

## ***Chapter 26: Education and culture***

The areas of education and training, youth and culture are primarily the competence of the Member States. The Treaty on the Functioning of the European Union (TFEU) provides that the Union shall encourage cooperation between Member States and support and supplement their actions, while fully respecting their responsibility for the content of teaching, organisation of education and vocational training systems, and their national and regional cultural diversity.

In the field of education, training and youth, besides a Directive on education of the children of migrant workers and the judgments of the European Court of Justice on cases related to non-discrimination between nationals of an EU Member State and other EU nationals, the *acquis* consist of mainly a cooperation framework. In the light of the Lisbon Strategy, open methods of coordination on education and training policies and on youth policies have been established with a view to the convergence of national policies and the attainment of shared objectives. The concrete future objectives of education and training systems endorsed in 2001, as well as the Copenhagen process for vocational training and the Bologna process for higher education, are providing directions for the improvement and development of the quality of education and training systems. This resulted in the work programme 'Education and Training 2010', and the strategic framework "Education and Training 2020", which integrates all actions in the fields of education and training at European level. Common objectives have also been agreed for the EU youth policies and a new EU Youth Strategy, based on a reinforced open method of coordination, was adopted for the period 2010-2018<sup>1</sup>. This strategy builds on the need to have a strong cross-sectoral approach. In addition, Member States need to have the legal, administrative and financial framework as well as the necessary implementing capacity in place to ensure sound management, including financial management of all decentralised education, training and youth EU programmes (currently the Lifelong Learning and Youth in Action Programmes).

As regards cultural policy, Member States need to uphold the principles enshrined in Article 167 of the TFEU and, in particular, ensure that their international commitments allow for the development and implementation of policies and instruments aiming at preserving and promoting cultural diversity. In accordance with these principles, the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, ratified by the EC, is a major element of the *acquis* in the field of culture. The Commission Communication on a European Agenda for culture in a globalizing world, endorsed in 2007 in a Council Resolution and conclusions of the European Council, introduced new cooperation methods, including a structured dialogue with the cultural sector, and a more structured system of cooperation between the Member States and the EU institutions (open method of coordination), in order to implement three common sets of objectives: cultural diversity and intercultural dialogue; culture as a catalyst for creativity; and culture as a key component in international relations. Five priority areas, articulated around the three objectives of the Agenda, were set by the Council for a first work plan for culture 2008-2010.

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<sup>1</sup> Council resolution of 27 November 2009 based on Commission Communication "An EU Strategy for Youth – Investing and Empowering. A renewed open method of coordination to address youth challenges and opportunities", COM (2009) 200, 27.04.09

## ***I. EDUCATION, TRAINING AND YOUTH***

### ***Cooperation in the field of policies***

The following questions are directed at all levels of education.

#### ***A. Educational system***

- 1. Structure of the educational system: Please describe the structure of the educational system, including vocational education and training (VET) and adult education, following the Eurydice format (<http://www.eurydice.org>). Give details of the different levels of education, whether compulsory and/or free of charge, and the mechanisms for transition between them. Please describe the role of private education and VET providers and of enterprises in VET provision.**

Educational system in Serbia includes preschool, primary, secondary and higher education. Its basic structure, characteristics and mechanisms of transition from level to level are regulated by the Law on the Foundations of Education System ("Official Gazette of RS" No. 72/09), Law on Preschool Education ("Official Gazette of RS" No. 18/10), Law on Primary School ("Official Gazette of RS" no. 50/92, 53/93, 67/93, 48/94, 66/94, 22/02, 79/05, 101/05, 72 / 09), Law on Secondary School ("Official Gazette of RS" no. 50/92, 24/96, 53/93, 67/93, 48/94, 23/02, 25/02, 101/05, 72/09) and Law on Higher Education ("Official Gazette of RS" no. 76/05, 100/07, 97/08, 44/10). **Scheme of the structure of education system in Serbia is given in the annex to this question (part: "EDUCATION").**

#### **Preschool education**

Preschool education is part of education system and the responsibility of the Ministry of Education and local self-government. This level of education encompasses children aged from six months to primary school age.

The founder of the preschool institutions (kindergartens) may be the Republic of Serbia, autonomous province and municipality/city. These institutions may also be established by citizens and other institutions. Attending preschool education is not compulsory. The work of kindergartens is financed partly from local revenues, and partly from parental income.

Starting from the school year 2006/07 Serbia introduced a compulsory preparatory preschool programme for all children aged from 5.5 to 6.5 years. In 2009 its duration was extended from 6 to 9 months. The preparatory preschool programme is free of charge, if realised by the state (public) kindergarten or school. Local self-government keeps records of children who are of age to preparatory preschool programmes.

In Serbia there are 159 state preschool institutions deployed in 2 364 facilities, and 57 private institutions. In settlements where there are no kindergartens, the preparatory preschool programme is implemented in primary schools. In facilities of primary schools 189 kindergartens are accommodated. Total percentage of coverage of children of all ages is increasing (according to the Ministry of Education data in 2002 - 32%, and 2009 - 47.37%).

School Year	Coverage of children with preschool education	Coverage of children with preparatory preschool programme
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2006/2007	173 203	64 048 (84,20%)
2007/2008	178 389	69 728 (88, 85%)
2008/2009	183 651	71 444 (91,80%)
2009/2010	190 266	69 378 (87, 82%)

Table 1. Coverage of children with preschool education (all ages) and coverage of children with preparatory preschool programme<sup>2</sup>

Children with disabilities are included in the preschool educational system, in regular and special (development) groups, and the right to education is also provided to children at hospital treatment.

Members of national minorities realise their right to education in their native language, bilingually, or in Serbian language. The data indicate that in the 2009/2010 school year the preparatory preschool programme included 3 456 children of Roma nationality. In 2009/2010, 5 455 children belonging to ethnic minorities attended a preparatory school programme in their native language or bilingually.

	Serbian	Hungarian	Slovakian	Ruthenian	Romanian	Albanian	Bulgarian	Croatian	Bilingual
<b>No. of groups</b>	15 158	201	42	3	15	4	70	4	76
<b>No. of children</b>	159 218	3 099	862	53	256	17	1 126	42	947

Table 2. The number of educational groups in Serbian language, minority languages, and the number of children attending educational activities in these languages<sup>3</sup>

Preschools implement regular programmes of educational, and other specific and specialized programmes can be also implemented, in accordance with the needs and interests of children, parents and capacities of the kindergarten and the local self-government. In addition, the kindergarten may use curricula of other countries.

### Primary education

Primary education is compulsory, takes eight years and is carried out in two educational cycles.

The first cycle covers the first four grades. Teaching of all subjects in this stage is performed by class teachers, but the teaching of some subjects, for example arts and foreign languages, may be performed by subject teachers who teach these subjects in the second cycle. The Second cycle covers 5<sup>th</sup> to 8<sup>th</sup> grades, and teaching of each subject is performed by subject teachers.

In the first grade of primary school every child is admitted who before the start of the school year is at least 6.5 and a maximum 7.5 years old, with the certificate of preschool

<sup>2</sup> Data from the Republic Statistical Office

<sup>3</sup> Data of the Ministry of Education

programme attendance. Even younger children, aged from 6 to 6.5 years, may attend first grade, after evaluation of the school readiness. Besides, the school can admit a child older than 7.5 years, who due to illness or other reasons was not admitted at the prescribed age, in first grade, but also into any appropriate grade, based on results of a knowledge test administered by the school.

Children are admitted in school on a territorial basis. There is an option that the parent can choose a school from another school district, which is conditional on free spaces in the selected school.

Local self-governments keep records of children who are of age to admission, as well as of admitted children.

The success of primary school pupils is evaluated during the school year and in the end, when pupils receive final marks. First grade pupils are evaluated with descriptive marks and can not repeat the grade. Pupils of other grades are evaluated descriptively and numerically, and the final mark is numeric. Pupils of the second and third grade can not repeat the grade unless required by a parent, but are translated into next grade, based on the decision of the class council, and in these cases the teaching in the next grade will be organized based on Individual Education Plan (IEP).

Pupils from fourth to seventh grade are taking make-up exam if they have up to two insufficient marks, and if they fail, they repeat the grade. If the pupil has more than two insufficient marks he repeats the grade.

Eighth grade pupils who fail the make-up exam or have more than two negative marks do not repeat the grade, but complete the education with taking exams as a part-time pupil.

Starting from the current school year, after finishing the eighth grade **all** pupils take the final exam. Until now taking an entry exam was the obligation only for pupils who have continued their education at four-year secondary schools.

Pupil who turns 15 years is not any more obligated to attend school, but the primary school can provide him with education until the age of 17 and after 19, if a pupil with disabilities is implied.

The educational system also includes private primary schools and a horizontal and vertical mobility between private/state school is ensured.

Primary education is free of charge in state (public) schools, while in private schools the parents bear the costs of education.

### **Primary music education and primary ballet education**

Besides the compulsory primary school, the system also includes primary music and primary ballet school, and schools for music and ballet talents. These schools are not compulsory and their attendance is free of charge and funded from central and local levels. The founder of the Music and Ballet School may be, in addition to the Republic of Serbia, autonomous province and local self-governments or citizens, as well as other institutions.

Primary music education takes 2 to 6 years and ballet 4 years, and they are realised in two educational stages.

In first grade of primary music or ballet school is admitted a pupil who is admitted in regular primary school and who passes the entrance exam. In first grade of musical talents school or ballet talents school may be admitted children with at least six, or aged eight to ten years, who have the appropriate talent which is confirmed in the entrance exam.

Education in schools for musical talents takes 10 years, and in schools for ballet talents 8 years.

### **Primary education of pupils with disabilities**

Students with disabilities are entitled to education in regular primary schools, and in special schools for disabled persons.

Starting from the current school year, all pupils of appropriate age are admitted in the first grade of regular primary schools. For pupils with disabilities who are in regular schools, the school provides additional support (e.g. it may develop Individual Education Plan). Pupils may be provided with additional health and social support. Need for such support is determined by Inter-sectorial Committees (see answers to Questions 17 and 35).

These systematic changes also affect schools for education of pupils with disabilities (known as "special schools"). So far the pupils of these schools acquired primary education under special education or customized programmes. A Committee for creating new guidelines for the further development of schools for pupils with disabilities (formed at the national level) has established the basic directions of development of these institutions as multifunctional (education of children with all types of impediments), and the need to prepare Individual Education Plan for each pupil.

Currently pupils are admitted into such schools with parental consent, upon recommendation of a physician, based on an assessment of the need to provide additional educational, medical and social support to pupil.

There are 47 special primary schools.

### **Primary adult education**

Primary adult education takes from three to five years and is organized by grades, from first to eighth grade (as a rule, 2 grades are accomplished during 1 year). In Serbia there are only 14 schools for adult education, which does not correspond to current needs. They are territorially unevenly distributed. Regular primary schools can also implement programmes for primary adult education.

Students who turned 15 years of age can be admitted to adult education.

Adults are provided with certificate of each completed grade and certificate of acquired primary education.

There are several pilot programmes aimed at the functional adaptation of content, form and organization to the needs of adults, as well as the methodical training of teachers who work with adults. The new model for functional adult education provides adults with primary education with completion of vocational training and taking the final exam. Training can be started before completion of primary education, but the final vocational exam can be taken only after passing the primary education final exam.

### **Secondary education**

Secondary education is not compulsory and covers a population of students aged 15 to 19 years. It is free of charge for candidates who are being included in the system of secondary education for the first time. Upon completion of compulsory primary education students can be admitted to various schools, and programmes of secondary education that take three or four years. Conditions for admission are achieved success in 6th, 7th and 8th grade of compulsory education and the results of entrance exams for regular gymnasiums and vocational schools in the four-year term, or final exam (as of June 2011), or the entrance exam for specialized gymnasiums and art schools. About 96% of graduated students of compulsory primary education are enrolling secondary schools. Transferability through the secondary education both horizontally and vertically is provided but requires meeting of additional conditions:

- Student who is transferred to another school for completion of initiated schooling of the same duration takes additional exams in subjects not offered in the curriculum that the student initially attended, within the terms prescribed by decision, based on the Statute of the school.
- Student admitted in school for retraining, takes exams in vocational subjects as determined by Teachers' Council of the school.
- Student admitted in the school for additional training takes supplementary exams in subjects with different contents, in subjects which were not offered by the curriculum, and exams of the final grade, as decided by the Teachers' Council of the school.

Secondary education is realised as:

- general secondary education lasting four years (gymnasium)
- vocational and artistic secondary education lasting three or four years (vocational and art schools)

Secondary education includes educational programmes for talented students, students with disabilities and adult education.

### Gymnasiums

General secondary education is acquired in gymnasiums. There are two types of gymnasium: Gymnasium of general type and specialised gymnasium. Gymnasium of general type may organize four programme streams: general, socio-linguistic, natural sciences and IT. Specialised gymnasiums are intended for education of talented students in certain areas. There are: mathematic gymnasium, philological gymnasium, sports and computer science gymnasium. In gymnasiums of general type classes of students who show talent in special areas: mathematics, physics, language, sports are also organized. A number of regular gymnasiums have bilingual classes, where a number of subjects are taught in foreign languages: French, Italian or English.

At the end of four-year gymnasium education a graduation exam is taken and since the school year 2014/2015 general external matura shall be taken.

### Secondary Vocational and Artistic education

Secondary vocational education is acquired in vocational schools that prepare students for work in 15 areas (agriculture, forestry, geology, mechanical engineering, electrical engineering, graphic industry, textile, construction, transport, hydrometeorology, commerce, economics, health, art, personal services).

In secondary vocational schools students acquire and develop general and vocational knowledge and skills for further education or work. In these schools, the duration of education is not uniform: education and vocational training for up to one year, education for work in two years, secondary three-year and four-year education, specialist and master's education (after two years) for a period of one to two years. Vocational schools also realise retraining and additional training programmes.

In the four-year programme at least 40% of general and 55% of vocational content is represented, and 30% of general and 65% of vocational content in three-year programme. Practical teaching is conducted in school workshops and at employers. Final exam is taken at the end of a three-year educational programme, and school leaving exam is taken after four-year educational programme. Starting school year 2014/2015 after four years of vocational education a vocational graduation will be taken. After the completed programme of specialist or master's education, a specialist or master's exam is taken, with issuing of a certificate. In

the process of reform of vocational education employers have participated in the development of new curricula, i.e. in 56 pilot programmes in 13 areas of work. Their representatives are members of the commissions for final exam or professional graduation in pilot programmes. The curricula provided are modular and outcome-oriented.

In the school year 2010/2011 the number of students attending the pilot profiles has increased to 17% of the total number of students in secondary vocational schools. In the field of agriculture, food production and processing, 7 educational profiles moved from experiment to the system, and in the fields of electrical engineering and construction, 1 educational profile respectively.

Secondary arts education takes four years and is realised in music, ballet and visual arts schools in the area of Culture, Art and Public information. Arts matriculation is taken upon completion of secondary arts education. Secondary music schools educate the following profiles: music artist (vocal and instrumental, jazz department, department of early music, department of church music), musical associate (theoretical, department of ethnomusicology) and sound designer.

In secondary ballet schools, education is provided in the following departments: classical ballet, modern dance and folk dance.

Arts schools of visual arts educate following profiles: art technician, curator, designer and artistic handicrafts.

### Secondary education for students with disabilities

Secondary education for students with disabilities is organized in three basic forms: schools for students with disabilities, special classes in regular schools, and classes in regular schools where children with disabilities and special needs learn with other children.

Since this year, in schools for pupils with disabilities, instead of shortened programmes, Individual Education Plans are applied.

Secondary schools can realise a special curriculum for adult education, vocational training programme, and training. Other associations or individuals can implement special programmes in the areas of adult education if they meet prescribed standards for the implementation of special programmes and receive approval from the Ministry. Law on the Foundations of Education System has opened the possibility to entrust the adult education to other institutions, associations and individuals who meet the prescribed standards.

In the secondary educational system, through the EU Programme for Serbia - CARDS Programme of reform of vocational education and IPA 07 - Programme of modernization of vocational education, which focuses on the support of vocational education of adults, 5 Regional Training Centres (RTC) was established, operating as separate organizational units. Regional training centres for adults are leading regional institutions for vocational education, training and adult training, which manage over 40 training programmes, accredited by the Ministry of Education, which are also acknowledged by the National Employment Service.

### **Higher Education**

The activity of higher education in Serbia is performed at universities and colleges. Serbia joined the Bologna process in 2003 and thus initiated gradual process of reform which received its legal support in 2005 by adoption of new Law on Higher Education. This law formally introduced the European Credit Transfer System, three-cycle system of study and diploma supplement. From 2007/8 all new attendants study under the new reformed study programmes at all higher education institutions.

Higher education system has two types of study: academic study realised at universities, and vocational profession-oriented study realised at vocational colleges, and they can also be realised at universities.

At higher education institutions in Serbia 235 940 (2008/09) students is educated of which 63% study at state universities, 16% at private universities, 19% at state vocational and academic colleges, and the remaining 2% study at private colleges.

Serbia currently has 13 accredited universities - 8 state universities which include 83 faculties, and 5 private universities with a total of 26 faculties. Five more private universities are in the process of accreditation.

There is a total of 70 accredited vocational study colleges, and there are four accredited schools of vocational study in which academic programmes of first and second level are realised.

The law provides that in addition to the above mentioned institutions there are also vocational study academies, institutions that integrate several professional study colleges. In the higher education system currently there are no such institutions, although there are reflections on their formation in order to achieve better functionality.

Three-cycle system of academic study includes: basic academic study lasting 3-4 years, carrying 180 to 240 ECTS, master study lasting 1-2 years with 60 to 120 ECTS, and doctoral study with a minimum of three years of study or 180 ECTS. In the field of medical science (the study of medicine, dentistry and veterinary medicine) are introduced integrated study programmes that last 6 years and must carry a minimum of 360 ECTS, and also integrated study of pharmacy with 300 ECTS. In addition, second cycle of academic study includes specialist academic study with minimum one year duration and carries 60 ECTS if a student in previous study achieved a total of 300 ECTS.

Vocational study has two levels: first level is basic vocational study that lasts three years and has 180 ECTS, while specialized professional study carries 60 ECTS and lasts one year.

All institutions of higher education must be accredited before obtaining the working license issued by the Ministry of Education. Private higher education institutions (not founded by the Republic), which are in the educational system of the RS, have the same status as institutions of higher education founded by the Republic.

Students who have completed secondary education in four years are admitted to the first level study. There is no difference in the applications for admission to basic vocational and academic vocational study. Students who have completed the academic study of first degree are admitted to second grade academic masters degree, by following: the Masters degree with 60 ECTS is provided for students who have previously completed the basic academic study with at least 240 ECTS, and the Masters degree that carries 120 ECTS is provided for students who have completed at least first level of study with 180 ECTS. Doctoral academic study is provided for persons who have previously completed the basic and masters degree and achieved a minimum 300 ECTS, as well as students who have completed Integrated study in the field of medical science.

Specialized vocational study is provided for persons who have completed study of the first level of 180 ECTS. Higher education institutions stipulate the conditions where students who completed vocational study can pass on to academic study of first and second level.

Universities and colleges announce a competition for student admittance that includes the number of students for the appropriate study programme (determined by Working licence), measures for determining the order of the candidates, the procedure for enforcement of the competition, and tuition fee for students not funded from the budget. Competition is announced at least five months before the start of the academic year. The order of candidates



for first degree study is determined upon the general success achieved in secondary education and results of the knowledge and aptitude tests.

Candidates are admitted to study of second and third degree under the conditions prescribed by universities and colleges.

Students studying at higher education institutions whose founder is the Republic of Serbia, depending on the success of previous education and results achieved at aptitude and knowledge tests displayed in the entrance exams, shall be educated as a budget funded students or self-financed students. Ranking of candidates on the basis of success forms a list of most successful candidates whose study is financed from the budget. Each academic year, at the proposal of the National Council for Higher Education, the Government approves the number of budget-financed students in higher educational institutions founded by the Republic of Serbia. Status of students in terms of funding in coming years of study is determined on the basis of achievement in the previous year. The number of students financed from the budget in coming years of study in any degree programme may be increased by up to 20% compared to the number of budget-financed students in previous year. Status of budget financed student is achieved only during one study programme.

Students who study at private higher education institutions pay fees as determined by the higher education institution.

All students who complete their study of first and second level degrees shall, in addition to diploma, get free of charge diploma supplement in Serbian and English language.

- 2. Statistics: please provide data on pupils/students and teachers/trainers at the different levels of the educational system, including VET and adult education. If possible give an estimate of the expected evolution over the next ten years. Provide statistics on public and, if possible, private resources allocated to education at national level (in % of GDP and national budget). Please provide statistics on school drop-out rates in lower and higher education (with breakdown per gender, ethnic group and geographical area).**

#### **AVAILABLE DATA AND INDICATORS OF RSO on Preschool Education in 2009**

##### **Institutions<sup>4</sup> and Preschool Groups**

- PI by organizational structure (source institutions and facilities - separate classes), number /ME/

Institutional preschool education is implemented in preschool institutions established by the local self-government units (159 institutions in 2 364 facilities - separate classes and 12 settlements in the territory of Kosovo and Metohija), preschool institutions founded by other legal or natural person (57 private preschools), and primary schools that realise preparatory preschool programme (189 primary schools of which 18 from the territory of K&M).

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<sup>4</sup> Source (Parent) Institutions are shown, unless otherwise indicated (i.e. SI-SC=all reporting units i.e. Source Institutions-schools and Separate Classes)

- Primary School organizing PPP (preparatory preschool programme) /ME/

In 2009/2010, 189 primary schools organized preparatory preschool programme for 6 020 children within 337 educational groups with four-hour programme and 315 mixed classes. On the territory of K&M, preparatory preschool programme was organized by 18 PS, for 406 children in 29 groups with four-hour programme and 8 mixed classes.

### Institutions

- PI by place of performance of educational work

Place of educational work	No. of PI	Structure in %
The building of the nursery-kindergarten	1432	61%
In Primary School	887	38%
The other place	45	2%
Total <sup>5</sup>	2364	100%

### Preschool groups and children in PI

- Preschool groups and children in PI by age

Age of children	No. of groups	Structure in %	No. of children	Structure in %	Children average per preschool group
Nursery age (up to 3 y.)	1641	19%	27667	15%	17
Kindergarten age (3-6 y.) <sup>6</sup>	7103	81%	156399	85%	22
Mixed groups (3-6 y.)	925	11%	14915	8%	...
Total:	8744	100%	184066	100%	21

### Coverage of PE

	Number of children	Coverage in %	Population group	No. of children <sup>7</sup>
Admitted in PI	184066	38,8%	Children age (0.5- 6 y.)	474922

<sup>5</sup> Source Institutions and Separate Classes are included

<sup>6</sup> Interval 3-6 years means the inclusion of children aged 3,4,5 and 6 years, up to 7 years)

<sup>7</sup> The estimated population of respective age in mid-2009 (ME - for a more precise coverage may be taken the number of live births of respective age, from 6 months to school age)

Nursery age (up to 3 y.)	27667	16,1%	Children age (0.5- 6 y.)	171859
Kindergarten age (3-6 y.)	156399	51,6%	Children age (3- 6 y.)	303063

- Children of preschool age with special needs (children in hospital groups PI, children with development difficulties in development groups of PI and educational groups PPP, children in schools for work with children with development difficulties) /MP/

Working year 2009/2010.	Educational work with children with development difficulties and children in hospital care						Children with Development Difficulties in educational groups - inclusion
	With children in hospital care (hospital groups)			With children with development difficulties within developmental groups			No. of children
	No. of groups	No. of children	No. and type of practitioners	No. of groups	No. of children	No. of educators	
<b>УКУПНО</b>	<b>81</b>	<b>1598</b>	<b>86</b>	<b>73</b>	<b>345</b>	<b>126</b>	<b>964</b>

- Occupancy of PI capacities

	No. of children	% of contingent	Contingent	No. of children
Received above capacity	8346	4,5%	admitted in PI	184066
Not received due to occupancy of capacity	13791	7%	Applied for admittance in PI	197857

- PE, comparative review for 2005 and 2009

	Institutions	Groups	Children in PI		
			total	up to 3 y.	over 3 y.
2005	1873	7462	167441	21531	145910
2009	2364	8744	184066	27667	156399
Average ann. growth, in %	6,6%	4,3%	2,5%	7,1%	1,8%

- Children in PI by year of birth

	2008	2007	2006	2005	2004	2003	2002
No. of children	8742	17631	25405	30435	39185	61539	1129
Struct. in %, total = 100	4.7	9.6	13.8	16.5	21.3	33.4	0.6

- Children in PI by duration and paying of stay

Type of stay	No. of children	Struct. in %, total of children in PI= 100
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Duration of stay		
Up to 5 hours	42936	23%
Over 5 hours	141130	77%
Paying of stay		
Not paying	36677	20%
Pay up to 50%	59344	32%
Pay over 50%	22377	12%
Paying full amount	65678	36%

- Children in PI based on the ownership structure of the institution, type of area which includes the institution, food provision, and gender

Contingent	No. of children	In %, total of children in PI= 100
Children in state PI	182227	99%
Children in PI in urban areas	142036	77%
Using food provision in PI	166524	90%
Children by gender (male - female)	94494 - 89572	51% - 49%

- Children in PI based on parental employment

Employment status of parent	No. of children	In %, total of children in PI= 100
Both parents are employed	112946	61%
Only one parent is employed	53323	29%
Single parent (of above mentioned)	8464	5%
Both parents are unemployed	11043	10%

- Attendance of compulsory preparatory preschool programme

Territory	No. of live births March 2003 - February 2004	No. of children attending PPP	In % of total live births of respective age
The Republic of Serbia	79002	69378	87,8%
Central Serbia	58724	49823	84.8%
Vojvodina	20278	19555	96.4%
City of Belgrade	16243	13883	85.5%

- Children attending the PPP by language of realization

(Serbian, Hungarian, Slovak, Ruthenian, Romanian, Albanian, Bulgarian Croatian, bilingual), No. and % /MP/

	Serbian		Hungarian		Slovak		Ruthenian		Romanian		Albanian		Bulgarian		bilingual		Croatian	
	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children	No. of groups	No. of children
<b>TOTAL</b>	<b>15158</b>	<b>15 9218</b>	<b>201</b>	<b>3099</b>	<b>42</b>	<b>862</b>	<b>3</b>	<b>53</b>	<b>15</b>	<b>256</b>	<b>4</b>	<b>17</b>	<b>70</b>	<b>1126</b>	<b>76</b>	<b>947</b>	<b>4</b>	<b>42</b>

## Employees

- Employees of the PI by occupation and sex, and number of children per one teacher

Occupation, sex	No. of employees	%
Teachers and health workers	14578	67%
Professional Associates	409	2%
Administrative and other workers	6844	
Total of employees	21833	100%
Women employees	20817	95%

Number of children per one teacher-health worker	12.6
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## AVAILABLE DATA AND INDICATORS OF RSO<sup>8</sup> on Primary Education<sup>910</sup>

### Institutions and classes

- Primary School (PS) by organizational principle, the end of the sch. y. 2008/09

	No. of schools	Structure in %
Independent-source schools	1107	31%
of four grades (of above ment.)	2	

<sup>8</sup> K&M data is not available to RSO while ME covers educations realised in this area under curricula managed by the regulations of the Republic of Serbia (data in parenthesis)

<sup>9</sup> The data refer to the end of the school year 2008/09 or the beginning of the school year 2009/10

<sup>10</sup> The data refer to regular education, unless otherwise indicated

Separate-regional classes		2424	69%
of which	four-graded	2064	
	six-graded	3	
Total of PS-Report units (RU) <sup>1112</sup>		3531	100%

- Independent PS by organizational structure, the end of the sch. y. 2008/09

	No. of schools	Structure in %
With separated classes	634	57%
No. of separated classes	473	43%
Total of schools	1107	100%

- PS by the composition of classes (mixed-non-mixed)<sup>13</sup> end of the sch. y. 2008/09

Composition of classes	No. of schools- RU	Structure in %
Mixed	1642	47%
Non-mixed	1400	40%
Mixed and Non-mixed	489	14%
Total of schools-RU	3531	100%

- PS by the size and number of shifts, the end of the sch. y. 2008/09

	Total of schools- RU	Of which small schools		By the number of shifts		
		with one class	up to 20 pupils	1 shift	2 shifts	3 shifts
No. of schools- RU	3531	1049	1455	2370	1131	28
%, total = 100	100%	30%	41%	67%	32%	1%

- PS and classes by the number of teaching languages, start of the sch. y. 2009/10

Teaching Language	No. of schools- RU	Structure in %	No. of classes	Structure in %
One	3395	97%	26627	92%
Two	115	3%	2448	8%
Three	2	< 0,5%	38	< 0,5%
Total	3512	100%	29113	100%

<sup>11</sup> Reporting units (RU) are all organizations-facilities in statistical system that fill and submit a statistical report in given area, regardless of whether they have (independent-source institutions) or do not have legal a status (separate-regional classes-facilities).

<sup>12</sup> In a number of RSO tables for the end of the school year, the number of schools-RU is decreased by 2 schools (3 529 instead of 3 531); both cases retained the original data, because the difference is negligible

<sup>13</sup> Mixed classes are classes with two, three or more classes and as a rule they appear in first educational stage of primary education, namely in teaching (first four grades of primary school)

- PS, classes, pupils and teachers in teaching language, the end of the sch. y. 2008/09

	Total	Serbian	Albanian	Hungarian	Bulgarian	Romanian	Rusyn	Slovakian	Croat
Schools	3529	3409	55	108	26	27	3	15	7
in %	100%	96.6	1.6	3.1	summary 2.2%				
Classes	29666	27886	395	970	63	119	35	160	26
in %	100%	94.0	1.3	3.3	summary 1.4%				
Pupils	596396	565943	8337	16355	675	1338	542	2674	292
in %	100%	94.9	1.4	2.7	summary 0.9%				
Teachers <sup>14</sup>									
	49300	46485	688	1940	101	270	84	293	52
in %	100%	94.3	1.4	3.9	summary 1.6%				

- Comparative review of key indicators in regular primary education, end of the sch. 2005/06 and 2008/09

	Schools-RU	Classes	Pupils	Teachers FTE	Pupils per class	Pupils per 1 teacher
2005/06	3572	30479	639293	41561	21,0	15,4
2008/09	3529	29666	596396	42996	20,1	13,9
Difference 2008-2005	-43	-813	-42897	1435	-0,9	-1,5
Average ann. increase-decrease, %	-0,4%	-0,9%	-2,2%	1,2%	-1,4%	-3,3%

- Comparative review of primary education of pupils with special needs, primary adult education and primary music and ballet education, end of the sch. y. 2005/06 and 2008/09

	Schools-RU	Classes	Pupils	Teachers FTE	Completed the school	Pupils per 1 teacher
PS for pupils with special needs						
2005/06	245	1181	7707	1541	943	5
2008/09	249	1148	7092	1654	950	4,3
Difference 2009-2005	4	-33	-615	113	7	-0,7
PS for Adult education						
2005/06	19	188	2653	190	496	14
2008/09	17	214	2833	213	420	13,3
Difference 2009-2005	-2	26	180	23	-76	-0,7
Primary music and ballet education						
2005/06	100	...	20965	...	3291	...
2008/09	100	...	20484	...	3091	...
Difference	0	...	-481	...	-200	...

<sup>14</sup> Shown number of 49 300 teachers is not actual but multiplied number of teachers. Expressed in equivalent full-time, the number is 42 996 teachers. For more on the topic, see the footnote no. 11 with the table of the teaching staff.

2009-2005						
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## Pupils

- Pupils of PS, including repeaters, by educational stages, the start of the sch. y. 2009/10

	I-IV grade	V-VIII grade	I-VIII grade
Pupils total	283161	303986	587147
struct. in %	48%	52%	100%
Repeaters	1476	3509	4985
struct. in %	30%	70%	100%
Repeaters –			
Schoolgirls	546	11414	1687
struct. in %	32%	68%	100%

- Percentage of repeaters in PS by educational stages, total and by gender, start of the sch. y. 2009/10

Percentage of repeaters	I-IV grade	V-VIII grade	I-VIII grade
% Pupils total = 100 <sup>15</sup>	0,5%	1,2%	0,8%
% of repeaters- schoolgirls, repeaters total = 100	37%	33%	34%

- Transience, repetition and drop-out of school<sup>16</sup> before the completion of primary education, start and end of the sch. y. 2008/09

	I-IV grade	V-VIII grade	I-VIII grade
Average per grade			
Passing, %	99,1%	97,9%	98,5%
Failing, %	0,5%	1,1%	0,8%
Drop-out, %	<b>0,4%</b>	<b>1,0%</b>	<b>0,7%</b>
Total			
Passing, %	96,3%	91,5%	87,8%
Failing, %	2,1%	4,4%	6,5%
Drop-out, %	<b>1,6%</b>	<b>4,1%</b>	<b>5,7%</b>

- Pupils of PS by type of class, start of the sch. y. 2009/10

	Total	Non-mixed classes	Mixed from lower grades
Classes	29113	26041	3072 <sup>17</sup>

<sup>15</sup> See data in previous table

<sup>16</sup> Transience, repetition and drop-out were calculated by the methodology of UNESCO (UNESCO Institute for Statistics, Education Indicators, Technical Guidelines); summarily, these three indicators, expressed in percentages, yield 100%.



Struct. in %	100%	89%	11%
Pupils	587147	556358	30789 <sup>18</sup>
Struct. in %	100%	95%	5%

- Pupils of PS by the year of birth, start of the sch. y. 2009/10

	2003 and later	2002	2001	2000	1999	1998	1997	1996	1995	1994 and earlier	Total
No. of pupils	7017	69993	71831	69532	67794	70353	75027	76034	76764	2789	587134
Structure in %	1,2%	11,9%	12,2%	11,8%	11,5%	12,0%	12,8%	13,0%	13,1%	0,5%	100%

- Achievement of pupils of PS by gender, end of the sch. y. 2008/09

	Pupils total		Completed the grade		Failed the grade	
	all	girls	all	girls	all	girls
Number	596396	289866	589967	287744	6429	2122
%, total = 100	100	100	98,9%	99,3%	1,1%	0,7%
%, total = 100	100	48,6%	100%	48,8%	100%	33%

- Pupils of PS who graduated by the mode of completion, the end of the sch. y. 2008/09

	Completed the grade in total	Of which			
		at the end of teaching period	translated with insufficient grades	completed the make-up exam	completed the grade exam
Number	589967	576298	1641	11476	552
Struct. in %	100%	97,7%	0,3%	1,9%	0,1%

- Learning of foreign languages in PS, end of the sch. y. 2008/09

	Pupils total	Russian	English	French	German	Italian, Spanish, etc.
Number	596063	30613	503483	30357	28272	3522
Struct. in %	100%	5,1%	84,5%	5,1%	4,7%	0,6%

- Pupils of PS entitled to gratis transportation, start of the sch. y. 2009/10

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<sup>17</sup> Corrected data (added 3 classes)

<sup>18</sup> Corrected data (added 18 classes)

	Pupils total	Of which the transportation is used		
		up to 5 km	5 and more km	all
Number	587147	17982	22339	40321
%, total = 100	100%	3%	4%	7%

## Teachers

- Teachers by gender, norm occupancy, type of employment and educational stage in which they teach, in full-time equivalent (FTE)<sup>19</sup> start of the sch. y. 2009/10

N of the start of the sch. y.	Teachers		Norm occupancy		Type of employment		Educational stage in which they teach		
	all	women	full norm	part-time norm	indefinite term	definite term	only lower grades	lower and higher grades	only higher grades
	42997	31398	36212	6785	38288	4709	16898	3145	22954
%, total = 100	100%	73%	84%	16%	89%	11%	39%	7%	53%

- The coverage of primary education, start of the sch. y. 2009/10

	I-IV grade	V-VIII grade	I-VIII grade
Pupils total	283161	303986	587147
Of these pupils of relevant age <sup>20</sup>	279150	298178	577328
The population of appropriate age <sup>21</sup>	292193	313253	605446
Coverage in %, Gross attendance rate <sup>22</sup>	96,9%	97%	97%
Coverage in %, Net attendance rate <sup>23</sup>	95,5%	95,2%	95,4%

### <sup>19</sup>IMPORTANT NOTE:

Teachers who work with part-time (not a full norm) are shown in Full-Time Equivalent (FTE) in order to present at least approximate actual workload of teachers in schools.

In the absence of available data from the Ministry of Education, a method that is used in this review for calculating FTE is a very rough statistical estimate: FTE was obtained by halving the total number of teachers, shown in the statistical reports of RSO, without a full norm. Please note, statistics of RSO does not show the actual but multiplied number of teachers who work with shorter working hours, because one teacher can work e.g. in 3 schools with different teaching load (20%, 30%, 50%) and thus fulfil the norm to 100% and he will appear three times in the statistical reports of three schools as a teacher employed with shorter working hours.

