

THE NATIONAL ACTION PLAN

**for the Implementation of the Strategy for the
Development of Vocational Education and Training in the
Republic of Serbia**

for the period 2007-2015

The National Action Plan for the implementation of the Strategy for the Development of Vocational Education and Training in the Republic of Serbia (adopted by the Government on December 28th 2006) defines the measures and activities to be implemented in two periods:

- ⇒ 2007 – 2009, 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 National Action Plan (hereinafter 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 2007 – 2015. The Action Plan should enable the implementation of the key recommendations set out in the Strategy.

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 (adopted by the Government on December 28th 2006). 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. This especially refers to two Action Plans:

- ⇒ 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;

The first part of the Action Plan contains the measures and activities to be implemented in the period 2007 – 2009 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 1-*** 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 2007, with all the necessary steps, conditions, means, deadlines, responsible institutions and actors for each proposed measure and activity.

Introduction

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 and 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.”¹

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 ratio²;
- 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;

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

² Possible models of general and vocational education ratio are proposed in pilot vocational education and training programmes

- 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:
 - educational institutions and training organisations;
 - programmes acquired through non-formal education which should provide balanced knowledge and skills ratio;
 - 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.

PART I
ACTION PLAN
(2007 – 2009)
(including 2009)

Chapter One

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.*

Institutional development in vocational education implies social partnership at all levels. At the **national level** such cooperation can be formalized through a special Council for Vocational Education and Adult Education which would be a meeting place for social partners and vocational education representatives. 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** would 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 Action plan implies that the Council should form, among other things, two special bodies managed by the Council itself. These would be a special body/centre for the accreditation of institutions in vocational education and adult education and a temporary coordinating body for making a National Qualifications Framework (NQF). The coordinating body for making the National Qualifications Framework would be a temporary body which should set up NQF system as well as prepare the establishment of an independent Agency for Qualifications (2009-2010).

b) an **Agency for Vocational Education and Adult Education**, as an independent intersectoral institution which would directly connect vocational education and adult education, work and employment, economy, employers and other stakeholders in the field of social partnership. The tasks and activities of the Agency should enable the application of lifelong learning principle and the connection between the secondary and post-secondary education. 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 key tasks should be:

- o professional assistance in the development of the concept of vocational education and adult education in accordance with the economic and technological development of the society;
- o conducting and coordinating a social dialogue and partnership at the different levels of planning, development and realization of vocational education and adult education;
- o establishing connections among vocational schools, educational institutions and companies;
- o the development and improvement of adult education system, especially vocational;
- o coordinating the development of National Qualifications Framework;
- o the development of occupational and educational standards in vocational education and adult education;
- o the monitoring and evaluation of vocational education and adult education programme;
- o developing and conducting the final exams and vocational Maturas;
- o the cooperation on and monitoring of craftsman exams together with the Serbian Chamber of Economy;

- the professional development of teachers and trainers in vocational education and adult education;
- the accreditation of vocational and adult education programmes;
- support to and the coordination of adult education centre, etc.

b) an **Agency for Qualifications**, as an independent body which would be managing and developing the National Qualifications Framework. In view with the fact that establishing such an institution is a complex process, it is envisaged that there should be a period of transition (2007- 2009) during which a special Coordination Body for NQF would manage the development of the National Qualifications Framework formed by the Council for Vocational Education and Adult Education.

Establishing social partnership at **local level** could mean 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 cofinancing where different options and possibilities may occur.

Chapter Two

National Qualification Network

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 2007 to 2009 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.

Chapter Three

Development of 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 the former (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 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;
- 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. There were 31 pilot profiles with new curricula in 10 fields of work, in 118 secondary vocational schools in the school year 2005/06. The pilot curricula have been developed on the initiative of:

- social partners;
- VET school association.

The new curricula are based on:

- objectives and outcomes,
- 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 in these classes, 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. *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.
- 6. *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.*

Chapter Four

Professional Development of Teachers, Assistants 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.

Having 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 – levelled 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;

According to the Strategy for the Development of Vocational Education and Training, the Action Plan envisages the realization of three priorities in the period from 2007-2009. These are:

1. *Modernization of a system of professional development and training of teachers, assistants 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 pedagogic advisors who will assess professional teacher work.*

Chapter Five

Career Guidance and Counselling

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 trainees 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* which means that the Strategy for Career Guidance and Counselling in vocational education in Serbia should be made and adopted in the period 2007 - 2009 and that the opening of pilot school centres for career guidance and counselling should begin.

Chapter Six

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.

Chapter Seven ***Financing Rform Ativities***

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 results“ the essence of which is the number and type of diplomas obtained in a school (the diplomas needed);*
- ⇒ *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 (2007-2009) by making the first proposal of changes in financing system in 2009 as a priority measure in the field of social partnership.

