



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



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### Human Resource Development (HRD) Concept

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This paper aims at presenting all HRD activities that are completed during the Programme period.

The paper is divided into 4 main chapters according to the main fields of HRD activities and thus covers different categories of participants that were subject to HRD activities. Each chapter contains the capacity building concept of each specific group in accordance with the objectives and outcomes of the training activity. Some training events were attended by mixed groups. In these cases they are repeated in the description of capacity building of each category of participants in order to give the complete picture.

The training of VET pilot school teachers is presented in accordance with the so-called 4 pillars concept of in-service teacher training.

At the end of each chapter (and in Annex 1) the trained resources available for training dissemination in schools are shown.

In the annexes, the training dissemination scheme at the school level, the scheme of social partnership in VET and the monitoring table of change agent/trainer (CATs) activities in schools are presented.

The following chapters address **capacity building** for the following categories of participants:

#### **1. Participants from VET schools:**

- 1.1 CATs
- 1.2. VET school managers
- 1.3. Curriculum Development Coordinators
- 1.4. Coordinators for Monitoring
- 1.5. Entrepreneurship teachers
- 1.6. System Administrators / IT teachers
- 1.7. Other groups
- 1.8. 1000 teachers

#### **2. Participants from Centres for Continuing Adult Education (RTCs)**

- 2.1 RTC teachers and other professional staff
- 2.1. RTC Managers

#### **3. Participants from the Ministry of Education and Sports (MoES)**

- 3.1 Ministerial personnel
- 3.2 Pedagogical advisors

#### **4. Participants from Social Partners**

- 4.1. Municipalities
4. 2. Employers' Association Staff
4. 3. Trade Unions



## **5. Chambers of Commerce and Industry**

Annexes:

1. The training dissemination scheme at the school level
2. The scheme of social partnership in VET
3. Monitoring Table of CATs activities in schools

## Participants from VET schools:

### 1.1. Concept: Capacity Building for CATs

**Category of participants:** 110 Change Agents /Trainers (CATs) from VET pilot schools

**Overall Objectives:**

- CATs are trained in roles and tasks as key agents for reform implementation at the school level; in understanding the main elements of the national reform - objectives and measures, enabling them to promote the reform on the school, local and national levels;
- Trained in project identification and development enabling them to create project proposals using Logical Framework Analysis (LFA);
- Trained to raise funds and sponsorships for the projects they develop, aiming at the introduction of innovations in VET;
- Trained to plan, organise and deliver training for their colleagues and create short syllabus of their training;
- Trained to create School Action Plan, support the director and mobilise their colleagues in different school based development activities;
- Trained to create teams / to join teams, to use team building and problem solving techniques, different communication styles and cooperative work;
- Acquainted with changes in society and its implications for the educational system and able to pass this message to their colleagues, parents and Social Partners;

**Outcome:**

- Through different school based activities CATs are promoters of the VET reform as a permanent activity at the school, on local and national level;
- CATs are promoting reform towards local self-government, enterprises, employers, primary schools, other public agencies and bodies and national campaigns;
- Projects aiming at innovations in VET developed and carried out on a regular basis;
- Fundraising and sponsorship activities carried out regularly and according to tenders launched.
- 1000 teachers in 55 pilot schools trained in different skills by CATs .
- Dissemination teams in pilot schools established, team members working in coordination, school action plans developed and updated quarterly;
- CATs having network, expanding their training activities and share of experiences in reform activities to all secondary VET schools.

### **Specific objectives for CATs External**

- Trained in Skills Needs Analysis (SNA) and Training Needs Analysis (TNA) techniques and able to apply them through regular visits to enterprises and other Social Partners and to establish sustainable links through networking;
- They understand the main notions of social partnership in VET and are able to cooperate and support recognised Social Partners in different activities and campaigns related to the benefit of VET;
- Trained to act as an HRD consultant when visiting enterprise;
- Trained in perception analysis, SPOC and EPOC techniques and Tracer Study and able to pilot implement student guidance service at the school level in collaboration with other teachers.

#### **Outcome:**

- Permanent links between school, enterprises and other recognised Social Partners established. SNA activity in enterprises systematically applied.
- Curricula adopted according to the requirements of the market and the new profiles introduced in schools on an annual basis.
- External CATs are involved in national and local development groups for different VET building blocks according to local needs, sector requirements and personal interests.
- School quality assurance system established in school through continuous tracer study of students and perception analysis of school services.

### **Specific objectives for CATs Internal**

- Trained in new pedagogics and able to act as school facilitators and teacher supporters in all efforts to implement the new curricula in the school as well as new pedagogics in the educational process;
- Trained in different evaluation system methodologies: assessment, testing, examination and able to introduce these new methodologies in school;
- Trained to identify and produce teaching materials and establish school workshops and storage of materials in data bases;
- Trained to use teaching aid and equipment as well as information and communication technologies (ICT) for pedagogical use and able to pass the knowledge to their colleagues at school.

#### **Outcome:**

- The new role of the teacher adopted and internalised in schools through application of new curricula and new pedagogical approaches. Teachers regularly apply different pedagogical approaches in the educational process.
- Internal CATs are continually exploring teachers' training needs and supporting them in their educational efforts
- The new system of student evaluation introduced and adopted in schools.
- School workshops for the production of professional educational materials and storage of new materials in data bases and libraries developed and established.
- Teaching aids and ICT equipment in regular use

## **Training activities of the core group of teachers are presented in accordance with the 4 pillar concept of in-service teacher training**

The in-service teacher training implemented by the Programme introduces the new concept of teacher training which is based on the four main pillars, briefly presented here. This concept promotes a culture of *constant changes and a systematic approach in needs assessment and an immediate response to them.*

**Pillar one – School Based Developments and Innovations** – Includes the new concept of the new teacher's role in the school and wider community and introduces external school activities on a systematic basis. To this pillar are related all school activities aiming at the introduction of innovations in school through fundraising, project development and implementation; activities aiming at improvement of curricula and introduction of new profiles through continuing cooperation with enterprises and social partners; activities related to quality assurance of school services through establishment of tracer study and career guidance services.

