

**THE NATIONAL ACTION PLAN FOR THE  
IMPLEMENTATION OF THE STRATEGY FOR  
THE DEVELOPMENT OF THE VOCATIONAL  
EDUCATION AND TRAINING IN THE  
REPUBLIC OF SERBIA  
2009-2015**

## 1. INTRODUCTION

The National Action Plan for the implementation of the Strategy for the Development of Vocational Education and Training in the Republic of Serbia (hereinafter Action Plan) defines the measures and activities to be implemented in two periods:

- ⇒ 2009 – 2010, short-term measures and activities
- ⇒ 2010 – 2015, mid-term and long-term measures and activities, set out in this document in the form of projected measures and activities.

The Action Plan defines the basic measures and activities which are supposed to enable the implementation of the Strategy for the Development of Vocational Education and Training in the Republic of Serbia for the period 2009 – 2015. The Action Plan is in accordance with and directly connected with the measures and activities defined in the Action Plan for the implementation of the Strategy for the Development of Adult Education. Since these two strategies are interrelated and interdependent, this Action Plan contains certain measures and activities related to adult education.

The Action Plan also contains measures and activities related to the development of vocational education which are contained in the Action Plans of other strategies adopted by the Government of the Republic of Serbia: The National Action Plan on Employment for the period 2006 – 2008; The Action Plan for the National Strategy of Economic Development of Serbia 2006- 2012, and the National Strategy for Youth.

**The first part** of the Action Plan contains the measures and activities to be implemented in the period 2009 – 2010 and consists of seven chapters and one Annex:

- ⇒ **The first chapter** contains basic recommendations of measures for further development of social partnership in vocational education in Serbia. The concept of further institutional development in vocational education, supposed to enable the implementation of inter-sectorial approach to further development of vocational education in the Republic of Serbia is set out in this chapter.
- ⇒ **The second chapter** sets the structure and the directions for the development of the National Qualifications Framework in Serbia.
- ⇒ **The third chapter** is dedicated to the further development of vocational education and training curricula in Serbia. Based on the results and experience from the reform of vocational education so far, a set of measures and activities for further development of outcome-based and competence-based curricula is proposed.
- ⇒ **The fourth chapter** is dedicated to the professional improvement of teachers, associates and instructors in vocational education and covers the measures and activities necessary for further improvement of this system.
- ⇒ **The fifth chapter** is dedicated to the establishment and development of the system of career guidance and counseling in vocational education in the Republic of Serbia.
- ⇒ **The sixth chapter** proposes a set of measures and activities for the development of entrepreneurship in vocational education in the Republic of Serbia.
- ⇒ **The seventh chapter** brings the projection of financing of the basic reform activities in vocational education by 2010. The data given (sample) in this chapter are a projection of the funds needed for the implementation of the basic reform activities. Based on these data, the necessary means for the implementation for each activity can be envisaged.

**Annex I-** Measures and activities for the implementation of the Strategy for the Development of Vocational Education and Training in the Republic of Serbia - table.

**The second part** of the Action Plan contains projections of the mid-term and long-term measures and activities for the implementation of the Strategy for the Development of Vocational Education and Training in the Republic of Serbia for the period 2010 – 2015.

The Action Plan defines and groups the basic measures and activities which enable implementation of the Strategy. Based on the activities proposed, it is necessary to prepare operational action plan for each year, starting with 2009, with all the necessary steps, conditions, means, deadlines, responsible institutions and actors for each proposed measure and activity.

## **2. THE CONCEPT OF FURTHER STRATEGIC DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING**

The process of modernisation and improvement of the system of education and upbringing in Serbia, which started in 2001, is aiming at the improvement of quality, transformation of the management system and the system of financing of education, involvement of interest groups and social partners, so as to ensure efficient transfer of knowledge, but also acquiring skills by all the participants in educational process, taking into account all ethnical, cultural and linguistic differences. The main objectives of the reform include modernisation of the system of education so as to ensure that education efficiently contributes to economic revival of the country; support to the development of democracy in the country and support to the future European integration of the country.

In the view of the basic principles of education reform in Serbia and the principles of the development of education in Europe by 2010, the process of further modernisation of vocational education in Serbia should include its positioning among the factors of technical-technological, social-economic and individual development. At the same time, further development of vocational education and adjusting the whole system of education to the social and individual needs and abilities should comply with the following objectives of the development of education in Europe by 2010:

1. Improvement of the quality of education and training in accordance with the new requirements of the knowledge-based society, as well as modernisation of teaching and learning process;
2. Improvement of the accessibility of education and training system, in accordance with the life-long learning principles, faster employment, career development and active citizenship, equal opportunities and social cohesion;
3. "Opening" education and training to the wide audience, in the light of faster linking of work and society and responding to the challenges of the process of globalisation.

The National Strategy of Economic Development of Serbia 2006- 2012 defines that the future development of Serbia will be based on knowledge as basic capital. "The economy of the Republic of Serbia is in intensive transition. Also, it has a low-level and inefficient innovational potential which requires further development to be based on knowledge. Technological development has been achieved by buying foreign technologies and equipment. Scientific researches in the Republic of Serbia, which are carried out at the existing scientific and developmental institutions and universities and financed by the state, are not a generator of knowledge that could be a serious factor in the development of new, globally-competitive economic production.

According to the realistic estimation of the state of affairs in the global developmental technical-technological system, the system of production and the system of services, as well as the estimation of individual potential for science and research and innovation, concrete objectives of the knowledge-based and competence-based development should be aimed at:

- development, based on real assets, through valorisation of natural and human potential;
- innovational technological revitalisation of final production and, especially, specific production of high-technology auxiliary goods – material inputs (construction and functional components, mechanisms, parts, systems, chemical and bio-chemical materials), as well as food-processing and production;

- development of competitive production with full integration of modern technological solutions for minimum pollution;
- organisational, technological and cultural innovation of services.”<sup>1</sup>

Given the results and experience gained from the vocational education and training reform to date, the main directions for further development of vocational education and training should include:

- Improvement of legislation, regulation and adjustments (legal and sub legal acts) in the sphere of vocational education. In that sense, it is necessary that the Ministry of Education and Sports, the Ministry of Labour, Employment and Social Policy and other key social partners work together on regulating the key issues regarding the development of vocational education;
- Further modernisation and improvement of vocational education based on the concept of life-long learning with regards to the principles of partnership, accessibility, openness, decentralisation and programme variety, as the basic principles of the development of vocational education;
- Further institutional development in the area of vocational education, starting from the inter-sectorial approach promoted and directly advocated in the Strategy for the Development of Vocational Education and Training. That implies provision of the necessary pre-requirements for the development of institutional, programme and organisational pluralism in the implementation of vocational education and, especially, linking formal and non-formal vocational education.
- Development of the system of quality assurance and assessment in vocational education and training system;
- Development of the system of standards so as to ensure achievement of quality, efficiency and effectiveness of vocational education system and adult education system;
- Development of a special policy and approach to the youth, especially in the sphere of their education, employment and professional development and progression;
- Reform of the system of vocational education for the children and youth with special needs;
- Ensuring further development of vocational education for the national minorities;
- Modernisation of post-secondary vocational education and linking it with the development of high education in Serbia and in accordance with the principles of development of high education in the framework of European Union and Bologna Process.