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

Establishing professional institutions	Preparation 2007	Pilot implementation 2008	Functioning 2009	Per year 2010-2012
Establishing Council for VET and Adult Education				
1. The organization and functioning of a National Council for VET and Adult Education	€ 4.380	€ 8.400	€ 13.270	€ 13.270
Establishing institutions for vocational and adult education				
2. The organization and functioning of a National Agency for VET and Adult Education	€ 44.935	€ 89.870	€ 299.567	€ 299.567
3. The organization and functioning of a special body/centre for accreditation			€ 116.633	€ 116.633
Total	€ 49.315	€ 98.270	€ 429.470	€ 429.470

Making legal regulations	Preparation	Pilot implementation	Functioning	Per year
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	2007	2008	2009	2010-2012
Making legal regulations				
4. Making legal regulations for establishing a National Council for VET and Adult Education	€ 5.790			
5. Making appropriate legal regulations in VET		€ 11.580		
Total	€ 5.790	€ 11.580		

The development of the following programmes: Professional Teacher Development, Quality Assurance, Introduction of Information Technologies, Development of Career Guidance	Preparation 2007	Pilot implementation 2008	Functioning 2009	Per year 2010-2012
Development of regular VET curricula				
6. Development of regular VET curricula	€ 22.508	€ 45.015	€ 150.050	€ 150.050
Professional development of teachers, assistants and the employed in VET				
7. Professional development of principals, pedagogues, psychologists, inspectors/seminars	€ 12.200	€ 15.250	€ 15.250	€ 15.250
8. Professional teacher development/seminars	€ 34.000	€ 42.375	€ 45.500	€ 45.500
Development of a Quality Assurance System in VET – vocational schools’ self-evaluation				
9. Setting up a Quality Assurance System in VET - vocational schools’ self-evaluation	€ 33.975			
10. Regional seminars on NQF	€ 7.250			
11. National Conference on VET	€ 5.675			
Introduction of information technologies				
12. Introducing Internet in vocational schools /the development of an information and documentation system for teachers	€ 31.938	€ 123.188	€ 136.875	
Development of career guidance and counselling				
13. Development of a Career Guidance and Counselling System in VET	€ 56.250	€ 112.500	€ 168.750	€ 168.750
Total	€ 181.288	€ 293.313	€ 366.375	€ 229.500

The development of cooperation between vocational schools and economy/employers	Preparation 2007	Pilot implementation 2008	Functioning 2009	Per year 2010-2012
Establishing sustainable cooperation between vocational schools and employers (practice and other forms of cooperation)				

14. Establishing sustainable cooperation between vocational schools and employers (realization of students practice and other forms of cooperation)	€ 75.000	€ 150.000	€ 225.000	€ 375.000
Development of procedures for harmonising offer and demand in VET				
15. Establishing procedures at local, regional and national level. The development of a national information system		€ 16.675	€ 11.675	€ 11.675
The development of a national and a private partnership model				
16. Partnership among companies, vocational schools and other institutions	€ 3.930	€ 5.543		
Total	€ 78.930	€ 172.218	€ 236.675	€ 386.675

Financing VET	Preparation 2007	Pilot implementation 2008	Functioning 2009	Per year 2010-2012
Making the financial structure of VET				
17. A proposal for the improvement of the existing VET financing system	€ 14.714	€ 14.714	€ 14.714	
18. Strengthening and improving the actors in VET financing system – initiating a new pilot system of financing		€ 30.526	€ 30.526	€ 30.526
19. A proposal for the rationalization of school activities (starting the application of a dynamic financing model)- pilot		€ 54.240	€ 54.240	€ 54.240
Total	€ 14.714	€ 99.480	€ 99.480	€ 84.766

TOTAL COSTS OF VET REFORM ACTIVITIES	€ 330.037	€ 674.861	€ 1.147.000	€1.130.411
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Annex1

**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 2007 -2009
(TABLE)**

Abbreviations:

- ⇒ **MoES – Ministry of Education and Sports of the Republic of Serbia**
- ⇒ **MoLESP – Ministry of Labour, Employment and Social policy**
- ⇒ **National Council for VET and Adult Education (proposal for establishment)**
- ⇒ **PSEC - Provincial Secretariat for Education and Culture**
- ⇒ **MF – Ministry of Finance**
- ⇒ **UP – Union of Employers**
- ⇒ **CC – Chambers of Commerce**
- ⇒ **NES – National Employment Service**
- ⇒ **MoE – Ministry of Economy**
- ⇒ **SEC – Socio-Economic Council**
- ⇒ **NEC – National Educational Council**

Chapter I:

SOCIAL PARTNERSHIP AND VET

Short term measures and activities (2007-2008)					
Priority	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Actors and responsible institutions	Timeframe
Priority I: <i>Further development of conceptual and legal foundation for the participation of social partners in the process of social partnership development in VET</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	Actors: MoES, UE, SEC, MoLESP Responsible institutions: National Council for VET and Adult Education, MF, the Government, MoE, Trade Unions, CC, NES	2007-2008
	⇒ Improvement of legislation regarding life long learning	2. Drafting of adequate legislation	Relevant Laws adopted	Actors: MoES, PSEC Responsible institutions: National Council for VET and Adult Education,	2008

				MoLESP, MF, Government, MoE, UE, Trade Unions, CC, NES	
		<p>3. Preparation and development of the Law on Adult Education *</p> <p>* This task is taken from the Action Plan for the implementation of the Strategy for the Development of Adult Education</p>	Law on Adult Education adopted	<p>Actors: MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, MoLESP, MF, Government, MoE, Trade Unions, CC, NES</p>	2008
<p>Priority II: <i>Further development of institutional reforms and establishment of the National Council for VET and Adult Education</i></p>	<p>⇒ Continuation of institutional reforms and establishment of modern institutions which are supposed to monitor and support further development of VET and social partnership</p>	<p>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</p>	<p>National Council for VET and Adult Education established</p> <p>National Council for VET and Adult Education started working</p>	<p>Actors: MoES, MoLESP, PSEC</p> <p>Responsible institutions: MF, the Government, UE, Trade Unions, MoE, CC, NES</p>	2007-2008

