

Part three
Universities and Adult Education

Development Trends and Diversification of Higher Education

The process of change in higher education is a difficult one which has to overcome the inertia of deep-rooted traditions and the inability of society to deal rapidly with those socio-economic problems which are generated by the accelerated development of science and technology.

The formative function of higher education has been neglected in favour of a concentration on the collection of data. In order to perform this function satisfactorily, university teaching will have to be modernized and changed decisively. In particular, higher education will have to respond to the demand that work be integrated with education. The fact that education and productive work are, so to speak, divorced has resulted in considerable losses in terms of material and human potential.

What is needed is the elaboration of a new, all-embracing university, one including the two-year schools and the academies. By its very existence, such an organization would stand for "unity in diversity" in terms both of organization and of curriculum, and it would facilitate educational mobility which would be both vertical and horizontal. For a transformation of this sort to be achieved, it would be necessary to make changes in the organization of teaching so as to enable it to take place in environments other than those provided by the departments of schools and universities. In addition, the procedures for the imparting and the acquisition of knowledge would have to be modified so as to be increasingly in conformity with the needs and the desires of employed students. Accordingly, it would be necessary to change the criteria for admission to institutions so that time spent in employment would be treated as an essential prerequisite for admission to higher education. But in order to fulfill such a condition, it would be necessary to organize work in a more flexible manner.

Universities must now combine three essential functions: initial preparation, development of new knowledge, and effective dissemination of the latter. The increasing stress being placed on the role of lifelong education is modifying conceptions of the three functions in question and of the traditional view of the organization of education systems. According to new conceptions, education systems should consist of two essential parts: basic schooling and post-school education. The latter would not be compulsory but, continuous and lifelong.

The mass media are called upon to play a major role in the modernization and the diversification of university teaching. Many possibilities for its partici-

pation exist despite resistance to it in some quarters. Certainly, mass media applications will stand to humanize education and to relieve the teacher of routine work so that he or she may concentrate on maintaining a dialogue with his or her students that will give rise to creativity. The mass media are also in the position of being able to encourage the processes of informal study, processes which will acquire increasingly broad dimensions with the continuing implementation of lifelong education.

Education aided by mass communication is more effective if it is combined with work in small groups, with consultations, and with tutorials so as to avoid one-way communication. Experience already gained in the use of the mass media for instructional purposes must be utilized and made the basis for further advances.

In the case of the socialist-oriented societies, a need exists to re-examine the functions of socio-political organization as determining factors in education. The traditional system of education hampered the role of socio-political organizations which it viewed as external factors supporting the interests of society more or less to the exclusion of those of the school and of the university. According to the philosophy of lifelong education, on the other hand, socio-political organizations are called upon to act collectively as the internal motive and the cohesive force of educational institutions. The activities of such organizations can contribute to the democratization of education and to its closer integration with work.

The modernization of higher education requires the exploration of new theories of education and the re-examination of old ones. The styles and the methods of teaching and of studying must be modified so as to suit adults. Higher education had traditionally nurtured a one-sided cognitive approach leading to passive, observant attitudes on the part of students.

The battle for the modernization of higher education cannot be won without the creation of an organic link between science and teaching. In order for such a link to be forged, new knowledge gained through in-depth research of a high scientific calibre about the study possibilities and modalities of employed persons must be brought to bear.

According to the philosophy of lifelong education, a selective approach to the content of education is very important. *New knowledge* must be given priority, and a salutary balance must be struck between the knowledge which students acquire in school and that which they acquire outside of school – from the mass media – for example.

A *prognostic* dimension must be imparted to the selection of contents; that is, the contents of formal education must introduce students to future problems which they will face throughout the course of their work and their social lives.

The importance of programme design methodology in higher education must be stressed. Inductive and deductive approaches must be combined in the selection of contents and in their presentation. Consequently, the selection process must be an open one. The resulting instructional programmes need not include everything that given specialists consider to be necessary in terms of content. The integrative function of lifelong education requires the linking of all levels of education and the creation of a new but suitable programming structure. These same functions of specifically higher education require the further linking of socio-humanistic knowledge and the content of vocational education given that the elements of professional and socio-humanistic knowledge and skills are in permanent interaction. Vocational-technical education should be complemented by those wider social-humanistic aspects which will enable individuals and social groups not only to produce with increased efficiency but also to participate with success in decision-making processes bearing upon social problems including those concerned with the sphere of labour.

