



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Serbia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Serbia

Name(s) of the responsible BFUG member(s)

Dr. Mirjana Vesovic

Email address of the responsible BFUG member(s)

mirjana.vesovic@mpn.gov.rs

Contributors to the report:

- Government representatives "Department for Higher Education of the Ministry of Education, Science and Technological Development"

Contributors to the report:

- Employer representatives ""

Contributors to the report:

- Student representatives ""

Contributors to the report:

- Academic and other staff representatives "HERE team members"

Contributors to the report:

- Other representatives (please specify) ""

Data entry: (I_Degrees_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to data.collectors@ehea.info. In urgent cases you can also call Eurydice at +32 2 299 5024.

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

1. The Strategy for Education Development in Serbia 2020 (Off. Gazette), www.mpn.gov.rs is steering documents which explicitly take into account demographic projections in Serbia 2012-2020. This document includes the enrollment policy at all levels of education. By 2020, the Republic of Serbia will have had at least 38.5% of highly educated people aged 30 to 34, with the qualification structure in compliance with the projection of Serbia's needs for the period after 2020.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

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 by the following higher education institutions:

- 1) universities
- 2) faculties or academies of arts within universities
- 3) higher education colleges of academic studies- visoke škole akademskih studija
- 5) higher education colleges of professional career studies- visoke škole strukovnih studija

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes
(Please specify in the text field on the right!)
- None of the above

I.3.1. What is the number of institutions in the categories identified?

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 (state) or private. The numbers of different types of HEIs are the following:

- 1) 18 universities (8-public + 10 private)
- 2) 122 faculties and academics of arts within universities (85- public + 37-private)
- 3) 7 higher education colleges (2-public + 5- private)
- 4) 64 higher education colleges of professional career studies (47 public + 17-private)

I.4. Comments

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 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. 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 status of university unless they have doctoral studies in at least three fields (natural sciences and mathematics; social sciences and humanities; medical sciences; technical and technological sciences; and arts). A university is composed of faculties or art academies. A faculty can be 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 first, second and third cycle study programmes of academic profile and first and second cycle study programmes of professional profile. The higher education colleges of professional career studies are independent higher education institutions which can organize and conduct first and second cycle study programmes of professional profile (Basic professional studies and Specialist professional studies). The higher education colleges of academic studies are independent higher education institutions which can organize and conduct only first and second cycle degree study programmes of academic profile (Basic academic studies and Master academic studies). The total number of students in higher education is nearly 240.000, and most of them study at public HEIs. The private higher education sector has relatively large number of institutions, but the percentage of students at these institutions is around 20%.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "32"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "68"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "0"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "36"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "64"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "0"

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

The faculties or academies of arts within universities and higher education colleges of academic studies are academically oriented. The higher education colleges of professional career studies are professionally oriented. Higher education programmes of academic profile are Basic academic studies (BAS), Master academic studies (MAS), Integrated academic studies (IAS), Specialist academic studies (SAS) and Doctoral studies (DS). Higher education programmes of professional profile are Basic professional studies (BPS) and Specialist professional studies (SPS).

The structure of first cycle academically or professionally oriented study programs are different.

The structure of a study program at the basic academic studies, except in the field of arts, contains the following groups of courses with a relative share in the total number of ECTS credits:

- academic and general education - around 15%
- theoretical and methodological - around 20%
- scientific professional - around 35% and
- professional and applied - around 30%.

The structure of the study program at the basic professional studies, except for the field of arts, contains the following groups of courses relative to the total number of ECTS:

- academic and general education - around 15%
- professional - around 40% and
- professional and applied - around 45%.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

I.9.3. What percentage of first cycle students is enrolled in these programmes?

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "97"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "3"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "0"

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "95"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "5"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "0"

I.11.1. Please specify

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

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).

I.12.3. 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 are equivalent to the master degree, with an overall range of 300-360 ECTS credits. Integrated academic studies are organized in the field of medical sciences: medicine, dentistry, pharmacy and veterinary medicine and in some education study programmes.

I.12.4. What percentage of first cycle students is enrolled in these programmes?

The percentage of first cycle students enrolled in integrated programmes is 4%

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I.14.1. What is the minimum duration of the Bachelor & Master together?

300 ECTS

I.15. Comments

By the academic year 2009/10 all higher education institutions have introduced the three-cycle structure with Bachelor, Master and Doctorate degrees. The Serbian higher education system has some specific features:

1. Only 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.
2. The professional studies have only two cycles: first cycle with a degree-Professional Bachelor (180 ECTS); second cycle with a degree - Professional Specialist (60 ECTS);

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

Higher education programmes of academic profile are Basic academic studies (I cycle), Master academic studies (II cycle), Integrated academic studies, Specialist academic studies (II cycle) and Doctoral studies (III cycle).

1. Students who complete Basic academic studies have access to Master academic studies in the corresponding field. Students who complete Integrated academic studies or Master academic studies have access to Specialist academic studies, which are also second cycle studies.
2. Higher education programmes of professional profile are Basic professional studies (I cycle) and Specialist professional studies (II cycle). Students who complete Basic professional studies have access to Specialist professional studies.

I.16.1. Please provide a source for this information.

CAQA - Commission for Accreditation and Quality Assurance, <http://www.kapk.org/images/stories/Vodic-09-04-2014.pdf>

I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

According to accreditation decisions, in the first year of the first cycle studies HEIs are allowed to enrol 41.836 students to Basic academic studies and 20.967 students to Basic professional studies. Enrolment in the first year of Integrated academic studies is up to 2.670 students. Enrolment in the first year the second cycle academic studies (Master academic studies and Specialist academic studies) is up to 28.711 students. Enrolment in the first year of the second cycle professional studies (Specialist professional studies) is up to 5.756 students.

I.17.1. Please provide a source for this information.

1. CAQA- Commission for Accreditation and Quality Assurance, www.kapk.org , <http://www.kapk.org/images/stories/Vodic-09-04-2014.pdf>
2. Statistical Yearbook of Serbia 2011, 2012, 2013.

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

The number of students enrolled to a study programme is fixed in terms of resources available to a higher education institution and accreditation decision.

I.18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

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.
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.

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam** Yes No In some cases No answer
- ...must complete additional courses** Yes No In some cases No answer
- ...must have work experience** Yes No In some cases No answer
- ...must meet other requirements (please specify below)** Yes No In some cases No answer

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

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.

I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam** Yes No In some cases No answer
- ...must complete additional courses** Yes No In some cases No answer
- ...must have work experience** Yes No In some cases No answer
- ...must meet other requirements (please specify below)** Yes No In some cases No answer

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

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.

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

I.19.1. Please provide a source for this information.

