



**Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email ([secr@bologna2009benelux.org](mailto:secr@bologna2009benelux.org)) no later than**

**1 November 2008.**

## **PART I**

### **BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009**

#### **Notes:**

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

#### **Details**

Country	Serbia
Date	October 27 <sup>th</sup> , 2008
BFUG member (one name only) Position	Prof. Dr. Radivoje Mitrović, State Secretary, Ministry of Education of the Republic of Serbia
Email address	<a href="mailto:radivoje.mitrovic@mps.sr.gov.yu">radivoje.mitrovic@mps.sr.gov.yu</a>
Contributors to the report	Prof. Dr. Radivoje Mitrović, MoE

	<p>Prof. Dr. Tinde Kovač-Cerović, State Secretary, Ministry of Education of Serbia</p> <p>Prof. Dr. Aleksandar Lipkovski, former Assistant Minister, MoE</p> <p>Prof. Dr. Tibor Sabo, Assistant Minister, Ministry of Science and Technological Development</p> <p>Prof. Dr. Srđan Stanković, President, National Council on Higher Education</p> <p>Prof. Dr. Vera Dondur, member, Commission for Accreditation and Quality Control</p> <p>Prof. Dr. Mirko Plančak, vice-rector, University of Novi Sad</p> <p>Prof. Dr. Neda Bokan, vice-rector, University of Belgrade</p> <p>Aleksandar Jović, student vice-rector</p> <p>Prof. Dr. Stefan Dukijandjiev, International Coordinator, National Tempus Office Serbia</p> <p>Marija Filipović-Ožegović, National Tempus Office Serbia</p> <p>Dr. Silvija Đurić- Panović, Council of Europe, Serbia</p>
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### 1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The Law on Higher Education (LHE), which came into effect on September 10<sup>th</sup>, 2005, is a legal ground for all changes before and after the London conference. It gives a legal basis for full implementation of the Bologna Declaration and the Lisbon Convention. After the election of the National Council for Higher Education (NCHE) (<http://www.mps.sr.gov.yu/code/navigate.php?id=464>) by the Serbian Parliament, the election of members of the Commission for Accreditation and Quality Assurance (CAQA) ([www.kapk.org](http://www.kapk.org)) by the NCHE, all necessary documents foreseen by the Law were completed, including the Accreditation Standards, produced along the lines of Standards and Guidelines for Quality Assurance in the EHEA. This was all done before the London Conference.

Since London, a number of significant developments have taken place.

The implementation of the Bologna Process was actually put formally in place from the academic year 2006/2007 on. The ECTS system is fully implemented in all HEIs. ECTS contains elements of both workload and of learning outcomes. ECTS was the subject of several seminars. A proper implementation of ECTS based on student workload and learning outcomes still remains a priority. The understanding and

definition of learning outcomes by all stakeholders and implementation of new pedagogical methods should be improved.

The three-cycle structure prescribed by LHE is established in all higher education university institutions. The two-cycle structure also prescribed by LHE has been introduced in all Universities of Professional Studies (UPS). In 2006/2007 all first cycle (bachelor) programmes and the first year of second cycle (master) programmes are offered under the new structure with completely redesigned curricula. The third-cycle programmes (PhD) started in 2006/2007 in many university institutions: University of Belgrade, University of Novi Sad, University of Nis and University of Kragujevac.

The Diploma Supplement has been issued (automatically and free of charge) for the educational programmes of the first and the second cycle.

Quality assurance for higher education in Serbia has been developed significantly since 2005. At national level a fully functioning quality assurance system is in operation. The QA system includes internal and external quality assurance, as well as accreditation. The accreditation process has been the main task after the London Conference. The accreditation process comprises accreditation of all higher education institutions (institutional accreditation) and of all their study programmes (programme accreditation). Seven public universities (85 faculties), 6 universities established by non-state founders (43 faculties) and more than 80 UPS (under primary domain of CAQA) are subject of compulsory national accreditation. The accreditation of HEIs carried out by CAQA started 2007 and includes all existing HEIs in Serbia. The accreditation is completed for the UPS, which had previously two-year programmes. The UPSs provide the first cycle (professional-bachelor) programmes and the second cycle (professional-master) programmes. Due to limitation of CAQA resources, up to now the accreditation has been completed in more than 50% HEIs. According to the law, the process should be finished until October 2009.

The national QA system has not yet been externally reviewed. To make this work a success some formal obstacles should be removed and continued involvement of all HEIs and organizations participating in the QA system is needed. The internal quality assessment of CAQA will be finished during December and the self-assessment report will be published by the NCHE until January 2009. An external review of the CAQA, according to the Standards and Guidelines for QA in the EHEA is scheduled for 2009.

The National Qualification Framework (NQF) is the next important issue. A draft of NQF has been prepared by NCHE. A timetable has been defined for discussion of the draft with all stakeholders (ministries, HE institutions, students, employers, trade unions) and for the final approval of the document. It is expected that this work will be finished and NQF published by the end of 2009.

Having in mind that some problems have been noticed in the course of the implementation of LHE, a proposal of some minor changes of the law has been prepared by NCHE and the Conference of Universities. However, it is widely accepted by all stakeholders that the LHE and its bylaws should not be changed (except for the compulsory adjustment to the new Constitution of Serbia) until the accreditation process is completed, in order to secure equal footing for all HE institutions.

In order to increase student and staff mobility, several actions have been undertaken at both the national and the institutional levels, so that all major universities

participate in mobility programmes. Tempus, Erasmus Mundus and Erasmus Mundus External Windows programmes have had a major importance in increasing student and staff mobility (more than 50 projects were or are implemented within Tempus programme). Still there are some obstacles related to financial support and visa issues.