		<p>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</p>	<p>Agency for VET and Adult Education established</p> <p>Agency for VET and Adult Education started working</p>	<p>Actors: MoES, MoLESP</p> <p>Responsible institutions: National Council for VET and Adult Education, PSEC, MF, Government, UE, Trade Unions, MoE, CC, NES</p>	2007-2008
		<p>6. 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</p>	<p>Prepared proposal of the communication system among all stakeholders in VET</p>	<p>Actors: MoES, MoLESP</p> <p>Responsible institutions: National Council for VET and Adult Education, UE, Trade Unions, MoE, CC, NES</p>	2008
		<p>7. Reestablishment of ISOR Committees in order to ensure sustainability and implementation of the achieved measures and results of VET reform</p>	<p>ISOR Committees Established</p>	<p>Actor: CC</p> <p>Responsible institutions: MoES, MoLESP, NES, Agency for VET and Adult Education (VET Centre), UE</p>	2008

		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	Actors: UE, MoES, MoLESP Responsible institutions: National Council for VET and Adult Education, Trade Unions, CC, NES	2009
		9. Development of the system and mechanisms for coordination of internal institutions in VET	The system of cooperation among VET institutions established	Actor: Agency for VET and Adult Education (VET Centre) Responsible institutions: National Council for VET and Adult Education, MoES, MoLESP, NES	2009
Priority III: <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	Actor: Agency for VET and Adult Education (VET Centre) Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES	2007-2009

		11. Establishment of evaluation, accreditation and certification system in VET	The system of evaluation, accreditation and certification in VET established	Actors: MoES, MoLESP, NES Responsible institutions: National Council for VET and Adult Education, UE, CC, MoE	2007-2008
		12. Development of a model of school management in view of the role and participation of social partners	The model of school management based on the developed system of social partnership adopted	Actors: MoES, PSEC Responsible institutions: National Council for VET and Adult Education, UE, CC, MoLESP, NES	2009
Priority IV <i>Establishment of the mechanisms for information exchange between two systems – education and labour market, which do not function</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	Actors: MoES, Agency for VET and Adult Education (VET Centre) Responsible institutions: MoES, UE, CC, MoLESP, NES	2009

<i>independently, i.e. these systems are closely connected with the national economy and changes in that sphere</i>		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	Actors: MoES, Agency for VET and Adult Education (VET Centre) Responsible institutions: MoES, UE, CC, MoLESP, NES	2009
Priority V <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	15. Development of proposal for improvement of effectiveness of the existing system of financing VET	Proposal for the improved system of financing VET prepared	Actor: MoES Responsible institutions: MF, Government, MoLESP, MoE, UE, Trade Unions, CC, NES, National Council for VET and Adult Education	2009
		16. Development of the system of tax deduction for employers who enable carrying out practice and who directly support formal system of education	System of tax deduction for employers who enable carrying out practice agreed/established	Actors: MoES, UP, CC Responsible institutions: MF, Government, MoLESP, MoE, Trade Unions, NES, National Council for VET and Adult Education	2008

Chapter II:

NACIONAL QUALIFICATIONS FRAMEWORK

Measures and activities (2007-2009)					
Priority	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Actors and responsible institutions	Timeframe
<i>Priority I: Preparation activities for work commencement on NQF development</i>	⇒ Promotion of NQF role and significance within educational system, especially VET	17. 5 regional seminars on NQF role	Regional seminars held	Actors: MoES, National Team for NQF	2007
		18. National conference on NQF	National conference on NQF held	Actors: MoES, National Team for NQF	2007

	⇒ Updating of the nomenclature of occupations and harmonising with international standard ISCO 88	19. Participation in the updating of nomenclature of occupations and harmonising with international standard ISCO 88	The level of participation in updating of the nomenclature of occupations	Actors: MoES, NES, MoLESP	2007
Priority II: <i>The development of NQF system in Serbia</i>	⇒ Development of legal and strategic foundation which defines responsibilities of all the institutions involved in VET and which set up base for NQF system development	20. Preparation, establishment and work commencement of the National Council for VET and Adult Education which should project, monitor and coordinate the development of VET and adult education. This Council is also responsible for NQF system in Serbia	National Council for VET and Adult Education established National Council for VET and Adult Education started working	Actors: MoES, NES, MoLESP Responsible institutions: MF, Government, UE, PSEC, Trade Unions, MoE, CC, NES	2007-2008

		21. Preparation, establishment, and work commencement 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	Actors: MoES, MoLESP, PSEC Responsible institutions: National Council for VET and Adult Education, MF, Government, UE, Trade Unions, MoE, CC, NES	2007-2008
		22. Adoption of the protocol on establishment of NQF in Serbia and the Action Plan for 2008	Protocols on establishment of NQF and the Action Plan for 2008 adopted	Actors: MoES, NES, National Team for NQF Responsible institutions: MoLESP, MoE, UE, Trade Unions, CC, National Council for VET and Adult Education	2007
	⇒ Establishment of NQF institutions	23. Establishment of NQF coordination body for NQF management within the National Council for VET and Adult Education	NQF coordination body for NQF management established	Actors: National Team for NQF, National Council for VET and Adult Education Responsible institutions: MoES, MoLESP, NES	2008
		24. Preparation for the commencement of activities of coordination body for NQF as the basis for the future Serbian Agency for Qualifications (functions, staff, premises)	NQF coordination body for NQF management started working	Actors: National Team for NQF, National Council for VET and Adult Education Responsible institutions: MoES, MoLESP, NES, Agency for VET and Adult Education (VET Centre)	2008