CAQA- Commission for Accreditation and Quality Assurance, www.kapk.org
<http://www.kapk.org/images/stories/Vodic-09-04-2014.pdf>

I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?

14.0000000000

I.20.1. Please provide a source for this information.

Commission for Accreditation and Quality Assurance, www.kapk.org

I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

I.21.1. Please specify the criteria**I.21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

I.22. If you would like to make any additional comments on the progression between cycles, please provide them here

The second cycle academically oriented programmes: 1. Master academic studies (592 accredited programmes), 2. Specialist academic studies (87 accredited programmes) and 3. Integrated academic studies (24 accredited programmes) give direct access to the third cycle studies.

The second cycle professionally oriented programmes: Specialist professional studies (163 accredited programmes) are not give any access to the third cycle studies.

After graduating at the 1. Master academic studies, 2. Specialist academic studies and 3. Integrated academic studies, 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 Integrated academic studies of dentistry, pharmacy and veterinary medicine or education. According to accreditation decisions, in the first year of the second cycle studies 1. Master academic studies is allowed to enrol 28.711 students and in the first year of Doctoral studies is up to 4.042 students. The percentage of second cycle graduates eventually enter into a third cycle programme is around 14% (Commission for Accreditation and Quality Assurance, www.kapk.org). The real percentage of second cycle graduates enter into a third cycle programme is around 10% (Statistical Yearbook of Serbia 2011, 2012, 2013.)

I.23. Do higher education steering documents mention doctoral education/training?

Yes ▾

I.23.1. Please provide a reference to the relevant steering document(s):

Strategy for Education Development in Serbia 2020

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "40"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "60"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "0"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "0"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "0"

I.24.1. Please specify which other types of doctoral programmes exist

I.25. Do doctoral and/or graduate schools exist in your higher education system?

No

I.25.1. What are the main features of these schools and how many doctoral schools are there?

I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "5"

I.27. Are doctoral studies included in your country's qualifications framework?

Yes

I.28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

I.28.1. Please specify

What are the names of such degrees? ""

I.28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

I.28.1. Please specify

What is the purpose/function of those degrees? ""

I.29. Are ECTS credits used in doctoral programmes?

Yes

I.30. Comments

In Serbian HE two types of doctoral education still exist: 1. Traditional supervision-based doctoral education and 2. Structured doctoral programmes. In both types of doctoral programmes thesis must contain original and published results, or results accepted for publication in scientific journals from the SCI/SSCI list.

1. The students possessing the old postgraduate degree of "Magistar" can get PhD degree 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.

2. Students of doctoral programmes (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 a study program at doctoral studies, except in arts, where it is an artistic work or project. The number of credits given for the doctoral dissertation is included in the total number of credits necessary for the completion of studies. The general act of a higher education institution defines the manner and procedure for the preparation and defense of the doctoral dissertation. The doctoral programmes carry minimum 180 ECTS credits, with the prior achievement of the volume of studies of at least 300 ECTS credits at the Basic academic studies and Master academic studies or 300-360 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. Doctoral degree programmes are delivered by all HEIs of university type. Following the harmonization with the full implementation of the Bologna process, Serbia introduced structural doctoral programmes in 2006. While most of the research is done at four biggest public universities (University of Belgrade, University of Novi Sad, University of Kragujevac, University of Nis), additional 13 universities (9 private and 4 state) 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 journals. A supervisor may have at most five doctoral candidates at the same time.

The number of Doctoral students has increased 4-fold in the past five years (more rapidly than the total number of students); the number of PhD graduates has also increased.

I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?****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

I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

I.34. Comments

I.32 AND I.33 ONLY ANSWERED TO ENABLE PROGRESSION THROUGH QUESTIONNAIRE, PLEASE DISREGARD

There is no short cycle programmes recognized in either academic or professional studies; it is envisaged to introduce the short cycle in the new Law on Higher Education

I.35. Do your steering documents mention the concept of student-centred learning?

Yes

I.35.1. How do steering documents in your country define student-centred learning in higher education?

The student-centred learning concept is included in the steering document: "Rules and Regulations on Accreditation Standards and procedures of HEIs and study programmes", 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 programmes 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 on average 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 students and their advancement in each study programme carried out, and take measures of support in the case of unsatisfactory outcomes. The assessment is based on learning outcomes. The overall success of a 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 into account in assessing the results of the pedagogical work of teachers.

I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer

I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**I.35.4. Please provide a reference for your steering documents on student-centred learning**

Law on higher education (LHE, www.mpn.gov.rs), Accreditation in higher education (www.kapk.org), The Strategy for Education Development in Serbia 2020., Scientific and Technological development Strategy of the Republic of Serbia (www.mpn.gov.rs); SCL Declaration in higher education (www.bg.ac.rs).

I.36. Comments

The steering documents emphasize students' 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 the implementation of student-centred learning at Serbian HEIs was done in the period 2010-2014 starting from an initiative of the Higher Education Reform Team (HERE-tim). HERE tim organized more than ten workshops at the universities and the higher education colleges (2010-2014). In accordance with the Strategy of scientific/technological development of Serbia and The Strategy for Education Development in Serbia 2020. 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.skass.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.

I.37. In your country, do you use...

ECTS

I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer
Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

I.39.1. Please specify

I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

I.40.1. Please specify

I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

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.

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 sometimes surpasses the workload expressed by the given credits. It has been noticed that 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. The success is measured by the increase in average passing rate.

I.41.1. What is the number of hours per credit?

30

I.42. 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 all programmes

I.43. 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.)

I.43.1. Does your country take 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 (NCHE), on the basis of a proposal by the Commission for Accreditation and Quality Assurance (CAQA). Our country provides special support measures at the national level through the activities of the NCHE, 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 were subjects of particular work packages.

I.44. 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. 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.

I.45. 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

I.45.1. Please indicate the approximate percentage that participate

33%

I.45.2. Please specify for which members of academic staff training programmes are offered

Training programmes on student-centered learning and learning outcomes are organized at some HEIs for teaching assistants and assistant professors. HERE team organized 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.

I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes ▾

I.46.1. 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 number 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 teachers, 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 CAQA is focused on the monitoring of student assessment procedures and, therefore, on the utilization of learning outcomes. Details can be found in the document "Rules and Regulations on Accreditation Standards and procedures of HEIs and study programmes", in sections: Study program accreditation of the first and second cycle of higher education and Doctoral study program accreditation, www.kap.k.org.

I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

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

I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued...