The socio-humanistic contents of higher education along with subject matter drawn from other sources ought to enable man not only to live in society but to adapt himself to that society and to alter it in a creative manner.

The division between vocational and socio-humanistic elements in given higher education curricula is no longer acceptable. A question that naturally arises is who should determine what the contents of higher education should be: the professor, the students, or some combination of both? In what conditions might the student determine what the contents should be? In what conditions should the professor make the decision?

These questions offer a fitting conclusion to our essay.

Continuing Professional Education at Yugoslav Universities

I. Incentives and Setbacks to Continuing Professional Education

Incentives, as well as setbacks to continuing professional education can be of social, environmental, or individual nature. In Yugoslav educational practice they appear at all three levels. Incentives come from developed milieus, where the economy is being restructured and has a tendency toward innovations. They come from innovative centers, research results and new scientific discoveries. Incentives can be a consequence of a reasonably guided, comprehensive educational policy which pays equal attention to initial studies and to continuing professional education. Incentives also come from teachers who attempt to communicate research results to graduate students as broadly and successfully as possible. Useful incentives can also come from professional associations. If goals and methods of professional associations are consistent with those held by the university, then cooperation is possible and necessary. If they are not, conflict usually arises, and the university must be ready to stand up for its beliefs. Incentives also come from individuals who perform their professional role devotedly, always trying to keep their professional competence from eroding. Positive incentive is a prerequisite if we are to have an efficient continuing professional education.

Setbacks to continuing professional education are much more common and harmful. They can be of open or subdued nature. They are manifest in a policy which neither takes continuing professional education seriously, nor sees it as an important university function. Setbacks originate in the traditional organization of the university and the faculties, which overlooks the vital interrelation between basic studies and continuing professional education. They also have a strong foundation in the traditional views of certain teachers, who see their role primarily in the basic studies and in research, while placing continuing professional education in institutions and associations outside the university. Positive reorientation is a long and tedious process. Very common setbacks to continuing professional education, as confirmed by our research at the University of Belgrade and University of Montenegro, Podgorica, are the lack of financial means and the lack of adequate rooms and equipment. According to the facts that we got from the faculties, continuing professional education is financed by individuals from personal funds, and, in a much lesser degree, by institutions, com-

panies, or from the funds of the faculties themselves. The facts are an expression of a general opinion that continuing professional education is a private matter to be decided on by the universities. With that kind of perception, we cannot see the future of continuing professional education. It is necessary that the existing funds for the financing of university education be reallocated, so as to come to a state of balance between the financing of basic studies and the financing of continuing professional education.

Inadequately organized working environment, inadequate distribution of jobs, inadequate evaluation of knowledge and expertise, all appear as setbacks to continuing professional education. Thanks to the development of universities, there has been an increase in knowledge in Yugoslavia, but there is a problem of its efficient application. Having knowledge is only one of the prerequisites for its efficient application. This has been confirmed by a longitudinal research conducted by the Chamber of Commerce of Yugoslavia in 505 companies with a sample of 3264. The research has been repeated in the years 1972, 1976, 1980, and 1984. The results of the study show that working hours are not being used rationally. Employees with the highest degree of education are used in the least degree. The research uncovers a regularity: the higher the education level of employees, the lesser the ratio of the engagement of their knowledge and their time. Where do the causes of this situation lie? Does a higher level of education automatically draw avoiding full engagement? Surely not. The reasons are to be found in other factors, first of all in the inadequate allocation of experts, inadequate organization of work, and inadequate job allotment. Research shows that there are a growing number of people who perform functions meant for lower professional level than the one for which they were educated. Young experts are particularly irrationally distributed. In situations when work is hard to come by, they accept any kind of job just so as to survive. This later becomes the cause of many personal dissatisfactions, frustrations, decrease in motivation for continuing professional education, and many other difficulties. Such inadequate distribution of highly educated people and the inadequate use of their knowledge leads to the forming, in a broader context, of negative attitudes toward knowledge and expertise, therefore also toward continuing professional education.