**Pillar two – Pedagogical Renewal** - Brings a new understanding of the teacher's role within the classroom introducing individual responsibility for accomplishment of educational and learning goals of new curricula. Instead of being a curriculum implanter, teachers are autonomous professionals who are making decisions about diverse aspects of the teaching process. They are planning the teaching process autonomously and through interdisciplinary cooperation with their colleagues; formulating the goals of the teaching process outcome oriented, using different pedagogical methods and means (aids) also using ICT in teaching, and they are applying different evaluation methods in assessing students' results, the programme and themselves.

**Pillar three – Vocational and Professional Upgrading** – This pillar is related to professional development of teachers within their professional field and technical upgrading via access to modern technical equipment. Vocational and technical upgrading is accomplished through establishment of sectorial professional networks and partnership between schools and professional associations that meet quarterly and exchange professional experiences.

**Pillar four – VET Reform Promotion** - Represents ownership of the reform processes and responsibility for spreading and implementing the reform on local and national level; The key reform holders are advocating reform as a permanent process; teachers and others employed in education understand that their own role and qualifications are under continuous change and they are aware of the need to respond to these changes by being constantly proactive in searching for responses.

*The training activities of the VET school participants are presented in accordance with the 4 main pillars in the table which is found at the end of this chapter.*

## **Joint training activities implemented for CATs reflecting overall objectives:**

Training seminars of 2 or 1 day duration (centrally run or in regional visits to schools) with follow up were planned and delivered in a collaboration between international and local experts. Home based task assignments between seminar sessions were carried out and followed up via regional visits and e-mail communication. The seminar programme was supplemented by a Study Visit.

### **Seminar 1: Introduction to National VET Reform**

- The key elements of national VET Reform
- Initial orientation of CATs – goals and tasks of CATs in reform activities

### **Seminar 2: Project Identification and Development**

- Information about Innovation Fund
- LFA problem analysis
- Development of a problem tree
- The Logical framework Analysis – LFA
- Project Cycle Management – PCM
- Indicators and Assumptions
- Time planning and budgeting

### **Seminar 3: Follow up of Project Development**

- Structure of project proposal
- Assistance for development and assessment of project ideas

### **Seminar 4: Training of Trainers**

- Changes in society and their implications for the educational system
- Classroom management
- Team work and communication styles applied in the learning process
- How to plan, organise and deliver short training events
- Creating participants' inventory and syllabus

### **Seminar 5: Organisational Behaviour**

- Organisational behaviour and types of organisation
- Time management and personal planning
- Leadership styles, motivation factors

### **Seminar 6: Team Empowerment**

- Team work in educational processes
- Team creation and empowerment
- Team roles and problem solving within the team

### **Seminar 7: Action Planning**

- Action Planning Technique
- Time framework and school strategic goals
- Team mobilisation and task assignment

### **Seminar 8: Sponsorship and fundraising**

- Expectations and interest of donor community
- Fundraising in a school context
- How to identify partners for activity proposals

### **Seminar 9: Assessment**

- Assessment in VET
- Forming standards for assessment
- Normative assessment – Bloom's taxonomy
- Assessment of skills, criteria assessment, portfolio
- (Self)–evaluation and (self)– assessment of students

## **Training activities implemented for CATs External:**

### **Seminars 1 and 2: SNA/TNA Techniques and tools**

- HRD in modern society; Types of skills
- Self SWOT analysis; Indicators for job performance
- Importance of communication skills
- Production of marketing material
- Screening of enterprises and questionnaire
- Developing links to municipalities

### **Seminar 3: Social Partnership**

- The notion of social partnership in vocational education
- Involvement of social partners in education issues
- Identification of social partners and overview of local social partners
- Ways and methods of cooperation with social partners
- The importance of school networking and CAT networking

### **Seminar 4: The task and roles of the consultant**

- The art of consultancy and the profile of a consultant
- How to find the client
- The importance of image awareness of the VET school and CATs
- How to write a winning proposal; Codes for relations to companies

### **Seminar 5: Effectiveness of School Development,**

- Perception Analysis /SPOC, EPOC
- Tracer Study and drop out ratio

**Study Visit to Hungary and Slovenia:** Visits to VET schools and enterprises (5 days)

## **Training activities implemented for CATs Internal:**

### **Seminar 1: Innovative Approaches in Pedagogical Practice**

- Participative approach in teaching
- Interactive teaching / ways and methods
- Visualisation, presentation and moderation in teaching process
- Formulation of teaching goals outcome oriented

### **Seminar 2: Student oriented approaches and models in teaching practice**

- Learning styles analyses
- Learning log

### **Seminar 3: Project Based Learning (PBL)**

- Use of project based approach in teaching
- Where to apply PBL

### **Seminar 4: Production of teaching materials:** three phase seminars

- Positive Quality Spiral – methodology for production
- Teachers Management Manual
- Use of Learning Management System (LMS) platform as a data base for teaching materials

### **Seminar 5: ICT Project Based Learning**

- Collaboration through a global telecommunications network on project designs

**Study Visit to Greece and FYROM:** Visits to VET schools and pedagogical institutions (5 days)  
**Resources:** 110 CATs

## **1.2. Concept: Capacity Building for School Managers**

**Category of Participants:** 55 School Directors from VET Pilot Schools

**Objectives:** - 11 VET School Management Facilitators trained in the role of Facilitator, in understanding organisational development, business and HRD Planning, and able to undertake subsequent training and coaching of the other school directors

-11 VET School Management Facilitators delivered training in Strategy Development at VET Institution Level, including Business Planning, Organisational Development Planning, HRD Planning, Coaching, Communication, and Motivation skills to school directors.

- School directors coached in adoption of the issues covered by the training and encouraged to involve VET school staff in Strategy Development through organisation of school-based development seminars.

**Outcome:** 55 VET Pilot School Directors trained in Strategy, Organisation, and HRD Development/Planning and provided, through coaching, with the Coaching, Communication, and Motivation tools to implement the development issues covered.

Up to 55 VET Pilot Schools launched a Strategy Development process at institution level with involvement of school staff and support from the 11 VET School Management Facilitators.

**Training activities** for 11 VET School Management Facilitators - 5 seminars (total duration of 16 days) were planned and implemented by international experts. The seminar programme was supplemented by a Study Visit to Denmark for the Facilitators and participants carried out school-based Action Learning assignments between seminar sessions.