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

I.48.1. Please specify to which students**I.48.2. Please identify the fields of study in which the Diploma Supplement is issued****I.49. Is the Diploma Supplement issued to graduates in the third cycle?**

Yes, for all graduates of these programmes

I.49.1. Please specify**I.50. Is there any monitoring of how employers use the Diploma Supplement?**

No ▾

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:**I.50.2. Please provide a reference to the source of this information:**

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

I.51.1. 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 are the same for all HEIs. The Ministry of Education and Science through Education Inspectorate organizes regular monitoring of utilization of the diploma supplement in all HEIs.

I.52. In what language(s) is the Diploma Supplement issued?

Serbian and English on request

I.53. The Diploma Supplement is issued...

for a fee

I.53.1. Please specify the categories of students**I.53.2. 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 the budget. They usually pay 50-100 EUR for this purpose. One of the reasons for this is a high cost of printing the diploma on a special bank note paper as prescribed by law. The fact is 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.

I.54. Comments**I.55. Do national higher education steering documents mention joint or double degrees?**

Yes

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

By LHE, all study programmes offered in Serbia, including international joint study programmes, have to be accredited by the Commission of Accreditation and Quality Assurance.

2. Law on Higher Education, Article 26, regulates study programmes for acquiring a combined diploma, Ministry of Education and Science, www.mpn.gov.rs

3. Guidelines for accreditation of joint study programmes, Commission for Accreditation and Quality Assurance, www.kapk.org

I.56. Does higher education legislation explicitly allow:

Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer

Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...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

I.59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "5"

I.59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "95"

I.59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

I.60.1. Please explain briefly and mention/link to the source of this information

International joint programmes are organized in the fields of social sciences and humanities (transition economy, management, European integrations, quantitative finance, international business, social work, business law), natural sciences and mathematics (astronomy, computer science), technical and technological sciences (efficiency and renewable sources of energy, multimedia technologies), interdisciplinary studies (cultural policy and management).

1. Guide for students, Commission for Accreditation and Quality Assurance, www.kapk.org

I.61. Comments

By LHE, all study programmes offered in Serbia, including international joint study programmes, have to be accredited by the Commission of Accreditation and Quality Assurance. There are 22 international joint study programmes realized by 15 Serbian HEIs in cooperation with universities from Slovenia (University of Ljubljana, University of Maribor, University of Celje), Austria (University of Innsbruck, University of Salzburg, University of Graz), Italy (University of Trieste, University of Roma, University of Padova), Croatia (University of Zagreb), Great Britain (University of Middlesex, University of Exeter), France (University of Lion), Germany (University of Gottingen), etc. Tempus program has supported 9 of these programmes, Erasmus Mundus has supported one, and one is supported by the UNESCO. The remaining programmes are results of direct contact of Serbian HEIs with international HEIs.

I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF

I.62.1. Please provide the date when the step was completed.

06-01-2005

**I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

Yes ▼

I.62.3. Please provide the link to the website:

<http://nsvo.etfrs/Nacionalni%20okvir%20kvalifikacija%20Srbije.pdf>

I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

I.64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

I.64.1. Please provide a reference to official documents

NQF, site of NCHE and MoETD

I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

I.65.1. Please provide a reference to official documents

NQF, site of NCHE and MoETD

I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

I.68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

I.68.1. Please provide a reference to the relevant legislation

LHE

I.68.2. What measures exist to ensure that these legal statements are implemented in practice?

LHE and the corresponding bylaws (university statutes)

I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

I.69.1. Please specify

Currently the qualification acquired abroad must be pass a recognition procedure.

I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

I.70.1. Please specify

Currently the qualification acquired abroad must be pass a recognition procedure.

I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

I.71.1. Please specify

Currently the qualification acquired abroad must be pass a recognition procedure.

I.72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

I.72.1. Please explain

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

-

I.74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. 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

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

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 maximal number of students that can enroll 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. Public HEIs are funded according to the number of enrolled students. This number cannot exceed the maximal number specified in the accreditation certificate.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

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.

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

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.

Admission processes: A higher education institution, in compliance with the social needs and its own resources, enrolls students to the corresponding study program based on the success in their previous schooling and entrance tests, aptitude and capacities. The maximal number of students enrolled to corresponding study program is determined by the accreditation decision. An evaluation of admission process includes whether the type of knowledge, aptitudes and capacities tested on entrance is suitable to the nature of the study program and the method of testing corresponds to the character of the study program and whether it is publicly available in the admission advertisement.

Student progression, drop-out and completion: A higher education institution is obliged to collect and analyse data on student progression for each course that is being offered. For each study programme data on the drop-out and completion are also collected and analysed. The data is included both in documentation for accreditation and external quality control.

Internal Quality assurance mechanisms: By LoHE a higher education institution conducts a procedure for internal assessment and quality evaluation of its study programmes, courses and working conditions. Internal assessment is carried out at intervals of three years at the most. Internal assessment procedure also includes an assessment by students. The self-evaluation report of a higher education institution is evaluated by CAQA in the external quality control process.

References for external QA evaluations carried out by CAQA can be found at:

www.kapk.org Rules and Regulations

1. Rules and Regulations on self-assessment and quality review of higher education institutions
2. Rules and Regulations of external quality control of higher education institutions and procedure for external quality control in the higher education institutions
3. Rules and Regulations on accreditation standards and procedures of higher education institutions and study programs

II.8.3. Additional comments

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 Assurance (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 LoHE 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. 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 external quality assurance processes in two forms: 1) accreditation and 2) external quality control. All types of higher education institutions in Serbia and all types of study programmes have to go through accreditation procedure every five years.

For the purpose of conducting external QA procedures CAQA establishes teams of experts and appoints their members (reviewers). 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 enroll 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. Between two accreditations, the CAQA carries out external quality control of all higher education institutions in Serbia. In this process, it reviews internal quality assurance mechanisms and 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 quality control is performed according to a CAQA annual plan of action, at a special order of NCHE, or of the Ministry. The external quality control reports, which include all analyses, assessment proposals and suggestions for quality improvement, are published and delivered to HEIs, NCHE and the Ministry. The report points out to strong and weak points in functioning of a higher education institution. It doesn't have an immediate impact on the operating licence.

All types of higher education (state or private) institutions (universities, faculties or academies of arts within universities and higher education colleges) in Serbia and all types of study programmes: first cycle (academic Bachelor, professional Bachelor), second cycle (Master, professional Specialization and academic Specialization) and third cycle (PhD) have to go through accreditation procedure every five years. The first external quality control cycle has started in 2011.