Only the Ministry of Education is, based on data of the school administration from the CENUS report, competent to give the exact number of teachers employed in schools with part-norm (regardless of the norm occupancy degree) and, based on the percentage of norm that is covered, to provide precise data on FTE for this group of teachers. The same principle applies to all employees in schools (primary and secondary) and in PI. Otherwise, the data will not reflect the actual state of the figure displayed (e.g. number of pupils per teacher).

<sup>20</sup> For the start of the sch. y. 2009/10, pupils born in 1995-2002 ( $\approx$  7-14 yr.) were included

<sup>21</sup> Estimated number of population aged 7-14 years in the mid-2009

<sup>22</sup> Representation of pupils of regular PS in %, regardless of year of birth in the population of respective age

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- Projected number of PS pupils aged 10-14 years <sup>24</sup>

Year	Actual number of pupils aged 10-14	Estimated number of mid-year population <sup>25</sup>	Projected no. of population aged 10-14	Projected no. of pupils aged 10-14
2009	365972 <sup>26</sup> (coverage=95,2%)	384412	-	-
2010	-	-	-	360267 <sup>27</sup>
2011	-	-	-	354561
2012	-	-	366445 <sup>28</sup>	348856 <sup>29</sup>
2013	-	-	-	352108
2014	-	-	-	355361
2015	-	-	-	358613
2016	-	-	-	361866
2017	-	-	383527 <sup>21</sup>	365118 <sup>22</sup>
2018	-	-	-	361504
2019	-	-	-	357889
...	...	...	...	...
2022	-	-	364544 <sup>21</sup>	347046 <sup>22</sup>

### Key Indicators on Secondary Education (schools, classes, pupils, teachers)

- Schools, classes and pupils by gender, type of school and type of ownership, end of the sch. y. 2008/2009.

<sup>23</sup> Representation in % of pupils of regular PS, in relevant age, in the population of appropriate age

<sup>24</sup> RSO provides population projections for the five-year period (2012, 2017, 2022, etc), available at RSO website. Five variants of projections is offered, of which we have chosen a constant variation (RSO should be consulted for selection of appropriate varieties, and if necessary adjust the calculated values). Projection does not include all PS pupils (age 7-14), because the population projections relate to the five-year population groups rather than individual years (... , age 5-9 years, 10-14 years, ... etc). All data in the table, whether actual, estimated or projected, refer to age population of 10-14 years

<sup>25</sup> Source: RSO, Demographic statistics, mid-year population estimates, available at RSO website

<sup>26</sup> Source: RSO, Statistics of Education, regular PS pupils by year of birth, start of the sch. y. 2009/10

<sup>27</sup> All the projections for the number of pupils that are not shaded are obtained by reducing or increasing the number of pupils in equal annual intervals compared to the actual number of pupils in 2009, and projected numbers of students in 2012, 2017 and 2022, as the benchmark years.

<sup>28</sup> Projection of the number of pupils in 2012, 2017 and 2022 based on the selected constant variant.

<sup>29</sup> Projection of the number of pupils in 2012, 2017 and 2022 based on the selected constant variant represents a coverage of 95,2% of the projected number of population for appropriate year.

Type of school	Schools		Classes		Students		Female students		
	all	in %	all	in %	all	in %	all	in %	in % students total = 100
TOTAL:	495	100%	11074	100%	283412	100%	143093	100%	50,5%
Gymnasiums	113	22,8%	2287	20,7%	62671	22,1%	37328	26,1%	59,6%
state	100		2221		61494		36854		
private	13		66		1177		474		
Vocational	303	61,2%	7768	70,1%	198156	69,9%	93643	65,4%	47,3%
state	283		7660		196640		92927		
private	20		108		1516		716		
Art (music, ballet, visual arts)	38	7,7%	298	2,7%	4643	1,6%	2911	2,0%	62,7%
Mixed (vocational-gymnasiums)	33	6,7%	594	5,4%	15020	5,3%	8288	5,8%	55,2%
Mixed (vocational-artistic)	3	0,6%	97	0,9%	2274	0,8%	781	0,5%	34,3%
Religious	5	1,0%	30	0,3%	648	0,2%	142	0,1%	21,9%

- Specialized gymnasiums and classes (state and private), start of the sch. y. 2009/10

	Total	Mathematical	Philological	Sports	Computer science	Physical	Art
Gymnasiums	9	2	4	2	1	-	-
Classes	19	5	10	2	-	1	1

- Comparative review of key indicators in secondary education, start of the sch. y. 2005/06 and 2009/09

	Schools	Classes	Students	Teachers FTE	Students per class	Students per 1 teacher
2005/06	478	10959	293711	21598	26,8%	13,6%
2009/10	499	11145	287599	23918	25,8%	12,0%
Difference 2009-2005	21	186	-6112	2320	-1	-1.6
Average ann. increase-decrease, %	1,1%	0,4%	-0,5%	2,7%	-0,9%	-2,9%

- Teaching in languages of national minorities in secondary school, the end of the sch. y. 2008/09

	Total	Of which in minority languages							
		all	in %, total = 100	Albanian	Hungarian	Romanian	Rusyn	Slovakian	Croat
Schools	495	49	9,9%	4	38	2	2	2	1
Classes	11074	442	4,0%	116	298	8	7	11	2
Students	283412	10039	3,5%	3277	6097	230	132	265	38
Teachers	23918	1343	5,6%	261	935	35	26	64	22

## Students

- Immediately continuing of education (from primary to secondary), start of the sch. y. 2008/09 and 2009/10

School Year	Admitted for the 1 <sup>st</sup> time in 1 <sup>st</sup> grade of secondary school	Of which completed 8 <sup>th</sup> grade of PS in previous sch. y.	Continued education (from primary to secondary), in % <sup>30</sup>
2008/09, data of RSO	78970 <sup>31</sup>	77010	97,5%
2009/10, data of ME	79409 <sup>32</sup>	75935	95,6%

- The coverage of secondary education, start of the sch. y. 2009/10

	3-year	4-year	Total secondary education
Students total	46348	240496	286844
Of which students of relevant age <sup>33</sup>	...	...	281122
The population of appropriate age <sup>34</sup>	252475	339873	339873
Coverage in %, Gross attendance rate <sup>35</sup>	18,4%	70,8%	84,4%
Coverage in %, Net attendance rate <sup>36</sup>	...	...	82,7%

- Transience, repetition and drop-out of school<sup>37</sup> before the completion of secondary school, for the sch. y. 2008/09

	3-year education	4-year education
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<sup>30</sup> The difference in the percentage of students who continue their education (4.5% according to the Ministry of Education and 2.5% according to the RSO) is the result of difference in coverage. RSO data represent the real percentage of students who continue their education immediately, while the data of ME is displayed comparatively as a possible corrective factor and control of the coverage.

<sup>31</sup> Full coverage of all secondary schools, both private and state (39 schools), except foreign.

<sup>32</sup> Coverage of state schools only

<sup>33</sup> For the start of the sch. y. 2009/10 are only included students born in 1995-2002 ( $\approx$  7-14 yr.)

<sup>34</sup> Estimated number of population aged 7-14 years in the mid-2009

<sup>35</sup> Representation of pupils of regular PS in %, regardless of year of birth in the population of appropriate age

<sup>36</sup> Representation in % of pupils of regular PS, in relevant age, in the population of appropriate age

<sup>37</sup> See footnote no 17.

Transience, %	89,0%	96,7%
Repetition, %	3,1%	1,0%
Drop-out, %	7,8%	2,3%

- Completion of secondary school by duration of education, the sch. y. 2008/09, in %

Completed 3-year education	Youth aged 18	Coverage in %, <sup>38</sup>	Completed 4-year education	Youth aged 19	Coverage in %, <sup>38</sup>
15448	87398	17,7%	54760	87827	62,3%

- Teaching in languages of national minorities in secondary school, the end of the sch. y. 2008/09

	Total	Of which in minority languages							
		all	in %, total = 100	Albanian	Hungarian	Romanian	Rusyn	Slovakian	Croat
Schools	495	49	9,9%	4	38	2	2	2	1
Classes	11074	442	4,0%	116	298	8	7	11	2
Students	283412	10039	3,5%	3277	6097	230	132	265	38
Teachers	23918	1343	5,6%	261	935	35	26	64	22

- Students by gender and repeaters, by field of work and duration of education, start of the sch. y. 2009/10

Field of work	Students					By duration of education			
	total	all		in %, total = 100		all		in %, total = 100	
		female students	repeaters	female students	repeaters	4 y.	3 y.	4 y.	3 y.
THE REPUBLIC OF SERBIA	286844	143222	4034	49,9%	2,8%	240496	46348	83,8%	16,2%
Gymnasium	68426	40465	358	59,1%	0,9%	68426		100,0%	
Agriculture, food production and processing	18524	9529	522	51,4%	5,5%	13911	4613	75,1%	1,6%
Forestry and wood processing	3909	1484	119	38,0%	8,0%	3010	899	77,0%	0,3%
Geology, Mining and Metallurgy	1021	392	17	38,4%	4,3%	837	184	82,0%	0,1%
Mechanical engineering and metal processing	30097	5523	704	18,4%	12,7%	19891	10206	66,1%	3,6%
Electrical engineering	28422	2132	729	7,5%	34,2%	22233	6189	78,2%	2,2%

<sup>38</sup> This indicator in international sources and databases usually stands for: **graduation rate**

Chemistry, Non-metals and Graphic design	10918	7255	183	66,4%	2,5%	10502	416	96,2%	0,1%
Textile and leather	4784	4040	83	84,4%	2,1%	3638	1146	76,0%	0,4%
Geodesy and Construction	8251	2073	162	25,1%	7,8%	6751	1500	81,8%	0,5%
Transportation	13134	3577	226	27,2%	6,3%	9638	3496	73,4%	1,2%
Trade, hospitality and tourism	26877	15420	416	57,4%	2,7%	13836	13041	51,5%	4,5%
Economics, law and administration	38077	25326	121	66,5%	0,5%	38077		100,0%	
Hydrometeorology	229	152	0	66,4%	0,0%	229		100,0%	
Culture, Arts and Public Information	5938	3716	78	62,6%	2,1%	5938		100,0%	
Health and social care	23597	18299	155	77,5%	0,8%	23324	233	98,8%	0,1%
Other (personal services)	4640	3839	161	82,7%	4,2%	215	4425	4,6%	1,5%

- Female students by field of work and duration of education, start of the sch. y. 2009/10

Field of work	Female students total	By duration of education		in %, total = 100	
		4 y.	3 y.	4 y.	3 y.
THE REPUBLIC OF SERBIA	143222	128442	14780	89,7%	10,3%
Gymnasium	40465	40465		100,0%	
Agriculture, food production and processing	9529	7440	2089	78,1%	21,9%
Forestry and wood processing	1484	1371	113	92,4%	7,6%
Geology, Mining and Metallurgy	392	367	25	93,6%	6,4%
Mechanical engineering and metal processing	5523	5228	295	94,7%	5,3%
Electrical engineering	2132	2012	120	94,4%	5,6%
Chemistry, Non-metals and Graphic design	7255	7014	241	96,7%	3,3%
Textile and leather	4040	3072	968	76,0%	24,0%
Geodesy and Construction	2073	2025	48	97,7%	2,3%
Transportation	3577	3205	372	89,6%	10,4%
Trade, hospitality and tourism	15420	8718	6702	56,5%	43,5%
Economics, law and administration	25326	25326		100,0%	
Hydrometeorology	152	152		100,0%	
Culture, Arts and Public Information	3716	3716		100,0%	
Health and social care	18299	18107	174	99,0%	1,0%
Other (personal services)	3839	206	3633	5,4%	94,6%

- Part-time students by gender and duration of education, end of the sch. y. 2008/09

	Students		By duration of education		Completed the school	
	all	female students	3 y.	4 y.	3 y.	4 y.
No. of students	12407	4479	4477	7930	1472	2378
In %, total = 100%	100%	36%	36%	64%	38%	62%
In %, total (regular and part-time) = 100	4,2%	3,0%	8,5%	3,3%	8,7%	4,2%

- Learning of foreign languages in secondary school, end of the sch. y. 2008/09

	Total	Russian	English	French lang.	German	Italian lang.	Spanish	Other
Students	364678	33537	249854	39811	36259	3128	1133	956
Structure in %	100%	9,2%	68,5%	10,9%	9,9%	0,9%	0,3%	0,3%

- Projected number of secondary school students aged 15-19 years <sup>39</sup>

Year	Actual number of pupils aged 15-19	Estimated number of mid-year population <sup>40</sup>	Projected no. of population aged 15-19	Projected no. of students aged 15-19
2009	284437 <sup>41</sup> (coverage=77,2%)	365846	-	-
2010	-	-	-	294959 <sup>42</sup>

<sup>39</sup> RSO provides population projections for the five-year period (2012, 2017, 2022, etc), available at RSO website. Five variants of projections are offered, of which we have chosen a constant variant (RSO should be consulted for selection of appropriate variant, and if necessary adjust the calculated values). Projection includes all SS pupils aged 15-19 (this is not the total contingent of students, there are both younger and older ones) because the population projections relate to the five-year population groups rather than individual years. All data in the table, whether actual, estimated or projected, refer to population aged 15-19 years.

Based on the display of tabular views the average annual reduction in the number of secondary school students can be calculated for 10 years, 2010-2019, which is 0.1% (total 1.6%).

<sup>40</sup> Source: RSO, Demographic statistics, mid-year population estimates, available at RSO website

<sup>41</sup> Source: RSO, Statistics of Education, regular PS pupils by year of birth, start of the sch. y. 2009/10

<sup>42</sup> All the projections for the number of pupils that are not shaded are obtained by reducing or increasing the number of pupils in equal annual intervals compared to the actual number of students in 2009, and projected numbers of students in 2012, 2017 and 2022, as the benchmark years.



2011	-	-	-	305482
2012	-	-	406697 <sup>43</sup>	316004 <sup>44</sup>
2013	-	-	-	309566
2014	-	-	-	303128
2015	-	-	-	296689
2016	-	-	-	290251
2017	-	-	365267 <sup>21</sup>	283813 <sup>22</sup>
2018	-	-	-	287070
2019	-	-	-	290328
...	...	...	...	...
2022	-	-	386229 <sup>21</sup>	300100 <sup>22</sup>

- Occupancy of admission rate in secondary schools (1<sup>st</sup> grade), start of the sch. y. 2009/10<sup>45</sup>

	Regular gymnasiums	Specialised gymnasiums and classes	Art schools	Vocational schools, 3-year education	Vocational schools, 4- year education
Occupancy in numbers	17604	902	1793	20999	46067
Occupancy of rate in %	93,9%	99,1%	93,0%	71,3%	93,9%

- Representation of Roma candidates in secondary school admittance start of the sch. y. 2005/06-2009/10<sup>46</sup>

	2005/06	2006/07	2007/08	2008/09	2009/10
Primary schools	1181	1180	1185	1189	1192
Of which PS attended by Roma pupils	99	124	231	226	177 <sup>47</sup>
In %	8,4%	10,5%	19,5%	19,0%	14,8%
Candidates	85979	85761	82334	82502	81040
Of which Roma <sup>48</sup>	196	230	502	512	419

<sup>43</sup> Projection of the number of pupils in 2012, 2017 and 2022 based on the selected constant variant.

<sup>44</sup> Projection of the number of pupils in 2012, 2017 and 2022 based on the selected constant variant represents a coverage of 95,2% of the projected number of population for appropriate year.

<sup>45</sup> Source: Ministry of Education, a database of secondary school admittance

<sup>46</sup> For Roma candidates the data source is the National Council of Roma Minority.

<sup>47</sup> For 21 candidates data on primary school which they completed is not available.

<sup>48</sup> All candidates were admitted in first or second round, of which 770 (41%) is admitted by affirmative action (cumulative 2005-2009)

In %	0,23%	0,27%	0,61%	0,62%	0,52%

## Teachers

- Teachers of secondary schools by gender, norm occupancy and type of employment, in full-time equivalent (FTE)<sup>49</sup> end of the sch. y. 2008/09

	Teachers		By norm occupancy		By type of employment	
	all	women	full norm	part-norm	indefinite period	definite period
No. of FTE teachers	23918	15160	19242	4676	21114	2804
%, total = 100	100%	63%	80%	20%	88%	12%
Of which teachers in SSSSN FTE <sup>50</sup>						
	659	399	521	138	566	93
%, total = 100	100%	61%	79%	21%	86%	14%

- Teachers of secondary schools by length of service, start of the sch. y. 2008/09

	Total	up to 5 y.		6-20	21-35	36 and more
		all	trainees			
No. of teachers	29074 <sup>51</sup>	5612	1630	12814	9584	1064
Structure in %	100%	19,3%	5,6%	44,1%	33,0%	3,7%

### <sup>49</sup> IMPORTANT NOTE

Teachers who work with short-time (not a full norm) are shown in Full-Time Equivalent (FTE) in order to present at least approximate actual workload of teachers in schools.

In the absence of available data from the Ministry of Education, a method that is used in this review for calculating FTE is a very rough statistical estimate: FTE was obtained by halved the total number of teachers shown in the statistical reports of RSO that do not have full norm. Please note, statistics of RSO does not show the actual but multiplied number of teachers who work with shorter working hours, because one teacher can work for example in 3 schools with different teaching load per week (20%, 30%, 50%) and thus fulfil the norm to 100% and he will appear three times in the statistical reports of the three schools as a teacher employed with shorter working hours. As for the teachers working over the norm, their number, when reduced to FTE, is about 2%, which is why such a small stake, and for comparability with previous years, is treated as working 100%.

Only the Ministry of Education is, based on data of the school administration from the CENUS report, competent to give the exact number of teachers employed in schools with part-norm (regardless of the norm fulfilment degree) and, based on the percentage of norm that is covered, to provide precise data on FTE for this group of teachers. The same principle applies to all employees in schools (primary and secondary) and PI. Otherwise, the data will not reflect the actual state of the phenomenon being displayed (e.g. number of students per teacher).

<sup>50</sup> SSSSN = Secondary Schools for Students with Special Needs

<sup>51</sup> Shown number of teachers is not real, but multiplied.

- Teachers of secondary schools by age and gender, start of the sch. y. 2009/10

	Total	up to 29 y.		30-49		50-59		60 and more	
		all	in %, total = 100	all	in %, total = 100	all	in %, total = 100	all	in %, total = 100
No. of teachers	29074 <sup>52</sup>	2778	9,6%	16957	58,3%	7355	25,3%	1984	6,8%
Female teachers	18563	1909	10,3%	11500	62,0%	4367	23,5%	787	4,2%
% of women by age group	63,8%	68,7%	-	67,8%	-	59,4%	-	39,7%	-

- Teachers of secondary schools by subject orientation, start of the sch. y. 2009/10

Subject orientation	Gender	No. of teachers			%, total = 100		
Teachers in gymnasiums and of general subjects	all	17086	10305	3391	59%	52%	73%
	women	11653	7225	2214	63%	57%	75%
	%, total = 100	68%	70%	65%	-	-	-
Teachers of vocational subjects	all	11988	9496	1246	41%	48%	27%
	women	6910	5442	734	37%	43%	25%
	%, total = 100	58%	57%	59%	-	-	-
Teachers total	all	29074	19801	4636,5	100%	100%	100%
	women	18563	12667	2948	100%	100%	100%
	%, total = 100	64%	64%	64%	-	-	-

### Statistical data on higher education institutions, students and employees in higher education institutions

All statistics contained in the tables below refer to the last completed 2009/10 school year and a small part to the school year 2008/2009. Latest data will be provided later when it becomes available.

Sources for data are universities and colleges as well as the Republic Statistical Office.

## 1. HIGHER EDUCATION INSTITUTIONS IN SERBIA

	HIGHER EDUCATION INSTITUTIONS		
	STATE	PRIVATE	ALL
Universities	7	10	17
Faculties (83 faculties and 6 departments)	89	49	138
Academic study colleges	3	4	7
Academies of vocational study colleges	0	0	0
Vocational study colleges	47	23	70

<sup>52</sup> See data in previous table

<b>ALL:</b>	<b>146</b>	<b>86</b>	<b>232</b>
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### 1.1. NUMBER OF STUDENTS BY UNIVERSITIES

NAME OF UNIVERSITY	NUMBER OF STUDENTS BY UNIVERSITIES	
	STATE	PRIVATE
University of Belgrade	75.037	
University of Arts in Belgrade	2.508	
University of Novi Sad	46.857	
University of Kragujevac	14.263	
University of Nis	29.327	
University of Pristina, with temporary seat in Kosovska Mitrovica	10.521	
State University of Novi Pazar	3.175	
Megatrend		13.671
European University		884
Metropolitan		731
Singidunum		10.291
Edukons		858
Union		2.164
Alfa		2.936
University of Novi Pazar		2.334
Academy of Fine Arts		504
Business Academy		586
<b>ALL:</b>	<b>181.688</b>	<b>34.959</b>
	<b>216.647</b>	

### 1.2. NUMBER OF STUDENTS AT COLLEGES

COLLEGES	NUMBER OF STUDENTS IN VOCATIONAL STUDY COLLEGES	
	STATE	PRIVATE
	45.285	5.007
<b>ALL:</b>	<b>50.292</b>	

### 1.3. NUMBER OF FOREIGN STUDENTS

In the Republic of Serbia foreign nationals are also educated.

The following table shows the number of foreign students and their structure by country of origin:

COUNTRY OF ORIGIN	NUMBER OF FOREIGN STUDENTS AT UNIVERSITIES		
	UNIVERSITIES	VOCATIONAL STUDY	ALL

		<b>COLLEGES</b>	
Montenegro	3.179	511	3.690
Bosna and Hercegovina	4.920	790	5.710
Macedonia	97	40	137
Croatia	372	74	446
Slovenia	29	2	31
Other	249	14	263
<b>ALL:</b>	<b>8.846</b>	<b>1431</b>	<b>10.277</b>

The number of foreign students at the universities, in the total number of foreign students, is represented with 86.08 % and in vocational study colleges with 13.92%.

The number of students from the former Yugoslav republics, at universities, is represented with 97.19% of foreign students.

The number of students from the former Yugoslav republics, at vocational study colleges, is represented with 98.61% of foreign students.

## **2. NUMBER OF STUDENTS REGISTERED AT HIGHER EDUCATION INSTITUTIONS IN ALL TYPES AND LEVELS OF STUDY**

At all higher education institutions in the Republic of Serbia (universities, faculties and vocational study colleges) founded by the Republic (government) and not founded by the Republic (private) a total of 266 939 students is registered in all types and levels of study; 226 973 students are educated at **state** universities (85.03 %), and 39 966 students at **private** universities (14.97 %).

Of **state** higher education institutions, at **academic** studies (universities, faculties) 181 688 students are registered (80.05%) and at **vocational** studies, 45 285 students (19.95%).

Of **private** higher education institutions, at **academic** studies (universities, faculties) **34 959** students is registered (87.47%) and at **vocational** studies, **5 007** students (12.53%).

### **2.1. HIGHER EDUCATION INSTITUTIONS FOUNDED BY THE REPUBLIC OF SERBIA (STATE)**

#### **2.1.1. Universities**

University of Belgrade is the largest and oldest university in Serbia, it includes 31 faculties and about 75 037 students; University of Novi Sad includes 14 faculties and 46 857 students; University of Nis includes 15 faculties and 29 327 students; University of Kragujevac includes 11 faculties and 14 263 students; University of Pristina, with temporary seat in Kosovska Mitrovica includes 10 faculties and 10 521 students; University of Arts in Belgrade includes 4 faculties and 2 508 students, and State University of Novi Pazar is integrated and includes six departments with 3 175 students.

<b>Type and level of study</b>	<b>Number of registered students</b>	<b>% of share in total no. of students 100% =181 688</b>
Basic academic and integrated study	145.139	79.88
Basic vocational study (at university)	1.481	0.82
Master study	7.097	3.91
Specialised vocational study (at university)	817	0.45
Specialised academy study	2.230	1.23
Doctoral study	3.693	2.03
Old curriculum	21.231	11.69
<b>All</b>	<b>181.688</b>	<b>100.00</b>

The following table gives an overview of registered students by type of financing:

<b>Type and level of study</b>	<b>Budget</b>	<b>Self-financing</b>	<b>All</b>	<b>% Students on budget</b>
Basic academic and integrated studies	92.896	52.243	145.139	64.00
Basic vocational study (at university)	373	1.108	1.481	25.19
Master study	3.049	4.048	7.097	42.96
Specialised vocational study	244	573	817	29.87
Specialised academy study	1.179	1051	2.230	52.87
Doctoral study	813	2.880	3.693	22.01
Old curriculum	13.911	7.320	21.231	65.52
<b>All</b>	<b>112.465</b>	<b>69.223</b>	<b>181.688</b>	<b>61.90</b>

### 2.1.2. Vocational study colleges

<b>Type and level of study</b>	<b>No. of students</b>	<b>% of share in total no. of students 100% =45285</b>
Basic vocational study	43.776	41.51
Specialised vocational study	1.509	58.49
<b>All</b>	<b>45.285</b>	<b>100.00</b>

The following table gives an overview of registered students by type of financing:

<b>Type and level of study</b>	<b>Budget</b>	<b>Self-financing</b>	<b>All</b>	<b>% of students on budget</b>
--------------------------------	---------------	-----------------------	------------	--------------------------------

Basic vocational study	18.800	24.976	43.776	42.95
Specialised vocational study	0	1.509	1.509	0.00
<b>All</b>	<b>18.800</b>	<b>26.485</b>	<b>45.285</b>	<b>41.51</b>

## 2.2.HIGHER EDUCATION INSTITUTIONS NOT FOUNDED BY THE REPUBLIC OF SERBIA (PRIVATE)

### 2.2.1. Universities

Type and level of study	No. of students	% of share in total no. of students 100% = 34.959
Basic academic and integrated studies	29.708	84.98
Basic vocational study (at university)	3.084	8.82
Master study	1.676	4.79
Specialised vocational study (at university)	0	0.00
Specialised academy study	178	0.51
Doctoral study	313	0.90
<b>All</b>	<b>34.959</b>	<b>100.00</b>

### 2.2.2. Vocational study colleges

Type and level of study	No. of students	% of share in total no. of students 100% = 5.007
Basic vocational study	5.007	100.00
Specialised vocational study	0	0.00
<b>All</b>	<b>5.007</b>	<b>100.00</b>

## 3. NUMBER OF GRADUATED STUDENTS

At all higher education institutions in the Republic of Serbia (universities, faculties and vocational study colleges) founded by the Republic (government) and not founded by the Republic (private) a total of **46 108** students graduated; **31 656** students graduated at **state** universities (68.66 %), and **14 452** students at **private** universities (31.34 %).

Of **state** higher education institutions, at **academic** studies (universities, faculties) graduated **21 293** students (67.26 %) and at **vocational** studies, **10 363** students (32.74 %).

Of **private** higher education institutions, at **academic** studies (universities, faculties) graduated **10 387** students (71.87 %) and at **vocational** studies, **4 065** students (28.13 %).

### 3.1. HIGHER EDUCATION INSTITUTIONS FOUNDED BY THE REPUBLIC OF SERBIA

#### 3.1.1. Universities

	<b>No. of students</b>	<b>TT field</b>	<b>S field</b>
<b>Graduate students at the study level I and II</b>	20.775	4.006	1.771
<b>Doctoral study</b>	518		
<b>All</b>	<b>21.293</b>	<b>4.006</b>	<b>1.771</b>

In columns (TT and S) from the total number of graduates are separated students who have completed study programmes in two fields, TT and S.

TT field: technical and technological field

S field: Science field

#### 3.1.2. Vocational study colleges

	<b>No. of students</b>
<b>Basic vocational study</b>	9.988
<b>Specialised vocational study</b>	375
<b>All</b>	<b>10.363</b>

The following table from the total number of graduates are separated students who have completed study programmes in two fields, TT and S.

	<b>No. of students</b>		<b>% (100% = total graduates in the category)</b>	
	<b>TT field</b>	<b>S field</b>	<b>TT field</b>	<b>S field</b>
<b>Basic vocational study</b>	4365	361	43,70	3,61
<b>Specialised vocational study</b>	371	0	3,71	0
<b>All</b>	4736	361	47,42	3,61

### 3.2. HIGHER EDUCATION INSTITUTIONS NOT FOUNDED BY THE REPUBLIC OF SERBIA

#### 3.2.1. Private universities

	<b>No. of students</b>
<b>Basic academic and integrated studies</b>	9.279
<b>Basic vocational study</b>	499
<b>Master study</b>	514
<b>Specialised vocational study</b>	1



<b>Specialised academy study</b>	8
<b>Doctoral study</b>	86
<b>All</b>	<b>10.387</b>

The following table from the total number of graduates are separated students who have completed study programmes in two fields, TT and S.

	No. of students		% (100% = total graduates in the category)	
	TT field	S field	TT field	S field
<b>Basic academic and integrated studies</b>	516	85	5.56	0.92
<b>Basic vocational study</b>	35	0	7.01	0.00
<b>Master study</b>	11	43	2.14	8.37
<b>Specialised vocational study</b>	1	0		0.00
<b>Specialised academy study</b>	0	0	0	0.00
<b>Doctoral study</b>	18	3	20.93	3.49
<b>All</b>	<b>581</b>	<b>131</b>	<b>5.59</b>	<b>1.26</b>

TT field: technical and technological field

S field: Science field

### 3.2.2. Private Vocational study colleges

<b>Vocational study colleges</b>	<b>No. of students</b>	<b>Graduated in S field</b>
<b>Basic vocational study</b>	<b>4.065</b>	<b>36</b>

The following table from the total number of graduates are separated students who have completed study programmes in two fields, TT and S.

### 3.3. The average duration of study at universities:

	<b>State universities</b>	<b>Private universities</b>	<b>Total</b>
Basic academy study	4-7.75 years	3-6 years	3 – 7.75
Master study	1.5-2 years	11 months – 2 years	11 months – 2 years
Specialised academy study	2 years	1-2 years	1-2 years

At the state vocational study colleges basic vocational studies last 3 - 5.4 years and specialised vocational studies 1 - 2 years.

**3.4. The number of students who leave education without formally recognized qualifications:** these data refer to Question no. 8

State universities	Private universities	Vocational study colleges
1357	704	1266

**4. EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS**

At all higher education institutions in the Republic of Serbia (universities, faculties and vocational study colleges) founded by the Republic (government) and not founded by the Republic (private) a total of **22 041** teachers and non-teaching personnel is employed; **19 690** are employed at **state** universities (89.33 %), and **2 351** at **private** universities (10.67 %).

Of **state** higher education institutions, at **academic** studies (universities, faculties) **17 260** teachers and non-teaching personnel are employed (87.66 %) and at **vocational** studies, **2 430** (12.34 %).

Of **private** higher education institutions, at **academic** studies (universities, faculties) **2 045** teachers and non-teaching personnel are employed (86.98 %) and at **vocational** studies, **306** (13.02 %).

**4.1. EMPLOYED IN HIGHER EDUCATION INSTITUTIONS FOUNDED BY THE REPUBLIC OF SERBIA**

	Teaching personnel	Non-teaching personnel	All
Universities and faculties	11440	5820	17260
Vocational study colleges	1497	933	2430
<b>All</b>	<b>12937</b>	<b>6753</b>	<b>19690</b>

**4.2. EMPLOYED IN HIGHER EDUCATION INSTITUTIONS NOT FOUNDED BY THE REPUBLIC OF SERBIA (PRIVATE)**

	Teaching personnel	Non-teaching personnel	All
Universities and faculties	1.474	571	2.045
Vocational study colleges	239	67	306
<b>All</b>	<b>1.713</b>	<b>638</b>	<b>2.351</b>

**5. ACCREDITED HIGHER EDUCATION INSTITUTIONS AND STUDY PROGRAMMES**

These data refer to Question no. 10

In the Republic of Serbia, accreditation of higher education institutions and study programmes was performed by Commission for Accreditation and Quality Assurance according to the following table:

Higher education institution	Number of accredited higher education institutions	Number of accredited study programmes
State universities	89	1100
Private universities	51	251
State colleges	47	354
Private colleges	23	150
<b>All:</b>	<b>210</b>	<b>1855</b>

## PUPILS' AND STUDENTS' STANDARD

- Pupils/students, beneficiaries of scholarships and credits, the sch. y. 2009/10<sup>53</sup>

	Beneficiaries of scholarships-credits					Monthly amount,	
	total	pupils		students		RSD	
		all	in %	all	in %	pupils'	students'
Scholarships	19680	11276	57%	8404	43%	3.900	6.100
Credits	17862	398	2%	17464	98%	3.900	6.100

## ADULT EDUCATION

- Attendants of additional training, retraining and specialisation, end of the sch. y. 2008/09

Field of work	Additional training		Retraining		Specialisation	
	all	women	all	women	all	women
TOTAL:	4175	1601	2769	1084	1367	313
Gymnasiums			223	155		
Agriculture, food production and processing	264	141	114	63	16	2
Forestry and wood processing	126	25	31	7	22	
Geology, Mining and Metallurgy	23	13	18	12	15	
Mechanical engineering and metal processing	652	73	463	61	314	3
Electrical engineering	453	19	278	29	235	7
Chemistry, Non-metals and Graphic design	165	109	81	56	58	29
Textile and leather	272	160	38	25	7	6
Geodesy and Construction	24	2	28	7	7	
Transportation	428	48	126	15	239	19
Trade, hospitality and tourism	999	583	202	113	329	152
Economics, law and administration	169	126	34	17	14	10
Culture, Arts and Public Information <sup>54</sup>			10	2		

<sup>53</sup> Data taken from the Ministry of Education

<sup>54</sup> One retraining of religious school is included

Health and social care	144	106	170	150	52	34
Personal services	87	76	54	38	31	27
Unknown	369	120	899	334	28	24
Structure in %, TOTAL = 100						
TOTAL:	100	100	100	100	100	100
Gymnasiums			8.1	14.3		
Agriculture, food production and processing	6.3	8.8	4.1	5.8	1.2	0.6
Forestry and wood processing	3.0	1.6	1.1	0.6	1.6	
Geology, Mining and Metallurgy	0.6	0.8	0.7	1.1	1.1	
Mechanical engineering and metal processing	15.6	4.6	16.7	5.6	23.0	1.0
Electrical engineering	10.9	1.2	10.0	2.7	17.2	2.2
Chemistry, Non-metals and Graphic design	4.0	6.8	2.9	5.2	4.2	9.3
Textile and leather	6.5	10.0	1.4	2.3	0.5	1.9
Geodesy and Construction	0.6	0.1	1.0	0.6	0.5	
Transportation	10.3	3.0	4.6	1.4	17.5	6.1
Trade, hospitality and tourism	23.9	36.4	7.3	10.4	24.1	48.6
Economics, law and administration	4.0	7.9	1.2	1.6	1.0	3.2
Culture, Arts and Public Information			0.3	0.2		
Health and social care	3.4	6.6	6.1	13.8	3.8	10.9
Personal services	2.1	4.7	2.0	3.5	2.3	8.6
Unknown	8.8	7.5	32.5	30.8	2.0	7.7
Structure in %, TOTAL = 100						
TOTAL:	100	38.3	100	39.1	100	22.9
Gymnasiums			100	69.5		
Agriculture, food production and processing	100	53.4	100	55.3	100	12.5
Forestry and wood processing	100	19.8	100	22.6	100	0
Geology, Mining and Metallurgy	100	56.5	100	66.7	100	0
Mechanical engineering and metal processing	100	11.2	100	13.2	100	1.0
Electrical engineering	100	4.2	100	10.4	100	3.0
Chemistry, Non-metals and Graphic design	100	66.1	100	69.1	100	50.0
Textile and leather	100	58.8	100	65.8	100	85.7
Geodesy and Construction	100	8.3	100	25.0	100	0
Transportation	100	11.2	100	11.9	100	7.9
Trade, hospitality and tourism	100	58.4	100	55.9	100	46.2
Economics, law and administration	100	74.6	100	50.0	100	71.4
Culture, Arts and Public Information			100	22.2		
Health and social care	100	73.6	100	88.2	100	65.4
Personal services	100	87.4	100	70.4	100	87.1

Unknown	100	32.5	100	37.2	100	85.7
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- Persons who completed training, vocational training, a two-year education for work or master's and specialist education /RSO/ 2008/09

