

EQAVET Peer Review Serbia

Role of school management/leadership in the development of quality culture in schools

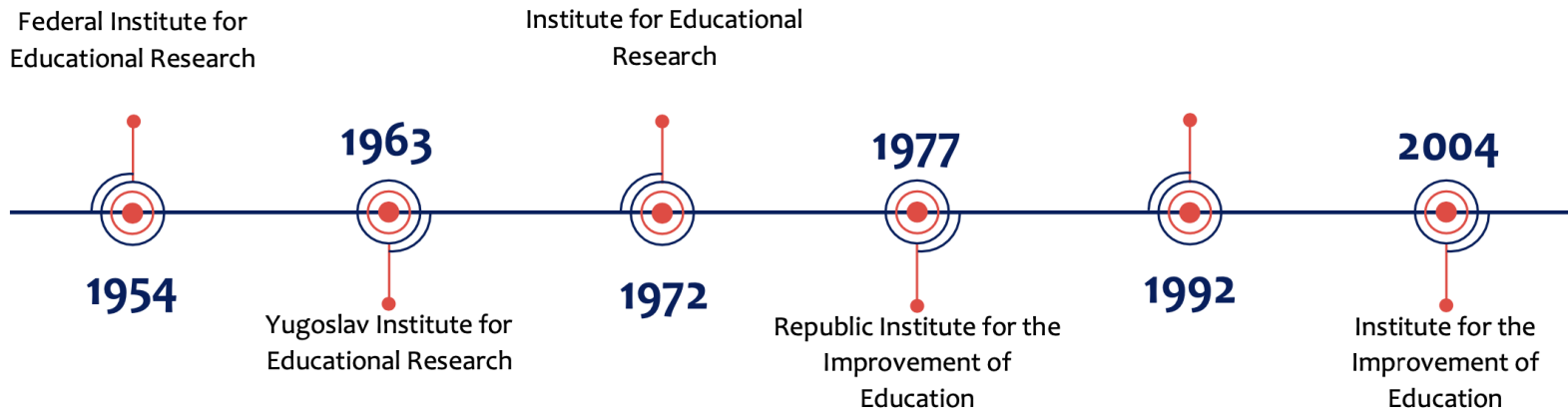
Vocational Education System in Serbia

Maja Todorović
head of the Centre for Vocational and Adult Education
Institute for Improvement of Education
Belgrade, Republic of Serbia

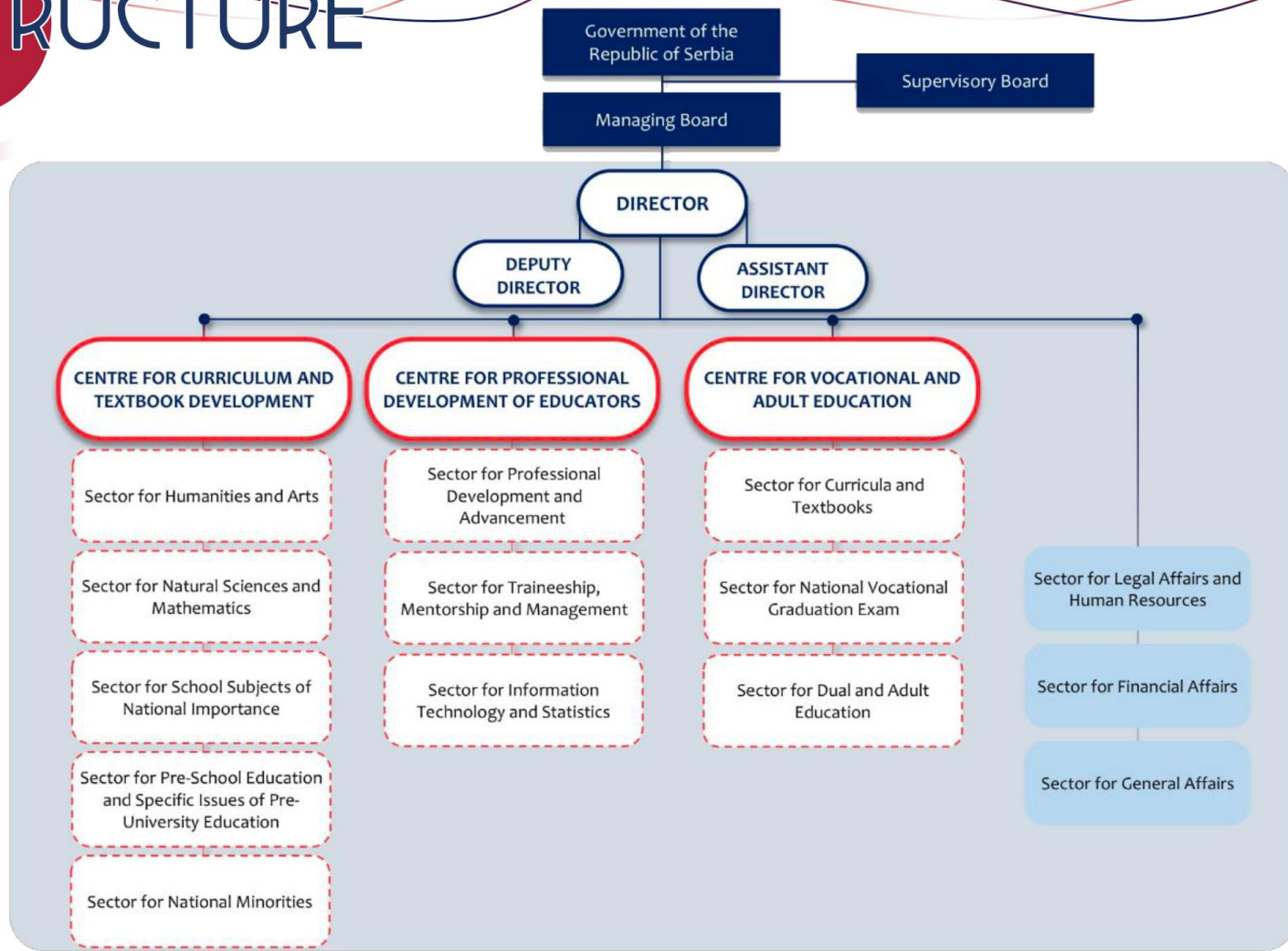
a ЗАВОД ЗА УНАПРЕЂИВАЊЕ
ОБРАЗОВАЊА И ВАСПИТАЊА

Belgrade, 03 – 04th April 2025

The Institute for the Improvement of Education has been operating in the field of education since 1954 with different names and standings:



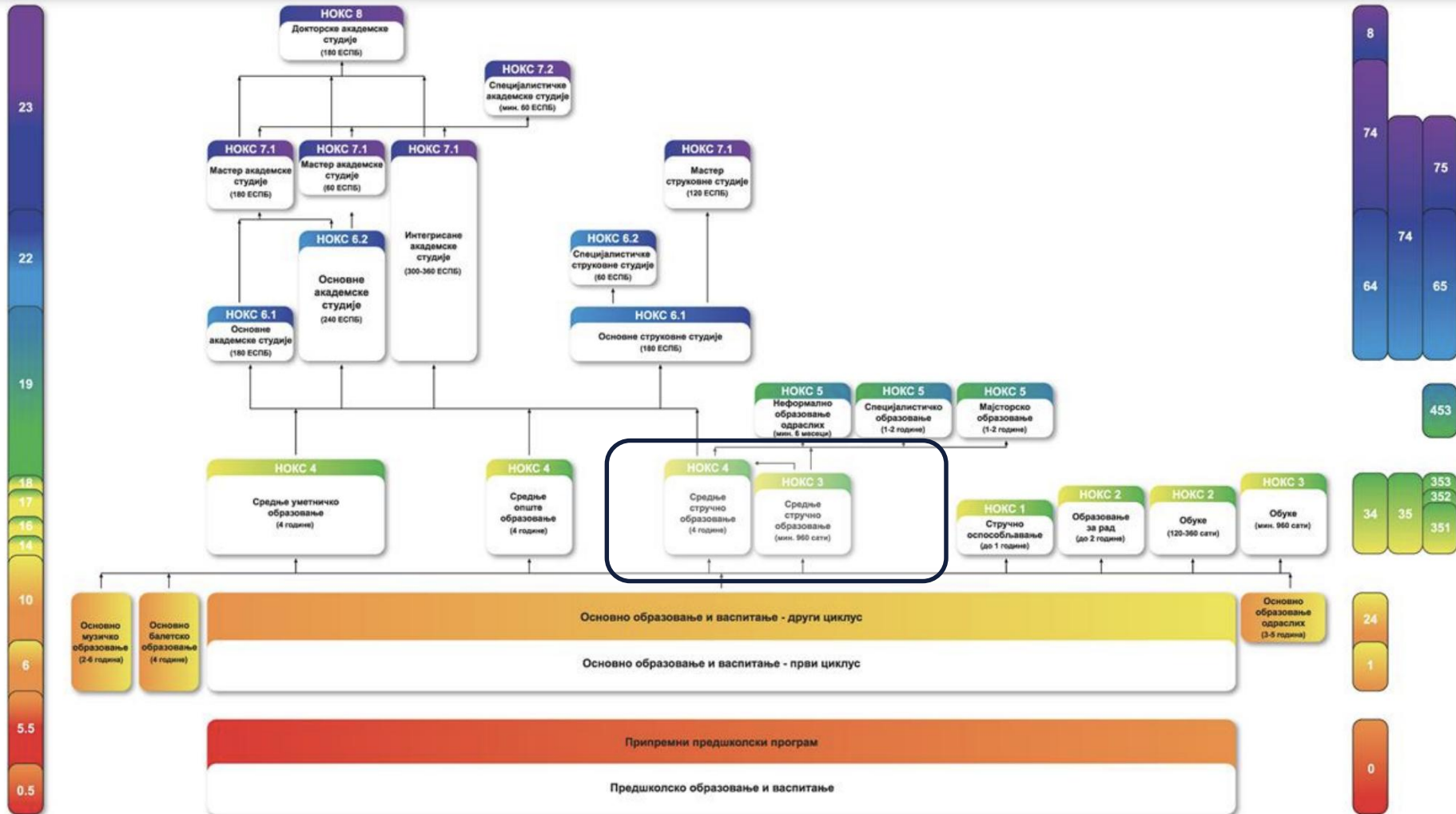
STRUCTURE





Centre for Vocational and Adult Education

- development of the **curricula** for VET educational profiles;
- preparation and organization of **final and matriculation exams**;
- evaluations of **textbooks** and **teaching materials** for secondary vocational schools and adult education;
- supporting teachers in **planning, implementing and evaluating** the teaching process in vocational educational profiles;
- **organization of trainings** for exam evaluators – teachers and representatives of employers, who are mandatory external members of exam committees.





Mandatory education

Preschool education

- 6-7 yrs

Primary school

- 7-11 yrs / one school teacher
- 11-15 yrs / more subject-oriented curriculum / more teachers
- 545 000 students (1500 in private schools)

Final exam

- At the end of final year
- 3 test / mathematics, mother language, elective subject (history, geography, biology, chemistry, physics)



Secondary education

In the 2023/24 school year

- 493 regular high schools (444 state and 49 private)
- 225,423 students (public schools 97.8%, private schools 2.2%)

The number of students who graduated high school (in 2022/23) was 59,128, out of which 26.4% completed gymnasium and 73.6% completed secondary vocational school (58% four-year and 15.6% three-year).

VET education

- duration – 3 or 4 years
- 14 areas of education, about 200 profiles

Secondary vocational education was attended by **74,6%** of students, and the most popular educational profiles are "electrical engineering" (17.1%), "economics, law and administration" (16.7%) and "health and social protection"(14.2%) (2022/23)



VET education

- Geodesy and construction
- Textile and leather industry
- Forestry and wood processing
- Mechanical engineering and metal processing
- **Electrical engineering**
- Trade, hospitality and tourism
- Agriculture, food production and processing
- Traffic
- **Economy, law and administration**
- Chemistry, non-metals and graphic arts
- Geology, mining and metallurgy
- **Health and social protection**
- Personal services
- Hydrometeorology



VET education

- Teaching and learning programmes - based on qualification standards
- About **200 different vocational** education programmes are implemented in vocational schools, most of which are four-year in duration.
- Young (15-18 years old) people's interest in enrolling in three-year programmes **is declining**, despite efforts to make them more attractive