Inadequate allotment of experts to various jobs leads to a dissatisfaction of employees with their jobs. If a person has no opportunity to affirm oneself at their working post, if they cannot derive satisfaction from their work, they will, understandably, be destimulated to work. This research shows that the percentage of those who are satisfied with their jobs gets smaller as the educational level rises. Experts usually dissipate their energies on unprofessional and routine tasks. This brings about a decrease in personal involvement of experts in the making of decisions which are important for production and for life in the com-

pany. 44.4 per cent of the subjects surveyed believe that creativity and innovation are never stimulated, while 47 per cent believe that this happens only once in a while (I. Simeunovic, 1985). In such an atmosphere, people are not motivated to acquire new knowledge. A significant percentage of the subjects (38.8 per cent) never participated in any form of continuous professional training, while the subjects had an average of 15 years work experience. If we view these data from the standpoint of out-of-dated knowledge, it is clear that the expertise of these experts diminishes quickly. And we are not dealing here with a lack of material resources, but primarily with a lack of good organization and responsibility in managers, above all, related to the care for new knowledge and information to permeate production and work in the broader sense. Generally speaking, the Yugoslav experience shows that general knowledge is increasing, there is a greater number of employees with higher levels of knowledge and expertise, but the degree of usage of this knowledge is not improving. This is one of the serious barriers to continuous professional training, which has negative effects both for society and the economy.

Of course, there also exist barriers which are related to the experts' personality. The boring and routine jobs do not only have a negative effect on satisfactory problem solving, but also prevent the continuous professional education of experts.

II. Determining the Needs for Continuing Professional Education

It is well known in andragogy that the basic premise for valid programming is the thorough determining of educational needs. This also applies to continuous professional education. Determining educational needs is the first step in the methodologic procedure involved in the conceptualization of a programme for continuing professional education. At the faculties of University of Belgrade and University of Montenegro at Podgorica which were covered by the study, empirical research of real educational needs is almost not applied at all. The educational needs are established on the basis of the opinion of teachers and potential participants in these programmes. Why is this so? Above all, the reason lies in the fact that the faculties and universities which were the subject of analysis do not have units (centers) nor experts for research on the needs for continuous professional education. This mere fact can be taken as an indicator of the quality of the shaped programmes for continuous professional education within the studied units. On the other hand, the analysed situation shows that the study of educational needs and the programming of curricula based on these is a complex and highly professional task which requires the involvement of specialized experts,

particularly andragogists, in the study of educational needs. An amateur approach, in the negative sense of the word, can only have negative effects. The analysis that was done tell us that it is necessary to open up organizational possibilities, at the various faculties of the university, and to employ specialized personnel, who would work on the determining of educational needs. This requires an in-depth study of the professions and professional work, of changes that are happening in science and in the organization of work, changes in the nature and structure of knowledge, and of the principles of an effective organization of andragogic work.

The analyses that we made show that the coordination between factors of formal professional education and those of continuing professional education is insufficient. This leads to the useless dissipation of energies and to the irrational use of material, spatial, and human resources. The lack of planning and coordination, along with neglect for educational needs, makes questionable a great part of educational activities which are present in the programs. Coordination would save resources and enable the greatest possible number of professionals to engage in the fulfilment of the need for continuing professional education. In Yugoslavia, the places for such coordination are educational funds at the level of the republics. Experience shows that they were oriented toward formal professional education, and that in that sense they should be "deeducated", tending to encompass continuing professional education as well. In the coordination of the fulfilment of educational needs, it is possible to begin with the simplest ones, as, for example, the collaboration of professionals belonging to different institutions, moving on to an exchange between universities, firms, adult education institutions, etc., at the communal level, and further to forms of coordination in the region, republic, and the whole country. Coordination in this sphere is not possible, as Yugoslav experience demonstrates, if there is no true harmony of interests among all the units of coordination. Yugoslav universities, especially in certain federal units, will be faced, because of demographic movements, with the need of establishing balance between the young populace coming to the university fresh from high school, and the large number of people who turn back to university studies for the reasons of either gaining a diploma and a scientific degree, or refreshing their knowledge, perfecting and broadening their educational potential. During the past decade, the dichotomy in the fulfilment of educational needs between the regular students and those who study alongside working became acutely obvious. The number of the latter kind suddenly decreased. The growth of the university network beyond all necessity caused forms of unconventional education, including continuing professional education, to be narrowed down. In the future, the appearance and disappearance of certain forms of university education will be a normal phenomenon. These forms will exist until the

needs for the given type of education, i.e. for the profile of professionals in the country's economy and the social sector, are fulfilled. After that, a reorientation will be necessary to forms of advanced study, meaning continuing professional education, which will, undoubtedly, lead to further democratization of university education.