Field of work	Training		Vocational training		Two-year education for work		Master's and specialist education	
	all	wome n	all	wome n	all	wome n	all	wome n
TOTAL:	419	157	273	29	4		128 4	182
Agriculture, food production and processing	16	11					2	
Forestry and wood processing	6		67				13	
Geology, Mining and Metallurgy							10	
Mechanical engineering and metal processing	145	4	20		4		377	2
Electrical engineering			21	2			194	2
Chemistry, Non-metals and Graphic design	12	4					16	1
Textile and leather	73	48	1	1			3	2
Geodesy and Construction	10						1	
Transportation	40	3	139	9			497	55
Trade, hospitality and tourism	15	2	6	4			85	48
Economics, law and administration	50	36	19	13			18	13
Health and social care	13	13						
Personal services	39	36					68	59
Structure in %, TOTAL = 100								
TOTAL:	100	100	100	100	10 0		100	100
Agriculture, food production and processing	3.8	7.0					0.2	
Forestry and wood processing	1.4		24. 5				1.0	
Geology, Mining and Metallurgy							0.8	
Mechanical engineering and metal processing	34. 6	2.5	7.3		10 0		29.4	1.1
Electrical engineering			7.7	6.9			15.1	1.1
Chemistry, Non-metals and Graphic design	2.9	2.5					1.2	0.5
Textile and leather	17. 4	30.6	0.4	3.4			0.2	1.1
Geodesy and Construction	2.4						0.1	
Transportation	9.5	1.9	50. 9	31.0			38.7	30.2
Trade, hospitality and tourism	3.6	1.3	2.2	13.8			6.6	26.4
Economics, law and administration	11. 9	22.9	7.0	44.8			1.4	7.1
Health and social care	3.1	8.3						
Personal services	9.3	22.9					5.3	32.4
Structure in %, TOTAL = 100								
TOTAL:	100	37.5	100	10.6	10	0	100	14.2

					0			
Agriculture, food production and processing	100	68.8					100	0
Forestry and wood processing	100	0	100	0			100	0
Geology, Mining and Metallurgy							100	0
Mechanical engineering and metal processing	100	2.8	100	0	10 0	0	100	0.5
Electrical engineering			100	9.5			100	1.0
Chemistry, Non-metals and Graphic design	100	33.3					100	6.3
Textile and leather	100	65.8	100	100			100	66.7
Geodesy and Construction	100	0					100	0
Transportation	100	7.5	100	6.5			100	11.1
Trade, hospitality and tourism	100	13.3	100	66.7			100	56.5
Economics, law and administration	100	72.0	100	68.4			100	72.2
Health and social care	100	100						
Personal services	100	92.3					100	86.8

- The working age population (15-64 years) by activity and employment status<sup>55</sup>

Total	Active		Employees		Teachers included		Unemployed	
	all	in %, total = 100	all	in %, total = 100	all	in %, total employed = 100	all	in %, total active = 100
4899384	2970612	60,6%	2468689	83,1%	151398	6,1%	501924	16,9%

- The working age population (15-64 years) by age group by highest level of education<sup>56</sup>

Age group	Total	Without PS or incomplete PS		Primary Education		Secondary education		High and Higher Education	
		all	in %, total =100	all	in %, total =100	all	in %, total =100	all	in %, total =100
15-19	406610	23613	5,8%	312701	76,9%	70297	17,3%		
20-24	448425	7418	1,7%	41459	9,2%	379867	84,7%	19679	4,4%
25-29	443509	9376	2,1%	45710	10,3%	314173	70,8%	74250	16,7%
30-34	425083	12120	2,9%	59749	14,1%	271504	63,9%	81710	19,2%
15-64	4899384	293762	6,0%	1161697	23,7%	2739131	55,5%	704793	14,4%
Relevant age groups for certain levels of education									
20-29	891934			87169	9,8%	694040	77,8%		
25-34	868592							155960	18,0%
25-64	4483873			880857	19,6%	2567634	57,3%	773191	17,2%

<sup>55</sup> Source: RSO, Labour Force Survey 2009, Statistical bulletin no. 517

<sup>56</sup> Source: RSO, Labour Force Survey 2009, Statistical bulletin no. 517

## EDUCATIONAL INFRASTRUCTURE (school facilities and equipment) /RSO/

- School buildings by the number of schools using the building, and by construction year

	No. of schools using the building				Year of construction		
	total	one school	two schools	three and more schools	up to 1950	1951-2000	after 2000
No. of buildings	4612	4212	360	40	1628	2832	152
Structure in %	100%	91%	8%	1%	35%	61%	3%

- School buildings by the technical validity

	Total	Valid	Repair or partial replacement needed	Reconstr., renovation or replacement needed	Worn-out	Unfinished
No. of buildings	4612	1629	1893	821	207	62
Structure in %	100%	35%	41%	18%	4%	1%

- School buildings with teaching rooms by type of heating

	Total	Remote central heating	Own central heating	Solid and liquid fuel stoves and oth.
No. of buildings	4588	588	1777	2223
Structure in %	100%	13%	39%	48%

- School buildings with teaching rooms by installations and supply of drinking water

	Total	Buildings with installations					Supply of drinking water from public water system	Without installations or not connected	With flush toilet in the building
		electricity	water system		sewage system				
			all	public water system connection	all	public sewage system connection			
No. of buildings	4588	3162	4350	1405	2602	1096	2213	110	2980
%, total = 100	100%	69%	95%	31%	57%	24%	48%	2%	65%

- School buildings with classrooms of general purpose by the average area classroom space per one student

	Total	Up to 3 m2	Over 3 m2
No. of buildings	4327	1838	2489
Structure in %	100%	42,5%	57,5%

- School buildings with the rooms used for pre-school education

Buildings		Rooms pije	Area, m2
all	in % of total no. of sch. buildings		
732	16%	989	43785

- Schools by the use of buildings and teaching rooms

		Total	Use of teaching rooms				No. of used buildings			
			in one shift		in two or more shifts		one building		two or more buildings	
			cbera	y %	cbera	y %	cbera	y %	cbera	y %
No. of schools		4457	2686	60%	1771	40%	3985	89%	472	11%
Including	primary	3832	2472	65%	1360	35%	3517	92%	315	8%
	secondary	525	198	38%	327	62%	379	72%	146	28%

- Schools by the purpose of school premises

		Total	Including			
			With special teaching rooms (laboratories)	with library- mediateque	with gym halls	with room for food provision
No. of schools		4457	1795	1864	1546	1592
includi ng	primary	3832	1262	1377	1149	1519
	in %	100%	33%	36%	30%	40%
	secondary	525	488	462	393	72
	in %	100%	93%	88%	75%	14%

- Schools that rent school premises

	Total	Teaching rooms	Gym halls	Other premises
No. of schools	383	264	304	349
in %	100%	69%	79%	91%
includ primary	296	174	222	228



ing	secondary	84	81	82	118
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### ICT equipment

- Equipment of primary and secondary schools with computers, end of the sch. y. 2008/09

	Computers							Teachers who use computers in teaching		No. of students per 1 computer
	total	for administrative work	in teaching							
			all	in %, total = 100	with Internet access					
					all	in %, total = 100	ADSL, cable, etc.	all	in %, teachers total = 100	
Primary schools	22847	4871	17976	78,7%	10146	56,4%	7688			14405
Secondary schools	21802	3164	18638	85,5%	12515	67,1%	11002	9106	38,1%	15

### ABBREVIATIONS:

RSO - Republic Statistical Office

ME - the Ministry of Education

SU-SC – Source Institutions and Separate Classes

PI – Preschool Institutions

PE - Preschool Education

PPP - Preparatory Preschool Programme

IIE – Institute for Improvement of Education

IEQE – Institute for Education Quality and Evaluation

RPS – Regular Primary Schools

FTE - Full Time Equivalent, i.e. equivalent of full working time, see explanation in a footnote

SSSSN – Secondary Schools for Students with Special Needs

LFS- Labour Force Survey

### 3. Stabilisation of reforms: what are the main objectives and the timetable for implementation of the most recent of current reforms of the education and training system? Should the system undergo yet more reforms?

The main objectives of the recent reforms are related to increasing the quality and relevance, equity,, and efficiency of the educational system.

Changes introduced by the legislation adopted in 2009 and 2010 relate to the achievement of these objectives and provide a legal framework for their implementation; in addition, the changes and their objectives are listed in the NPI (National Programme for Integration) and annual programmes of the Ministry of Education. National Education Council developed the Directions of Development of Education in Serbia while the detailed comprehensive Strategy of Education Development shall be finalized in 2011. Further reforms can be expected based on the Strategy starting from 2012.

The timetable for major reforms initiated and planned by all currently existing documents, categorized by reform areas and education levels is the following:

## 1. Pre-university education by reform areas:

### a) Teaching profession:

- A new system of **initial teacher education** is being introduced. It involves the mandatory education of teacher-students in psychological, pedagogical and subject-didactical disciplines and teaching practice acquired during the study or upon completion of a minimum of 36 (30+6 practice) credits according to the European Credit Transfer System (ECTS), which can be acquired during the study or after that as a separate module.. Starting from 2012/2013 academic year teachers who get employed as novice teachers are required to have this minimum of 36 ECTS (Article 179 of the *Law on the Foundations of the Education System*). This development is of particular importance for improving the pedagogical skills of subject teachers, teachers in secondary schools and teachers in vocational and technical schools, whose current basic education almost exclusively consists of strictly subject related,, theory-oriented courses. The offer of new programmes already began at some faculties, on others it is still developing, and a new TEMPUS project (MASTS) is supporting the creation of the new teacher education curriculum. Further development and fine-tuning of the new programmes and an expanded offer is expected also after 2012.
- A new way of organising teacher internship (**induction period**), which implies substantial mentoring, and a new system of licensing, which will ensure higher transparency and the application of innovations in teaching, shall be effective in September 2011 (internship) and September 2012 (licensing).
- Improving the regulation of **professional development** of teachers, which involves the fostering peer learning within the school, school networking, clearer prioritization of required trainings, linking the trainings with life long learning opportunities and mandatory evaluation of the effects, shall come into force in 2011. We are currently finalising the regulations for this area. In order to support the professional development of teachers, new Regional Centres for Professional Development have been opened. Nine such centres are currently operating in Serbia, and three more are expected in 2012.
- **Career advancement** of the teaching staff is also innovated in the same regulations. Start-up of implementation is planned for 2011, and full implementation is expected from 2012. In addition to this, an important novelty is the introduction of Pedagogical Assistants as a new profile that performs work in schools - , primarily assisting Roma students . This is provided by the Law on the Foundations of the Education System, and the application started in 2010. Further dissemination of this practice is expected over the next few years.

### b) Curriculum:

- An important curricular innovation in primary and secondary education, starting from September 2010, is the introduction of **Individual Education Plans**, which supports the education of children with disabilities and gifted children (see details in response to Questions 17 and 35). This innovation is being monitored and possible further refinements are expected, if required.
- The reform of primary education has so far entailed **innovation of the curricula from 1st to 8th grade**, and was accomplished by 2010. Further curriculum reform at this level of education is planned, and scheduled to focus on developing a standards- and competencies-based curriculum (Standards for the end of primary education were adopted in 2009). The Ministry of Education expects the support for this development from the IPA 2011 *General education and enhancing of human capital* project.
- The reform and the introduction of innovations **in general secondary education** in accordance with the law are planned for the 2011/2012 school years. Innovations include the change of curriculum. As in primary education, a more serious curriculum reform is planned

also after 2012, i.e. after the development of standards for ending the general secondary education (which is supported by the IPA 2008 project) and with the support of the *General education and enhancing of human capital* project (IPA 11).

- **Curriculum reform in vocational education** runs since 2003, when the introduction of new educational profiles began, with curricula converted into modules and teaching programmes based on outcomes. The reform direction is embodied in the Strategy of secondary vocational education and its Action Plan. In the 2010/11 school year, pilots in 9 profiles were included system-wide as regular programmes after evaluation (see details in answer to Question 28 of the same Chapter). For each school year the successive system-wide introduction of the evaluated pilot profiles into the regular education and training system is planned. Completion of the entire roll-out is planned for 2014/15 with the introduction of VET matura. In addition, in the 2011/12 school year a smaller-scale innovation of all curricula in vocational education will be introduced system-wide.

- The Ministry of Education supports the use of **IT in teaching**. On the basis of the Protocol of Collaboration, which the Ministry of Education signed with Telekom Serbia, ADSL internet was introduced in about 80% of primary and secondary schools. In the other 20% of schools Internet could not be introduced due to the terrain configuration. Number of students per computer in the 2008/2009 school year was in primary schools 1:37, and 1:15 in secondary schools. Recently a new electronic platform for teachers ("Open school") is introduced, featuring a database with innovative class-plans, instructions for classes and supplementary materials, available to all teachers (in terms of uploading, commenting and usage for their own teaching needs). The web portal was launched in January 2011, its further development will proceed in 2012 as well.

### c) Quality assurance

- A **new framework for external quality assurance** of educational institutions is developed with the support of the Dutch Inspectorate. It has been adopted in 2010, and will be implemented in the 2011/12 school year, after the training of advisers and developing of by-laws.

- The school supervision and inspection started to monitor, in accordance with the Law on the Foundations of the Education System, the prevention of violence and discrimination in education, and the inclusion of vulnerable groups and children with disabilities from the end of 2009,

- Schools conduct **self-evaluation** from 2003, and since 2009 this obligation is increased and is implemented, with the involvement of parents and students, as a basis for creating school development plans for schools for a 3-5 year period.

- **Final school leaving exam** in primary education will be implemented for the first time in June 2011 under a programme that will be innovated in the coming years. It is anticipated that full synergy of the final exams with the standards of achievements for the end of primary education will be accomplished by 2014.

- Final exam at the end of three-year secondary education, which now exists only in the pilot classes, will be implemented for the first time in all vocational schools in June 2014, and matura after four years of secondary general and vocational education in June 2015.

- Serbia will continue to participate in international reviews of student achievements **PISA and TIMSS**.

- Periodical national assessments of student achievements are conducted since 2004.

### d) Management

Schools are required to form their own teams for different areas of development (e.g. for the prevention of violence, for inclusion, etc.). Schools are required to develop **School Development Plans** (SDP) which are based on self-evaluation that is obligatory. In the future, along with the development of new financing system, new financial mechanisms will be created for the support of SDPs from local self-government budgets. The new law increased the role of the Parents' Council in school life, strengthened the role of Students' Parliament through their participation in the processes of self-evaluation and development planning, and participation in the school boards. In the forthcoming years, programmes will be created that will support the implementation of the new legislation in this area.

The introduction of **mandatory training for school principals** is expected - this training programme is currently being developed, and complete implementation is expected in 2012.

#### **e) Textbooks**

The new policy of publishing textbooks and a new way of approving textbooks according to transparent criteria began to operate in 2010, on the basis of the new *Law on Textbooks and Teaching Materials*. The law, among other things, stipulate licence to publishers, textbook quality standards and selection of textbooks by the school. Innovations in publishing of the textbooks, teaching materials and teaching aids have been introduced in succession since 2003 as pilots and were tested and evaluated. The National Education Council adopted the *Standards of textbook quality and manual for its implementation* in 2010. Optional revision or fine-tuning of these standards is planned on the basis of evaluation of effects, if required.

#### **f) Financing**

The development of a **new system of financing education by a per student capitation** with coefficients for different students and different types of institutions is in the process. It is planned to be introduced as pilot in 2011/12, and introduced system-wide by 2015.

In parallel to this, the Ministry of Education is working on rationalizing the class-sizes and schools and reducing personnel redundancy in order to improve the efficiency of the educational system. Stabilisation of this activity is expected by the 2012/13 school year.

### **2. Important reforms specific to certain levels of pre-university education:**

#### **a) Preschool education**

- Compulsory preschool education for a period of 9 months was introduced in 2009, and currently is in the process of implementation.
- The main challenge at the level of preschool education is increasing the coverage of children with special emphasis on vulnerable groups (expansion of the network of preschool facilities, flexible forms of preschool education, alternative programmes, etc.). The Ministry of Education, in cooperation with the local self-governments is continuously working to achieve the objectives in this area.
- Reorganization of the preschool institution network according to criteria that consider demographic changes and the need for increased participation of children is expected by 2012.

#### **b) Primary Education**

- A new equitable admissions policy, where regular primary schools are opened for children with special needs, disabilities and disadvantages, was introduced in September 2010. A monitoring is to follow and amendments, if they prove necessary.

- Prevention of violence in primary schools became mandatory and is implemented by all schools. A Special protocol on the protection of children from violence, abuse and neglect was adopted and in 2010 all required by-laws have been adopted. Further enhancing of mechanisms is expected if required.
- Reorganization of the school network according to criteria that consider demographic changes and the need for full inclusion of all children is expected by 2012.

### **c) Secondary education**

- Prevention of violence in secondary schools became mandatory but is still not implemented by all schools. In 2011 it is expected that with additional training the secondary schools will gain the capacity to implement the mechanisms prescribed by the Special protocol.
- NQF (National Qualifications Framework) is being prepared through the project *Modernization of the vocational education and training* (IPA 07).

### **d) Adult education**

- Law on Adult Education is in the final stages of preparation. Its adoption is expected in the first half of 2011.
- Five regular secondary vocational schools for different areas of work and from different districts in addition to their core activities have become regional centres for adult education and training (Zrenjanin, Bor, Nis, Kragujevac, Belgrade).
- With the implementation of the IPA Project *Second Chance*, in the 2010/11 school year a completion of the adult education concept is planned, along with development of curricula for adult education, development of criteria to select schools that can engage in basic adult education, and training of teachers for adult education. By the end of 2011 the system for functional education and training of young people who have dropped out from school early, will be established and by 2012 the full operation of 80 centres in primary and secondary schools, which will provide this service.

We expect that after the development and adoption of the long-term Education Development Strategy further areas of reform shall be identified, for which action plans will be developed by the end of 2011.

## **3. Higher Education**

The main objectives of the reform of higher education are quality improvement, increase in study efficiency, modernization of curricula, guiding the curricula towards labour market and harmonization of the system with the European Higher Education Area (EHEA) processes. Changes introduced by the Law (2005) provided the implementation of the basic principles of the Bologna process.

ECTS system was formally implemented in the entire system of higher education. The first effects of introducing this system, which greatly changed the structure of study programmes, are already visible, however, at some higher education institutions there are problems, because students failed to achieve 60 ECTS during the academic year. The curriculum reform and introduction of ECTS have not sufficiently been followed by appropriate training of teachers. Also, the willingness of students to accept a system of continuous work and testing of knowledge through the pre-exam duties, especially in the early years of the reform, was not sufficiently high. In order to permanently and adequately overcome this problem, it is necessary to additionally reform the curricula so that the number of ECTS would be harmonized with the student workload and learning outcomes. This

reform will coincide chronologically with the second accreditation cycle, so that higher education institutions with problems will be further motivated to overcome these problems. Also, Student Centered Learning needs to be duly implemented. Conference of Universities of Serbia and the Serbian University Student Conference, which was formed in previous year, are developing a joint action plan in this area. At some universities seminars and workshops that provide exchange of good practices are organized, and support is also expected from the current Tempus projects. In the area of monitoring and improving the quality of higher education institutions and study programmes, a progress is expected through continuous self-evaluation and improvement of external quality review process which will involve students in larger extent. Commission for Accreditation and Quality Assurance is a candidate for membership in ENQA. Preparations for full membership are ongoing, and it is expected that during this process the standards for accreditation will be further improved. Significant changes will also occur in the domain of higher education financing, as the reforms that are underway do not follow appropriate changes in the financing.

The National Council for Higher Education prepares a strategy for development of higher education with a special part that will be dedicated to mobility of students and teaching personnel.

**4. Governance and financing: please describe arrangements for the governance and financing of education and training, giving details about the degree of financial and administrative autonomy of establishments and about stakeholder participation. Please address, in particular, the role of the social partners in VET.**

In the field of education, governance and financing are regulated by the Law on the Foundations of the Education System, the Law on Higher Education, and The Law on Pupils' and Students' Standard.

**4.1. Governance**

**4.1.1. Preschool, primary and secondary education**

The governing body in the school is the school board and the governing body in the preschool institution is the managing board, appointed at the local level for a period of four years. The governing body has nine members, appointed and removed by the assembly of the local self-government. The governing body has tripartite composition and consist of representatives of employees, parents and local self government.

The national council of a national minority proposes at least one member of the local self-government for the governing body of an institution where in most of the classes the educational work is realised in a language of a national minority or a separate law prescribes that they are of particular importance for the national minority.

The governing body of an institution has the following responsibilities: it adopts the statute, general acts, the education programme, (preschool, school and pedagogic work) and planning documents including a financial plan and professional development plan; it reviews and adopts reports on their implementation, on business operations, on evaluation and self-evaluation, on field trips and retreats; announces competitions and appoints the managing director/principal; monitors the adherence to general principles of education, attainment of prescribed goals of education and standards of achievements; reviews and takes measures for improving the working conditions and implementation of the educational work; decides on appeals or complaints launched against a decision of the director/principal.

Besides trade union representatives, two representatives of the student parliament also attend the governing body meetings and participate in its work without a right to vote.

However, the extended composition of the governing bodies of secondary school also include two students who equally participate in adopting of all important documents and decisions, except those related to financial operations, human resources and deciding on appeals and complaints of students and employees.

The Parents' Council is the advisory body of the institution; each institution has a Parents' Council except adult education school. The Parents' Council consists of one representative of parents of students for each class or preschool group. In institutions where members of a national minority acquire education, their representatives should be proportionally included, and in institutions where children and students with developmental disabilities acquire education, a representative of the parents of children and students with developmental disabilities shall also be included.

The Parents' Council proposes to the assembly of the local selfgovernment three representatives of parents to the governing body. The Parents' Council decides on field trips, and considers all relevant issues prior to decision-making in the governing body, particularly those relating to: proposed programme of education, elective courses and textbooks, planning documents, measures to ensure the safety of children and students, quality assurance, improvement of educational work and teaching conditions, appropriate usage of funds from donations, funds from expanded operations of the institution, or earned by a student cooperative and received from parents.

The principal is the managing body of the institution. The principal is elected by the governing body on the basis of competition, following the receipt of opinions given by the pedagogical and educational council, teachers' council or teachers' and pedagogical council attended by all employees who vote for candidates by secret ballot.

The obligation of the governing body of the institution where educational work is realised in the language of national minority, as well as in the institution prescribed to be of particular importance for the national minority, is to obtain an opinion on the candidates from the relevant national council of national minorities before the appointment.

The Minister gives approval to the decision of the governing body for the selected candidate. Non-elected candidates have the right to judicial protection in administrative proceedings.

The principal is responsible to the governing body and the Minister for his work. The governing body decides on the rights, duties and responsibilities of the managing director.

The principal is responsible for the legality of work and successful operation of the institution. He organizes the implementation of the education programme and all other activities of the institution; ensures quality assurance, self-evaluation, attainment of achievement standards and promotion of educational work; organizes and implements pedagogical and instructive insight and control, monitors the quality of educational work and pedagogical practices and takes measures for improvement and development of the staff; decides on the usage of funds prescribed by the financial plan and is responsible for approval and appropriate usage of these funds in accordance with the law; plans and monitors professional improvement and conducts the career advancement procedures for teachers, preschool teachers and school advisors; takes measures in cases of violation of the prohibitions of the laws and employee misconduct and in case of negative impact on children and students; ensures a timely and precise data entry and provides for the maintenance of an updated data base on institutions within the Education Management Information System of the Ministry of Education, ensures timely information provision to employees, students and parents or caregivers, expert bodies and governing bodies on all issues of interest for the operation of the institution and these bodies, and other matters.

Two national bodies have an important say on education matters: The National Education Council and the Council for Vocational and Adult Education, appointed by the Parliament and by the Government, respectively, provide support to the promotion and development of education. These bodies are of national importance and they design, monitor and coordinate the development of education and training, as well as to monitor and coordinate the interests and needs of all social partners.

#### **4.1.2. Higher Education**

The method of managing higher education institutions is the same in the institutions founded by the Republic of Serbia and in private institutions. Higher education institutions are governed by councils of higher education institutions and managing bodies elected by the councils. Number of the council members of higher education institution is at least 17, of which representatives of higher education institution make two-thirds, while the student representatives and representatives of the founders are represented with equal number of members to the full composition. When the founder is the Republic, the representatives of founders are appointed by the Government from the ranks of eminent personalities in science, culture, education, arts and economy. Management is primarily related to financial operations and adoption of internal legal acts of higher education institutions.

The executive officer of the university is the Rector; of a faculty the Dean; of college and college of vocational study, the Head. The executive officer is elected from full-time teachers working at the institution. The executive officer is elected for a period of three years with an option of one re-election.

The election of the Rector is performed in accordance with elaborate democratic procedures based on the statute of the university. Candidates for rectors, deans and heads of colleges are proposed by a professional body - the Senate, and elected by the council of higher education institution.

#### **4.1.3. Pupils' and Students' Standard**

Institutions of Pupils' and Students' Standard, in which pupils and students are entitled to accommodation, meals, educational work, rest and recovery, and cultural, artistic, sporting and recreational activities and information, have a Managing board and the Head. The founder appoints the Managing board and the Head.

In the Managing board, besides the representatives of the founder and employees, participate the representatives of all stakeholders (representatives of parents or guardians of students, universities and students). The representative of the institution's teacher union attends the meetings of the Managing board and participates in its work without a right to vote.

The Head is appointed after a public competition, at the proposal of the Managing board. The Head is responsible to the Managing board and the Founder. During the appointment and removal of the Managing Board and the Head, particularly in institutions located in local self-governments in which the minority language is in official use, the opinion of the relevant national council of national minorities has to be obtained.

#### ***4.2. Financing***

The system of education financing in the Republic of Serbia varies depending on the level of education.



Education is financed from public funds (national, provincial and local self-government budgets), resources of the founders, school fees in public and private institutions (secondary and higher education), fees paid by parents (preschool education), participation of pupils and students for food and accommodation (pupils' and students' standard), own revenues and revenues from expanded activities, donations from foreign countries, international organizations and nongovernmental organizations, revenue from other levels of government, sales of non-financial assets, income from foreign indebtedness, income of the Broadcast Agency and revenue of the National Investment Plan.

The Autonomous Province of Vojvodina is entrusted by law, and the funds for salaries to employees in the institutions are transferred to the account of the Autonomous Province of Vojvodina from the central level. Participation of local self-governments in financing of education is uneven and depends on available resources.

#### **4.2.1. Preschool education**

Preschool education financing is based on the number of educational groups. The costs of the programme by the groups are determined based on the average net wage in the Republic of Serbia for the month of calculation, and the costs of energy-generating products, community services and transportation.

From the national budget, the Republic of Serbia provides only means for implementation of preparatory preschool programme in the year prior to the start of schooling. The funds for other expenditures are provided from local government budgets, in line with available resources.

#### **4.2.2. Primary and secondary education**

From the budget of the Republic of Serbia, the funds for primary and secondary education are provided for staff salaries, social contributions and retirement benefits, development programmes and institutions, student competitions at national and international level, professional development in schools, capital expenditures in buildings and equipment of schools, additional education in Serbian language for children of Serbian citizens who reside abroad, *for support to implementation of the teaching process in the territory of the Autonomous Province of Kosovo and Metohija (transportation of staff and students, purchase of operating supplies)*, and for adult education.

From the budget of the Republic of Serbia, funds are provided for free textbooks for pupils of first and second grade of primary schools, while for secondary schools the funds are provided for the means for unique schools and schools of special interest for the Republic of Serbia, as well as means for work with talented and gifted students.

From the budget of the local self-government, funds for primary and secondary education are provided for capital expenditures (investments), current repairs and maintenance of schools, training of employees, awards and assistance to employees, the transportation of employees, transportation of primary and secondary school students, protection and security of students and other current expenditures.

Funds from the budget are also provided for the remuneration of members of the National Education Council (which determines trends of development and improves the quality of preschool, primary and secondary education), for the work of the Institute for the Improvement of Education and the Institute for Education Quality and Evaluation, as well as for financing of programmes and manifestations of the importance for education and promotion of children and students.

In primary and secondary education, the cost of school services (CENUS), or the amount of funds necessary for the realisation of the curriculum and the annual school plan is determined by the workload hours, or employee number, size of school, school equipment, the number of classes and students, the number and level of expertise of the school employees and material costs.

The school is obliged each year, not later than by September 15th, to submit the certificate from the annual school plan to relevant school administration, with the elements needed to determine the cost of services (CENUS).

The school administration is obliged to submit the following information to the Department of Finance of the Ministry of Education: number of employees, number of accounting staff, number of pupils/students, number of classes for each school, the qualification structure of employees by level of education in accordance with the regulation on the calculation and payment of salaries to employees in public services, which is the basis for payment of salaries to employees in primary and secondary schools.

The calculation of employment's salaries is based on the tables for all institutions. Table contains: name and surname of the employee, basic coefficient, elements that increase the earnings of employees (class seniority, combined classes, teaching load, overtime classes) and the calculation of past service.

If during the school year any of the elements for determining the costs of the service is changed, the school administration is obliged, in conformity with the new data, to adjust the established rights and submit the report to the Finance Department of the Ministry of Education, and Ministry of Education is required to submit monthly data on the number of employees to the Ministry of Finance.

The Law on the Foundations of the Education System provides a new way of financing the activities of educational institutions in which the funding of the activities of institutions shall be established on the basis of the economic cost for the implementation of educational programme, per child and student.

The ways of application, detailed conditions and criteria for determining the economic cost of education per child and pupil/student, are currently being developed by the Ministry of Education, through seminars and training of employees and other stakeholders.

#### **4.2.3. Higher Education**

For funding higher education the funds are provided from the budget of the Republic of Serbia. These funds are used for salaries of the employees, material costs, supply of materials, maintenance and capital expenditure in buildings and equipment.

Funds are allocated based on normatives and standards of teaching and non teaching staff, operating costs and material costs. Funding is based on normative groups of students who qualify for the budget supported education, the number of active teaching hours -contact hours and weekly workload of teachers and associates.

The autonomy of universities and other higher education institutions, among other rights, includes the right of disposition of financial assets in accordance with the Law.

Funds from the budget are provided also for the allowances for members of the National Council for Higher Education for monitoring the development of higher education at the national level and its compliance with European and international standards. Operating costs

are covered from fees for accreditation of public and private faculties and their study programs.

Higher education institutions also finance their work from other sources: tuition, donations, gifts and bequests, funding for scientific research, artistic and professional work, projects and contracts related to the teaching process, research and consulting services, fees for commercial and other services and the founders' rights emerging from contracts with third parties.

Higher education institutions in The Autonomous Province of Vojvodina are funded from the budget of AP Vojvodina.

#### **4.2.4. International cooperation, exchange of students and lectors**

On the basis of agreements, programmes and protocols of international cooperation, funds are provided for international cooperation, exchange of students and lectors, as well as resources for learning of Serbian language abroad, study of foreign languages in the Republic of Serbia, as well as scholarships for Serbian students who specialise abroad.

#### **4.2.5. Ancillary Education Services**

In order to provide access to education to pupils and students deprived of schooling facilities in their home towns and whose education is financed from the budget, the funds for their food, lodging, rest and recovery shall be provided upon the basis of the Law on Pupils' and Students' Standard.

Funding for these services is provided with the participation of the Republic and pupil/student in the costs of service. Costs include material costs.

The budget provides funds to institutions for pupils' and students' standards established by the Republic, for the gross salaries of employees, maintenance and capital expenditures. Institutions also earn revenue from the participation of pupils and students in the price of services, extended services and services to third parties.

In order to improve student creativity, the budget of Republic of Serbia provides funds for student cultural centres established by the Republic and parts of programmes of student organizations and associations.

In this manner the cultural, entertainment, sports and recreational activities, informing and publishing activities of students are supported.

Individual assistance is awarded to pupils and students whose studies are financed from the budget of the Republic of Serbia, and who achieve good and exceptional results during their education and on competitions.

#### **4.2.6. Funds from foreign borrowing**

Funds from foreign borrowing are used from World Bank loan, DILS project, to support inclusive education, the establishment of the EMIS - Education Management Information System, the reform of financing of the education system, to finance the participation in international tests in education (PISA, TALIS, TIMSS, PIRLS); and a loan from the European Investment Bank is used for reconstruction and construction of new schools, developing a methodology and criteria for Strategic planning of investments for education infrastructure; co-financing of activities related to DILS, EMIS and international

testing, as well as for support in developing a strategy and action plan for implementation of a comprehensive Education Development Strategy.

#### **4.2.7. Resources for co-financing the projects from IPA Funding**

Resources for co-financing the projects from IPA funds are provided for two projects in 2008 funding, and one project in 2009 funding. These projects are implemented from 2010.

#### **5. Qualifications: please describe educational and VET qualifications frameworks and structures, including arrangements for recognition of informal and non-formal learning (work experience, in-service training, self-learning, etc.).**

New educational and professional qualifications framework is in the process of development:

1. We are currently working (Republic Statistical Office, Ministry of Labour and Social Policy, Ministry of Economy and Regional Development, Ministry of Education) on the innovation of occupation nomenclature.
2. Relying on the Strategy for the Development Vocational Education, Adult Education Development Strategy and Action Plans for their implementation, the Law on the Foundations of the Education System stipulates that the *National Qualifications Framework* for the level of secondary vocational education, vocational training and other forms of vocational education shall, among other things, be proposed to the Minister of Education by the Council for Vocational and Adult Education, while the preparation of NQF shall be assigned to the Centre for Vocational and Adult Education within the Institute for Improvement of Education. In September 2010 the Council for Vocational and Adult Education has adopted a decision on developing NQF for the level of secondary vocational education, vocational training and other forms of professional training.
3. The text of the National Qualification Framework of Serbia (NQFS) for higher education which covers the qualifications in the higher education system of Serbia was adopted by the National Council for Higher Education on 23 April 2010. NQFS defines the general learning outcomes, while the programme of study within the higher education system determines the knowledge, skills and competencies adequate to educational and scientific fields and areas covered by the programme. After the finalisation of NQFS, the need for amending legislation in the field of higher education will be discussed and if needed there will be preparations for the adoption of appropriate regulations.

Until full adoption of the new framework, the current solution is applicable - qualifications and occupations are organized into a single system called the National Nomenclature of Occupations, where they are classified into one of eight levels depending on the category of job complexity.

Overview of the level of qualifications in the currently valid occupation nomenclature:

<b>The qualification levels</b>
<b>Higher - Level VIII</b>
<b>Higher - Level VII, with two sub-levels</b>
<b>High – Degree/Level VI, with two sub-levels</b>

<b>Specialized secondary – Degree/Level V</b>
<b>Secondary - Level IV</b>
<b>Low secondary – Level III</b>
<b>Semi-qualified - Level II</b>
<b>Non-qualified - Level I</b>

In horizontal terms, occupations are classified into one of 19 areas of work such as: mechanical engineering and metalworking, electrical engineering, geodesy and construction, health and social care, transportation, textile and leather processing, agriculture, food production and processing etc. and within each there is a number of different occupational groups. The total number of occupations included in the valid nomenclature is 3 272.

Level I (Non-qualified) category includes:

- Those who have not completed primary education
- Those who have completed primary education but failed the training in vocational education
- Those who have completed primary education and passed the training in basic vocational education

Level II of qualification is acquired by completing a vocational education or two-year vocational training.

By completing a three-year education programme and passing the final examination, one attains level III of qualifications, and by completing four-year education programme and passing the graduation, one attains level IV of qualification and by completion of specialized programmes in vocational education, one attains level VI of qualification. Transferability through secondary education, both horizontally and vertically, is provided but requires fulfilment of additional conditions.

Levels VII and VIII are attained by higher education.

The draft of the NQFS was issued by the National Council for Higher Education (NCHE) of the Republic of Serbia after the first round of consultations with stakeholders. The document is based on the legislation in Serbia as well as the EHEA documents, especially on the Recommendation on the European Qualifications Framework for lifelong learning (EQF). The key elements of the overarching framework are the three cycles established in the Bologna Process. Appropriate descriptors which are in line with three cycle system are developed.

The draft of the NQFS also takes into account the Serbian legislation related to employment and to scientific research.