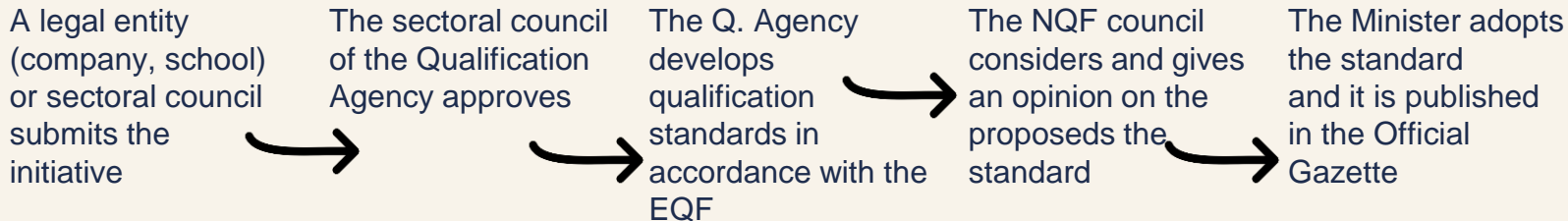


Dual education

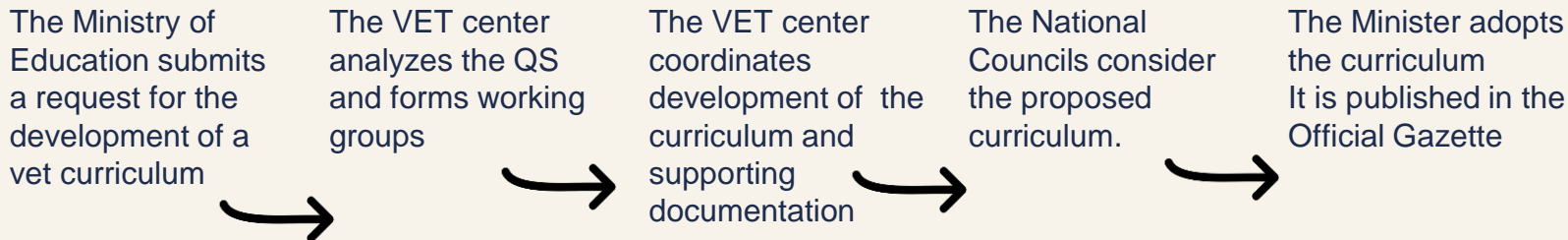
- teaching model in the system of secondary vocational education in which the curriculum is carried out in two places, **at school and in the company**.
- Students acquire knowledge, skills, and attitudes through theoretical teaching and exercises at school and work-based learning in the company.
- The school **is responsible** for the implementation of the teaching and learning plan and program as a whole.
- Number of students in final year (2023) is **3,2%** of all students in VET education

Adoption procedures

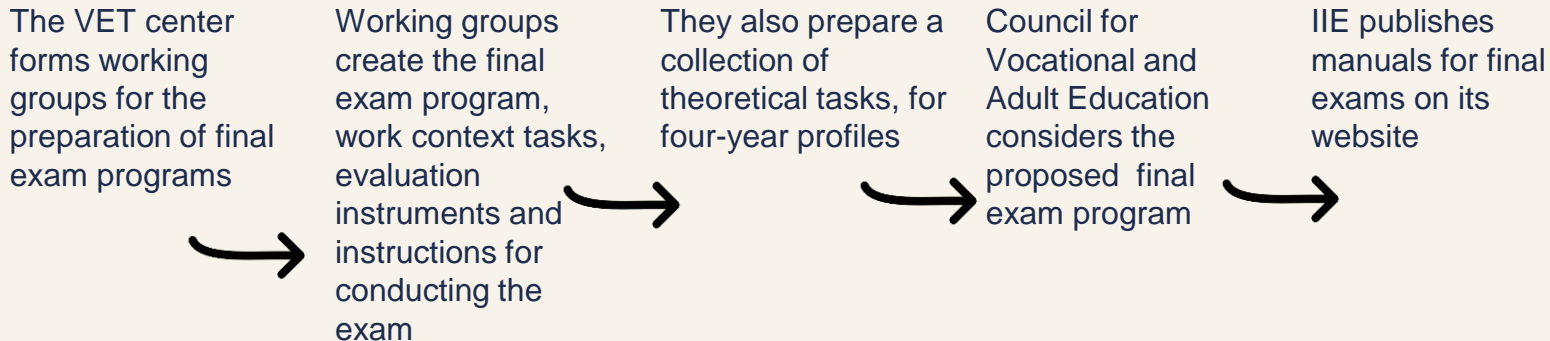
Qualification standards



VET curricula



VET final exams development



School principals in the focus



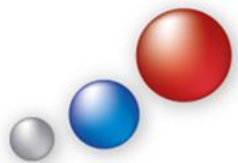


EQAVET Peer Review Serbia

Role of school management/leadership in the development of quality culture in schools

External evaluation of schools, scope, mechanisms and results with focus on role of principals

PhD Elizabeta Karalić, Institute for Evaluation of the Quality of Education



INSTITUTE FOR EDUCATION QUALITY
AND EVALUATION, SERBIA

1. Quality assurance

- The first step in ensuring the quality of education is establishing quality standards.

**International
Studies**



2. Quality assurance

- The second step in ensuring the quality of education is evaluation based on the standards, i.e., assessing the level of success of participants in implementing the prescribed standards.



3. Quality assurance

- The third step in ensuring the quality of education is improving the quality of work of individuals, the school, and educational policy changes.
- This includes support for schools, professional development of educational staff, networking, and international cooperation.



External Evaluation



The objective of external evaluation is to improve the quality of educational work in schools through an objective assessment of the alignment of their activities with educational standards and goals.

The purpose of external evaluation includes:

- Monitoring and ensuring the quality of work in educational institutions.
- Providing feedback to schools for further development and improvement.
- Ensuring transparency and informing the public about the quality of education.
- Assessing the efficiency of resource utilization in education.
- Contributing to the development of data-driven educational policies.



External evaluation - What do we evaluate?

- The achievement of goals, outcomes, and achievement standards
- The National Framework of Education
- The educational curriculum
- School program
- Development plan of institutions
- The contribution and involvement of parents/legal guardians of children and students in various forms of educational work
- The conditions in which educational work is carried out
- School life and work



External evaluation - Who and how?

- External evaluators – Ministry of Education and Institute for Evaluation of the Quality of Education
- We have completed a mandatory training program and use a standardized set of instruments in our work. This ensures the quality and consistency of the process and its outcomes, as well as the objectivity and reliability of the assessment used to evaluate the institution's performance.
- A team of at least three members
- The external evaluation is announced to the school at least 15 days and at most 20 days in advance
- Direct classroom observation includes monitoring the implementation of lessons for at least 40% of the teachers employed at the school
- The process of external evaluation in the school lasts at least two working days



Project: **Development of Standards and Instruments for External Evaluation of the Quality of Work of Educational Institutions** (2008-2010) in cooperation with The Standing International Conference of Inspectorates (SICI) and the Netherlands School Inspectorate

The First Cycle of External Evaluation lasted from 2012 to 2018.