Starting from the main directions for further development of vocational education, concrete measures and activities for further reform of vocational education and training in the Republic of Serbia include:

- Improvement of the structure and system of vocational education so as to ensure a flexible and vertically and horizontally mobile system of vocational education. This implies introduction of new organisational models and new outcome-based and competence-based programmes, in cooperation and agreement with social partners and interest groups;
- Further institutional development in the field of vocational education and adult education;
- Further improvement and innovation of modular outcome-based and competence-based educational programmes;
- Establishment of a satisfactory balance between general and vocational education, as well as theory and practice ratio<sup>2</sup>;

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<sup>1</sup> The National Strategy of Economic Development of Serbia 2006- 2012, p. 80-81;

<sup>2</sup> Possible models of general and vocational education ratio are proposed in pilot vocational education and training programmes

- Development of the system of standards for institutions, teachers and educational programmes;
- Development of the national framework and system of qualifications and standards in vocational education and training;
- Further modernisation of content, organisation and methods of teaching process, work of teachers and schools in general;
- Redefinition of the type, way and content of professional practice in enterprises, based on the contract on partnership and on cooperation among schools and socio-economic partners.
- Modernisation and development of professional practice and practical teaching in secondary schools and educational institutions, as well as in enterprises;
- Redefinition of occupational sectors, educational profiles and definition of occupations, so as to respond to the needs of the new economic reality and principles of sustainable development;
- Development of the system of accreditation and certification, which includes:
  - a) educational institutions and training organisations;
  - b) programmes acquired through non-formal education which should provide balanced knowledge and skills ratio;
  - c) forms of certification;
- Rationalisation of vocational schools network, in accordance with the needs of economy, labour market, local communities, requirements stemming from the directions of social and economic development and employment policy, as well as in accordance with the desires and abilities of students. Change of the existing enrollment policy, in accordance with the labour market needs and interests of individuals and society;
- Enlargement of the capacity of 3-year vocational schools as a direct response to the needs of economy;
- Institutionalisation of permanent and active social dialogue in the spheres of vocational education development and employment;
- Assurance of the quality of vocational education, which implies constant monitoring and evaluation of the results of students and teachers, as well as schools, i.e. educational institutions in general;
- Development of a transparent, functional and fair system of evaluation and assessment of student achievement;
- Creating conditions for continuing professional improvement of teachers and overall professional development of teachers (new role of teachers, their continuing development and improvement), introduction of new teaching methods (group work, interactive learning, project work, problem-solving etc.)
- Innovation of equipment and teaching materials;
- Giving more autonomy to vocational schools and more rights and responsibilities in the new conditions, linking with local self-government, responding to the needs of local economy and finding new ways of financing;
- Professional improvement of principals and training for the new work conditions;
- Establishment and development of management system in vocational education and training

The following Action Plan for the implementation of the Strategy for the Development of Vocational Education and Training is based on these concrete measures and activities.

# Chapter One

## 1. Social Partnership and VET

The existing vocational education system in Serbia has been designed in accordance with the planned economy and is being implemented first of all in vocational schools. In this context, the development of social partnership in vocational education today has come across several obstacles in its way. These are:

- neither legal role nor responsibility of social partners have been defined regarding the content of educational programme and the level of professional qualifications;
- there is no structure which could secure a common system of initial vocational education, further education and prequalification;
- the problems arising from an insufficiently developed network of supporting institutions (methodical centres, consultants);
- undeveloped accreditation and certification mechanisms in the field of vocational education and adult education;
- insufficient investments in the innovation in vocational education.

However, vocational education is an important field for the employers, associations and economic chambers. Therefore, it is important to harmonize different interests through a social dialogue, in formal vocational education as well as in the entire field of non-formal education and adult education.

The main contribution of employers to the development of vocational education is reflected in their equal involvement in: designing the general development of vocational education, the strategic planning of craftsman education, defining occupational standards, defining practice realization standards, final exams, vocational Matura, preparing and making curricula; making proposals for training programmes, etc. In order to make their full contribution, social partners need to take certain responsibility, regardless of formal agreements and the defined cooperation, to ensure accessibility and equality, to set up monitoring and harmonize the mechanisms of a social dialog and ensure technical assistance (financial, administrative, managerial, etc.) in vocational education.

This requires several key preconditions to be fulfilled.

- to set up systemic regulation of cooperation and connection between vocational education representatives and all social partners and stakeholders (employers, trade unions, economic chamber, professional associations, public institutions and governmental bodies);
- establish systemic mechanisms for the further development of vocational education at national level and enable further institutional development in the field of establishment and development of social partnership in vocational education and adult education – the establishment of the National Council for VET and Adult Education and the Agency for VET and Adult Education;
- the joint responsibility of social partners (state, employers, trade unions and economic chamber) for the implementation, programming and realization of vocational education;
- to enable the labour market needs to influence the development and scope of vocational education in certain professions, fields of work and profiles;
- involve social partners in the assessment of labour market needs and requirements, defining and structuring educational profiles, the assessment of educational profiles' outcomes

(external commissions for the final exams and vocational Maturas, craftsman and specialist exams, certification, initiating and assessing new educational profiles);

Within such a system of joint work, established and formalized in this way, all vocational education agents would reach an agreement and establish cooperation in defining clear educational goals and in helping students prepare for the labour market. These forms of joint work are various and include agreements: in the field of defining educational profiles and fields of work, defining the knowledge, skills and competences which the students and trainees should get at the end of education and training, in the field of external assessment at the end of formal and non-formal education, the monitoring and development of the professional career of students and trainees, in the field of realising professional practice.

According to these suggestions, four priorities are being defined by this Action plan:

1. Further development of legal and conceptual basis for the involvement of social partners in the development of social partnership in vocational education;
2. Further development of institutional reform and the establishment of a Council for Vocational Education and Adult Education;
3. Further development and improvement of vocational education in order to address the needs of labour market development and the needs of different target groups;
4. Establish mechanisms for the exchange of information between the two systems - education system and labour market system, which do not work autonomously, i.e. they are closely connected with the national economy and influenced by the changes in that sphere.

Within the institutional development in vocational education it is suggested to establish special bodies and institutions in order to ensure cooperation of social partners and vocational education. Accordingly, this Action plan implies that further institutional development in vocational education and adult education should include three main institutions:

a) a National Council for Vocational Education and Adult Education (in the Strategy it is called the Council for Vocational Education and Training) whose role would be to design, monitor and harmonize the development of vocational education and adult education but also monitor and harmonize the interests, needs and abilities of social partners. The council has the responsibility to manage the activities set out in Action Plan.

b) an Agency for Vocational Education and Adult Education, as an independent inter-sectoral institution which would directly connect vocational education and adult education, work and employment, economy, employers and other stakeholders in the field of social partnership. Also, the Agency should coordinate different sector policies and priorities in the area of adult education, considered to be of national interest. The basis for the establishment of the Agency would be the existing Centre for Vocational Education and Training within the Institute for Improvement of Education which would be the resource for the future Agency. The responsibility of the Agency is to provide expertise and experts for the implementation of the Action Plan.

c) Within the Agency for Vocational Education and Adult Education a Unit for Qualifications is to be established, and its main role would be developing the National Qualifications Framework.

Establishing social partnership at **local level** implies the cooperation and networking among vocational schools, institutions for adult education, local employers, companies, national services and professional associations. In this way, the further development of vocational education would be more flexible and efficient, especially in the field of financing and co-financing where different options and possibilities may occur.