Table1.  
NQFS

Degree	Studies title:	Professional / academic/scientific title	Previous education	Min. ECTS	Mobility toward:	Diploma acquired upon completion of educational level corresponding to the learning outcomes descriptors, when students:	Equivalent cycle in accordance with the Bologna Declaration
<b>BC-1</b>	Basic professional studies	Professional	Completed secondary education	180	BC-2	<ul style="list-style-type: none"> <li>• have demonstrated knowledge in a field of study that builds upon their general secondary education and that enables them to use advanced textbooks;</li> <li>• can apply their knowledge and understanding in their professional work;</li> <li>• can communicate information to audiences;</li> <li>• have developed those learning skills that are necessary for them to continue to undertake further study;</li> <li>• have demonstrated capabilities for team work.</li> </ul>	1

BC-2	Specialist professional studies	Professional	BC-1 BA-1a BA-16	60	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• have demonstrated deeper knowledge, understanding, and professional skills in selected areas of their specialization, that is founded upon knowledge and skills acquired at the basic professional career studies or basic academic studies, which provides a basis for successful employment in the area of specialization;</li> <li>• can apply their deeper knowledge, understanding, and skills for successful solution of complex problems in a partially new or unfamiliar environments within narrower field of study;</li> <li>• have acquired knowledge and skills required for team work during solution of complex problems within their field of study;</li> <li>• have increased the ability to integrate acquired knowledge and skills, and formulate potential conclusions based on available information, which include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;</li> <li>• have the ability to efficiently follow and adopt new developments in their areas of specialization and can communicate their conclusions, knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</li> </ul>	2
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<b>BA-1a</b>	Academic studies (Bachelor)	academic	Completed secondary education	180	BA-2a	<ul style="list-style-type: none"> <li>• have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;</li> <li>• can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;</li> <li>• have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;</li> <li>• have the ability to consider relevant social, scientific, and ethical issues;</li> <li>• can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences;</li> <li>• have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</li> </ul>	1
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BA-16	Academic studies (Bachelor)	academic	Completed secondary education	240	BA-2a	<ul style="list-style-type: none"> <li>• have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;</li> <li>• can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;</li> <li>• have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;</li> <li>• have the ability to consider relevant social, scientific, and ethical issues;</li> <li>• can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences;</li> <li>• have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</li> </ul>	1
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BA-2a	Diploma academic studies	Academic	BA-1a BA-16	60 following BA-1a 120 following BA-16	<ul style="list-style-type: none"> <li>• have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;</li> <li>• can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;</li> <li>• have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;</li> <li>• can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</li> <li>• have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</li> </ul>	2
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BA-26	Specialist academic studies	Academic	BA-2a	60	(BA-3) <sup>57</sup>	<ul style="list-style-type: none"> <li>• have demonstrated deeper knowledge, understanding, and skills in selected narrow scientific and artistic areas of their specialization that is founded upon knowledge and skills acquired at the basic academic, which provides a basis for successful research in the narrower scientific and artistic areas of specialization;</li> <li>• can apply their deeper knowledge, understanding, and skills acquired during the specialist studies for successful problem solving in new or unfamiliar environments, within narrower scientific and artistic areas of specialization;</li> <li>• have the increased ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;</li> <li>• have the ability to efficiently follow and adopt new developments in their areas of specialization and can communicate their conclusions, knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</li> </ul>	2
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<sup>57</sup> Access to doctoral studies is enabled by previously completed degree. (BA-2a).

BA-3	Doctoral studies	scientific	BA2a	180	□	<ul style="list-style-type: none"> <li>• have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;</li> <li>• have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;</li> <li>• have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;</li> <li>• are capable of critical analysis, evaluation and synthesis of new and complex ideas;</li> <li>• can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;</li> <li>• can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.</li> </ul>	3
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EQF Level	EHEA Framework (Bologna)	Serbian national qualifications framework					
		Academic studies			Applied studies	ECTS	
8	3 <sup>rd</sup> cycle	Doctoral BA-3	Specialization VA-2b			180	480
7	2 <sup>nd</sup> cycle	Master VA-2a		Integrated VA-2a	Medicine VA-2a	Specialization VS-2	120-60
6	1 <sup>st</sup> cycle	Bachelor 3yr VA-1a	Bachelor 4yr VA-1b			Bachelor VS-1	180-240
							0

Image 1.

The system for recognizing non-formal or informal learning has not been established yet. The Law on the Foundations of the Education System gives competence to the Council for Vocational and Adult Education for determining models of recognition of prior learning (Art. 7, point 7). Qualifications obtained outside the formal institutions of education, in work or life experience are valued, primarily, in organizations with a private initial capital.

There is a number of institutions – providers of adult education and learning, that issue certificates, but of limited validity. Institutions (workers and open university, various agencies and associations) are entitled to issue such certificates and, depending on the status and reputation of the institution, these may or may not be acknowledged in the market of educational services as highly valuable. Non-formal education providers offer also courses in cooperation with foreign organizations and institutions, with certificates and licenses that have international significance. This is especially the case with the acquisition of computer skills and learning foreign languages - fields with the highest reach in the standardization of outcome. In companies and enterprises these certificates lead to internal qualifications.

Institutions of the formal educational system, especially secondary vocational schools, bridge the problem of the undeveloped system of informal education validation through pilot programmes for a variety of training. There are defined procedures for the development, implementation and validation of these programmes in schools - they are acknowledged and certificates are publicly valid. A good example for the successful organization for this kind of education are Regional Centres for continuing education, created within the project "CARDS - The programme of vocational education reform" - in which five centres had developed around 50 training programmes, resulting in publicly recognized certificates.

The Law on Adult Education will regulate the manner of recognizing informal and non-institutional learning. Examples of good practice from EU countries will be implemented in this Law.

## **6. Please provide information on measures available, including educational and vocational guidance, to integrate young people into the job market or higher education or VET .**

Activities related to vocational guidance and involvement of young people in the sphere of work are implemented by the National Employment Service (NES), while the Ministry of Youth and Sports deals with career guidance development.

6.1. National Employment Service provides the following services to registered unemployed young people:

- **Employment counselling and career planning** - guiding the individual through professional development, prevention of a wrong career choice, making successful professional adaptation and career development, and increasing the competence of job seekers in the labour market;

- **Centres for information and professional advice** are organizational units of the National Employment Service where young people can obtain information about career choices, the sphere of work and education, are acquainted with the types of occupations and the conditions necessary for their performance, occupations in low and high demand, free vacancies, educational programmes, and within these Centres after psychological testing they can make the decision on further career development in line with their interests and abilities. They can also use computers and the Internet or printed materials. For the time being, these Centres exist in the employment service branches in Belgrade and Nis;

- **Fairs of professional orientation** - in cooperation with secondary schools at the regional level, the National Employment Service participates in the organization of

vocational guidance fairs for student population aimed at informing on the requirements of desired occupations and professions, the conditions for admission to appropriate schools, as well as labour market trends and assist in preventing wrong professional choices. The programme is implemented according to the dynamics established in cooperation with schools at the regional level.

- **Training and clubs for active job seeking** include individuals who are, based on the assessment of employability and intensive individual counselling, estimated to have insufficient skills in active job seeking (e.g. presentation to employers, writing CVs, etc). Activation training takes one day; in the clubs for active job seeking a programme is implemented in 6 weeks, namely two weeks of education and group work with the participants, and in other four weeks the programme participants use the club to exchange experiences and search for free vacancies;

- **Trainee programme "The First Chance"** - vocational training and employment of youth under age of 30, without working experience in profession. This programme for youth employment is intended to private sector employers who have an opportunity by engaging the trainees to reimburse salaries and expenses for social security contributions.

Encouragement of youth employment in 2009 was implemented through the following activities of NES:

- Involvement of 242 085 young people under age of 30 in the programmes of career guidance and counselling;
- Assessment of employability and Individual plan for employment (IPE) was concluded with 181 757 young people (38.53% of the total number of persons who have concluded IPE);
- Job fairs at which 21 528 young people participated (41.16% of the total number of persons who have attended the job fairs);
- The club for active job seeking included 1 918 young people (60.12% of the total number of persons who completed the club training);
- Active Job Seeking training (AJS 1) attended 21 481 young people (59.81% of the total number of persons who completed the training);
- The Self-effectiveness Training (AJS 2) included 300 young people (15.18% of the total number of persons who completed the training);
- Employment of 9 577 persons in "The First Chance" programme, in the AP of Vojvodina, included 6 012 persons under age of 30 in the trainee programme (79.38% of 7 573 persons) noting that competition had no age limit for engaging persons.
- The training for the labour market and a specific employer included 1 789 young people (53.16% of the total number of persons who completed the training);
- Subsidy for self-employment was granted to 798 young people (34.59% of the total number of persons who used the subsidy from the national budget);
- 1 326 young people was employed with the subsidy given to employer for the creation of new jobs (40.05% of the total number of persons who are employed by a subsidy from the national budget);
- Public works included 2 562 young people (29.88% of the total number of persons involved in public works from the national budget);
- 2 434 persons under age of 30 years registered at NES were employed by employers who earned the right of exemption from paying contributions to compulsory social insurance in accordance with the regulations on contributions for compulsory social insurance.

The Youth Office recruited 1 500 young volunteers who participated in the Universiade.

The National Employment Service established in 2009 a **Fund for youth employment**, with the support of "Support to national efforts for promoting the youth employment and migration management" project. In addition to funds from the national budget the Fund is financed from the Spanish fund donation for the implementation of Millennium Development Goals ("Support to national efforts for promoting the youth employment and migration management" project) and donations of the Italian Government and resources of SOROS Foundation ("Promotion of Youth Employment" project).

The "**Promotion of Youth Employment**" project was implemented with the technical assistance of the International Labour Organization (ILO) and donation of the Italian Government. In September 2009 an **Action plan for implementing the policy of youth employment for the period 2009-2011** was adopted. Guidelines to implement the programme aimed at less employable youth category were developed. These Guidelines were used by NES branches in Bor, Pozarevac, Novi Pazar, Subotica, Kraljevo to implement youth programme. Also, a national conference on youth was held.

Active measures (programmes) available within the project are:

- **Training in the institution** – a subsidy to institution and financial support to trainee in duration from at least 3 to at most 6 months;
- **Training in the workplace** – a subsidy to company for practical training and financial assistance to trainee in duration from at least 3 to at most 6 months, provided that company is not obliged to employ a person neither before nor after the training, unless it requires a subsidy to 10 and more persons (it is thereafter expected that at least half of persons remain in the employment relationship);
- **Training at the employer** – a subsidy to employer for practical training during the work of the persons registered at NES and employed by employer for a period of 3 months with option of extension for another 3 months;
- **The subsidy contribution** – a subsidy for contributions paid at the expense of employer for persons registered at NES and employed by employer for a period of 1-3 months, exceptionally for 6 months;
- **Probation** - granting subsidies to employers who organize probation to persons registered at NES no later than 30 days.

Financial participation of NES is provided through the regular programme of NES Subsidies for self-employment in 2010.

In addition to these programmes, during the implementation of project activities, another donor - the Open Society Institute (Soros) complied to approval of the following programmes:

- **Self-employment** – for all target groups, in accordance with the *Implementation of an active employment policy* of ILO;
- **Subsidies for employing persons with disabilities** - a special programme for youth with disabilities, implying allocation of:
  - Subsidies of monthly wage for employment,
  - Subsidies for the renovation of office space, and
  - Subsidies for the adaptation of the workplace, depending on the type of disability.

Programmes can be combined for the same person under the *permitted combinations* – e.g. a person may attend the training in one and find a job in another company which can be exempted from contributions for that person.

In addition to these features, to persons who are engaged in some of these programmes may be granted *additional funds intended for expenses of transportation and/or child care*.



From the beginning of project activities, conclusively with 30 November 2010, a total of 423 persons were included under contracts for training or employment and self-employment programmes.

The project **"Support to National Efforts for the Promotion of Youth Employment and Management of Migration"** is a joint project of four UN organizations (UNDP, UNICEF, ILO, IOM), launched in May 2009 and lasting to the end of 2011. A mechanism for inter-ministerial coordination has been established, and two studies on integrated service delivery in areas of employment and social work were conducted. At the end of 2009 the implementation of programmes began aimed at less employable categories of young people under age of 30 with completed or not completed primary school in Pcinj, Belgrade and South Backa District.

6.2 The Ministry of Youth and Sports (MYS) was the creator of the process of developing the Strategy of Career Guidance and Counselling (SCGC) in the Republic of Serbia with the Action Plan for the period from 2009 to 2014. In the process of developing the coordination group included representatives of the Ministry of Education, Ministry of Economy and Regional Development, the National Employment Service and the Serbian Chamber of Commerce. The strategy defines mechanisms for establishing the SCGC system in Serbia and connecting the previous reform documents of ministries dealing with youth, employment and formal education.

MYS has founded the *Centre for Career Guidance and Counselling of Young Talents* within the *Fund for Young Talents* of the Ministry of Youth and Sports. Beneficiaries of the Centre are alumni of the Fund for young talents and by now, of total 2 575 alumni of the Fund, the career counselling services were used by 85 students, the phone consultations with career counsellor were made by 120 students, and workshops for professional development had a total of 123 students participating in three university centres. The Career Services information is regularly distributed to over 1 000 students/alumni of the Fund. In cooperation with the business sector in Serbia, the alumni of the fund perform the practice at employers' premises.

6.3 In the field of higher education in recent years considerable attention is devoted to facilitate the entry of young people with acquired higher education in the labour market. Almost all reformed vocational study programmes (90%) include vocational practical work performed in various institutions and enterprises. Part of academic study programme also includes mandatory student practice: the largest number of study programmes in technical and technological sciences and study programmes in educational field. In a number of private universities with study programmes in the field of social and humanitarian sciences there is a mandatory practice in enterprises and institutions (universities Megatrend, Singidunum, Economics Academy). The organization of the vocational practice is conducted by the higher education institutions, Career Development Centres established at universities or student organizations (IAST-technical and natural sciences, EESTEC - economics, IASS-agricultural science).

Most diverse forms of student practice are implemented for students who in the curricula of academic programmes did not attend mandatory vocational training, by numerous international organizations (DAD, WUS, ARHDI, ARHCHI05). Institutions of state administration and judiciary, and local self-governments in cooperation with universities and colleges are very intensely included in these activities, and some local self- governments in cooperation with the Youth offices organize the Fair of practice, which provided first work experience to thousands of young people.

Centres for career guidance and counselling are also established in higher education institutions. At the higher education level centres for career guidance have been established at four state universities, and these centres are also present at other faculties. The situation is similar in private universities and faculties.

The key role of these centres for career development is: to assist university students in developing knowledge and skills that will be of importance for employment; to assist in gaining work experience while studying and learning about the sphere of business, and to prepare students for successful transition to the next level of career development after graduation. Therefore, these centres:

- Allow students an access to the latest information on critical occupations, employers and further education opportunities, as well as information on current vacancies, also helping them to think constructively about given possibilities.
- Advise and introduce students into processes of career opportunities, providing them with support in formulation and implementation of realistic plans for career development.
- Organize workshops, short courses, interviews and presentations of employers to help students to better understand the sphere of business and acquire the skills necessary for organizing and leading their own careers.
- Collaborate with similar centres at universities in encouraging the professional development and careers of students.
- Provide a range of services to employers interested in employing students and graduates - providing information on job vacancies and other useful possibilities for students; organize company presentations and interviews with employers, and job fairs.
- Provide information on the labour market for graduated students, as well as postgraduate studies.

Therefore, the role of these centres for career development is not mediating in employment but providing relevant information on job opportunities, while the students should for themselves realise the opportunities in direct contact with employers.

## **7. Please provide information on the transition from school to work and the role of the social partners and enterprises.**

In Serbia the transition from school to work is carried out still without sufficient speed and without coherent systematic support to young people. Systematically supported processes and organizational structures that support faster transition from school to the workplace are not yet fully developed.

In 2009 for the first time a survey was conducted on the entry of youth into the labour market, along with the regular Labour Force Survey. The survey was conducted by the Republic Statistical Office with the support of EUROSTAT<sup>58</sup>. The survey found that about 40% of young waited for the first job more than two years, and on the other hand about 30% of young managed to find a job in the first 6 months after graduation. This suggests the need

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<sup>58</sup> The transition of youth from school to work from April to October 2009, MDG Achievement Fund, by Gordana Krstic.

for more intensive support for youth employment in the period immediately after the first 6 months of their stay in the labour market. Because of poor prospects for employment young people in Serbia stay longer in the education process than their peers in the EU (most surveyed young people aged 20-24 years were still in the educational process). The survey also showed that the duration of the transition from school to work is significantly reduced in proportion to increase in educational level, as shown in the table below.

April 2009	Average length of waiting for the first job, in months, in relation to the educational level.			
Age	All levels of education	Primary education	Secondary education	Higher Education
15-19 years	8.6	17.5	5.7	-----
20-24 years	28.5	42.4	28.0	5.3
25-29 years	47.5	72.2	57.1	10.1

Table: average length of transition to work, in months, in relation to the educational level

### **Examples of support to easier entry of youth into the labour market**

To improve the perceived conditions, in addition to measures of career guidance and counselling as described in question 6, there are other programmes, such as:

1. The Ministry of Education in each school year awards student loans to secondary school students who are educated for the educational profile – deficient occupation, determined according to the National Employment Service data.

The beneficiary of student loan, who within six months establishes working relations with the employer with whom he had previously concluded an agreement on future employment, and who remained employed at least half the time for which he received credit, is exempted from the obligation to repay a loan. For academic year 2009/10 398 student loans were approved, and for the 2010/11 school year 392 student loans were approved for deficient occupations.

2. Programmes for obtaining work experience as a volunteer and for employment as a trainee. During the volunteering young people without experience get financial aid, and during the internship trainee salary is financed with all contributions of up to 12 months. The transition is being realised mostly through NES within the project "First Chance" that is implemented from 2008.

3. Each year in the process of planning the student admission in secondary schools the Ministry of Education organizes and supports local and regional consulting of social partners in order to offer adequate educational profiles. In a system without clear evidence and anticipation of development these processes are often flawed but we insist on their

implementation in order to create the core of the future model of anticipating the needs for knowledge and skills.

4. By monitoring the implementation of experimental educational profiles it was noted that employers prefer to employ young people who have performed practical education with them, so that in support of faster employment volunteering is increasingly used as well as vacation practice and occasional work with employers who receive students to practice. Mediation cases were observed in cases where secondary schools organized summer youth work in hotels, restaurants, travel agencies, workshops, farms and the like. This happens mostly in the local labour market but also more often abroad on the basis of cooperation between domestic and foreign schools or in the form of mutual cooperation between cities.<sup>59</sup>

### **The role of social partners and enterprises**

In Serbia, the National Employment Service - NES has a leading role in the process of transition from school to work. NES conducts a number of measures related to active job search and empowering people to behave proactively in the labour market. Improvement in this area will follow in 2011 as a result of enforcing the Strategy of Career Guidance and Counselling, adopted in 2010.

Enterprises in Serbia are behaving very active in terms of recruitment the personnel in many ways.

New ways of advertising vacancies are developed that enable faster and more direct contact with potential employees. Examples include two well-developed Internet portals for employment: Infostud - [www.infostud.com](http://www.infostud.com) and Easy to work - [www.lakodoposla.com](http://www.lakodoposla.com).

Job fairs are also important as a method for faster employment and faster transition from school to work. Some of the fairs are organized by NES, primarily at municipal level, which proved to be the most efficient, and some events of this kind are organized by the enterprises themselves, through their employing organizations. This year the first Virtual Job Fair was held which could be accessed through Internet from any location and where a number of companies appeared with bigger offers in vacancies.

### **8. Young persons leaving education and/or training without formally recognised qualifications: what are their numbers and percentages? What are the second chance measures undertaken to provide alternative routes to achieving qualifications?**

The Republic of Serbia faces the problem of young persons aged 15-18 leaving the educational system early, which results in the situation where 15.8 % of citizens belonging to this group do not receive secondary education, i.e. they do not have formally recognised qualifications.<sup>60</sup>

The latest available data the Ministry of Education possesses regarding percentages of young persons passing a grade, failing a grade and leaving school refer to the school year 2008-2009.

Table No. 1: School leaving, secondary education, the beginning and the end of school years 2006-07, 2007-08, 2008-09, according to the duration of education

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<sup>59</sup> Economic School in Paracin - students stay on ferial work and practice in resorts in Greece.

<sup>60</sup> TransMONEE database, 2010

School Leaving, %	2006/07	2007/08	2008/09
Four-year Education	2.6%	2.5%	2.3%
Three-year Education	8.0%	8.2%	7.8%

The source of data: Republic Statistical Office

The assessment of indicators: the Ministry of Education

A decrease in the drop-out rate is obvious, as a result of measures undertaken in this field of education. The drop-out of young persons is much more present in three-year education than in four-year education. In order to decrease the drop-out rate, especially within three-year education, the state has undertaken several systematic measures, incorporated in the new legislation:

- **Free of charge part-time education** for persons over the age of 17, with the aim of obtaining first qualifications. The enrolment of these persons is carried out with the accompanying public campaign and the call for all those who left secondary education at any time to pursue it in secondary schools near the place of their residence. This process is under development and each year a greater response is recorded and a larger number of students enrol in schools. The Ministry of Education implements flexible policy in this field, so the quotas planned for certain schools and professions can be expanded if necessary at local levels.

- **The expansion of educational programme offer and the creation of programmes of different duration** within the formal system. Aside of implementing regular school programmes regarding general, vocational and arts education, the new legislation provides secondary schools with the opportunity to implement the following:

- Work training programme in the duration of two years, which provides qualification for lower level vocational education
- Vocational training programme in the duration of one year
- Training programme for the needs of the labour market, in the duration of one year, upon which young persons who complete this form of education obtain a certificate of the training for specific jobs on the labour market
- Programme of specialist and artisan education

All persons who have completed only primary school may participate in the **training programmes for the professions** which are needed on the labour market or in some of the accredited training programmes provided by Regional Training Centres or other secondary vocational schools in cooperation with other organizations. The candidates pass an exam in vocational ability, i.e. quality of training upon which they obtain vocational qualifications for a specific professions, or job. These programmes are developed in direct cooperation with employers, National Employment Service and other relevant partners. The Ministry entrusted The Institute for the Improvement of Education to develop short training programmes for the labour market needs and to formulate standards, whereas the implementation of these programmes relies on secondary vocational schools and other organizations which meet the criteria required for this work. About 3000 trainees have gone through RTC programmes so far, having completed various training courses which have enabled them to obtain skills needed on the labour market. A large number of trainees found employment upon these trainings.

- **Adaptation of programmes to individual needs of young persons** in the educational system. With the aim of raising the level of efficiency of the educational system and

providing all categories of students with equal opportunities, new legal provisions gave schools the possibility to, depending on their needs, implement the following:

- Individual educational plan for students and adults with special needs
- Individual programme of obtaining the language of instruction for students who are not familiar with the language used in the teaching process
- School programme for the education of adults.

➤ **Raising the level of competence among teachers in vocational education**

Professional trainings for teachers in vocational schools are delivered with the aid of advanced offer of professional education for teachers, which greatly contributes to raising teachers' competences in implementation of modern teaching and learning methods, as well as their training for individualized approach to students. A large number of professional development programmes is developed through different projects, financed by the EU and other partners. The coverage of teachers with advanced competences constitutes 1/3 of the total number of teachers who work in vocational education.

- **Improvement of legislation in the field of enrolment policy**

The new legislation provides students with the opportunity to pass remedial exams in the course of the following school year, which they failed to pass in the course of regular education in the previous year, and to enrol in the next grade as part-time students in the course of the school year in question, on the basis of the remedial exams they have passed. These students may return to regular education the following school year. Previous legal arrangements did not provide students with the opportunity to transfer exams to the following year, which resulted in students leaving education or failing grades.

Serbia is facing problems regarding grade passing/failing and dropping out from the educational system at the level of primary education as well.

Table No. 1 passing a grade, failing a grade, dropping out from primary school prior to its completion, the beginning and the end of the school year 2008-09

	grades I-IV	grades V-VIII	grades I-VIII
Passing a grade, %	99.1%	97.9%	98.5%
Failing a grade, %	0.5%	1.1%	0.8%
School Leaving, %	<b>0.45</b>	<b>1.05</b>	<b>0.7%</b>

The source of data: Republic Statistical Office

The assessment of indicators: the Ministry of Education

Dropping out from primary school is more present in higher than in lower grades. In order to acquire systematic insight into the reasons for school leaving and further life of students who leave school, the Ministry of Education financed a research the results of which are expected at the beginning of 2011. Based on this research, additional measures for the prevention of drop-out shall be developed.

The new legal arrangements have already introduced a set of measures for the prevention of students' dropping out (introducing pedagogic assistants, improvement of teachers' competences, introducing Individual Educational Plan, etc.-see the answer to the questions 17 and 35). A set of additional measures is aimed at creating possibilities for re-entering education after dropping out from primary education. Two most important measures are to be highlighted:

- **Creation of an adult educational system and development of various adjusted programmes** of functional and flexible basic education for adults.

As the Roma population is facing the highest drop-out rates (61.9% without the completion of primary school, unemployment rate over 60%, presence in vocations without qualifications over 90%<sup>61</sup>, participation in the total number of social protection users over 50%), the Ministry of Education has initiated the development of an adult educational system, which should attract persons who dropped out from education, according to the needs of this, most vulnerable target group. Through the project *Functional Primary Education of Adult Roma* a specific methodology of functional, flexible basic education for Roma population was developed. Participating in this programme, adult Roma complete basic education and at the same time they undergo training for one of the professions which is in deficit on the labour market. Regional Training Centres (RTC), formed through the CARDS programme, have the key role in investigating which skills are needed on the labour market and designing modules – training programmes, as well as in the implementation of vocational trainings.

This model and example of good practice is used in the creation of programmes for all other target groups of adults who left their primary education through the IPA project 2008 “The Second Chance”.

- **Enabling the network of primary and secondary schools to work with adults**

In the past few years, the Ministry of Education has authorized a number of primary and secondary schools to implement advanced programmes intended for adults, above all the Functional Basic Education of Roma and accredited (published) training programmes for the labour market. A wide network of primary and secondary schools (80 primary and 75 secondary schools) is in the process of preparation, with the aim of implementation of IPA project 2008 “The Second Chance” for all adults who left the system of primary and secondary education. Teachers shall receive specific training packages for the work with adults and training in the implementation of specific curricula for the needs of adult education. Around 4000 trainees are expected to engage in the completion of basic education, and 2000 trainees are planned to go through the vocational training programme and thus prepare for the jobs on the labour market.

**9. Would you be interested in participating in the structures established under the Open Method of Coordination?**

We are exceptionally interested in participating in the structures established under the Open Method of Coordination (OMC). Given the good experience in other areas in which we participate within OMC (social protection and social inclusion), we believe that the exchange of good practice and mutual learning between countries through participation in OMC in education is a good mechanism and excellent way to increase capacity for easier and faster integration of European standards in education and transfer of European good practice. Accordingly, an initiative has already been launched to provide participation of the Republic Serbia in the Open Method of Coordination in education.

## ***B. Administration of the systems***

### **10. Status of educational institutions: Describe the procedures for setting up educational institutions. Which is the authority that monitors the setting up and functioning of educational institutions? Are there different types of status for educational institutions (e.g. private, public, private subject to control, etc.)?**

Institutions for all levels of education may be state (public) and private. Educational institutions have equal status, regardless of ownership or founder's identity.

Preschool and primary education state institutions, are established in accordance with the Act on the institution network<sup>62</sup> which is adopted at the local level on the basis of criteria prescribed by the Government. In 2010 the Government adopted criteria for the network of preschool institutions and primary schools, and local community shall adopt an act on the network within one year from the date of issued regulation.

Secondary education state institutions are established in accordance with the Act on the secondary school network which is adopted at a central level or autonomous province level.

Private institutions are not subject to the Act on the network and do not need to comply with these criteria.

Institutions for preschool, primary and secondary education have the same establishment procedure, whether it is a state institution, established by the Republic of Serbia, autonomous province and local self-government or a private institution, founded by the citizens or other institutions. Institution may also be founded by a foreign state, foreign legal or natural person, under the conditions provided for by international agreement.

Both state and private institutions which meet the establishment requirements (with prescribed facilities, equipment, teaching aids, teachers, educators, expert associates, provided sanitary and technical conditions, etc.) may perform educational activities. In addition to these conditions, the founder of a private institution, with guarantee of commercial bank, proves that he provided funds for a year's work of kindergarten or primary education cycle or secondary education programme. The founder of a private institution also must not be a person convicted of prescribed criminal offenses or a person found to be prone to discriminatory conduct.

Establishment and operation of educational institutions, both state and private, is monitored by the Ministry of Education and competent authorities of the province, as competent local authorities. When the educational inspector finds compliance with conditions for the establishment of state or private institution, the Ministry of Education issues a decision on the verification, after which the institution is entered in the register.

Institution operates in its head office. It can also perform activities outside the head office in another building or location by organizing a branch office, with the approval of the Ministry.

The procedure for the establishment of institutions of higher education is different. These institutions are established as independent higher education institutions or higher education units within independent higher education institutions.

Independent higher education institutions are: University, College, Vocational Study Academy and Vocational Study College. Higher education units within independent higher education institutions are: Faculty, Academy of Arts, department, division and other.

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<sup>62</sup> Act on primary school network is also adopted with the consent of the Ministry of Education or Autonomous province.



Independent higher education institution can be established by the Republic of Serbia, AP Vojvodina, as well as citizens and other institutions. Higher education unit can be established by independent higher education institution, and exceptionally, a higher education unit as a legal entity within the university is established by the Republic or AP Vojvodina.

Higher education institution can perform activities after obtaining a working license issued by the Ministry of Education.

The founder of the state or private institution shall submit Articles of association to the Ministry and evidence of compliance with standards for initial accreditation. The founder of a private institution, in addition, shall provide the bank guarantee for the continuation of study in the event of termination of the institution or termination of performance of a particular study programme.

Accreditation and quality assurance commission shall determine whether standards are met, especially in terms of content, quality, scope of study programmes, the number and qualification of teachers, other personnel, premises and equipment. Upon the report of the Commission, the Ministry shall issue a working licence to the higher education institution, after which the institution is entered in the register.

Establishment and operation of all higher education institutions is monitored by the Ministry of Education, the competent body of the autonomous province, as well as the Accreditation and quality assurance commission, and the National Council for Higher Education.

**11. General mechanisms for the monitoring and evaluation of the educational system:  
Are there mechanisms in place or in the process of being implemented for  
monitoring and evaluating educational establishments? What do they examine? To  
what extent are they independent from Government ministries?**

Mechanisms for monitoring and evaluation are built into the educational system, and so far are not independent of the Ministry. Supervision can be professional and administrative, or inspectional, as well as internal , which is performed by the institution itself, and external , performed by authorized bodies.

**I. Preschool institutions, primary and secondary education**

**• Internal monitoring**

The institution ensures the provision and improvement of conditions for the development of education, quality assurance and improvement of educational programmes, all forms of educational work and the conditions under which it is achieved, individually and in cooperation with the competent authority of local self-government units.

Expert bodies, parents' council, students' parliament, managing director and managing body of the institution participate in the process of self-evaluation. Self-evaluation is conducted in the following areas: Educational programme and annual work programme of the institution; Teaching and learning; Achievement of children/students; Support for children/students, Ethos; Resources and Management, Organization and Quality Assurance of institution (each year in certain areas of evaluation, on every four or five years - as a whole). The managing director submits the self-evaluation report on the operation of the institution to the educational council, teachers' council or pedagogical council, the parents' council and the managing body.

The managing director as responsible person for the legality of operation and successful performance of the institution, organizes and performs instructional review and monitors the quality of the educational and pedagogical practice, and undertakes measures aimed at improving and enhancing the performance of teachers, preschool teachers and school advisors.

- **External monitoring and evaluation of the quality of institutions**

External evaluation is performed:

- through evaluation of pupil/student achievement
- by professional monitoring of the Ministry of Education

1. *Ensuring quality of the institutions - the external evaluation*

The Institute for Education Quality and Evaluation evaluates pupil/student achievements on final exams (from 2011), through national tests or according to the needs. Currently there are no mechanisms by which pupil/student achievements would have consequences to the work of institution.

2. *Expert pedagogical supervision over the work of preschool institutions, primary and secondary schools*

The Ministry within its school administration units performs expert pedagogical supervision in institutions through educational advisers. There are 18 school administrations of the Ministry (organizational units) that engage 110 educational advisers. The educational advisers: evaluate the work performance of an institution based on prescribed standards (a new framework with detailed assessment of quality standards and indicators is adopted by the National Education Council in November 2010), monitor the implementation of the education development plan and programme; Ensure support and assistance to self-evaluation of institutions; Monitor the compliance of the established principles and achievement of educational and pedagogical objectives; Offer advice and expert assistance to teachers, preschool teachers, psychologist/pedagogue and managing director for the purpose of improving their and institution's performance quality and attaining achievement standards; Extend advice and offer expert assistance in ensuring the protection of children, students and employees from discrimination, violence, abuse, neglect in the institution; Ensure direct insight into the operation of the institution, teachers, preschool teachers, psychologist/pedagogue and principal; Be present during teaching activities, at exams and other forms of educational and pedagogical work; Monitor the performance of experiments; Evaluate the fulfilment of conditions for career advancement of teachers ; Monitor and evaluate the performance quality of advisers – external associates; Propose to the institution, the minister and the competent authorities necessary measures for the elimination of irregularities, shortcomings as well as the measures aimed at improving educational, pedagogical and professional work and activities.

Expert pedagogical advisers perform general supervision at least once in four years, and special and individual supervision according to the needs.

A report on performed supervision is made containing the review of conditions and proposals for the necessary measures for elimination of irregularities and improvement of educational work. The advisers monitor the proceedings of proposed measures, and if the institution fails to comply with the proposed measures, the adviser determines a new deadline for proceedings on the proposed measures to the managing director and notifies the governing body, educational inspection and the Minister.

### 3. *Inspectional supervision*

The aim of the inspectional supervision is monitoring the implementation of educational regulations and depending on the results of the supervision, imposing measures and controlling its implementation. This supervision is performed over all institutions included in the educational system, regardless of the founder.

The inspectional supervision of institutions is performed by:

- a) a community or municipal authority, as assigned duty, with 157 educational inspectors;
- b) Inspectors of the Ministry of Education or national inspectors with 16 inspectors of the Republic;
- c) On the territory of Autonomous Province of Vojvodina the bodies of Autonomous Province, as assigned duty.

Inspectional supervision is regulated by the Law on the Foundations of the Education System and Law on Public Administration.

- The drafting of a series of regulations is currently ongoing, which will regulate
- procedures of monitoring the implementation of educational programmes, other forms of educational work and working conditions, the basis and criteria for self-evaluation and evaluation, content and manner of publication of the results of self-evaluation and evaluation of the institution quality;
  - exam for educational adviser, programme and forms of professional development and ways of verifying the completion of programme for educational inspectors and advisers;
  - manner of implementation of expert pedagogical supervision and performance of advisers, the criteria for evaluating quality of the institution, manners of evaluating educational adviser and counsellor;
  - inspectional supervision.

## **II. Higher education institutions**

The Quality assurance system of higher education institutions is based on self-evaluation of institutions and included study programmes. Cyclic quality check of higher education institutions is done through external quality check in every five years, and the accreditation process that provides institutions and study programmes with working license, based on publicly issued standards which are in accordance with ESG. Responsibility for improving the quality is the obligation of higher education institution, and the implementation of quality control procedures and accreditation is the competence of the National Council for Higher Education and the Commission for Accreditation and Quality Assurance.

The Commission for Accreditation and Quality Assurance (CAQA) has 15 members elected by the National Council for Higher Education from the ranks of full-time professors, scientists, artists, on the proposal of the Conference of the Universities of Serbia.

The Commission for Accreditation and Quality Assurance proposes standards of NCHE for: issuing of working licences, initial accreditation and accreditation of study programmes and higher education institutions, as well as standards for external quality assurance of higher education institutions and standards for self-evaluation. The Commission

implements the accreditation procedure for study programmes and higher education institutions, decides on the application for accreditation and issues a certificate of accreditation, conducts external quality review procedures, ensures the harmonization of standards and procedures within the European area. For the purpose of conducting accreditation and external quality assurance the Commission appoint reviewers on the basis of public announcement. At least two reviewers selected from internationally recognized national and foreign university professors, scientists or artists form a part of the team at accreditation of each study programme or institution.

Administrative or inspectional supervision of the higher education institutions is performed by the Ministry in accordance with the Law on Higher Education, through inspectors or other authorized persons, and in Autonomous Province of Vojvodina, inspectional supervision of higher education institutions is entrusted to authorities of the Autonomous Province of Vojvodina.

In performing the inspection duties the inspector shall be authorized to:

- nullify the admission of students in the first academic year above the determined number of students;
- nullify the admission of students carried out contrary to the provisions of the Law;
- temporarily prohibit the performing of higher education activities or study programme to a legal entity carrying out these activities contrary to provisions of the Law, accreditation certificate or working licence, and
- take other measures for which he is authorized by the Law or other regulation.

### **III. Institutions for Pupils' and Students' standard**

The Ministry supervises the work of institutions for pupils and students' standard. The Ministry performs supervision over the legality of operation of the institutions, as well as inspectional supervision, in accordance with the Law on Pupils' and Students' Standard. The Ministry also performs expert and pedagogical supervision in student dormitories or student centres through educational advisers. The Institute for Health Protection performs sanitary-hygienic supervision and food quality control in these institutions.

#### **12. Statistical data collection and processing facilities: Describe the facilities and the type of data collected. Describe the various levels at which such data is collected and processed. Are there statistics on the destination of school leavers, VET and higher education graduates? Are there statistics on the concrete benchmarks for the improvement of education and training systems (early school leavers, number of graduates and gender balance in maths, science and technology, number completing upper secondary level education, basic skills, participation in continuing education and VET)?**

The Republic Statistical Office, with its regional departments, and the Institute for Informatics and Statistics, based in Belgrade, are responsible for collecting, processing, analysis, dissemination and publication of statistical data on the educational system in the Republic of Serbia.