## 2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

National structures which oversee the implementation of Bologna Process in Serbia are in line of major Bologna trends. The Law on Higher Education ([http://www.mps.sr.gov.yu/upload/dokumenti/visoko/zakon\\_o\\_visokom\\_obrazovanju.pdf](http://www.mps.sr.gov.yu/upload/dokumenti/visoko/zakon_o_visokom_obrazovanju.pdf)) foresees several independent structures, elected before the London conference, operating in the following way. The National Council for Higher Education (NCHE) (<http://www.mps.sr.gov.yu/code/navigate.php?Id=464>), elected by the Parliament, is the supreme body making strategic decisions and passing bylaws concerning the whole Bologna process. Two conferences, the Conference of Serbian Research Universities and the Conference of Serbian Universities of Professional Studies represent all public and non-state owned higher educational institutions and act on their behalf. The Ministry of Education ([www.mps.sr.gov.yu](http://www.mps.sr.gov.yu)) acts as the executive body of the Government. All three structures act in coordination with each other, which is especially important during this transitional process. The national Team of Higher Education Reform Experts - HERE was established and will continue the activities previously performed by the National Bologna Promoters Group. All of the institutions mentioned above continuously supervise the implementation of the Bologna Process, and the Ministry of Education is going to re-establish the national BFUG in the near future. Students' parliaments have been constituted in all higher education institutions. Establishment of the Students' Conference of Serbia is planned by the end of 2008.

- a) Does your country have a national working group for Bologna follow-up <sup>1</sup>
- Yes  No
- b) Does your national Bologna follow-up group include representatives of
- |                                   |   |  |
|-----------------------------------|---|--|
| Ministry                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Rectors' conference               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Academic staff                    | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Students                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Staff trade unions                | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| National Quality Assurance Agency | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Employers                         | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
- Other (please specify) \_\_\_\_\_
- c) Does your country have a Bologna promoters' group<sup>2</sup>
- Yes  No
- d) Does your national Bologna promoters' group include representatives of
- |                     |   |  |
|---------------------|---|--|
| Ministry            | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Academic staff      | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Students            | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| Staff trade unions  | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |

<sup>1</sup> A group that develops policy proposals for implementing the Bologna Process

<sup>2</sup> A group that supports/advises HEIs on implementation of the Bologna Process

National Quality Assurance Agency  
Employers  
Other (please specify) \_\_\_\_\_

Yes  No   
Yes  No

*Please add any additional comments if necessary:*

In spite of political instabilities and frequent changes of the personnel in MoE, the Bologna process in Serbia is in progress due to involvement of the above mentioned independent structures defined by law.

## DEGREE SYSTEM

### 3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The transition to two-cycle system has been fully completed .

b) Please give the percentage of the total number of all<sup>3</sup> students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 <sup>4</sup>	% of all students enrolled in the two cycle degree system in 2008/09
202.000	180.000	89%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

By the transitional provisions of the LHE, students enrolled before the adoption of the LHE have the right to finish their studies in accordance with the old study rules and regulations at most by the end of school year 2011/12. Therefore the difference in numbers above. However, many students have switched to new study programmes, rules and regulations. This difference will completely disappear in 2012.

### 4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements<sup>5</sup> apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes

<sup>3</sup> "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

<sup>4</sup> If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

<sup>5</sup> E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

The development of doctoral programmes has started in accordance with the Bologna Process, and the first doctoral students are enrolled in the scholar year 2007/08. Some universities (University of Belgrade, University of Novi Sad, University of Nis, University of Kragujevac) have already accredited their third cycle programs - doctoral programs, some not yet. Therefore, the exact data on the percentage of doctoral candidates following structured doctoral programmes is not available at this moment. All doctoral titles received at this moment are achieved by the old rules. First doctoral titles achieved by the new rules are expected within a year or two. The usual duration of Bologna compatible doctoral studies is three years. The doctoral studies carry minimum 180 ECTS credits, with the prior achievement at least 300 ECTS credits. Credit points are used in measuring students' workload. The doctoral dissertation is the final part of the study program at the doctoral studies, except doctors of arts, which is an artistic program. PhD candidates, apart from independent research, have to attend taught courses, to pass exams, publish scientific articles on international level. The accomplished scientific contribution is graded according to the number of the scientific publications, patents or technical inovations. The manner and the procedure for the preparation and defense of dissertation is regulated in general by LHE. Interdisciplinary training and the development of transferable skills are integrated in some doctoral study programs (e.g. Faculty of Mechanical Engeneering, Belgrade, ACIMSI Novi Sad etc. ). The PhD candidates are both students and researchers.



## 5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

Traditionally, all university institutions in Serbia have been linked to research through scientific projects granted by the Ministry of Science and Technological Development (MoST) (<http://www.nauka.gov.rs>). In parallel with academic accreditation all faculties of universities have to obtain national accreditation for scientific research. The LHE also provides research as a necessary part of academic life. It always was and still is an obligatory task for all academic institutions and their teaching staff. It is not obligatory for higher education institutions for professional studies.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

1) Percentage of GDP spent on research in 2007 and 2008 is 0.32% from public and 0.09% from private funds.

2) Total annual national research expenditure in 2007 was 8.501 billion dinars from public funds and 2.391 billion dinars from private funds. The figures for 2008 are 8.971 billion dinars from public and 2.523 billion dinars from private funds.

3) The percentage of research carried out in HE institutions is 32.7 % of the total funding.

4) The funding mechanism for doctoral students is the project mechanism, supported by the Ministry of Science and Technology (MoST). It is a common opinion that this mechanism is not sufficient and that it should be reviewed and changed, and this process is ongoing between MoE and MoST. It should also include Ministry of Culture (MoC) in the case of doctoral programmes in the field of liberal arts.

By this project mechanism, MoST supports about 2700 doctoral students - young researchers.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

Sporadic follow-up is present within particular HE institutions, but there is no systematic tracking.

## 6. Access<sup>6</sup> and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

### 6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

100%

b) any first cycle qualifications that do not give access to the second cycle (please specify)

No such qualifications, neither in academic nor in vocational study programmes.

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

The students' average grade can play a role when the number of places is smaller than the number of candidates.