### **Training activities implemented for Management Facilitators (MF):**

#### **Seminar 1: Understanding Personal and Organisational Development**

- The Role as Facilitator
- The School Manager Profile
- Organisational Development

#### **Seminar 2: Strategy development at VET institution level**

- School Management in a Decentralised VET Framework
- Business Planning
- Time Management

#### **Seminar 3: Strategic Planning at the VET School Level**

- Implementation of Strategies and Business Plans

#### **Seminar 4: Project Management and Team Work**

- Project Management
- Presentation Skills
- Team Development



**Seminar 5: Communication and Coaching**

- Motivation and team building
- Communication & Coaching Skills in practice
- Planning Tools for Human Resource Development

**Training activities of VET School Directors by trained Facilitators:**

The two Regional Seminars, each of 2 days' duration, were implemented in four regions. A total of 102 Coaching Sessions have been conducted by Facilitators, with all 11 Facilitators fully activated in accordance with guidelines of training and coaching provision by Facilitators.

**Resources:** 11 MF

### **1.3. Concept: Capacity Building for Curriculum Development Coordinators**

**Category of participants:** 20 Curriculum Development Coordinators (CDC)

**Objectives:**

- Trained in modular outcome based curriculum development and able to coordinate curriculum development activities for relevant profile;
- Trained to disseminate knowledge on curriculum development and implementation to their colleagues;
- Trained to monitor and evaluate pilot curriculum implementation on the national level for the relevant profile;
- Trained in development of assignments /tasks based on the competences for the final exam for the three pilot profiles for the Agricultural sector
- Trained to create a team / to join a team using team building and problem solving techniques, different communication styles and cooperative work;

**Outcome:**

- Outcome based curricula developed for 20 pilot profiles in 5 relevant sectors;
- 1000 teachers trained in outcome based curriculum implementation;
- Pilot curriculum monitored, revised and evaluated
- 51 standard assignments / tasks developed for 4 three year profiles in the agricultural sector.
- Curriculum development coordinators support curriculum implementation at the school level.
- Dissemination teams in pilot schools established, team members work in coordination, school action plans developed and updated quarterly;

**Training activities** for 20 Curriculum Development Coordinators (CDC) were planned and implemented by local experts. CDC were assigned as coordinators of working groups for development of pilot curricula and in addition to training of teachers for implementation of new curricula, they were responsible for monitoring and coordinating the revision of curricula.

**Training activities implemented:**

**Seminar 1: Curriculum Development Methodology**

- Curriculum development methodology
- Outcome and module basis
- Functional Analysis

**Seminar 2: Workshop on Curriculum Development**

- Curriculum development: job description, key notions and methodology
- Specification of learning and defining goals and outcomes
- Creation of modules
- Work in groups according to sectors
- Presentation of profile outcomes
- How to organise and deliver training in school

**Seminar 3: Training of Trainers for Curriculum Implementation**

- Organisation of teaching process based on modular curricula
- Implementation of modular curricula
- How to deliver training on curricula implementation

**Seminar 4: Team Empowerment**

- Team work in educational processes
- Team creation and empowerment
- Team roles and problem solving within the team

**Seminar 5: Action Planning**

- Action Planning Techniques
- Time framework and school strategic goals
- Team mobilisation and task assignment

**Seminar 6: Monitoring and Evaluation of Curriculum Implementation**

- Monitoring and evaluation of curriculum implementation on national level
- Organisation of monitoring of curriculum implementation

**Seminar 7: Assessment**

- Assessment in VET
- Forming standards for assessment
- Normative assessment – Bloom's taxonomy
- Assessment of skills, criteria assessment, portfolio
- (Self)–evaluation and (self)–assessment of students

**Seminar 8: Final Examination**

- Development of final exam programme
- Development of standard task assignment for 4 three year profiles

**Resources:** 20 CDC

#### **1.4. Concept: Capacity Building for School Based Monitoring Coordinators**

**Category of participants:** 55 School Based Monitoring Coordinators (MC)

**Objectives:**

- Trained in school based monitoring of curricula implementation and able to write evaluation report
- Trained to create a team / to join a team as a team player using team building and problem solving techniques, different communication styles and cooperative work;

**Outcome:**

- Monitoring system established and implemented at the school level
- Dissemination teams in pilot schools established and team members working in coordination

**Training activities** for 55 School Based Monitoring Coordinators were planned and implemented by local experts. The main role of MC was monitoring of pilot curricula implementation at the school level. They were key contact persons for CDC regarding curricula issues.

**Training activities implemented:**

Seminar 1: **Team Empowerment**

- Team work in educational processes
- Team creation and empowerment
- Team roles and problem solving within the team

Seminar 2: **Action Planning**

- Action Planning Techniques
- Time framework and school strategic goals
- Team mobilisation and task assignment

## **1.5. Concept: Capacity Building for Entrepreneurship Teachers**

**Category of participants:** 15 Entrepreneurship Teachers from Agricultural VET Schools

**Objectives:**

- Trained in entrepreneurship curriculum implementation and able to implement curriculum subject in school;
- Trained in different pedagogical methodologies and able to use them during teaching process;
- Trained in Train-the-trainers programme and able to train other teachers in implementation of entrepreneurship curricula and use of different pedagogical methodologies;

**Outcome:**

- Entrepreneurship curricula implemented in 15 agricultural VET schools.
- Entrepreneurship teachers use different pedagogical methodologies in curriculum delivery.
- Entrepreneurship curricula disseminated in other pilot sectors and VET schools.

**Training activities implemented:**

**Seminar 1: Introduction to Entrepreneurship Curricula**

- Structure, goals and outcome of entrepreneurship curricula
- Idea assessment, economics, legal framework, business and management
- Activating methods in teaching
- Guest teacher and use of examples

**Seminar 2: Follow up and business economy topic**

- Feedback and sharing of experiences
- Evaluation approaches in teaching entrepreneurship subject
- Business Economy in entrepreneurship curricula

**Seminar 3: Preparation of Business Plan**

- Management and Organisation
- Development and assessment of business plans - examples
- Differentiation in teaching, group work, examples, level of details

Follow up meeting and visit of Youth Entrepreneurship Fair and Conference

**Seminar 4: Curricula Revision and Train the Trainers for dissemination of Entrepreneurship curricula**

- Revision and adoption of existing curricula
- Training of adults: role play exercises

**Training activities implemented for future entrepreneurship teachers by trained trainers in implementation of entrepreneurship curricula:** The six regional seminars of 2 days' duration, conducted by 4 Trainers' teams were implemented in 6 regions. A total of 89 teachers from pilot schools were trained in how to read entrepreneurship curricula and deliver the subject in schools.