The Ministry of Education also has its own database, which at the beginning of each school year, collects data in two ways:

1. Within the Secretariat, the *Group for Information and Documentation Services and Statistics*, is engaged in designing, maintaining and updating a database on the

educational system, collecting data and developing statistical analysis in this field, organization, control, adjustment and maintenance of information system of the Ministry, coordinating information system between the Ministry, school administrations and institutions, as well as between Ministries and other state administration bodies, and the development and coordination of electronic documents.

2. Through its 18 regional departments - School Administrations, the Ministry of Education collects detailed information on preschool institutions, primary and secondary schools, which is related to organizational structure, funding and basic activities of these institutions, as well as on users - students and employees, according to all relevant characteristics.

At most **universities** there are information systems that contain all relevant information for all university faculties, such as the number of students admitted to all years of study and all study programmes, displayed by the type of financing (budget, self-financing), the number of students admitted for the first time, the number of repeaters, the number of graduates, number of masters, specialists, doctors in total and per school years. There is also data on facilities of the faculties, technical equipment and employees (teachers, experts and non-teaching personnel).

Vocational Study Colleges do not manage data systematically.

Data is also gathered and processed by the **Institute for Improvement of Education** and **Institute for Education Quality and Evaluation**, which systematically and periodically collect statistical data as part of their basic activity, which includes development, consulting, research and other professional activities in preschool, primary and secondary education.

Republic Statistical Office, in the field of education, collects and processes data from all levels, from preschool through primary and secondary to higher education. Within primary and secondary education, in addition to those on regular education, data on the education of students with special needs, adult education, as well as additional primary music and ballet education are also included. Data on participants of programmes in retraining, additional training and specialisation are available for the school year of 2009/10.

Financial indicators on education are expressed within supervision of income and expenditure of the budget funds beneficiaries. Education is classified under the Classification of activities by type and level of education as follows: revenue - by sources, including budgetary expenditure on education as item with the most comprehensive share, and costs – by purpose, in which expenditure on salaries and other personal income of education employees takes the highest share. Investment (capital) costs, expressed as realised investments by source, type and purpose are added to total running costs of education.

For development of all mentioned indicators, Republic Statistical Office as a support uses data on the national accounts statistics, as well as data from demographic statistics (census, estimates and projections of population by gender, age and type of settlement), and if needed, data from final accounts of beneficiaries of Ministry of Finance budget funds, and database of the National Employment Service. From 2008, DevInfo database for Serbia, established by UNICEF, has been maintained and updated by the Republic Statistical Office since 2008.

The lowest available level of aggregated data is at the municipality level and above are district and provincial, or republic level. Data and indicators are published in press releases and bulletins for specific areas of statistics and in statistical yearbook, which is a comprehensive statistical publication. In periodical publications (list books), in the area of education, the last conducted was the List of school facilities in primary and secondary

schools in 2004, and, depending on the specified five-year programme, the lists of teaching personnel are envisaged. The results for a longer period of time, usually ten years, are presented on the basis of conducted lists.

The Ministry of Education collects and processes data through the information system, which is still incomplete. Primary and secondary schools enter data from their records into the Comprehensive information system. Currently this information system is being revised and it is expected that it will be more comprehensive and will satisfy the information needs of various users - both the Ministry and other state agencies, and local governments and wider community.

Information system of higher education is also under design. It is aimed at monitoring the resources and educational processes in higher education institutions. As part of its database it will include detailed information to accompany the student from the moment of applying in selected higher education institution, to admission, graduation, specialisation, and doctorate. The database shall be updated at the beginning and end of each school year.

Accurate and reliable information on the further path of school leavers is lacking, i.e. drop-out is not systematically monitored. Republic Statistical Office has available data for calculating the percentage of students who drop-out of school (primary and secondary), but it is not processed nor published. Reasons for leaving the school and subsequent destination of these students are not known and not systematically monitored.

Records of those who graduate from vocational schools and universities are kept by the **National Employment Service**, which provides complete data only on persons who apply to its records. Records of the National Employment Service contain data on the type of school which the person completed, the year of graduation and his skills.

Records of those who graduate from secondary schools and enter the first year of study are also kept by faculties, whose databases differ in arrangement, access in e-form and scope.

Republic Statistical Office (based on faculty reports) collects and processes statistical data on registered and graduate students by gender and field of study, in mathematics, science, and technology, and other areas. Republic Statistical Office publishes data on graduates by universities, fields of education, gender and mode of financing.

Republic Statistical Office keeps track of the number of those who complete the full secondary education.

Forms of permanent vocational education, under programmes verified by the Ministry of Education, are implemented in 5 active regional training centres (in Belgrade, Kragujevac, Nis, Bor and Zrenjanin), which for their own needs keep records on the number of participants, level of training and graduates.

Records of various kinds of non-formal education of employees in different companies are kept by the companies for their own needs.

Among the other indicators of the state of education in Serbia we provide the following, which are available in the database:

1. Republic Statistical Office:

Regular annual statistical survey of the Republic Statistical Office includes institutions, users and employees by various features (type of institution, ownership, organizational structure – source central school/detached schools, work shifts, teaching language, study programme, the number of groups-classes). Children, pupils and students are presented by gender, age, status (full/part time, repeaters, on budget/self-financed), the

payment of stay, duration of stay, area of work and educational profile, foreign language learning, the success of students during the schooling (students completing grade without make-up exam, with highest marks, with make-up exam, not completing grade), the completion of schooling, level, area and duration of study. With employees in the focus is teaching and related personnel, which is followed by type of employment, duration of working time, age, and in the school year 2009/2010 the number of features is extended to length of service, age and level of expertise. All mentioned categories (institutions, users, employees) are monitored at the beginning and at the end of the year, and graduate students of higher education institutions at the end of the calendar year.

Derived statistical indices/indicators are prepared according to the special request of domestic or foreign users, according to established standards. Most demanded indicators are: net and gross admission rates, the percentage of completion, repeating and drop-out - decline during education, the gender structure of students and employees, the student/teacher ratio, number of pupils per class, schedule of students by field of study, the share of public education expenditure in GDP and total public expenditure, etc.

## 2. The Ministry of Education:

The Ministry of Education keeps systematic annual records on the results of competitions in primary and secondary schools, education, vocational training and adult training, licensing of the staff in educational institutions, the accreditation of higher education institutions, and many other, under established or special requirements set for collected and systematized data, which are the focus of certain projects in the competence of the Ministry.

Department for Pupils' and Students' Standards of the Ministry of Education has complete documentation on dormitories for the accommodation of pupils and students, pupil and student loans and grants and investments for equipping schools and institutions by the level of education.

## 3. Institute for the Evaluation of Education Quality and Institute for Improvement of Education

Student achievements are monitored through the results of national and international tests, for which *Institute for the Evaluation of Education Quality* is responsible, and the most detailed database on vocational development of teachers is kept by the *Institute for Improvement of Education*.

## C. Infrastructure

Please provide information on:

### 13. Criteria for setting up infrastructure: Coverage of national territory: What variables are taken into account for setting up educational infrastructure (population density, geographical criteria etc.)? According to what criteria is infrastructure set up for the education of children of national minorities?

Kindergartens, primary schools and secondary schools are set up and spatially arranged in accordance with the identified needs of children and students to exercise the right to education.

Decision on *kindergarten* network is made at the local level, based on criteria prescribed by the Government. Decision on primary school network is also made at the local level, based on criteria prescribed by the Government, but with the consent of the Ministry of

Education or autonomous province. Decision on secondary school network is adopted at the central level, provided that the autonomous province is entrusted to establish this network in the province. In local self-governments in which the minority language is also an official language, the decision on network is subject to prior review of the relevant national minority council.

Since preschool education was not part of the integrated system of education previously, in terms of central regulations governing their spatial arrangement, the network is unevenly placed. It is well developed in the cities, while in smaller towns its structure is often insufficient. As the number of children in schools is steadily falling, for the purpose of carrying out preschool programmes the facilities of primary schools are also used.

This year, for the first time, criteria for the spatial arrangement of kindergartens were established, and among other things, they relate to: increase of the coverage of children in preschool education (up to 70% by 2015) and complete coverage of children in appropriate age by compulsory preparatory preschool programme; development of a network design based on the trend of population growth and migration trends of children in the local government for the next five years; demographic criteria (total population, number and age of children in a particular area); existence of at least one preschool institution in each local self-government unit; cultural landmarks (recognition of specific local traditions, national mixed regions and regions inhabited by ethnic minorities); and geographic characteristics (specificity and size of the terrain, size of settlements, mutual distance and transport linkage between settlements, as well as specificity of mountainous and cross border areas).

The network of *primary schools* is very dense and covers about 70% of settlements, but it is not efficient any more, given the large drop in birth rates and migration of rural population to cities.

There are several divisions in organization:

1. central (administrative) primary schools, from 200 to 1 200 students;
2. branches of central schools ("satellite" detached schools for eight or four grades);
3. small rural primary schools, up to 100 students.

Based on information given by the Republic Statistical Office, the total number of central primary schools is 1 106, with 2 434 "satellite" detached schools of which 2 080 with four grades. The majority of pupils attend the central school, about 86%, while others attend different organizational divisions. In Central Serbia, 9.4% of pupils attend four-grade detached schools, although these schools make 66.2% of school facilities (buildings). In Vojvodina, a smaller number of pupils attend such schools. Only 2.8% of students attend four-year schools, which makes 26% of school facilities. As the rural population was constantly decreasing in the past decade, rural schools became less economical. The largest number of detached schools has less than 11 pupils in all four grades. It is difficult and expensive to organize the educational process and provide high quality professionals for detached schools.

Transportation to school is used by 42 281 students and 28 591 students travel up to 6 km, while 1 345 students travel over 15 kilometres to school. Due to the lack of road network and bus lines, 1 361 students are not using their entitled right to gratis transportation. Only 52 students are placed in a boarding school or in private accommodation.

Therefore, the economic justification for such network of primary schools is questionable. For the spatial arrangement of the schools new criteria are prescribed which recognize the basic right to equitable education for all children, and relate, among other things, to: complete coverage of the students in appropriate age; economical feasibility of network; existence of at least one primary school in every local self-government unit; status criteria (primary school is established as a separate institution if it has at least 400 students, or



less, and if at a distance of up to two kilometres there is no other school); development plan of the network based on the trend of population growth and migration trends in the local self-government, for a period of four and eight years; cultural characteristics (recognition of specific local traditions, national mixed regions and regions inhabited by ethnic minorities); and geographic characteristics (specificity and size of the terrain, size of settlements, mutual distance and transport linkage between settlements, as well as specificity of mountainous and cross border areas).

The network of *music and ballet schools* consist of 72 primary music schools with 48 detached schools and 3 basic ballet schools with 7 detached schools. They are mainly situated in big cities and are not territorially well distributed.

*Students with disabilities* are entitled to education in regular primary schools, in regular classes, special classes and special schools. With the new inclusive approach, there is a tendency to close the special classes in regular schools. There are 47 special primary schools, which are not territorially well distributed. There are over 20 such schools only in Belgrade.

*Basic adult education* is carried out in 14 schools for adult education, which are not territorially well distributed. Regular primary schools can also implement a programme for adult education.

The network of *secondary schools* in Serbia was set up on the demands of economy and local communities in the period from 1980 to 1996, so the existing network of secondary schools in this moment does not reflect the needs of economy in a given district. Lack of appropriate economic development plans to a large extent prevents higher-quality planning of future personnel and consequently the formation of appropriate network of secondary schools.

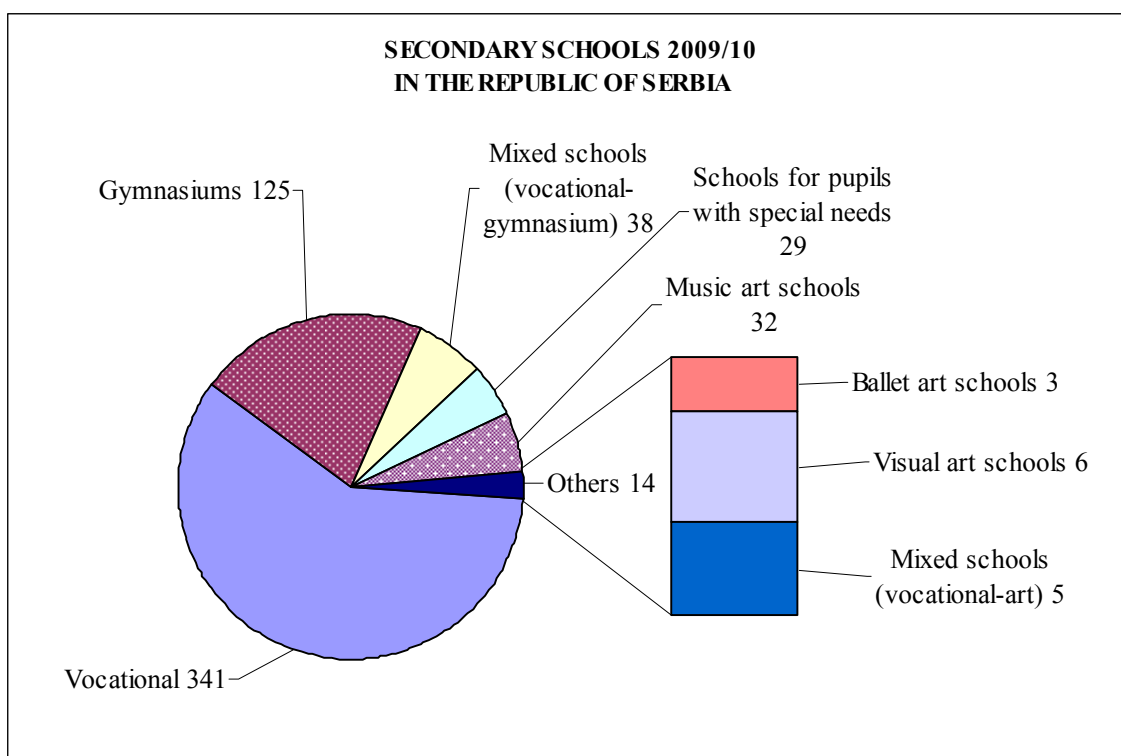


Chart SECONDARY SCHOOLS IN THE REPUBLIC OF SERBIA

Many cities of different size have a gymnasium which provides general education. In several smaller cities, mixed schools provide both general and vocational education. Vocational schools that are regionally distributed are mostly medical or art schools. A large group of vocational schools also offers four- and three-year profiles. In every major city there are usually two or three types of vocational schools. Most commonly represented, except the medical and art schools, are: mechanical, electrical, agricultural and economic secondary schools. Textile, chemical and construction schools are relatively less common. In rural areas, mixed schools offer profiles in various fields of work. It is significant that only 9% of the municipalities, outside Belgrade, Novi Sad and Nis, do not have a secondary school. Together with the municipalities without a secondary school, a total of 1/4 is without a gymnasium and students who want this type of education have to travel.

Due to given conditions of secondary school network, the Law on the Foundations of Education System set the new criteria in 2009, namely:

- Demographic projection of the population of students in a particular region;
- Peculiarity of the region (mountainous, cross border, under-developed, ethnically mixed region, with long educational tradition);
- Developmental peculiarities of the regions on the basis of established and planned needs for employment, long-term development plans;
- Access and equal opportunity for acquiring education;
- Provision of transportation

Criteria for the network of **facilities of secondary school students' standard** (dormitories) include the number of schools, number of students who are educated outside their place of residence, provision of transport and assessment of other peculiarities of the region, in order to ensure access and equal opportunities for acquiring education for secondary school students.

The Republic of Serbia establishes institutions of higher education taking into account geographical criteria, decentralization of higher education, population and ensuring the right to **higher education** in native language.

The largest number of universities and colleges is located in major cities - Belgrade, Novi Sad, Nis and Kragujevac. In the past period in a series of small towns were created Vocational Study Colleges. In Novi Pazar, where the majority Bosniak population lives, there are currently two universities - public and private. In addition, in Medvedja, that includes the municipalities of Presevo and Bujanovac where the majority Albanian population lives, were launched departments of Faculty of Economics and Law Faculty of Nis.

At the University of Novi Sad, there is a Teacher Training Faculty in Hungarian language which educates teachers to work in primary schools with children in Hungarian language. The same university provides basic and master study in Hungarian, Romanian, Ruthenia, and Slovakian language.

**14. Criteria for the provision of equipment: Who takes decisions and according to what procedures concerning the purchase of equipment for schools and universities? Does equipment include: manuals, libraries, teaching equipment for instructors, computer and multimedia equipment? Give information for each type of equipment and each level of education.**

The financing of full equipment for schools is envisaged during the construction of new schools, capital reconstruction and renovation of school facilities financed by the Ministry of Education .

Although the Law on the Foundations of the Education System stipulates that local self-government unit shall provide funding for capital expenditures, the Ministry of Education substantially participates in the equipping of schools, taking into account the situation on the ground and the lacking means of a number of local self-governments to meet the demands of schools.

In each current year, until the end of August, institutions submit requests on prescribed forms to the Ministry of Education for approval of funds for the procurement of appropriate equipment for the next fiscal year. Upon the adoption of the Law on Budget of the Republic of Serbia for the corresponding fiscal year, within 30 days the Minister of Education adopts the Programme for the distribution of funds, which specifies the type of equipment that is purchased and the amount of approved funds.

Educational institutions may apply for the procurement of: equipment for transportation, office, computer, communications, medical, laboratory, sports, electronic and photographic equipment, environment protection equipment, equipment for education, science, culture, and other. Equipment also implies manuals, libraries, and teaching aid for instructors. The Ministry of Education follows the new technical and technological developments and solutions in the field of equipment, so that e.g. computer classrooms are provided for with computer network and Internet access, purchase of multimedia classrooms, audio and video equipment, as well as supply of phono laboratory for schools for children with special needs.

Educational institutions implement appropriate procedures for the procurement of equipment which must be in accordance with the Public Procurement Law and by-regulations, with more closely prescribed procedures, depending on the estimated value of public procurement. Upon the conducted procedure, educational institutions are required to submit complete documentation to the Ministry of Education, which only then transfers funds in accordance with the signed contract. Procedures for the procurement of each type of equipment and for each level of education are identical.

Financial resources are distributed to educational institutions in accordance with the following criteria and standards (criteria for the equipment are identical to criteria for capital investments):

- \* The degree of overall impact and importance of the project:
  - Assessment of the current number of pupils - students in relation to the subject area and the projection of the trend for the same number of users in the future;
  - Improvement of the material base of educational institutions, namely:
    - in underdeveloped municipalities;
    - in areas without basic sanitary - technical conditions for work;
    - depending on the degree of completion of commenced works and assessment of newly planned and commenced works completion by the end of the current year.
- \* **Economic feasibility of the project:**

- Cost effectiveness of the project (the costs/effects ratio, and the cost of continuing the project realisation in commenced projects);

- The degree of co-financing of the project (with funds from the budget of the autonomous province, city or municipality, or funds from international sources, etc.)

- Project sustainability (the ability to continue activities after the completion of financing by the Ministry of Education).

- \* **The readiness of the project:**

- The level of elaboration of the project (defined objectives, planned activities and quality of documentation)

- Partnership in the implementation of the project (clearly indicated profile of participants, defined mutual objectives and responsibilities of participants);

- The degree of involvement of the necessary resources to realise the project (financial, human, equipment, etc.), their integration into a coherent system and the time required for their mobilization);

- Degree of risk for project implementation.

- \* **Degree of specific impacts of the project:**

- Degree of impact on the increase of social inclusion (impact on poverty reduction, increase of social inclusion of groups with special needs, disadvantaged groups, and reducing of inequality);

- Degree of impact on gender equality;

The process of accreditation of higher education institutions and study programmes prescribes the standard that higher education institution shall provide the facilities, as well as the necessary technical equipment for modern teaching in accordance with the needs of the study programme. The standard for higher education library is at least 1 000 library units in the field required by the teaching process, and for informational resources at least one computer workshop with a minimum of 20 computers with Internet access.

In addition, educational institutions are also equipped through projects that are supported from EU funds. Thus, in the period 2003-2009, within the *CARDS Programme for Reform of Vocational Education*, 153 vocational schools received 3 500 computers and accompanying equipment (video beams, smart boards, Xerox machines, scanners). Modern professional equipment was delivered in 77 vocational schools in seven fields of work. Within the *Modernization of Vocational Education* project from IPA funds in 2007, 1824 computers with accessories are supplied in 87 vocational schools. There is ongoing equipping of schools and preschool institutions from the *Education for All* project (IPA 2008), and soon will start the equipping of selected higher education institutions from the *Higher Education Teaching Infrastructure Project* (IPA 2010), as well as procurement of assistive technology from DILS project (financed by a loan from the World Bank).

Attachment includes a review of equipment and furniture for primary and secondary schools acquired in 2009 within the "Improvement of school conditions" project which is funded by the EIB (**Appendix I**).

## DISTRIBUTION OF INVESTMENT FUNDS OF THE MINISTRY OF EDUCATION FOR EQUIPMENT IN 2010

PRIMARY EDUCATION			
Machines and equipment			PAID -RSD
ZABARI	PS "Dude Jovic"	Equipping the sports fields for physical education	356,124.00
ARANDJELOVAC	PS "Saint Sava"	Purchase of school furniture and computer equipment	2,769,022.00
KRALJEVO	PS "Josanicka banja", Josanicka banja	Purchase of school inventory (desks and chairs)	832,643.00
ALEKSANDROVAC	PS "Ivo Lola Ribar"	Purchase of equipment for two cabinets	500,000.00
CICEVAC	PS "Vojvoda Prijezda", Stalac	Purchase of computer equipment for source schools and needs for SC at Mrzenica	325,831.00
BRUS	PS "Branko Radicevic", Razbojna	Purchase of school furniture and inventory (desks, chairs, teacher desks, boards...)	315,000.00
GADZIN HAN	PS "Vitko i Sveta"	Equipment for classrooms	470,466.00
ALEKSINAC	PS "Desanka Maksimovic", Katun	Purchase of two computers and one Xerox machine	157,798.00
VLASOTINCE	PS "Sinisa Janic"	Purchase of computer equipment	295,747.00
		Equipping of school with furniture	1,371,160.00
	PS "8 October"	Equipping of school with furniture	1,486,210.00
BACKI PETROVAC	PS "Zarko Zrenjanin", Maglic	Video surveillance and alarm	104,666.00
VELIKA DRENOVA	PS Velika Drenova	Equipment for education	299,877.00
TUTIN	PS Rifat Burdzevic Trso	Purchase of boiler	748,710.00
ALEKSANDROVAC	PS Aca Aleksic	Video surveillance	238,950.00
BOLJEVAC	PS Djordje Simeunovic-Podgorac	Equipment for education	149,943.00
ZLOT	PS "Petar Radovanovic"	Purchase of video beam	100,000.00
DEBRC	PS Jovan Cvijic	Instalment of steam heating in Jalovik	512,687.00
TOTAL DISTRIBUTION:			11,034,834.00

SECONDARY EDUCATION			
Machines and equipment			PAID -RSD
ARANDJELOVAC	Economics and hospitality school "Slobodan Minic"	Renewal of the old school equipment: furnishing the cabinets and classrooms	3,334,455.00
GORNJI MILANOVAC	Gymnasium "Takovo Rising"	Purchase of equipment for classrooms and cabinets	1,776,313.00
CAJETINA	Hospitality and Tourism School	Purchase of equipment for the restaurant and kitchen on Zlatibor, School centre	1,993,259.00
ALEKSANDROVAC	Secondary School "Saint Trifun"	School Furniture	1,722,882.00
		Purchase and instalment of video surveillance	274,640.00
BELA PALANKA	Secondary School Nikita Remezijanski	Computer and IT equipment	148,363.00
TOTAL DISTRIBUTION:			9,249,912.00

<b>HIGHER EDUCATION</b>			
<b>Machines and equipment</b>			<b>PAID - RSD</b>
KRAGUJEVAC	University of Kragujevac	Purchase of administrative and educational equipment	751,687.00
	Faculty of Science, Kragujevac	Purchase of chemicals and equipment for practical learning	542,798.00
PROKUPLJE	Vocational College of Agriculture and Food	Purchase of educational and laboratory equipment and consumables	776,997.00
BELGRADE	Faculty of Medicine	Purchase of digester	400,000.00
		Purchase of reagents	340,000.00
	Faculty of Dental Medicine	Purchase of equipment for preclinical room (prosthetic clinic)	3,000,000.00
		Laboratory equipment	300,000.00
	Faculty of Agriculture, Zemun	Computer equipment	179,955.00
		Purchase of tables, chairs and overhead	350,986.00
	Faculty of Orthodox Theology	Administrative equipment (furniture, computers)	587,539.00
	Faculty of Forestry	Purchase of analytical scale - reserve funds from the savings realised in programming positions.	140,981.00
<b>TOTAL DISTRIBUTION:</b>			<b>7,370,943.00</b>

<b>PUPILS' STANDARD</b>			
<b>Machines and equipment</b>			<b>PAID - RSD</b>
VLADIMIRCI	Posavotamnava secondary school	Equipment for kitchen	9,892,317.00
VLADIMIRCI	Posavotamnava secondary school	furniture for restaurant	2,660,000.00
KOSTOLAC	Technical school with Pupil Hostel "Nikola Tesla"	Furnishing of a kitchen	3,010,556.00
KRAGUJEVAC	Pupil Hostel of secondary schools	Purchase of kitchen equipment	1,000,000.00
JAGODINA	Pupil Hostel of secondary schools	Video surveillance	1,000,000.00
JAGODINA	Pupil Hostel of secondary schools	Purchase of kitchen equipment	1,800,000.00
SVILAJNAC	Agriculture and veterinary school with Pupil Hostel "Svilajnac"	Reconstruction of outdated video surveyance system (purchase and installation of new equipment)	1,199,680.00
IVANJICA	Pupil Hostel of secondary schools	Replacement of equipment in classrooms	185,496.00
NIS	Special school with Pupil Hostel "Bubanj"	Equipment for education	500,000.00
BELGRADE	Pupil Hostel of secondary schools Belgrade	Equipping of Pupil Hostel Petar Drapsin with furniture	1,500,000.00
	Pupil Hostel of Secondary PTT school	Equipment for kitchen	423,620.00
	Pupil Hostel of Secondary railroad school	Video surveillance	600,000.00
SUBOTICA	Pupil Hostel of secondary schools Subotica	Equipment for kitchen	998,280.00
KOSTOLAC	Technical school with Pupil Hostel "Nikola Tesla"	Furnishing of a kitchen – small inventory	479,321.00
PROKUPLJE	Pupil Hostel of secondary schools	furniture for student's rooms	684,291.00
PROKUPLJE	Pupil Hostel of secondary schools	Kitchen	999,460.00
POŽEGA	Pupil Hostel Ljubo Micic	Kitchen	600,000.00
KRALJEVO	Pupil Hostel of secondary schools	dishwasher – part of funds	1,000,000.00
PIROT	Diary school with Pupil Hostel	Kitchen	584,690.00
POŽAREVAC	Agricultural school	Equipment for library and classrooms	720,000.00
<b>TOTAL DISTRIBUTION:</b>			<b>29,837,711.00</b>

STUDENTS' STANDARD			
Machines and equipment			PAID - RSD
KRAGUJEVAC	Student Centre Kragujevac	Purchase of equipment for kitchen and restaurant	2,000,000.00
	Student Cultural Centre Kragujevac	Educational equipment-computers, printer, Xerox machine, elements of the ramp for lighting, sound and lighting equipment	295,040.00
BOR	Student Centre Bor	Purchase of kitchen equipment	800,000.00
UZICE	Student Centre Uzice	Purchase of equipment for kitchen and restaurant	999,814.00
CACAK	Student Centre Cacak	Equipment for restaurants in Cacak and Kraljevo	600,000.00
NIS	Student Cultural Centre Nis	Equipment for kitchen	1,846,000.00
	Student Cultural Centre Nis	Equipment for education, science, culture and sports	500,000.00
BELGRADE	Student Centre Belgrade	Equipment for kitchen	8,500,000.00
	Student Cultural Centre Belgrade	Equipment for video surveillance	2,688,743.00
NEW BELGRADE	Centre of Culture "Student City"	Chairs for library reading room	499,694.00
SUBOTICA	Student Centre Subotica	Purchase of kitchen equipment	1,999,708.00
KOSOVSKA MITROVICA	Student Centre Kosovska Mitrovica	Equipment for restaurant in Novi Pazar	4,000,000.00
CACAK	Student Centre Cacak	Equipment for kitchen	1,100,000.00
TOTAL DISTRIBUTION:			25,828,999.00

**15. Please provide information and statistics on ICT use in education and training, including the number of pupils per computer and distance learning facilities, etc.**

According to data from 2009 the total number of computers used in primary schools was 22 720, of which 16 607 are used in teaching and 6 113 in administration. In secondary schools 17 336 computers are used, of which 14 386 in teaching and 2 950 in administration. Computers used in teaching do not imply only computers used in the computer cabinets but also in other classrooms. In addition, computers are used in administration or in the library, pedagogical and psychological service of school, teachers' office for the preparation of teaching, electronic diary, etc.

The data suggest that in primary schools there are 35.99 pupils per computer, and in the administration 8.61 teachers per computer. Number of pupils per computer in secondary schools is 17.93, and in administration 8.91 teachers per computer.

According to survey results from 2009<sup>63</sup> the news in application of computers in education follow 52.22% of respondents, while 45.57% do not follow (2.21% had no response). Innovations are mostly followed by teachers of IT and electrical group of subjects and to a lesser degree by teachers of biology and physical education. This indicates the need for additional education of teachers in this field. The computer is much more used in the preparation of classes than during teaching.

Within primary education the IT literacy of all pupils is provided through three subjects:

<sup>63</sup> The research of Association of Informatics Professors of Serbia, conducted in May 2009 which included 112 schools in the Republic of Serbia.

1. From toys to computer – elective subject in first cycle
2. Technical and IT education – compulsory subject in second cycle
3. IT and computing – elective subject in second cycle

In secondary education teaching of computer science is conducted for one year in first grade.

Information about the use of computers in teaching other subjects except information technology is not available to the Ministry of Education.

Since 2009, ADSL Internet was introduced in about 80% of primary and secondary schools in the Republic of Serbia. The Internet could not be introduced into remaining 20% of schools because of the terrain configuration.

Using of information and communication technologies in technical equipment for teaching in higher education is provided and regulated by the standards of accreditation. All higher education institutions had to meet these standards.

The possibility of distance learning is provided by the Law on Higher Education. The National Council for Higher Education adopted the standards for accreditation of academic programmes for distance learning. Singidunum University, the Faculty of Organizational Sciences, and Faculty of Economics of the Belgrade University hold the certificate of accreditation. The number of students studying in this way is still relatively low.

All universities, Serbian Academy of Arts and Sciences as well as scientific and research institutions that are not within the university are linked into academic network AMRES, which is available to all teachers, researchers and students. There is also KOBSON system in the National Library of Serbia, which allows access to databases and scientific literature covering all areas of teaching and performing scientific and research activity. Use of information and communication technologies within technical equipment for teaching in higher education institutions is provided and regulated by the standards of accreditation.

**16. Provision of accommodation for students/trainees not living at home: What facilities exist? What services do they provide? Are developments in such facilities envisaged? If so, what developments?**

Students' and Pupils' Standard provides support for accessible, efficient and quality education of pupils and students and is regulated by the Law on Students' and Pupils' Standard.

In the Republic of Serbia the right to food and accommodation in facilities (dormitories) is provided to secondary school pupils and higher education students, who are citizens of the Republic of Serbia, whose education is financed from the budget and whose place of education is not the place of their permanent residence. In addition to food and accommodation pupils/students are entitled to rest and recovery, cultural, artistic, sporting and recreational activities and information, and pupils hold the right to pedagogical work.

In the academic year 2010/2011, for 27 502 beds in 69 institutions 36 227 pupils/students competed and 27 073 were accepted, which represents 98.44% occupancy. Dormitories usually have 100% occupancy, as well as Pupil Hostels, except in border areas of Southern and Eastern Serbia.

Institutions of pupils' standard are: Pupil Hostel (PH), Pupil resort and Pupil Cultural Centre (PCC)

Institutions of student's standard are: Student Centre (SC), Student resort and Student Cultural Centre (SCC).



*Overview of admitted pupils and students in institutions financed from the budget of the RS per year*

	2007/08.	2008/09.	2009/10.	2010/11.
In PH – admitted pupils	9.554	9.574	9.805	9.895
In PH – admitted students	453	530	485	431
In SC – admitted students	16.037	16.091	16.370	16.747

The presented figures indicate the trend of accommodation in facilities per school years, which is due to extensions, reconstructions and upgrades of the existing facilities and construction of new facilities.

Besides accommodation of students whose education is financed from the budget of the Republic of Serbia, the institutions of students' standard provide facilities for international exchange of students, lecturers and professors (271 beds), and facilities rented at economical price (635 beds).

In 2010 the construction of a new facility within SC Nis started, whose completion is expected in 2012 (320 beds).

For 2011 the continuation of construction works on the annex of PH of Agricultural School in Svilajnac is envisaged, the completion of the newly built facilities for accommodation of pupils in Vladimirci and Kikinda, and reconstruction and upgrading of the dormitory "Patrice", SC Belgrade.

Completion of reconstruction and renovation of Student dormitory for students with special needs "Mika Mitrovic" SC Belgrade is planned for 2012.

**Appendix 2** includes review of facilities for pupils' and students' standard with capacities, the number of pupils/students applied/admitted in the academic 2010/11 year, the occupancy rate in %, type of services provided and the number of employees. The data indicate the need to optimize the network of hostels/dormitories and to increase capacities in many places.

**17. Are there special facilities, at all levels of education, for handicapped persons in mainstream education and VET establishments?**

*The Law on the Foundations of the Education System* stipulates equal rights and access to education without discrimination and separation of any kind, including the right of children with disabilities and special needs to education.

The coverage of all children and pupils with special needs and disabilities in the educational system is provided in accordance with the implementation of legislative provisions.

In order to ensure equity and accessibility of education, the *Law* stipulates the measures institutions should take to eliminate physical and communication barriers for the optimal involvement of all students in education. Article 77 of the *Law* stipulates that Individual Education Plan (IEP) shall be developed for children and pupils/students with special needs and disabilities, providing individualized work and approach to each child.

*By-law on more detailed instructions for establishment of rights to individual education plan, its implementation and evaluation*, adopted on the basis of the *Law on the Foundations of the Education System*, stipulates that children shall be entitled to individual education plan, its implementation and evaluation in preschool institution, primary and secondary school, aimed at achieving optimal involvement of child and pupil in the regular educational provision and their progress and independence in the peer community.

*Rulebook on Additional Educational, Health and Social Support to Child and Student* prescribes the composition and functioning of local inter-departmental committee (the representatives of education, health and social policy) to assess needs for additional child and pupil support that requires additional funding. The estimate is based on complete and individualized approach based on equal opportunities for understanding the needs of children and students, in order to provide appropriate support to enable social inclusion through the access to rights, services and resources. Additional support is envisaged in the acquisition and adaptation of textbooks and teaching materials (for example, in Braille alphabet), assistive technologies, in engaging educational assistant and/or personal companion and other professional support persons, or in for training and education in developmental group or in special schools for educating students with disabilities. The possibility is also provided for indirect support, through adjustment of the environment, compulsory training of employees, increase of the sensitivity of peers and their parents for acceptance of every child, counselling work with parents of children who need additional support, provision of food, transportation and extended day-care for the child in the educational institution. The formation of the committee members database is currently ongoing, a training programme is in process, which is supported by accompanying manuals and guidebooks for the committees and parents, while a support network is also being set up.

The Law on the Foundations of the Education System regulates that specific standards of achievement may be individualised to each student with special needs and disabilities, with constant monitoring of his development, and the final exam, general school leaving exam, vocational matura and vocational final examination of secondary vocational education, specialist and master's exam, shall be organized in accordance with the student's motoric and sensory capabilities, that is, the conditions required by the particular type of disability.

Support for children and students with special needs and disabilities has been also acknowledged in the following laws:

- *Law on Textbooks and Teaching Materials*, which regulates the provision of textbooks for students with disabilities and the right to publish textbooks in Braille and electronic format for deaf and hearing impaired students.
- *Law on Preschool Education* which stipulates the admission of children with disabilities into regular kindergarten groups or in development groups (in case of children with severe disabilities), as well as development of Individual Educational Plan for children who need additional support.

