



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Serbia

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Serbia

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

The steering documents which explicitly take into account demographic projections are the following: Strategy Serbia 2020 and other in the list below. These documents influence the enrollment policy at all state owned HEIs and at all levels. They also represent a basis for implementation of the strategy oriented towards increasing the number of Serbian HEIs, according to the general Strategy of the development of the Republic of Serbia. A target of the general Strategy is to achieve that 30% of the population at the age of 30-34 possesses qualifications at the level of higher education. List of steering documents: 1. Scientific and Technological development Strategy of the Republic of Serbia for the period from 2010 - 2015; 2. National Youth Strategy; 3. Strategy for career guidance and counseling; 4. Adult Learning Strategy; 5. Employment Strategy and 6. Strategy of the Ministry of Education.

3. Which of the following statements correspond to your higher education system?

Higher education institutions can be either academically or professionally oriented

Serbian higher education is primarily regulated by the Law on Higher Education which came into force in 2005. Higher education activities are carried out through either academic or professional career studies. Serbia has three types of Higher Education institutions: Universities, Higher Education Colleges of Professional Career Studies (visoke škole strukovnih studija) and Higher Education Colleges (of Academic Studies - visoke škole akademskih studija).

Higher education institutions are only academically oriented

Higher education institutions are either public or private

The higher education system in Serbia is a binary system, where, according to the way in which HEIs have been established, HEIs are either public or private. Public higher education institutions are established by the state. The higher education institutions founded by an autonomous legal entity or a private person are private HEIs. Both types of HEIs become legal entities within the higher education system in Serbia only after receiving a state permission granted by the Ministry of Education.

All higher education institutions are public

4. What is the number of institutions in the categories identified?

All types of higher education institutions in Serbia can organize and conduct study programmes and issue first and second cycle degree certificates (universities—academic and professional), but only universities can implement the third cycle education. The main differences between universities and other HEIs in Serbia are in the fact that universities are obliged to be engaged in research; their teachers must have an appropriate ranking in the scientific community and apply their scientific knowledge and research results in the education process. HEIs are, in general, not entitled to have a title of university unless they have doctoral studies in least three fields (natural sciences and mathematics, social sciences and humanities, medical science, technical and technological science and arts). A university is composed of Faculties or Art Academies. Each Faculty is recognized as a separate and independent legal entity, but it cannot exist independently, i.e. it needs to be a constituent part of a university. Faculties can carry out academic and/or professional study programmes. The higher education colleges of professional career studies (visoke škole strukovnih studija) are independent higher education institutions which can organize and conduct first and second cycle degree study programmes (professional bachelor and professional specialization), but only in professional education. The higher education colleges of academic studies (visoke škole akademskih studija) are independent higher education institutions which can organize and conduct only first and second cycle degree study programmes (Bachelor and Master) in the academic education. According to the database of the Ministry of Education and Science (www.mpe.gov.rs) and the database of CAQA (www.kapk.org), there are 189 recognized higher education institutions in Serbia: 13 of them are universities, 65 higher education colleges of professional career studies and 6 higher education colleges of academic studies. In addition to this, there are 109 faculties and academies of arts which represent parts of universities, but are, at the same time, legally recognized as separate and independent legal entities. The traditional public universities (Belgrade, Novi Sad, Niš, Kragujevac, University of Art-Belgrade) are not all integrated, except the recently founded ones (State University of Novi Pazar, University of Defense). The total number of public higher education

institution is 139: 8 state universities, which include 83 faculties, 1 higher education college of academic studies and 47 higher education colleges of professional career studies. University of Defense and Police Academy are also state HEIs, established by law. They are subordinated to either the Ministry of Defense or the Ministry of Interior Affairs, which govern these HEIs like other state institutions. While most of the higher education institutions are publicly owned, 5 universities, which include 26 faculties, 4 higher education colleges of academic studies and 15 higher education colleges of professional career studies, are private. Five more private universities and 20 faculties are in the process of accreditation. The total number of students in higher education is nearly 250.000, and most of them study at public HEIs. The private higher education sector has a large number of institutions, but the percentage of students at these institutions is around 20%.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 37

240 ECTS = 60

Other number of ECTS = 3

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 35

240 ECTS = 59.5

Other number of ECTS = 5.5

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Some academic study programmes may be integrated – the so called “integrated studies”(one cycle program which includes the first and the second cycle together). Academic study programmes in the field of medicine are integrated and are equivalent to the master’s degree, with an overall range of no more than 360 ECTS credits.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

The study programmes outside the Bologna model are the following: 1) integrated academic studies in medical sciences: medicine, dentistry, pharmacy and veterinary medicine and 2) a few integrated programmes in teachers’ education. The total engagement of students in integrated medical studies including all teaching and learning activities is 360 ECTS. The duration of the integrated academic studies of medicine for acquiring the academic rank of Doctor of Medicine is 6 years and includes 12 semesters (5500 hours of active teaching). Volume of the study programmes of integrated academic studies of dentistry for acquiring the academic rank of Doctor of Stomatology is expressed by 300 ECTS credits and lasts 10 semesters (4045 hours of active teaching). The study programme of integrated studies of pharmacy for acquiring the academic rank of Doctor of Pharmacy is expressed by 300 ECTS credits and lasts 10 semesters (4500 hours of active teaching). The study programme of integrated studies of veterinary medicine is expressed by 300 ECTS credits and lasts 10 semesters (4500 hours of active teaching).

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

4.9% of all students enrolled in the academic year 2010/2011 are the students enrolled in integrated studies: medicine, veterinary medicine, pharmacy and dentistry.

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 70

90 ECTS = 0

120 ECTS = 30

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 75

90 ECTS = 0

120 ECTS = 25

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

By the academic year 2009/10 all higher education institutions have introduced the three-cycle structure with Bachelor, Master and Doctorate degrees. Bachelor programmes can be academically or professionally oriented, and are accredited by 180 or 240 ECTS. A typical cumulative length of the Bachelor + Master degree is 300 ECTS. The Serbian higher education system has some specific features. 1. The professional studies have only two cycles: First cycle - Professional Bachelor (180 ECTS), Second cycle - Professional Specialist (60 ECTS); 2. The academic studies are performed in three cycles (first - Bachelor, second - Master and third - PhD), but the second cycle has the sublevel Academic specialization. At least 60 ECTS credits are allotted to academic specialization if the Master study program has previously been completed. 3. There is no short cycle recognized in either academic or professional studies; it is envisaged to introduce the short cycle in the new Law on Higher Education.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

To enter a master program, the candidate must have obtained a bachelor diploma in the corresponding field. To enter a specialist professional programme, a completed bachelor program is required. To enter a specialist academic program, the candidate must have obtained the bachelor academic title and, possibly, the master diploma.

6.1.1. Please provide a source for this information.

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>25-50 %

We do not have yet enough data for any reliable statistics. Namely, the implementation of the first cycle programmes started in the academic year 2006/2007 with a relatively small number of higher education institutions. Only in the academic year 2009/10 all newly enrolled students were enrolled according to the new study structure (three cycle structure); over 90 % of all students at that time had already studied according to new system.