**Resources:** 15 trainers/teachers

## **1.6. Concept: Capacity Building for System Administrators/ IT Teachers**

**Category of participants:** 55 System Administrators/ IT teachers from pilot VET schools

**Objectives:**

- System Administrators/IT teachers trained in system & network administration and able to maintain ICT network in school;
- System Administrators/ IT teachers able to organise and deliver training on basic IT skills – user level (Windows XP, Word, Excel, Internet) to the teachers in their schools.

**Outcome:**

- System & network administration maintained regularly in school.
- Teachers use ICT in pedagogical purposes and for producing teaching materials.
- Teachers in schools use PC regularly in their everyday work

**Training activities implemented:**

**Seminar 1: Microsoft Windows XP & Local Area Networks**

- Installation of Microsoft Windows XP operating system
- Troubleshooting and tools for system administration
- LAN–workgroup, domain
- Basics of TCP/IP addressing, IP addresses, configuration of static & dynamic addresses, tools for TCP/IP administration.
- Network services

Round Table: ICT Teacher Training in VET schools – state of art, needs and perspectives. Creation of a platform for the future ICT Teacher Training Concept

**Seminar 2: ICT standards**

- Current standards in ICT certification and training
- ICT skills needed on the modern job market

**Resources:** 55 IT trainers/teachers

## **1.7. Capacity Building of Other Groups**

Apart from the already mentioned categories of participants from VET schools, a large number of additional target groups have been trained, in order to support and extend reform activities in schools and outside of schools. They are: VET school teachers, psychologists and pedagogues, principals and deputy principals etc.

### **Training activities implemented:**

Seminar on Curriculum Development;

Next to CDC, an additional group of 80 participants - VET teachers, members of working groups for curriculum development and representatives from social partners and the Ministry of Education and Sports have been trained in:

- Curriculum development methodology
- Outcome and module basis
- Functional Analysis
- Work in groups according to sectors

Seminar on Training of Trainers for Curriculum Implementation;

Apart from the CDC, an additional group of 19 VET teachers, members of working groups for curriculum development have been trained in:

- Curriculum development: job description, key notions and methodology
- Specification of learning and defining goals and outcomes
- Creation of modules
- Work in groups according to sectors
- Presentation of profile outcomes
- How to organise and deliver training in school

Seminar on Final Examination;

Apart from the CDC, an additional group of 37 teachers - mentors for final exam, members of examination committee and principals from agricultural schools have been trained in:

- Development of final exam programme
- Development of standard task assignment for 4 three year profiles

Seminar on Assessment;

Apart from the CATs, an additional group of 110 VET subject teachers have been trained in:

- Assessment in VET
- Forming standards for assessment
- Normative assessment – Blooms' taxonomy
- Assessment of skills, criteria assessment, portfolio
- (Self)–evaluation and (self)–assessment of students

Seminar on production of teaching materials;

Apart from some CATs internal, an additional group of 100 VET subject teachers were trained in:

- Positive Quality Spiral – methodology for production
- Teachers' Management Manual
- Use of LMS platform as a data base for teaching materials

## **1.8. Concept: Capacity Building for 1000 Teachers**

**Category of participants:** 1000 teachers from VET pilot schools

**Objectives:**

- 1000 teachers are trained in
- Main notions of national VET reform and objectives for implementation at the school level;
  - Modular curricula implementation;
  - New pedagogic and didactic approaches and methodologies applied in organisation and delivery of teaching process;
  - New assessment approaches and methodologies;
  - Identification and production of teaching materials;
  - Both general use of PC and pedagogical purposes
  - Basics of project development;

**Outcome:**

- Modular curricula implemented in pilot schools.
- New pedagogic and assessment approaches and methodologies applied in schools on regular basis.
- Production of teaching materials regularly applied and data bases of teaching materials existing in school.
- Projects aimed at introduction of innovations in school carried out on a regular basis.
- Teachers aware of the reform as a permanent process and the need for constant change in their own teacher role.

**Implementation methodology: dissemination of the training (annex 1)**

- ✓ 1 day training sessions in schools and serials of coaching and individual consultations for curriculum implementation were delivered by CDC.
- ✓ Numerous training sessions of a few hours' duration (up to 14 per school) on different topics were delivered by CATs (for detailed information, see annex 2)
- ✓ Numerous training sessions of a few hours' duration on use of ICT and Production of teaching materials were delivered by IT Teachers and VET teachers

**Resources used:** CDC, CATs, IT teachers, VET teachers



#### 4 Basic Pillars of In-Service Teacher Training and Programme Seminars Topics

<b>School Based Developments and Innovations</b>	<b>Pedagogical Renewal</b>	<b>VET Reform Promotion</b>	<b>Vocational and Professional Upgrading</b>
Project Identification and Development	Training of Trainers	National VET Reform – Main Notions	Microsoft Windows XP and Local Area Network
Follow up on Project Development	Assessment	Organisational Behaviour	
Action Planning	Innovative Approaches to Pedagogical Practice	Team Empowerment at the School Level	
Sponsorship and Fundraising	Student Oriented Approaches in Teaching Practice	Changes in Society and its Implications for the Educational System	
SNA/TNA – Techniques and Tools	Project Based Learning		
Social Partnership	ICT Project Based Learning		
Task and Roles of the Consultant	Communication and Coaching		
Effectiveness of School Development- Tracer Study, SPOC, EPOC	Curriculum Development		
Personal and organisational Development	Teacher Training on Curriculum Implementation		
Strategy Development at VET Institutional Level	Teaching Processes and Train the Trainers		
Strategic Planning at VET School Level	Monitoring and Evaluation of Curriculum Implementation		
Project Management and Team work	Final Examination		
	School Based Monitoring		
	Entrepreneurship Curricula Implementation		
	Basic IT skills – user level for IT teachers		