Implementation of the legal solutions is carried out with the continuous support and development of resources through the Delivery of Improved Local Services (DILS) project at the local level, which is realised from a World Bank loan. National training for "Inclusive Education and Individual Education Plan" has been organized for about 7 500 employees of educational institutions, or at least five employees of each institution, including managing director. The implementation of "Strengthening of Institutions for Inclusive Education" pilot-programme is ongoing, and it is in the process of being expanded to about 320 institutions in all municipalities of Serbia. Grants to institutions provide support to school projects for improvement of inclusive cultures and practices. The funds are focused on the training of the staff, procurement of assistive technology, small construction renovations, local actions to raise awareness about the importance of social inclusion, and better collaboration with parents. Electronic materials and printed guides were prepared and distributed to support teachers in working with children who have a need for additional support. An operating network of support to inclusive education was also established, consisting of 75 practitioners and ten schools who are open to answering questions and advising on solving problems, offering horizontal learning, visits to other employees, demonstration of educational work,

building an IT based network, working on the development of learning resources, collaborating with parents, building capacities for teamwork, and the like. This support network is, besides employees in education, addressed by the parents of children with special needs and disabilities, relevant civil associations, interested public and the media.

It is defined that for every child with special needs and disabilities, the number of students in the class can be reduced for 2-3 children, and to prevent segregation, a maximum of two such children may be admitted into one class, if conditions allow.

A new financing mechanisms for education, based on a per student formula is under development and the need for additional support to children and students will be taken into account in the formula.

Article 81 of the *Law on Higher Education*, regulates the organization of study. Article 90 Paragraph 11 of the Law stipulates that a student with a disability shall be entitled to take the exam in a manner adapted to his abilities, in accordance with the general act of a higher education institution.

At all higher education institutions established by the Republic of Serbia, admission of a number of persons with disabilities is allowed under special conditions, through affirmative action. In universities there are centres for students with disabilities that provide various services, such as a transportation organization, use of different software suites, etc.

Students who for the first time enrolled to winter semester on the budget of RS and did not fail a year during the study, regardless of grade average, are entitled, through the Association of students with disabilities, to student scholarship. Scholarships cover the costs of food and accommodation in the dormitory. The number of awarded scholarships is the following:

School year	No. of users
2007/2008	134
2008/2009	127
2009/2010	119

Students' standard institutions are adjusted to the needs of students with disabilities: Student dormitories have been reconstructed in order to enable persons with disabilities an access and mobility.

Accommodation and food in Students' standard institutions for students with disabilities is as follows:

- In the Student Centre Belgrade, of the existing 25 buildings providing accommodation of students, in 14 buildings (44%) there is adjusted access to the facilities for persons with special needs. It is planned that other facilities successively should also be provided with ramps in accordance with the prescribed conditions for planning and design of facilities related to unobstructed movement of children, the elderly, the handicapped and disabled persons. Dormitory "Mika Mitrovic" is provided with 162 beds and is specialised for students with disabilities. Its reconstruction and complete conformity with above mentioned Rulebook is envisaged by the end of 2012.
- In Student Centre Nis rooms are adapted and adjusted to people with disabilities while approaches are arranged.
- Within the Student Centre Kragujevac approaches to the restaurants were built while facilities for accommodation can be used only by persons with disabilities who don't use disability aids. A project is drafted for the construction of a new facility, adjusted to handicapped persons, which will be completed in 2 - 4 years.

- Within Student Centre Novi Sad, 9 dormitories (all except SD "Mihajlo Predic - Dr. Misa" in Zrenjanin) have accesses adjusted to handicapped persons. Within SD "Slobodan Bajic" there are 4 single-bed rooms adjusted for wheelchair access.

#### **D. Teachers**

#### **18. Please describe the requirements for the qualification of school teachers and school principals at all levels of education.**

Teachers' qualifications include the following: initial education for teachers and obtaining a work permit/ teacher licensing

##### **1.a Initial education for teachers**

*The Law on the Foundations of Education System*, Article 8 prescribes that the educational and pedagogical work in an institution is performed by the following: teacher, preschool teacher and expert associate who are to have proper higher education:

- Second degree studies (diploma academic courses for a master's degree, specialist academic studies or specialist professional career courses) in accordance with the *Law on Higher Education*, as of 10 September 2005
- First degree studies lasting for at least four years, pursuant to the regulation which governed higher education prior to 10 September 2005
- In both cases education in psychological, pedagogical and methodological disciplines is required, at least 30 ECTS and 6 ECTS of practice in an institution, acquired at a higher education institution in the course of studies or after graduation. Exceptionally, the abovementioned education is not obligatory for persons with secondary education – preschool teachers, teachers of rhythmic subjects and practical education. This provision shall be implemented as of school year 2012-2013 and it shall be applied to all persons seeking employment from 1 September 2012

Until then, the qualifications required at each level of education are prescribed under the laws defining issues for the relevant level of education:

- Preschool teachers who work with preschool children receive education at colleges of vocational studies for preschool teachers
- Teachers who teach in the first cycle of primary education as class teachers receive education at faculties of teacher training
- Initial education of subject teachers for subject teaching (the second and the third four-year cycle) is delivered at faculties which prepare teachers for the working in primary and secondary schools (general education subjects). For these teachers, the following faculties are relevant: The Faculty of Philology (Serbian, foreign languages and the languages of national minorities), the Faculty of Philosophy (history, classical languages, psychology, sociology, philosophy, logic, history of art), Faculties of Biology, Physics, Chemistry, Mathematics, Academy of Music, Academy of Art, Faculty of Sports and Physical Education, Faculty of Technical Sciences and Informatics (informatics are taught at other faculties as well). Usually curricula at these faculties include subject didactics, pedagogy or psychology, and/or educational psychology as obligatory or elective subjects.
- Teachers who teach vocational subjects in secondary vocational schools receive their education at respective faculties for the specific scientific field (technical, medical, economic, legal, etc.), which do not include pedagogical and psychological subjects in their curricula, although a large number of students assume the role of teachers afterwards. Pedagogy and

Psychology for these students is required as an additional exam in the course of obtaining the licence for working in education.

- An additional condition for preschool teachers and teachers who work with children belonging to national minorities is obtaining adequate education in the language used during their educational practice or passing an exam in the language and subject didactics at an adequate higher education institution. As regards teachers who teach in Roma language, the Commission of the Ministry shall assess their language knowledge. (Article 121 of *the Law on the Foundations of the Education System*)

The rulebooks on teachers' qualifications for working in primary and secondary schools define which study programmes are suitable for teaching a particular subject.

Articles 63 and 64 of *the Law on Higher Education* prescribe the following:

- The teacher title (lecturer, professor of professional career studies, docent, associate professor and full professor)
- Conditions for election to the position of teacher of higher education institution (an appropriate professional, academic and/or scientific title, the capacity for pedagogical work, appropriate number of scientific works or works of art)
- The obligation of a higher education institution to adopt a general act, in accordance with recommendations of the National Council for Higher Education (the body which ensures development and improvement of higher education quality)

### **1.b Initial education of managing directors/principals**

Managing directors or principals have to meet the prescribed conditions for working as a preschool teacher, teacher or school advisor of an institution, but some additional conditions as well – they have to undergo training and pass the exam necessary for a managing director of an institution, as well as at least 10 years of work experience in the field of education in a preschool or school institution, after acquiring appropriate education. The exam for a managing director of an institution may be also taken by a person who is not a manager, if he/she meets the conditions required for the manager of the institution and has evidence of having attended the prescribed training programme. Person who passes the exam for the post of managing director obtains a manager work permit (manager licence).

These additional arrangements related to the acquisition of manager's licence shall be implemented in practice after the adoption of a new rulebook on the conditions for taking the exam and necessary competences of a managing director.

According to Article 54 of *the Law on Higher Education*, which defines executive bodies of a higher education institutions, at higher education institutions, management activities are performed by the following:

- The executive officer (University Rector, the Dean of a faculty, the President of an academy of professional career studies, the Head of a four-year college or a four-year college of professional career studies) elected among the teachers of a higher education institution who are employed full time and who have been elected for an indefinite period of time. The precise conditions for selection of officers shall be regulated by the Statute of a higher education institution.
- A person sentenced by a legally valid judgment for the criminal offence of sexual abuse, forgery of a public document issued by a higher education institution or for accepting a bribe while performing a function in a higher education institution may not serve as an executive officer. The same is applicable to a person sentenced by a legally valid judgment to

a prison term for some other criminal offence, or a person who has violated the code of professional ethics.

- In a higher education institution founded by the Republic of Serbia where lectures are partially or completely delivered in a national minority language, the national council of the corresponding national minority provides its opinion on the candidates proposed for the post of executive officer.
- The executive officer shall be elected for a period of three years with an option of one re-election.

## **2. Acquisition of work permit / teacher licence**

New teacher is employed as an intern. The internship lasts for two years maximum from the day when employment relationship was founded – during the period the intern goes through a programme of induction. In the course of internship, the institution provides the intern with a mentor. During the first three months a teacher or a preschool teacher intern works under direct supervision of a licensed teacher or preschool teacher, assigned to him/her by the mentor. Intern teacher does not grade students in the first three months.

The exam for licence acquisition is taken at the end of internship, when the institution assesses that the intern is ready, and it consists of a written paper and an oral part. The written paper includes: lesson preparation for a teacher, preparation of activities for a preschool teacher, or essay preparation for a school advisor. The oral part of the examination includes the evaluation of the following: knowledge, skills and competences to perform a lesson with a class; ability to deal with concrete situations in pedagogical practice; knowledge of regulations in the field of education.

In the exam for licence acquisition, knowledge of the interns who did not pass exams in pedagogy and psychology in the course of their first degree studies, is also assessed.

The Ministry of Education issues the licence to a person who performs educational work and keeps the register of teachers and preschool teachers to whom licences were issued.

In Higher Education, teachers in the position of assistant professor, associate professor and full professor may teach all levels of study.

On the basis of publicly announced competition for employment contract and acquisition of the teacher position, and Criteria for electing a teacher of the National Council for Higher Education and criteria defined by general act of higher education institution, the university elects the candidates for all teaching positions at the proposal of a faculty and/or other higher education unit. College perform election for all teacher positions, and Vocational College perform election for positions of lecturer and professor of vocational study.

Elections for teaching positions in higher education institutions are conducted in accordance with the criteria defined in the Law on Higher Education (LHO) since 2005. Amendments of LHE adopted in June 2010 reinforced the criteria of the National Council and made them an obligation to all higher education institutions.

For example, for assistant professor position at the university level in the field of technical and technological sciences, a candidate as a necessary condition must have a PhD in the selected field, positive evaluation of teaching unless elected for the first time in a teaching position, at least 1 work on SCI list and at least two works of lower rank. In the same field, for election to the position of associate professor, a candidate should have a PhD in the

selected field, a positive evaluation of teaching, conducting of at least 2 diploma dissertations, published textbook, monograph, practicum or collection of assignments for specialized chosen scientific field, at least 3 works on SCI list (of which at least one since last election) and at least 5 works of lower rank, of which at least two since the last election, and the original professional achievement or participation in scientific projects.

#### 19. Please describe the initial and continuing training provisions and facilities available for teachers?

Teachers obtain initial teachers' education for working in preschool institutions, primary and secondary schools at accredited public and private higher education institutions, at appropriate faculties or art academies of the universities in the Republic of Serbia, in the duration of 3+1, 3+2 or 4 years (The Law on the Foundations of the Education System, Article 8).

The initial education of the employees in educational is provided at the following types of higher education institutions:

- Preschool teachers, the employees who realise educational and pedagogical activities in preschool institutions, receive their education at Colleges for Preschool Teachers. There are 10 Colleges for Preschool Teachers in Serbia, which admit 1078 candidates to the first year of studies (20 in Hungarian language). Two teacher training faculties (in Belgrade and Jagodina) also educate future preschool teachers<sup>64</sup>
- Teachers who teach in the first cycle of primary education and deliver class teaching receive education at faculties of teacher training. There are 5 teacher training faculties in Serbia, which admit 925 candidates to the first year (35 in Hungarian language).<sup>65</sup>
- Teachers who teach subjects of general education in primary and secondary schools receive their education at faculties for the respective scientific field, and these are the following:

	Faculty	Number of institutions where lectures are delivered	Number of candidates the faculty admits
1.	Faculty of Philology (Serbian, foreign languages and national minority languages)	3	1853
2.	Faculty of Philosophy (history, classical languages, psychology, sociology, philosophy, logic, history of art)	5	2036
3.	Faculty of Biology	6	450
4.	Faculty of Physics	4	240
5.	Faculty of Chemistry	6	345
6.	Faculty of Mathematics	6	445
7.	Academy of Music	5	309
8.	Academy of Art	5	174
9.	Faculty of Sports and Physical	5	795

<sup>64</sup> The Source: Invitation for Enrolment in the First Year of Undergraduate and Integrated Studies at Higher Education Institutions founded by the Republic of Serbia in the academic 2010-2011, Educational Review 2010

<sup>65</sup> idem.

	Education		
10.	Faculty of Technical Sciences	1	30
11.	Informatics (studied at various faculties)	6	390

The Source: Invitation for Enrolment in the First Year of Undergraduate and Integrated Studies at Higher Education Institutions founded by the Republic of Serbia in the academic 2010-2011, Educational Review 2010

- Teachers who teach vocational subjects in secondary schools receive their education at faculties for the respective scientific field (various technical, medical, economic, legal and other faculties). There are no teacher training departments at these faculties, nor do they offer subjects of relevance for the teaching position.

### **Continuing training – professional development for teachers**

In accordance with *The Law on the Foundations of the Education System*, teachers are under obligation to pursue professional trainings continually, and they are obliged to attend trainings within accredited seminars in the duration of 100 hours in the course of every five years from the moment of their employment. If a teacher does not fulfil this obligation, his/her licence may be suspended, according to Article 127 of the Law on the Foundations of the Education System.

Continuing training, i.e. professional development for teachers is provided by a diverse variety of teacher training providers, while the steering of this system is within the competence of several institutions: Ministry of Education of RS, Institute for the Improvement of Education, Institute for Evaluation of Education Quality and Regional Centres for Professional Development.

Institute for the Improvement of Education, which includes the Centre for Professional Development of Employees in Education, performs professional duties which refer to the following:

- Formulation of standards regarding competences of teachers and preschool teachers and their professional development, as well as competences of managing directors
- Development of the induction programme for the introduction of interns into work and programmes regarding the exam for licensing
- Approval of programmes for permanent professional development of teachers, preschool teachers, expert associates and managing directors offered by the various providers
- Development of additional materials and manuals for teachers and preschool teachers

Accreditation of professional training programmes is an important part of the system of professional development for teachers, and participation in accredited programmes is one of the criteria for professional progress. There are legally prescribed procedures of programme accreditation, and these are the following:

- Each year, the Institute for the Improvement of Education announces an invitation for the application of programmes of professional development, forms department commissions and a chief commission which reviews the received applications and approves the list of accredited programmes. The Ministry of Education gives its consent to the commission composition and the final list of the approved compulsory seminars. Schools and preschool institutions are autonomous with regard to the choice of trainings on the basis of their professional development plan which is a part of the Annual Work Plan. Schools and preschool institutions seek means for the realization of trainings from the local self-government.
- With the aim of improving priority fields of education, introducing innovations and supporting professional development of teachers from underprivileged municipalities,



the Ministry of Education develops a funding plan and a plan for realization of other accredited programmes which shall be realized by the abovementioned plan.

- The Institute for Evaluation of Education Quality is in charge of evaluating the effects of certain professional development programmes.

The Institute for the Improvement of Education (Centre for Professional Development of Teachers) monitors the realization of accredited professional development programmes and updates the database related to this field.

*Table:* Data on accredited programmes and professional development trainees (Source: Institute for the Improvement of Education)

<b>School Year</b>	<b>Number of applied programmes</b>	<b>Number of approved programmes</b>	<b>Number of realized programmes</b>	<b>Number of realized seminars</b>	<b>Number of participants</b>
<b>2007/08</b>	<b>375</b>	<b>360</b>	<b>201</b>	<b>1501</b>	<b>49330</b>
<b>2008/09</b>	<b>724</b>	<b>571</b>	<b>361</b>	<b>2480</b>	<b>82210</b>
<b>2009/10</b>	<b>1092</b>	<b>840</b>	<b>397</b>	<b>1715</b>	<b>56720</b>
<b>2010/11</b>	<b>928</b>	<b>826</b>	<b>88</b>	<b>166</b>	<b>4473</b>

NB: Data for the year 2010-11 refer to the period September-December 2010

In the depicted four-year period, data indicate increase in the number of realized programmes and programmes applied for accreditation.

Regional Centres for Professional Development are located on the territories of 9 municipalities (Kikinda, Kanjiža, Kruševac, Niš, Užice, Čačak, Leskovac, Šabac, Smederevo). These Centres for Professional Development realize trainings for teachers from these regions. Apart from the abovementioned, Resource Centres within the Regional Centres for Professional Development are also at the disposal of all interested teachers, managing directors and school advisors. Educational institutions may also realize professional development independently by organizing trainings, round tables, panel discussions and study visits.

The Institute for the Improvement of Education offers electronic versions of manuals and guides for teachers, preschool teachers and school advisors on its website, and these are the following:

- Guide to the approval procedure of permanent professional development programmes
- Guide for induction of class teachers
- Guide for induction of subject teachers of primary and secondary schools
- Guide for induction of school advisors in educational institutions
- Guide for induction of a preschool teacher
- Guide for induction of a pedagogue in Student Homes
- Guide for induction of librarians in school libraries
- Guide to the establishment of regional centres for professional development of education employees
- Guide to professional development and career advancement of teachers, preschool teachers and school advisors

- Guide for teachers, preschool teachers and school advisors: mentor and intern.

### *E. Curricula*

#### **20. Decentralisation of decisions relating to curriculum: Which are the authorities that establish the curricula at each level of education? What degree of autonomy do educational establishments have in respect of setting teaching hours for curriculum, and the content of such teaching time?**

Degree of autonomy and decision-making regarding the curricula of educational institutions differ depending on the level of education. While the university is fully autonomous in designing and implementing the curricula, other institutions do not have that degree of autonomy.

The basis for operation of preschool institutions is The General Foundations of the Pre-school Programme, which is determined at the national level, and adopted by the National Education Council. This document contains the required elements for all age groups of children and provides a basis for making preschool programmes at the kindergarten level. An integral part of the General Foundations of the Pre-school Programme is the Preparatory Preschool Programme, compulsory to all children in the year prior to start of schooling.

In addition to these programmes, kindergartens may implement other specific and specialized programmes, in accordance with the needs and interests of children and parents, according to the ability of kindergarten and local self-government, e.g. programmes of fostering language and culture of national minorities, cultural programmes and recreational activities, programmes for working with children in the family, and others.

Programmes are realised in Serbian language, minority language or bilingually, and may be realised also in foreign language.

Managing Board, the highest governing body, adopts the proposed preschool programme.

The core of school curriculum is compulsory. This document is laid down at the national level and is adopted by the National Education Council.

It contains the education plan (subjects for all grades and confirmed teaching load), and curriculum, which defines the content of all teaching subjects (compulsory and elective). Besides, the curriculum contains a list of educational goals that need to be realised during the primary education. Curriculum is equal for all schools and can not be changed at school or local level.

The education plan provides religious education as one of the electives. Programme for this subject is adopted in consent of the Minister of Education and Minister of Religion upon agreed proposal of traditional churches and religious communities<sup>66</sup>

The programme of final exam in primary education is prescribed at the national level and is adopted by the Minister. The Minister also adopts the curriculum of native language and native language with elements of the national culture at the proposal of National minority councils and opinion of the National Education Council.

The curricula of secondary education are adopted at the national level under the competence of National Education Council, the Council for Vocational and Adult Education, and Minister.

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<sup>66</sup> Serbian Orthodox Church, Islamic Community, Catholic Church, Slovak Evangelical Lutheran Church a.v., Jewish community, Reformed Christian Church and the Evangelical Christian Church a.v.

The curricula of secondary general and artistic education, part of the curriculum of general secondary vocational and adult education, and basic educational programme are adopted, at the proposal of the Minister, by the National Education Council

Part of the curriculum of vocational secondary and adult education, programmes of specialized and master's education and other forms of vocational education, adopts the Minister, at the proposal of the Council for Vocational and Adult Education.

Independent university institution in the manner and procedure stipulated by its statute adopt study programmes whose implementation may begin after accreditation. Procedure for accreditation, which determines the fulfilment of prescribed standards, starts at the request of the Ministry of Education, the founder, and the institution. Accreditation is performed by the Commission for Accreditation and Quality Assurance, a special working body established by the National Council for Higher Education.

## **21. What is the core/compulsory curriculum in primary and second level education?**

National Education Council at the central level prescribes compulsory subjects for all grades of primary and general secondary education, which makes the core curriculum. In addition to the list of the subjects, the weekly and annual teaching load for all grades is prescribed. Also, at the central level, the list of compulsory and optional subjects and elective subjects is prescribed, which we call the “wide” core. This list also includes a weekly and annual teaching load of classes. From the list of elective subjects schools and students are required to choose between the subjects offered.

In addition to this, the National Education Council, at the central level, also prescribes the compulsory and recommended content of all subjects.

Curriculum and programmes for all subjects can not be changed and are equally compulsory for all students.

## PRIMARY EDUCATION CURRICULUM

No.	A. COMPULSORY SUBJECTS	FIRST STAGE								SECOND STAGE							
		FIRST GRADE		SECOND GRADE		THIRD GRADE		FOURTH GRADE		FIFTH GRADE		SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
		week	year	week	year	week	year	week	year	week	year	week	year	week	year	week	year
1.	Serbian Language language <sup>67</sup>	5	180	5	180	5	180	5	180	5	180	4	144	4	144	4	136
2.	Serbian language <sup>68</sup>	2	72	2	72	3	108	3	108	3	108	3	108	3	108	2	68
3.	Foreign Language	2	72	2	72	2	72	2	72	2	72	2	72	2	72	2	68
4.	Mathematics	5	180	5	180	5	180	5	180	4	144	4	144	4	144	4	136
5.	World around us	2	72	2	72	-	-	-	-	-	-	-	-	-	-	-	-
6.	Nature and society	-	-	-	-	2	72	2	72	-	-	-	-	-	-	-	-
7.	Art education	1	31	2	72	2	72	2	72	2	72	1	36	1	36	1	34
8.	Musical education	1	36	1	36	1	36	1	36	2	72	1	36	1	36	1	34
9.	Physical education	3	108	3	108	3	108	3	108	2	72	2	72	2	72	2	68
10.	History	-	-	-	-	-	-	-	-	1	36	2	72	2	72	2	68
11.	Geography	-	-	-	-	-	-	-	-	1	36	2	72	2	72	2	68
12.	Physics	-	-	-	-	-	-	-	-	-	-	2	72	2	72	2	68
13.	Biology	-	-	-	-	-	-	-	-	2	72	2	72	2	72	2	68
14.	Chemistry	-	-	-	-	-	-	-	-	-	-	-	-	2	72	2	68
15.	Technical and IT training	-	-	-	-	-	-	-	-	2	72	2	72	2	72	2	68
<b>Total A</b>		<b>19-21*</b>	<b>684-756*</b>	<b>20-22*</b>	<b>720-792*</b>	<b>20-23*</b>	<b>720-828*</b>	<b>20-23*</b>	<b>720-828*</b>	<b>23-26*</b>	<b>828-936*</b>	<b>24-27*</b>	<b>864-972*</b>	<b>26-29*</b>	<b>936-1044*</b>	<b>26-28*</b>	<b>884-952*</b>
No.	B COMPULSORY ELECTIVE SUBJECTS	FIRST STAGE								SECOND STAGE							
		FIRST GRADE		SECOND GRADE		THIRD GRADE		FOURTH GRADE		FIFTH GRADE		SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
		week	year	week	year	week	year	week	year	week	year	week	year	week	year	week	year
1.	Religious education/civic education <sup>69</sup>	1	36	1	36	1	36	1	36	1	36	1	36	1	36	1	34

<sup>67</sup> Language of the national minority when classes are realised in given native language.

<sup>68</sup> Realised in schools where classes are held in native language of national minority.

2.	Foreign Language 70	-	-	-	-	-	-	-	-	2	72	2	72	2	72	2	68
3.	Physical Education Selected Sport71	-	-	-	-	-	-	-	-	1	36	1	36	1	36	1	34
<b>TOTAL: B</b>		<b>1</b>	<b>36</b>	<b>1</b>	<b>36</b>	<b>1</b>	<b>36</b>	<b>1</b>	<b>36</b>	<b>4</b>	<b>144</b>	<b>4</b>	<b>144</b>	<b>4</b>	<b>144</b>	<b>4</b>	<b>136</b>
<b>TOTAL: A + B</b>		<b>20- 22*</b>	<b>720- 792*</b>	<b>21- 23*</b>	<b>756- 828*</b>	<b>21- 24*</b>	<b>756- 864*</b>	<b>21- 24*</b>	<b>756- 864*</b>	<b>27-30*</b>	<b>972- 1080*</b>	<b>28- 31*</b>	<b>1008- 1116*</b>	<b>30- 33*</b>	<b>1080- 1188*</b>	<b>30- 32*</b>	<b>1020- 1088*</b>
No.	C ELECTIVE SUBJECTS72	FIRST STAGE								SECOND STAGE							
		FIRST GRADE		SECOND GRADE		THIRD GRADE		FOURTH GRADE		FIFTH GRADE		SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
1.	National traditions	1	36	1	36	1	36	1	36	-	-	-	-	-	-	-	-
2.	Hands-on Discovering the world	1	36	1	36	1	36	1	36	-	-	-	-	-	-	-	-
3.	Guardians of nature	1	36	1	36	1	36	1	36	1	36	1	36	-	-	-	-
4.	Penmanship	1	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	From toys to computer	1	36	1	36	1	36	1	36	-	-	-	-	-	-	-	-
6.	Chess	1	36	1	36	1	36	1	36	1	36	1	36	1	36	1	34
7.	Native language with elements of national culture	2	72	2	72	2	72	2	72	2	72	2	72	2	72	2	68
8.	Daily life in the past	-	-	-	-	-	-	-	-	1	36	1	36	1	36	1	34
9.	Drawing, painting and sculpting	-	-	-	-	-	-	-	-	1	36	1	36	1	36	1	34
10.	Choir and Orchestra	-	-	-	-	-	-	-	-	1	36	1	36	1	36	1	34
11.	IT and Computing	-	-	-	-	-	-	-	-	1	36	1	36	1	36	1	34
12.	Domestic science	-	-	-	-	-	-	-	-	-	-	-	-	1	36	1	34
<b>TOTAL: C</b>		<b>1-2*</b>	<b>720- 828*</b>	<b>21- 24*</b>	<b>756- 864*</b>	<b>21- 25*</b>	<b>756- 900*</b>	<b>21- 25*</b>	<b>756- 900*</b>	<b>1-2*</b>	<b>36- 72*</b>	<b>1-2*</b>	<b>36- 72*</b>	<b>1-2*</b>	<b>36-72*</b>	<b>1-2*</b>	<b>36- 72*</b>
<b>TOTAL: A + B + C</b>		<b>21- 24*</b>	<b>756- 864*</b>	<b>22- 25*</b>	<b>792- 900*</b>	<b>22- 26*</b>	<b>792- 936*</b>	<b>22- 26*</b>	<b>792- 936*</b>	<b>28-31*</b>	<b>1008- 1116*</b>	<b>29- 32*</b>	<b>1044- 1152*</b>	<b>31- 34*</b>	<b>1116- 1224*</b>	<b>31- 33*</b>	<b>1054- 1122*</b>

69 The student selects one of the compulsory elective subjects offered at the beginning of each school year.

70 The student selects a foreign language from the list of languages offered by school in accordance with its personnel capabilities and learns it to the end of the second stage.

71 The student selects sport from the list offered by the school at the beginning of the school year.

\* Number of classes for students belonging to national minorities.

72 School shall, in addition to compulsory elective subjects from the list B, offer:

- in first stage: three more elective subjects from the list C, for each grade, from which the students select one subject to their preferences, at the beginning of the school year.

- in second stage: at least four more elective subjects from the list C, for each grade, from which the students select one subject, according to their preferences, at the beginning of the school year.

\* Number of classes for students belonging to national minorities.

**22. Please describe VET and higher education curricula delivery methods? Are courses modular? What kind of arrangements exists for credit transfer?**

In **secondary vocational** education, students obtain general and vocational knowledge for further education, and/or work. In secondary vocational schools one may obtain: training and vocational training in the duration of one year, education for work in the duration of two years, secondary three-year and four-year education, specialist and artisan education (after two years of work) in the duration of one to two years. Secondary vocational schools also realize re-training and additional training programmes. The law defines the relationship between general and vocational content, i.e. minimum 40% of general and 55 % of vocational content in four-year curricula and 30% of general and 65 % of vocational content in three-year curricula. Practical teaching is performed in school workshops and at employers' premises. At the end of three-year teaching programmes, students take a final exam, whereas at the end of four-year teaching programmes, students take graduation exam (vocational or general). Upon completing the programme of specialist, or artisan education, adults take specialist, or artisan exam. A public document is issued with regard to it, in accordance with the law.

In secondary vocational schools, 56 modernised educational profiles are being implemented as pilots, with modularly designed and outcome-based curricula. Out of the total number of students in secondary vocational education, which includes 80% of the total number of students who receive secondary education, 17% of students are included in new modularly set programmes. In September 2010, 9 educational profiles were transferred from pilot to the system of secondary vocational education, with 7 profiles in the field of agriculture, food production and processing and two in the field of electrical engineering and civil engineering and geodesy respectively. Modules are defined as integrated packages aimed at learning the general, vocational and practical skills with the aim of obtaining required competences, skills and knowledge.

In non-reformed profiles the curricula are still traditional, set at central level.

The system of credit transfer in vocational education has not been defined so far.

In **higher education**, the Law on Higher Education and the Standards for Accreditation of Study Programmes set requirements the study programme must meet to be accredited.

Any study programme in higher education provides defined following elements:

- name and objectives of the study programme;
- type of study and outcome of the learning process;
- vocational, academic title acquired after the completion of study programme;
- conditions for admission to the study programme;
- a list of compulsory and elective study fields, list of courses, including content;
- the manner of conducting study and the time needed to realise certain forms of study;
- credits to each course expressed in accordance with the European Credit Transfer System (ECTS)
- credits awarded to final paper on basic, specialist, master study or doctoral dissertation, expressed in ECTS;
- preconditions for entry of individual courses or groups of courses, of certain module
- method of selection of courses from other study programmes

- conditions for transfer from other courses within the same or related field of study.

The goals of the study programme include the achievement of competencies and academic skills, and methods of their acquiring. The goals also include developing of creative skills and mastery of specific practical skills needed for professional practice. A study programme defines the outcomes and scope of general and course-specific competencies students acquire after the completion of study programme.

The structure of the study programme includes schedule of courses and modules per semester, teaching load of active teaching and ECTS credits. Description of each course contains the name, type of course, year and semester, number of credits, name of the teacher, expected outcomes, preconditions for attending the course, course content, recommended literature, teaching methods, way of assessment. Each specific course in a programme carries a number of credits.

Master study programmes, academic specialist and doctoral study include requirements related to independent research of students during the study, requirements related to the development of independent project of master thesis and doctoral dissertation. Curriculum of the doctoral study defines the requirements for preparing a doctoral dissertation, specific for each educational and scientific field and areas included in field. Doctoral dissertation is an independent scientific research, or artistic project. Achieved scientific contribution is evaluated according to the quantity of scientific publications. Student success in mastering a particular course is monitored continually during the teaching process and is expressed in credits. Student acquires credits on the course through actively working during the course by meeting pre-exam duties (practical and theoretical exercises, writing seminary and other papers, performing colloquia, practical work, etc), and taking exams. The maximum number of credits a student obtains by meeting pre-exam duties is 70 and the minimum is 30. Study programmes in higher education provide a modular system. Study programmes at all levels of study provide elective modules, depending on the volume, type and mode of study. Students choose elective modules according to their affinities at the beginning of the academic year. All study programmes contain exercises or practical work of students in different extent.

The study programme envisages modes of credit transfer, but at the level of entire higher education system the mobility of students is not fully realised. ECTS system has been implemented for only a couple of years in all higher education institutions. It is expected that in the next period the credit transfer from one higher education institution into another will improve.

**23. Teaching of the official languages of the European Union: please describe the teaching provided at the various levels of the education system. Provide available statistics on the number of young persons or children studying the various languages.**

In the Republic of Serbia foreign languages are traditionally taught in all primary and secondary schools. Obligatory learning of two foreign languages was introduced in 2003 in all primary schools (first foreign language from 1st grade, and second foreign language from 5th grade). In vocational secondary schools, learning of one, and in gymnasiums of two foreign languages is obligatory.

### Primary school

Foreign languages (English, French, German and Russian) are taught in primary school in **the** first and second cycle. As a compulsory subject, languages are taught during the entire primary education, with 2 classes per week, and as a compulsory **elective** subject they are realised with 2 classes per week from 5th to 8th grade. A pupil has the option to choose the foreign language by the end of the second cycle of primary education, based on a list of foreign languages offered by school. If a pupil decides to study a certain foreign language it cannot be changed during the schooling. Certain schools within elective subjects offer **also** a third foreign language if they have a competent teacher.

Teaching load of foreign language:

**The** first foreign language is taught from 1st grade of primary school with two classes per week. At the end of primary schooling pupils have about 600 classes of first foreign language.

The second foreign language is taught from 5th to 8th grade with two classes per week. At the end of primary schooling pupils have about 300 classes of second foreign language.

### Secondary school

In secondary vocational schools one foreign language is taught, with 2 classes per week.

In gymnasium curriculum of General, Science or Social Stream, first and second foreign language are realised in first grade with 2 classes per week as follows:

- In gymnasium of general type first foreign language is realised in second grade with 2 classes per week, in third grade with 4 classes per week and in fourth grade with 3 classes per week, while second foreign language is realised with 2 classes per week from first to fourth grade.
- In gymnasium of Socio-linguistic Stream first foreign language is realised in second grade with 3 classes per week, in third grade with 5 classes per week and in fourth grade with 4 classes per week. . Second foreign language is realised with 2 classes per week from first to fourth grade.
- In gymnasium of Science Stream first and second language are realised with 2 classes per week, from first to fourth grade.
- Curriculum for gifted students of Science Stream in gymnasium stipulates that foreign language is realised as compulsory or optional subject, with 2 classes per week, from first to fourth grade.

Teaching load of foreign language

Foreign language in *secondary vocational school* is taught with 2 classes per week, and at the end of a four-year education teaching load amounts to 300 classes of foreign language.

Foreign language in gymnasium is taught with 2 classes per week. After completed leaving exam, students have been provided with about 600 classes of first foreign language.



When student completes a gymnasium during his schooling, he is provided with 900 classes of first foreign language and about 600 classes of another foreign language, a total of 1 500 classes of foreign language.

When student completes a vocational secondary school during his schooling, he is provided with 600 classes of first foreign language and about 600 classes of foreign language (first or second), a total of 1200 classes of foreign language.

There are two educational institutions that were, by decision of the Ministry of Education, declared as schools of national importance in the Republic of Serbia. They are: "Philological Gymnasium" in Belgrade, and "Karlovci Gymnasium" in Sremski Karlovci.

At Philological Gymnasium the following foreign languages are taught: Italian, German, French, Russian, Spanish, Chinese, Japanese, English and classical languages. The curriculum for gifted students in Philological Gymnasium establishes that first foreign language shall be realised with 5 classes per week, and second foreign language with 3 classes per week, from first to fourth grade.

At Karlovci Gymnasium the following foreign languages are taught: classical languages (Greek and Latin), English, Chinese, German, Italian, Spanish and Russian.

In the Republic of Serbia the schools choose the following languages: English, French, Russian, German, Italian, Spanish, and in some schools Chinese and Greek are taught.

In relation to the available teaching staff (teachers are educated in departments of foreign languages at Serbian universities) the schools choose corresponding languages for their students.

Interest in a particular language varies depending on several factors:

1. Cultural traditions and friendly relations of certain municipalities or regions with specific countries, languages and cultures (e.g. Eastern Serbia traditionally chooses German language, since many families are separated because a part of family lives and works in Germany, and older generation stays with the young in the region);

2. Economic reasons (e.g. in Pirot a French company "Michelin" is active and as an effect of successful cooperation between Serbia and France, the interest for learning the French language has increased in this region);

3. The influence of media (e.g. broadcasting of Latin-American series on numerous TV channels directly influenced an increased interest in learning the Spanish language).

Also, there are greater employment opportunities if one knows a particular language and increased labour market opportunities of various non-formal training for learning of a foreign language.