6.2.1. Please provide the source for this information.

Statistical Yearbook of Serbia 2010, Annual Report on Higher Education 2010/11

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Holders of the first degree must fulfill extra requirements, such as exams or additional courses if the core curriculum of a previously completed programme is incompatible with the second cycle programme. A higher education institution, in compliance with the social needs and its own resources, enrolls students to a corresponding study programme on the basis of the success in their previous schooling and entrance tests, aptitudes and capacities. The number of students enrolled to a study programme is fixed in terms of resources available to a higher education institution. The type of knowledge, aptitudes and capacities tested on entrance are suitable to the nature of a study programme and the method of testing corresponds to the character of the study programme and is publicly available in the admission advertisement.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

>75->100 %

6.4.1. Please provide a source for this information.

<http://nsvo.etf.rs>, www.kapk.org, www.infostud.com, Annual Report on Higher Education 2010 (www.mpn.gov.rs)

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

After graduating at the Master level, students can continue their studies at Doctoral degree programmes. Admission to a Doctoral programme is conditional upon the prior achievement of the volume of studies of at least 300 ECTS credits at the Master's degree, 360 ECTS credits at the integrated academic studies of medicine or 300 ECTS at studies of dentistry, pharmacy and veterinary medicine. We do not have yet a sufficiently large sample, because there are not yet many second cycle graduates who could be candidates for admission into a third cycle programme. However, according to the results of

accreditation, 20% of the second cycle graduates can enter into third cycle programmes.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Work Permits issued by the Ministry of education specify the number of students which can enter into accredited study programmes. The number of students admitted to a study programme is established relative to the available teachers, other possibilities of the institution and estimated social demands at the labor market. The type of knowledge, abilities, and capabilities tested on admission, as well as the manner of testing, are published in the corresponding calls for enrolment.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

7.2.1. Please specify how it is regulated.

A smooth transient between the previous non-Bologna programmes and the new Bologna programmes has been achieved by an Authentic Interpretation of the LHE, issued by the National Assembly in November 2007. Namely, after a long discussion carried out at all Serbian HEIs, the National Assembly gave its general interpretation of the problem, leaving at the same time a considerable freedom to the HEIs, having in mind a great variety of different situations. Admission at the second cycle is granted for those students having their degrees at the level of four-year studies, similar to the programmes in USA. Moreover, in some situations HEIs decided to recognize parts of the prior results, so that some students had to fulfill only a part of the full requirements for the masters' degree.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

At the moment of issuing the Authentic Interpretation, it was allowed to the students who obtained their four-year degree to enter a third cycle programme provided they fulfilled specific requirements (average mark above 9, published papers, etc), which were prescribed by HEIs autonomously.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Only structured doctoral programmes exist in the Serbian three level higher education systems according to the LHE. Students of doctoral studies (PhD candidates), apart from independent research, have to attend prescribed courses, to pass exams and publish scientific articles in international journals. Doctoral programmes are aimed primarily at scientific research and independent creative activities in the area of research or development, or independent theoretical and creative activities in the area of fine arts. Structured doctoral studies are completed by the doctoral examination, which includes the presentation and defense of the doctoral thesis. The doctoral dissertation is the final part of study programs at doctoral studies, except in arts, where it is an artistic work or project. The general act of a higher education institution defines the manner and procedure for the preparation and defense of the doctoral dissertation. The thesis must contain original and published results, or results accepted for publication in scientific journals from the SCI list. The number of credits given for the doctoral dissertation is included in the total number of credits necessary for the completion of studies. However, according to the LHE students possessing the old postgraduate degree of "Magistar" can get PhD diploma after writing and defending a doctoral dissertation, in accordance with the former LHE. This possibility holds until the end of the academic year 2015/2016.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3-5 Years; The doctoral study programmes in Serbia have the standard duration of three years or six semesters, which corresponds to 180 ECTS and leads to the PhD degree. The duration of some study programmes is 5 years (300 ECTS).

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

Doctoral studies are included in the NQF adopted by the National Council for Higher Education, in complete accordance with the Bologna model.

8.5. Are ECTS credits used in doctoral programmes?

Yes

The doctoral studies carry minimum 180 ECTS credits, with the prior achievement of the volume of studies of at least 300 ECTS credits at the basic academic and master studies or 360 ECTS credits at the integrated studies in medical sciences. Each study programme contains a list of obligatory and optional study courses; the value of the doctoral dissertation is expressed in ECTS credits. At least a half of ECTS credits foreseen for the realization of doctoral studies go to the doctoral dissertation and courses which are connected to the topic of the doctoral dissertation.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

Doctoral degree programmes are delivered by all HEIs of university type. Following the harmonization with the full implementation of the Bologna process, Serbia introduced doctoral programmes in 2006. The doctoral studies exist at 13 out of 18 universities. While most of the research is done at four main public universities (Belgrade, Novi Sad, Kragujevac, Nis), a significant number of universities (5 private and 4 state universities) are also authorized to have doctoral studies. Universities and faculties are autonomous in creating their doctoral study programmes. However, programmes have to be accredited by the CAQA. A supervisor of a doctoral thesis has to have at least five scientific papers published in internationally recognized scientific magazines. A supervisor may have at most five doctoral candidates at the same time. Five is the minimum number of teachers with a permanent employment contract program who take part in a doctoral

programme. 50% of the total number of teachers has to be under permanent employment contact with the higher education institution. An important way to promote R&D at HEIs is by supporting Doctoral studies. The Ministry of education began to allocate fees for doctoral students (600 in the academic year 2010/11). The Ministry of Science and Technological Development allocated funds to the new cycle of research projects (2011-2014). One of general criteria to meet the research project selection is the quality of training of young researchers, in particular of doctoral students. The new cycle of research projects includes 1700 young researchers. The number of Doctoral students has increased 3-fold in the past five years (more rapidly than the total number of students); the number of PhD graduates has also increased.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

The LHE defines a Study programme for acquiring a combined diploma (Article 26) in the following way: “A study programme for acquiring a combined diploma or degree shall mean a study programme organized and implemented by several higher education institutions having a work permit for the relevant study programme. The study programme referred to in paragraph 1 of this Article may be implemented as and when adopted by the competent bodies of higher education institutions organizing it.”

10.2. Does higher education legislation allow:

- | | |
|-------------------------------|--|
| Establishing joint programmes | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Legislation not clear <input type="radio"/> Legislation doesn't mention joint degrees
<input type="radio"/> No answer |
| Awarding joint degrees | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Legislation not clear <input type="radio"/> Legislation doesn't mention joint degrees
<input type="radio"/> No answer |

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

Joint degrees are at the moment most popular in the field of social sciences and humanities.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

All the joint degree study programmes must be accredited by CAQA. NCHE approved the rules and regulations of accreditation of joint degree study programmes in 2010 (<http://nsvo.etf.rs>). In the near future, NCHE will encourage universities to develop international joint degrees study programmes. One of important lines in this sense is the Erasmus programme.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

The student-centered learning concept is included in the steering documents, emphasizing the reliance on active rather than passive learning, on increased responsibility and accountability on the part of the student, on an increased sense of autonomy in the learner and on a reflexive approach to the teaching and learning process on the part of both teacher and learner. In the sense of curriculum design, each study programme includes the objectives, structure and contents, policies and procedures of admission of students, learning methods and ways of testing knowledge, learning outcomes and students' competences. The student's choice is underlined by allowing students a lot of freedom to choose courses, proposed in the form adequate, small modules. The overall activities of a student include active instruction (contact hours), independent learning, exams, writing of final papers, voluntary work in a local community and other forms of involvement. The success of students in mastering individual courses is monitored regularly and the assessment is based on learning outcomes. The number of teachers corresponds to the requirements of study programs which the institution implements. The total number of teachers should be sufficient to cover the total number of contact hours, so that the teacher has 180 lessons of active teaching (lectures, consultations, practice, and field work) annually, namely 6 class lessons a week. The higher education institutions permanently and systematically follow the achievement of the students and their advancement in each study program carried out, and takes measures of support in the case of unsatisfactory outcomes. The assessment is based on learning outcomes. The overall success of the student at a given course is expressed in grades from 5 (failed) to 10 (excellent). The students' assessment of the quality of the teachers and the teaching process is taken into account in the self-assessment report, during internal evaluation. Of special significance is assessment of quality of the teaching process, which is carried out by students' polls. In the election to the positions of teacher the students' opinion is taken in account in assessing the results of the pedagogical work of teachers.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|------------------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

In accordance with the Strategy of scientific/technological development of Serbia which emphasizes participation of students in research and development, several universities, together with their student's parliaments, have established Centers for student's participation in research and development. Centers for career guidance are introduced and established at a number of universities. The aim of these centers is students counseling, emphasizing skills necessary for concrete jobs. Communication with employers represents also an important aspect of student centered learning. Contacts with the Economic Chambers of Serbia are established at the level of the NCHE, HERE team and SKONUS in order to develop more fruitful contacts between the academic community and possible employers. One should also have in mind that the Students Conference of Universities and the Students Conference of Academies of Professional Career Studies are established to pursue the common interests of students as partners in the process of higher education (www.skonus.org and www.skasss.rs). Their initiatives in the sense of promoting student centered learning are coordinated with the corresponding actions of higher education institutions. Also, representatives designated by the Student Conferences are members of the National Council of Higher Education, of the Conference of Universities, of the Conference of Academies of Professional Career Studies. In discussing and/or deciding on

the issues related to quality assurance, the reform of study programmes, analysis of study effectiveness and the determination of the number of ECTS credits, representatives of students can vote in the above professional bodies, taking care of the above aspects.

