

# SERBIA

## RIGA MID-TERM DELIVERABLES 2015-17

- National working group on WBL established in 2016 to develop a concept for the introduction of dual education
- Changes of the Law on the Foundations of Education System and the Law on Secondary Education, containing stronger references to apprenticeship and dual VET, have been prepared; the Law on dual education is in preparatory phase
- Memorandum of Understanding signed (2016) between the Serbian Minister of Education and the Presidents of the Chambers of Commerce of Serbia and Austria on the experimental introduction of dual education in Serbia
- Membership in EAfA (2017)

# 1

- EQAVET-compatible national QA approach devised in 2015-16, partial implementation started in 2016
- Education Information System and a system of monitoring and evaluation of vocational education planned and being prepared for introduction
- Working group established between the Ministry of Education and the Statistical Office to develop educational statistics and indicators for monitoring the outcomes of education (2016)

# 2

- Dropout Prevention Model developed and tested in 10 primary and secondary vocational schools; the model is going to be mainstreamed at the level of the whole system (including VET)
- The two pre-existing NQFs, in higher education and VET, have been unified into one comprehensive NQF, which is now in the final stage of development; new law on the NQF in preparation, which will regulate implementation
- Draft concept of recognition and validation of prior learning developed in accordance with the Law on Adult Education

# 3

- VET teacher training conducted on key competences promotion.
- Instruments for evaluation of key competences with a special focus on cross-curricular competences are under preparation by the Institute for Evaluation of Education Quality
- Focus on entrepreneurship promotion

# 4

- Working Group established (July 2016) and tasked with the development of a proposal of improved model of initial teacher education.
- New Rulebook on teacher professional development introduced (2015), providing for opportunities to the companies to develop programs for VET teachers plus more flexibility in recognising and rewarding different forms of CPD
- Pilot activities on training of company instructors implemented; awareness raised of the need a systemic approach to be developed

# 5

## MOVING FORWARD

- Finalise and implement the concept for dual education, adopt the WBL legislation drafted and put it into practice, while building the capacities of both employers and VET schools for implementing apprenticeships.
- Implement the QA approach through strengthening the QA mechanisms and increasing the EQAVET indicators for quality monitoring; build mechanisms for regular collection of data on the employability and transitions to work of VET graduates and use this feedback when designing VET provision programmes.
- Target measures at groups facing barriers to VET and labour market entry (e.g. Roma community, NEETs, unemployed adults, persons with disabilities) and improve the reach out of guidance services; put in place the legal and institutional developments necessary for implementing the NQF and introduce VNFIL procedures
- Further strengthen the promotion of key competences in VET curricula and provide more effective opportunities to acquire or develop those skills through CVET
- Increase the opportunities for CDP relevant to the vocational specialism of VET teachers and strengthen the pedagogical competences of mentors within companies who receive students on practical training