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

<sup>6</sup> Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

## **6.2 Access and admission between the second and third cycles**

Please indicate:

- a) the percentage of second cycle qualifications that give access to the third cycle

100%

The second cycle of academic qualifications gives a direct access to the third cycle. The second cycle of professional qualifications gives an indirect access to the third cycle. The second cycle professional qualification holders can enroll for the second cycle of academic qualification, and have some or all credits recognised, and after completion of additional credits enroll for the third cycle. This is considered as being a fair procedure, since the second cycle professional programmes usually don't include any research oriented credits.

- b) any second cycle qualifications that do not give access to the third cycle (please specify)

none

- c) any measures planned to remove obstacles between cycles

## 7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

The first cycle (professional-bachelor and academic) programmes have been started 2006/2007. The statistical data are not available, since the labor force with bachelor qualifications has not appeared on the labor market as yet.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience  
Significant     Some     A little     None
- accreditation/quality assurance  
Significant     Some     A little     None
- university governance  
Significant     Some     A little     None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes     No     In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes     No     In some cases

If no, or in some cases only, please explain the current situation:

The new Law on Civil Servants is in the parliamentary procedure at the moment (October 2008).

## 8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared<sup>7</sup>?

Yes  No

**Comment** Not yet, but the work started in 2006 when the Minister of Education and Sports of RS set up a commission mandated to create NQF, involving representatives from all levels of education. Due to political instabilities and frequent changes of the Government and Ministries, the commission has not fulfilled its duty. In the beginning of 2008, a working group was nominated by NCHE and MoE, mandated to create a draft of NQF at the higher education level. The group includes all stakeholders (ministries, HE institutions, students, employers, trade unions). The List of professional, academic and scientific Titles (LoT), with indication of the occupation within the corresponding levels, issued by the NCHE (in March 2007 and in April 2008) represents a firm basis for the work. A timetable has been scheduled, where the first task is to analyse existing experiences of European countries which have substantial progress in the NQF and to understand and fully integrate the existing European qualification framework. This aspect of the work has been supported by the CoE Project "Strengthening HE Reforms in Serbia" by organizing international seminars and bringing renowned international experts. At the moment, the first draft of NQE is under discussion at NCHE. A timetable for all further actions has been precisely defined, including broad consultations at the national level, formal approval by the Government and further implementation of NQF. It is expected that this work will be finished and NQF published by the end of 2009.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes  No

**Comment** Generic descriptors are already included in the first draft of the NQF. These descriptors have already been entirely adopted within the procedure of determining the LoT adopted by the NCHE.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes  No

**Comment** These ranges are entirely included in the NQF draft.

d) Has the NQF been nationally discussed with all stakeholders?

Yes  No

**Comment** Discussion about NQF with all stakeholders is being prepared at the national level; it will start in December 2008, once the draft is finally approved by the NCHE and MoE.

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<sup>7</sup> A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

***If the answer to d) is No, please answer question e):***

e) has a timetable been agreed for consultations with all stakeholders?

Yes  No

***Comment*** The timetable has been prepared, as stated above.

***If the answer to d) is Yes, please answer the following questions:***

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes  No

***Comment***

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

**Comment** Implementation of NQF represents formally the phase following the formal approval of NQF by the Government. However, the LoT determined by NCHE exists already for one year and a half, and the accreditation procedure, which encompasses all higher education institutions, is being conducted using this list. The list is produced following the description of all qualifications in terms of learning outcomes and competencies.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

- Completed       Started, but not yet completed       Not yet started

**Comment** As stated above, compatibility with the EHEA framework has been adopted as one of the initial conditions for forming the actual NQF draft. Contacts with European experts in the domain are firmly established.

i) Has the self-certification report been published?

- Yes       No

**Comment**

*Please add any additional comments if necessary:*

**Comment** The work on NQF has the highest priority within all the actions currently being undertaken by NCHE and MoE . Different essential aspects of NQF have already been incorporated in diverse existing documents and procedures. Formal finalization of the document and its adoption are underway.





## NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)<sup>8</sup>

### 9. Reviewing the QA system against the ESG<sup>9</sup> and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes  No   Not yet, but such a review is planned  
(Please specify time) October

2009

b) If a review has been undertaken or is planned, please give further details of the review process.

The Commission for Accreditation and Quality Assessment (CAQA) is formed (June 2006) as an independent expert body of the NCHE. CAQA is legally responsible for organizing and monitoring the quality assurance scheme for all HEIs in Serbia (<http://www.mps.sr.gov.yu/code/navigate.php?ld=460>, [www.kapk.org](http://www.kapk.org)). CAQA designs standards, protocols and guidelines for the NCHE's approval and publication as bylaws and helps institutions in creating their respective quality management systems. CAQA proceeds quality assurance processes in forms of accreditation and external quality assurance of all higher educational institutions and study programmes according to LHE. During the development of the QA system, the ESG document was utilized as the main source of information. Therefore, the existing accreditation standards, which do include QA topics, fully comply with the ESG.

CAQA has a policy for the assurance of its own quality. CAQA regularly conduct (once a year) internal evaluation and continuously produces reports on its work and achievements to the NCHE. The CAQA has not yet been internationally reviewed. To make this work a success some formal obstacles, some red tape and repetitions should be removed and continued involvement of all HEIs and organizations participating in QA system is needed. The internal quality assessment of CAQA will be finished during December and self-assessment report will be published until January 2009. An external review of the CAQA, according to the Standards and Guidelines for QA in the EHEA is scheduled for 2009.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes  No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes  No

<sup>8</sup> <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

<sup>9</sup> ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

**If Yes**, please give details of these incentives:

- Other measures

Yes  No

**If Yes**, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes  No

**If Yes**, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

## 9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The HEIs have the legal obligation to develop the internal quality assurance system. The implementation of the standards for internal quality assurance is in the first place the responsibility of the institutions. Internal quality assurance is one of the themes in the accreditation frameworks. Important elements on which programmes will be assessed for accreditation are whether there is a coherent system of internal quality assurance with clear goals and regular monitoring which leads to continuous improvement. ([http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=15&Itemid=27](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=15&Itemid=27))