2. Please provide a reference for your steering documents covering student-centred learning.

Law on higher education (LHE, www.mpn.gov.rs), Accreditation in higher education (www.kapk.org); Scientific and Technological development Strategy of the Republic of Serbia (www.nauka.gov.rs); SCL Declaration in higher education (www.bg.ac.rs)

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

The steering documents emphasize student's involvement in forming a successful partnership between HEIs, on the one side, and business and other relevant stakeholders on the other, as well as in creating incentives for universities to develop transferable knowledge. An insight into their implementation of student-centred learning at Serbian HEIs was done in 2010 starting from an initiative of the HERE team. The results are going to be used in the sense of improving the existing situation by organizing courses, workshops and seminars for teaching staff and students.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Student learning outcomes are defined in terms of the knowledge, skills and abilities that students have attained as a result of their involvement in a particular set of educational experiences. There are three types of student learning outcomes: 1) institutional, describing the result of obtaining a degree, 2) program-level, related to the result of finishing a program, and 3) course-level, related to the result of completing a course. All study programmes should contain the elements specified in the LHE. The curriculum of a study programme contains the list and structure of obligatory and optional courses and modules, together with their description. The description of courses contain the name, type of the course, the year and semester of studies, the number of ECTS credits, name of the teacher, objective of the course with expected learning outcomes, knowledge and competences, preconditions for attendance at the course, content of the course, recommended literature, methods of implementation and the way of assessment of knowledge and grading system. Specific competencies are defined by the standards for study programmes, while general competencies for degrees follow from the LHE.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

Formally, ECST credits are linked with learning outcomes, but in many study programmes the implementation is not realized in a proper way. The analyses done by universities indicate that in many cases learning outcomes are introduced only formally. The contents of the courses and the teachers approach to teaching are in many cases still the same as before the introduction of the reform processes. Therefore, teacher training days are organized in many HEIs. The Book LEARNING OUTCOMES has been published (two editions) and distributed. An additional effort remains to be done in order to essentially introduce learning outcomes at all Serbian HEIs. Decisions are made by the NCHE and the HERE team to establish committees at all the Serbian universities which would take care of tuning ECTS credits and learning outcomes in several selected fields (technology, agriculture) in accordance with the tuning concept developed and applied at the European level.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

Learning outcomes are introduced by the LHE, together with the bylaws defining standards for accreditation and external quality assessment. Standards for accreditation and external quality assessment have been adopted by the National Council for Higher Education, on the basis of a proposal by CAQA. Our country provides special support measures at the national level through the activities of the National Council for Higher Education, CAQA and HERE Team. These measures are oriented towards generating different guidelines and recommendations, workshops, discussions, educational courses, etc. In several Tempus projects: GOMES, SIGMUS, SIQAS, different aspects of learning outcomes are subjects of particular work packages.

These projects are important, since they allow participation of foreign experts who can bring the experience of other EU countries and provide necessary criticisms.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

The student assessment procedures are focused on learning outcomes according to the LHE and the corresponding bylaws defining standards for internal and external quality assessment of HEIs. Each institution has to produce a document for regulation of exams which has to explicitly point out this aspect. According to the standards and all the related documents, learning outcomes have to be in the focus in all student assessment procedures.

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

One of the main indicators for study program accreditation is the curriculum. The structure of the curriculum covers the distribution of courses and modules by semesters, the stock of lessons of active teaching, ECTS and competences. The description of courses contains the name, type of the course, the number of ECTS credits, name of the teacher, objective of the course with learning preconditions, contents of the course, recommended literature and methods of implementation, the way of assessment of knowledge and grading system and other data. Learning outcomes are the vital part of the description of all the courses, monitored directly by the Quality Assurance procedure. The use of learning outcomes in student assessment is monitored also by the Quality Assurance procedure; in this respect, student members of CAQA are focused on the monitoring of student assessment procedures and, therefore, on the utilization of learning outcomes. ACCREDITATION STANDARDS FOR THE FIRST AND SECOND LEVEL OF HIGHER EDUCATION, ACCREDITATION STANDARDS FOR STUDY PROGRAM OF DOCTORAL STUDIES, www.kapk.org

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

Having in mind the importance of learning outcomes in the whole reform of higher education in Serbia, the HERE team organized, together with student organizations, a number of seminars and workshops covering different aspects of learning outcomes and their applications for both teachers and students of the majority of HEIs in Serbia.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

ECTS has been formally introduced in all study programmes at all HEIs in Serbia. However, ECTS credits have not been defined in an appropriate way in many study programmes. Student's workload often surpasses the workload expressed by the given credits. Students have substantial difficulties in passing some exams. Efforts have been done in the direction of resolving this problem by initiating tuning of ECTS credits for critical study programmes. One work package in the Tempus project GOMES is devoted entirely to this problem.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|-----------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> |
| No answer | | | | | | |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| No answer | | | | | | |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| No answer | | | | | | |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| No answer | | | | | | |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| No answer | | | | | | |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

Both the content and the form of the university diplomas are defined by the LHE and Regulations for public documents issued by HEIs, and is the same for all HEIs. The Ministry of education and science organizes regular monitoring of utilization of the diploma supplement in all HEIs (Education Inspectorates).

6.4. In what language(s) is the Diploma Supplement issued?

Serbian and English on request

6.5. Is the Diploma Supplement issued

for a fee

6.5.1. Please provide the amount and the reason for the fee.

All students pay the prescribed fees for getting their diploma and diploma supplement, including the students financed by budget. They usually pay 50-100 EUR for this purpose. One of the reasons for this situation is the fact that the system of higher education financing has remained unchanged for years. It is expected that the new legislation which is in preparation will resolve this problem successfully.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework. Please choose below the stage that best describes your national situation.

6. The NQF has been adopted in legislation or in other high level policy fora

7.2.1 Please provide the date when the step was completed.

22.04.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

National Council Report 2009 (<http://nsvo.etf.rs>)

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

The National Qualifications Framework was adopted by the National Council for Higher Education of the Republic of Serbia at the session held on April 23rd 2010. The document represents an official document of the NCHE and can be found at the official site of NCHE: <http://nsvo.etf.rs>. This document will be adopted more widely after undertaking necessary legal measures for overcoming a deficiency of LHE which does not yet formally recognize NQF in a proper way. The NCHE has defined the List of titles and degrees in higher education which represents itself a bylaw document (Official Gazette 81/10). This document has been used in all circumstances related to employment and continuation of education process.

7.2.9. Are ECTS included in the NQF?

Yes

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment
- Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Evaluation of previously acquired qualifications may be done only by the Senate of the relevant HEI. The General Public Administration Procedure Law regulates administrative procedures through the competent court for an applicant who is unsatisfied with the higher education institution decision related to diploma recognition for work purposes. The competent court considers usually the formal steps in the procedures done by the higher education institution.