		25. Establishment of the Agency for Qualifications as an independent institution and commencement of work of this institution (staff, procedures, cooperation, activities)	Agency for Qualifications established Agency for Qualifications started working	Actors: Coordination body, National Council for VET and Adult Education, National team for NQF Responsible institutions: MoES, MoLESP, NES, Government, MF, MoE, UE, CC, PSEC	2009
Priority III: <i>NQF functioning in Serbia</i>	⇒ Development of a flexible VET system in accordance with the needs and requirements of the labour market and employers	26. Development of training standards - training through pilot programmes	Training standards developed	Actor: Agency for VET and Adult Education (VET Centre) Responsible institutions: National Council for VET and Adult Education, NES, MoES, MoLESP, PSEC	2007
		27. Specification of the main elements of NQF (scope, levels, descriptors) in accordance with EQF	The main elements of NQF defined	Actors: Coordination Body, National Council for VET and Adult Education, National Team for NQF Одговорне институције MoES, UE, MoLESP, NES, Agency for VET and Adult Education (VET Centre), PSEC	2008
		28. Development of occupational standards	Methodology for the development of occupational standards	Actor: Agency for VET and Adult Education (VET	2007-2009

			developed; the development of occupational standards commenced	Centre) Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, PSEC	
		29. Development of the procedure for accreditation of educational and training institutions (setting up norms, their adoption) within the Agency for VET and Adult Education and the Coordination Body for NQF within the National Council for VET and Adult Education	Procedure for accreditation of institutions adopted	Actors: Coordination Body for NQF management, Agency for VET and Adult Education (VET Centre) Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, PSEC	2007-2008
		30. Development of the procedure for accreditation of educational and training programmes (setting up norms, their adoption) within the Agency for VET and Adult Education	Procedure for accreditation of programmes adopted	Actors: Agency for VET and Adult Education (VET Centre), Coordination Body for NQF management, Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, PSEC	2007-2008

Chapter III: CURRICULUM DEVELOPMENT

Measures and activities (2007-2009)					
Priorities	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Actors and responsible institutions	Timeframe
<i>Priority I: Establishment of institutional, programme and organisational pluralism in VET implementation as well as connecting formal and nonformal VET</i>	⇒ Further institutional development in VET	31. Establishment and commencement of work of the Agency for VET and Adult Education and building human and other resources	Agency for VET and Adult Education functions independently	Actors: MoES, MoLESP Responsible institutions: National Council for VET and Adult Education, MF, Government, MoE, CC, NES, PSEC	2007-2008
	⇒ Further VET development in order to ensure flexible horizontal and vertical mobility of students	32. Redefinition of occupational sectors and the list of educational profiles	Occupational sectors and the list of educational profiles redefined	Actor: Agency for VET and Adult Education (VET Centre) Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES,	2007- 2008

				PSEC	
		33. 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	<p>Actors: MoES, Agency for VET and Adult Education (VET Centre), PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education</p>	2007-2008
		34. Definition of the model of the level of loadedness of students with content and the school year structure	New model of student learning load developed	<p>Actors: MoES, Agency for VET and Adult Education (VET Centre), PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education</p>	2007- 2008
		35. Preparation of the concept of post-secondary education	Concept of post-secondary education adopted	<p>Actors: MoES, Agency for VET and Adult Education (VET Centre), PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, UE, CC, MoLESP, NES, The Institute for Improvement of</p>	2008

				Education	
Priority II: <i>Development of the system of standards in VET</i>	⇒ Development of occupational standards	36. Occupational standards development	Methodology for occupational standards development developed and work on the development of occupational standards commenced	Actor: Agency for VET and Adult Education (VET Centre) Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, Coordination Body for NQF	2007-2009
	⇒ Development of educational standards	37. Educational standards development - Establishment 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	Actors: The Institute for the Improvement of Education, Agency for VET and Adult Education (VET Centre), MoES, PSEC Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, Coordination body for NQF, The Institute for the Improvement of Education	2008
		38. Evaluation of the state of play regarding key competences in curricula	Analysis of the state of play regarding key competences in curricula	Actors: The Institute for the Improvement of	2008

				Education, Agency for VET and Adult Education (VET Centre), MoES, PSEC	
	<p>⇒ Modernisation and development of practice and practical teaching in secondary schools and educational institutions, as well as in enterprises/ companies</p> <p>⇒ 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</p>	<p>39. Definition of the way of carrying out practice in VET schools</p> <p>⇒ Introduction of licence for practice</p> <p>⇒ Definition of standards for carrying out practice</p> <p>⇒ Introduction of Contract on Cooperation with Employers</p> <p>⇒ Establishment of well-equipped RTCs</p>	New system of practice in VET schools developed and adopted	<p>Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, Trade Unions</p>	2007-2008
		<p>40. Definition of the theory and practice ratio VET in programmes</p>	Redefined theory and practice ratio VET in programmes	<p>Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions</p>	2007-2008
Priority III: <i>Further modernisation of the content, organisation</i>	<p>⇒ Further improvement and innovation of modular outcome-based educational programmes</p>	<p>41. Introduction of new pilot programmes, in accordance with the needs of labour market and in cooperation with</p>	New pilot programmes, in accordance with the needs of labour market and in cooperation with social partners introduced	<p>Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC</p>	2007-2008

<i>and methods in teaching process, of work of teachers, and schools in general;</i>		social partners		Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions	
		42. Further improvement of modular programmes through pilots	New modular programmes developed	Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions	2007-2008- 2009 permanent
	⇒ Further improvement and innovation of educational programmes in the languages of national minorities	43. Further improvement of modular programmes in the languages of national minorities through pilots	New modular programmes in the languages of national minorities developed	Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions	2007-2008- 2009 permanent

