

Conference:
"QUO VADIS TVET SERBIA"

CURRENT SITUATION IN SECONDARY VOCATIONAL EDUCATION IN SERBIA

Belgrade, 26th and 27th November 2013

INSTITUTE FOR IMPROVEMENT OF EDUCATION

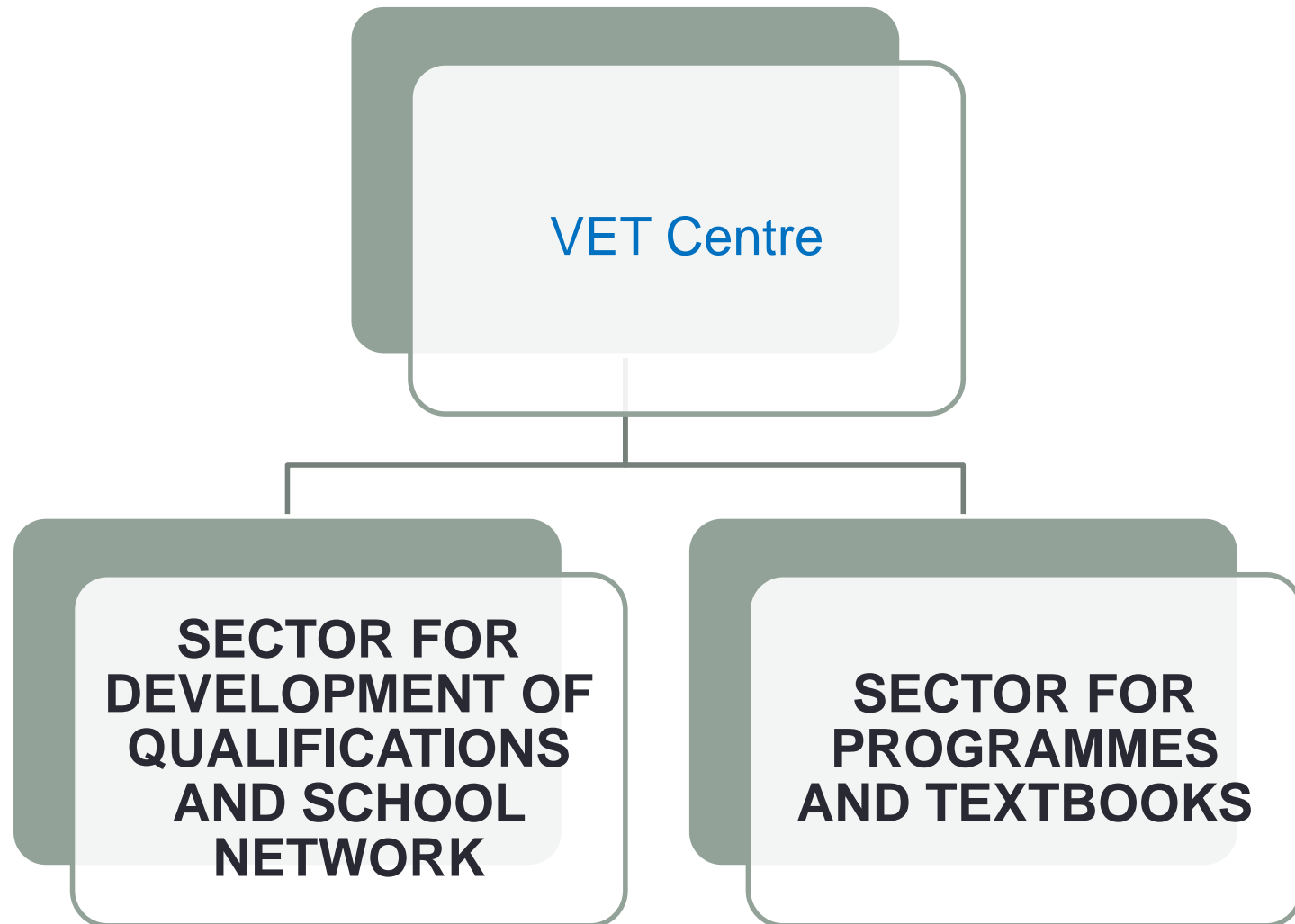
- *The Law on the Fundamentals of the Education System* stipulates that the Republic of Serbia established the **Institute for Improvement of Education** for monitoring, assuring and improving quality and development of the education system, for performing developmental, advisory, research and other professional tasks in pre-school, elementary and secondary education.
- The Institute for Improvement of Education participates in preparation of regulations from the field of education from the jurisdiction of the Ministry of Education and Science, National Education Council, VET Council.
- In its structure, the Institute has five organisational units:
 - ✓ Centre for programme and textbook development;
 - ✓ VET Centre;
 - ✓ Centre for professional development of employees in education;
 - ✓ Sector for specific issues of pre-school, elementary and general secondary education and
 - ✓ Sector of legal, financial and IT work.