8.2.1. Please provide a reference to the relevant legislation.

Law on Higher Education (www.mpn.gov.rs), General Public Administration Procedure Law (www.parlament.gov.rs), The Statute of Higher Education Institutions (e.g. www.bg.ac.rs), Bylaws of Higher Education Institution (e.g. www.bg.ac.rs).

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Law on Higher Education, General Public Administration Procedure Law, The Statute of Higher Education Institution, Bylaws of Higher Education Institution

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

The National Council for Higher Education has established fundamental rules for the recognition procedure for study and training periods abroad. Each higher education institution has established a corresponding book of rules. By these rules, an employee is responsible for the confirmation of validation of diploma and of accreditation of a study program and the corresponding institution, by using the help of ENIC in the Ministry of Education and Science, if it is necessary. For each study program there is a coordinator who evaluates the previously acquired qualifications of an applicant from the point of view of allowing him to continue his study of the corresponding program and prepare the decision which is signed by the rector (in the case of a university) or the director (in the case of a professional college). If an applicant is unsatisfied by the decision of the

corresponding authority, he/she can lodge a complaint to the Senate of that institution. In the case of the recognition procedure for professional employment, the educational-scientific board of a faculty (or of a professional college) replaces the coordinator and proposes a decision to a committee at the university level which makes the final decision. In the case when an applicant is unsatisfied with the decision he/she can lodge a complaint to the Senate of a university (professional college).

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

An inter-ministerial working group has been established with members from the academic community responsible for implementation of all the rules for recognition of foreign qualifications for work in Serbia. This working group has studied Directive 2005/36/EC in all details. With the support of TAIEX, the 'Workshop on Recognition of Professional Qualifications: General System and Sectors Directives' has been organized in Belgrade, April 12-13, 2011. Besides the working group, other authorities from Serbia interested in this topic participated in this workshop. The lecturers were experts from Denmark, Netherlands, Poland and Slovenia. As a final result, the working group declared the following next steps important for recognition of foreign qualifications for work in Serbia: - choose the coordinator on the national level - determine contact points for these purposes - adapt work legislation to the new system of education including 3 levels of higher education - establish the list of regulated professions with corresponding levels of qualifications - make a list of professions compatible with similar lists in EU countries - establish a team for preparing the main law combined with bylaws for sector-specific levels - improve the work of the ENIC/NARIC centre in the Ministry of Education and Science with more associates and fellow-workers. A public discussion will follow the preparation of relevant documents. As examples of good practice we are using the solutions of Poland and Slovenia, since they are new members of EU with similar previous experience as Serbia.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The quality assurance system in Serbia has been developed, in general, to ensure quality culture within higher education institutions. Serbia operates an integrated national quality assurance system complying with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The National Council for Higher Education (NCHE) is, according to the LHE, in charge of taking care of quality assurance in higher education, including establishment of a general strategy, definition of standards, guidelines, etc. The Commission for Accreditation and Quality Assessment (CAQA) is legally responsible for organizing and monitoring the quality assurance scheme for all higher education institutions in Serbia. According to the LHE, CAQA represents an independent expert body. The LHE itself determines the composition of the CAQA and the procedure for appointing its members. The Commission consists of 15 members, three from each of five scientific and/or artistic fields (natural sciences and mathematics, medical sciences, social science and humanities, technical sciences and arts). Members of the Commission are elected by the National Council for Higher Education, among renowned full professors, at the recommendation of the Conference of Universities. All the expenses of CAQA are covered by accreditation fees. The CAQA members are appointed for four-year terms, with the possibility of one re-appointment. The Ministry provides the organizational support and the Secretariat. The activities of the CAQA cover the whole higher education system. The CAQA carries out quality assurance processes in two forms: 1) accreditation and 2) external evaluation. All types of higher education (state or private) institutions (universities, faculties or academies of arts within universities and higher education colleges) in Serbia had to go recently through an accreditation procedure. In the period 2007-2010 all of 206 existing HEIs were covered by accreditation. The next accreditation cycle of the accredited HEIs will start in 2012. Between two accreditation cycles, all higher education institutions in Serbia have to undergo external quality assessments. The first external quality assessment cycle has to start in 2011. All types of study programmes: first cycle (academic Bachelor, professional Bachelor), second cycle (Master, professional Specialization and academic Specialization) and third cycle (PhD) represent the subjects of accreditation.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

The external quality evaluation processes, in accordance with the LHE, serve the purposes of both accreditation and ongoing improvement of all activities provided by higher education institutions. The CAQA, according to the LHE, carries out quality assurance processes in the form of: 1) accreditation and 2) external evaluation of all higher education institutions and study programmes. Accreditation establishes whether or not a given higher education institution and its study programmes comply with the Standards (Official Gazette 106/06). The accreditation certificate for an institution is a prerequisite for getting the operating license (work permit), which is issued by the Ministry of Education and Science. The operating license specifies the accredited study programmes, the number of students to attend the programmes, the number of full-time teaching staff and the facilities where the activities are to take place. If a study programme does not receive accreditation, the institution is not allowed to admit students. Accreditation of institutions and study programmes is repeated periodically, at the intervals of five years. External evaluation is the second external quality assurance mechanism introduced by the LHE. Between two accreditations, the CAQA carries on external evaluation of all higher education institutions in Serbia. In this process, it reviews compliance with the quality assurance obligations by a higher education institution and reports on this issue to the NCHE, to the Ministry and to the higher education institution itself. The external evaluation procedure is performed according to a CAQA annual plan of action, at a special order of NCHE, or of the Ministry. The external review reports, which include all analyses, assessment proposals and suggestions for quality improvement, have to be published and delivered to HEIs, NCHE and the Ministry. The review points out to strong and weak points in functioning of a higher education institution. It doesn't have an immediate impact on the operating license. The first external quality assessment cycle will start in 2011.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

The outcomes resulting from an evaluation in the process of accreditation are, in principle, used for improvements of the work of HEIs. In an accreditation procedure the CAQA issues a Certificate of accreditation and an Accreditation report for a given higher education institution or a given study programme. The accreditation report includes data on students, data on the admission policy and the method of ranking and enrolment of students, data on the teaching staff, data on the library and IT equipment, data on the premises and equipment. The accreditation reports are publicly available on the web sites of HEIs, if they decide to do so. The CAQA does not yet publish accreditation reports on its web site. The list of accredited study programmes and HEIs is available

at the sites www.kapk.org and www.studinfo.com. According to the accreditation standards all HEIs are obliged to publish complete, precise, clear and accessible information about their work, intended to students, potential students and other stakeholders. A higher education institution publishes its goals, objectives, expected educational outcomes, description of study programmes and description of courses offered and programs delivered, conditions of enrolment and transfer of ECTS credits, the amount of school fees, its Statutes, the results of accreditation, its strategy for quality assurance, financial results and other relevant data. A higher education institution publishes also its list of teachers and associates with their qualifications and engagement. The positive outcomes of accreditation are that the students and students' parents have information about accredited HEIs and study programmes. Higher education degree programmes, lead to the professional or academic title determined in accordance with the Professional and Academic Titles (bylaw act List of Professional and Academic Titles, Official Gazette 81/10).