		44. 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	Actors: MoES, PSEC Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions	2007-2008- 2009 permanent
	⇒ Further improvement and innovation of educational programmes for the students with special needs	45. Further improvement of modular programmes through pilots for the students with special needs	New modular programmes developed	Actors: Institute for the Improvement of Education, Agency for VET and Adult Education (VET Centre), MoES, PSEC Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions	
Priority IV: <i>Establishment and development of quality assurance system in VET</i>	⇒ Development of accreditation and certification system in VET and adult education	46. Development of certification system	Certification system developed	Actors: National team for NQF, Coordination body for NQF (SQF) Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions, PSEC	2007-2008

		47. Development of accreditation procedure for education and training institutions (development of standards, their adoption)	Accreditation procedure for education and training institutions adopted	<p>Actors: Coordination body for NQF, Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions, PSEC</p>	2007-2008
		48. Development of accreditation procedure for education and training programmes (development of standards, their adoption)	Accreditation procedure for programmes adopted	<p>Actors: Coordination body for NQF, Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions, PSEC</p>	2007-2008
	⇒ Improvement of examination system in VET	49. Development of craftsmen exam and specialist exam	Model of craftsmen exam and specialist exam developed	<p>Actor: Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institutions: National Council for VET and Adult</p>	2008-2009

				Education, MoLESP, MoE, UE, CC, NES, Trade Unions, PSEC, National team for NQF, (SQF)	
		50. Development of final exams	Model of final exams developed	<p>Actor: Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions, PSEC, National team for NQF, (SQF)</p>	2007-2008
		51. Vocational matura	Model of vocational matura developed	<p>Actor: Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institutions: National Council for VET and Adult Education, MoLESP, MoE, UE, CC, NES, Trade Unions, PSEC, National team for NQF, (SQF)</p>	2007-2008

	⇒ Evaluation of the implementation of pilot programmes and their introduction into educational system	<p>52. Analysis of the results of implementation of pilot profiles and their introduction into regular VET system.</p> <ul style="list-style-type: none"> - In 2007, agriculture, food production and processing, mechanical engineering and metal processing, economy, law and administration - In 2009. civil engineering and geodesy, health and social care, electrical engineering 	Successfully evaluated pilot programmes introduced in VET system	<p>Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education</p>	2007-2008
		<p>53. Development of the system of monitoring and evaluation of pilot programmes and profiles in VET</p>	Established system of monitoring and evaluation of the programmes and profiles in VET	<p>Actors: Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education</p> <p>Responsible institutions: National Council for VET and Adult Education, MoES, PSEC</p>	2007-2009

<p>Priority V: <i>Rationalisation and improvement of VET schools network</i></p>	<p>⇒ Adjustment of the schools network to the needs of labour market and economy</p>	<p>54. Development of a comprehensive study on condition and needs of VET schools network in Serbia</p>	<p>Comprehensive study on condition and needs of VET schools network in Serbia developed</p>	<p>Actors: MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, National Team for NQF, Institute for the Improvement of Education</p>	<p>2007</p>
		<p>55. Definition of the criteria for ascertaining VET schools network</p>	<p>Criteria for ascertaining VET schools network defined</p>	<p>Actors: MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, National Team for NQF, Institute for the Improvement of Education, UE, CC, MoLESP, NES</p>	<p>2007-2008</p>

		<p>56. Definition of the network of schools, enrollment policy, relation between 3-year and 4-year profiles</p> <p>⇒ Special segment of the development of school network and enrollment policy for education in the languages of national minorities elaborated</p>	<p>Rationalisation of VET schools network started and new VET enrollment policy developed</p>	<p>Actors: MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education, National Team for NQF, Institute for the Improvement of Education, UE, CC, MoLESP, NES</p>	2008-2009
		<p>57. Enlargement of the capacity of 3-year VET schools as a direct response to the needs of economy</p> <p>⇒ Special segment of enlargement of the capacity of 3-year VET schools in the languages of national minorities in accordance with the needs of economy</p>	<p>New enrollment policy developed. Partnership and cooperation with employers and social partners established</p>	<p>Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC</p> <p>Responsible institutions: National Council for VET and Adult Education</p>	2008
<p>Priority VI: <i>Connecting VET schools and educational institutions with local</i></p>	<p>⇒ Establishment of Local VET and Adult Education Councils</p>	<p>58. Establishment of Local VET and Adult Education Councils and connecting them to Employment Councils*</p>	<p>Local VET Councils established</p>	<p>Actors: Agency for VET and Adult Education (VET Centre), MoES, PSEC</p> <p>Responsible institutions:</p>	2009

<i>communities, labour market, regional CC, Union of Employers, small and medium sized enterprises and trade unions</i>		<p style="color: red;">* This task is taken from the Action Plan for the implementation of the Strategy for the Development of Adult Education</p>		National Council for VET and Adult Education, UE, CC, MoLESP, NES, National Team for NQF (SQF)	
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Chapter IV: PROFESSIONAL IMPROVEMENT OF TEACHERS, ASSOCIATES AND INSTRUCTORS

Measures and activities (2007-2009)					
Priorities	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Actors and responsible institutions	Timeframe
Priority I: <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	59. Identification of the needs and development of programmes for professional improvement of practice teachers and instructors ⇒ Identification of the needs of teachers and instructors who teach in the languages of national minorities	⇒ Analysis of legal and sub-legal regulations carried out ⇒ Needs identified ⇒ Programme proposal developed	Actors: MoES, PSEC, Institute for the Improvement of Education, Associations of VET schools Responsible institutions: National Council for VET and Adult Education, NEC	2007
		60. Accreditation of professional development programmes which are prepared and organised at school level, as equivalent to other officially accredited programmes ⇒ Redefinition of accreditation procedure	System of accreditation of professional development programmes redefined and improved	Actors: MoES, PSEC, Institute for the Improvement of Education, Agency for VET and Adult Education	2007