## 2. Participants from RTCs:

### **2.1. Concept: Capacity Building for RTC Teachers and Other Professional Staff**

**Category of participants:** 100 RTC Teachers and Other Professional Staff from 5 RTCs

**Objectives:**

They are trained:

- in key notions of VET Reform and concept for development of RTC and able to promote RTC services in their district;
- project identification, development and fundraising and able to create and implement projects in the area of adult learning and VET;
- Strategic Management for adult education organisation and able to create RTC Strategic and Action Plan and in techniques of surveying
- to plan, organise and deliver training for adults using andragogical approaches in adult learning;
- to offer RTC services in the market and able to present their organisation as service provider;
- in SNA and TNA techniques and able to apply them in the enterprises and offer services according to results of analyses;
- methodology of modularisation and able to construct modules and sell them on the market
- entrepreneurship curricula and able to produce entrepreneurship modules for adults and deliver those on the market;
- implementation of Business Administration System model and able to deliver BAS modules to different adult participants in cooperation with local stakeholders

**Outcome:**

- Strategic and operational plans developed in 5 RTCs.
- Projects aiming at introduction of innovations in adult learning and VET developed and carried out regularly.
- Fundraising and sponsorship activities carried out regularly and according to tenders launched.
- Sustainable links and network with employers, enterprises and other social partners established; local market and enterprises use RTC services.
- SNA and TNA activities carried out regularly.
- RTCs produce different modules according to the market needs and deliver training for adults using andragogical approaches in adult learning.
- Created database of modules/training programmes in order to ensure sharing of the training programme / modules
- RTCs deliver vocational, BAS and other training (demand driven) to enterprise staff, redundant workers and unemployed.

**Training activities implemented for RTC teachers and other professional staff** were planned and implemented by local and international experts. Seminars were of one and several days' duration. Each of 6 Business Administration System Training sessions were conducted over 15 working days in continuation. 5 days– international + local trainers; 8 days' training delivery by international and local trainers to the following groups of participants: employees from companies, unemployed, teachers and local external trainers. The last 2 days were dedicated to evaluation and finishing guidelines and materials.

## **Training activities implemented:**

### **Seminar 1: VET Reform and RTC concept development**

- Social Partnership
- Network of RTC and local economy

### **Seminar 2: Strategic Management of RTC**

- Processes of making Strategic and action plans
- Making business plan

### **Seminar 3: Schools in the market**

- School resources and network in local community
- Functional model of profitable training centre

### **Seminar 4: SNA/TNA Techniques**

- Indicators for job performance
- Screening of enterprises
- How to offer services

### **Seminar 5: Entrepreneurship**

- Introduction in curricula and various topics
- Structure, goals and outcome of the subject
- Idea assessment, economics, legal framework, business and management
- Activating methods in teaching entrepreneurship

### **Seminar 6: Techniques of Modularisation**

- Methodology of modularisation
- Constructing modules

### **Seminar 7: Methodology of learning adults**

- Visualisation, moderation and presentation skills
- Active learning

### **Seminar 8: BAS– Tourism 1**

- Curriculum development for module Tourism 1 (Local trainers and International expert)
- Development of teachers' guide and development of training materials in Tourism 1 (Local trainers and International expert)
- 8-day training for company trainees and RTC representatives in the area of Tourism
- Evaluation of the module, final adaptation of materials, and Teachers' guide (Local trainers and International expert)
- Follow up evaluation of application of achieved qualifications by trainees (Local trainers)

### **Seminar 9: BAS– Production Planning 1**

- Curriculum development for module Production Planning 1
- Development of teachers' guide and development of training materials in Production Planning 1
- 8-day training for company trainees and RTC representatives in the area of Production Planning
- Evaluation of the module, final adaptation of materials, and Teachers' guide Follow up evaluation of application of achieved qualifications by the trainees

**Seminar 10: BAS– Economy**

- Curriculum development for module Economy
- Development of teachers' guide and development of training materials in Economy
- 8-day training for company trainees and RTC representatives in the area of Economy
- Evaluation of the module, final adaptation of materials, and Teachers' guide  
Follow up evaluation of application of achieved qualifications by trainees

**Seminar 11: BAS – Logistics 1**

- Curriculum development for module Logistics 1
- Development of teachers' guide and development of training materials in Logistics 1
- 8-day training for company trainees and RTC representatives in the area of Logistics
- Evaluation of the module, final adaptation of materials, and teachers' guide
- Follow up evaluation of application of achieved qualifications by trainees

**Seminar 12: BAS– Sales and Marketing**

- Curriculum development for module Sales and Marketing
- Development of teachers' guide and development of training materials in Sales and Marketing
- 8-day training for company trainees and RTC representatives in the area of Sales and Marketing
- Evaluation of the module, final adaptation of materials, and Teachers' guide  
Follow up evaluation of application of achieved qualifications by trainees

**Seminar 13: – BAS– Management**

- Curriculum development for module Management
- Development of teachers' guide and development of training materials in Management
- 8-day training for company trainees and RTC representatives in the area of Management
- Evaluation of the module, final adaptation of materials, and Teachers' guide
- Follow up evaluation of application of achieved qualifications by trainees

**Seminar 14: Specifics of Education and Learning for Adults**

- Life words of adults
- Barriers for participation in adult education
- Types and strategies of realisation of vocational adult education
- Educational/andragogical cycle

**Seminar 15: Welding:** 6 months certified course with cooperation of AD "Termoelectro" Obrenovac. 6 selected participants from RTC Kragujevac and redundant workers registered at the Employment Bureau

- CO2 welding
- Electro – welding

**Resources:** 100 RTC Teachers and other professional staff

## **2.2. Concept: Capacity Building for RTC Managers**

**Category of participants:** Principals, deputy principals and CATs from 5 RTCs (Besides the RTC management staff, representatives from Social Partners side: from 4 key municipalities, Employers' Association, Regional Employment Service, etc.) were trained in the respective topics.