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Accreditation procedures of HEIs or study programmes include also Acts of warning. In some situations, the CAQA sends to a higher education institution its Report of warning, pointing out to shortcomings with respect to the compliance with the standards and giving a period of time for elimination of these shortcomings. In the case when a HEI or study programme does not fulfill the accreditation standards, the CAQA issues a negative decision, which results in a Rejection report. The whole responsibility in the field of external quality assurance is shared between the CAQA and NCHE. If a CAQA decision concerning a study program or a higher education institution is negative, the NCHE can, at the second level of decision, either refuse or award accreditation. If the accreditation is declined, an institution and/or programme cannot operate, no matter whether it is public, i.e. funded by the government, or private. The Reports of warning and Rejection reports are not publicly available; only a list of accredited study programmes or HEIs is available on the site www.kapk.org.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Teaching | Quality of teaching staff and teaching process is one of the most important issues. The evaluation of the teaching staff includes teachers, researchers and associates in their scientific, artistic and teaching activities able to achieve the basic goals and objectives of the institution. |
| <input checked="" type="checkbox"/> Student support services | An evaluation of Student support services includes: a) Premises and equipment: A higher education institution provides premises and equipment needed for good performance of all forms of teaching. b) Library, textbooks and IT support: A higher education institution has to have an appropriate library equipped with all necessary textbooks for study and IT resources. |
| <input type="checkbox"/> Lifelong Learning provision | |
| <input checked="" type="checkbox"/> Research | A higher education institution which carries out academic studies organizes research and artistic work. Evaluation of research includes competence of higher education institution to carry out doctoral studies. |
| <input type="checkbox"/> Employability | |
| <input checked="" type="checkbox"/> Internal Quality Assurance/Management system | Internal mechanism for quality assurance of a study program or a HEI is regularly carried out by means of self-assessment, implementation of measures for quality enhancement of teaching, teaching staff, grading of students and learning outcomes. A higher education institution has a commission for quality assurance consisting of teachers, associates, non-teaching staff and students. |
| <input type="checkbox"/> Other (please specify) | |

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

External quality assurance evaluation is based on qualitative and quantitative indicators. One of the quantitative indicators is the number of teachers, which should correspond to the requirements of study programmes which the institution implements. The total number of teachers should be sufficient to cover the total number of contact hours of active teaching (lectures, exercises, practicum, seminars, consultations, etc.), starting from the norm of 180 h/y per teacher. The workload of a teacher cannot exceed 12 lessons of active teaching per week. Minimum 70% of teachers have to hold a permanent full time employment contract. The institution provides the teachers and associates with all conditions for scientific, artistic and professional advancement and development. Qualifications of the teaching staff correspond to the educational and scientific field and the level of their

responsibilities. A teacher must have a certain number of published references. Data about teachers and associates (CV, election to functions, references) must be publicly available. Organizational and material resources: For the realization of a study program human, spatial, technical, library and other resources should be provided, adequate to the character of a study program and the anticipated number of students. A higher education institution has to ensure adequate premises for the performance of its study programmes, namely, a building with at least 2 sq meters per student, except in the field of arts (5 sq meters per student).

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

The external Quality Assurance evaluation in Serbia is characterized by some specific points within the review process. The external quality assessment of higher education institutions with peer review panels making site visits (which are an integral part of ESG) due to the time constraints set by LHE. The CAQA members visit HEI and the result of a panel is a site visit report. On an accreditation request of HEIs, numerous data and documents are analyzed by two anonymous reviewers. The reviewers evaluate self-assessment reports and documentations and provide the two independent reports to the CAQA. The CAQA make accreditation decision based on the reports of the reviewers and the site visit report. The responsibility in the field of external quality assurance is shared between the CAQA and NCHE. The NCHE defines a general framework, standards and guidelines, and the CAQA performs concrete implementation. Moreover, if a CAQA decision concerning a study program or a higher education institution is negative, the NCHE can refuse accreditation or can award accreditation after an evaluation at the second level resulting from a complaint lodged by the HEI.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Association for Quality Assurance in Higher Education (ENQA)

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

The Commission for Accreditation and Quality Assurance applied for ENQA Candidate Membership in July 2010. As stated in the letter from the President, after a careful examination of the submitted documentation, as of September 22, 2010, the Commission has been granted ENQA Candidate Membership. The Commission plans to apply for external review in order to become a full member of ENQA in spring 2011.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

Student involvement in governance structures of national quality assurance agencies

As full members in external review teams

As of January 2010, by the amendments to the following two documents: Rules and Regulations of the Standards and Procedure of Accreditation of Higher Education Institutions and Study Programmes and Rules and Regulations of the Standards and Procedure of External Quality Assurance of Higher Education Institutions for Accreditation, students have become full members of external review teams.

As observers in external review teams

In the preparation of self evaluation reports

The students have an active role in the process of approval and realization of the strategy of quality assurance. Of special significance is the assessment of quality of the teaching process, which is carried out by students' polls. The students' assessment of the quality of the teaching process is taken into account in the self-assessment procedure. Higher education institutions form Commissions for quality assurance, with members elected among the teachers, associates and non-teaching staff and students.

In the decision making process for external reviews

In follow-up procedures

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

In governance structures of national QA agencies

As full members in external review teams

As observers in external review teams

In the decision making process for external reviews

In follow-up procedures

Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

In governance structures of national QA agencies

As full members in external review teams

As observers in external review teams

In the preparation of self evaluation reports

In the decision making process for external reviews

- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

By definition, the main stakeholders in higher education are: government, employers, students, academic and administrative staff, institutional managers, prospective students and their parents and taxpayers. Government, academic staff and students are involved in the whole process in the way defined precisely by LHE and the corresponding bylaws. It is to be pointed out that the government is involved only through the technical support to both the CAQA and the NCHE in their insights. Of course, the government is responsible for the final utilization of the results of external reviews. Efforts should be done in the direction of including employers in the external review processes; obstacles have been mainly due to the current economic crisis in Serbia. Initial results have been obtained in collaboration with the Chambers of Commerce and Economy.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

A higher education institution approves a clear and comprehensively formulated strategy of quality assurance of the teaching process, management of the institution, teaching activities and conditions for work and study, made accessible to public. HEIs have to conduct a procedure for internal assessment and quality evaluation of study programmes, courses and working conditions. Internal assessment procedures are established by general acts adopted by the higher education institutions. Internal assessment should be carried out at the intervals of at most three years. The higher education institutions form a special commission for quality assurance among the teachers, associates and non-teaching staff and students. The formal requirements for higher education institutions to develop their internal quality assurance systems are specified in the LHE (Official Gazette 76/05) and the bylaw documents: Standards and Procedure of Accreditation of Higher Education Institutions and Study Programmes, Standards and Procedure of External Quality Assurance of Higher Education Institutions, Standards for Self-Evaluation and Assessment of Quality of Institutions of Higher Education (Official Gazette 106/06). A higher education institution, at the request of the Commission, submits information on the procedure and outcomes of internal assessment and other information of relevance for quality evaluation. Students have an active role in the process of approval and realization of the Strategy for quality assurance. Of special significance will be the assessment of quality of the teaching process, which is carried out by students' polls. Self-assessment shall be an integral part of the strategy for quality assurance and shall be carried out in the intervals of maximum three years. The students' assessment of the Quality of the teaching process shall be taken into account in the self-assessment.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50-<75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

The internal approval, monitoring and periodic review of programmes and awards are arranged by internal standards for evaluation. The final specification usually is considered in HEIs Statutes.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

50-<75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

There is no mechanism which engage HEIs to publish critical/negative evaluations.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

Lifelong learning is defined by the Law on Higher Education. Higher education institution may, within the scope of its activities, implement programmes of lifelong learning outside the framework of study programmes for which it has obtained a work permit.

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Pursuant to the Draft of Law on Adult Education, Article 20, Paragraph 4: Educational and training programmes represent programmes contributing to enhancement of knowledge, skills and competences for: - personal and professional development; - socially responsible behaviour; - development of key competencies - quality of life improvement; - general education and culture.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

University of Kragujevac is the coordinator of the Tempus project titled "Development of Lifelong Learning Framework in Serbia", financed by the European Commission for the period 2009-2012. The second year of project implementation saw formulation of University strategy for lifelong learning as one of the results. Five state universities in Serbia, which are partners on the projects, have defined and adopted University strategy for lifelong learning, aimed at establishment of national framework to be used for implementation of lifelong learning.