### Representation of foreign languages in primary schools in Serbia

Based on information gathered from School Administrations of the Ministry, a distribution of foreign languages is as follows:

#### **English Language**

From 1st grade – 399 767 pupils

From 5th grade - 180 440 pupils

Total **580 207** pupils

#### **German Language**

From 1st grade – 18 994 pupils  
From 5th grade – 67 997 pupils

Total **86 991** pupils

**French Language**

From 1st grade – 16 186 pupils  
From 5th grade – 63 248 pupils

Total **79 434** pupils

**Russian Language**

From 1st grade – 9 270 pupils  
From 5th grade – 51 861 pupils

Total **61 131** pupils

**Italian Language**

From 1st grade – 570 pupils  
From 5th grade – 7 307 pupils

Total **7 877** pupils

**Spanish Language**

From 1st grade – 33 pupils  
From 5th grade – 3 061 pupils

Total **3 094** pupils

NB: Data are from 2009

Bilingual education

Bilingual education is realised in primary and secondary schools according to curricula of the Republic of Serbia; 25-30% is realised in foreign language and 70-75% in Serbian language. Subjects represented in bilingual education are related to natural sciences (mathematics, biology, chemistry, physics), art (fine arts and music education) and sports (physical education).

Narrative subjects (history, geography, sociology) are introduced experimentally when students reach an appropriate level of language proficiency.

The first experiment in Serbia was introduced in Primary school "Vladislav Ribnikar" and Third Gymnasium in Belgrade, in school year 2004/2005. Two French-Serbian classes are formed in senior grades of primary school, and in first grade of Gymnasium, with two classes - French/Serbian and Italian /Serbian.

Classes were conducted by subject teachers who had initial knowledge of these languages, but were previously well prepared on one-year language courses which were organized free of charge by the French Cultural Centre, British Council and Italian Cultural

Institute in Belgrade. Valuable support to the experiment was the presence of foreign lecturers, who watched the experiment and held classes.

Institute for the Improvement of Education and the Institute for the Evaluation of Education Quality have monitored and evaluated the experiment.

Based on extremely high student achievements in the experiment, the new Law on the Foundations of the Education System included this type of teaching in the regular educational process to all schools in Serbia which meet criteria for the introduction of bilingual education.

From 2004 until today bilingual education has been introduced in 9 schools.

- Belgrade
  1. PS "Starina Novak" - English/Serbian
  2. PS "Olga Petrov" - English/Serbian, Russian/Serbian
  3. PS "Mihajlo Petrovic Alas" - English/Serbian
  4. PS "Vuk Karadzic" - English/Serbian, Russian/Serbian
  5. PS "Milena Pavlovic Barili" - Italian/Serbian

- **Niš**

1. PS "Emperor Constantin" - French/Serbian

- **Gornji Milanovac**

1. PS "Momcilo Nastasijevic" - English/Serbian

- **Novi Sad**

1. PS "Djordje Natoševic"- French/Serbian
2. Gymnasium "Jovan Jovanovic Zmaj"- French /Serbian

Further introduction of bilingual curriculum in one gymnasium in Belgrade and two schools in Pirot is planned.

### Textbooks

The Law on Textbooks and Other Teaching Materials was adopted in September 2009 and for the first time the textbook market was open to all textbook publishers, regardless of ownership structure (public or private). All publishers who obtain a license from the Ministry of Education may seek approval of the textbook script (in accordance with the license A, B or C) according to the Law.

Pursuant to the Law, textbooks for foreign languages, which are used in schools, may be approved regardless of whether they are published by domestic or foreign publisher. By-laws more closely regulated all conditions, quality standards and approval procedures.

In **higher education**, EU languages are taught in two ways:

– Within the curricula of undergraduate, master and doctoral study at five state universities (some private faculties do not teach them). The most represented languages of the EU are English, Spanish, French, German, and Italian. The following official EU languages are also taught: Slovenian, Bulgarian, Czech, Slovak, Polish, Romanian, Catalan, Portuguese, Dutch, Swedish, Danish, Greek, and Hungarian. Teaching load differs from 4 to 14 hours depending on the language and curriculum.

– As compulsory courses (so-called languages of the profession) of various duration (usually 4 semesters, with 1-4 teaching hours per week) in the curricula of other disciplines. Most common is English.

In Serbia, in the 2010/11 academic year into the first year of study around 450 students of English language were admitted, 175 students of German language, 175 students of French language, 115 students of Spanish language, 85 students of Italian language and 20 to 40 students in Bulgarian, Hungarian, Romanian, Slovak, Dutch, Danish, Swedish, Greek, Polish, and Czech language.

Foreign language is also taught by centres for non-formal education and cultural institutes such as Instituto Cervantes, Goethe Institute and the like.

The statistics is not reliable on the number of young persons and/or children studying different languages. It is perceived that their number fluctuates from year to year depending on the needs of local communities, interests of various councils and staff availability.

### ***F. Adapting to change***

#### **Please provide information on:**

#### **24. The identified skill needs and/or shortages, and the responses from the education and VET systems.**

Approach to the identification of necessary skills is not systematically set. We are just now entering into development of mechanisms for systematic identification of the needed/missing skills through several projects implemented by the National Employment Service. Projects providing research in several regions of Serbia in order to determine the direction of short-term needs at the level of business, educational structure, and occupations. The Republic Statistical Office has, within the Project "Youth Employment and Migration (YEM) 2009, conducted research on occupations and skills required of employees in the Republic of Serbia. On that occasion 2 500 employers were interviewed.

The implementation of the project "Technical assistance for improving the capacity of the National Employment Service of the Republic of Serbia" for managing data, making forecasts, monitoring and evaluation is ongoing, and it develops a forecast on the market in terms of identifying the necessary professions and skills. One of the key partners in developing of this system is the Ministry of Education.

In the absence of systematic identification of skill needs, and yet to respond to labour market needs, various mechanisms are used and implemented by the Ministry of Economy and Regional Development through the National Employment Service and the Ministry of Education.

a) The National Employment Service, on the basis of needs expressed by branch offices or the local labour market and in order to harmonize supply and demand in the labour market, is implementing additional programmes of education and training which increase the competence and qualifications of unemployed persons in accordance with market and employers' needs. They include training and retraining programmes, additional education, vocational training for independent work in the profession, and working practices in accordance with the Law on Employment and Unemployment Insurance.

b) On the basis of the Law on the Foundations of the Education System, the Council for Vocational and Adult Education was appointed, whose members are representatives of social partners and stakeholders in vocational education. The Council is, among other things, authorized to monitor, encourage and guide activities that link education and employment, and to connect and involve the needs and interests of social partners with the directions of the development of vocational and adult education.

c) Defining of the necessary competencies in the market and connection of these competencies to curricula is carried out in the reform of vocational education, within pilot profiles. An optional way of connecting employers' needs with learning outcomes has been provided here, but this process is not yet systematically set up. In the pilot program, in cooperation with social partners, the occupational standards are defined primarily and after that the learning outcomes.

In the field of higher education many skills that graduates need for successful inclusion in jobs are perceived, which were not included in study programmes. Here are some of them:

- leadership skills,
- decision-making skills,
- analytical skills,
- organizational skills,
- skills to work under pressure,
- skills for team-work,
- business communication skills,
- negotiation skills.

The mastering of these skills has been organized for students through numerous workshops, seminars and other forms of non-formal learning, at the centres for career development and counselling.

## **25. The adaptation of education and training to the requirements of the knowledge society.**

In order for education to become a strong resource for development, it is necessary to carry out continual work on raising the educational level of the whole population in Serbia and increasing the relevance of educational system with regard to labour market needs. With regard to EU criteria, the educational level of the whole population in Serbia is low, the quality of education is improving but it is still not satisfactory, a very small percentage of adults participate in the programmes of lifelong learning, and early drop-out rates are high, especially with vulnerable groups of population.

In the education structure of active workers aged 15 plus, persons with secondary education constitute more than one half (Survey on Workforce, April 2010). Around 30% of persons aged 18-24 left their education early and do not participate in trainings.

<i>Table No. 1 Educational level of the working age population (15-64)</i>					
		No school	Lower	Middle	High
Total	4822936	42603	1380796	2711945	687592
Structure (%)	100	0.88	28.63	56.23	14.26
<i>Source: Labour Force Survey, April 2010</i> <i>No school – persons without a grade of primary school completed,</i> <i>Lower – some grades of primary school completed or the whole primary education, Middle – three-year and four-year secondary education, High – college, higher and postgraduate education</i>					

The last results of PISA assessment 2009 indicate great progress in comparison with the results from 2006, however, students from Serbia are still around one school year behind the average results of OECD member states. In the sphere of reading literacy, the percentage of students who have not achieved the level of functional literacy is decreased from 52% in 2006 to 33% in 2009, whereas average achievements increased by 40 points as compared to those in 2006. These improvements are among the greatest improvements a country has ever recorded in the period between two PISA assessments. A progress of 7 points on PISA scale was also achieved in the field of scientific and mathematical literacy. As the influence of socioeconomic status on the achievement of students has been reduced, the educational system has become more equitable than it was in 2006.

Since the establishment of knowledge society requires adaptation of education and trainings at all educational levels, education reforms are carried out at all levels of education (from preschool to higher education). In 2009 and 2010, the Ministry of Education adopted a set of laws: The Law on the Foundations of the Education System, the Law on Textbooks and Teaching Materials, the Law on Preschool and Primary Education and the Law on Pupils' and Students' Standard, as well as Amendments to the Law on Higher Education. The Law on Adult Education is in the process of drawing up and it is supposed to connect formal and informal education and support the concept of lifelong learning.

*Standards for the End of Compulsory Education* have been adopted, which are expected to contribute to the improvement of education quality through permanent coordination of curricula, textbooks and other teaching materials with educational achievement standards. The innovation of programmes of primary education has been completed during the school year 2010-2011, when students in the final grade of primary schools study according to the new *Curriculum for the Eighth Grade of Primary Education*. The innovation process was started in 2003-2004 and, apart from the change of content, it also involves the use of active and cooperative teaching methods for at least 25% of working hours.

Modernisation of teachers' competences is under development and new laws require greater competences, especially in the field of subject didactics and psychology.

The inclusion of vulnerable groups has become a priority (see the answer to questions 17 and 35).

The reform of secondary vocational education is ongoing (see the answer to question number 3) New profiles in secondary vocational education show positive results, but so far they have not included more than 17% of secondary school students. Main effects of modernised curricula in secondary vocational education are the following: 1) increase in the number of students who complete vocational education; 2) less absenteeism and higher average grades, decreased drop-out rate, positive attitude towards education and completed

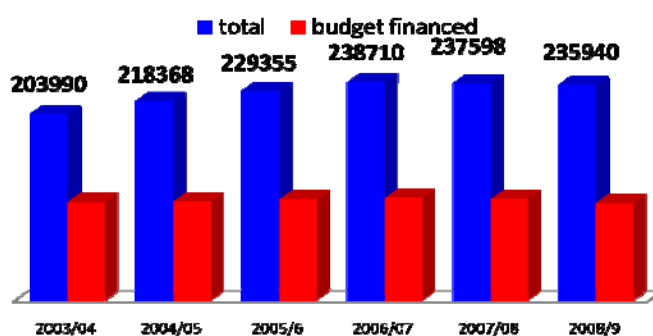
trainings, 3) satisfaction of the employers; 4) increase in employment rate The Council for the Vocational and Adult Education has been established, which is expected to connect education with the world of labour and work on the national framework for qualifications and curricula. The reform is implemented on the basis of the Strategy of Vocational Education Development (2006) and Action Plan (2009).

Educational institutions received plug-ins for quick internet access and the work on equipping schools with computers is in progress. New portal for teachers with adjusted teaching content and ideas for lessons has been launched at the beginning of 2011.

With the aim of better coordination with the world of labour, various researches are carried out, which are to predict future needs for professions, knowledge and skills. The National Employment Service project *Methodology for the Analysis of the Labour Market and Prediction of Labour Market Needs in the Republic of Serbia* is in the process of realization.

Adaptation of Higher Education to the aims of Bologna Declaration is continuing. At ministers' conferences, compliance with Bologna was given the grade 2.28 in 2005, 4.0 in 2007, and 3.8 in 2009. The National Qualifications Framework for Higher Education (NQFS) has been adopted, which is compatible with the European education area (European Higher Education Area, EHEA), that is, in compliance with general qualifications framework and European qualifications framework for lifelong education (European Qualification Network for Lifelong Learning, EQF).

One of the indicators that the Republic of Serbia tends towards knowledge society is increase in the number of young persons who pursue higher education. The diagram shows the increase realized in the past several years, as well as the fact that, despite financial difficulties, the number of students financed from the budget of the Republic of Serbia remains at the same level. In academic 2008-09, 68% of young persons who completed secondary school continued their studies at some of the universities or colleges.



The number of budget financed students at master's degree studies is also on the increase. This year, the first students enrolled in doctoral studies as budget financed students. The Strategy for Scientific and Technological Development of Serbia provides for a whole list of programmes which include young researchers, forming of technological parks, innovation centres and centres for technologies development at universities. There are special scientific research projects which encourage young researchers to form separate projects. In the following research cycle 2011-2014, the projects of the Ministry of Science and Technological Development are expected to include around 1700 young researchers who completed their master's degree studies and enrolled in doctoral studies.

Adaptation of the educational system to the needs of knowledge society is also expected to be ensured by the future comprehensive strategy of education

development, the formulation of which will be initiated at the beginning of 2011. The strategy will cover all educational levels, including lifelong learning, and it will be focused on the improvement of quality, equity, efficiency and competitiveness of the educational system. The strategy will be based on the draft of *Education Development Directions* drawn up by the National Education Council and on already adopted strategic documents *Vocational Education Development Strategy* and *Adult Education Development Strategy*.

## **26. The promotion of sense of initiative and entrepreneurship as a basic competence for young people within the different levels of education.**

Promotion of entrepreneurship is one of the educational objectives laid down by the *Law on the Foundations of the Education System*, which provides that the system of education must ensure all necessary conditions in which children, students and adults initiate and readily accept changes, assume responsibility and have an entrepreneurial approach and clear orientation in order to achieve goals and success. This objective is realised through the curricula in primary and secondary education or through other activities, including projects implemented with donor support.

In this area best results were achieved in *secondary vocational education* where in the 2002/03 school year new pilot profiles were introduced in which entrepreneurship, as a key competence, is developed through curricular activities, by using active teaching methods, students' practical activities and cooperation with business community. Through the subject *Entrepreneurship* in the final year of studying, students discover their own preferences for doing business, learn how to make a business plan for the selected idea and its presenting, meet with entrepreneurs and inform on the institutions with which a possible cooperation at the local and national level is provided. In the 2010/11 school year entrepreneurship as a subject is being implemented in 217 secondary vocational schools.

In *primary adult education*, in nine schools which implement the programme for functional adult education, attendants acquire the skills of active job seeking and skill and knowledge about starting and running their own businesses through the subject *Basics of entrepreneurship and employment*.

Initiative and entrepreneurship in students is also promoted through various activities during their education. On the basis of the Law on the Foundations of the Education System students have the right to organize *student parliaments* in primary and secondary schools. Through this type of organization they have a possibility to actively participate in all aspects of school life.

In primary and secondary schools students are for decades organized in *student cooperatives* in which the teams actively learn and work, acquire skills needed for work, understand the economic value. Work in a cooperative included 60 primary and 15 secondary schools. Schools compete in the annual reviews of student cooperatives.

Since 2002 in gymnasiums and secondary vocational schools *student enterprises* operate, which are supported by international projects - Junior Achievement in Serbia (JAS), and Business Innovation Programs (BIP), and virtual enterprises in commerce schools, which since 2005 were supported by Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ).

With the support of the Kingdom of Norway a project for the development of entrepreneurship as a key competence in gymnasiums was implemented within which the professional competences of management personnel and teachers in 15 secondary schools and 14 school administrations were enhanced.

Several important strategies and programs at the national level were adopted that support entrepreneurship and innovativeness. The main strategic policy document adopted



in 2008 is the Strategy for Development of Competitive and Innovative Small and Medium-sized Enterprises 2008 – 2013. The Strategy points out the necessity to redefine the links between SMEs and educational and scientific research systems. It is an important task to adjust the services of educational and scientific research institutions to the needs of SME sector. A number of actors already demonstrated commitment to entrepreneurship education through their policies and activities (e.g. national employment office, vocational education and training services, youth services, Chamber of Commerce) with a particular effort being made by the Ministry of Economy and Regional Development to raise the profile of lifelong entrepreneurial learning within the national policy debate.

In order to define responsibilities and ensure coordination among the responsible departmental institutions the National SME Council was formed, as a Governmental body comprised of the representatives of the ministries, Republic SME Agency and the representatives of business community. The role of the Council is to define the instruments and mechanisms for the implementation of SME policy, to harmonize it with other strategy documents and to be the forum for co-operation among different ministries.

The formulation of the National Strategy for Entrepreneurial Learning is still in process. After three workshops, draft Strategy was prepared. All relevant stakeholders were involved in the process of strategy formulation (3 ministries, 3 government agencies, Rector Conference, 2 unions of employers, 2 NGOs). Stakeholders take an active role in the definition of higher education policy on entrepreneurial learning (Ministry of Science and Technological Development, Chamber of Commerce, NGOs, the Ministry of Youth and Sports, the Ministry of Economy and Regional Development). The Serbian Chamber of Commerce initiated an SME Forum that has been involved in all relevant issues connected with entrepreneurship.

The competition for the best technological innovation in Serbia, supported by the Ministry of Science and Technological Development, is a project started in 2005 and is extended throughout 2010. The number of applications was 1.354, the 722 of which were in competition, the number of participants was **4.360 and 60 start-ups** were established.

Several national and regional TEMPUS IV projects contribute to a structured partnership for lifelong entrepreneurial learning within Serbia (please see list of Tempus projects).

In the SMEs week 2010 (June, 29) the Serbian Chamber of Commerce and Council for SMEs development organized a round table in Belgrade *Entrepreneurship and Education*. The SYMORG conferences were held biannually by the Faculty of Organization Sciences- University of Belgrade, with one session *Entrepreneurship*. International conference Development of Lifelong Learning: Challenges for The Educational System took place at the University of Kragujevac in Serbia (October 27-28, 2010)

UNESCO Chair in Entrepreneurial Studies (UCES) was established at the University of Novi Sad. UCES's aim is to stimulate education, research and exchange of academic staff and to create a platform for information exchange in all the most important UNESCO activities.

The Business Technology Incubator of Technical Faculties Belgrade L.L.C. has been established as a partnership between four technical faculties of the University of Belgrade.

A national network of higher education institutions was developed in order to support information exchange about good practice on entrepreneurial learning and university-enterprise cooperation. There are three examples: The network of knowledge and transfer technologies was developed as an outcome of Tempus project WBC-VMnet. The network first started as CeVIP - Virtual Manufacturing Network - VMnet an efficient

industrial-science link, which has already more than 848 members. Development and broadening of the network is helped by R&D organizations, SMEs, companies, Regional agencies for development of SMEs, Chambers of commerce, resource Ministries and all other institutions that find interest for joint actions.

Within the Tempus project Development of LLL Framework in Serbia (DELFIS) a Round table was organized in Subotica, on August 27, 2010 where one of the main presentations was Entrepreneurship Learning at the University. Additionally, as a result of DELFIS project three short courses were developed in the area of entrepreneurship learning that will be held at University of Kragujevac, University of Nis, and State University of Novi Pazar. The participants will be from the non-business faculties.

Another example of good practice in entrepreneurship learning at non-business faculties is the training programme developed at the Tempus project WBC-VMnet.

Business Innovation Centre (BIC) was founded in Kragujevac in April 2008 and begun its operations in January 2009. University of Kragujevac signed on June 01, 2010 a Memorandum of collaboration with the aim to define and develop long-term partnership in entrepreneurship education.

USAID Serbia Competitiveness Project has also contributed to the promotion of formal education in the field of entrepreneurship at the universities as one of the key factors for improving entrepreneurship in Serbia, by creating a database of professionals with necessary knowledge and skills.

## **27. The adaptation of education and training to industrial and technological change.**

Adaptation of education and training for industrial and technological changes is taking place at all educational levels.

**1. At the primary education** level adaptation is included in the new educational standards for ending the compulsory education, adopted in 2009. Standards reflect changes in the domain of science and technology and thus provide the basis for defining the appropriate curricula.

The standards reinforced the importance of measurement and experimentation in natural science subjects like biology, physics and chemistry. Attention is paid to living in the ecosystem domain in which the emphasis is put on sustainable development, recycling and biodiversity protection. The issue of renewable energy and energy efficiency is particularly highlighted.

**2. In secondary education** the curriculum adaptations to modern scientific and technological changes and achievements are carried out through:

- Integration of subject domains in accordance with their integration into the world of science and technology. Example of mechatronics as the integration of mechanical engineering, electrical engineering and computer systems was introduced in the vocational schools four years ago.
- Professional development of teachers, through a number of trainings carried out by university professors, which are based on information about scientific and technological changes. These are accredited programmes of professional development in various fields of science and technology such as mechanical engineering, electrical engineering, transport, information technologies and the like. In the field of teacher training cooperation was established with experts from companies in domains that progressed over the past ten years

and for which teachers had never received adequate training. An example is training of teachers in the insurance industry, conducted by experts from the insurance agencies as a form of corporate social responsibility.

- Equipping schools in accordance with modern technical requirements and in accordance with the standards of facilities and equipment for each educational profile, which are universal for the whole territory of the country and whose achievement is a precondition for approval of the implementation of education. Responsibility in this area is on the local self-government. In the last ten years a large number of schools were equipped with modern computers and didactic teaching aids through donations.
- Partnerships with companies that schools enter in order to provide their teachers and students with access to modern technology. This will also facilitate and accelerate the transition of youth from school to work.

3. Great emphasis is placed on equipping the primary and secondary schools with information technology. Ministry of Telecommunications and Information Society conducted a huge project for school digitization through equipping the computer cabinets with 30 computers in all primary and secondary schools in Serbia. ADSL internet was introduced in about 80% of primary and secondary schools in the Republic of Serbia. The other 20% of schools could not be introduced with Internet due to the terrain configuration. A new electronic platform is introduced for teachers, featuring a database with instructions for classes and supplementary materials (see details in answer to Question 3).

4. At the **higher education** level all the above mentioned types of adaptation to technological innovation are also perceived. However, business incubators are a specific instrument of adaptation that is present only in faculties. One of the most successful examples is the Business Technology Incubator of Technical University of Belgrade, [www.bitf.rs](http://www.bitf.rs), established in partnership with a Belgrade municipality in order to provide support to young people in the early stages of their business ideas and innovations. This is achieved by partially covering the costs of renting premises, technology infrastructure, administrative support and business counselling. The outcome of the incubator in the first two years of existence is employment of more than 30 highly educated professionals, a development of six innovations and full functionality of the service centre in the Business Incubator. There are similar incubators in other university centres as well (Novi Sad and Nis).

In addition, some faculties have established innovation centres in accordance with the Law on innovation for which the Ministry of Science and Technological Development is competent.

Technological progress is also achieved through the implementation of TEMPUS projects. The implementation of an IPA 10 project (HETIP) aimed at advancing the quality of education through improving the equipment of laboratories, faculties and universities, is in process.

## **28. The transfer of innovation and good practice in training into mainstream education and training provision.**

The transfer of innovation and good practice into mainstream education and training provisions is the main mechanism for education development in Serbia. The Legal framework for the systematic introduction of successful innovative arrangements is ensured through *the Law on the Foundations of Education System 2003 and 2009*.

Innovations are introduced into the educational system on the basis of two initial procedures:

1. **Innovations which do not require serious regulatory change** are introduced in a selected number of schools/classes upon Minister's decision. The Minister takes the decision on the basis of requests from international or local organization and based on the opinion of professionals from the institutes and the Ministry of Education. Upon the evaluation of the effects of the innovation, the selected number of schools/classes may expand, and the innovation may be scaled up and included into the regular system of education and training.

2. **Innovations which require regulatory change** are introduced via experiments/pilots according to Article 101 of the Law on the Foundations of the Education System. The initiative for the introduction of experiments and the proposal of experiments may be submitted by an institution (preschool institution, school, faculty...), the Council, institutes or other legal persons. The decision on the approval of an experiment is taken by the Minister and he/she prescribes the experiment programme, which is issued as a by-law. Upon prescribing the experiment programme, the Minister announces competition for the implementation of the experiment, after which he/she chooses the institutions where the experiment is to be conducted. An experiment may last for five years maximum. During the period, it is monitored and in the final year its evaluation is carried out. Upon evaluation, the Minister takes the decision on its closing or its implementation in the regular system of education and training.

On the basis of the abovementioned procedures, several innovations were introduced into the regular educational system in 2003 (e.g. Development Planning and School Self-evaluation), and since 2008 the following innovations have been introduced:

- **Functional Model for Inclusive Education** – through the change of enrolment and programme policy (the use of individualization or Individual Education Plan for these children). Pilot experiments have first been carried out in several schools through projects of Save the Children, of the Open Society Institute and Roma Education Fund, then through DILS projects (financed from a loan of the World Bank), and in 2010 it became a part of the regular educational system.

- **Pedagogic assistants as support to children belonging to vulnerable groups** – after pilot projects by the Open Society Institute, a more comprehensive programme has been initiated, supported by OSCE, and the role of pedagogic assistant has been regulated by the Law on the Foundations of the Education System. At the moment, the introduction of this innovation into the regular educational system is supported by IPA project in 178 educational institutions.

- Within **Secondary Vocational Education Reform Programme**, implemented from 2003 onwards and financed by the EU (CARDS and IPA), new educational profiles have been introduced in the form of experiments, related to the following areas of work: Agriculture, Food Production and Processing, Mechanical Engineering and Metal Processing, Civil Engineering and Geodesy, Electrical Engineering, Forestry and Wood Processing, Chemistry, Non-metals and Graphic Design, Economics, Law and Administration, Health and Social Protection and Transport.

- Agriculture, Food Production and Processing – 4 educational profiles in the duration of three years (manager and mechanical engineer of agricultural techniques;

butcher; baker; milk processor); 3 educational profiles in the duration of four years (agricultural technician and veterinary technician)

- Economics, Law and Administration – two four-year educational profiles: business administrator and financial administrator

- Health and Social Protection – two three-year profiles (masseur and health caregiver) and six four-year profiles (pharmaceutical technician; physiotherapeutic technician; nurse; dental nurse; cosmetic technician and laboratory technician)

- Transport – one four-year educational profile: technician for transport security,

- Mechanical Engineering and Metal Processing – one three-year educational profile: mechanical processing operator,

- Forestry and Wood Processing – one four-year educational profile: park supervisor,

- Chemistry, Non-metals and Graphic Design – three four-year educational profiles: technician for cosmetic technology, technician for graphic preparation and technician for graphic products modelling

- Electrical Engineering – one four-year educational profile: electrical engineer for vehicle electronics; one three-year educational profile: car electrician

- Geodesy and Civil Engineering – one four-year educational profile: geodetic technician-land surveyor; one three-year educational profile: assembler of dry construction, The total number of secondary vocational schools included in the pilots is 112.

In school year 2010-2011, upon completed evaluation, nine educational profiles from pilot projects were introduced into the regular system of education and training in the following areas of work: *Agriculture, Food Production and Processing* (7 profiles), *Electrical Engineering* (one profile) and *Geodesy and Civil Engineering* (one profile).

- **New Policy on Textbooks Publishing** – realized as an experiment from 2003 to 2008, and regulated through the Law on Textbooks and Teaching Materials as a regular manner of textbooks publishing in 2009. The main innovation introduced includes the equal treatment of all textbook publishers, both public and private, defined quality standards for textbooks and the possibility of school's choosing a textbook among those on offer for the same subject in the same class.

- **Functional Primary Education of Adult Roma** – initiated in 2005 as an experiment supported by the Roma Education Fund, whereas further expansion of innovation for all those who left their primary education without its completion is implemented through IPA project as of 2010. The programme provides young adults with the opportunity to complete basic education and receive training for certain professions, and it is implemented in cooperation with the National Employment Service and its branches in Serbia. The selection of professions for which young adults are trained is carried out according to the needs of the area where the schools which implement this project are located.

- **Bilingual education in 7<sup>th</sup> and 8<sup>th</sup> grade of primary education and gymnasiums** – realized as an experiment, in the form of project and as a part of regular system. As an experiment, it was introduced in 2004, and since 2009 there has been a legal option to deliver bilingual teaching. Combinations of bilingual education are the following: Serbian/French, Serbian/English, Serbian/Russian, Serbian/Italian. This form of education is performed by realizing minimum 25% and maximum 50% of teaching in a foreign language.

- **Students' participation, *Student Parliament*** – introduced as a non-obligatory possibility in secondary schools since 2003, and since 2009 the law has regulated that all secondary schools shall establish student parliaments, as well as primary schools for students of 7<sup>th</sup> and 8<sup>th</sup> grade. The role and participation of a student parliament in the work of a school and decision-making in the School Board is also regulated by the law.

Several experiments are still ongoing, and upon their evaluation the introduction of these into the regular system of education and training is expected. They are the following:

- **Mathematics for gifted students of 7<sup>th</sup> and 8<sup>th</sup> grade** – it means that primary school students talented for mathematics may complete the final two grades of primary school (7<sup>th</sup> and 8<sup>th</sup>) in the specialized mathematical gymnasium. They receive education according to the prescribed curriculum for primary school, but through the elective part of school programme, the school offers various kinds of mathematics, which encourage the development of mathematical thinking of students, as well as logical thinking and mathematical competences. This model is implemented in Belgrade, Novi Sad, Niš and Kragujevac.

- In secondary general education/gymnasiums, The experiment in gymnasiums for students with special abilities for physics and Informatics Department has been introduced in 17 gymnasiums.

## **29. The application of the lifelong learning principle to policies, systems and structures for education and VET.**

The application of the lifelong learning principle has been one of the central activities of the Ministry of Education in recent years.

Adult Education Development Strategy and Action Plans for its implementation – adopted in 2009, provided the relevant preconditions for the introduction of the lifelong learning principle into the structures of general and vocational education, primarily related to accessibility of education and training to all categories of adults, and the establishment of institutional and programme pluralism in the educational system.

Through the *Law on the Foundations of Education System*, the Vocational Training and Adult Education Council has been established, which is, among other, in charge of proposing the *National Qualifications Framework* to the Minister of Education, for the level of secondary vocational education, vocational training and other forms of vocational education. The preparation of NQF is carried out by the Vocational Training and Adult Education Centre within the Institute for the Improvement of Education. In September 2010, the Vocational Training and Adult Education Council adopted a decision by which the development of NQF for the level of secondary vocational education, vocational training and other forms of vocational education was initiated, thus setting into motion the application of the lifelong learning principle in the system of vocational education. Formulation of the Law on Adult Education is in the final stage of development and its adoption is expected in 2011.

Taking into consideration the existing education and qualification structure of the population and a very high unemployment rate, the Ministry of Education and the Government of the Republic of Serbia have used the legislation to create conditions in

regular primary schools, schools for adult education and secondary vocational schools for the implementation of functional programmes of basic education and training which meet the needs for knowledge and skills of illiterate persons without completed primary education, persons without profession and qualifications, unemployed persons, redundant persons, population of rural areas, persons belonging to ethnic minorities, and especially those belonging to Roma national minority. The abovementioned has led to a considerable increase in the number of primary and secondary schools which implement programmes for basic education of adults in the past few years. Through the projects financed from IPA funds, the Ministry of Education expands the network of primary and secondary schools for implementation of programmes intended for adults. In the period 2010-2013, 80 primary and 75 secondary vocational schools will be enabled to implement these programmes for more than 4000 trainees.

In the field of higher education, contribution to the development of lifelong learning system has been made through the implementation of Tempus project “Lifelong Learning System Development in Serbia” 2009-2012. In the course of 2010, draft strategies for lifelong learning at universities were prepared and the following conferences were organised: “*Bologna Process and Lifelong Learning*” and “*Development of Lifelong Learning: Challenges for the Education System*”. In addition, a social dialogue was initiated between the representatives of economy, local authorities and educational institutions in Kragujevac, Belgrade, Novi Sad, Niš and Novi Pazar. A survey on employers’ needs for various forms of trainings has been carried out, on the basis of which modules and courses have been defined. Five centres for lifelong learning have been established at universities, training plans and programmes have been developed on the basis of short courses and the realization of trainings has begun. The process of networking of university centres at national level is ongoing, as well as their integration into regional and international networks. The implementation of the abovementioned activities has contributed to the promotion of the lifelong learning concept and its relevance for the new role of universities in knowledge economy ([www.delfis.kg.ac.rs](http://www.delfis.kg.ac.rs)). With the aim of popularization of the lifelong learning concept, a large number of brochures and advertising material have been published.

The principles of lifelong learning have also been implemented in the field of labour market active policy measures and employment policy. This primarily refers to the organization of trainings for the needs of labour market and those initiated at the request of employers. At annual level, upon completion of public procurement procedure, the National Employment Service organises around 80 different courses for the unemployed, in accordance with the National Employment Action Plan.

### **30. The integration of vocational training into mainstream education and pathways between general and vocational streams of education.**

Vocational training is the integral part of the curriculum of all vocational educational profiles in all areas of work.

The scope of practical training – practical education, professional practice or practices, as it is often called – differs from case to case, but generally it has increased during the reforms undertaken in the last ten years. Currently it reached an optimal amount that is based on the standard of qualification adopted on the basis of occupational standards. Thus in craftsmen activities (baker, butcher, mechanic, electrician, hairdresser, cook, waiter, etc) a practice takes a significant proportion of the total learning time, as much as 30%, and together with the vocational subject education it is close to 70%, while

with professions where education takes four years the figure is slightly smaller but no less than 40% of professional content, as compared to 45% of the general educational content, which is defined by the Law as binding relationship between general and vocational content of the curriculum.

Curriculum reform in vocational education introduced modular curriculum, based on prescribed professional competencies and learning outcomes. This led to the implementation of yet another form of the integration of practical and theoretical training, at the level of modules. Modules are defined as an integrated learning package of general, vocational and practical content in order to acquire the required competencies, and knowledge, skills and professional attitudes.

In accordance with the regulations, a student who is transferred to another school for completion of the initiated studies of the same duration (whether it is a transition from vocational education into gymnasium or vice versa), shall take additional (differential) examinations in subjects not offered in the curriculum that the student initially attended, in accordance with the decision by the managing director, based on the Statute of the school. This solution also specifies the obligation of the student to make up classes of practical training in accordance with the prescribed curriculum and programme. In such cases, the school is due to provide the practice to the student either at school or with an employer.

## **G. Youth**

### **31. What, if any, are the national strategies encompassing one or several of the following fields: youth employment and youth entrepreneurship, non-formal education of young people, creativity, youth participation, health / well-being of young people, social inclusion of youth, youth volunteering?**

There are various strategies in Serbia comprising some of the stated areas. However, the **National Youth Strategy** is the only national strategy encompassing all of the above-stated issues.

The National Youth Strategy (NYS) (Official Gazette of the RS, No.55/08) was adopted by the Government of the Republic of Serbia on 9 March 2008. It presents the first step towards the systematic resolving of the status of the young people in the Republic of Serbia. In addition to the NYS, the Government of the Republic of Serbia also adopted the Action Plan for the Implementation of the National Youth Strategy (APNYS) (Official Gazette of the RS, No.7/09) on 22 January 2009. 15 ministries, 47 civil society organizations being the partners in the process of development, numerous other associations and even 16.000 young people participated in the development of the NYS. In addition to this, there were 167 round tables, which indicates the wideness of the consulting process. Partnership of the European Commission and the Council of Europe in the field of youth published a manual "Youth Policy Manual – How to develop a national youth strategy" (September 2009), which is based to a large extent on the experiences and good practice examples from Serbia.

The NYS encompasses all the fields stated in the question, relating to the status of young people defining 11 *General strategic objectives*, as well as 75 *Specific objectives* being recognised as particularly important for the life of young people in the Republic of Serbia.

General objectives are as follows:

- to encourage young people to participate actively in society;



- to develop youth cooperation and provide conditions relating to the participation in decision-making through the sustainable institutional frame, based on the needs of young people and in the cooperation with the young;
- to establish the system of youth information at all levels and in all areas;
- to ensure the realization of right to equal opportunities for all young people in society, and particularly young people living under difficult conditions;
- to encourage and evaluate extraordinary results and achievements of young people in different areas;
- to improve possibilities of youth to spend quality leisure time;
- to develop an open, efficacious, effective and just system of formal and non-formal education available to all young people and being in line with world educational trends and the context of education in the Republic of Serbia;
- to encourage and stimulate all the forms of employment, self-employment and entrepreneurship of the young;
- to improve the conditions for a secure life for young people;
- to protect and improve the health of the young, decrease the risks and leading health disorders and develop youth-friendly healthcare;
- to empower young people to take the initiative and participate in the activities that are in line with the basic objectives of sustainable development and healthy environment;

The APNYS defines concrete activities, deadlines, expected results, indicators, bearers of activities and their participants, as well as required funds for their realization in the period 2009-2014. 17 ministries, institutions and establishments, Provincial Secretariat of Sports and Youth, associations, local self-governments/ local youth offices participate in the implementation of APNYS.

At the beginning of 2010, the Ministry of Youth and Sport (MoYS) in the cooperation with partners having worked on the implementation of the NYS drew up a Yearly Progress Report relating to the Implementation of the NYS in the year 2009. The Government of the Republic of Serbia adopted this report on 22 July 2010. According to the report, up to 700.000 young people participated in the activities in 2009.