Institutions

I accreditation cycle (2007-2011)

237 institutions applied

206 institutions accredited

31 institutions rejected

I external quality control cycle (2011-2015)

By March 2014

164 institutions applied

112 external quality control reports adopted

II accreditation cycle (2012-2016)

By March 2014

170 institutions applied

85 institutions accredited

85 institutions in accreditation process

Programmes

I accreditation cycle (2007-2011)

1947 programs applied

1553 programs accredited

394 programs rejected

II accreditation cycle (2012-2016)

By March 2014

1031 programs applied

690 programs accredited

341 programs in accreditation process

CAQA publishes its reports on different web pages of its web site in 3 forms: in extenso, in the shortened version and in the form of lists. Serbian version of these web pages is regularly updated. The present publishing routine is the following:

a. Reports on external quality control of institutions are published in extenso and regularly updated on the Serbian page, while some reports were translated and presented on the English page to illustrate the scope of information and evaluation approach

http://www.kapk.org/index.php?option=com_content&task=view&id=50&Itemid=58

b. Summary accreditation reports presented for the universities on the page "Reports on accredited universities" are written in Serbian

http://www.kapk.org/index.php?option=com_content&task=view&id=49&Itemid=57&lang=en

c. Summary accreditation reports for higher schools of professional studies, which can be found on the page "System-wide analysis" under the title "System-wide analysis of higher schools of professional studies in Serbia" are written in English

http://www.kapk.org/index.php?option=com_content&task=view&id=49&Itemid=57&lang=en

d. Accreditation decisions for all higher education institutions and their study programs are regularly listed on the page "Lists" in Serbian (Liste) and "Guide for students" (Vodic za studente).

Lists (Liste) http://www.kapk.org/index.php?option=com_content&task=view&id=17&Itemid=29&lang=sr

e. Guide for students (Vodic za studente)

http://www.kapk.org/index.php?option=com_content&task=view&id=42&Itemid=52

The outcomes of accreditation procedures which are published in "Guide for students" ensure that the students and students' parents have up to date information about accredited HEIs and study programmes. Accredited higher education study 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).

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

II.11.2. Please specify

II.12. Additional comments

International joint and double degree programmes have to be accredited by CAQA in order to get operating licence. Programmes go through standard accreditation procedure, with a prerequisite that they are organized with international HEIs which have been evaluated by a QA agency which is listed in EQAR and/or is an ENQA member. Fifteen institutions have used this opportunity, which is about 7% of all higher education institutions in Serbia. The number of accredited international joint and double degree programmes is 22, half of which have been realized with the support of the TEMPUS program.

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- As full members in external review teams**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- As observers in external review teams**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- In the preparation of self evaluation reports**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- In the decision making process for external reviews**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- In follow-up procedures**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?**
 - YES, it is compulsory
 - YES, it is advised
 - NO
 - In some cases
 - No answer
- As full members in external review teams**
 - YES, it is compulsory
 - YES, it is advised
 - NO
 - In some cases
 - No answer
- As observers in external review teams**
 - YES, it is compulsory
 - YES, it is advised
 - NO
 - In some cases
 - No answer
- In the decision making process for external reviews**
 - YES, it is compulsory
 - YES, it is advised
 - NO
 - In some cases
 - No answer
- In follow-up procedures**
 - YES, it is compulsory
 - YES, it is advised
 - NO
 - In some cases
 - No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- As full members in external review teams**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- As observers in external review teams**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- In the decision making process for external reviews**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- In follow-up procedures**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- As full members in external review teams**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer
- As observers in external review teams**
 - Yes, it is compulsory
 - Yes, it is advised
 - No
 - In some cases
 - No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

By LHE a higher education institution conducts a procedure for internal assessment and quality evaluation of its study programmes, courses and working conditions. Accreditation standards for higher education institutions and study programmes include a standard related to internal mechanisms for quality assurance. In order to comply with this standard, a higher education institution adopts 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 HEI. The HEI forms a special commission for quality assurance among the teachers, associates and non-teaching staff and students. By LoHE, internal assessment is carried out at intervals of three years at the most. Internal assessment procedure also includes an assessment by students. Self-evaluation report of a HEI is evaluated by two independent reviewers, the external review team and CAQA in the process of external quality control.

www.kap.k.org : Rules and Regulations

1. Rules and Regulations on self-assessment and quality review of higher education institutions
2. Rules and Regulations of external quality control of higher education institutions and procedure for external quality control in the higher education institutions
3. Rules and Regulations on accreditation standards and procedures of higher education institutions and study programs

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Quality assurance agency

The internal quality assurance processes are conducted according to Rules and Regulations on self-assessment and quality review of higher education institutions, which are adopted by National Council for Higher Education on the recommendation of CAQA.

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

By accreditation standards for higher education institutions and study programmes related to internal mechanisms for quality assurance, students have an active role in the process of approval and realization of the strategy for quality assurance. Of special significance is assessment of quality of the teaching process, which is carried out by students' polls.

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

Student participation in decision-making is regulated by HEI statutes.

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

By the amendments to the following two documents:

1. Rules and Regulations of external quality control of higher education institutions and procedure for external quality control in the higher education institutions
 2. Rules and Regulations on accreditation standards and procedures of higher education institutions and study programs,
- as of January 2010, students have become full members of external review teams.

In the internal QA procedures the students have an active role in the assessment of quality of teaching process, which is carried out by students' polls. The students' assessment 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 teachers, assistants, non-teaching staff and students.

By the amendments to the Rules and Regulations, as of October 2013, it is enabled and advised that international peers/experts become full members of external review teams in the case of external evaluation of universities.

Academic staff is involved all phases of external evaluation:

- 1) The CAQA consists of 15 members, three members from each particular educational-scientific and/or educational-artistic field from various areas, who are renowned full professors, scientists and scholars, artists and experts. CAQA elects among its members the President, Vice-president and Secretary general.
- 2) External review teams consist of at least two members of CAQA and one student. Members of external review teams can be international peers and labour market representatives.
- 3) Higher education institutions form Commissions for quality assurance, with members elected among academic staff, non-teaching staff and students.
- 4) In the accreditation process, on the basis of two independent reviewer's reports and on the basis of the findings of the external review team, CAQA decides if threshold criteria are met for the accreditation of either institution or study programme. The process results in issuing:

• Decision on accreditation with Certificate, for the higher education institution or study programme that is necessary for obtaining an operating licence

- Act of warning to the higher education institution, pointing out the shortcomings with respect to compliance with the standards, in which case a follow up is required and monitored by CAQA.
 - Decision on Rejection of the application for accreditation.
- In the external quality control process, on the basis of two independent reviewer's reports and on the basis of the findings of the external review team CAQA reports on compliance with the quality assurance obligations by a higher education institution.
- By the amendments to Rules and Regulations, as of October 2012, it is enabled and advised that labour market representatives become full members of external review teams in the case of external evaluation of higher education institutions.