## 2. National Qualifications Framework

The existing qualifications system in Serbia, above all in the field of vocational education, could be called a package of various situations concerning certain issues rather than an orderly system. Such an assessment is due to the following facts:

- there is no ground for a clear comparison between our qualifications system and the related systems in other European countries; therefore, there is a risk of not recognizing the status and qualifications obtained in our country,
- qualifications are not always relevant in the world of work so that they neither reflect the existing employment practice nor include more competences or entrepreneurship skills
- social partners are not involved adequately in creating qualifications and their quality assurance,
- vocational knowledge and skills obtained out of the regular system of schooling do not lead to obtaining qualifications, which makes the access to lifelong learning and adult education even more difficult,
- there are no occupational standards,
- there is a national nomenclature of occupations from 1990 which has neither been updated nor harmonized with the International Standard Classification of Occupations (ISCO 88),
- there is no system of quality assurance in education-training,
- there are no developed and comprehensive standards in the system of education and training,
- there is no accreditation and certification system of curricula and the institutions providing education and training,
- there is neither an institution nor a body at national level authorized to coordinate the activities in the field of qualifications at national or international level.

All these characteristics-situations make a wide field of National Qualifications Framework. The strategic interest of Serbia is to start turning this complex field into a system as soon as possible. What makes the situation even more complex is the fact that many elements of this system have been made spontaneously or as partial and temporary solutions, so that the changes which will be the result of translation and adjustment of these elements would be “painful”. According to the experts creating NQF, it takes at least 7-10 years for a country to create the whole system, because the National Qualifications Framework should include not only the system of qualifications (types, levels and descriptors), but the issue of obtaining qualifications as well (programmes, the ways of obtaining), quality assurance (the standards of equipment, implementation and teachers, an impartial assessment of students’ competences), adult education arrangement, setting up a complementary system of education and training, the arrangement of formal, non-formal and informal education, assigning the roles to social partners in the whole process, establishing the national body for qualifications etc.

It is very important for Serbia, which will carry on with the accession negotiations, to make an additional effort to maintain the continuity and accelerate the activities in the field of creating National Qualifications Framework, because this framework would become not only the basis but the condition for the mobility of working force within the European Framework as well.

Establishing an NQF in Serbia should support the development of a modern, relevant and flexible system of vocational and adult education. The main purpose of the NQF is:

- to provide relevant qualifications in accordance with economic and social needs;
- to improve accessibility and flexibility of vocational education and adult education and ensure mobility within the system;
- to improve the quality of formal and non-formal educational system;
- to make conditions for defining and constantly applying educational standards;



- to make conditions for organizing vocational education (in formal and non-formal education sector) and adult education based on quality standards;
- to ensure international recognition of the qualifications obtained in Serbia.

The three key priorities of NQF development in Serbia from 2009 to 2010 are being defined by the Action plan. These are:

- preparations for the beginning of NQF development,
- establishing an NQF in Serbia,
- initial phase in NQF functioning in Serbia.

Each of these priorities includes a set of special tasks based on which specific measures and activities have been suggested.

### **3. Development of curricula in VET**

In the Republic of Serbia, vocational curriculum is defined as a structural basis for the organization and provision of education and training, as well as achieving the desired learning outcomes. A curriculum defines:

- objectives, outcomes and contents of education and training,
- processes and activities for achieving and realizing of the above mentioned (organizational forms, strategies, models and methods of teaching and learning) and
- the ways of and criteria for assessing results.

Further development of curricula, contents and teaching methods in the Republic of Serbia enables the introduction of various forms of curricula depending on labour market needs and the needs of local authorities and schools themselves.

In this way, the possibility of introducing new teaching methods arise, especially the active ones as well as the different combinations of theory and professional practice.

In the process of developing vocational curricula and contents it is necessary to provide:

- a proper balance between general and vocational education, theory and professional practice and practice;
- the redefinition and different positioning and programming of practice in curricula and a different way of its realization in schools and companies;
- vertical and horizontal mobility within curricula in one or more fields of work;
- further development and improvement of vocational education based on the outcomes of a modular<sup>3</sup> learning principle;
- the development of a quality assurance system in vocational and adult education;
- establishing connections with higher educational forms and mobility towards them.

Education and training processes and activities in such a strategy are directed towards achieving goals and outcomes in education and have to be harmonized, balanced but also diverse to satisfy broader social needs and specific needs of local authorities and individuals. According to these principles, the main tasks of vocational education development in the Republic of Serbia will be the provision of knowledge, skills and competences both to students and adults. Vocational education programme should provide:

- personal development for the participants in education,
- better competences of an individual for a job performance;
- that the acquired competences meet job requirements;

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<sup>3</sup> Modul is a set of functionally linked knowledge, skills and abilities (competencies) necessary to perform certain task.

- the promotion of employment and lifelong learning.

According to the documentation about vocational education reform (from 2001 to 2006) in the Republic of Serbia, vocational education and training programmes are to be realized through subjects, modules, practice and professional practice, with different duration in a school year. Modules are specific segments, i.e. learning packages leading to the achievement of the defined learning outcomes. Modules are either independent or a part of larger programmes i.e. organizational units. They have been designed in accordance with congenial and complementary principles, different educational requirements and the defined subject tasks. The structure of modules is such that it enables the acquisition of knowledge, skills and competences and the connection among disciplines or subjects.

Vocational education reform started in 2001 with analysing and defining the actual state of vocational education in Serbia. As early as the school year 2002/03, new educational pilot programmes were initiated in a number of educational profiles in agriculture, food production and food processing. In the school year 2008/09 there are 55 active pilot profiles with new curricula in 13 fields of work, in 155 secondary vocational schools.

The pilot curricula have been developed on the initiative of social partners and schools' associations.

The new curricula are based on:

- objectives, outcomes and work competencies,
- modules and subjects;
- obligatory and optional part of a curriculum.

Such approach to curricula design enables social partnership development (development, realization, monitoring and curriculum assessment as well as employment promotion), stimulating the spirit of entrepreneurship with those students, better competences of an individual, affirming the principle of lifelong learning as well as the check of the new concepts of final exam and vocational matura.

Having in mind the results of pilot profiles and new curricula and the recommendations defined by the Strategy for the Development of Vocational Education and Training in Serbia, there are six priorities for further development of curricula defined by this Action plan:

1. *1. Establishing institutional, programme and organizational pluralism in realizing vocational education and training and establishing connections between formal and non-formal vocational education*, which would enable further improvement of vocational education and training system and ensure the flexible mobility of students and trainees, horizontal as well as vertical;
2. *The development of a standards system in vocational education*. This priority includes the development of occupational and educational standards. Within this priority some tasks have been defined concerning the change of status, content and functioning of practice. The suggestions are:
  - To modernize and develop professional practice and school practice both in secondary schools and educational institutions and companies/economic societies;
  - Redefine the form, way and content of professional practice in companies/economic societies, according to the agreement on partnership and cooperation between the schools and social partners.
3. *Further modernization of the contents, organization and methods of teaching, teachers' work and schools* which includes further development and innovation of modular education programmes based on learning outcomes. Within this priority special tasks have been defined regarding the development and improvement of programmes in the languages of national minorities and for the students with special needs.
4. *Setting up and developing a quality assurance system in vocational education* which includes: the development of an accreditation and certification system in vocational and adult education; the

improvement of an exams system in vocational education; the evaluation of the results of pilot programmes and profiles realized so far in a number of fields and the transfer of these programmes and profiles into a regular education system.

5. *Rationalization and improvement of a vocational schools network* which includes the following tasks fulfilment – adjusting the vocational school network to address the needs of labour market and economy.