		<ul style="list-style-type: none"> ⇒ System of collecting offers ⇒ Quality assessment system ⇒ Assessment of programmes ⇒ Monitoring of programmes ⇒ Accreditation standards 		(VET Centre), Associations of VET schools Responsible institutions: National Council for VET and Adult Education, NEC	
		61. 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 and adult education created	Actors: MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education, Associations of VET schools	2007-2008
Priority II: <i>Introduction of modern teaching and learning methods</i>	⇒ Introduction of new pedagogical methods	62. Seminars for using information technologies and learning the English language – for all the teachers in VET schools <ul style="list-style-type: none"> ⇒ Planning support to schools for organisation of seminars ⇒ Monitoring and evaluation ⇒ Proposals for improvement of training 	VET teachers trained for using information technologies and the English language	Actors: Associations of VET schools, MoES, PSEC Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education,	2007-2008

		<p>63. Seminars for professional improvement of teachers, associates and instructors aimed at specific pedagogical problems</p> <ul style="list-style-type: none"> ⇒ Planning support to schools for organization of seminars ⇒ Monitoring and evaluation ⇒ Proposals for improvement of training 	Teachers, associates and instructors trained	<p>Actors: Associations of VET schools, MoES, PSEC Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education</p>	2007-2008
<p>Priority III: <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></p>	<p>⇒ Further development of standards of professional competences of schools' principals, inspectors and pedagogical advisors</p>	<p>64. Further development of procedures and standards of professional competences of schools' principals, inspectors and pedagogical advisors</p> <ul style="list-style-type: none"> ⇒ 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	<p>Actors: MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education</p>	2009
	<p>⇒ Development of national standards for professional competences of VET teachers and instructors</p>	<p>65. Development and adoption of standards</p> <ul style="list-style-type: none"> ⇒ Making decision and adoption of the plan for the development of standards ⇒ Standards development ⇒ Standards adoption procedure 	Standards developed and adopted	<p>Actors: Associations of VET schools, MoES, PSEC Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education, National Educational Council, National Council for</p>	2009

				VET and adult education	
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Chapter V: CAREER GUIDANCE AND COUNCELLING

Measures and activities (2007-2009)					
Priorities	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Actors and responsible institutions	Timeframe
Priority I: <i>Establishment and development of the system of career guidance and counseling in VET</i>	⇒ Establishment of the system of career guidance and counseling	66. Development and adoption of the Strategy for Career Guidance and Counseling in VET	Strategy for Career Guidance and Counseling in VET adopted	Actors: Belgrade Open School, MoES, PSEC, MoLESP, NES Responsible institution: National Council for VET and Adult Education	2007

	67. Opening a Centre for career guidance and counseling in VET schools (pilot)	Centre for career guidance and counseling in VET schools opened	<p>Actor: Belgrade Open School</p> <p>Responsible institution: National Council for VET and Adult Education, MoES, PSEC, MoLESP, NES</p>	2008
	68. Monitoring and evaluation of the performance of pilot centres for career guidance and counseling	The level of the implementation of programmes for career guidance and counseling implemented in VET schools	<p>Actor: Belgrade Open School</p> <p>Responsible institution: National Council for VET and Adult Education, MoES, PSEC, MoLESP, NES</p>	2008-2009
	69. Professional improvement training for teachers, pedagogues and psychologists – for career guidance and counseling	System of professional improvement training for teachers, pedagogues and psychologists – for career guidance and counseling developed	<p>Actor: Belgrade Open School</p> <p>Responsible institution: National Council for VET and Adult Education, MoES, PSEC, MoLESP, NES</p>	2007-2009

Chapter VI

ENTREPRENEURSHIP

Measures and activities (2007-2009)					
Priorities	Objectives	Concrete measures and activities	Indicators of achievement/process indicators	Actors and responsible institutions	Timeframe
<i>Priority I: Development of entrepreneurial spirit and entrepreneurship in VET</i>	⇒ Further development of entrepreneurship programmes in VET schools	70. Further development of entrepreneurship programmes in VET schools	Entrepreneurship programme introduced in teaching plan of VET schools	Actors: MoES, PSEC, Agency for VET and Adult Education (VET Centre) Responsible institution: MoE, Agency for Small and Medium-Sized Enterprises, Institute for the Improvement of Education, National Council for VET and Adult Education	2007-2009

		<p>71. Establishment and development of the model of professional improvement of entrepreneurship teachers</p>	<p>Model of professional improvement of entrepreneurship teachers developed</p>	<p>Actors: MoES, PSEC, Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institution: MoE, Agency for Small and Medium-Sized Enterprises, Institute for the Improvement of Education, National Council for VET and Adult Education</p>	<p>2007-2009</p>
		<p>72. Connecting VET schools and educational institutions with local communities, employers, social partners, with the aim of development and strengthening entrepreneurial spirit in VET schools</p>	<p>Model of cooperation of VET schools and educational institutions with local communities, employers, social partners, with the aim of development and strengthening entrepreneurial spirit in VET schools developed</p>	<p>Actors: MoES, PSEC, Agency for VET and Adult Education (VET Centre)</p> <p>Responsible institution: MoE, Agency for Small and Medium-Sized Enterprises, Institute for the Improvement of Education, National Council for VET and Adult Education</p>	<p>2009-2012</p>