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- There are measures taken on the national level to improve the HE enrollment for the students with disabilities and Roma students, through the affirmative action conducted by the MoE. Affirmative action means that every HE institution is obliged to secure 2% within the budget quota provided by the State for those underrepresented groups.
- Law on Pupil and Student Standards (Article 4) identified vulnerable groups in higher education and defined support measures: "Pupil, i.e. student, from vulnerable social groups (financially destitute families, children without parent custody, single parent families, Roma minority, persons with disability, persons with chronic illnesses, persons whose parents are missing or have been kidnapped on the territory of Kosovo and Metohija, and on the territory of the republic of former SFRY, refugees and IDPs, returnees under the agreement on readmission and deported pupils and students and others), can exercise the rights from Article 3 Paragraph 1 and 2 of this Law, under the provisions established by this Law and through application of lower criteria, which are prescribed by the minister responsible for education (hereinafter the Minister) according to authorizations prescribed by this Law."
- Rulebook on students meals and accommodation, (Article 30) "Student dormitories within its accommodation facilities chooses up to 10% of capacity to accommodate pupils and students from vulnerable social groups."

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

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.

The issue of quantitative objectives in terms of entering to HE, with a reference to underrepresented groups, is regulated annually by Enrolment Instructions issued by MoESTD. Every public HE institution is obliged to secure 2% of enrolment quota provided by state budget for Roma students and students with disabilities.

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

Strategy for Education Development in Serbia 2020,), www.mpn.gov.rs, p-20-21: "To increase the coverage, relevance and effectiveness of education, a set of strategic objectives to be achieved by 2020 has been identified, with the following quantitative indicators of the level of achievement:

1. At least 95% of those who completed the primary school (88% of the total population of that age) will enroll at some of the secondary schools.
2. Four-year secondary schools are completed by at least 95% of the enrolled.
3. 40% – 50% of those who complete four-year vocational schools and 95% of those who completed comprehensiveschools will enroll higher education .
4. 70% of the enrolled students complete higher education, on time or with one year of delay.
5. By 2020, the Republic of Serbia will have had at least 38.5% of highly educated people aged 30 to 34.
6. Students who drop out will make no more than 15%

7) About 50% of students who graduate from the university continue their studies at the master level, while at least 10% of students who complete their master studies continue their education at the level of doctoral studies.

Proposed Action Plan (www.mpn.gov.rs)) give the actions and measures to implement the Strategy .

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

Law on Higher Education (Article 97) says: "A higher education institution shall keep a register of students, files on issued diplomas and Diploma Supplements and a record of the taken examinations." The National Statistical Agency also participate in monitoring of the composition of the student body. HEIs are obligated to participate in a systematic monitoring of the composition of the student body documentation and in Self evaluation report periodically. (websites of HEIs, and CAQA website).

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="button" value="1 v"/>
Disability:During HE studies	<input type="button" value="1 v"/>
Disability:At graduation	<input type="button" value="0 v"/>
Disability:After graduation	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="button" value="1 v"/>
Labour market status prior to the entry to HE:During HE studies	<input type="button" value="1 v"/>
Labour market status prior to the entry to HE:At graduation	<input type="button" value="1 v"/>
Labour market status prior to the entry to HE:After graduation	<input type="button" value="1 v"/>
Age:At entry to HE	<input type="button" value="1 v"/>
Age:During HE studies	<input type="button" value="1 v"/>
Age:At graduation	<input type="button" value="1 v"/>
Age:After graduation	<input type="button" value="1 v"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="button" value="1 v"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="button" value="0 v"/>
Socio-economic background:At entry to HE	<input type="button" value="1 v"/>
Socio-economic background:During HE studies	<input type="button" value="1 v"/>
Socio-economic background:At graduation	<input type="button" value="0 v"/>
Socio-economic background:After graduation	<input type="button" value="0 v"/>
Gender:At entry to HE	<input type="button" value="1 v"/>
Gender:During HE studies	<input type="button" value="1 v"/>
Gender:At graduation	<input type="button" value="1 v"/>
Gender:After graduation	<input type="button" value="1 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="button" value="0 v"/>
Religion:At entry to HE	<input type="button" value="0 v"/>
Religion:During HE studies	<input type="button" value="0 v"/>
Religion:At graduation	<input type="button" value="0 v"/>
Religion:After graduation	<input type="button" value="0 v"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="button" value="0 v"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="button" value="0 v"/>
Migrant status (migrants or migrants' children):At graduation	<input type="button" value="0 v"/>
Migrant status (migrants or migrants' children):After graduation	<input type="button" value="0 v"/>
Other characteristics:At entry to HE	<input type="button" value="0 v"/>
Other characteristics:During HE studies	<input type="button" value="0 v"/>
Other characteristics:At graduation	<input type="button" value="0 v"/>
Other characteristics:After graduation	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="button" value="0 v"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

Students have the opportunity to declare on national origin, but not necessarily.

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="1"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Students are required to complete the form to enrol the academic year. Faculties are obliged to forward the forms to Statistical Office of the Republic of Serbia.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics	<input type="radio"/>	No legal restrictions apply to...	<input checked="" type="radio"/>	Some legal restrictions apply to...	<input type="radio"/>	No answer
...publish data on certain student characteristics	<input type="radio"/>	No legal restrictions apply to...	<input checked="" type="radio"/>	Some legal restrictions apply to...	<input type="radio"/>	No answer

III.6.1. Please specify which data cannot be collected or published and why.

Law on personal data protection (The Official Gazette of the Republic of Serbia, number 97/08) is very restrictive and data collecting on any level have to be regulated by Statistical Office rules.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

<http://webrzs.stat.gov.rs/WebSite/Public/PageView.aspx?pKey=126>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

According to the LHE the Statistical Office of the Republic of Serbia has harmonized the monitoring of both enrolled and graduated students with these modifications. Since 2007/2008 school year, both enrolled and graduated students have been monitored by type of studying (academic and professional) and by degree of studying (the first, second and third degree), respectively basic academic, basic professional, master studies-specialist and PhD studies. Data processing and publishing are carried out according to the Classification of Educational Fields instead of previous departments and majors. Number of students in tertiary education increased by about 17% in 2011/2012 school year in comparison with 2001/2013. . Coverage of generation attending faculties and higher schools is about 42%, showing further tendency of slight increase. Regular reports from Statistical Office of RS provide information only about changes in the number of students and the changes in gender structure.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Universities and colleges announce a competition for student admittance that includes the number of students for the appropriate study programme (determined by Working licence), measures for determining the order of the candidates, the procedure for enforcement of the competition, and tuition fee for students not funded from the budget. Competition is announced at least five months before the start of the academic year. The order of candidates for first degree study is determined upon the general success achieved in secondary education and results of the knowledge and aptitude tests.

