

EUROPEAN ALLIANCE FOR APPRENTICESHIPS (EAfA) CANDIDATE COUNTRIES – PLANNED REFORMS INITIATIVES

National Commitment

Considering the aims and principles of the European Alliance for Apprenticeships (EAfA), the **REPUBLIC OF SERBIA** will undertake the following policy measures to increase the quality, supply and attractiveness of apprenticeships, in accordance with Strategy for Development of Education in the Republic of Serbia by the 2020.

Main objective

According to Strategy for Development of Education in the Republic of Serbia by the 2020, the mission of the secondary vocational education and training (VET) is to provide every individual with the opportunities and conditions to acquire knowledge, skills, abilities and attitudes – professional competences for effective integration into the world of work or further education.

Main objectives of the future reforms in the field of VET (Work Based Learning, Dual Education, Apprenticeship):

- Adoption and implementation of Dual Education Law;
- Developing national model of dual and entrepreneurial education;
- Strengthening the capacities of VET schools and companies to implement dual education and work based learning in cooperation with social partners and other relevant stakeholders;
- To integrate apprenticeship schemes into the formal and adult education;
- Strengthening a connection between vocational education schools, employers and the labour market needs;
- Involvement of employers in the process of programming and development of VET;
- Reducing dropout rate especially in field of VET;
- Standardization of qualifications exam;
- Increasing attractiveness of VET including dual education, work based learning and apprenticeship.

Description

The Strategy for Development of Education in Serbia 2020 defines purpose, goals, directions, instruments and mechanisms of the education system development in the Republic of Serbia by the year 2020. According to the Strategy, mission of the education system of Republic of Serbia is to provide basic foundation for life and development, of each individual, society and state, based on knowledge.

The expected values in 2020 in the VET fields are:

- 1) **Quality** – in 2020, it is expected that all elements for achieving high-quality of the VET should be functioning. Sector Councils are already established and operating; The National Qualifications System is developed and regularly updated based on the needs of the economy and society as a whole; all curricula are developed according to the qualification standards or achievement standards for general subjects; standards for teachers, instructors, and principals as well as for institutions and other providers are in full force.
- 2) **Effectiveness** – in 2020, a minimum of 95% of enrolled students will have successfully completed four-year secondary vocational schools (about 40 % of the age group); 40%–50% of those who have completed four-year secondary vocational schools enroll at universities and the remaining youths actively seek employment and will find employment or will be self-employed in less than 9 months.
- 3) **Relevance** – in 2020, there is a higher degree of compliance with the requirements of the labour market and offering qualifications in vocational education and training. The network of vocational schools is rationalized in line with the demographic trends and the level of regional development.

Added value

- Stronger connection between vocational education and the labour market needs;
- Better employability and decreasing of unemployment rate of young people;
- Increase the capacity for the implementation of work based learning schemes, including dual education and apprenticeships;
- Increased attractiveness of VET carrier pathways for youngsters;
- Raising awareness of the importance of vocational education and training in the context of Lifelong learning.

Partners

Ministry of Education, Science and Technological Development, Ministry of Economy, Ministry of Labour, Employment, Veteran and Social Policy, Council for Vocational Education and Adult Education, Institute for Improvement of Education, Chamber of Commerce and other relevant state educational bodies, schools, training providers, relevant social partners and employers.

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Date: March, 2017