Part II
PROJECTION OF THE ACTION PLAN
2010 – 2015

SOCIAL PARTNERSHIP AND VET

Mid-term measures and activities (2010-2012)				
Priorities	Objectives	Concrete measures and activities	Actors and responsible institutions	Timeframe
Priority II: <i>Further development of institutional reforms and establishment of the Council for VET and Adult Education</i>	⇒ Continuation of institutional reforms and establishment of modern institutions which should monitor and support further development of VET and social partnership	1. Development of a new model of socio-private partnership among the state, educational institutions, science and economy	MoES, PSEC, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC, NES, National Council for VET and Adult Education	2009
		2. Establishment of a system of cooperation and joint work of Social Partnership Commissions/Councils in the field of VET, employment and social partnership	MoES, PSEC, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC, NES, National Council for VET and Adult Education	2009
		3. Development of the system and mechanisms for coordination of internal institutions in VET	MoES, PSEC, National Council for VET and Adult Education, Agency for VET and Adult Education (VET Centre)	2009

		4. Development of policy and active work mechanisms aimed at efficient development of social partnership in VET	MoES, PSEC, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC, NES, National Council for VET and Adult Education	2010
Priority III: <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	5. Continuing development and improvement of curricula with the support of social partners aimed at preparing workers in accordance with the labour market needs	National Council for VET and Adult Education, MoES, PSEC, UE, Trade Unions, CC, Agency for VET and Adult Education (VET Centre)	2009-2012
		6. 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	National Council for VET and Adult Education, MoES, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre)	2009-2010
		7. Continuing development of the comprehensive system of evaluation, accreditation and certification in VET	National Council for VET and Adult Education, Institute for Education Quality and Evaluation, MoES, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre)	

		8. Establishment of mutual trust among branches when it comes to occupations/specialisations for which cooperation of experts from the leading national and international companies is necessary	National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, Agency for VET and Adult Education (VET Centre)	2009-2010
		9. Development model of school management from the viewpoint of the role and participation of social partners	MoES, UE, National Council for VET and Adult Education, PSEC, CC, Agency for VET and Adult Education (VET Centre)	2009
Priority IV <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	10. 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	MoES, UE, CC, MoLESP, NES, National Council for VET and Adult Education	2009-2012
Priority V <i>Setting up the mechanisms for financial support and well developed investment policy of social partners and raising their awareness of the necessity</i>	⇒ Development and improvement the system of financing VET	11. Development of new, alternative sources of financing of VET	MoES, National Council for VET and Adult Education, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre), MoLESP,	2009-2012

<i>of improving the quality of labour force and labour market</i>			Trade Unions	
		12. Establishment of mechanisms for the development of VET funds at the level of sector, branch, region and/or company.	MoES, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC, NES, National Council for VET and Adult Education	2009-2012

Long term measures and activities (2012-2015)				
Priorities	Objectives	Concrete measures and activities	Actors and responsible institutions	Timeframe
Priority II: <i>Further development of institutional reforms and establishment of the Council for VET and Adult Education</i>	⇒ Continuation of institutional reforms and establishment of modern institutions which should monitor and support further development of VET and social partnership	29. Improvement of cooperation of employers at the level of branch/sector and company in order to establish partnership among them and Trade Unions so that they can participate in the process of the development of work agreements; Making decisions regarding HRD issues within work strategies of companies	MoES, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC, NES, National Council for VET and Adult Education	2012-2015
Priority III: <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	30. Development of monitoring and evaluation system of flexible and adequate implementation in VET	National Council for VET and Adult Education, Institute for Education Quality and Evaluation, MoES, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre), MoLESP, NES	2009-2012
		31. Development of self-evaluation system for those who implement VET in order to assure quality of VET	Institute for Education Quality and Evaluation, National Council for VET and Adult Education, MoES, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre)	2009-2010

<p>Priority IV <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></p>	<p>⇒ Development of national information system within VET and employment system</p>	<p>32. Development of National Information System</p>	<p>MoES, National Council for VET and Adult Education, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre)</p>	<p>2009-2012</p>
		<p>33. Continuing development and improvement of social partnership within VET and dissemination of the experience gained</p>	<p>MoES, National Council for VET and Adult Education, PSEC, UE, CC, Agency for VET and Adult Education (VET Centre), MoLESP, MoE, Trade Unions, NES</p>	<p>2012-2015</p>
<p>Priority V <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 the system of financing VET</p>	<p>34. Development of new, alternative sources of financing of VET</p>	<p>MoES, National Council for VET and Adult Education, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC</p>	<p>2012-2015</p>
		<p>35. Establishment of mechanisms for the development of VET funds at the level of sector, branch, region and/or company.</p>	<p>MoES, MF, the Government, MoLESP, MoE, UE, Trade Unions, CC, National Council for VET and Adult Education</p>	<p>2012-2015</p>

NATIONAL QUALIFICATION FRAMEWORK

Mid-term and long-term measures and activities (2010-2015)				
Priority	Objectives	Concrete measures and activities	Actors and responsible institutions	Timeframe
Priority III: <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	1. Independent operation of Agency for Qualifications (SQA)	NES, MoES, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education	Permanent
		2. Implementation of the accreditation procedure for educational and training institutions	NES, MoES, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education, SQA	Permanent
		3. Implementation of the accreditation procedure for education and training programmes	NES, MoES, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education, SQA	Permanent