Students studying at higher education institutions whose founder is the Republic of Serbia, depending on the success of previous education and results achieved at aptitude and knowledge tests displayed in the entrance exams, shall be educated as a budget funded students or self-financed students. Ranking of candidates on the basis of success forms a list of most successful candidates whose study is financed from the budget. Each academic year, 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. Total number of places for enrolment in the first year of study programmes are limited by accreditation decision.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. 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).

Route 1 "Entry with a school leaving certificate"

III.11. 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).

Route 2 "n/a"

III.11. 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).

Route 3 "n/a"

III.11. 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).

Route 4 "n/a"

III.11. 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).

Route 5 "n/a"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

-

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate) x

{III_11_SQ002}:% of students entering HE through this access route

{III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate) x

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate) x

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate) x

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate) x

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

There are no any incentives for higher education institutions to admit non-traditional students, but there is a legal possibility for the non-traditional students to enter universities under the same conditions as regular students.

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes ▾

III.23.1. Please specify how this objective is defined:

70% of the enrolled students complete higher education (vocational or undergraduate studies), on time or with one year of delay so that the share of the highly-educated in a given age group, amounts to at least 35%, and most probably 38.5%, after the year 2020; (Strategy for education development in Serbia 2020),

III.23.2. Please also provide the full reference(s) to all relevant document(s).

www.mpn.gov.rs

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes ▾

III.24.1. Please describe the targets:

Budget funding/self-financing student ratio, the percentage of students who will be enrolled in each next academic year, the average number of years which are necessary to complete study program, the percentage of students who will be enrolled on the next study level (egg: from BSc to MSc).

III.24.2. Please also provide the full reference(s) to all relevant document(s).

-

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes ▾

III.26.1. Please describe the measures:

Students who have self-financing status may be entitled to budgetary funding by completing certain academic requirements.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

-

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Scholarships and loans.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

-

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

The current funding model is governed by the Decree on the Norms and Standards of Working Conditions of Faculty and University Activities Financed from the Budget ("Official Gazette of RS" no. 15/02, 100/04, 26/05, 38/07 and 110/07), whose elements are connected to the old studying system (non-Bologna), and it is, therefore, necessary to align the Decree with the new studying system, or replace it by another model of financing. On the other hand, the Law on Higher Education foresees the conclusion of special funding agreements between the MoES and each independent HEI, which also has not been implemented in practice yet. The Strategy for Education Development in Serbia 2020 proposed the new funding system.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

The Strategy for Education Development in Serbia 2020, www.mpn.gov.rs

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:**III.29.2. Please also provide the full reference(s) to all relevant document(s).****III.30. Comments****III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

The Law of Higher Education had been amended three times (2008, 2010, 2012) 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.

The higher education institution endorsed condition for teaching staff to actively take part to student completion policy.

Students and students' organizations are partners in the process of higher education. Higher education institutions publicly announced information about completion rates in the self-evaluation reports (websites of HEIs, for example University of Belgrade : <http://www.bg.ac.rs/sr/studije/analize.php>)

III.31.2. Comments**III.32. In your country, are completion rates calculated for underrepresented groups of students?**

No

III.32.1. Please specify for which underrepresented groups data is calculated:**III.32.2. Please also provide the full reference(s) to relevant document(s):****III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes, most recent available year:Year	
Completion rate of 1st cycle programmes, most recent available year:not available	x
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	x
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	x
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	x

III.34. Comments**III.35. Are student drop-out rates systematically measured in your country?**

No, drop-out is not measured

The student drop-out rates are systematically measured only by HEIs.

: <http://www.bg.ac.rs/sr/studije/analize.php>

Efficiency

The efficiency of studying is low. The average time of studying before the implementation of the Bologna Declaration, ranged from seven to eight years. The level of dropouts between 2000 and 2004 ranged from 43% to 24% (with a favorable trend of decline). The ratio of graduates four years after the enrollment (BAS and BVS) showed an increase from 28% to 53% in the period of 2003 to 2008. In 2008, 25, 931 students graduated from universities (BAS). In 2009, 13,545 students completed the BVS and BAS with 180 ECTS, and 27,682 completed BAS with 240 ECTS, MAS and postgraduate studies (under the old system). However, the success of the same age group of enrolled students (excluding the existing students), expressed as a relative number of graduates after four years, was considerably lower.

(Strategy for education development in Serbia 2020), pg. 134 – academic studies
Efficiency

Efficiency of studying is characterized by a significant drop-out rate, which is true for about 30% of students enrolled, and by relatively long studying – about five years. One of the reasons for the low efficiency is the fragmentation of these educational institutions – 65 relatively small institutions – leading to inefficient use of the teaching and administrative staff, library and laboratory resources, etc.

(Strategy for education development in Serbia 2020), pg. 167 – vocational studies

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▾

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No ▾

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

available

III.40. Comments

Data are not aggregated at the national level. They are a part of the self-evaluation report HEIs.

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

There is a Centre for students with different types of disabilities at University of Belgrade. On the other public universities there are civil society organizations which provide support services to students with disabilities. There are also Roma's students organizations which provide support to Roma students.

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

Law on Secondary education provides the starting prerequisites for a comprehensive system of career guidance and counselling.
Strategy on Career Guidance and Counseling in the Republic of Serbia.

III.44.3. Comments

At all state Universities in Serbia 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.

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

n/a

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
 Yes, to career guidance services for graduates/alumni
 No

III.47.1. Please provide the details here:

Majority of students can use services provided by Career Guidance Centres.

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

III.47.2. Please also provide the full reference(s) to relevant document(s):

-

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 690 EUR
1st cycle:Minimum amount 225 EUR
1st cycle:Maximum amount 2070 EUR
2nd cycle:Most common amount 860 EUR
2nd cycle:Minimum amount 390 EUR
2nd cycle:Maximum amount 2070 EUR

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

For a higher education institution whose founder is the Republic, the Government shall take the decision on the number of students to be enrolled in the freshman year of a study programme financed from the budget. A student who has not earned the right to be financed from the budget may continue his studies in the status of self-financing student.

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 2000 EUR
1st cycle international students:Minimum amount 1000 EUR
1st cycle international students:Maximum amount 6000 EUR
2nd cycle international students:Most common amount 2000 EUR
2nd cycle international students:Minimum amount 1000 EUR
2nd cycle international students:Maximum amount 6000 EUR

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Students grants and loans.
Meals and accommodation.

In July 2008 the Fund for Young Talents of the RS was established by the Decision of the Government of the Republic of Serbia . The Fund is chaired by the Minister of Youth and Sports. One of the main objectives of this body is to provide continuous support to the most talented young people in their professional development through giving scholarships to study both in the RS and abroad and through awarding pupils for outstanding results achieved at national and international competitions.