VET Centre

- Activities of the Centre-

- preparation of standards within jurisdiction of the VET Council;
- preparation of part of curricula of secondary vocational education for educational profiles and programmes of final exam and vocational matura;
- preparation of part of curricula of elementary and secondary vocational adult education and programmes of final exams and vocational matura;
- preparation of programmes of craftsman and specialist education and their exams;
- preparation of part of curricula for education for work and final exam, programmes of professional training and exam programmes, training programmes and exam programmes and models of recognition of prior knowledge and skills;
- participation in preparation of quality standards of textbooks and teaching aids of vocational adult education and textbook plan;
- providing professional estimation of textbooks of vocational education and adult education in the approval process (confided task);
- preparation of the national qualifications framework for the level of secondary vocational education, specialist and craftsman education and for other forms of vocational education;
- preparation of the list of educational profiles;
- preparation of the network of vocational schools and schools for adult education and monitoring its appropriateness;
- preparation of development projects and activities which link vocational education and employment;
- activities of determining compliance of standards of programmes of vocational qualifying and training when implemented according extracurricular regulations (confided task);
- giving views on compliance of standards for implementation of special programmes of vocational qualifying and training;
- assists coordination of social dialogue and partnership on different levels of planning, development and implementation of vocational education and adult education;
- other tasks, in line with the *Law on the Fundamentals of the Education System* and the establishment act.

VET Centre
- Centre structure-



SECONDARY VOCATIONAL SCHOOLS IN SERBIA IN FIGURES

- Share of students attending secondary vocational schools is 72.59%, out of whom 59% attend four-year education, (grammar schools 25.38%, art schools 2.03%);
- All secondary vocational schools are grouped into 15 sectors;
- In the system there is a total of [278](#) profiles, out of which 166 (42 pilot) are four-year and 121(9 pilot) are three-year profiles;
- A total number of secondary vocational schools in Serbia, in 2013/2014 academic year, is:
 - 284 regular;
 - 39 art;
 - 29 special education needs;
 - 34 mixed (grammar school + vocational school)
- Number of students is about 300 000 in regular and about 1200 in special education need schools;
- The total number of teachers in secondary schools is 27298;
- The ratio of the number of students and classes is on average 27 - 28 students per class, and in Belgrade it is up to 31;
- The enrollment quota and the number of enrolled students in three-year occupations is in decline;

CHALLENGES

- A large number of profiles in the system;
- Secondary vocational education is narrowly specialised and to a small extent adapted to modern jobs within which the ability to comprehend a complex problem is expected (integration of profiles);
- Obsolescence of profiles themselves, many of which do not correspond to the jobs that no longer exist in the work process;
- Lack of profiles necessary for the needs of modern technology;
- Quite outdated curricula;
- Adoption of national classification of occupations;
- Defining the National Qualifications Framework;
- Practice teaching delivery (organisation, assurance of quality of delivery in terms of the staff, equipment and teaching aids);
- Support and training of teachers in schools and mentors in enterprises (professional development of teachers and mentors);
- Evaluation and measurement of effects of vocational education.

ACTIVITIES OF THE CENTRE ON OVERCOMING THE CHALLENGES

- Pilot curricula development and support to schools in pilot implementation (about 60);
- Development of qualifications standards for all educational profiles;
- Developed concept and programmes of final and matura exams in pilots (development and application of methodology of competence-based assessment, training of teachers and school teams for implementation of the exam in line with the new concept, analysis of implementation of final and matura exams);
- Curricula in the existing profiles updated (majority of them were from 1993);
- New modern Norms regarding space, equipment and teaching aids for all educational profiles in the system adopted;
- National Qualifications Framework of Serbia drafted;
- 4 pilot Sector Councils established (in order to research qualifications on the labour market and development of qualification standards);
- Adopted additional quality standards for operation of institutions;
- Data collection for the purpose of forming a database on school networks;
- Continuous cooperation and participation of social partners in all activities (other ministries, National Employment Service, Chamber of Commerce, Associations of vocational schools, faculties, colleges...)
- Continuous cooperation and participation in activities of projects (CARDS, IPA, GIZ, Kulturkontakt, ETF, ERISEE etc.)

PRACTICE TEACHING

- Delivery of practice in secondary vocational schools and enterprises represents one of key elements in good-quality preparation of students and participants for employment and their professional career.
- Initial **student practice delivered in schools** is necessary and needed in all occupations and represents essential part of those skills and achievements which form working capacity of an individual.
- During **practice in enterprises and companies** students and candidates for future employment are given an opportunity to become familiar with and gain practice in real conditions and on real technologies.
- Only through huge investments in teacher training, equipment and materials, practice in enterprises could be replaced by practice in schools or in training institutions, but it would also be only a simulation.
- Practice delivered in enterprises is implemented through a limited number of operations and one specific technology, which can be limited in terms of transfer of acquired skills, and at the same time goals of enterprises are productivity and providing services.
- In further development of vocational education it is necessary to establish a system which would enable delivery of practice both in school and in companies, that is, the system of vocational education in Serbia should develop such a practice system whose structure will include combination of practice delivered in school and practice delivered in enterprises and companies.

INSTEAD OF A CONCLUSION (MORE CHALLENGES)

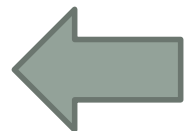
- Lack of interest of parents and students – unattractive three-year occupations;
- Media support;
- Support of social partners of more declarative nature (especially in the part which refers to organisation of practice teaching);
- Enrollment policy;
- School network;

THANK YOU!



Sectors

1. Agriculture, food production and processing
2. Forestry and wood processing
3. Geology, mining and metallurgy
4. Mechanical engineering and metal processing
5. Electrical engineering
6. Chemistry, non-metals and graphic design
7. Textile and leather
8. Geodesy and construction
9. Traffic
10. Trade, catering and tourism
11. Economy, law and administration
12. Natural sciences and Maths sector
13. Culture, arts and public information
14. Health and social care
15. Other activities of personal services



PROFILES

Sector	Four-year educational profiles		Three-year educational profiles		Σ
	traditional	pilot	traditional	pilot	
GEODESY AND CONSTRUCTION	7	2	12	1	22
GEOLOGY, MINING AND METALLURGY	6	2	9	1	18
ECONOMY, LAW AND ADMINISTRATION	8	3	0	0	11
ELECTRICAL ENGINEERING	10	5	7	1	23
HEALTH AND SOCIAL CARE	13	6	0	2	21
MECHANICAL ENGINEERING AND METAL PROCESSING	15	3	32	1	51
PERSONAL SERVICES	1	0	6	0	7
AGRICULTURE, FOOD PRODUCTION AND PROCESSING	7	1	11	1	20
TRAFFIC	9	4	5	2	20
TEXTILE AND LEATHER	4	5	6	1	16
TRADE, CATERING AND TOURISM	5	1	4	3	13
CHEMISTRY, NON-METALS AND GRAPHIC DESIGN	11	5	9	0	25
HYDROMETEOROLOGY	2	0	0	0	2
FORESTRY AND WOOD PROCESSING	4	4	5	2	15
CULTURE, ARTS AND PUBLIC INFORMATION	22	1	0	0	23
TOTAL	124	42	106	15	287



ENROLLMENT

ENROLLMENT QUOTA IN SECONDARY SCHOOLS of 2005/06- 2012/13
for three-year education

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Number of places	28010	25340	23364	22194	20999	19836	16344	16570
Taken	19981	19375	16862	15983	14980	14469	9849	11362
In %	71.3	76.5	72.2	72.0	71.3	72.9	60.3	68.6