**Objectives:**

- Management teams trained in development of strategic plans for running and managing training centre for adults
- Management teams trained in presenting RTC and its products on the market
- Management teams trained in fundraising and able to attract donors for investments in projects aiming at introduction of innovations in adult learning and VET;

**Outcome:**

- Draft strategic plans developed by management teams
- Established network and support between RTCs, enterprises and municipality in the district of the training centre.
- Local market and enterprises use RTC services.
- Fundraising and sponsorship activities carried out regularly

**Training activities implemented:**

**Seminar 1: Transformation processes from school to RTC**

- SWOT Analysis as a basis for developmental plans
- Vision of the centres

**Seminar 2: Developing sustainable plans for RTC**

- SWOT and the first indexes of starting analyses
- The model of strategic management for adult education organisations
- Vision, mission, aims and tasks
- Structure of the business plan

**Seminars 3, 4 and 5: Schools in the market**

- Functional model of profitable training centre
- Consulting and school image
- Future aims of training centre
- TPOS
- Social partnership
- How to make proposals; presentations of possible products
- Action planning
- How to calculate the price of the course

**Seminar 6: Fundraising**

- Expectations and interest of donor community
- Fundraising in a school context
- How to identify partner for activity proposal

**Seminar 7: Upgrading of RTC Business Plans**

- General and specific conclusions about the third version of RTC business plans
- Introduction to modern strategies of VET in companies

- Working group on upgrading of business plans with emphasis on budgeting and finances
- Conclusions and presentation of work in groups

### 3. Participants from MoES:

#### **3.1. Concept: Capacity Building for Ministerial and VET Centre Staff**

**Category of participants:** Ministerial and VET Centre staff

**Objectives:**

- Trained in personnel and institutional capacity in order to undertake their responsibilities and roles envisaged by organisational chart and Law on VET;
- Trained in project identification, development and implementation and able to support VET schools and other stakeholders in VET in implementing innovations through project development;
- Trained in European VET trends and able to use comparative approach in promoting innovations in VET among their partners and different VET stakeholders

**Outcome:**

- Staff have identified their roles and tasks and understand organisational and institutional structure.
- Staff use techniques for personal planning, meeting organisation and moderation, decision making, motivation and negotiation in everyday work.
- Project introducing innovations in VET developed and implemented.
- Staff contribute to decision making groups using knowledge on latest VET trends in Europe

**Training activities implemented for VET Centre staff**

Seminar 1, 2, and 3: Project identification and development

- LFA Problem Analysis
- Project Cycle Management
- Time planning and budgeting

Seminar 4: Personal Planning and Organisation

- Management and leadership
- Motivation
- Decision making
- Personal efficiency and effectiveness

Seminar 5: Organisation of team work

- Understanding of team work
- Cooperation and team building
- Negotiation and problem solving

**Notice:** Training activities for ministerial staff have been delayed until further notice due to lack of a finalised organisational structure of the MoES departments.

### **3.2. Concept: Capacity Building for Pedagogical Advisors**

**Category of participants:** 15 Pedagogical Advisors/ Inspectors

**Objectives:**

- Advisors/inspectors are trained in new curriculum structure and new monitoring and assessment approaches;
- Advisors/inspectors are able to support reform activities and carry out their duties accordingly;
- Advisors/inspectors have changed their function from mere control into functions that combine evaluation and control with support, consultancy and monitoring

**Outcome:**

- Advisors/inspectors apply new methods and techniques of monitoring and evaluation of teachers work in VET schools on regular basis.
- Quality assurance of curricula implementation in schools

**Training activities implemented for Pedagogical Advisors/ Inspectors**

Seminar topics included:

Seminar 1: Curriculum Development

- Curriculum Development Methodology
- Outcome and module basis
- Functional Analyses

Seminar 2: Monitoring and Evaluation

- Monitoring and evaluation of curriculum implementation
- Organisation of monitoring of curriculum implementation

Seminar 3: Assessment in VET

- Forming standards for assessment
- Normative assessment – Blooms' taxonomy
- Assessment of skills, criteria assessment, portfolio
- (Self)–evaluation and (self)–assessment of students

Seminar 4: Class monitoring

- Pedagogical leadership
- Achieving better results in teachers' work through monitoring



## 4. Participants from Social Partners:

### 4.1. Concept: Capacity Building for Municipality staff

**Category of participants:** 10 Municipality staff – representatives from the key municipalities – Belgrade, Novi Sad, Uzice, Kragujevac and Nis

**Objectives:**

- Trained in building blocks in VET and understanding structure and system of VET, able to recognise their role and participation in VET system;
- Trained in main notions of social partnership and able to recognise their role as social partner and establish sustainable links with VET schools;
- Trained in Skill Needs Analysis and aware of skill changes needed on the market and able to support schools in linking with local strategic enterprises;
- Trained in project identification, development and fundraising and able to create project proposal using LFA;

**Outcome:**

- Sustainable links with VET schools in regions and key municipalities established;
- Projects aiming at partnership and innovations in VET developed and carried out regularly;

**Training activities implemented:**

Seminar 1: Main notions in VET

- Introduction to building blocks in VET
- Structure, terminology, and products in VET

Seminar 2: Project identification and development

- LFA problem analysis
- Time planning and budgeting

Seminar 3: Skill Needs Analysis

- Techniques and methodologies

Seminar 4: Social Partnership

- Roles and tasks of social partners in VET
- Introduction of new profiles and profile distribution according to market needs

## **4.2. Concept: Capacity Building for representatives of Employers' Association of Serbia**

**Category of participants:** Representatives of Employers' Association – central office in Belgrade and key regional offices

**Objectives:**

- Employers' Association representatives introduced to VET Reform Policy and Strategy and understand trends in VET and main notions of social partnership in VET;
- They are trained in project identification and development and able to apply for EU funded projects using LFA;
- Employers' Association representatives introduced to roles and functions of social partnership in Europe;

**Outcome:**

- Employers' Association representatives linked with VET schools and social partners, supporting sector dialogue and profile changes driven by market demand.
- They are taking active part in policy formulations related to development of VET in Serbia.
- Projects aiming at social partnership and social dialogue in VET developed and carried out regularly.
- They are active at the demand side of VET in identification of occupational requirements in the market (skills needed), categorisation of skills, setting occupational and training standards.