When it comes to financial support within the country every year, the Fund announces Open call to award top students at universities in the Republic of Serbia for the given academic year. The amount of scholarship is around 260 Euros and it is awarded during the period of ten school year months. If students continue their study abroad, than the Fund gives scholarship only for the 2nd cycle (more detail in the answer to the following question).

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

For students studying abroad, every year the Fund announces Open call to award scholarships for students who continued their postgraduate studies at universities, faculties and academics in the countries members of EU, EFTA and world leading universities for the given academic year. The amount of scholarship goes up to 11.000 Euros, and it is awarded at once.

For the academic year 2013/14 Fund for Young Talents has awarded 474 scholarships and for that purposes Fund had allocated circa 3.1 million Euros or 353,604,000.00 RSD (gross).

Scholarship is in the form of one-time financial assistance which obliges both sides to fulfil certain conditions as named in Contract. Among other, scholars are obliged:

- to be enrolled as full-time students;
- to regularly fulfil student obligations at university;
- not to not to arbitrarily change their course, faculty or university;
- to complete their academic studies within given period of time;
- to submit certificate of graduation and,
- after completing their academic studies, scholars are in obligation to return and work in the country for five years.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle

% of students receiving grants:Second cycle no precise data available

IV.14. Can students use grants/scholarships for studying abroad?

No portable grants

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Please choose.. ▾

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1 ▾

Citizenship:Grant 2 ▾

Citizenship:Grant 3 ▾

Citizenship:Grant 4 ▾

Residency:Grant 1 ▾

Residency:Grant 2 ▾

Residency:Grant 3 ▾

Residency:Grant 4 ▾

Recognised HEIs/programmes only:Grant 1 ▾

Recognised HEIs/programmes only:Grant 2 ▾

Recognised HEIs/programmes only:Grant 3 ▾

Recognised HEIs/programmes only:Grant 4 ▾

Course load (e.g. full-time):Grant 1 ▾

Course load (e.g. full-time):Grant 2 ▾

Course load (e.g. full-time):Grant 3 ▾

Course load (e.g. full-time):Grant 4 ▾

Only certain countries:Grant 1 ▾

Only certain countries:Grant 2 ▾

Only certain countries:Grant 3 ▾

Only certain countries:Grant 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▾

Equivalency condition:Grant 1 ▾

Equivalency condition:Grant 2 ▾

Equivalency condition:Grant 3 ▾

- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

- Citizenship:Loan 1
- Citizenship:Loan 2
- Citizenship:Loan 3
- Citizenship:Loan 4
- Residency:Loan 1
- Residency:Loan 2
- Residency:Loan 3
- Residency:Loan 4

- Recognised HEIs/programmes only:Loan 1
- Recognised HEIs/programmes only:Loan 2
- Recognised HEIs/programmes only:Loan 3
- Recognised HEIs/programmes only:Loan 4

- Course load (e.g. full-time):Loan 1
- Course load (e.g. full-time):Loan 2
- Course load (e.g. full-time):Loan 3
- Course load (e.g. full-time):Loan 4

- Only certain countries:Loan 1
- Only certain countries:Loan 2
- Only certain countries:Loan 3
- Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

- Equivalency condition:Loan 1
- Equivalency condition:Loan 2
- Equivalency condition:Loan 3
- Equivalency condition:Loan 4

- Programme not available in the national system:Loan 1
- Programme not available in the national system:Loan 2
- Programme not available in the national system:Loan 3
- Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

n/a

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Employee with an employment contract with a HEI

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

- Scholarships
- Grants/scientific and research projects

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

There are no differences for the budget financing candidates but for the self-financing there are some differences on certain faculties.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

In the Strategy for Education Development in Serbia 2020: Part II ACADEMIC STUDIES – GENERAL AND MASTER, one of the measures which is aimed at strategic objectives has been Harmonisation of study programmes with the labour market needs. Its sub-measures (concrete steps) are:

“Establishing an institution able to determine market demands and estimate the future needs of the Republic of Serbia in a professional and qualified manner.

At accreditation, all study programmes, through learning outcomes, need to demonstrate their coordination with the qualifications necessary for performing the work for which the study programme educates students.

Use financial incentives from public sources to direct students towards study programmes that are in line with the set priorities

Provide more permanent, but relevant knowledge (academic and general education, theoretical-methodological and scientific-technical subjects), but also enable the students to apply the gained knowledge in a specific field or discipline Up to 20% ECTS elective courses (professional-applicable subjects) that provide specialised and applicable knowledge.

Ability to learn and adjust to the work requirements.

Provide more in-depth and advanced knowledge in the specialised field that includes both theoretical and applied knowledge, a high level of analysis, critical evaluation and professional application of knowledge, and the ability to solve complex problems, independent and analytical reasoning.

At least 30% ECTS elective courses. Applicability of one-year modules for flexible creation of one-year and two-year studies.

Application of personalised teaching and learning.

Recognition of non-formal learning and experiential knowledge in accordance with the relevant regulations and criteria

Enable employed students partially to complete a study programme and complete it later in full if they want (gradual studying)

Training programmes for adults, particularly the employed ones

Establishment of centres to help students in their professional orientation.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Republic of Serbia adopted The Law on Vocational Rehabilitation and Employment of Persons with Disabilities (2009, implementation started in May 2010) According to the Law, every employer, who has more than 20 employees, is obliged to employ a person with disability. If company doesn't need to hire new employee, it can choose to pay a certain sum of money to Budgetary Fund for Vocational Rehabilitation and Employment of Persons with Disabilities. According to the National Employment Agency's data, there are 21000 recorded persons with disabilities which are unemployed, of which only 2 percent are people who have higher education degree, which implies that students with disabilities have a good perspective for employment. The key is that there are not enough persons with disabilities who have high work qualifications.