*Establishing connections between vocational schools and educational institutions on the one hand and local communities, labour market, regional Chambers of Economy, Union of Employers, small and medium enterprises and trade unions on the other hand, which includes the set up of local councils for vocational education above all.*

#### **4. Professional Development of Teachers, Associates and Instructors**

Modernizing the system of professional teacher development requires the improvement of pedagogical competences and skills of teachers and assistants in order to make them more prepared to apply new curriculum, creating the system which would connect initial and permanent education at the same time. This leads to fully professional teaching staff and would enable continuous harmonization with global and technological changes in the world of labour.

Accordingly, the initial strategy in this process should be oriented towards:

- modernisation of a system of professional development and training of teacher trainees;
- support to the current vocational education and training reform;
- the improvement of general pedagogical competences and skills of teachers;
- creating basis for continuous and lifelong learning;
- introducing environmental protection and sustainable growth concepts to professional development and training programmes.

The new concept of continuous professional teacher development is a part of general policy and strategy in the field of vocational education and training development and its goal is for teachers to gain functional knowledge and skills which would help them not only to apply successfully new reformed curricula but to participate actively and creatively in further vocational education development and personal professional development. Unlike a traditional model, the new concept promotes continuous changes and systemic approach to the identification of needs and offers the opportunities for professional development.

The basic principle of the new concept introduces planning and defining curricula and the ways of professional development according to the needs identified and the possibilities at the level of a school, local community, professional organizations ( teachers' association) or the groups of professionally connected schools.

The concept is based on the following pillars:

- development and improvement at the level of a school;
- modern teaching and learning methods;
- new information technologies;
- the development of professional cooperation and partnership.

Bearing in mind long-term perspectives, the outcomes of professional teacher development should be:

- openness towards changes,
- communication and leadership skills and in teaching,
- professional interest and advancement drive,
- functional literacy – professional, social, computer and media,

- professional and pedagogic knowledge and skills which can meet the requirements of vocational education,
- planning skills and the development of innovative teaching approach,
- the skill of using different sources and locations in applying curricula,
- the skills of creating partnerships, capacity for team work and defining economic as well as students needs,
- the ability to take responsibility and initiative for personal professional development and vocational education development,
- planning skills, evaluation and self-evaluation.

In order to achieve these outcomes it is necessary to develop the detailed strategy for further professional teacher development at several levels:

Level I – motivation: introduction to innovation programme, the advantage of explanation and the demonstration of more efficient approaches.

Level II – equally balanced basic skills: improving professional knowledge which is needed for the application of new curricula and the improvement of pedagogic skills (organizing seminars, hand out of professional literature, workshops).

Level III – development: the acquisition of new scientific knowledge and the improvement of pedagogic skills.

The first and the second level make a short – term objective achievable (the implementation of a reformed programme and the quality improvement of teaching process). The third level should make the achievement of a long – term objective easier. At the same time, it would enable and lead to the development of a functional and sustainable system of professional teacher training. In order to achieve this, apart from the legal framework which already exists, coherent and systematic activities of all the participants at the national education level should be developed. It means that, above all, it is necessary to:

- define clearly and adopt the measures for achieving the agreed objective;
- define minimal knowledge and skills standards for students at the end of each vocational level;
- define standards for teaching competences.

The Action Plan envisages the realization of three priorities in the period from 2007-2009. These are:

1. *Renewal and modernisation of a system of professional development and training of teachers, associates and the employed in vocational education* which includes the realization of the main task – the development and improvement of professional development programme at the level of schools and educational institutions;
2. *Introducing modern teaching and learning methods;*
3. *Further improvement of standards for professional teacher competences, the competences of school directors, inspectors and pedagogical advisors who will assess professional teacher work.*

## **5. Career Guidance and Counseling**

The system of career guidance and counselling in the Republic of Serbia will be developed gradually, and its main task will be to support students and trainees to work and/or continue their education. The system of counselling should provide students and participants with the ability to find

their way through: economic development and the needs of labour market; demographic changes in population structure and their influence on labour market needs; implementation of the concept of lifelong learning for the purpose of permanent HR development and the monitoring of economic needs development.

The main task defined by the Action Plan in the field of career guidance and counselling is *setting up and developing a career guidance and counselling system in the area of vocational education* which means that the Strategy for Career Guidance and Counselling in vocational education in Serbia should be made and adopted in the period 2009 - 2010 and that the opening of pilot school centres for career guidance and counselling should begin.

## **6. Entrepreneurship**

*The concept of entrepreneurship in vocational education* is new and not specified enough so a special conceptualization has to be made in the next period in relation to different ages of participants in education and their educational levels.

Basic components of understanding entrepreneurship in the field of vocational education include the following segments:

- bringing about innovation,
- welcoming and supporting the innovation,
- taking responsibility for actions,
- setting the goals and achieving them,
- being motivated to succeed.

Accordingly, basic elements of entrepreneurship in the field of vocational education should be identified. These elements are:

### **Acquiring knowledge**

- about opportunities available in order to identify the one which would fit an individual.

### **Acquiring competences**

- planning, organizing, analysing, communicating, realization, evaluation,
- team work abilities,
- identifying personal strength and weaknesses,
- proactive actions and positive reaction to changes,
- taking risks.

### **Developing attitudes**

- disposition towards showing initiative,
- positive attitude towards changes and innovation.

As for the further entrepreneurship development in the field of vocational education the Action plan has started with the basic attitudes of the Strategy for the Development of Vocational Education and Training and the experience gained during the earliest phase of entrepreneurship realization as a subject in pilot profiles and curricula..

## **7. Financing Reform Activities**

### **7.1. Improvement of financing system**

Strategy for the Development of Vocational Education and Training envisages that further financing of vocational education and training in Serbia should be modern and based on the mission and vision of further vocational education development. The modified financing system should be

guided by labour market needs and should be able to respond to local needs. It means that the financing system should:

- support vocational schools to cooperate with the labour market;
- enable each individual to be enrolled and each region to have the equal status in the national budget.

One of the possible models for further improvement of the system of financing vocational education is a “dynamic model” based on the main elements of the existing system of financing. What is new about the suggested model is that it gives opportunity to vocational schools to offer the curricula which can satisfy the needs of the labour market and to practice additional commercial activities. The two elements of this model are:

- *Financing based on outputs the essence of which is the number and type of diplomas obtained in a school (the diplomas needed), as well as the number of young people employed after acquiring a diploma;*
- *Additional activity and short, flexible programmes implemented within a co-financed system.*

There are several preconditions for this model:

- Vocational schools should be free to compete at the market,
- In order to increase the efficiency of their budgets, vocational schools should be allowed the possibility of saving money and be rational about the resources provided from the budget within “input” item,
- Vocational schools should be obliged to report on their financial means and submit Quarterly Reports,

The improvement of financing system is a long and a complex process which requires the participation of all the stakeholders in vocational education at all levels – from national to local. With respect to such a complex process of changing the system of financing, it is suggested by the Action Plan that only preparation should begin in the first period of realization (2009-2010) by making the first proposal of changes in financing system in 2010 as a priority measure in the field of social partnership.

## **7.2. Financing Reform Activities**

There was a general costs-estimation of the suggested reform activities made when creating the Action Plan for the period until 2010 and the basic projection of these measures’ costs after 2010.