Revision of framework - Changes and additions to methodology (2018)

- extension of the evaluation cycle from five to six years;
- shortening the deadline for evaluation of the institution with the lowest rating to three years;
- the possibility of including members from other school administrations in the teams;
- introducing an anonymous survey to assess the quality of work of the evaluation team;
- introduction of new quality elements in specific areas (project-based learning, digital maturity of the institution, horizontal learning as a form of collaboration between institutions, etc.
- prescribing the minimum time for the evaluation process in the institution.

Quality framework (2018)

01

**Programming, planning,
and reporting**

3 standards and 16
indicators

02

Teaching and learning

5 standards and 28
indicators

03

**Student educational
achievements**

2 standards and 15
indicators

04

Student support

3 standards and 16
indicators

05

Ethos

5 standards and 22
indicators

06

**School work organization, and
management of human and
material resources**

6 standards and 27
indicators



Three main steps in external evaluation



Analysis

Qualitative and
quantitative data



School visit

Classroom observation,
interviews,



Report preparation

Feedback to the school, and
reporting



Method of external evaluation



The presence of indicators is assessed based on their frequency during the observation of work processes in the evaluation procedure and their quality in practice, documentation, and other sources of evidence.



To determine the level of achievement, the evaluation team triangulates findings obtained through observation of the required number of classes, analysis of school documentation, interviews with key actors in the institution, and observation of other school activities during their stay at the school.

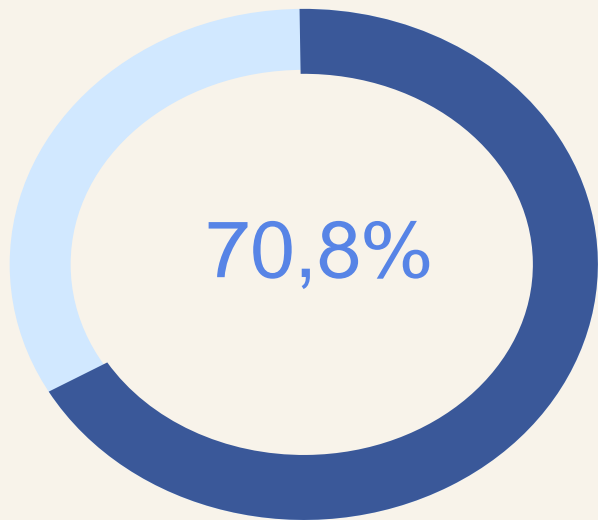


The presence of indicators is assessed on a scale from 1 to 4, where 4 indicates that the indicator is fully present, 3 indicates that it is present to a large extent, 2 indicates that it is present to a lesser extent, and 1 indicates that the indicator is not present.

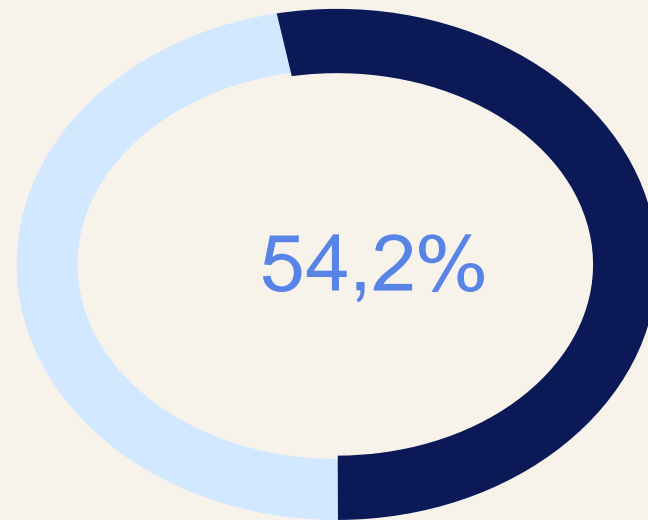
Roles of principals

VI area of quality - School work organization, and management of human and material resources

- principal's work through planning, organization, management, and a leadership role
- functional use of human and material resources
- Is initiative and entrepreneurial spirit supported?
- the broader context in which the school operates is important (regional development, multiethnicity, socio-demographic structure)
- a culture of evaluation based on data collected through research activities and the information system




School work quality assessment – Standard 3.2.



School work quality assessment – the average grade of Area 6





The evaluation framework is uniform for all types of schools. In the second area of framework, Teaching and Learning, there are a couple of indicators that specifically relate to secondary vocational schools.

2.4. Evaluation procedures are in a function of further learning.

2.4.1. The teacher evaluates formatively and summatively in accordance with the regulations, including the evaluation of what the students presented during the practical work* (practice of students in secondary vocational school).

2.5. Every student has the opportunity to be successful.

2.5.1. The teacher/instructor of practical classes and students respect each other, the teacher/instructor of practical classes encourages students to respect each other and in a constructive way establishes and maintains discipline in accordance with the agreed rules.

Thanks!

ekaralic@ceo.gov.rs

www.ceo.edu.rs





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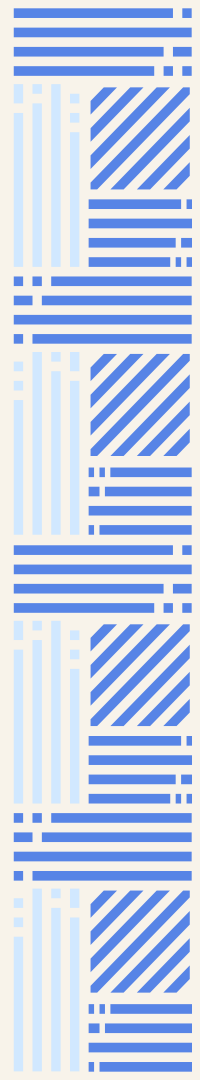
Role of school management/leadership in the development of quality culture in schools

Training programme and the license exam for the principals of educational institutions

Suzana Deretić, Institute for Improvement of Education

Regulations

- The Law on the Foundations of the Education System (ZOSOV) – “Official gazette RS”, No. 88/2017, 6/2020, 129/2021 и 92/2023, article 122)
- The Rulebook on the Competency Standards of Principals of Educational Institutions (“Official gazette RS”, No. 38/2013)
- The Rulebook on the training programme and the license exam for the principals of educational institutions (“Official gazette RS”, No. 77/2024)




The training program

ZOSOV defines the tasks and responsibilities of school principals that are grouped into six areas of work; so according to them, there are **six areas of competencies on which the training is based:**

1. management of the educational process at school;
2. planning, organising and controlling the work of the school;
3. monitoring and improving the work of employees;
4. developing cooperation with parents/guardians, the governing body, the representative union and the wider community;
5. financial and administrative management of the work of the school;
6. ensuring the legality of the work of the school.