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Ad hoc labour market/skills forecasting has been done by Universities (Centres for Career Development), Provincial Secretariat for Science and Technological Development, National Employment Agency, Tempus project Development of Career Guidance Aimed at Improving Higher Education in Serbia (CareerS)

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved
 Employers can be involved
 Employers are not involved
 No answer

Teaching

Employers have to be involved
 Employers can be involved
 Employers are not involved
 No answer

Participation in sectoral/national/regional bodies that influence decision-making

Employers have to be involved
 Employers can be involved
 Employers are not involved
 No answer

in higher education institutions answer
Participation in governing bodies of HEIs Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

The law on higher education, Article 51: "The Council shall be the administrative body of a higher education institution" and Article 52: "The Council of the higher education institution referred to in paragraph 1 of this Article shall comprise representatives of the institution, students and the founder", were term founder in practice include employers.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Strategy of Scientific and Technological Development of Serbia, an action plan, technological development projects, innovative projects and interdisciplinary projects, all funded by Serbia, involve partners from industry.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Economics and management of energy production
Programmes:

Mining engineering
Metallurgy engineering
Technology of furniture production and wood industry
Geology of oil and gas
Military engineering
Military engineering
Automobile industry
Automobile industry
Urban engineering

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Doctor/specialised doctor, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect have work placements/practical training as the integral part of their study programs.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Standards for Accreditation

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in some higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

Practical training is an integral part of the curriculum of vocational higher study programs and programs for the training of teachers, and thus financed from the budget of Serbia

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes ▼

V.6.1. Are there tracer studies conducted on national level?

Yes ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

The National Employment Service published monthly bulletins on employment

http://www.nsz.gov.rs/live/dokumentni/statisti_ki_bilteni_nsz.cid667

The Statistical Office of the Republic of Serbia publishes monthly statistical bulletins. It has launched a survey on workforce:

<http://webrzs.stat.gov.rs/WebSite/Public/PageView.aspx?pKey=26>

University Centre for Career Development

Round table –cooperation of industry and universities „How to improve youth employability“ - See more at: <http://www.razvojkarijere.bg.ac.rs/en/nodc/204#lat>

Round table: “What do employers know about the reform of HE in Serbia”

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

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

Yes

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The LAW ON HIGHER EDUCATION, Article 96:

"A 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.

The conditions, manner and procedure for the carrying out of programmes referred to in paragraph 1 of this Article shall be regulated by the general act of the institution.

A person that has mastered a programme referred to in paragraph 1 of this Article shall be issued a certificate.

A person admitted to a programme referred to in paragraph 1 of this Article shall not have the status of student in the sense of this Law."

STRATEGY FOR EDUCATION DEVELOPMENT IN SERBIA 2020, Part "Structure and the place of higher education in lifelong learning":

"As a special form of their activities within their fields of education, HEIs will organise and implement lifelong learning by following the general technological progress, development of the field and the needs of the labour market, and lifelong learning will adapt to the ECTS system, and will include elements related to non-formal education."

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, some institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

University of Kragujevac was the coordinator of the Tempus project entitled "Development of Lifelong Learning Framework in Serbia" (financed by the European Commission for the period 2009-2012). As the results of this project, Five state Serbian universities (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 centers.

Based on projections of the HERE team survey, 92% of faculties recognised lifelong learning as their mission.

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

Yes

VI.3.2. Please specify which forms and provide % of HE institutions involved.

- Training courses for non-university teachers

- Courses for obtaining licences in medical and health professions

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "62"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "22"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "16"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

According to the LAW ON HIGHER EDUCATION, student can be enrolled on study program as funded from the budget, or as the self-financing. Self-funded students at the beginning of the school year may choose at least 37 ECTS, and in this way the number of courses that can be completed within the school year, depending on their personal circumstances. On the other hand, students funded from the budget at the beginning of the school year may choose at least 60 ECTS, so it is possible for these students to choose more than 60 ECTS, thus accelerating their study process.

VI.7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VI.7.1. Please explain what student statuses exist in your country and how you define them.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

Self-funded students at the beginning of the school year may choose at least 37 ECTS, and in this way the number of courses that can be completed within the school year, depending on their personal circumstances.

VI.7.3. Please indicate which fees apply to students studying part-time.

VI.7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements
The above statement applies only to self-funded students

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

No financial support for de facto part-time students

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Other (please use space for comment to specify)

VI.9.1. If you have any further comments regarding this section, please provide them here:

There are NO higher education programmes in Serbia designed as 'part-time' programmes

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

STRATEGY FOR EDUCATION DEVELOPMENT IN SERBIA 2020 provides the possibility of the recognition of non-formal/informal learning and experiential knowledge on the master study level, in accordance with special regulations and criteria.

However, this option does not currently exist in the LAW ON HIGHER EDUCATION, nor the rules and criteria governing the issue.

In practice, the Universities have a low level of recognition of prior non-informal learning only at the level of knowledge of foreign languages, and, possibly, some aspects of IT knowledge.

VI.10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

Based on projections of the HERE team survey, 9% of faculties have some form of prior non-formal and informal learning recognition.

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

The answers to the three preceding questions were based only on the base of the common practice of HE institutions and projections of the HERE team survey - www.here.ac.rs

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VI.10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data but it is possible to provide estimates

VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

5-25%

VI.10.5.2. Please indicate the source and the reference year.

VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data but it is possible to provide estimates

VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

The estimated number of students is around 1% (projections of the HERE team survey - www.here.ac.rs).

VI.10.6.2. Please indicate the source and the reference year.

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VI.11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose..

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

Here survey, www.here.ac.rs

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

51-75%

7.3.4.1. Please provide a source for this information:

Here survey, www.here.ac.rs

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility no target

Credit mobility:Incoming mobility no target

Degree mobility:Outgoing mobility no target

Degree mobility:Incoming mobility no target

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

Yes

7.4.1.1. Please specify:

Students mainly from North African countries, especially Libya, which in Serbia continue their studies at master level, and possibly later at the doctoral level

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

Serbia is an active and successful participant in numerous European projects of students and staff mobility, reform and modernization of higher education and scientific cooperation TEMPUS, Erasmus Mundus, Marie Curie Action, CEEPUS, IAESTE, Fund for young talents of the Republic of Serbia, FP projects and numerous bilateral projects. The expectations are that the participation in programme Erasmus+ and Horizon 2020 will continue in the same way.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

The outgoing mobility is partially supported through the government Fund for Young Talents.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically

- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

The most important legal obstacle is the visa regulation that should be solved in the near future.

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

Recognition can be an obstacle in cases where the learning agreements are not signed before the beginning of mobility period.

Recognition of degree studies should be addressed by the Amendments on the Law on HE.

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

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

n/a

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

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose..

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Croatia, Italia, Slovenia, Bosnia and Herzegovina

7.22.2. What were the main higher education issues addressed in these events?

Quality assurance, recognition andm other issues

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

Strategy of Scientific and Technological Development in Republic of Serbia
Strategy for education development in Serbia 2020

7.26. Are there any national mobility programmes for higher education staff?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

n/a

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

n/a

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

10% for Doctoral candidates

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Self-evaluation reports at the HE institutions contain data participation in mobility;

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer
- Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Participation in mobility is taken into consideration for promotion of university teachers.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "5"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "4"

7.31.2.1. Additional comments:

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

n/a

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

No ▾

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: