



OPERATING CONDITIONS OF VOCATIONAL SCHOOLS IN SERBIA

QUO VADIS TVET

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ON SECONDARY VOCATIONAL EDUCATION

- Schools, institutions, forms and programmes of education which are between elementary and higher education.
- **Up to World War II** elementary school lasted four years, whereas within secondary education there were different types of schools:
 - apprentice schools (three years),
 - civil schools (four years)
 - lower and higher grammar schools (four years each)
 - teacher schools (up to five years) and
 - secondary vocational schools (four years)

After World War II:

elementary school lasts seven years, and in addition to it and after it there were:

- lower grammar schools,
- higher grammar schools,
- schools for students in economy,
- secondary vocational schools and teacher schools

In 1958 the sub-system of pre-school education started

- elementary schools last eight years.
- higher grammar schools remain,
- **segment of secondary vocational schools** expands,
- **schools for qualified workers** become modernised,
- teacher schools still exist,
- an option of direct entry to faculties, without previous completion of secondary school, with special exams

After 1974

- Secondary education becomes aligned with the unique bases for classification of occupations and qualifications.
- **Centres of sector-based education** are formed, with a large number of fragmented educational profiles.
- Connection between secondary education with work (in particular production-based) is emphasised
- Grammar schools as the only secondary general education schools no longer exist, and **each profile for adequate sectors and occupations contained: a) common general education, and b) appropriate vocational education.**
- After the secondary education level every person obtained a certain qualification (diploma) for work.
In the late eighties and early nineties the traditional system of vocational schools was revived:
- Grammar schools, as general secondary schools, no longer educate for an occupation, but for further studies
- Secondary vocational schools are separated from unique educational centres (with educational programmes from one to four years); secondary art schools belong to that system, too (music, ballet and schools for industrial design).
- Teacher schools were transformed in pedagogical academies in 1972 (as colleges for educating teachers and pre-school teachers), and from 1993 teacher education faculties were formed.

LAW ON SECONDARY EDUCATION. (“Educational Gazette of RS” no. 55/2013)

- Article 4
-In a vocational school appropriate general and vocational education is acquired in three and four years of schooling for performing tasks of the specified occupation and for further education in higher education institutions.
- Specialist and artisan education lasting from one to 2 years, can be acquired in a vocational school, as well as other forms of vocational education: education for work lasting two years, vocational training, vocational qualifying and a training course up to one year.

SECONDARY VOCATIONAL EDUCATION DEVELOPMENT STRATEGY

PROCESS OF FURTHER VOCATIONAL EDUCATION REFORM:

- ❖ System of standards (institutions, teachers, programmes)
- ❖ National qualifications framework and training standards
- ❖ Modernisation of contents, organisation and methods
- ❖ Improvement and innovation of modular outcome-based curricula
- ❖ Defining educational profiles and occupations, in line with economic reality and sustainable development
- ❖ Modernisation and development of professional practice and practice teaching
- ❖ Innovation of equipment and teaching materials

SPECIFIC CHARACTERISTICS OF SECONDARY VOCATIONAL EDUCATION

Vocational education focused on acquisition of vocational knowledge and development of key abilities and skills necessary for work and further learning

- Need for conditions, programmes and forms which will enable greater flexibility in coping with changeable social conditions and conditions of the world of work
- Structuring the formal education system with creating opportunities for informal and non-formal education, in order to create real possibilities for development of knowledge and encouraging abilities during lifelong learning
- Positioning of secondary vocational education in line with the needs and possibilities of technical and technological, social and economic and individual development
- Systematic involvement of stakeholders and social actors and providing transfer of knowledge and acquiring practical skills

Data from 2009/10 academic year:

- Secondary vocational schools: 72.59% of students
- Grammar schools: 25.38%, and art schools: 2.03%
- **Introduction of pilots:** 58% of vocational schools, 15% of students
- Imprecise and different data on termination/early drop out;
- **Strategy of education in Serbia up to 2020,** (“Official Gazette of RS” 107/2012):
- Secondary vocational 4-year schools are enrolled by 39%....Up to 2020 mandatory enrollment to secondary education after elementary school and staying in secondary education in case it is not completed – up to becoming of age.

Competence-based secondary vocational education

- A programme of education based on verified tasks against which students' achievements are assessed.
- Teaching materials should identify and verify competences a student should acquire, present activities through which students will achieve the competences, list the criteria against which students will be assessed and conditions under which assessment will be performed.
- Emphasis is put on an ability to do (something) and to know how and why. Students' achievements and knowledge are assessed individually against criteria, not on group norms.
- **COMPETENCE:** knowledge and skills needed to perform a job

General standards of achievement at the end of secondary education: foreign languages, Serbian language and literature, History, Chemistry, Geography, Physics, Biology

- **STANDARDS OF GENERAL CROSS-SUBJECT COMPETENCES FOR THE END OF SECONADRY EDUCATION:**
- Life-long learning competence
- Communication
- Work with data and information
- Digital competence
- Problem solving
- Cooperation
- Responsible participation in democratic society
- Responsible attitude to health
- Responsible attitude to environment
- Esthetic competence
- Entrepreneurial and entrepreneurship orientation.
- **Each competences is defined by outcomes, (...know, can, uses, recognises...)**