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs  Most HEIs  Some HEIs  No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs  Most HEIs  Some HEIs  No HEIs

Please describe what kind of arrangements are in place

All HEIs are obliged to define their strategy and practical mechanisms for self evaluation and internal quality control as part of their accreditation process. All the accredited HEIs have demonstrated the arrangements in place for internal QA. All the remaining HEI's offering study programmes have to be accredited not later than 2009, so all the institutions will have internal QA fully in place by that date. All the procedures and standards are publicly available in print and the electronic form. The self-assessment report is an obligatory document in the accreditation file of any HEI. The report should be concise and contain all the details of vital interest for the operation of the HEI relevant to the quality of the education process. All accredited HEIs are obliged to publish. Quality assurance strategy and procedures for quality assurance can be found on relevant websites: [http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=15&Itemid=27](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=15&Itemid=27), <http://www.medf.kg.ac.yu/informacije/komisije/kval/index.php>, <http://www.medf.kg.ac.yu/en/news/Self-evaluation%202007-2008.pdf>) HEIs are also obliged to follow up and enhance quality of the programmes and awards. The QA system in Serbia will be in full implementation in a few years and first statistical and other data should be expected after 2009.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs  Most HEIs  Some HEIs  No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs  Most HEIs  Some HEIs  No HEIs

Please describe how the above is achieved.

According to regulation on standards for self-assessment and quality evaluation, HEI's are obliged to develop standards and procedures for the assurance of quality of their work, which should be publicly available. The HEIs should continuously and systematically collect the necessary information on quality assurance and carry out periodic assessment in all areas of quality assurance. The self-assessment shall be carried out at least once in three years.

The success of a student in mastering certain course is permanently monitored. The student earns the points in the course by attending the teaching and fulfilling the pre examination obligations and by passing the exam. The maximum number of points achievable in a course is 100. The minimum number of points achievable by fulfilling the pre examination obligations is 30 and the maximum is 70.

HEIs are obliged by the Standards for self evaluation to measure the achievement of the learning outcomes and to have active students' participation. It is therefore expected that such measures are designed as a part of the overall assessment. The fact that not all the institutions presently have such measures is only due to the fact that the accreditation process is still ongoing until next year.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs  Most HEIs  Some HEIs  No HEIs

**Additional information if necessary** The information about the programs and offered awards are published on web sites of all accredited HEIs.

## 10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

The CAQA as a working body of the NCHE is established and fully operational. Serbia operates an integrated national quality assurance system complying with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The national external quality assurance system is required by the LHE. The CAQA is the only formally recognized body of the NCHE responsible for external quality assurance in Serbia. The Commission's responsibilities include the preparation of proposals of development of standard and follow-up procedures for quality assurance in higher education to be accepted and published as bylaws by the NCHE. All the procedures and standards are publicly available in print and electronic forms (both in Serbian and in English, 2006.) for the public and all the subjects of quality assessment and accreditation (See also the London Report).

The internal assessment, external review and publication of results are included in the external quality assurance system and accreditation. The external quality control covers all HEIs in Serbia (public and non state-owned) and it is carried out on a cyclical basis. CAQA forms professional teams of external experts for assessment and the external quality control of higher education institutions and study programmes.

The elected team by CAQA includes: reviewers (two reviewers for each HEI and study programme) and at least two members of commission (CAQA sub-commission). The reviewers are elected by CAQA, further to the announced public invitation, among internationally recognized domestic and foreign university teachers, scholars, artists and experts from scientific or artistic fields, as specified in the LHE. At the moment CAQA has over seven hundred elected reviewers. Due to current legal restrictions each reviewer prepares the evaluation report based only on the documents submitted by the higher education institution. The reviewer reports cannot be published in their entirety. The procedure involves a site visit by the relevant CAQA sub-commission.

The final evaluation report which is published on the website of CAQA includes the findings of site visits by the sub-commission and reviewers reports. The findings of site visits by the sub-commission and reviewer reports are used for accreditation decisions by CAQA.

The external quality assurance system operates at the national level; only accredited higher education institutions and study programmes are entitled to award bachelor, master and doctoral - PhD degrees. The accreditation and external quality assessment are a part of the work permit procedure done by the MoE.

The accreditation process comprises all HEIs and their study programmes. According to LHE the accreditation process of all the existing HEIs (245) and study programmes should be finished until October 2009.

The implementation of external quality assurance system and accreditation process carried out by CAQA started in 2007.

Because of the number of HEIs which are under accreditation, the process has been divided into several groups. The accreditation of HEIs for professional studies (78) and their first-cycle study programmes (278) were carried out by mid-2007. The accredited HEIs for professional studies enrolled students of the first-cycle for the first time in the scholar year 2007/08 (professional bachelor level). After the accreditation of the second-cycle of professional study programmes, the students are enrolled for the first time in the scholar year 2008/09 (professional master level).

The accreditation of HEIs delivering first- cycle (bachelor), second- cycle (master) and third- cycle (PhD) of academic study programmes started in February 2008. 27 HEIs and 354 programmes (first- cycle 130, second- cycle 152, and third-cycle 72) have been already accredited. For the present accreditation group 54 HEIs have submitted appropriate documents, and correspondent expert teams are being appointed. It is expected that the legal time framework will be followed, and the process be finished by October 2009. Relevant web pages:

[http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=16&Itemid=28](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=16&Itemid=28)

[http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=23&Itemid=35](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=23&Itemid=35)

[http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=15&Itemid=27](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=15&Itemid=27)

[http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=17&Itemid=29](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=17&Itemid=29)

b) does your external quality assurance system operate at a national level;

Yes  No

If **No**, please specify:

c) does your external quality assurance system cover all higher education<sup>10</sup>

Yes  No

If **No**, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- |                          |   |                             |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review        | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

<sup>10</sup> Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes  No

If **No** is there a date set for the review?  Yes (please specify date october 2009)  
No

## 11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes  No  In some cases
- b) as full members in external review teams Yes  No  In some cases
- c) as observers in external review teams Yes  No  In some cases
- d) as part of the decision making process for external reviews Yes  No  In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes  No  In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes  No  In some cases
- g) in preparation of self-assessment reports. Yes  No  In some cases
- h) in follow-up procedures: Yes  No  In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

Students are represented in the NCHE. The NCHE is an independent body formed to secure development and enhance quality of higher education. Its members are elected by the Parliament of the Republic of Serbia. The NCHE reports to the Parliament, at least once a year. Students are included as non-voting members of the NCHE which deals with the HE institution appeals on the accreditation and quality assurance decisions made by CAQA. Therefore, students are indirectly included in the reviewing process.