**Training activities implemented for Representatives of Employers' Association** were planned and implemented by local and international experts.

Representatives of Employers' Association, as well as other social partners, participated in development of the concept paper which addresses social partnership and dialogue in VET in Serbia. The document is an outcome of the working groups (a series of meetings and consultations) where the participants discussed the following:

Working group topics:

- Key elements of National VET Reform
- Role of social partners in VET- tasks and responsibilities
- The functions of socio-economic partners
- National body for coordination of VET
- ISOR committees (involvement of Trade Unions)

Seminar 1, 2, 3: **Development and Management of EU funded Projects**

- Project Cycle Management
- The Logical Framework Approach
- Project identification and development
- LFA problem analysis
- Resource planning and project application
- Project management

Seminar 4 **Introduction to the notion of Human Resources**

- What is HRD and HRM (Human Resource Management)
- Benefit of HRD and HRM to the companies

**Seminar 5: Human Resource Management**

- Elaboration of staffing tables
- Analysis of available personnel
- Recruiting, staff appraisal, personnel administration
- Definition of the future HR requirements, TNA and training provision

**Seminar 6: Performance Management**

- Instruments and methodology of motivation
- Definition and agreement on objectives
- Appraisal interviews
- Performance appraisal

### **4.3. Concept: Capacity Building for Trade Unions**

**Category of participants:** Representatives of 3 Teachers' Trade Unions

**Objectives:**

- They are introduced to VET Reform Policy and Strategy and are able to understand trends in VET and reform as a permanent development situation;
- They are trained in building blocks in VET and understand the structure and system of VET, enabled to recognise their role and participation in the VET system;
- Trained in main notions of social partnership and able to recognise VET schools and other stakeholders as social partners and support their mutual activities;

**Outcome:**

- Trade Unions representatives promote and support National VET Reform activities among their members.

Representatives of Trade Unions, as well as other social partners, participated in the development of the concept paper which addresses social partnership and dialogue in VET in Serbia. The document is an outcome of the working groups (a series of meetings and consultations) where the participants discussed the following:

Working group topics:

- Key elements of National VET Reform
- Role of social partners in VET- tasks and responsibilities
- The functions of socio-economic partners
- National body for coordination of VET
- ISOR comities (involvement of Trade Unions)

**Seminar 1, 2, 3: Development and Management of EU funded Projects**

- Project Cycle Management
- The Logical Framework Approach
- Project identification and development
- LFA problem analysis
- Resource planning and project application
- Project management

**Seminar 4: Introduction in to the notion of Human Resources**

- What is HRD and HRM
- Benefit of HRD and HRM to the companies

**Seminar 5: Human Resource Management**

- Elaboration of staffing tables
- Analysis of available personnel
- Recruitment, staff appraisal, personnel administration
- Definition of the future HR requirements, TNA and training provision

**Seminar 6: Performance Management**

- Instruments and methodology of motivation
- Definition and agreement on objectives
- Appraisal interviews

- Performance appraisal

## **5. Concept: Capacity Building for Chambers of Commerce**

**Category of participants:** Staff working in Chamber of Commerce and Industry of Serbia – Centre for Vocational and Professional Education and key staff from 16 Regional Branches of the Chambers of Commerce

**Overall Objectives:**

- They are trained in building blocks in VET and understand the structure and system of VET, they are able to recognise their own role and participation in VET system;
- Trained in main notions of social partnership and able to recognise the social partners and establish sustainable links with them;
- Trained in tendering, project identification and development and able to apply for international tenders through identification of international data base search and create project proposal using LFA;
- Trained in Skill Needs Analysis, able to apply this technique in enterprises and institutions, support sector dialogue and identify profiles and skill changes needed in the market;

**Outcome:**

- Projects aiming at social partnership and innovations in VET developed and carried regularly.
- Chambers perform SNA annually in sectors.
- Sector dialogue established as a system.

**Specific Objectives for key staff from 16 regional Chambers of Commerce:**

- Trained in Business Administration System and able to offer these modules and train enterprise staff;
- They are trained in Human Resource Management and Human Resource Development and able to apply HRM and HRD tools;
- Trained in how to establish Personnel Department in enterprises and able to advise enterprises on it;

**Outcome:**

- Company consultants from Regional Chambers of Commerce (CC) promote HRD and HRM tools in companies.
- Permanent cooperation between local chambers and enterprises established; members of 16 regional CCs act as trainers and consultants in local enterprises.
- Personnel Departments in companies in 16 regions improved according to modern business standards.

## **Training activities implemented for staff working in Chamber of Commerce and Industry of Serbia – Centre for Vocational and Professional Education:**

### Seminar 1:

- Introduction to building blocks in VET
- Structure, terminology, and products in VET

### Seminar 2:

- Project identification and development
- LFA problem analysis
- Time planning and management

### Seminar 3:

- Tendering – guidelines and procedures
- National and international tendering

### Seminar 4:

- Skill Needs Analysis
- Techniques and methodologies

### Seminar 5:

- Social Partnership
- Roles and tasks of social partners in VET
- Introduction of new profiles and distribution according to market needs

Representatives of Chamber of Commerce, together with social partners, participated in development of the concept paper which addresses social partnership and dialogue in VET in Serbia. The document is an outcome of the working groups (a series of meetings and consultations) where participants discussed the following:

#### Working group topics:

- Key elements of National VET Reform
- Role of social partners in VET- tasks and responsibilities
- The functions of socio-economic partners
- National body for coordination of VET
- ISOR committees (involvement of Trade Unions)

## **Training activities implemented for staff working in Regional Chambers of Commerce:**

### Seminar 1: **BAS– Tourism 1**

- Curriculum development for module Tourism 1 (Local trainers and International expert)
- Development of teachers' guide and development of training materials in Tourism 1 (Local trainers and International expert)
- 8-day training for company trainees and RTC representatives in the area of Tourism
- Evaluation of the module, final adaptation of materials, and Teachers' guide (Local trainers and International expert)
- Follow up evaluation of application of achieved qualifications by trainees (Local trainers)

### Seminar 2: **BAS– Production Planning 1**

- Curriculum development for module Production Planning 1
- Development of teachers' guide and development of training materials in Production Planning 1
- 8-day training for company trainees and RTC representatives in the area of Production Planning
- Evaluation of the module, final adaptation of materials, and Teachers' guide