The determining of educational needs inevitably leads to a choice of an educational core which will be the foundation of the programmes. Continuing professional education poses the problem of which way to go in the forming of the programmes: whether to use the inductive or the deductive method, or a combination of both. Those who create programmes at the faculties believe that the starting point should be the newest scientific developments, from which it is possible to move on to professional practice, where these developments should be put to use. The practically oriented members of certain professions insist that the professional practice be the basis, scientific development being incorporated in the process of solving real-life problems. Experience shows that it is best if these two approaches are combined in accordance with situations that we come across in continuing professional education and in the given profession.

III. Continuing Professional Education Models

An analysis of the situation at universities in Yugoslavia shows that there is no standard model of continuing professional education. It could rather be said that an organizational diversity is present. It did not come about as a result of research and testing, but is primarily a result of an empiric, trial and error procedure. At a global level, continuing professional education can be divided in two groups. The first group consists of the forms that do not lead to a diploma and can be termed as informal forms of continuing professional education. The other group covers the forms by which diplomas and academic degrees are gained at universities. These are the various levels of postgraduate studies: specialist, masters, doctoral, and postdoctoral courses. Of course, this classification is conditional, since one model can be combined with the other, but from the anagogic viewpoint the difference is there.

Research shows that there are a variety of models and organizational solutions. As for the informal forms of continuing professional education, the most common are forms of renewing and refreshing knowledge, courses and seminars, counselling and lectures. Some faculties, as those of agriculture and forestry, practice individual or group consultative-instructive work in the field. The kind of approach brings theoretic and practical knowledge closer to each other. The organization of the shorter forms of continuing professional education enables

the faculties to react in time to current problems in the professional and in science in general. It helps them keep their graduates informed about the latest developments in science and acquainted with the newest professional requirements and competences. The weak side of the work is in the lack of precise records on the participants of certain programmes, so that conditions for a valid evaluation are practically non-existent. Approximations that we got at some of the universities vary and are not a suitable basis for generalizations.

Forms of *informal* continuing education can be conducted through to a certificate or a diploma, but they cannot directly lead to a higher academic degree. The aims of these forms are precisely defined, and their content is always in close connection with practical work. Systematic, (periodical) refreshing of knowledge, which is not repetition, attracts the attention of most professionals in any field. In the practice of continuing professional education up to now two major methods were employed: the direct method, meaning work with groups of varied size, and the indirect method, by the means of indirect communications. The direct method is used more often. The second method is regrettably not developed in Yugoslavia, although its values have been theoretically proven and practically realized in many countries. The future development of continuing professional education in Yugoslavia will have to include various means of multimedial communications. This will be influenced by new technologies, by the development of information systems, and by attempts at making the best possible use of human resources.

The *formal* models of continuing professional education are the postgraduate studies. In Yugoslavia they were introduced more than three decades ago, with the basic aim of preparing young professionals for work in science. Postgraduate studies aimed at attracting the most talented graduates, who had, during the fundamental studies, demonstrated capability and interest in scientific and research work. They were not numerous, but in time they grew more and more, sometimes not for the best interests of the students. At some faculties they have become a kind of mass education. There are two types of postgraduate studies at universities in Yugoslavia: specialist and masters courses. Specialist courses last for 2 to 4 semesters and are approximately analogous to that level of education at British universities called the diploma program in a certain field. They are oriented toward practical study of a problem. These studies are usually attended by people with working experience who wish to enrich it through studies. Conditions to enter these courses are not so strict, nor are the courses themselves very theoretically and methodologically oriented.

Postgraduate masters courses are much more selective. The knowledge of a foreign language is required, and another language is taken in the course of the studies. These studies aim at preparing students for scientific research. Teaching

and research posts are filled in by recruits from among these students. The masters degree earned at the completion of these studies is, in Yugoslavia, considered to be the first scientific degree. Therefore the programmes of these studies are oriented toward theoretic and methodologic education of the students. A successfully defended master's thesis, i.e. the possession of a masters degree in a specific field of science is a condition under which a person could be allowed take up work on a doctoral thesis. Since the OECD project omits an analysis on continuing professional education for researchers, we will not go further into the analysis of this form.

Yugoslav universities, particularly the university of Belgrade, have gained valuable experience, in the past 15 years, in organizing continuing professional education for professionals from the developing countries. The programmes have grown out of a Yugoslav-Dutch cooperation in offering scientific and technical help to developing countries. The programmes have begun unfolding back in 1973. At the beginning these were all agricultural programmes, but in time this type of education spread to other fields: medicine, especially preventive medicine, irrigation, pesticide toxicology with medicine of work and protection in agriculture, planning and management of primary health care, engineering in the use of water resources, corn production and the improvement of its quality, design and construction of roads, seismology, fishing and marine cultivation. More than 50 courses have been organized, for ca. 1800 participants altogether. The courses have offered the participants theoretical and practical knowledge. Most of the courses are organized on a yearly basis. The participants are professionals in a given field with several years working experience. The courses last from several weeks to several months. Upon completion of the course, all participants who have fulfilled the requirements receive a certificate. Official language of the courses is English, and along with Yugoslav lecturers, experts from other countries are invited to teach the courses. As these courses are intensive, students are freed of all other tasks so they could dedicate the whole day to study. Positive experience has been gained on the forming of programmes, marketing them, realization and evaluation of the course. The courses are evaluated from the inside and the outside, at first every year, and later at a two year basis. Evaluation from the outside was done by experts from Yugoslavia and the Netherlands, who did the work in collaboration and submitted a joint report to Yugoslav and Dutch governments. Experience gained by the two countries in the joint organization of continuing professional education can be designated as positive from the points of view of selection, programming, implementation, and evaluation. Some of the Yugoslav faculties and universities have a lot to learn from the experience. Some faculties, as, for example, the faculty of economy at the University of Belgrade, have taken that direction. They are preparing a course in

business economy with three components: marketing, financing, and information theory. The teaching medium will be English, and, with that in mind, the faculty has developed cooperation with similar institutions in London, Hamburg, and New York. The joint forms of work organized until today (courses, symposia) have led to the idea of a joint course in business management, to be held in English. There is an idea that a separate management center should be organized at the Belgrade University, since the existing laws allow for a step of this kind. The Faculty of Economy would be the parent institution. The new engagement of the faculty and the university in continuing professional education in the field of management will contribute to a more serious approach to this work and to the balancing of the situation in the so called "unloyal competition" which is beginning to show up in this field. The faculty of economy has organized, in this year, a series of forms of continuing professional education, accomodating more than 400 participants. Some of the programmes have attracted such a response that they have been repeated even up to 9 times for different groups. This kind of education contributes significantly to changes which are under course in our economy, being itself, in turn, influenced by the new needs that have emerged with the introduction, in Yugoslavia, of the principles of market economy.

IV. The Problems of Evaluation of Continuing Professional Education

Continuing professional education as a field of scientific research has not been treated seriously at the universities encompassed by this study, nor has it been treated seriously at Yugoslav universities in general. Andragogy (as well as some other fields of science) has neglected, researchwise, this aspect of university education.

Research in the field of continuing professional education includes also the problems of evaluation. The aims of the evaluation are to supply information on the quantity and quality of work done, and to show whether this education was of any value to the society and to the individual. In the theory of andragogy, the problem of evaluation was the subject of both theoretic and empirical analyses. In continuing professional education it is possible to distinguish between several aspects of evaluation. We will mention some of them:

1. *The evaluation of the participant's performance.* This aspect of evaluation is based on the work done in the course of the course or other type of continuing professional education. Sometimes written or oral exams are conducted, but the conventional form of examination as applied in the initial studies is not a rule of continuing professional education. Of particular interest is the fact that in con-

tinuing professional education evaluation has a tendency of moving toward self-evaluation.

2. *The evaluation of the work of a specific type of education by the participant.* Specific instruments have been developed for this type of evaluation. They are used in the course of the work of the evaluated type of education or immediately upon its completion. The instruments include the evaluation of the adequacy of content, organizational aspects, methodologic procedures, and modes of communication between teachers and the participants in the educational process. A group of participants can be selected which, through discussion, judges on the quality of the given form of work. The participants can give their evaluation of the program and estimate its significance for professional practice even before the programme begins work. This kind of evaluation leaves space for corrections in the programme according to the needs and interests of the participants.

3. *Evaluation by outside factors.* This type of evaluation is not implemented very often, but it can be useful in determining whether certain forms of continuing professional education should keep on being organized and whether their programs are of interest for the members of specific professional groups. Continuing contact of the members of a certain profession with the university can be a positive indication of the quality of the programmes of continuing professional education directed at the professional group. Experience in outside evaluation acquired in Yugoslavia while evaluating the quality of the forms of continuing professional education was organized for professionals from developing countries. The role of the outside factors could be played by members of professional associations, which in this manner, confirm or withhold approval for conducting professional practice in their respective fields.