For each competency standard in every area there is a short description and a list of indicators that more precisely define the competence (related to activities for which the principal must be qualified to lead the school successfully and ensure the achievement of its goals)

There are 24 standards (3-5 standards per area)

The training program

- The **goal**: to train candidates to acquire the competencies needed by principals in accordance with the standards; by mastering the training program, the candidates prepare to take the exam for obtaining a license for the school principal
- Mastering the training program is a requirement for taking the exam to obtain a license
- The program lasts between 2 and 13 days and is delivered in two ways: interactive face to face 2- days training in groups of up to 30 participants and individual online training (up to 11 days) -The School Administration at the Ministry of Education informs the Institute about the candidates who meet the requirements for the training program, as well as the scope, duration and content of the training



The training program

The duration, scope and content of training depend on:

- length of previous principalship experience,
- the achieved results of work in the institution, expressed through the assessment of the overall quality of the school's work in relation to the standards of quality of the school's work
- the degree of study and type of education of the candidate



The training is different for different categories of candidates:

- principals with at least six years of principalship experience and those with the highest mark (4) on external evaluation or those with mark 3, but with all quality standards in the area related to work organization and resource management marked with 3 or 4, with most standards marked with 4 - **two days (16 hours) of face-to-face training**
- principals with less than six years of principalship experience or with that experience but in less successful schools (with lower marks on external evaluation), or teachers and counsellors who wish to obtain a principal's licence - **two days (16 hours) of face-to-face and 11 days (88 hours) of individual online training**
- principals who have a master, specialist or PhD degree in the field of leadership, management in education or education policy - **two days of face-to-face training and up to 11 days of individual online training, depending on the judgement of the commission appointed by the Minister**



The topics of the face to face training

- School principal leadership
- Assertive communication
- Evaluation of teaching work
- Feedback on class quality
- **Research into educational practice**
- Contextual framework for school development
- **Creating a portfolio**

The topics of the online training

- Programming and planning in the institution – Quality area 1
- Evaluation of school documents
- Using data for school development
- Cooperation with students` parents and the role of the principal
- The system of protection against violence in school and the role of the principal
- Measures for improving the school work and action plan
- Inclusive policy of the school and the role of the principal
- Financial and administrative management of the work of the school
- Ensuring the legality of the work of the school (rights, obligations, jurisdiction)



The training program

After completing the two-day interactive training, the candidate is obliged to finish the online part of the training within a maximum of three months from the end of the interactive training

The license exam

After finishing the training program, the candidate conducts research and forms a portfolio within a period of no longer than six months



For the principals, the license exam consists of three parts :

- In the first part of the exam, the candidate presents a report on research, shows the methodology, process, key results and recommendations from the research based on the results
- In the second part, the commission, through an interview with the candidate, verifies mastery of the competency standards for the principal
- In the third part, the candidate presents the content of his portfolio, which documents his competencies, and the commission looks for the evidence of achievement of competency standards and asks questions related to the content

For candidates that are not principals, yet

- There is the fourth part of the exam in which the candidate presents a report with an overview of the action plan for improving the school's work in the area: Organization of work, management of human and material resources

The license exam is taken in the Ministry of Education (or Provincial Secretariat) before the commission formed by the Minister or Provincial Secretary (consists of three members: the representatives of Ministry of Education (or Provincial Secretariat), Institute for the Improvement of Education and Institute for Evaluation of Quality of Education (or The Pedagogical Institute of Vojvodina) and a secretary

The exam grade

- The commission evaluates the candidate's success in each of the three or four parts of the exam with a "passed" or "failed" grade
- The candidate receives the grade "passed" on the exam if he/she has mastered all three or four parts of the exam
- The candidate receives the grade "failed", if he/she did not master part or parts of the exam
- A candidate who does not pass all three/four parts of the exam has the right to take a retake exam



Reasons for failing the exam

The research report is not satisfactory:

- does not have the required structure
- essential elements of the structure are missing
- elements are not logically connected
- appropriate target groups are missing
- technical requirements are not met...

The portfolio does not comply with the requirements:

- the portfolio is missing at the exam
- the only content is the survey with teachers about leadership abilities of the school principal
- the only content is a list used on the training for exercise the possible evidence of achievement of standards...



The costs of taking exam

- The costs of the training and taking license exam are borne by the school in which the candidate performs the duties of principal - the funds are provided from the budget of the local government
- the candidate who is not a principal bears the costs of training and exam fees

Principal's license

The Ministry issues a license to a candidate who has passed the principal's license exam



Professional development (in the Catalog of programs for
Professional development there is an area intended to
principals: Organization and management)

**THANK YOU FOR THE
ATTENTION!**

suzana.deretic@zuov.gov.rs





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Role of school management/leadership in the development of quality culture in schools

Role of school management/leadership in QA processes
– external evaluators' perspective

Dušica Mladenović, educational adviser, external evaluator, Regional School Authority Niš

The Importance of Leadership in QA

Strong leadership is the backbone of quality education.

- ❖ Leadership sets the direction for continuous improvement.
- ❖ Ensures alignment with national standards and labor market needs - in vocational schools.
- ❖ Fosters a culture of accountability and collaboration.



Evaluation for Quality Assurance: Self-evaluation and External Evaluation

Both **self-evaluation** and **external evaluation** are integral to quality assurance, serving to drive **school improvement** and ensure **accountability**.

Standards of Excellence: Guiding School Quality

- ❖ **School Quality Standards:** 6 areas focused on overall school performance.
- ❖ **Principal Competence Standards:** 6 areas focused on leadership efficacy.
- ❖ **Indicators** are **development-oriented** (driving continuous improvement), **universal** for all types of schools.





The External Evaluation Process: A Comprehensive Approach

- ❖ **Document Analysis:** Review of school records, programs, plans, self-evaluation and other reports.
- ❖ **Direct Observation:** Classroom monitoring (40% of teachers).
- ❖ **Interviews:** Principal, staff, students, parents, industry partners.
- ❖ Data analysis.
- ❖ Based on the external evaluation report: **Improvement Plan**



Key Leadership Roles in Quality Culture

Leadership Vision: Driving Quality Assurance

- ❖ Establishing a clear vision for continuous improvement and labor market alignment.
- ❖ Communicating the vision effectively across the school community.
- ❖ Setting strategic goals for student outcomes, teacher performance, and curriculum/program relevance.
- ❖ Promoting a culture of shared responsibility and continuous improvement.



Fostering Collaboration and Partnerships: Ensuring Stakeholder Involvement

- ❖ Cultivating a collaborative and inclusive school culture.
- ❖ Developing strong partnerships with employers and industry stakeholders.
- ❖ Involving all stakeholders in decision-making and in school's improvement efforts.
- ❖ Ensuring curriculum relevance to industry needs through employer engagement.