6. For which institutions is lifelong learning a recognised mission?

Five state Serbian universities, which are partners on the project Development of Lifelong Learning Framework (University of Kragujevac, University of Belgrade, University of Nis, University of Novi Sad, State University of Novi Pazar) have defined and adopted university strategies for lifelong learning and established university lifelong learning centres.

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

- No legal possibility of introducing part-time programmes at the university; - No legal possibility of accomplishing flexible learning paths; - No possibility of introducing and implementing short courses using the ECTS.

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment In order to keep up with constant changes and increasing demands of the work place, employees need to update and acquire new skills and competences through in-service training and tailor-made professional courses.
- Unemployed adults In order to increase employability the unemployed are strongly supported by the state services to attend lifelong learning programmes.
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students Since the state budget does not allow funding of lifelong learning programmes adult individuals are forced to pay for such courses.
- private contributions from business and industry There does not still exist a sufficient level of awareness of lifelong learning benefits for companies. Therefore, only a small number of companies allocate funding for training of employees.

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

There does not exist the model of state funding of lifelong learning programmes at the higher education institutions.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

One of the objectives of higher education in Serbia, defined by the Law on Higher education, is to provide equal access to higher education to individuals and opportunities for education and training throughout life, while one of the principles is to respect human rights and civil liberties, including prohibition of all forms of discrimination. Law on Pupil and Student Standards (Article 4) identified vulnerable groups in higher education and defined support measures for widening access and completion of higher education (accommodation, food, student loans, student scholarships, scholarships for gifted students, rest and recovering, cultural, arts, sports and recreational activities and information).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Serbia has not developed a national strategy for advancing the social dimension of the Bologna process, as was recommended by the Working Group on Social Dimension following the ministerial meeting in Bergen (Bologna process stocktaking Leuven/Louvain-la-Neuve) http://www.ehea.info/Uploads/Documents/Stocktaking_report_2009_FINAL.pdf. Upon an analysis of measures present in the system of higher education aimed at increasing the coverage of underrepresented groups in higher education, these are regulated by various strategic documents tackling the improvement of specific vulnerable groups rather than directly relating to education. For example, the Strategy for Advancing the Position of the Roma defines measures of affirmative action for enrolling Roma students in faculties, free-of-charge education and residence in student dormitories, etc. The Strategy for Advancing the Position of Persons with Disabilities identifies measures for increasing the coverage of people with disability, etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Yes, principle is self-declaration.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

Yes, there are funding reserved for measures to increase participation of under-represented groups. Law on pupil's and student's standard (Official Gazette of Republic of Serbia, No. 18/2010). The number of students for 2010./2011, funded from this budget line: 1. Materially jeopardized families and children without custody (67 scholarships and 10 student's loans); 2. Single-parent families (237 scholarships and 234 student's loans); 3. Roma ethnic minority (173 scholarships and 7 student's loans); 4. Students with disabilities and chronic diseases (126 scholarships and 1 student's loan); 5. Students whose parent went missing or have been kidnapped from Kosovo and Metohia territory and from the Ex Social Federative Republic of Yugoslavia territory (5 scholarships and 1 student's loan); 6. Refugees and displaced students (62 scholarships

and 85 student's loans) and 7. Immigrants according to the Readmission Agreement and deported students (3 scholarships). TOTAL: 673 scholarships and 338 student loans. Student standard system is defined with Law on student standard (originally dated since 1992, corrected 1993, 1994, and 2005.) According to that Law, student has right to: nutrition in student cafeterias, to dormitory, student's loan, student's grants, recovery and vacation in student's standard institution, information and publishing activity, in order to this law, cultural-entertaining activities in student's standard institutions, sport-recreation activities and student discount regarding public transportation in a place of studying.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

According to The Law on Students' and Pupils' Standard an affirmative action is implemented for admission of Roma students in secondary schools and universities, and scholarships and loans are awarded to students. The Ministry of Education awarded scholarships to students with disabilities in the amount that covers the costs of food and accommodation in the dormitory. On average, each year about 120 students with disabilities are supported. Provincial Secretariat of Education awards scholarships to 355 Roma secondary school students with a mentoring support system.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

No

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Based on the Law for pupils and students standard (Official Gazette of Republic of Serbia, 18/2010, Article 4), Groups with lower socio-economic background are recognized as: - Pupils and students with disabilities - Roma Pupils and students - Pupils and students without parental care - Pupils and students from one-parent families - Pupils and students from insufficient families - Pupils and students with chronic diseases - Pupils and students whose parents have been missing or have been kidnapped from the Kosovo and Metohy territory and on the territory of the Ex - Socialist Federative Republic of Yugoslavia - Pupils and students who are readmitted and deported - Pupils and students who immigrated and who are displaced - For other sensitive pupils and students – minister for education provides the criteria There are special support measures for some groups, more specifically the disabled and the Roma minority. The Government's Poverty Reduction Strategy, adopted in 2003. foresees the introduction of special support measures for vulnerable and underachieving groups, as do other development strategies adopted subsequently by the Government. However, implementation of these is still lagging behind, and the current measures mostly entail in a) Affirmative action for enrolment of Roma, b) specially targeted stipends for Roma based on a ministerial decree to be renewed annually, and c) abolishing physical obstacles in accessing HE facilities for students with disabilities. There are special inclusive measures towards increasing number of Roma people in HE, and the action is so known as "affirmative action". The procedure of affirmative action for increased number of Roma in HE starts with Roma passing the entrance exam and in case they are below the threshold level (in terms of total quota and/or state funded quota) they are given additional points. This is coordinated by individual faculties and therefore it was difficult to obtain data for academic years later than 2005/06 . It should also be noted that, at least in Vojvodina, affirmative action is partly supported by the Secretariat for Education and the Office for Roma inclusion and that it also includes places in student dormitories. When it comes to other groups identified as having limited access to higher education, it should be noted that there are no systemic measures to increase the number of higher education students from poor families and that, so far, the system of student grants and loans is a. limited and b. does not take into account the changes of the HE system and study system (i.e. the changes of the degree structure or the introduction of tuition fees for a portion of students in public higher education institutions).

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

There are a number of ex-post evaluations of the measures implemented, NGO's reports, studies, different research studies.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

In the year 2008, Government of Serbia, Social Inclusion and Poverty Reduction Unit conducted ex-post analysis of the measures in education targeting vulnerable groups. Each research/evaluation sets methodology.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

N/a.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

The Law of Higher Education had been amended two times (2008, 2010) to increase the level of completion of studies. Those measurements are helping students to keep budget financing status. Ministry of Education and Science every year increase number of students' loans and grants.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

The data are use for students' efficient analysis and to improvement curricula, based on ECTS and learning outcomes.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

The higher education institution encored condition for teaching staff to actively take part to student completion policy. Students and students' organizations are partners in the process of higher education.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Academic guidance services are budget financing. Career guidance services are financing by state budget, additional fees from students, donations and projects.