The projection included costs-estimation based on the following elements:

- Three – year implementation period: (1) the first year, preparation costs, (2) the second year, «piloting» costs and (3) the third year, implementation costs.
- At the level of vocational schools – an activity shall be implemented in the first group of schools (the first year), the second group of schools (the second year), etc.
- The important items for the beginning of the Action plan implementation are: (1) organization and functioning of a Council for VET and Adult Education and (2) organization and functioning of an Agency for VET and Adult Education. The Council would manage and supervise the activities of the Action plan, while the Agency would provide expertise and experts.

## Estimation of the Necessary Financial Means for the Implementation of Reform Activities Envisaged by the Strategy for the Development of Vocational Education and Training

<b>Establishing professional infrastructure of institutions</b>	<b>2009</b>	<b>2010</b>	<b>Yearly 2011-2012</b>
<b>Establishing National Council for VET and Adult Education</b>			
1. The organization and functioning of a National Council for VET and Adult Education	€ 9.585	€ 12.780	€ 12.780
<b>Establishing institutions for vocational and adult education</b>			
2. The organization and functioning of a National Agency for VET and Adult Education	€ 134.760	€ 202.140	€ 269.520
3. The organization and functioning of a special body/Accreditation Centre		€ 87.512	€ 116.633
<b>Total</b>	<b>€ 144.345</b>	<b>€ 302.432</b>	<b>€ 398.933</b>

<b>Development of legal regulations</b>	<b>2009</b>	<b>2010</b>	<b>Yearly 2011-2012</b>
<b>Development of legal regulations</b>			
4. Development of the Act for establishing a National Council for VET and Adult Education	€ 5.790		
5. Developing appropriate legal regulations regulating the area of VET	€ 11.580		
<b>Total</b>	<b>€ 17.370</b>		

<b>The development of the following programmes: Professional Teacher Development, Quality Assurance, Introduction of Information Technologies, Development of Career Guidance</b>	<b>2009</b>	<b>2010</b>	<b>Yearly 2011-2012</b>
<b>Development of curricula for regular VET schools</b>			
6. Development of curricula for regular VET schools	€ 50.017	€ 112.537	€ 150.050
<b>Professional development of teachers, assistants and the employed in the area of VET</b>			
7. Professional development of principals, pedagogues, psychologists, inspectors/seminars	€ 11.450	€ 15.250	€ 15.250
8. Professional teacher development/seminars	€ 34.125	€ 45.500	€ 45.500
<b>Development of a Quality Assurance System in VET – vocational schools' self-evaluation</b>			
9. Setting up a Quality Assurance System in VET - vocational schools' self-evaluation	€ 25.481		

10. Regional seminars on NQF	€ 7.250		
11. National Conference on VET	€ 5.675		
<b>Introduction of information technologies</b>			
12. Introducing Internet in vocational schools /the development of an information and documentation system for teachers	€ 76.992	€ 102.656	€ 76.992
<b>Development of career guidance and counselling</b>			
13. Development of a Career Guidance and Counselling System in VET	€ 94.921	€ 126.562	€ 168.750
<b>Total</b>	<b>€ 305.911</b>	<b>€ 402.505</b>	<b>€ 456.542</b>

<b>The development of cooperation between vocational schools and economy/employers</b>	<b>2009</b>	<b>2010</b>	<b>Yearly 2011-2012</b>
<b>Establishing sustainable cooperation between vocational schools and employers (practice and other forms of cooperation)</b>			
14. Establishing sustainable cooperation between vocational schools and employers (realization of students practice and other forms of cooperation)	€ 168.750	€ 225.000	€ 375.000
<b>Development of procedures for harmonising offer and demand in VET</b>			
15. Establishing procedures at local, regional and national level. The development of a national information system	€ 8.756	€ 11.675	€ 11.675
<b>The development of a model of national and a private partnership</b>			
16. Partnership among companies, vocational schools and other institutions	€ 9.473		
<b>Total</b>	<b>€ 186.979</b>	<b>€ 236.675</b>	<b>€ 386.675</b>

<b>Financing VET</b>	<b>2009</b>	<b>2010</b>	<b>Yearly 2011-2012</b>
<b>Development of the financial structure of VET</b>			
17. A proposal for the improvement of the existing VET financing system	€ 11.035	€ 14.714	
18. Strengthening and improvement of the actors in VET financing system – initiating a pilot in a new system of financing	€ 22.921	€ 26.710	€ 30.526
19. A proposal for the rationalization of school activities (starting the application of a dynamic model of financing)- pilot	€ 40.680	€ 47.460	€ 54.240
<b>Total</b>	<b>€ 74.636</b>	<b>€ 88.884</b>	<b>€ 84.766</b>



<b>ESTIMATION OF THE TOTAL COSTS OF VET REFORM ACTIVITIES</b>	<b>€ 662.241</b>	<b>€ 940.996</b>	<b>€ 967.816</b>
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## Measures and Activities for the Implementation of the Strategy

### I. FOR THE PERIOD 2009-2010 (TABLE)

#### 1. SOCIAL PARTNERSHIP AND VET

Priority	Objectives	Concrete measure and activities	Indicators of achievement / process indicators	Agents		Timeframe
				authorized bodies, institutions and organisations	participants	
<i>Priority I: Further development of conceptual and legal foundation for the participation of social partners in the process of</i>	Development of strategic foundation which defines responsibilities of all institutions involved in VET	1. Preparation and adoption of the Strategy for the Development of Social Partnership in the area of VET and adult education	Strategy adopted	MoE, MoERD, NC VET AE	MoF, MoYS, MoLSP, Trade Union / representative Trade Union, CoC, NES, EA, CEC, NC VET AE, AVETAE	2009-2010.

<i>social partnership development in VET</i>	Improvement of legislation regarding life long learning	2. Development of adequate legislation	Relevant Laws adopted	Government proposer MoE	PSEC, NC VET AE, MoERD, MoLSP, MoF, MoYS, EA, Trade Union / representative Trade Union, CoC , NES	2009. and permanent
		3. Amendments to the Law on the Foundations of the System of Education and Upbringing	Amendments to the Law on the Foundations of the System of Education and Upbringing adopted	Government proposer MoE	PSEC, NC VET AE, MoERD, MoLSP, MoF, MoYS, EA, Trade Union / representative Trade Union, CoC , NES	2009.
<b><i>Priority II:</i></b> <i>Further development of institutional reforms and establishment of the National Council for VET and Adult Education</i>	Continuation of institutional reforms and establishment of modern institutions which are supposed to monitor and support further development of VET and social partnership	4. Preparation, establishment, and commencement of work of the National Council for VET and Adult Education which should project, monitor and coordinate the development of VET and adult education	National Council for VET and Adult Education established  National Council for VET and Adult Education started working	Government proposer MoE	MoERD, PSEC, MoF, MoYS, EA, Trade Union / representative Trade Union, CoC, NES	2008-2009.