Empowering Teachers: Professional Development

- ❖ Prioritizing ongoing professional development for teachers/the staff.
- ❖ Promoting reflective practices – horizontal collaboration, peer learning, best practices sharing.
- ❖ Enhancing teaching quality and student outcomes through targeted training.
- ❖ Aligning development activities with school goals and industry practices.



Data-Driven Decision-Making

- ❖ Using data (e.g. student assessments, employers feedback) for curriculum development, resource allocation and student support.
- ❖ Using employer feedback and graduation rates to enhance school performance.
- ❖ Monitoring and evaluating of student progress and teacher effectiveness.



Curriculum Alignment: Meeting Labor Market Needs

- ❖ Ensuring the curriculum is responsive to the demands of the labor market.
- ❖ Collaborating with employers, industry experts and related institutions to design relevant programs.
- ❖ Ensuring the curriculum provides students with the skills and knowledge that employers require.
- ❖ Providing students with access to internships, apprenticeships, and work-based learning.



Ensuring Quality Assurance: Accountability and Transparency

- ❖ Establishing clear expectations for both students and teachers.
- ❖ Implementing robust quality assurance mechanisms, including regular evaluations, student surveys, and employers feedback.
- ❖ Creating transparent and supportive environment where performances are reviewed.
- ❖ Using evaluation feedback to drive continuous improvement.



Resource Management and Student Support

- ❖ Effective management of specialized equipment and training facilities (laboratories, specialized classrooms, workshops...).
- ❖ Providing comprehensive career guidance and counseling.
- ❖ Promoting well-being by ensuring students access to necessary support services.
- ❖ Supporting individual student needs.
- ❖ Maintaining high expectations for student engagement and achievement.



Encouraging Innovation and Continuous Learning

- ❖ Fostering a culture of innovation.
- ❖ Encouraging new teaching practices and the adoption of new technologies and teaching methods that enhance learning.
- ❖ Encouraging active adapting to changes.




Vocational Schools: Unique Considerations

- ❖ Managing specialized resources.
- ❖ Stronger focus on practical skills, employability, industry relevance.
- ❖ Providing students with access to internships, apprenticeships, and work-based learning.
- ❖ Adapting to technological advancements and industry changes.



Conclusion: Leadership as a Driver of Continuous Quality Improvement

From the external evaluators' perspective, school leadership is crucial in creating and sustaining a quality culture. Effective leadership ensures that schools are responsive to external evaluations, aligned with national standards, and focused on **continuous improvement**. Principals and school management must take a proactive role in fostering a culture of **professional development, collaboration, and stakeholder engagement**, ensuring that the school continually adapts to the changing needs of both students and the labor market.



In summary, the role of vocational school management in quality culture development is not only about compliance with regulations but also about leadership that drives a cycle of **ongoing self-assessment**, **professional growth**, and **community involvement** — all critical elements for sustained quality improvement in vocational education.

HOW?

An effective school principal leads by **example**, demonstrating the **values** and work **ethic** they expect from their staff and students. They possess a **clear vision** for the school's future, **inspiring** others to work towards **common goals**. This principal fosters a **supportive environment**, prioritizes **teacher development**, and **motivates** the **entire school community** to excel. They build **trust** through **transparency** and **open communication**, and remain **flexible** in **adapting** to changing needs and **challenges**, ensuring **continuous improvement** and a positive learning atmosphere.



Q&A



Thank you.





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Role of school management/leadership in the development of quality culture in schools

Role of school management

Ph.D, Zorica Đoković, Technical School Drvo art

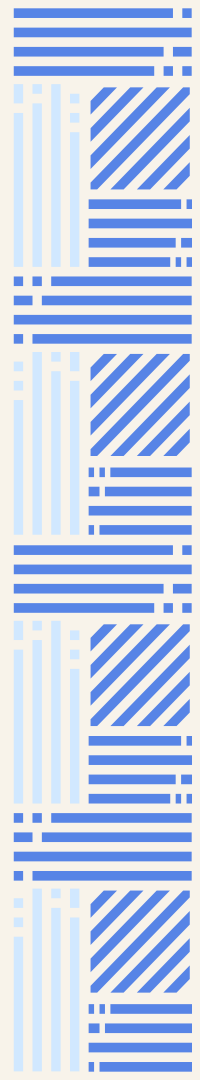
Principal



Admin. and
PP staff



EXPECTATION FROM
PRINCIPALS



Friedrich Barbarossa



~~SUPERHUMAN~~ > SUPERMACHINE





LOW OF FOUNDATIONS OF THE EDUCATION SYSTEM

2. Principal is responsible for quality assurance, selfevaluation, creating condition for conducting external evaluation, achieving standards of educational achievements and improving the quaity of educational work



School Principal Competency Standards

2.5. Management of the Institution's quality assurance system

Indicator: Principal ensures an effective self-evaluation process and use of those results to improve the quality of the institution's work

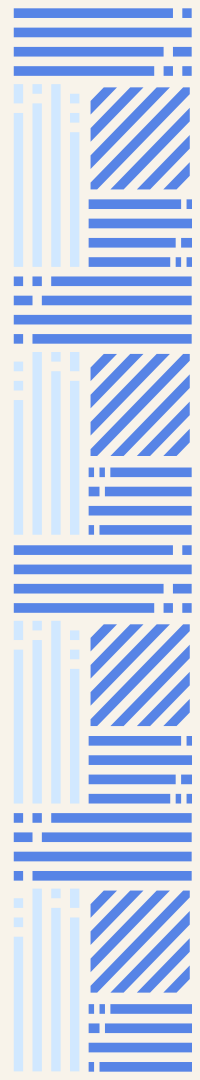
Selfevaluation in VET

- **Work multiplication:**
- School work selfevaluation
- Adult education organizer
- Dual education



Selfevaluation

- Appointment of the team members
- Team roles
- Team leader should be different every year
- Leader should be deeply emerged in almost all aspects of school life
- Lack of teachers ability to conduct selfevaluation



Selfevaluation tools

- Handbook published 6 years after the standards
- ASSKOLA Platform (should be improved)
- Self-made questionnaires
- Interviews
- Analysis of the school documentation (where and how to get it, where and what to look?)



