



## Ministry of Education Republic of Serbia Vocational Education and Training Reform Programme

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### **EIGHT NEW PROFILES IN PILOT SCHOOLS IN SERBIA**

*New curricula for occupational profiles developed in cooperation with labour market should ensure employment in respective professions and provide a good basis for further education*

New curricula for 8 profiles to be implemented starting school year 2007/08 in pilot schools in Serbia, have been developed in such a way that the students will no longer ask the well-known question: "Why do I learn this when it has nothing to do with my future job?"

Apart from regular classes, in 21 pilot schools involved in VET Reform Programme there will be new, pilot classes in which teaching will be carried out according to the new curricula, starting September. New curricula have been developed for eight profiles, two of which are completely new (technician for mechatronics and technician for telecommunications) and the remaining six retained the old names, but the curricula are new (technician for primary wood processing, upholster-decorator, cook, confectioner, waiter and tourist technician). The new curricula are the result of the labour market need for new profiles or upgrading the existing ones with new knowledge – due to changes at the labour market. DACUM analysis has been used - technique for the development of occupational standards and curriculum development according to job description. Occupational standards have been developed in cooperation with employers and employees from the leading companies from the three sectors. Development of new curricula has been monitored and led by the representatives of Vocational Education and Training Centre.

New occupational profiles belong to so called "outcome-based education". Based on thorough analysis, it had been defined first what the students would do at their future work place, i.e. competences to be acquired at schools had been defined. Then, by "going backwards", modular curricula were developed. In other words, the essential part of curriculum, apart from standard subjects, represents a set of modules (special learning package); after completing a module, students gain certain competence. Each module is a whole, functional unit which contains special skills, upgraded with knowledge, which directly ensure gaining competences necessary for future occupation.

Practical and theoretical teaching ratio is 60/40 for 4-year profiles and 70/30 for 3-year profiles. Practice/practical teaching will be carried out in suitable workshops and practice classrooms (kabineti) with modern equipment (within VET Programme it has been planned to provide equipment worth approximately 50.000€ for each pilot school which will enable implementation of the new curricula) and a part of teaching will be carried out in companies.

Development of the new curricula within the VET Reform Programme has been carried out with the support of EU which has provided financial and technical support through European Agency for Reconstruction.