		5. Preparation, establishment, and start of work of the Agency for VET and Adult Education which should carry out professional activities in the process of development of VET and adult education	Agency for VET and Adult Education established  Agency for VET and Adult Education started working	Government proposer NC VET AE, MoE	MoERD, PSEC, MoF, MoYS, EA, Trade Union / representative Trade Union, CoC, NES	2008-2009.
		6. Development of the proposal for setting up an open communication network among all key actors/stakeholders and social partners within VET at the national, regional and local level so as to develop and improve VET towards labour market needs	Prepared proposal of the communication system among all stakeholders in VET	NC VET AE	AVETAE, MoE, MoERD, CoC, NES, MoYS, EA, Trade Union / representative Trade Union	2010.
		7. Reestablishment of ISOR Committees in order to ensure sustainability and implementation of the achieved measures and results of VET reform	Functioning of ISOR Committees Established	NC VET AE	AVETAE, MoE, MoERD, NES, EA, CoC	2009. and permanent

		8. Development of a new model of socio-private partnership among the state, educational institutions, science and economy	Possible models of socio-private partnership in VET developed	AVETAE	EA, MoE, MoERD, NC VET AE, Trade Union / representative Trade Union, CoC, NES	2010. and permanent
		9. Development of the system and mechanisms for coordination of internal institutions in VET	The system of cooperation among VET institutions established	AVETAE, NC VET AE	MoE, MoERD, NES	2010. and permanent
<b>Priority III:</b> <i>Further development and improvement of VET in order to respond appropriately to the labour market needs and the demands of various target groups</i>	Development of a flexible VET system in accordance with the needs of labour market and employers	10. Development of occupational standards	Developed methodology for the development of occupational standards; development of occupational standards started	AVETAE, NC VET AE	MoE, MoERD, NES, EA, CoC	2009. and permanent
		11. Establishment of evaluation and accreditation system in VET	System of evaluation established	AVETAE	NC VET AE, MoE, NES	2009-2010. and permanent
			System of accreditation established, Accreditation Centre set up	MoE, NC VET AE	MoERD, EA, CoC, NES	2009-2010. and permanent
		12. Development of a model of school management in view of the role and participation of social	The model of school management based on the developed system of social partnership adopted	AVETAE	NC VET AE, MoE, PSEC, MoERD, NSEC, EA, CoC, NES	2010. and permanent

		partners				
<b>Priority IV</b> <i>Establishment of the mechanisms for information exchange between two systems – education and labour market, which do not function independently, i.e. these systems are closely connected with the national economy and changes in that sphere</i>	Development of the national information system in the area of VET and employment	13. Support to the establishment of initial procedure for communication and information exchange among schools and companies	Procedures for information exchange among schools and companies adopted	AVETAE	MoE, MoERD, EA, CoC , NES	2009-2010. and permanent
		14. Development of the procedures for establishment of direct connection between labour market needs and VET system at different levels – national, regional, local	Procedures developed	AVETAE	MoE, MoERD, MoYS, EA, CoC, NES	2009-2010. and permanent

<p><b>Priority V</b>  <i>Setting up the mechanisms for financial support and well developed investment policy of social partners and raising their awareness of the necessity of improving the quality of labour force and labour market</i></p>	<p>Development and improvement of the system of financing VET</p>	<p>15. Development of proposal for improvement of efficiency of the existing system of financing VET</p>	<p>Proposal for the improved system of financing VET prepared</p>	<p>MoE</p>	<p>AVETAE, NC VET AE, MoF, MoERD, MoYS, EA, Trade Union / representative Trade Union, CoC, NES</p>	<p>2009-2010 and permanent</p>
		<p>16. Development of the system of tax deduction for employers who enable carrying out practice and who directly support formal system of education</p>	<p>System of tax deduction for employers who enable carrying out practice agreed/established</p>	<p>MoE, MoF</p>	<p>AVETAE, NC VET AE, MoERD, EA, CoC, Trade Union / representative Trade Union, NES, NC VET AE</p>	<p>2009-2010. and permanent</p>

## 2. NATIONAL QUALIFICATIONS FRAMEWORK

Priority	Objectives	Concrete measures and activities	Indicators of achievement / process indicators	Agents of activities and authorized bodies and organizations and legal entities with whom cooperation is established		Timeframe
				authorized bodies, institutions and organizations	participants	
<i>Priority I: Preparation activities for work commencement on NQF development</i>	Promotion of NQF role and significance within educational system, especially VET					



	Updating of the nomenclature of occupations and harmonising with international standard ISCO 88	17. Participation in the updating of nomenclature of occupations and harmonising with international standard ISCO 88/08	The level of participation in updating of the nomenclature of occupations	NIS	MoERD, NES, MoE	2009.
		18. Development of Protocol on NQF development in the Republic of Serbia and the Action Plan for 2010	Protocol on NQF development and the Action Plan for 2010 adopted	NC VET AE, AVETAE	MoE, MoYS, NES, MoERD, EA, CoC, Trade Union / representative Trade Union	2009.
	Establishment of NQF institutions	19. Establishment of NQF coordination body for NQF management within the National Council for VET and Adult Education	NQF coordination body for NQF management established	NC VET AE	AVETAE, MoE, MoERD, NES	2009.-2010.
		20. Establishment of a Department within the Agency for VET and Adult Education (staff, procedures, cooperation, activities)	Department for Qualifications established  Department for Qualifications started functioning	AVETAE	NC VET AE, MoE, MoERD, NES	2009.-2010.

		21. Identifying of key NQF elements (scope, levels, descriptors) in accordance with EQF	Key NQF elements defined	AVETAE, NC VET AE	MoE, EA, CoC , MoERD, NES, PSEC	2010.
		22. Development of the accreditation procedure for institutions for education and training	Procedure for accreditation of institutions adopted	AVETAE, NC VET AE	MoE, MoERD, NES, PSEC, EA, CoC	2010.
		23. Development of the accreditation procedure for programmes of education and training	Procedure for accreditation of programmes adopted	AVETAE, NC VET AE	MoE, MoERD, NES, PSEC, EA, CoC	2010.

### 3. CURRICULUM DEVELOPMENT

Priority	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Agents		Timeframe
				authorized bodies, institutions and organisations	participants	
<b>Priority I:</b> <i>Establishment of institutional,</i>	Further VET development in order to ensure flexible horizontal and vertical	24. Re-definition of sectors 25. Harmonisation of educational	Sectors determined List of educational profiles determined	AVETAE	NC VET AE, MoE, MoERD, NES, PSEC, EA, CoC	2010. permanent

<i>programme and organisational pluralism in VET implementation as well as connecting formal and nonformal VET</i>	mobility of students and participants	profiles with regulated and recommended qualifications in EU				
		26. Definition of new models of teaching organisation in VET schools and organisation of school year. Teaching organisation suitable for modular programmes	New models of teaching organisation in VET schools, suitable for modular programmes, defined	AVETAE, NC VET AE, MoE	PSEC, EA, CoC	2010. permanent
		27. Preparation of the concept of post-secondary education	Concept of post-secondary education adopted	MoE	NC VET AE, AVETAE, MoERD, NES, IIE, EA, CoC	2010.
<b>Priority II:</b> <i>Development of the system of standards in VET</i>	Development of occupational standards	28. Occupational standards development	Methodology for occupational standards development developed and work on the development of occupational standards commenced	IIE, Institute for Quality Assurance	NC VET AE, AVETAE, MoE, MoERD, NES, EA, CoC	2010. permanent

