вести и догађаји Инфоцентар О нама

Код: Статус: Све КС: CASCO Фаза: Све Тражи

План рада

Ознака стандарда	Фаза	КС	Почетак	Крај
naSRPS EN 12973:2017 PrEN 12973 Management vrednosti	50.60	CASCO	2018-09-13	2018-11-13
naSRPS EN ISO 19011:2017 ISO 19011:2018; EN ISO 19011:2018 Uputstvo za proveravanje sistema menadzmenta	50.20	CASCO	2018-03-22	2018-05-22
naSRPS EN ISO 20700:2018 EN 20700:2018 Smernice za usluge konsaltinga u menadzmentu	40.20	CASCO	2018-03-12	2018-05-12
naSRPS ISO 21001:2018 ISO 21001:2018 Obrazovne organizacije - Sistem menadzmenta za obrazovne organizacije - Zahtevi sa uputstvima za konficanje	40.20	CASCO	2018-09-10	2018-11-10
naSRPS ISO 29993:2018 ISO 29993:2017 Usluge poducavanja van formalnog obrazovanja - Zahtevi za usluge	40.20	CASCO	2018-09-10	2018-11-10
naSRPS ISO 55000:2018 ISO 55000:2014 Menadzment imovinom - Opsti pregled, principi i terminologija	40.20	CASCO	2018-09-10	2018-11-10
naSRPS ISO 55002:2018 ISO 55002:2014 Menadzment imovinom - Sistem menadzmenta - Smernice za primenu ISO 55001	40.20	CASCO	2018-09-10	2018-11-10
naSRPS ISO 19600:2018 ISO 19600:2014 Sistemi menadzmenta za usklađivanje - Smernice	30.60	CASCO	2018-08-23	2018-10-23
prSRPS EN ISO 19011:2018 EN ISO 19011:2018 Uputstvo za proveravanje sistema menadzmenta	10.99	CASCO	2018-01-01	2018-03-01
prSRPS EN ISO/IEC 17000:2017 ISO/IEC CD 17000; prEN ISO/IEC 17000 Osvetlovanje usklađivanja - Rešnik i opšti principi	10.99	CASCO	2018-04-17	2018-06-17

Social responsibility of educational organisations is recognised

FORMAL EDUCATION

Final goal - obtaining TITLE and DIPLOMA



IN-FORMAL EDUCATION

In-formal education is life long process indeed in which all opinions, skills, values and knowledge obtained on daily based experiences and educational impact of surroundings, mass media, family and professional surroundings are included. Usually it is defined as spontaneous education. Without clear attend to adopt some knowledge



INTERNET !!!



ISCED -International Standard Classification of Education does not treat in-formal education as a form of education but exclusively as a type of learning, , that can be only oral, family based and socially directed or with no purpose.

REGIONAL NOT GLOBAL APPROACH

NON-FORMAL EDUCATION

Formal education can not follow rapid development of science and technique as well and social and economic changes

Non-formal education is on purpose and with intend educational activity that can be **organized out of frame of formal educational institutions**.

There are no strict rules how it should be obtained because its clear defined goals and tasks, in majority, can adapt to the target group.. It is attended by persons of different age, level of education and obtained experience. Due to different previous experience, from the participant of this type of education is expected to be actively involved in learning process.

TEACHER → STUDENT



LIFE LONG LEARNING

Lifelong
Learning



Quality is the level up to which group of certain characteristics fulfill demands.
(SRPS ISO 9000:2007)

EDUCATION



NON-FORMAL EDUCATION

In order to ensure better position of non-formal education in entire segment of education and society in general, it is essential to include **certain criteria or quality standards** by which will be guaranteed to wider community and all groups of interest that this kind of education make sense, i.e. that is relevant for individual and society, is obtained professionally and **obtaining certain competitions that can be measured by certain standards** (Raonić, 2007)

LIFE LONG LEARNING In Higher education institutions

The Bologna processes



**Center for continual education
University of Belgrade
Center for continual education FVM**



It isn't what we don't know that
gives us trouble, it's what we know
that ain't so.

— *Will Rogers* —

AZ QUOTES

(November 4th, 1879 – August 15th, 1935)

NON-FORMAL EDUCATION



Veterinary continual education in Europe

**Accredited body for continual education programs in Europe
Provide quality, harmonisation and recognition**

vi) Teachers should have appropriate professional skills and sufficient international experience within the teaching team.

In addition the program team should include **at least one member with a qualification in Education or proven relevant teaching experience such that appropriate pedagogical knowledge can be demonstrated**. The course provider should provide inductions and training of an appropriate nature in teaching and assessment for those involved in delivery of the programmes. The quality assurance system must be one that is recognised within the European Higher Education community and/or veterinary professional bodies. Existing recognised systems such as accreditation of the provider by the European Association of Establishments for Veterinary Education (EAEVE) or a quality assurance system that is approved by the European Association for Quality Assurance in Higher Education (ENQA), or a body that is recognised as an authority for awarding higher education qualifications at EQF level 7 or above is a minimum requirement.

**Standard ISO 29990:2010 Learning services
for non-formal education and training – Basic
requirements for service providers**

THANK YOU



ФАКУЛТЕТ ВЕТЕРИНАРСКЕ МЕДИЦИНЕ
FVM FACULTY OF VETERINARY MEDICINE

University of Belgrade