8.4. What are the main tasks of the services?

Career guidance centers had been founded in 2006, as organization units within the state universities. The key role of those centers is to help students in developing skills and knowledge. Centers goals are: To secure useful system of support to students or graduates in developing their knowledge and skills that would be useful in getting a job or continuation of studies; Increasing percentage of students or graduates who achieved relevant work experience during their studies or soon after graduation; Accomplishing cooperation with all faculties at a university and strengthening integration role of a university; Promotion of students and graduates at a university as a future experts in different areas and a university itself.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

At all state Universities in Serbia (Belgrade, Novi Sad, Nis, Kragujevac), except from the state University in Novi Pazar there are a Career guidance Center, for students to develop skills in guiding their future career, writing their CVs and motivation letter, so as preparing for a job interview. The Academic Guidance Center falls under as a part of the Career guidance Center. There are also other institutions which have Career Guidance Centers, such as Young Talents Fund, beholden by Ministry of Education, private universities, NGO Belgrade Open School, etc. As far as Psychological counseling services, these type of service is most likely to be provided for free in state medical institutions, student polyclinics, but there are independent institutions that provide this kind of services for pupils and students for free as well, such as Student Cultural Center in Belgrade, or other institutions that exist in other cities and provide this kind of counseling. At the last Tempus call, universities from Serbia together with the Ministry of Education and Science, and number of NGOs, prepared and submitted for funding the project called: Equal Access for All: Strengthening the Social dimension for a Stronger European Higher Education Area Overall objective to this project is to diversify and enlarge the student body to mirror the society structure in Serbia. This project's specific objectives are to: Enhance and improve efficiency of national support programme for diversifying and enlarging the student body entering and completing HE; Establish and institutionalize practice of data collection and analysis in the domain of social dimension of higher education, both at the system and institutional level; Establish institutional framework supporting student population to participate equally in higher education.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

By The Law on Higher Education a higher education institution may hold distance learning courses, in accordance with its work permit. The precise conditions and manner of the realization of a distance learning study programme are regulated by the general act of the higher education institution. NCHE had adopted Standards for accreditation distance learning study programme. The study program based on the methods and technologies of distance learning is supported with resources which ensure good quality of study program. The higher education institution may organize the study program in distance learning for every area and each education scientific and artistic field, if the substance of teaching, supported by available resources can be acquired via distance learning of good quality and if the same level of knowledge of graduated students, the same efficiency of studies and the same rank (quality) of the diploma can be provided as in the case of the usual implementation of study program.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = An applicant for admission to the studies of the first level sits for an entrance examination or a scholastic aptitude test, in accordance with the general act of an independent higher education institution

Route 2: = Applicant having national and international awards, less than 1%

Route 3: = n/a

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

16.1.3. What are the reasons for offering a different student status?

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

16.1.5. Please describe the most common understanding/concept of part-time studies.

No legal possibility of introducing part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

No legal possibility of introducing part-time studies.

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: No legal possibility for recognition of prior non-formal and informal learning

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

There are 14 Tempus Projects in which objectives are development and implementation of lifelong learning, distance learning, e-learning and recognition of prior learning (www.tempus.ac.rs).

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Dinars RS (RSD)

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need Students with needs: See Part 2.1
- Merit Each academic year for freshman students, at the proposal of the National Council for Higher Education, the Government approves the number of budget-financed students in higher educational institutions founded by the Republic of Serbia. The number of students financed from the budget in the coming years of study in any degree programme may be increased by up to 20% compared to the number of budget-financed students in the previous year. The budget-financed students do not pay fee. Status of budget financed student is achieved only during one study programme. Students with good academic performance are budget-financed students. Ranking of candidates on the basis of success forms a list of most successful candidates whose study is financed from the budget. Status of students in terms of funding in coming years of study is determined on the basis of achievement in the previous year.
- Part-time/Full-time/Distance learning
- Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 145000 RSD

Maximum amount = 845000 RSD

Most common amount = 385000 RSD

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

There are not general rules for the amount of tuition fees. The amount of tuition fees in the next academic year for all study programmes is established by the general act of a higher education institution, but they have to be approved by Ministry. The higher education institutions are autonomous in the decision making. In many cases the tuition fee is dependent on the number of potential applicants. The amount of tuition fee sometimes is dependent on the certain subjects of study programme but it is not equal in all higher education institutions. The highest tuition fees are at the University of Belgrade, while at the University of Kragujevac or State University of Novi Pazar the fees are much lower. The study programmes with minimum amount of tuition fees are in the field: Natural Sciences (Chemistry, Physics, Biology) and Technical Sciences (Mechanical Engineering, Chemical Technology and Metallurgy, Mining and Geology). The maximum amount of tuition fees have to pay students who are studied: Arts, Pharmacy, Dentistry, Architecture, Organizational Sciences and IT.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

53% of the total number of the students pay the fees (self-financing students). 2 % of students the minimum and approximately 5% of students are paying the maximum amount of tuition fees.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 66000 RSD

Maximum amount = 396000 RSD

Most common amount = 150000 RSD

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The students with excellent academic performance are not self-financed students. 75% of the total number of second cycle students pay the fees (self-financing students). The study programmes with minimum amount of tuition fees are in the field: Natural Sciences (Chemistry, Physics, Biology) and Technical Sciences (Mechanical Engineering, Chemical Technology and Metallurgy, Mining and Geology).

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students who study Arts, Architecture, Organizational Sciences and IT have to pay the maximum amount of tuition fees.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

75% of the total number of the students in second cycle study programmes are paying the fees (self-financing students). 10% of self-financing students are paying the minimum amount of tuition fee. The maximum amount of tuition fees is paying approximately 15% of self-financed students.

8. Concerning fees, are international students treated differently in your country from home students?

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 800 Euro/Y

Maximum amount = 4950 Euro/Y

Most common amount = 1500 – 2000 Euro/Y

8.2. According to your country's steering documents, students from which countries are considered international students?

Students who do not have the citizenship of the Republic of Serbia are considered as international students.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

In addition to tuition fees from the budget of the Republic of Serbia, successful and talented students of lower property status can get loans or grants through competition.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Ministry of Education and Science provides through competition loans and grants to lower property students with good academic performance. Public grants are nonrefundable and given to the students with an average marks above 8.50. Loans must be returned. Payback time is twice longer than the period of receiving of the loan. Highly gifted students or those with above-average results during the study (average mark above 9) can get, also through competition, public grants from: The Republican Foundation for Scientific and Artistic Youth, and Fund for Young Talents. The municipalities and other foundations also provide the grants for students with good academic performance.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

First and second cycle students can provide the loans or grants. Third cycle students can provide only grants.

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based Students with needs: See Part 2.1
- Merit-based The budget financed students with an average marks above 8.50
- Part-time/Full-time/Distance learning

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria Students with needs: See Part 2.1
- Merit-based criteria Academic achievements of budget financed students. An additional criterion is also the income of parents.
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 61000 RSD

Most common first cycle = 61000 RSD

Maximum first cycle = 61000 RSD

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria Students with needs: See Part 2.1
- Merit-based criteria Academic achievements of budget financed students. An additional criterion is also the income of parents.
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 61000 RSD

Most common second cycle = 61000 RSD

Maximum second cycle = 61000 RSD

14.3. If different types of loans exist in your country, please provide the details here.

Only one type of loan which is equal for the first and second cycles students exist in Serbia.

14.4. What percentage of students takes out loans?

In the first cycle = 6

In the second cycle = 4.9

Of all students = 5.9

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

Ministry of education signs the contract with the students and they provided a guarantee.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

Income too low

Studies successfully completed on time

Exceptional merit in studies

Students with average marks higher than 8.5 are not obliged to return the loans. Students with marks between 7.5 and 8.5 are obliged to return one half of the received loans.

Age or length of period in debt

Disability

Parenthood

Death

Early repayment of loan

No debt cancellation

No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The minimum amount of grants and loans is sufficient to cover the food and accommodation in Student Centers (were the prices are subsidized) and public transportation.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)

- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

- Subsidised accommodation: 1st cycle
- Subsidised accommodation: 2nd cycle
- Subsidised health insurance: 1st cycle
- Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

In the Republic of Serbia the right to food and accommodation in facilities is entitled to all higher education students (1st, 2nd and 3rd cycle), citizens of the Republic of Serbia, whose education is financed from the budget and whose place of education is not a permanent residence. In addition to food and accommodation, students are entitled to rest and recover, perform cultural, artistic, sporting and recreational activities and to use the benefits of public transportation. Non-cash student support is regulated by the Law on Students' and Pupils' Standard. All students at public or private higher education institutions have full health insurance up to age of 27.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat at data.collectors@ehea.info until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: data.collectors@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Ministry of Youth and Sport of the Republic of Serbia - the Fund for Young Talents,
Ministry of Education of the Republic of Serbia

B.1.b Stakeholder representatives

B.1.c Other contributors

National TEMPUS office of Serbia

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

UNIVERSITY OF BELGRADE

Basileus - since 2009

Outgoing students/staff: 70

Incoming students/staff: 45

JOIN EUSEE - since 2009

Outgoing students/staff: 65

Incoming students/staff: 45

STAFF MOBILITY - COOPERATION WITH THE ARISTOTLE UNIVERSITY IN THESSALONIKI

Outgoing staff: 10

Incoming staff: 10

UNIVERSITY OF ARTS IN BELGRADE

Rectorate of University of Arts - interdisciplinary master and doctoral studies

MA in CULTURAL MANAGEMENT and CULTURAL POLICIES in the BALKANS, since 2002

Incoming students/staff: 7 students, 17 professors

MAIPR/MA in International Performance Research - in the framework of Erasmus Mundus, starting in 2011/2012 academic year. Partners: University of Warwick, UK, University of Amsterdam, the Netherlands, University of Tampere and Helsinki, Finland.