	Development of educational standards	29. Educational standards development - Development of appropriate balance between general and vocational education in VET programmes - Definition of the general and vocational education ratio in VET programmes	Educational standards developed	IIE, Institute for Quality Assurance	MoE, PSEC, NC VET AE, MoERD, NES, EA, CoC	2010. permanent
	Modernisation and development of practice and practical teaching in secondary schools and educational institutions, as well as in enterprises/ companies  Redefining the form, way of providing and content of professional practice in enterprises /companies, based on Contract on Partnership and Cooperation between schools and socio-economic partners	30. Definition of the system of carrying out practice in VET schools  Introduction of licence for practice Definition of standards for carrying out practice Introduction of Contract on Cooperation with Employers Establishment of well-equipped RTCs	New system of practice in VET schools developed and adopted	MoE, NC VET AE, AVETAE	PSEC, MoERD, EA, MoLSP, Trade Union / representative Trade Union, CoC, NES	2010. permanent
<b>Priority III:</b> <i>Further modernisation of the</i>	Further improvement and innovation of modular outcome-based educational programmes	31. Introduction of new pilot programmes, in accordance	Need of the labour market for new pilot profile determined New pilot programmes of	AVETAE, IIE	NC VET AE, MoE, PSEC MoERD, EA, Trade Union / representative Trade Union, CoC, NES	2010. permanent

<i>content, organisation and methods in teaching process, of work of teachers, and schools in general</i>		with the needs of labour market and in cooperation with social partners	VET in accordance with the labour market needs and in cooperation with social partners made and introduced			
		32. Improvement of textbooks, handbooks, teaching aids		IIE		2009- 2010. permanent
	Further improvement and innovation of educational programmes in the languages of national minorities	33. Further improvement of modular programmes in the languages of national minorities through pilots	New modular programmes in the languages of national minorities developed	MoE, PSEC	IIE	2009- 2010. permanent
		34. Development of textbooks, handbooks and teaching aids in the languages of national minorities	Textbooks, handbooks and teaching aids in the languages of national minorities developed	MoE, PSEC	IIE	2009- 2010. permanent
	Further improvement and innovation of educational programmes for the students with special needs	35. Further improvement of modular programmes through pilots for the students with special needs	New modular programmes developed	IIE	MoE, PSEC, MoERD, EA, Trade Union / representative Trade Union, CoC, NES	2009-2010. permanent

<b>Priority IV:</b> <i>Establishment and development of quality assurance system in VET</i>	Improvement of examination system in VET	36. Development of craftsmen exam and specialist exam	Model of craftsmen exam and specialist exam developed	AVETAE, NC VET AE	MoE, PSEC, MoERD, NES, EA, CoC	2009. permanent
		37. Development of final exams	Model of final exams developed	AVETAE, NC VET AE	MoE, PSEC MoERD, NES, EA, CoC	2009. permanent
		38. Vocational matura	Model of vocational matura developed	AVETAE, NC VET AE	MoE, PSEC, MoERD, NES, EA, Coc	2009. permanent
	Evaluation of the implementation of pilot programmes	39. Monitoring and evaluation of pilot programmes (curricula) and profiles	Pilot programmes became part of the regular VET system	MoE, NC VET AE, AVETAE		2009. permanent

<b>Priority V:</b> <i>Rationalisation and improvement of VET schools network</i>	Adjustment of the schools network to the needs of labour market and economy	40. Definition of the criteria for ascertaining VET schools network	Criteria for ascertaining VET schools network defined	MoE, NC VET AE	AVETAE, IIE, PSEC , EA, CoC, MoERD, NES	2010.
		41. Definition of secondary VET schools network and enrollment policy	Secondary VET schools network developed and new enrollment policy for secondary VET schools developed	MoE, NC VET AE	AVETAE, IIE, PSEC, EA, CoC, MoERD, NES	2010.-2011.

## 4. PROFESSIONAL DEVELOPMENT OF TEACHERS, ASSOCIATES AND INSTRUCTORS

Priority	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Agents		Timeframe
				authorised bodies, institutions and organisations	participants	
<i>Priority I: Renewal and modernisation of the system of professional development and training of teachers, associates and other VET staff</i>	Development and improvement of professional development programmes at the level of school	42. Identification of needs for development of practice teachers	Needs identified	AVETAE	Associations of VET schools, NC VET AE	2009. permanent
		43. Setting up the procedure for accreditation of programmes for professional development of vocational teachers	Procedure for accreditation of programmes for professional development of teachers defined	MoE	PSEC , IIE, AVETAE Associations of VET schools, NC VET AE, NEC	Until 2010.
		44. Establishment of information centre and creation of database on profiles and educational needs of teachers in VET schools	Information centre established and database on profiles and educational needs of teachers in VET created	AVETAE, MoE, PSEC	MoE, PSEC, Associations of VET schools, IIE	2010.



<b>Priority II:</b> <i>Further improvement of standards of professional competences of schools' principals, inspectors and pedagogical advisors, who will work on the assessment of teachers' work</i>	Further development of standards of professional competences of schools' principals, inspectors and pedagogical advisors	45. Further development of procedures and standards of professional competences of schools' principals, inspectors and pedagogical advisors Improvement of the rulebook/guidelines for license Professional improvement programmes for these categories	Procedures and standards of professional competences of schools' principals, inspectors and pedagogical advisors improved	IIE	MoE, PSEC , AVETAE, Associations of VET schools	2010.
	Development of national standards for professional competences of VET teachers and instructors	46. Development and adoption of standards Making decision and adoption of the plan for the development of standards Work on standards development – Standards adoption procedure	Standards developed and adopted	MoE, IIE	MoE, PSEC, AVETAE, Associations of VET schools	2010.

## 5. CAREER GUIDANCE AND COUNCELLING

Priority	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Agents		Timeframe
				authorised bodies, institutions and organisations	participants	
<b>Priority I:</b> <i>Establishment and development of the system of career guidance and counseling in VET</i>	Establishment of the system of career guidance and counseling	47. Development of the Strategy for Career Guidance and Counseling in VET	Strategy for Career Guidance and Counseling in VET adopted	Government, proposer, MoYS	MoE, PSEC, MoERD, NES, organizations dealing with career guidance	2009.
		48. Opening a Centre for career guidance and counseling in VET schools	Centres for career guidance and counseling in VET schools opened	AVETAE, NC VET AE	MoE, PSEC, MoERD, MoYS, NES, organizations dealing with career guidance	2010. and permanent
		49. Development of national programme for career guidance and counselling	National programme adopted	NC VET AE	AVETAE, MoE, PSEC MoERD, MoYS, NES, organizations dealing with career guidance	2010.
		50. Monitoring and evaluation of the work of the Centres for career guidance and counselling	The level of implementation of programmes for career guidance and counselling implemented in VET schools	AVETAE	NC VET AE, MoE, MoERD, PSEC, MoYS, NES, organizations dealing with career guidance	2010-2011.

## 6. ENTREPRENEURSHIP

Priority	Objectives	Concrete measure and activities	Indicators of achievement/process indicators	Agents		Timeframe
				authorised bodies, institutions and organisations	Participants	
<b>Priority I:</b> <i>Development of entrepreneurial spirit and concept of entrepreneurship in VET</i>	Further development of entrepreneurship programmes in VET schools	51. Further development of entrepreneurship programmes and teaching materials in VET schools	Entrepreneurship programme introduced in teaching plan of VET schools and teaching materials used developed	IIE, MoE		2009-2011.
		52. Establishment and development of the model of professional development of secondary VET school teachers, as well as directors and associates	Model of professional development of secondary VET school teachers developed	IIE, MoE		2009-2011.
		53. Connecting VET schools with local communities, employers, and social partners with the aim of developing and strengthening of entrepreneurial spirit in VET schools	Model of cooperation of VET schools with local communities, employers and social partners with the aim of developing and strengthening entrepreneurial spirit in VET schools developed	NC VET AE	MoE, PSEC, MoERD, MoYS	2010-2012.