Selfevaluation challenges

- Willnes to participate
- Lack of the objectivity
- Extensive documentation for the analysis
- Incorporate the recommendations in the Action Plan
- Lack of time
- Extra work for Principlas and other relevant persons



Challenging indicators

- Field 3 – those concerning educational achievements at the final exam – election of students and prior student's achievements
- 4.1.4 The School includes family in providing support to students
- 4.1.5. In providing support to students, school undertakes various activities in cooperation with relevant institutions and individuals



Challenging indicators

- 4.2.2. Based on monitoring of students' engagement in extracurricular activities and students' interests, the school determines the extracurricular offer
- 5.2.2. The School applies an internal system of rewarding students and employees for achieved results
- 5.5.5. The school develops innovative practices based on action research



External evaluation

- Principal is Key person
- Prepares all essential documentation (Development Plan, School Program, Selfevaluation reports, Annual Report, Annual Plan...)
- Coordinates all relevant groups in the school and outside
- Recruits all necessary participants
- Coordinates and/or takes part in creating the Improvement Plan writing
- Applies the given recommendation





RECOMMENDATIONS

- Specialized teams for selfevaluation
- Team leader shouldn't be changed every year
- Flexibility in sheduling duties within 40-hour working week
- (Introduce the administrative officer for school teams)
- Remarks about lesson visits in the process of external evaluation should be personalized



ADVANTAGES

- Helps creating awareness of own strenghts and weaknesses
- Usefull for the Development Plan creating
- Wider Involving teachers in School life and extracurricular activities



Thank you for attention!

direktorka@drvoart.edu.rs



EQAVET Peer Review Serbia

Role of school management/leadership in the development of quality culture in schools

*Higher Education Initiatives - Master's Programs:
Leadership in Education and Educational Policy*

Jasminka Marković, Centre for Education Policy

Master's Program: Leadership in Education

The "Leadership in Education" Master's program is designed to equip students with the competencies necessary for effective and responsible leadership roles within educational institutions. It is tailored for school principals, assistant principals, professional associates, teachers, educators, as well as individuals employed in local governments, school administrations, and the non-governmental sector who aspire to leadership positions.





Program Background and Key Partners

The development of the “Leadership in Education” Master’s program was initiated through the ERASMUS+ project “EdLead – Master Program in Education Leadership” (2013 – 2017).

Key partners in the project included the University of Kragujevac – Faculty of Education in Jagodina, the University of Belgrade, the University of Novi Sad, the University of Niš, the Institute for Educational Research (Serbia) + the Netherlands School of Educational Management, University of Jyväskylä (Finland), University of Szeged (Hungary), and Alexandru Ioan Cuza University of Iași (Romania).

From Project to Practice: Since 2016/17

The Master's program Leadership in Education was launched in the 2016/2017 academic year. It is currently being implemented at two faculties in Serbia:

- **The Faculty of Pedagogical Sciences in Jagodina, University of Kragujevac, and**
- **The Faculty of Philosophy in Novi Sad, University of Novi Sad.**

Both institutions offer a one-year academic program (60 ECTS).

The curriculum is harmonized across both institutions, ensuring consistency in quality and outcomes and allowing for context-specific adaptations in mentorship and practice.





Courses focused on leadership competencies:

Introduction to Leadership in Education

Management of Educational Institutions

Quality Management of Teaching and Learning

Human Resource Development in Organizations

Partnerships and Communication

Change and Project Management

+ Research practice

Master's Program: Educational Policy

The "Educational Policies" Master's program is designed to develop students' analytical, strategic, and research competencies necessary for shaping, implementing, and evaluating educational policies at various levels of the education system. It is tailored for professionals working in ministries, educational institutes, local governments, NGOs, international organizations, research centers, and schools who are interested in contributing to evidence-based policy-making and systemic improvements in education.



Program Background and Key Partners

The development of the “Educational Policy” Master’s program was initiated through the TEMPUS project “Educational Policy Studies Programs in Serbia and Montenegro – EPSP” (2010–2013).

Key project partners included the University of Belgrade, the University of Novi Sad, and the University of Montenegro + the University of Ljubljana, the University of Aarhus, the University of Münster, and the Centre for Education Policy.





From Project to Practice: Since 2012/13

The Master's program Educational Policies is implemented over 12 years. It is currently being implemented at two institutions in Serbia:

- The University of Belgrade – implemented at the Rectorate as an interfaculty program, and**
- The Faculty of Education in Jagodina, University of Kragujevac.**

Both institutions offer a 60 ECTS, one-year academic program that equips students with the analytical, research, and strategic competencies necessary for evidence-based educational policy-making.

Courses focused on leadership competencies:

Educational Policy Analysis

Governance and Financing of Education

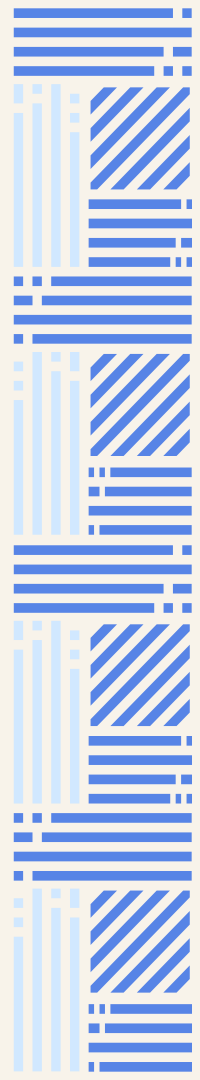
Monitoring and Evaluation

Evidence-base policy (decision) making



‘Frog perspective’ - highly interactive, opportunity for networking and exchange, competencies applicable in the context.....

‘Bird perspective’ - we still need to examine who predominantly enrolls in programs, the implications for practice (and how high), and whether further adaptations are needed.





Thank you for your
attention!



EQAVET Peer Review Serbia

Role of school management/leadership in the development of quality culture in schools

The Transformation of VET Schools into Centers of Vocational Excellence – The Role of the School Principal

**Siniša Kojić, Council for Vocational Education and Adult Education;
Secondary School „Knez Aleksandar Karađorđević“ Kragujevac**



Sufinansira
Evropska unija

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The Evolution of Vocational Education in Serbia

- Vocational education has deep roots in Serbia
- **Kragujevac – a long-standing industrial center**
- Iron foundry(1853)
- First craft school founded in 1854
- **Early vocational training**
- Combination of classroom learning & practical work
- Students trained in factories (weapons, ammunition)





Educational Centers of the 1970s


- Vocational schools were designed to meet the needs of large industrial enterprises and national economic plans.
- Collaboration between schools and industries provided students with valuable, real-life experience.
- Educational system played a key role in preparing a skilled workforce that drove innovation and quality.





Cooperative Education as a Precursor to Dual Education

- 2002 - **Start of the reform** of secondary vocational education in Serbia
- 2014 – 2019 – **Cooperative education**: the schools again introduced approaches to learning and teaching in vocational education and training, that included elements of dual education.
- 2019 - Full implementation of the **Law on Dual Education** began
- Ongoing - **Development of Centers of Excellence**: Schools opened to new activities, target groups, and stronger collaboration with stakeholders.