- Follow up evaluation of application of achieved qualifications by the trainees

#### Seminar 3: **BAS– Economy**

- Curriculum development for module Economy
- Development of teachers' guide and development of training materials in Economy
- 8-day training for company trainee and RTC representatives in the area of Economy
- Evaluation of the module, final adaptation of materials, and Teachers' guide  
Follow up evaluation of application of achieved qualifications by trainees

#### Seminar 4: **BAS – Logistics 1**

- Curriculum development for module Logistics 1
- Development of teachers' guide and development of training materials in Logistics 1
- 8-day training for company trainees and RTC representatives in the area of Logistics
- Evaluation of the module, final adaptation of materials, and Teachers' guide
- Follow up evaluation of application of achieved qualifications by trainees

#### Seminar 5: **BAS– Sales and Marketing**

- Curriculum development for module Sales and Marketing
- Development of teachers' guide and development of training materials in Sales and Marketing
- 8-day training for company trainees and RTC representatives in the area of Sales and Marketing
- Evaluation of the module, final adaptation of materials, and Teachers' guide  
Follow up evaluation of application of achieved qualifications by trainees

#### Seminar 6: – **BAS– Management**

- Curriculum development for module Management
- Development of teachers' guide and development of training materials in Management
- 8-day training for company trainees and RTC representatives in the area of Management
- Evaluation of the module, final adaptation of materials, and Teachers' guide
- Follow up evaluation of application of achieved qualifications by trainees

### **3 day training seminar on HRD and HRM:**

#### Seminar 7 **Introduction to the notion of Human Resources**

- What is HRD and HRM
- Benefit of HRD and HRM to the companies

#### Seminar 8: **Human Resources Management**

- Elaboration of staffing tables
- Analysis of available personnel
- Recruitment, staff appraisal, personnel administration
- Definition of the future HR requirements, TNA and training provision

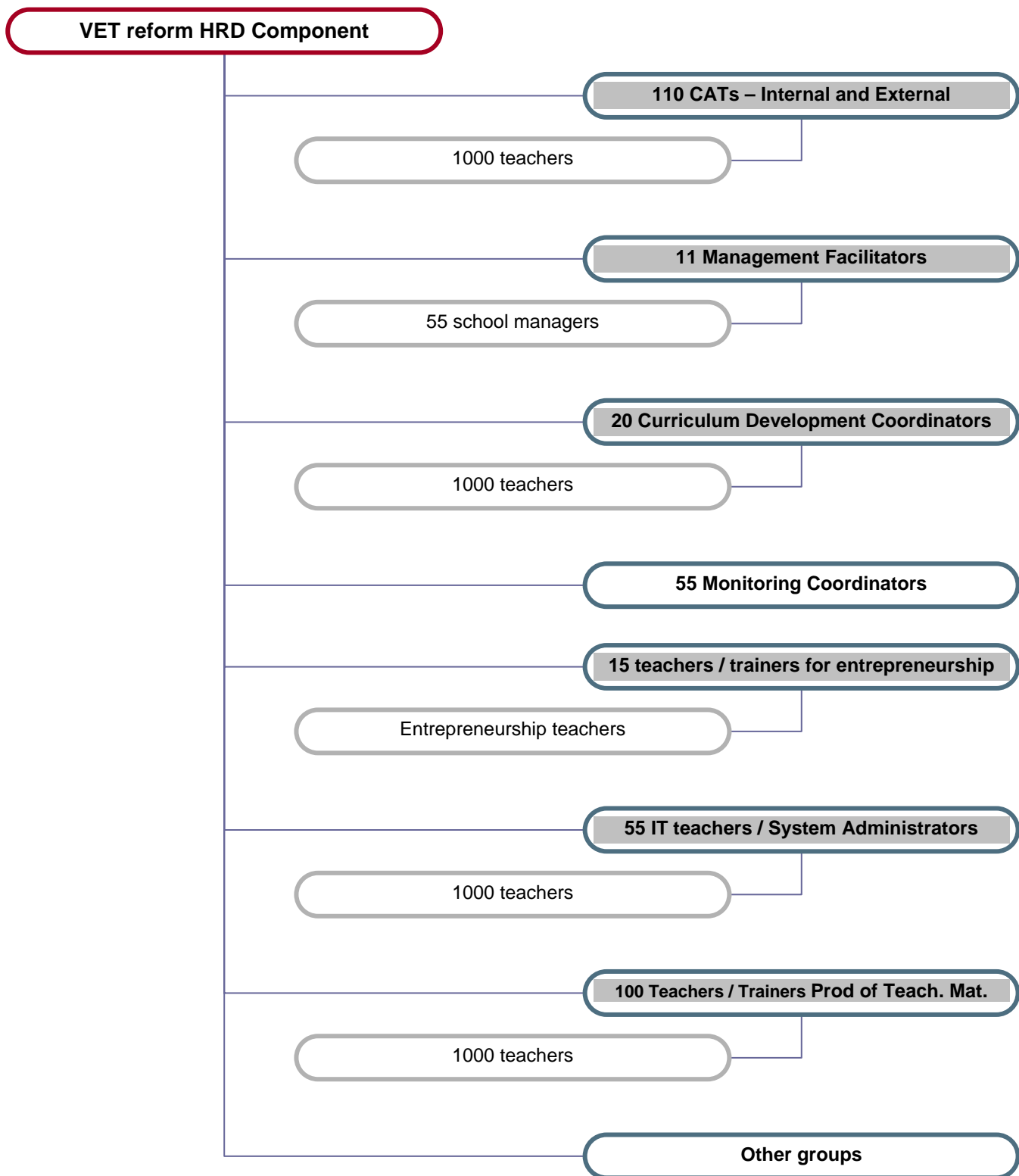
#### Seminar 9: **Performance Management**

- Instruments and methodology of motivation
- Definition and agreement of objectives
- Appraisal interviews

- Performance appraisal



## Annex 1 Training Dissemination Scheme at School Level



Fields coloured in grey represent trained resources available for training dissemination in schools.

**Annex 2: Scheme of Social Partnership in VET**