## II. TABLE FOR THE PERIOD 2011-2015

### 1. SOCIAL PARTNERSHIP AND VET

Priority	Objectives	Concrete measures and activities	Agents of activities and authorized bodies and organizations and legal entities with whom cooperation is established	Timeframe
<b>Priority I:</b> <i>Further development of institutional reforms and establishment of the National Council for VET</i>	Continuation of institutional reforms and establishment of modern institutions which should monitor and support further development of VET and social partnership	Development of a new model of socio-private partnership among the state, educational institutions, science and economy	MoE, PSEC, MoF, MoERD, EA, Trade Union / representative Trade Union, CoC, NES, NC VET AE, AVETAE	2011-2015.
		Establishment of a system of cooperation and joint work of Social Partnership Commissions/Councils in the field of VET, employment and social partnership	MoE, PSEC, MoF, MoERD, EA, Trade Union / representative Trade Union, CoC, NES, NC VET AE, AVETAE	2011-2015.
		Development of the system and mechanisms for coordination of internal institutions in VET	MoE, PSEC, NC VET AE, AVETAE	2011-2015.
		Development of policy and active work mechanisms aimed at efficient development of social partnership in VET and adult education	MoE, PSEC, MoF, MoERD, EA, Trade Union / representative Trade Union, CoC, NC, NC VET AE, AVETAE	2011-2015.

<b>Priority II:</b> <i>Further development and improvement of VET in order to respond appropriately to the needs of labour market and different target groups</i>	Development of flexible VET system in accordance with the needs of labour market and employers	Modernisation of curricula in cooperation with social partners in accordance with the changes on the labour market	NC VET AE, PSEC MoE, EA, IIE, Trade Union / representative Trade Union, CoC, AVETAE	2011-2015.
		Provision of the mechanisms for the establishment of theory and practice ratio through work in companies and involvement of employers in the process of carrying out practice	NC VET AE, MoE, PSEC, EA, CoC, AVETAE	2011-2015.
<b>Priority III:</b> <i>Setting up the mechanisms for information exchange between two systems – education and labour market, which do not function independently, i.e. these systems are closely connected with the national economy and changes in that sphere</i>	Development of national information system within VET and employment system	Carrying out systematic researches on problems and trends at the labour market from the viewpoint of key actors, as well as the dissemination of information so as to make information available to all partners and participants	MoE, EA, CoC, MoERD, NES, NC VET AE, AVETAE	2011-2015.
<b>Priority IV:</b> <i>Setting up the mechanisms for financial support and well developed investment policy of social partners and raising their awareness of the necessity of improving the quality of labour force and labour market</i>	Development and improvement of the system of financing VET	Development of new, alternative sources of financing of VET	MoE, NC VET AE, AVETAE, PSEC, EA, CoC, MoERD, Trade Union / representative Trade Union	2011-2015.
		Establishment of mechanisms for the development of VET funds at the level of sector, branch, region and company	MoE, MoF, MoERD, EA, Trade Union / representative Trade Union, CoC, NES, NC VET AE, AVETAE	2011-2015.

## 2. NATIONAL QUALIFICATIONS FRAMEWORK

Priority	Objectives	Concrete measures and activities	Agents of activities and authorized bodies and organizations and legal entities with whom cooperation is established	Timeframe
<b>Priority I:</b> <i>Functioning of NQF in Serbia</i>	Development of flexible VET system in accordance with the needs and requirements of the labour market and employers	Complete functioning of the Department for Qualifications within the Agency for VET and Adult Education	NES, MoE, AVETAE, NC VET AE	Permanent
		Application of the procedure of accreditation of institutions for education and training	NES, MoE, AVETAE, NC VET AE, Accreditation Centre	Permanent
		Application of the procedure of accreditation of programmes for education and training	AVETAE, NES, MoE, NC VET AE, Accreditation Centre	Permanent

### 3. CURRICULUM DEVELOPMENT

Priority	Objectives	Concrete measures and activities	Agents of activities and authorized bodies and organizations and legal entities with whom cooperation is established	Deadline and year of completion
<i>Priority I: Development of the system of standards in VET</i>	Modernisation and development of practice and practice teaching both in secondary schools and educational institutions and in enterprises and economic associations	Establishment of regional centres for practice teaching	MoE, PSEC, AVETAE, NC VET AE, MoERD, NES	2011-2015.
<i>Priority II: Establishment and development of the system of quality assurance in VET</i>	Development of the system of accreditation and certification in VET	Development of the system of certification	NC VET AE, MoE, EA, CoC, MoERD, NES, AVETAE	Permanent

	Improvement of the exam system in VET	Development of the credit system	MoE, PSEC, NC VET AE, AVETAE	2011-2015 Permanent
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## 4. PROFESSIONAL DEVELOPMENT OF TEACHERS

Priority	Objectives	Concrete measures and activities	Agents of activities and authorized bodies and organizations and legal entities with whom cooperation is established	Timeframe
<b>Priority I:</b> <i>Renewal and modernisation of the system of development and training of teachers, associates and the employed in VET</i>	Development and improvement of the programme of professional development at the school level and educational institution	Introduction of compulsory initial pedagogical preparation of all potential teachers Introduction of practice for practice teachers and instructors at employers' with the aim of becoming acquainted with the latest technologies and equipment used in work process	MoE, PSEC, NC VET AE, IIE, universities	2011-2015.



<p><b>Priority II:</b> Development of professional cooperation and partnership between participants and agents of professional development of teachers, associates, instructors and the employed in VET</p>	<p>Organisational and institutional strengthening in the area of professional development of teachers, associates, instructors and the employed in VET</p>	<p>Development of the model of school resource centre and the model of school networking as the basis for development at school level</p> <ul style="list-style-type: none"> <li>- Examination (analysis) of school conditions and experiences in e-communication among schools</li> <li>- Proposal of the model and the dynamics (rhythm) of implementation</li> </ul>	<p>Associations of VET schools MoE, PSEC , AVETAE, IIE</p>	<p>2011-2015.</p>
		<p>Establishment and development of the central Information – Documentation Centre for teachers, instructors and others employed in education</p> <ul style="list-style-type: none"> <li>- Proposal of the model of the Centre</li> <li>- Establishment of the Centre</li> <li>- Functioning of the Centre</li> </ul>	<p>Associations of VET schools, MoE, PSEC NC VET AE, AVETAE, IIE</p>	<p>2011-2015.</p>
		<p>Информационо-документационим центром Networking and connecting school centres with the central Information – Documentation Centre</p>	<p>MoE, PSEC, AVETAE , IIE</p>	<p>2012-2015.</p>

## **Abbreviations:**

- **MoE – Ministry of Education**
- **MoERD – Ministry of Economy and Regional Development**
- **MoLSP – Ministry of Labour and Social Policy**
- **NC VET AE - National Council for VET and Adult Education (proposal for establishment)**
- **AVETAЕ – Agency for VET and Adult Education**
- **MoF – Ministry of Finance**
- **EA – Employers’ Association of Serbia / representative Association of Employers**
- **CoC – Chamber of Commerce of Serbia**
- **NES - National Employment Service**
- **MoYS – Ministry of Youth and Sports**
- **IIE – Institute for Improvement of Education**
- **SEC – Socio-Economic Council of the Republic of Serbia**
- **PSEC - Provincial Secretariat for Education and Culture**
- **NASMEE – National Agency for Small and Medium Enterprises and Entrepreneurship**
- **SO – Statistical Office of the Republic of Serbia**