Students are not included only in the external review teams.

The external quality assessment procedure involves a site visit by CAQA sub-commission. All external review teams (CAQA sub-commission) consult obligatorily selected groups of students during site visits. The main findings and conclusions are included in the final CAQA report. In addition, students must be consulted in internal evaluations. One of the accreditation standards refers to the involvement of students. All higher education institutions are obliged to form a commission for quality assurance consisting of teachers, associates and non-teaching staff and students. Students are involved in the preparation of self-assessment reports and in the follow-up procedures. The students have an active role in the process of approval and realization of the strategy for quality assurance. Of special significance is the assessment of quality of the teaching process, which is carried out by students' polls. Students play an active role in the quality monitoring of the study programmes. Relevant web pages:

<http://www.medf.kg.ac.yu/informacije/komisije/kval/index.php>

<http://www.medf.kg.ac.yu/en/news/Self-evaluation%202007-2008.pdf>



<http://www.medfak.ni.ac.yu/KONTROLA%20KVALITETA/lzvestaj%20o%20samo%20vrednovanju%20izvod.pdf>  
<http://www.mas.bg.ac.yu/dokumenti/AKREDITACIJA/index.html>

## 12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance  
Yes  No  In some cases
- b) the external evaluation of national quality assurance agencies  
Yes  No  In some cases
- c) teams for external review of institutions or programmes, either as members or observers  
Yes  No  In some cases
- d) membership of ENQA  
Yes  No  In some cases
- e) membership of any other international network  
Yes  No  If **Yes**, please specify:

Commission for Accreditation and Quality Assessment (CAQA) established in June 2006, is an Associate of ENQA.  
CAQA has the memberships in INQAAHE since December 2006.

*Please add any additional comments, especially if there is no international involvement in any of the aspects:*

According to the LHE, international involvement in the external review teams of the CAQA and the CAQA itself is possible. However, due to many technical obstacles (communication, payments etc.) it has not been implemented yet.

## RECOGNITION OF DEGREES AND STUDY PERIODS

### 13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

100% - The Diploma Supplement represents an obligatory document students obtain after graduating, according to the LHE. NCHE approved the form of the Diploma Supplement proposed by a special commission nominated within MoE, which is in agreement with the EU/CoE/UNESCO format. Relevant webpages: [http://www.irvas.co.yu/kapk/index.php?option=com\\_content&task=view&id=15&Itemid=27](http://www.irvas.co.yu/kapk/index.php?option=com_content&task=view&id=15&Itemid=27),  
<http://www.ftn.ns.ac.yu/index.php?mode=view&action=document&document=117#st>  
a

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes  No
- 2nd cycle programmes Yes  No
- 3rd cycle programmes Yes  No
- remaining "old type" programmes Yes  No  Not applicable
- short higher education programmes Yes  No  Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes  No 
  - *please specify the language* English
- issued free of charge  for a fee
- issued automatically  on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

#### 13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes  No

**Comment** In some cases and some HEIs, more detailed information on contents of courses taken is required by the HE admission authorities.

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes  No

**Comment**

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes  No

**Comment** More detailed information on contents of courses taken is sometimes required by some HE admission authorities.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes  No

**Comment** Traditionally, the communication tool towards the labour market has been the title of the qualification itself. The use of Diploma Supplement has been promoted by MoE and HERE on different occasions (seminars, conferences, student meetings, job fairs). Association of employers has also been involved in all these actions.

#### 14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents<sup>11</sup> of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes  No

**If Yes**, please demonstrate how it is achieved: The Law of Higher Education adopted in 2005 is fully compliant with the main principles of the Convention. Other principles of the Convention are taken care of by the statutory bylaws of all HE institutions.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes  No

<sup>11</sup> Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

**If Yes**, please demonstrate how it is achieved: According to the LHE, the decisionmakers in the recognition process are HE institutions, and their statutory bylaws comply with this document in all cases which were checked by the HERE team and the MoE.

ii) Recommendation on the Recognition of Joint Degrees

Yes  No

**If Yes**, please demonstrate how it is achieved: The LHE provides a legal framework for joint degrees.

iii) Code of Good Practice in the Provision of Transnational Education

Yes  No

**If Yes**, please demonstrate how it is achieved: As checked by the MoE, and according to the LHE, the transnational education as defined in the document (education in which the learners are located in different countries) is subject to either accreditation or recognition processes. This is in accordance to Section II Principle 1 of the document, which stresses the compliance with the national legislation regarding higher education. The accreditation process as conducted by CAQA, as well as the recognition process defined by the LHE and regulated in detail by HE institutions' statutory bylaws, fully comply with this document too.

