

GUIDING QUESTIONS

CHAPTER 26: EDUCATION AND CULTURE

The purpose of this document is to guide colleagues' reflection and drafting and does imply that these areas fall under the new methodology. The aim of these lists of issues is to frame and support the reporting by providing guidance on which issues are to be considered under each sub-heading in preparation of the draft report. These issues need to be considered against the reality on the ground. Therefore, not all issues will need to be covered and other issues may also be included where relevant. In most cases, reporting on each item/bullet should be one or two sentences and further information or assessment can be provided in an annex or footnote.

EDUCATION

- 1) Please provide data on numbers of pupils/students enrolled at each level, as well as drop-outs rates and teachers/trainers at the different levels and sectors of the educational system including Early Childhood Education and Care, primary, lower and upper secondary, Vocational Education and Training and Higher Education. If possible give an estimate of the situation evolved in the past 5 years and how it is projected in the following years. Provide statistics on public and, if possible, private resources allocated to education at national level (in % of GDP and national budget). **Please provide statistics on the ET 2020 indicators and other relevant information in lower and higher education.**
- 2) Stabilisation of reforms: What are the main objectives and the timetable for implementation of the most recent reforms efforts of the education and training systems in the country? What are the main obstacles/difficulties encountered or foreseen? Are the reforms and their objective clearly linked to the Employment public policy/strategy?
- 3) What are the special facilities and provisions, at all levels and sectors of education, for persons with special needs; both in terms of physical facilities and teaching/learning methods, and how are they implemented?
- 4) What are the provision and organisation of initial education and continuous professional development for teachers? To what degree are the programmes ready to train teachers for student-centered learning and competence-based learning?
- 5) What are the identified skills mismatches (horizontal/vertical) for the labour markets? What are the responses from the educational systems to meet current and future skills needs?
- 6) What, if any, are the national strategies encompassing one or several of the following fields: youth employment and youth entrepreneurship, non-formal education of young people, creativity, youth participation, health / well-being of young people, social inclusion of youth, youth volunteering? More specifically, please provide information on the measures to develop the quality of non-formal education and to recognise its outcomes.
- 7) Equal access: Describe arrangements to ensure equal access to education and training regardless of gender, ethnic origin, religion, disabilities or from remote areas.

8) What is the level of interest and participation of young people, youth workers and youth organisations in the country in the opportunities which have been offered by the Youth strand of the Erasmus+ Programme and its Western Balkan Window? Were any measures taken/planned to promote the Erasmus+ programme?

CULTURE

1) Does a Culture Strategy exist? Describe the authorities responsible for the cultural policy. How is the policy implemented?

2) What measures have been taken by the country in the context of the implementation of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions?

3) EU programmes: Were any measures taken/planned to promote the Creative Europe programme and enhance participation of cultural and audio-visual operators in the country?