4. *The evaluation of total economic, scientific, technical, and educative effect of continuing professional education.* This is the most profound, yet the most difficult type of evaluation to conduct. It is intertwined with research work. At the University of Novi Sad, attempts were made at measuring the economic effects of continuing professional education in agriculture. There were also other attempts at measuring the effects of continuing professional education in the domain of ideas, inventions, and patents, and a record has been made of the situation before and after continuing professional education. This kind of evaluation requires thorough methodologic training for the use of adequate instruments.

5. *The evaluation of the influence of continuing professional education on the activity of faculties and universities.* This type of evaluation can point to a close connection between initial university education and continuing professional education. Experience tells us that the participants in different forms of continuing professional education operate with relevant information about real economic

and technical problems, and that they have a clear idea of how universities are to help in the solving of these problems through research.

It is exceptionally significant for the effectiveness of continuing professional education how professional duties are harmonized with educational duties in its various forms. At the group of faculties included in this research the problem is usually solved so that the participants have paid leave during the course. Where the employers do not tolerate absence from work, continuing professional education is organized after working hours, in the afternoons or evenings. These faculties do not offer any other privileges and exemptions. Andragogic practice knows a broad range of exemptions that can be built into the system of continuing professional education. Motivation could be strengthened thereby, and we believe that the quality and effectiveness of continuing professional education would also grow. Another significant motivational factor in continuing professional is the social evaluation of the adopted educational activities. The faculties give out diplomas only for the formal forms of continuing professional education, meaning for specialist and masters postgraduate studies, and, of course, for doctoral degrees. Other forms of continuing professional education are not materially remunerated, nor are they followed up by a diploma, which could be a demotivating factor for exerting efforts in education.

V. Continuing Professional Education Outside the University

Continuing professional education in Yugoslavia is organized by numerous factors outside the university: chambers of commerce, professional associations, trade unions, etc. The most noted of these is the activity of the *chambers of commerce*. We have analysed the contributions of the Chamber of Commerce of Serbia and of its members. They organize continuing professional education for businessmen. The Chamber of Commerce of Serbia has founded a center for education back in 1979. Similar centers have been organized in other federal units. The educational activity covers the management, employees with special authority, heads of working units, etc. The Center for study and advanced study is a specialized department of the Chamber of Commerce, the aim of which is to organize education, the regeneration, refreshment, and acquirement of knowledge. Beside its educational activity, the Center offers consulting services and has a developed publishing activity, the function of which is to prepare the material for the various forms of education, to supply the necessary information, and to publish the works of the participants in forms of continuing professional education.

The forms of education organized by the Chambers of Commerce are widely varied. There are consultative meetings as a form of an exchange of opinions between eminent businessmen, scientists, and specialists. Then there are lectures of informative character about a given topic in connection with commerce. The basic form of educational work are seminars. They are instructive in character, and they can last three to ten days, depending on the program and on the profile of the participants. Conferences are also a very common form of education. They are informative and instructive in character, and they last from one to three days. Introductory reports at conferences are usually given by highly competent scientists in the thematic field. In the course of a specific form of education, panel discussions and round tables are organized, so as to give the opportunity to all participants, to actively take part in the educational process.

The Chamber of Commerce of Serbia has organized a business school, under the sponsorship of several large companies and the University of Belgrade. Its aim is to prepare young and talented personnel for work in the new and complex business transactions. The school will be open not only to students from Serbia and Yugoslavia, but also to those from abroad. It is located in Vrdnik, 80 km outside of Belgrade. It has educational and accommodation facilities. Certain forms of education last for two weeks or more. The school works in the seminar form, using all the contemporary teaching methods. Instructive seminars last for 10 days. The participants then have 45 days to work on a paper, with individual consultations with a mentor, chosen from among the lecturers at the seminar. After the paper has been defended, the knowledge of a foreign language is tested. Those who finish all this successfully get a certificate, which is one of the requirements for going abroad to work in a trade mission. Seminars for renewing knowledge last for five days. Since these forms of education do not lead to material awards, it has been noticed that motivation to attend them is diminishing.