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level The fair assessment should be guaranteed by the HE institution itself.

ii) recognition if no substantial differences can be proven

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level This is also ensured at the institutional level. The HE institution grants recognition if, after assesment of applicants' documents, no substantial differences are noticed.

lii) demonstration of substantial differences, where recognition is not granted

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level No national measures are foreseen. It is the institution's task to prove substantial differences in case recognition is not granted.

iv) provision of information about your country's HE programmes and institutions

Yes  No

**If Yes**, please describe how it is done in practice The MoE provides each year a widely spread brochure in Serbian language, with addresses, study programs and enrollment quotas for all public HE institutions. The MoE also operates a web page in Serbian and in English (at the moment it is [www.mps.sr.gov.yu](http://www.mps.sr.gov.yu) but it will change until end 2008, according to the national domain change). All accredited universities and s vocational HE institutions also operate very timely web pages in Serbian and (some of them) in English.

v) do you have a fully operational ENIC

Yes  No

**If Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally **The ENIC centre is operated by the MoE and plays both a national and international role. Its national role is in providing the HE institutions necessary data on foreign HE institutions involved in the process of recognition. Its international role is in answering questions from other ENIC centres concerning domestic institutions, educational system, programs and qualification. The MoE is in the process of enlarging the staff and the equipment of the Serbian ENIC. ENIC webpage: <http://www.mps.sr.gov.yu/code/navigate.php?ld=115>**

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

Within the CoE project "Strengthening HE Reforms in Serbia", a network of national experts to deal with recognition issues has been formed in order to assist HE institutions in following the spirit, and not only the letter of LRC and its Supplementary Documents. MoE is planning to fully implement the provision of the Law on HE regarding register of accredited HE institutions and study programs in Serbia, as well as the list of all recognized foreign study programs.

## 15. Stage of implementation of ECTS<sup>12</sup>

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes<sup>13</sup> in which all programme components are linked with ECTS credits

100%  75-99%  50-75%  <50%

In all HEIs the ECTS system is implemented. The study program contains the elements specified in the LHE. Every study program covers precise description

<sup>12</sup> Please refer to definitions in the ECTS User's guide, [http://ec.europa.eu/education/programmes/socrates/ects/guide\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html)

<sup>13</sup> Except doctoral studies

of the courses and the number of ECTS. ECTS credits are based on the workload students need in order to achieve expected learning outcomes. 60 ECTS credits are attached to the workload of a full-time year of formal learning (academic year) and the associated learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work. A proper implementation of ECTS based on student workload and learning outcomes still remains a priority.

b) Are ECTS credits linked with learning outcomes<sup>14</sup> in your country? Please tick one:

No  In some programmes  In the majority of programmes   
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes  No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes  No

**If Yes**, please explain: The involvement of learning outcomes is obligatory in the ongoing accreditation process, conducted by CAQA. There have been other actions taken:

1. Learning Outcomes - Belgrade Seminar, September 25, 2008, within the Tempus project West Balkan Promoters network.
2. PhD Study and European research area: Seminar Novi Sad, September 26-27, 2008, within the Tempus project West Balkan Promoters network.
3. Reforma visokog obrazovanja Srbije-stanje i prespektive (Higher Education Reform in Serbia: Status and Perspectives), October 22, 2008, Belgrade Fair and HERE.
4. Best practices of Bologna Process, May 2007, Conference at University of Nis

e) Are you taking any actions to improve measurement and checking of student workload?

Yes  No

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<sup>14</sup> Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

**If Yes**, please explain: This should be done by the HE institutions in the process of internal quality assurance and including students' feedback. Measures will be taken in order to re-asses the workload for each and every study program. Students will be fully involved in the process.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes  No

**If Yes**, please explain: Within the TEMPUS framework there have been several projects involving many HE institutions, where the application of ECTS was widely discussed (some of them mentioned above under d). CAQA also provides continuously actions to assist HE staff in applying ECTS system.

## LIFELONG LEARNING

### 16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes  No

**If Yes**, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes  No

**If Yes**, please specify: In some subject areas (ex. Medicine) participation in Lifelong learning processes is a prerequisite for keeping the professional licences. Adequate lifelong learning courses are organized by universities. In addition, one of the strategic projects within Tempus framework is selected by European Commission. This project will be implemented in all universities in Serbia. Strategies for lifelong learning and RPL procedures will be developed as a result of this project.

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes  No

**If Yes**, please specify: Specific activities (different competitions, sports results etc.) provide exemption from entrance exams at some HE institutions. External foreign language courses provide credits towards exam recognition at some HE institutions. External foreign language exams also provide credits towards teaching qualifications for elementary school teachers.

d) To what extent are any such procedures applied in practice?

Comprehensively  Some  A little  None

Please describe the current situation: The procedures described above are applied at some HE institutions (<http://www.med.bg.ac.yu>).

### 17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

There are measures taken on the national level to improve the HE enrollment for the disabled population and also for the Roma population, in the affirmative action conducted by the MoE.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes  No

Please add appropriate comments to describe the current situation Although the work on NQF is not yet completed, the existing drafts contains promotion of flexible learning paths.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes  No

Please add appropriate comments to describe the current situation

c) Is there flexibility in entry requirements aimed at widening participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles MoE and HE institutions provide additional assistance to under-represented groups in order to widen their participation (e.g. different types of equipment and software are available for these groups; university centers for disabled also exist).



d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle. Several HE institutions have developed distant learning programmes, among them also big universities such as Belgrade and Novi Sad.

e) Are there modular structures of programmes to facilitate greater participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle .

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

130 Roma enrolled in HE institutions in 2008/09 by affirmative action of the MoE.  
40 disabled enrolled in HE institutions in 2008/09 by affirmative action of the MoE.

## JOINT DEGREES

### 18. Establishment and recognition of joint degrees<sup>15</sup>

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes  No

Does the legislation fully allow:

i) establishing joint programmes?

Yes  No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes  No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

<sup>15</sup> A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

75-100%       50-75%       25-50%       1-25%       0%

ii) joint programmes

75-100%       50-75%       25-50%       1-25%       0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?                      None       Little       Widespread

In the second cycle?                      None       Little       Widespread

In the third cycle?                      None       Little       Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Business administration, European studies, Management

e) Estimate the number of joint programmes in your country

At least 50-60

f) Describe any actions being taken to encourage or allow joint programmes.

No such actions are taken on a national level. However, the HE institutions themselves are interested in adoption of such programmes.

g) Are there any specific support systems for students to encourage joint degree cooperation?

No, there is none.