CURRICULUM DEVELOPMENT

Mid-term and long-term measures and activities (2010-2015)				
Priority	Objectives	Concrete measures and activities	Actors and responsible institutions	Timeframe
<i>Priority I: Setting up institutional, programme and organisational pluralism in VET implementation and establishing a connection between formal and nonformal VET</i>	⇒ Further improvement of VET system so as to provide flexible horizontal and vertical mobility of students	30. Development of the system of post-secondary education (pilot)	MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education, MoLESP, NES, National Team for NQF	2010-2012
		31. Definition of the outcomes of general education in accordance with key competences	MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education, Institute for the Improvement of Education	permanent
		32. Adaptation of VET programmes for the children with special needs	MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education,	2010-2012 permanent

			MoLESP, NES, National Team for NQF, SQF	
Priority II: Development of VET standards	⇒ Development of educational standards	33. Development of educational standards - Establishment of satisfactory balance between general and vocational education in VET programmes - Definition of the general and vocational education ratio in VET programmes	Institute for Education Quality and Evaluation, MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education MoLESP, NES, National Team for NQF, SQF, Institute for the Improvement of Education	permanent
	⇒ Modernisation and development of practice and practical teaching in secondary schools and educational institutions, but also in enterprises/ companies	34. Establishment of well equipped Regional Centres	MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education, MoLESP, NES	2010-2010

<p>Priority III: <i>Further modernisation - content, organisation and teaching methods, teachers' work and schools as well</i></p>	<p>⇒ Further development and innovation of the model of modular outcome-based educational programme</p>	<p>36. Further development of the model of modular programme through pilots</p>	<p>MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education, MoLESP, NES</p>	<p>permanent</p>
<p>Priority IV: <i>Establishment and development of quality assurance system in VET</i></p>	<p>⇒ Development of accreditation and certification system in VET</p>	<p>38. Further development of certification system</p>	<p>National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, National Team for NQF, SQF</p>	<p>permanent</p>
	<p>⇒ Improvement if VET examination system</p>	<p>40. Development of the system of credits, CVET</p>	<p>MoES, PSEC, Agency for VET and Adult Education (VET Centre), National Council for VET and Adult Education</p>	<p>permanent</p>
<p>Priority VI: <i>Connecting VET schools and educational institutions with local communities, labour market, regional CC, Union of Employers, small and medium sized enterprises and trade unions</i></p>		<p>41. Opening the school and curricula for the local needs</p>	<p>National Council for VET and Adult Education, MoES, UE, CC, MoLESP, NES, National Team for NQF, SQF</p>	<p>2010-2012</p>

PROFESSIONAL IMPROVEMENT OF TEACHERS

Mid-term and long-term measures and activities (2010-2015)				
Priority	Objectives	Concrete measures and activities	Actors and responsible institutions	Timeframe
Priority I: <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 and educational institution	1. Introduction of obligatory initial pedagogical preparation for all potential teachers	MoES, PSEC, National Council for VET and Adult Education	2010-2012
Priority II: <i>Introduction of modern teaching and learning methods</i>	⇒ Introduction of new pedagogical methods	2. Seminars for using information technologies and learning the English language – for all the teachers in VET schools ⇒ Planning support to schools for organisation of seminars ⇒ Monitoring and evaluation ⇒ Proposals for improvement of training	Associations of VET schools, MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education	2010- 2012
		3. Seminars for professional improvement of teachers, associates, instructors, aimed at specific pedagogical problems ⇒ Planning support to schools for organisation of seminars ⇒ Monitoring and evaluation ⇒ Proposals for improvement of training	Associations of VET schools, MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education	2009-2012

<p>Priority III: <i>Development of professional cooperation and partnership among participants and actors in professional improvement of teachers, associates, instructors and other VET staff</i></p>	<p>⇒ Organisational and institutional strengthening in the field of professional improvement of teachers, associates, instructors and other VET staff</p>	<p>4. Development of the model of school resource centre and the model of school network, as the basis for improvement at the school level</p> <p>⇒ Recording school conditions and experience in electronic communication among schools</p> <p>⇒ Proposal of the model and pace of implementation.</p>	<p>Associations of VET schools, MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education</p>	<p>2009-2010</p>
		<p>5. Establishment and development of central Information, Documentation and Resource Centre 3a for teachers, instructors and other VET staff</p> <p>⇒ Proposal of the model of Centre</p> <p>⇒ Establishment of Centre</p> <p>⇒ Commencement of the work of the Centre</p>	<p>Associations of VET schools, MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education National Educational Council, National Council for VET and Adult Education</p>	<p>2010-2012</p>
		<p>6. Networking and connecting the Resource Centres with the central Information, Documentation and Resource Centre</p>	<p>MoES, PSEC, Agency for VET and Adult Education (VET Centre), Institute for the Improvement of Education</p>	<p>2012</p>

CAREER GUIDANCE AND COUNSELING

Mid-term and long-term measures and activities (2010-2015)				
Priority	Objectives	Concrete measures and activities	Actors and responsible institutions	Timeframe
Priority I: <i>Establishment and development of the system of career guidance and counseling in VET</i>	⇒ Development of the system of career guidance and counseling	5. Development of network of centres for career guidance and counseling in VET schools	Belgrade Open School, MoES, PSEC, MoLESP, NES	2009-2012 permanent
		6. Improvement of the system of career guidance and counseling in VET	Belgrade Open School, MoES, PSEC, MoLESP, NES	permanent
		7. Cooperation of NES, MoES and other actors in the field of career guidance and counseling (establishing “Protocol” on cooperation)	Belgrade Open School, MoES, MoLESP, NES	permanent
		8. Professional improvement training for teachers, pedagogues and psychologists – for career guidance and counseling	Belgrade Open School, MoES, PSEC, MoLESP, NES	permanent