Today, the Transformation of VET Schools includes:

- Offering **flexible qualification pathways** (formal, non-formal, and recognition of prior learning)
- **Expanding the range of activities** (e.g., career guidance and counseling)
- **Reaching diverse target groups** (youth, adults, employees, job seekers)
- **Improving quality** through stronger partnerships with businesses
- Modernizing **curricula and equipment** (updating with technological advancements and labor market needs)

National Qualification Framework

- **The Law on the National Qualifications Framework** of Serbia, adopted by parliament in April 2018
- NQFS is an instrument to identify, create and classify qualifications in accordance with the demands of the labour market, lifelong learning, science and society.

The goals of establishing the NQFS are:

- Improving cooperation among relevant stakeholders and social partners
- Ensuring a quality system in the process of developing and acquiring qualifications
- improving access and flexible learning paths



Methods of Obtaining Qualifications

Formal
education

Non-formal
education

Recognition
of prior
learning



Final
exam



National
curriculum



Exam for
assessment of
professional
competencies



Program of
the provider



Portfolio



Counseling,
evidence
gathering

QUALIFICATION STANDARDS

OUR SCHOOL in Fomral Education.....

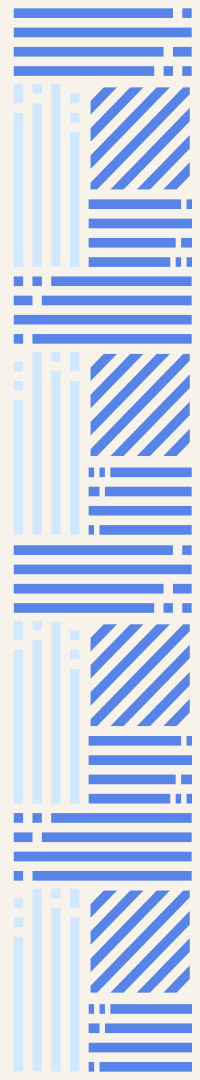


6 Areas of work

16 Educational profiles

200 Teachers

1500 Students



Center for Continuing Adult Education



19 years of operation

200 trainings held

2.200 trained trainees

90.000 training hours held

Building Modern Training Centers

- Initiative of the Government of Serbia to build modern training centers
- Creating spaces for innovation and Skills development
- Industrial zone Mind Park in Kragujevac





Training in our school:



The most conducted pieces of training are on-the-job training for the **CNC operator** and on-the-job training for the **MAG welder**.



In recent times, in order to quickly respond to the demands of the economy for occupations that have not been in the education system for several decades, we trained **blacksmiths** and **case hardening workers**.



Some more training we held: **Electrician, Crane handling, Forklift driver, Graphic printing operator, locksmith - toolmaker...**



Publicly Recognised Organiser of Adult Education Activities



focus on the
practical part of
training and
acquiring skills



conducted by
teachers and
instructors who
are trained to
work with adults



designed according
to qualification
standards, and in
accordance with the
requirements of the
workplace



enable students
to do their job in
the shortest
possible time

Auto Training Center

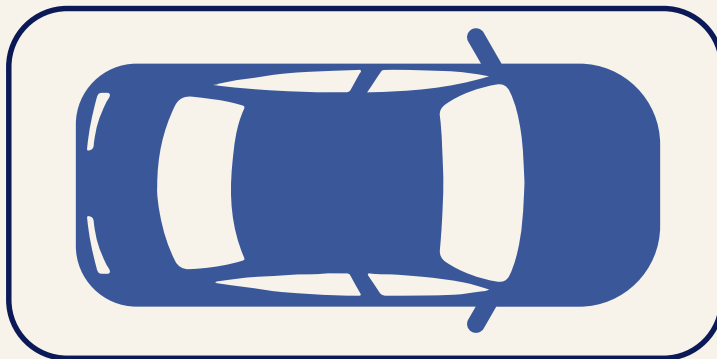
Of Central Serbia



With the arrival of FIAT in
Kragujevac, the school became a
Training Center for the Automotive
Industry



over **500** employees of FIAT
were trained



The School equipped laboratories for
mechatronics and robotics with
equipment worth over
300,000 EUR



CNC Training Center



The Center is equipped with three most modern industrial machines that are used to provide training for young, unemployed individuals as well as to train pupils within the School.

Students have the opportunity to practice the basics of programming, work with the program, as well as to get acquainted with other elements of preparation of CNC machines for production work, such as setting CNC machines for work according to the program, selection, adjustment and installation of appropriate tools, operation of CNC machine via control unit, selection of appropriate oils / lubricants used in CNC machines, etc.



Training Center for Refrigeration Technicians



The Center was established in
cooperation with the Ministry of
Environmental Protection and UNIDO



Career Guidance and Counseling



- **First model center for career guidance and counseling in Serbia**
- Internal Job Fair:
Organized annually since 2022
- Designed for graduates and young people from the local community
- Connects job seekers with potential employers



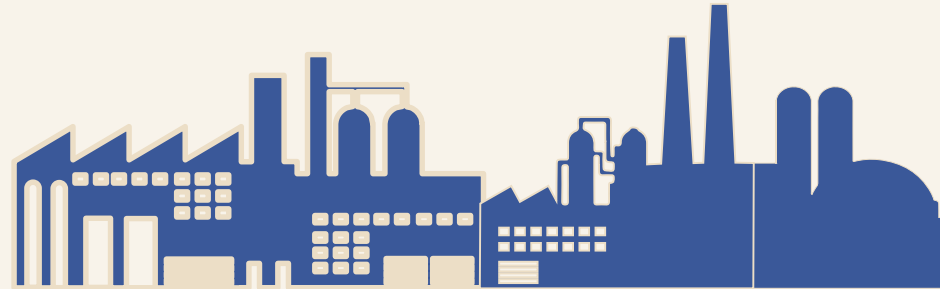
Partnerships and Collaboration with the Local Community

- Schools and Educational Institutions
- Industry and Companies
- Projects and International Cooperation
- City administration and local governments
- National education administration
- National Employment Service
- Chamber of Commerce of Serbia
- Civil society organizations



The Role of the Principal

1. Defining the school's mission and vision
2. Creating a positive and innovative atmosphere
3. Empowering teachers and students
4. Opening the school to collaboration with various stakeholders
5. Continuous improvement and enhancement



Thank You!

sinisa.kojic@kg.edu.rs

<https://ssknez.kg.edu.rs/>