## MOBILITY

### 19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Since Serbia participates in Erasmus Mundus External Cooperation Window, Erasmus Mundus and Tempus programmes, students and staff have better opportunities for mobilities. Financial support to mobilities is provided by these programmes. Also, there are some system mechanisms for colleagues from other countries to come to HE institutions in Serbia. There are also some bilateral agreements on student and staff mobility. Part of the mobilities are also carried out through various international students' associations (of medicine, economy, pharmacy students, students of technical sciences). A great number of mobilities has been realized through research projects supported by the Ministry of Science and Technological Development.

Since provisions for facilitation of visa procedures are adopted by European Union, obtaining students' visas is a little simplified. Majority of universities have adopted bylaws on student mobility and transferability of ECTS.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation:

The procedure for obtaining Serbian visas has been simplified. However, there are still obstacles for obtaining visas for EU countries.

c) Is there financial support for national and foreign mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation: Support to mobilities is provided by Erasmus Mundus External Cooperation Window, Erasmus Mundus and Tempus programme. Serbian authorities can not provide high financial support, but MoE is trying to provide accommodation facilities for students and staff that come to Serbia whenever it is possible. There is financial support for mobilities within bilateral arrangements. There is also financial support for talented young people studying abroad through special state supported programs.

d) Are study periods taken abroad recognised?

Yes  No

**Please add** appropriate comments to describe the current situation: Appropriate bylaws on recognition of mobilities are adopted by most of the universities. The procedure of recognition depends on the HE institution where the student continues his/her education.

e) Is there accommodation for mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation: Within the city student centers there are state accommodation facilities governed by the MoE.

f) Have any measures been taken to increase outward student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation: Increasing the number of bilateral state agreements, state support for talented students continuing their studies abroad, increasing the number of HE institutions involved in the European projects and networks (TEMPUS, CEEPUS, Campus Europa, Erasmus Mundus). This is all supported by the MoE.

## 20. Portability of loans and grants

a) Are portable grants available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of grants. Within the budget of the Government of the Republic of Serbia 500 grants are available through Fund for young talents.

b) Are portable loans available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of loans. This problem has not yet been considered

## THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

### 21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Higher education in Serbia is traditionally oriented towards international collaboration. The Strategy has been promoted by MoE and HERE, and the full text distributed among all the Universities by the Conference of the Universities in Serbia, which got the mandate to promote all guiding principles of the Strategy in their bilateral contacts. A special emphasis is placed on strengthening cooperation based on partnership and furthering recognition of qualifications. It is to be emphasized that HEIs of Serbia have had for a long time already very close relations with important research Universities from USA, Russia and China. Relations with HEIs from the third world countries are mostly oriented towards joint degree agreements.

**b) What has your country done to:**

i) improve information on the EHEA outside Europe?

The University of Belgrade, under the auspices of the Government of the Republic of Serbia, will host the World University Presidents Summit: "Current Trends in Higher Education", which is to be held in April 2009 in Belgrade.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

iii) strengthen cooperation based on partnership in higher education?

There is a number of agreements between Serbian universities and foreign HE institutions (e.g. Mexico, India, Thailand...)

iv) intensify policy dialogue with partners from other world regions?

There are ongoing contacts with partners in the USA, Canada, China, Libya, Thailand and some other countries and HE institutions, concerning introduction of joint degree programmes, exchange of students and scholars and other topics.

v) improve recognition of qualifications with other world regions?

There are discussions at the ministry level as well as at the level of HE institutions, concerning mutual recognition of qualifications with China.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

a) Adequate information is provided through available web sites of the MoE and HE institutions, through the ENIC operated by the MoE.

b) The goal of making qualifications readable and transparent is achieved through Diploma Supplement and will be improved by adopting the NQF which is under development.

c) Procedures for recognition are transparent. There is more to be done for the coherency of decision at the different HE institutions

d) In the next period more stress will be put on intensifying cooperation of CAQA and other accreditation agencies.

d) Are the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* applied to

i) cross-border provision of your education programmes?

Yes  No

**If Yes** please explain in what ways the guidelines are applied The HE institutions do apply these guidelines in their outward exchange contacts. The document itself is being translated in the MoE, and will be sent to all HE institutions in order to achieve coherency in this field.

ii) incoming higher education provision?

Yes  No

**If Yes** please explain in what ways the guidelines are applied The HE institutions do apply these guidelines in their inward exchange contacts. The document itself is being translated in the MoE, and will be sent to all HE institutions in order to achieve coherency in this field.

## FUTURE CHALLENGES

### 22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Main challenges:

- a) to develop and implement national strategy for higher education beyond 2010;
- b) to adopt and implement National Qualification Framework;
- {c) to make the system of higher education more flexible and responsive to the needs of the labour market and of the knowledge society}
- c) to provide more effective mechanisms of cooperation between HE institutions and employers;
- d) to introduce the concept of functionally integrated university
- e) to re-asses student workload
- f) to increase the involvement of students in all aspects of Bologna Process implementation
- g) to provide fair financing of public HE institutions;
- h) to establish the Ministry for both Higher Education and Science
- h) to increase percentage of research and education funds w/r to the GDP.

## PART II

### TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

#### Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: [secur@bologna2009benelux.org](mailto:secur@bologna2009benelux.org)) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

#### I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

#### II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

In terms of various social and economic indicators, differences in participation in higher education are still evident, in the sense of a lesser participation of young people from the poorest families (14% compared to an average of 39%) and young people from the least educated families (19% compared to an average of 39%). Although the number of Roma students has increased in the last five years (0.06% compared to 0.03%) it is still exceedingly low. Current disparities in the HE system generate from two sources. The first is the lack of access to HE for those marginalised groups which have a lower completion rate from secondary education, and have high dropout rates in basic education as well, e.g. Roma from Roma settlements, children in poverty and from rural areas. Students from these vulnerable groups usually do not qualify for enrolling into HE in the first place. The second source is of potential participative inequity in the HE is the student's socio-economic status and background. For many students, studies are too expensive, and support mechanisms are not effective enough, hence they resort to seeking jobs rather than enrolling in HE.