Module: a set of functionally related knowledge, skills and abilities (competences) needed to perform a specific task

- **Law on secondary education, article 6, item 3.**
- A curriculum contains modules, a module representing a set of theoretical and practical programme contents and forms of work functionally and thematically related within one or several subjects.
- Development of vocational education include further development and innovation of the modular model of learning outcome-based educational curricula.
- **Outcomes are clearly and unambiguously defined knowledge, skills and abilities (competences) achieved after a certain programme, that is, a process of education and learning.**
- **Outcomes are defined before the beginning of the education process and are known to teachers and students.**

Expectations from modular curricula:

- flexibility in planning and organisation
- efficiency and rationality
- more successful response to the labour market needs
- easier and better horizontal and vertical mobility
- more efficient meeting individual needs and capacities of students
- opportunities for students to select their own way of learning, of acquiring work competences and qualifications
- easier return to vocational education for completion of education or acquisition of additional qualifications.

In line with the Strategy of Vocational Education Development during 2006/2007 the VET Reform Programme developed pilot curricula.

- **Objective of the pilot:**
- development and implementation of modular vocational education curricula based on occupation standards and needs of the labour market for knowledge and skills;
- development of educational programmes which meet developmental needs and needs for students' generic and life skills;
- grounding programmes of education, teaching and learning on precisely defined objectives and outcomes which enable an individual approach to learning and taking into account developmental potentials and abilities of students;
- establishing functional connection between contents of mandatory subjects and vocational modules in order to support and enable successful acquisition of vocational knowledge and skills;
- testing vocational theoretical knowledge and working competences within vocational matura.

Law on the Fundamentals of Education System

-A pilot programme consists of an objective, expected outcomes, duration, way and conditions of its implementation and evaluation..
-Maximum pilot duration is 5 years, out of which in the final year pilot evaluation is carried out.
- ...In the pilot evaluation process programme implementation is monitored by a pedagogical advisor.
- Evaluation of the achieved objectives and expected outcomes at the end of the pilot is given by the Institute for Education Quality and Evaluation.
- The Institute for Education Quality and Evaluation gives a proposal to the Minister and pilot initiator (institution, responsible council, institutes)

THE ROLE OF THE REGIONAL SCHOOL DEPARTMENT AND PEDAGOGICAL ADVISORS

- **The Law on the Fundamentals of the Education System, *Official Gazette of RS, no. 72/2009, 52/2011 and 55/2013***
- Article 26
 - For performing professional and pedagogical supervision, providing support to development planning and quality assurance of work of an institution and performing other tasks determined by the law, organisational units are established in the Ministry to perform those tasks outside the Ministry head offices – **Regional School Departments**
- Article 151
 - Tasks of professional and pedagogical supervision are performed by a pedagogical advisor.
 - **A pedagogical advisor:**
 - 1) **evaluates** quality of work of an institution, that is, student dormitory against the standards set, implementation of the development plan and programmes of education;
 - 2) **provides help and support** to self-assessment of an institution;
 - 3) **monitors** compliance with general principles and achievement of objectives of education;

- 4) **advises and provides professional help** to a teacher, pre-school teacher, professional associate and director **in order to improve quality of their work** and work of the institution and accomplishment of standards of achievements;
- 5) **advises and provides professional help** to the institution **in providing protection** of children, students and employees from discrimination, violence, abuse and neglect in the institution;
- 6) **provides direct insight into the work of an institution**, that is, students' dormitory, teachers, pre-school teaches, professional associate and director;
- 7) **observes delivery of teaching, exams and other forms** of educational work;
- 8) **monitors pilot implementation**
- 9) **assesses fulfillment of requirements for obtaining titles**;
- 10) **monitors and evaluates quality of work of an advisor – external associate**;
- 11) **proposes** to the institution, Minister and responsible bodies taking necessary measures for elimination of irregularities and weaknesses in delivery of educational, professional, that is, pedagogical work and for their improvement.




External evaluation of school work quality

School Programme, Teaching, Support to Students, Resources

- **Guide to Self-Assessment for VET Providers**, on the website of the Institute for Education Quality and Evaluation
- **Additional standards for VET** under the project Modernisation of the VET System (www.vetserbia.edu.rs)

NATIONAL EMPLOYMENT SERVICE DATA FROM 2012:

- In 2012 each 3rd out of 52 000 vacancies on NES records was intended for qualified/highly-qualified workers/craftsmen.
- Such vacancies are hardly filled without additional training and qualifying.
- **Possible improvements:**
 - Ratio of theoretical contents and practical teaching
 - Domination of the “academisation” principle with youth and prolonging education
 - Mismatch between supply of educational profiles and actual needs of economy and youth
 - Insufficient involvement of economy in support to education (practical knowledge and skills)
 - Need to inform parents and students and improvement of the image of 3-year education in society
 - Multi-disciplinary and multi-sector approach (chamber of commerce, education institutes, NES, ministries, projects, PO programmes....)



**Teachers, not teaching aids, are the main driving force
of training (Jerome Bruner, Process of Education, 1962)**

THANK YOU !