The programs for the forms of continuing professional education organized by the Chamber of Commerce are formed on the basis of the study of educational needs, with already known techniques and methods: interviews, conversations, questionnaires, etc. Programs for renewing knowledge in various commercial activities have been developed in the Chamber of Commerce. The center for education of the Chamber of Commerce of Serbia supplies adequate sources for study. These are written texts on each topic, which are given to the participants in the different forms of education. Additional bibliography is to be found in studies, handbooks, and other publications. Center for education has its own library. Besides, all the participants have organized visits to certain companies where they can see examples of good practice.

At the center for education, it is attempted to keep track of the results of all forms of educational practice. Lecturers, permanent staff of the center, and par-

ticipants in the seminars all take part in the evaluation process. Questionnaires and satisfaction scales are used to assess how useful the various forms of education are for the participants. The lecturers are evaluated through a grading list, filled in by the participants after each lecture. The questions relate to the content of the lectures, their novelty, the manner of their communication, their usefulness for the practical solution of problems, their contribution to the strengthening of professional competence, etc.

The educational activities organized by the Chamber of Commerce are financed by various companies, and, in part by the Chamber itself. The financing depends on the form of educational work. Thus, for example, seminars for renewing knowledge are financed by the chambers of commerce (at the basic, regional, and republic level), while instructive seminars are financed by companies.

In the realization of some forms of continuing professional education the chambers of commerce cooperate with the universities. This cooperation, however, is sporadic, not even attempting to be systematic. The cooperation based on mutual interests, would be of great use both to the universities and the economy. Such cooperation would probably be more intense if there existed, at the university, continuing professional education departments, with specialized staff. This is a fact still to be realized by the faculties and the universities, which should take the decisive step toward changing the present situation.

Professional associations also appear as organizers of continuing professional education. They organize, from time to time, various forms of education: courses, seminars, conferences, lectures, winter or summer schools. Most of the professional associations publish professional magazines which contribute to the diffusion of knowledge and to the advancement of the profession. Professional associations cooperate with the faculties and the universities in the realization of certain forms of education. Professional associations have collective responsibility for inducing educational needs in their members. It should be pointed out, however, that professional associations in Yugoslavia do not have the prominent role in the solving of numerous problems of the profession, as do professional associations in some countries in the West. They can be asked for opinions on programs or about changes inside the profession, but the final decision is in the hands of the government organs, which prepare laws and their changes, programs and their modernization, and which treat the requirements for certificates and diplomas, etc. This position of professional associations has a destimulating effect on their full engagement, including the engagement in educational activities on which professional competence depends.

VI. Conclusion

Comparatively speaking, all that we have said until now confirms the conviction that continuing professional education is an important duty of the contemporary university. Contemporary universities are paying more and more attention to this kind of education. These new challenges are in conflict with the traditional organization of most Yugoslav universities, which are oriented mainly toward basic studies and research. The study that we have conducted shows that there is no harmonious unity and interdependence between basic studies and forms of continuing professional education.

Continuing professional education is the subject of study of andragogy as the science about the education of grown-ups. It is placed within the framework of the philosophy of lifelong education. Yugoslav experience shows that thus far continuing professional education has not been the subject of serious scientific research.

It is necessary to form departments (centers) for continuing education at the faculties and universities. These centers could be organized jointly for several faculties that treat related fields. The centers should also employ professional andragogists, who are guaranteed by the university a diploma allowing them to practice the kind of work.

Material and spatial conditions should be provided for the uninhibited organization of continuing professional education. The funds for financing education at regional and republic level should include this type of education in their plans as well. The same thing goes for the faculties and universities.

A more close cooperation should be established with other factors outside the university which could contribute to the advancement of continuing professional education, such as are Chambers of Commerce, professional associations, the government departments of education, syndicates, and so forth.

Bibliography

- Houle, C.O., *To Learn the Future*, Medical Clinics of North America, Vol. 54, No. 1, 1970.
- Houle, C.O., *Continuing Learning in the Professions*, Jossey-Bass Publishers, San Francisco, 1978.
- Dolors, J., "French Policy on Continuing Education", in Selma Mushkin (ed.), *Recurrent Education*, Washington, 1973.
- OECD, *Recurrent Education: Trends and Issues*, Paris, 1975.

Onushkin, V.G., "Postexperience Education", in *International Encyclopedia of Higher Education*, Jossey-Bass Publishers, San Francisco, 1978.

Simeunović, I., *Korišćenje znanja kadrova sa visokim, višim i obrazovanjem visokokvalifikovanog i kvalifikovanog radnika*, Privredna komora Jugoslavije, Beograd, 1985 (mimeo).