Also, still only a low percentage of students with disabilities is noted at the universities in Serbia. Even though some faculties have taken steps to improve the physical accessibility of their facilities to students in wheelchairs, one of the reasons for the small number of students with disabilities can be found in unreachable facilities in terms of physical obstacles. Inaccessibility of studies for this category of students is also reflected in the learning conditions, i.e. the organization of curricula,

the opportunity for purchasing textbooks in adapted formats, the opportunity for distance learning, etc.

Gender imbalance exists to some extent in Serbian higher education, primarily in terms of the "glass ceiling" - there are more women students, but their percentages steadily drop with the rise of hierarchies and responsibilities within the academia. There is also a noted discrepancy of participation per gender at all levels in certain faculties (schools) – technical, engineering schools as well as to some extent natural sciences traditionally attract more men; on the other hand, letters (literature and foreign languages) and education (pedagogy) are traditionally considered “female” schools.

Although women are present at the highest education levels, the proportions are somewhat reversed (in 2002, 48 women per 100 men obtained master degrees and 44 women per 100 men obtained doctor's degrees) (The Millennium Development Goals, GoS, 2005).

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

There are special support measures for some groups, more specifically the disabled and the Roma minority. The Government's Poverty Reduction Strategy, adopted in 2003, foresees the introduction of special support measures for vulnerable and underachieving groups, as do other development strategies adopted subsequently by the Government. However, implementation of these is still lagging behind, and the current measures mostly entail in a) Affirmative action for enrolment of Roma, b) specially targeted stipends for Roma based on a ministerial decree to be renewed annually, and c) abolishing physical obstacles in accessing HE facilities for students with disabilities.

The procedure for affirmative action for higher education is very much similar to the one applied for secondary education: Roma candidates need to pass the entrance exam and in the case they are below the threshold level (in terms of total quota and/or state funded quota) they are given additional points. This is coordinated by individual faculties and therefore it was difficult to obtain data for academic years later than 2005/06. It should also be noted that, at least in Vojvodina, affirmative action is partly supported by the Secretariat for Education and the Office for Roma inclusion and that it also includes places in student dormitories.

When it comes to other groups identified as having limited access to higher education, it should be noted that there are no systemic measures to increase the number of higher education students from poor families and that, so far, the system of student grants and loans is a. limited (see below) and b. does not take into account the changes of the HE system and study system (i.e. the changes of



the degree structure or the introduction of tuition fees for a portion of students in public higher education institutions).

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

Serbia has tuition free HE, for more than half of its students. There is a well functioning system of scholarships which combine merit and means tested, with a higher attribution to merit based.

In 2008, scholarships are available in the total amount of 312 million dinars (around 4 million Euros), for approximately 4,700 students. Additionally, there are loans for 18,400 students in the amount of 970 million dinars (12,1 million Euros). The Government also allocates financial means for subsidized residence in student dormitories (for 16,150 students) and for subsidized meals (for 25,000 students) in the total amount of 2,352,100,000 dinars (30 million euros). Subsidised meal and transport prices are available for all regular students at state universities as well as a student welfare system and free healthcare. Material assistance to health impaired amounts to 168,000,000 dinars (\*2,1 million Euros). The Government has also adopted a grant program for studying abroad.

The research is financed by the regular annual grant support, administered by the MoSTD. Only research institutions registered at the National Registry of the Research Institutions can be awarded by these grants, based on previous annual plan of research submitted by the institutions themselves.

However, the full scope of this support systems do not cover a substantial proportion of the whole student population. The measures described above (in Q 2) apply to all students at all public HE institutions, independently of level or type of the institution. The problem is that it does exclude all students of non-state owned universities. Those students are discriminated against in the system. Also, existing scholarships and loans are very far from being able to cover even the basic living expenses, especially for those studying away from home.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to

participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Regular survey is taking place on a yearly basis, conducted by the National Statistical Agency, by means of questionnaires filled in by students at the enrollment in each study year. However, the aforementioned questionnaires of the National Statistical Agency do not include sufficient data on students socio-economic background (type of data and categories are virtually the same as in the socialist times) and these data are not analysed on a regular basis. Furthermore, data on dropping out and tracking the students is collected usually only through specifically designed research activities. E.g. the Focal Point for the Implementation of the Poverty Reduction Strategy is currently under way with a research on the effects of affirmative action in education (including students from vulnerable groups) (Policy Impact Assessment, Poverty Reduction Strategy Implementation Focal Point, Jaric, Vukasovic, 2008).

This research shows that the lack of data directly from the higher education institutions also means that it is not possible to analyse in detail the distribution of Roma into different higher education institutions (vocational higher education vs. university higher education) or into different fields. Similar to the situation with affirmative action in secondary education, without data on progress and completion of Roma students, it is not possible to assess the true impact of measures of affirmative action in higher education. Nevertheless, some other studies show that in general, students of poorer socio-economic background are having poorer progress in higher education (they are repeating the study years and prolonging their studies more)

### **III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)**

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

The policy of the current Government is putting a high emphasis on the social dimension in education, and on overcoming disparities, and the social-economic differences within the student population. However, to this end concrete policies will need to be developed in the near future..

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

There should be an improvement in the socio-economic support mechanisms for students, in order to cover higher percentage of student population including students of non-state owned universities. Indirect aid schemes, family allowance should be adopted, etc. However the concrete action plan will be developed in the near future (next 6 months).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

The AP will be developed with a clear budget.

d) is there a timeline for action? If yes, please provide details.

The AP will be developed with a clear timeline.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Updating of the data collection system will be part of the AP.

#### **IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES**

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The National strategy is being prepared by NCHE in close collaboration with the MoE. Different ministries, statistical and development agencies will cooperate in developing data-bases and long term projections of different indicators. This strategy will be implemented by the Government.

## **ANNEX A**

### **Actions mentioned by the Bologna countries in the 2007 national reports**

#### **Financial**

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

#### **Structural**

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

#### **Certain groups**

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

#### **Policy and practice**

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

## **ANNEX B**

### **Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility**

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

## **ANNEX C**

### **Suggested approach of the work on national strategies on the social dimension**

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?