Outgoing students/staff: 10 students, 5 professors

Incoming students/staff: 10 students, 5 professors.

Faculty of Music Arts

WUS Austria - "Brain Gain Programme", since 2003

Incoming staff: 25 professors

<http://www.wus-austria.org/belgrade/>

BILATERAL AGREEMENT COOPERATION

University of Agder, Kristiansand, Norway – Master studies, Quota programme, since 2003

Outgoing students: 29 students

<http://www.uia.no/en>

University of Stavanger, Norway - Master studies, Quota programme, since 2003

Outgoing students: 24 students

<http://www.uis.no/frontpage/>

Summer Academy: Vienna-Prague-Budapest, since 2000

Outgoing students: 11 students

<http://www.mdw.ac.at/isa/>

Austrian Baroque Academy, since 2005

Outgoing students: 2-12 students, depending on the scholarships provided by the organizer

Incoming staff: 4

<http://www.austriabarockakademie.at/>

The Richard Wagner Festival in Bayreuth, Germany, cooperation extended in 2004

10-15 students, depending on the scholarships provided by the organizer

www.YoungArtistsBayreuth.com

Faculty of Fine Arts

Bilateral Agreement Cooperation

France (ENSBA Paris), Greece (Aristotle University, Thessaloniki), Switzerland (HEAD, Geneva)

Outgoing students/staff: 10 students, 5 professors

Incoming students/staff: 10 students, 5 professors.

Faculty of Drama Arts - no academic exchange programme

Faculty of Applied Arts - no academic exchange programme.

UNIVERSITY OF NOVI SAD

Campus Europae - network of 20 European universities. University of Novi Sad is the only one from this region that makes part of this network.

Outgoing students/staff: 82

Incoming students/staff: 40.

Scholarships are provided by the Provincial Secretariat for Science and Technological Development of Vojvodina.

Basileus - since 2008/2009. Partner universities from EU - University of Gent (coordinator), University of Heidelberg, University of Lund, University of Sofia - Antipolis in Nica, University "La Sapienza" in Rome, University of Ljubljana, University of St Climent

Ohridski in Sofia, University of Zagreb (since 2010 it falls into the category Western Balkans).

Outgoing students/staff: 66

Incoming students/staff: 26

Join EU SEE - since 2009/2010. Partner universities from EU: University Karl Franc in Graz (coordinator), University of Turku, Finland, University of Vilnius, Lithuania, Latvian University in Riga, University of Groningen, University of Luven, University of Granada, University of Bologna, University of Maribor.

Outgoing students/staff: 65

Incoming students/staff: 11

UNIVERSITY OF KRAGUJEVAC

DAAD(German Academic Exchange Service), since 2007 :

Outgoing students/staff: 4 outgoing students

Donauschwaebische Kulturstiftung, Baden Virtemberg federal state, Germany:

1 outgoing student

Erasmus Mundus Action 2 – Basileus, since 2008:

Outgoing students/staff: 17 students, 3 professors (staff exchange)

Visegrad Fund scholarships

Outgoing students/staff: 3 students

Forecast Exchange Program (USAID), since 2007

Outgoing students/staff: 1 student

UNIVERSITY OF NIS

Erasmus Mundus Action 2 – Basileus, since 2008:

Outgoing students/staff: 14

Incoming students/staff: 5.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries	Bilateral agreements on scholarships with the countries	Bilateral agreements on scholarships with the countries

(if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	as follows: Bulgaria, Great Britain, Italy, Japan, Greece, South Korea, China, Poland, Romania, Slovakia, Czech Republic, Russian Federation, Mexico	as follows: Bulgaria, Great Britain, Italy, Japan, Greece, South Korea, China, Poland, Romania, Slovakia, Czech Republic, Russian Federation, Mexico; the USA (the Fund for Young Talents - the Ministry of Youth and Sport)
Grants/scholarships are restricted to specific programmes (if so, please specify)	Erasmus Mundus programme, CEEPUS programme, TEMPUS programme	Erasmus Mundus programme, CEEPUS programme
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	The project "World Community in Serbia" - 1.000 scholarships for the students of member countries of Non-Aligned Movement (starting in this academic year: 2010/2011)	
Loans for outgoing students		Scholarship for students (the Ministry of Youth and Sport - the Fund for Young Talents)- scholarships for the best undergraduate and postgraduate students in EU countries, EFTA (EFTA - European Free Trade Association) countries and students at the world's leading universities. The amount of scholarship is about 12.000 euros and is awarded separately for each academic year. Since 2008, 252 students received this scholarship.
Grants/scholarships for outgoing students		
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

The Republic of Serbia actively participates in various educational programmes - TEMPUS, CEEPUS, Erasmus Mundus.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Survey "Student Mobility in the Western Balkan Countries" funded by King Badouin Foundation, <http://www.kbs-frb.be/otheractivity.aspx?id=228446&LangType=1033>

Survey "Erasmus Mundus Mobility in Serbia", preliminary results were used for this questionnaire, full results will be published at the alumni section of the website www.tempus.ac.rs in November 2010.

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	1	1
Recognition		2
Language	2	
Curriculum/Study organisation	3	
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

All the aforementioned obstacles are relevant for credit mobility.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

All the aforementioned obstacles are relevant for degree mobility.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The Government of the Republic of Serbia established the Fund for Young Talents and it funds outgoing mobility. Since 2008 the Fund has been operating as a part of the Ministry of Youth and Sport. The Fund was established in order to reward scholarships to students and scholars and to provide the financial support and the assistance for their further education and training.

Furthermore, the Government of the Republic of Serbia launched the project the "World Community in Serbia", scholarships for incoming students from member countries of the Non-Aligned Movement, starting in this academic year 2010/2011

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

General opinion of the academic community and the real reason for insufficient staff mobility is the lack of funds. Staff mobility is mainly funded through TEMPUS programme, CEEPUS programme, Erasmus Mundus programme, Campus Europae and other similar programmes.

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		2
Recognition issues		
Language issues	3	3
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:	1 Funding	1 Funding

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	X	X	X
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Mobility data of the Sector for Higher Education and the Sector for Development of Education and International Cooperation in Education - the Section for International Cooperation , Ministry of Education of the Republic of Serbia;

The data available on Erasmus Mundus mobility at the websites:
http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/statistics_en.php,
www.basileus.ugent.be, www.joineusee.eu, www.tempus.ac.rs

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

It is considered that a balanced mobility of academic and administrative staff in the EHEA is one of crucial goals of Bologna Process. The obstacles to achieve balanced mobility should be overcome through improving procedures on obtaining visas (where needed) and work permits, as well as through encouraging the participation in mobility programmes.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

A large share of the outgoing mobility is directed towards EU member states.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: In respect of E1 question - It should be noticed that most of scholarship programmes in the Republic of Serbia, such as CEEPUS and bilateral agreement programmes are, in respect of scholarships, based on reciprocity principle.