The MoYS drew up a Draft Strategy for Career Guidance and Counseling (SCGC) in the cooperation with the Ministry of Education (MoE) and the Ministry of Economy and Regional Development (MoERD) at the beginning of 2010, which was adopted by the Government of Serbia on 4 March 2010. (Official Gazette of the RS, No.16/10). This strategy establishes the system of career guidance and counseling in the Republic of Serbia, whereas the recommendations contained in the document are based on previously initiated activities related to the modernization and improvement of vocational education and training, adult education and reform processes in the field of employment.

There are two more youth strategies in addition to the NYS, APNYS, SCGC. They are as follows:

- Youth Health Development Strategy of the Republic of Serbia, which was adopted on 9 November 2006. (Official Gazette of the RS, No. 104/06)

-Action Plan on the Implementation of Youth Employment Policy relating to the period 2009-2011, which was adopted on 17 September 2009. (Official Gazette of the RS, No. 78/09).

In addition to the above-mentioned strategies, there are other strategies having been adopted by the Government of Serbia which encompass the young amongst other age groups. They are as follows: Sports Development Strategy of the Republic of Serbia relating to the period 2009-2013, which was adopted on 2 December 2008 (Official Gazette of the RS, No. 110/08); Drug Fighting Strategy of the Republic of Serbia relating to the

period 2009-2013, (Official Gazette of the RS, No. 16/09); and Poverty Reduction Strategy of the Republic of Serbia adopted on 16 October 2003.

**More specifically, please provide information on:**

**a) Measures to develop the quality of non formal education and to recognise its outcomes.**

National Youth Strategy (NYS), proposed by the Ministry of Youth and Sport (MYS), whose drafting and implementation included participants from 15 line ministries, local self-governments units and NGOs, for the period 2009-2014 has 11 general strategic objectives, one of which is related to the education of youth: "Developing of open, effective, efficient and fair system of formal and non-formal education accessible to all young people and in line with global trends in education and the context of education in the Republic of Serbia."

This general objective has been developed through seven specific goals and as a whole is committed to the development of formal and non-formal education for young people. One of these specific objectives is (7.3) "Quality Assurance in formal and non-formal education of youth through the establishment of standards" and a range of activities for its implementation.

It also provides for the establishment of permanent cooperation of all key partners in the field of non-formal education (MYS, Ministry of Education, Ministry of Economy and Regional Development, National Institute of Statistics, National Employment Service, civil associations), as well as promoting the concepts of non-formal and lifelong learning.

MYS worked within its competence to encourage and promote non-formal education of young people through financing and co-financing of youth projects, and here are some of the implemented activities:

- Through competition (2007-2010), MYS has provided financial support for over 150 projects of NGOs that include non-formal education of youth. These activities directly involved over 8 000 young people, and indirectly about 12 000;
- MYS has particularly supported projects that through peer education implemented programmes of non-formal education (on healthy lifestyle, active youth participation, environmental protection etc.)
- Through cooperation between different partners (MYS, NGOs, international organizations) a series of training (non-formal education) was conducted in the Youth offices throughout Serbia. More than 4 000 young people passed the training on youth entrepreneurship/writing projects/ development of business skills/cultural cohesion/computers;
- Continuous support to capacity building and empowerment of the Youth office coordinators through non-formal education;
- "The Future of Youth in Serbia" (CESID, 2009) survey was conducted which analyses the needs of young people in the field of information and non-formal education.

MYS also commissioned and financed the study "Informal education in Serbia" (Institute for Social Research, Belgrade Faculty of Philosophy, September 2010), which analyses the contextual framework for the development of non-formal education in Serbia

(compared to EU), the quality of existing programmes of non-formal education and satisfaction of beneficiaries with non-formal education.

The survey that was carried out on a sample of 308 NGOs shows that 6.5% of the NGOs as a primary area of activity has a development of non-formal education. Although a small number of organizations is solely dedicated to non-formal education, a large number of youth organizations in the implementation of its undertakings/activities use some form/method of non-formal education.

While in the Republic of Serbia numerous institutions and NGOs use non-formal education methods in their work and apply the concept of the EU - 8 Key Competences, the instruments for identifying and evaluating non-formal education and its outcomes (Europass, Youthpass) are still not institutionally implemented.

In order to develop the quality of non-formal education and identifying and recognition of its outcome, MYS has supported the NGO "Let's ..." from Belgrade (organization that is a contact point for the "Youth in Action" programme) when applying for financing from the European Union for the project "European Union's Framework of Key competences for lifelong learning and better validation of non-formal learning in Serbia" (IPA 1, financing of NGOs).

Within its competence, the Ministry of Education has implemented certain activities in the field of non-formal education. Adult Education Development Strategy and Action Plan for the Strategy of Adult Education in the Republic of Serbia, for the period 2009 - 2010, cover the field of non-formal education, and enlist measures to ensure the quality of non-formal education and recognition of its results. The largest number of concrete measures and activities is devoted to the development of the quality of non-formal education and recognition of its results, which are:

- Establishment of standards for institutions and organizations in the field of adult education and establishing procedures for the accreditation of institutions and organizations in the field of adult education;

- Monitoring and consolidation of standards for institutions and organizations in the field of adult education and procedures for accreditation of institutions and organizations in the field of adult education.

The Ministry of Education, through the pilot programmes, especially the ones implemented in Regional training centres (in Bor, Kragujevac, Belgrade, Nis and Zrenjanin), and through Functional basic education for Roma (FBER), while also planning a pilot programme "Second Chance", works on:

- Testing of the accreditation systems of non-formal vocational training for adults, which are designed according to the given format (development of modular training programmes);

- Training of 1 000 teachers for work in the field of non-formal adult education (from needs assessment to final evaluation);

- Opening of the premises for a large number of secondary vocational schools, schools for adult education and regular primary schools, to work in the field of non-formal adult education.

The Ministry of Education has formed a Task Group consisting of experts and social partners (Ministry of Economy and Regional Development, the National Employment Service, private providers, The Chamber of Commerce, experts) to monitor the programme and develop the quality system of Regional Training Centres (RTC). 3 174 attendants passed the non-formal training of RTC and about 1 000 attendants passed the FBER.

New Law on Adult Education, which is scheduled to be adopted in early 2011 shall regulate the issue of quality of institutional work in the field of non-formal adult education, programmes for adults and procedures for accreditation of institutions and programmes.

**b) How decentralised are the structures for youth employment on a local level – the level closest to young people – and what are the plans for the future?  
See also questions above.**

The Ministry of Economy and Regional Development- Employment Department is in charge of the creation and the monitoring of employment policy at a national level, inclusive of the youth employment policies.

Active employment policy presents the system of plans, programmes and measures aimed at the increase in employment and decrease in unemployment. The Law on Employment and Unemployment Insurance adopted on 13 May 2009 (Official Gazette of the RS, No. 36/09) provides the legal basis for adopting an active employment policy.

The basic instrument for the implementation of active employment policy is the National Action Plan on Employment, which is drawn up on a yearly basis. The Government of the Republic of Serbia adopted the National Action Plan relating to the year 2011 on 29.07.2010. (OG of the RS, No.55/2010) setting up the stimulation of youth employment as one of its prioritized goals.

The Government of the Republic of Serbia also adopted the Action Plan on the Implementation of Youth Employment Policy relating to the period 2009-2011 on 17 September 2009 (Official Gazette of the RS, No. 78/09), providing for decentralisation of employment policy, special creation of active measures and management of labour market programmes.

The Action Plan on Youth Employment points out five strategic objectives and several key effects to be attained in order to promote youth employment as follows:

1. Strengthening of the labour market management;
2. Promoting employment through the increase in youth employability;
3. Promoting youth employment through the development of private sector;
4. Increasing the possibilities for the creation of acceptable jobs for young people;
5. Promoting of incorporating hard-to-employ young people into the labour market by defining adequate active employment policy measures.

The activities that are supposed to contribute to the employment policy decentralization in order to increase efficacy of active employment policy and based on the Law on Employment and Unemployment Insurance have been initiated. According to the Law, there is a possibility of co-financing of Local Action Plans on Employment containing certain programmes and measures which can be aimed at the youth employment depending on the situation on the local labour market. 10 Local Action Plans on Employment were co-financed from the state budget in the year 2010.

National Employment Service within which the Provincial Employment Agency, branches and other local units covering the entire territory of Serbia were formed so as to create employment possibilities, inclusive of the youth employment, plays a key role in approximating employment programmes and training to the young at a local level. The young can utilize various sorts of services and employment support programmes in the NES branches. For instance, the programme “The First Chance” was created for inexperienced young people in order to be more easily integrated into the labour market, paying special

attention to school-leavers. Young people including pupils and students may also use professional orientation services and obtain some advice relating to the career planning in all the branches.

Active employment policy programmes are the same for all the branches, except for certain programmes including only some of the branches. One of these programmes is the programme “Strengthening capacity for inclusive local development in Southern Serbia” jointly implemented by ILO, UNDP and UNICEF in the territory of Southern Serbia. The target groups are young Roma, Albanians, returnees in the process of readmission, refugees, displaced persons and long-term unemployed people. The project involves going through training programmes based on competencies, so as to improve poor education results and compensate the lack of qualifications.

Youth Employment Fund was established in 2009 in the scope of the project “Youth employment and migration” (YEM) implemented by four organizations- ILO, UNDP, UNICEF and IOM and the project “Youth Employment Promotion” implemented by ILO at the National Employment Service aiming at providing assistance to young people in need of special support, such as unqualified young people or low qualified young people, people with disabilities, Roma, returnees in the process of readmission, refugees and displaced people. In the scope of these projects the young participate in active employment policy measures -trainings, subsidies and alike.

Employment Councils play an important role in the employment improvement, including the youth employment. Employment Councils are established for the territory of Serbia, Province of Vojvodina and one or several municipalities (there are over 100 local employment councils). Employment Councils are composed of representatives of founders, representative trade unions and employer associations, National Employment Service and Employment Agencies, associations related to employment, that is protecting the interests of the unemployed (people with disabilities, national minorities, women, the young etc.) and employment experts.

The MoYS initiated the establishment of 115 Local Youth Offices. They are recognized as key partners to the National Employment Service relating to the implementation of active youth employment measures, particularly in the field of information and motivating the young to participate in active employment policy measures.

The MoYS has implemented the project “Youth Entrepreneurship Development in Serbia” in cooperation with MoERD, National Agency for Regional Development and Norwegian organization BIP (Business Innovation Program). The project was donated by the Kingdom of Norway. The project aimed at the increase in the abilities of the young relating to the self-employment and starting their own business through practical trainings (in the field of business plan development and testing, writing a business plan, legal frame and procedures for the registration of start-up businesses, through the trainings relating to the completing the application for start-up loans unaccompanied by MoERD mortgage (Development Fund). 746 young people from 14 cities participated in the trainings, out of which 152 established their own enterprise. In addition to this, three regional and one national fair (Business Base) were formed for the promotion of newly-established youth enterprises.

In addition to this, the MoYS has implemented the project “Youth Entrepreneurship” in cooperation with the USAID and local self-governments for the third year in a row. 36 local self-governments during the first year, and 29 local self-governments during the second year participated in the implementation of the project. Currently, the activities are carried out in 33 new local self-governments. Over 1000 young people have

been trained so far for starting their own businesses thanks to this project. The development of Local Action Plans on Employment and Entrepreneurship was supported in 12 local self-governments, out of which 11 municipalities initiated implementation. Eleven new local self-governments have been selected for a new cycle of the development of Local Action Plans on Employment and Entrepreneurship. The process relating to the signing of memorandum on the cooperation with municipalities is underway.

Two cities, Krusevac and Zrenjanin, have been chosen for the implementation of this project in the Youth Offices in the form of a pilot study based on the Cooperation Agreement between the MoYS and the American company "Manpower" in order to improve training, employment, entrepreneurship and youth possibilities in the Republic of Serbia. Cooperation agreements with municipalities were signed at the beginning of December 2010.

The activities relating to the creating and strengthening of local partnerships aimed at the support in youth employment will be continued and intensified in the upcoming period within the scope of implementation of the NES reform and decentralization of employment policy.

### **c) Measures taken to encourage talent development, creative skills and entrepreneurship of young people and their access to culture.**

NYS emphasizes the need to take measures for encouragement, development, recognition and valuation of outstanding results and achievements of young people, which is necessary for their development and progress of society.

The main forms of support within the educational approach to gifted and talented young people, relate to: acceleration of education, deepening the curriculum content, realisation of additional work and separation into special schools. There are funds and foundations at the national level (the Fund for Young Talents of the Republic of Serbia and the Republic Foundation for development of young scientists and artists), and a number of funds at the local level, providing certain financial support to encouraging and developing of outstanding youth expression.

The Fund for Young Talents of the Republic of Serbia (the Fund) at MYS, was formed by the decision of the Government of the Republic of Serbia adopted on 24 July 2008 ("Official Gazette of RS" no. 71/08 and 44/09). The Fund was established to support young talents in the Republic of Serbia, as a result of the aspirations of the Serbian Government to provide the best conditions for education, vocational training and rewards for best secondary school and university students. Also, the Fund annually awards scholarships for up to 500 top university students in the final year of first degree study, as well as studies of second and third degree at the universities of the Member States of the European Union (EU) and European Free Trade Association (EFTA) and at the world's leading universities, and also awards scholarships for up to 1 000 best students of the final year of undergraduate studies and final year of graduate academic studies - master from higher education institution founded by the Republic of Serbia, and provides awards to secondary school students for their achievements in recognized competitions at home and abroad. From the initial work at MYS so far the Fund has awarded scholarships to more than 5 300 secondary school and university students (in the following areas: Technical and technological science, mathematical science and social sciences, as well as in medicine, arts and sports); of this number for studies in the EU countries a total of 450 scholarships was granted. Consequently, the Serbian government significantly contributes to the

strengthening of the Serbian integration into EU since the Treaty stipulates that scholars after graduation work in Serbia and thus apply their knowledge acquired in the EU.

In accordance with the Strategy for career guidance and counselling in the Republic of Serbia, within the MYS, the Centre for career guidance and counselling of young talents (Centre) was launched on a project basis. The mission of the Centre is to support the scholars of the Fund for young talents to develop a career, their further academic, professional, and personal advancement and promotion of their success and achievements. The Centre also provides career counselling and career information, in accordance with the needs and desires of scholars, and establishes cooperation with other interested institutions and companies in terms of exchange of information in order to enable organizing of practice programmes for young talents-scholars. The Centre also assists scholars in their further professional development through workshops that include a variety of topics, from writing a CV and preparing for interviews to entrepreneurship and career management. The work of the Centre is particularly important for the Fund scholars because they are contractually obliged, after graduation, to work in the RS for a certain period.

The basic idea of the Fund is to address a clear message to young people that the state is determined to help and participate in educating students, and that it values efforts and dedication of young people.

MYS also pays special attention to young talents in sports.

Rulebook on detailed conditions and criteria to scholarships for top athletes and financial help to top athletes, which was adopted on 23 May 2000 ("Official Gazette of RS" no. 18/00 and 12/09), lays down detailed conditions for sports development and for financial support of top athletes with special merits. Scholarships for sport development shall be laid down for a period of one year and paid monthly through branch associations whose member is a top athlete. The total number of scholars in 2010 is 304, from 40 branch sports associations of Serbia. A total of 168 000 000 RSD was paid out.

MYS organizes sport camps for young and promising athletes, thus attaining improvement of work with the junior athletes and affecting the achievement of better results and winning medals. In 2009 and 2010 camps were organized throughout the Republic of Serbia at about 70 locations (e.g. Karatas, Bajina Basta, Krupanj, Novi Sad, Kanjiza, Zlatibor, Sremska Mitrovica, Obrenovac, Goc, Arandelovac etc), for 118 sport organizations and about 6 500 participants. About 55 800 full-board days were realised.

In order to establish an institutionalized partnership for lifelong entrepreneurship education in the Republic of Serbia a Memorandum of Understanding was signed regarding the development and implementation of lifelong entrepreneurship education policies between the Ministry of Education (ME) and Ministry of Economy and Regional Development (MERD) in November 2010. In December 2010 was signed a Protocol on co-operation that defines mutual efforts of 11 partners (ME, MERD, MYS, National Employment Agency, Serbian Chamber of Commerce, the Conference of Universities of Serbia, Institute for the Advancement of Education, National Agency for Regional Development, Union of Employers of Serbia, Belgrade Open School and Civil Initiatives) on drafting both Strategy and Action plan for lifelong entrepreneurship education and taking the necessary measures for its successful implementation.

With the aim of further development of entrepreneurial skills of young, MYS has, through regular annual competitions, sponsored projects of NGOs which are aimed at empowering young people to enter the labour market and to manage their careers, to increase the competences of young people for employment and self employment, support

youth employment on the basis of socially responsible businesses, establishing the youth entrepreneurship centre, establishing the job fairs, building capacities in rural areas for youth self-employment and entrepreneurship in agribusiness, the acquisition of entrepreneurial skills, business planning and others.

MYS has financed 11 projects of the NGOs whose goal is expanding cultural offer for young people. Projects are addressed to motivate the youth to participate in cultural programmes, promote and increase the visibility of the achievements of young people in the culture through the organization of creativity festivals and public events, increase quality of cultural programmes for youth, train young people in various fields of art, and inform young people on architecture, urbanism, arts and culture.

Within its competence, the Ministry of Culture has implemented a number of activities relating to this issue. Stimulation of talents' development is mostly related to young talents in music and ballet creativity, given that their professional education has the earliest start. According to the Law on Culture (adopted on 31 August 2009, "Official Gazette of RS" No. 72/09) and within the annual competition of the Ministry of Culture for co-financing the projects and programmes in culture, a stimulation of children creativity and the creativity of children and young people in culture shall be provided, as well as the support of young talents, by encouraging their participation in the relevant international music and ballet competitions.

In the RS budget for 2010, funds have been provided for vocational training of deficient music personnel. The programme is designed to support quality education for certain deficient groups of instruments: strings (viola, double bass), brass players (tuba, trombone, horn, trumpet), woodwinds (bass clarinet), and classical accordion (for which there is no degree programme in the country). Speaking of training the vocal soloists, professional development is essential for all voices (bass, baritone, tenor, soprano, mezzo-soprano, alto), especially if they are to be specialized for particular timbre - dramatic soprano, Heldentenor. In the first year of the programme, in 2010, a specialization for viola player, vocal soloist - tenor, composer and classical accordion player was supported.

As additional support to young talents, the budget for 2010 provides funds for the procurement of quality instruments through the Fund for musical instruments. Within the Fund, the percussionists of the Music School "Stankovic" received the funding. In recent years, instruments were provided in different ways - from the current budget reserve, funds from the NIP (National Investment Plan), and individual cases were also met (for the purchase of flute and clarinet).

Creativity of young artists from other artistic branches is also stimulated through the annual competition of the Ministry of Culture for co-financing the projects, as well as their participation in international events, professional artistic specialization abroad, and the like.

For 2011, it is planned a project for introducing an online music library for educational institutions in this field (secondary music school and faculties of music).

The Secretariat for Culture of Belgrade, in cooperation with "Jugokonzert", an institution for music and performing arts, annually announces the open call for young music and ballet talents. Requests are examined by the Commission for youth music and ballet talents (including young under the age of 25 and up to 28 in the case of solo singers and composers), which was formed on 15 December 2009 at the meeting of the Managing Board of "Jugokonzert". According to established criteria, the costs for participation of the most talented young artists at prestigious international competitions and for professional specializations shall be covered.



Within its competence, the Ministry of Education has taken a number of activities related to this issue. The Republic of Serbia is undertaking a series of systematic measures to encourage the development of talents, both in the fields of formal and non-formal education.

a) Students with outstanding ability (talented and gifted), regardless of their own material conditions have access to adequate levels of education and institutions, as well as the identification, monitoring and stimulation. Three methods of special education of talented students are enabled within the formal education system, as follows:

- Curricula of primary and secondary education can be individually adapted to the educational needs of students with outstanding abilities who are regularly educated. The institution is preparing Individual Education Plan for a given student, referring to a particular way of working with a student, specific standards by which he/she operates, as well as additional content to be elaborated;

- For pupils from 4th to 8th grade of primary education who show special abilities, preferences and interests for particular subjects, the school organizes additional work, but if the student excels in knowledge and skills in all subjects he can complete the primary school in accelerated manner (within less than eight years but not less than six years);

- Within the education system, in order to meet the specific educational needs of children with special abilities - talented and gifted children and students, a specialized education is conducted in special classes or special schools:

- Preschool preparatory departments of music and ballet schools;
- Primary music and ballet schools, secondary art schools;
- The School for music talents in Cuprija;
- Mathematics Gymnasium;
- Philology gymnasiums and classes of these schools at other gymnasiums;
- Sports gymnasium.

Candidates who are admitting in these schools take an entrance exam that includes the knowledge gained in previous education and special skills of candidates.

Some of these schools are unique because of their specificity and high-quality education, and their work is financed from the national budget. These are:

- The School for music talents in Cuprija which educates musical talents in string section. Over 70 students from various parts of Serbia acquire primary and secondary education, growing into professional musicians-soloists, chamber musicians, music pedagogues. This is a school with boarding and is attended by the students of the age from 6 to 18.

- Mathematics Gymnasium is the first specialized school in Serbia and it admits students with special abilities in mathematics. The educational work is realised in mentoring group of five students in: mathematics, physics, computer science and IT, programming, and programming languages.

- Philology Gymnasium (Philology Gymnasiums in Belgrade and Sremski Karlovci, Philology Gymnasium in Subotica, Kosztolányi Dezső - teaching in Hungarian language). In Philology gymnasiums, as well as in their separate departments, in the living language streams, teaching of Serbian language and living languages is realised in groups of 8 to 12 students. Mentoring work in a group of five students, for a maximum of 25% of the total number of students, is implemented for the Serbian language, living, classical languages and rhetoric.

There are other forms of work, such as class for students gifted in physics with increased weekly teaching load in physics, chemistry and biology organized at "Svetozar Markovic" Gymnasium in Nis, where in daily practice were introduced more efficient

methods of work, a thematic approach to teaching and learning, independence at work, usage of information resources, joint work of secondary schools and university teachers, mentoring, teamwork, cooperation with the research station "Petnica" and other institutions of similar profile.

b) Support through the non-formal forms of student education:

Ministry of Education implements the *Programme of fund distribution to talented students*, in order to identify, monitor and provide continued support for gifted and talented students. Activities are focused on the development of analytical, creative and critical thinking, acquiring the ability to find and use quality information, as well as the usage of scientific methods and research. In 2009 and 2010 the Ministry of Education has provided the total amount of 20 400 000 RSD per year. The funds were distributed to research station "Petnica" and regional centres for talents.

The Research station "Petnica" implements programmes for students of primary and secondary schools, university students and teachers, and includes many lecturers from dozens of scientific institutions. Petnica offers programmes in mathematics and technical sciences, natural and social sciences, in the form of multi-day seminars, summer and winter schools where individual, mentoring and research work of youth is performed. Petnica has organized over 2 500 different courses which was attended by over 40 000 participants and 6 000 lecturers and research assistants.

The Ministry of Education also provides financial support for work with talented children to regional centres for talents based on their work reports and plans. Regional centres for talents exist in Belgrade (2), Bor, Vranje, Cacak, Uzice, Pancevo, Pozarevac, Loznica, Novi Sad, Karlovac, Nis, Kragujevac. *Programme of work with talented and gifted students* is achieved through mentoring work, with research approach in certain scientific fields or interdisciplinary. Mentoring teaching includes 3 347 students. In addition to primary and secondary school pupils/students, attendants of the *Programme* are also full-time and postgraduate students, teachers and experts of scientific and educational institutions. Centres have performed the identification of 4 717 new gifted and talented pupils/students from 471 primary and secondary schools in Serbia.

*Part of the question related to youth entrepreneurship is also addressed in answer to Question 31 b).*

**Note:** *The Ministry of Science and Technological Development was requested on 9 December 2010 for information and data within their competence in order to formulate a final answer to this question. Until the day of writing this answer, their contribution was not received.*

**d) Measures taken/planned to encourage a healthy living for young people and physical activity with a focus on preventing and treating obesity, injury, addictions, mental and sexual health problems.**

Strategic Framework of the Republic of Serbia for developing healthy living styles of young people and encouraging physical activity with a focus on preventing and treating of obesity, injury, addictions, mental and sexual health problems:

- National Youth Strategy (NYS), adopted in 2008;
- Action Plan for implementation of NYS, adopted in 2009;

- Youth Health Development Strategy in the Republic of Serbia, adopted on 17 November 2006 ("Official Gazette of RS" No. 104/06);
- The Strategy for the control and prevention of chronic mass non-infectious diseases in Serbia, adopted on 30 March 2009 ("Official Gazette of RS" No. 22/09);
- The Strategy for Fight against Drugs, adopted on 26 February 2009, with the Action Plan for the Implementation of the Strategy for Fight against Drugs for period 2009-2013, adopted on 2 April 2009;
- National Plan of Action for children, adopted on 12 February 2004;
- Regulation on the national programme of prevention, treatment and control of cardiovascular diseases ("Official Gazette of RS" No. 11/10);
- Conclusion on the adoption of National Plan of Action for environment and health of children in the Republic of Serbia for the period 2009-2011 ("Official Gazette of RS" No. 83/09);
- National Programme of Health Care for Women, Children and Youth, adopted on 24 April 2009 ("Official Gazette of RS" No. 28/09);
- Sports Development Strategy for 2009-2013, adopted on 12 February 2008 ("Official Gazette of RS" No. 110/08) by the Government of the Republic of Serbia;
- In addition to the Law on Sport, adopted on 17 December 1996 ("Official Gazette of RS" No. 52/96 and 101/05 - other law), directly relevant to solving these issues are the following legal acts: Law on the Prevention of Doping in Sport, adopted on 21 November 2005 ("Official Gazette of RS" No. 101/05); Law on Ratification of the European convention against doping in sport, with Appendix ("Official Gazette of SFRY" No. /491); Rulebook on detailed conditions for establishing criteria for determining the public interest in sports, which was approved on 9 May 2006 ("Official Gazette of RS" No. 39/06); Rulebook on the supervision of professional practice in sports, adopted on 23 May 2010 ("Official Gazette of RS" No. 18/00); Rulebook on the nomenclature of sport professions and vocations, adopted on 29 July 2010 ("Official Gazette of RS" No. 53/10), and Rulebook on conditions for conducting sport activities and industry, adopted on 18 June 1999 ("Official Gazette of RS" No. 30/99).

In the Republic of Serbia, public campaigns and organized activities for young people also mark the dates that are important for health – a health calendar:

- World Health Day, 7 April
- World No Tobacco Day, 31 May
- International Day Against Drug Abuse, 26 June
- World Food Day - 16 October, and October - month of proper nutrition
- World Heart Day - 26 September
- World Day to Combat HIV/AIDS, 1 December.

MYS in collaboration with national institutions, local self-governments/youth offices, NGOs and international partners, supports the development and promotion of healthy lifestyle of young people through various measures and activities - development and implementation of strategic documents, non-formal education and preventive public campaigns, promotion of recreational sports, and building and renovation of sports fields and facilities.

Development of healthy lifestyle of young people through non-formal education, promotional activities and information:

- In 2008-2010, the budget of MYS provided a sum of approximately 24.2 million RSD for 31 projects aimed at preventing the use of drugs and alcohol, sexual health problems, pregnancy; informing young people about the importance of healthy lifestyle, healthy nutrition, preservation of health, etc. Activities were developed through: peer education, training, seminars, health clubs and youth counselling, youth camps, various events (debates, round tables), the Internet, dissemination of materials, etc;

- During July 2009 - February 2010 was also conducted a national project "Health style - my style" financed by MYS, that included a series of activities aimed to inform as many young people about the concept of healthy lifestyle and to train a number of young people from Serbia on the topics of healthy lifestyle: the concept of health (what it means to be healthy, types of health, impact on health, the most common health risks), healthy nutrition, substance abuse, sexual and reproductive health (including the skills to resist pressure), sexually transmitted infections, HIV/AIDS, puberty changes (physical and psychological), the mental health of young people, and the like. The project introduced a manual on healthy styles, and activities of the project involved over 10 000 young people from 88 cities and municipalities in Serbia with the participation of local youth offices and local NGOs. In each of 88 cities/municipalities certain action, sport competition, quiz, or promotion took place, created by the youth themselves in order to promote healthy lifestyle. In major cities the concerts of young bands were held, with follow-up events that promoted healthy lifestyle.

- A programme promoting recreational sport and fight against obesity was implemented through cooperation of MYS with sport associations, aimed at introducing more active and healthier lifestyle in everyday life of citizens - increasing the interest of children and young people in sports and raising the level of sports culture.

Within the project "Balkan Youth and Health" which was supported by CIDA (Canadian International Development Agency) in collaboration with the Ministry of Health, in Novi Sad, Novi Pazar and Novi Beograd, the youth counselling at health centres was also empowered. In these three cities or municipalities, 1 309 young people was trained in prevention of addictions (drug addiction, alcoholism, smoking), protection of reproductive health, HIV prevention, proper nutrition and prevention of violence. Activities were implemented with donor funds.

With the support of UNICEF within the project of improving the youth health in six cities, new peer educators were educated in the field of improvement of reproductive health and prevention of addictions, of which five teams were young Roma nationals, which in health education included over 700 peers. Mobilization and education of thousands of youth was continued through the activities of Y-PEER network, i.e. network of peer educators and "Dance 4 Life" project, which were developed with the support of UNICEF.

Creation of infrastructure for sports and recreation:

- MYS is financing the construction, reconstruction, renovation and repair of sport fields and facilities that provide children and young people the opportunity for sport activities which significantly stimulate and promote healthy lifestyle;

- Since the establishment of MYS, in May 2007 to date, the construction, reconstruction, renovation or repair of the following sports facilities was performed: 55 gyms, 207 outdoor sport courts, 1 skating ring, 6 pools, 11 tennis courts, 31 sport halls, 10 dome-shaped courts, 3 sport centres, 8 stands with changing rooms and 52 mini pitches;

- Special project of MYS, completed in 2010 in cooperation with the Government of Kingdom of Norway and the Football Association of Serbia, was the construction of mini

pitches in 52 towns and municipalities in Serbia. There were opened the outdoor sports facilities with artificial grass, of environmentally sound materials, suitable for use in all weather conditions. The main objective of the project is to improve the care of children and young people by creating opportunities for their participation in various sport activities in schools and sport organizations in the local community. This project also created conditions for children and youth to pursue sports in places where there are no public playgrounds, as well as conditions for social inclusion of young people, improving physical fitness, and other recreational activities aimed at fostering healthy lifestyles and disease prevention.

Within its competence the Ministry of Education implemented several activities in youth health area.

Serbian Ministry of Health, in collaboration with the Institute of Public Health of Serbia "Dr Milan Jovanovic Batut", coordinates the activities of public health institutes network in Serbia (23 institutes) within the promotional-preventive programmes and activities related to health improvement and promotion of appropriate lifestyle, proper nutrition and physical activity.

#### ***Obesity among young people in Serbia***

Rulebook on medical rehabilitation from 2008 stipulates that children with certain degree of obesity, aged 12-18 years shall be entitled to treatment of obesity in the Special hospital Cigota, while in 2009 was introduced a new WHO standard of growth and development of children in the RS, designed to guide physicians to treat obesity in children. Regulation on the national programme of prevention and treatment of obesity in children and youth is to be adopted in 2011.

#### ***Preventing injuries***

The Ministry of Health in collaboration with other ministries has organized implementation of activities related to the action First UN Global Road Safety Week. During this action was encouraged healthy lifestyle in young in terms of wearing a helmet when driving the motorcycle, abiding to speed limits, and awareness of drunk driving risks. For each of these items, campaigns are initiated and implemented in Serbia.

In 2009 Serbian Government adopted CEHAP (Children's Environmental and Health Action Plan). Within the action plan are given guidelines for implementation of long-term goals for the prevention of children injuries. The guidelines include general activities, related to harmonization of laws on environment, transport, health, production and transport of dangerous materials, as well as spatial planning and construction.

Specific activities to be implemented before 2019 are also provided:

- Campaigns on raising public awareness on children injury prevention
- Education of educators about children injury prevention in households
- Provision of transport and technical conditions in the vicinity of educational institutions and institutions of social protection
- Campaign to promote child safety in traffic with a special focus on children with special needs.

The programme "School without Violence", which is implemented on the initiative of UNICEF since 2005 in primary and since 2009 in secondary schools in Serbia, is realised in order to prevent violence in educational institutions. The project involved the Ministry of Education, Ministry of Labour and Social Affairs, Ministry of Internal Affairs, Ministry of Health, MYS, Council for Child Rights, Institute for the Improvement of Education, and Provincial Secretariat of Education.

In April 2009 the Ministry of Health of the Republic of Serbia approved the Special protocol on protecting children in social care institutions from abuse and neglect. Special Protocol was adopted on the basis of the General Protocol on protecting children from abuse and neglect, adopted by the Government of the Republic of Serbia after the ratification of the Convention on the Rights of the Child in December 1990. Special protocol clearly defines roles and responsibilities of health professionals, as well as cooperation mechanisms of institutions responsible for prevention and protection of children from abuse. Protocol envisages the establishment of expert teams for protecting children from abuse and neglect in each health institution, as well as Special task group for protection of children, aimed at monitoring the implementation of the protocol, recommending appropriate measures and submitting annual report to the Ministry of Health.

### ***Mental Illnesses***

The Serbian Ministry of Health is regional coordinator of the South East Europe Health Network, funded by the Belgian government. Within this project we coordinate the collecting of information regarding the status and needs for solving problems of children with disabilities. Within this Project, national activities also take place, aimed at analysing the problems in order to continue follow-up activities and open new day care centres. Rulebook on support for children and students with disabilities was adopted in 2010 while Manual for health workers and parents was also developed.

There are projects financed from the budget of the Ministry of Health, relating to the improvement of conditions in the area of care for mentally impaired persons. These projects are related to the activities of NGOs that provide support to families with children with special needs (partnership with Red Cross of Serbia).

There is ongoing drawing of the National Programme for improving the health of persons with disabilities and the manuals for this programme, as well as forming of the register of persons with disabilities in order to increase accessibility and improve the health of these persons.

### ***Addictions***

In 2005 in prohibition of sale and service of alcoholic beverages, the age limit was raised from 16 to 18 years. Ban on sale to minors is regulated by the Consumer Protection Law. Ban on alcohol advertising in Serbia came into force in 2005, including a ban on displaying the use of alcohol and simulation of alcohol usage in TV advertisements. Ban on advertising is partly related to beer and wine advertisements and allows advertising of these products from 6 pm to 6 am unless such TV programmes directly address children and youth. The same law prohibits the producers of alcoholic beverages (including wine producers) to sponsor athletes and sports competitions, minors and persons whose audience mostly consists of minors. Advertising of beer and wine in open air and in the vicinity of institutions aimed at children and youth on a distance of 100 meters is also prohibited.

The Law on protection of people from exposure to tobacco smoke was adopted on 5 May 2010 ("Official Gazette of RS" No. 30/10), and enforced on 15 May, followed by a transitional period for adjustment until 11 November 2010. In accordance with the Law was adopted the Rulebook on the form and content of signs for banning or allowing smoking in a certain area, manners of highlighting these signs, the form of reports on the violation of the smoking ban, the type of smoking evidence and manners of collecting it, and

determining the presence of smoke in areas banned for smoking, as well as the form of on-the-spot fine ("Official Gazette of RS" No. 73/10).

Drug abuse leads to mental and/or physical addiction, mental and behavioural disorders causing harm to individuals but also to society as a whole. Each year, the Ministry of Health, by realisation of the budget on the basis of programme planning, allocates certain funds to implementation of the National Programme for Prevention of Drug and Alcohol Abuse.

The programme is aimed at educating the population and adopting the healthy lifestyles, particularly in vulnerable groups (children and young people), which reduces the number of new drug users and diseases and deaths due to abuse of these substances. Strengthening the community capacity and capacity of health care will create conditions for more effective treatment and control of addictions.

The program is realised through the following activities:

- Conducting campaigns and educational activities to prevent drug and alcohol abuse
- Education of employees and associates for prevention, early detection and treatment of addictions in primary health care
- Education of employees and associates in secondary health care for work within detoxification programme
- Education of drug users and their families for prevention and early detection of drug overdose
- Strengthening the capacity of medical institutions network involved in prevention, early detection and treatment of addictions
- Development of publications and guides for improving the quality of care in centres for addictions treatment

Holders of programme activities are the following health institutions:

Clinic for Drug Addiction, Institute of Psychiatry of the Clinical Centre of Vojvodina;

Specialised hospital for addiction diseases, Belgrade;

Institute of Mental Health, Belgrade;

Psychiatric Clinic, Clinical Centre Kragujevac

Clinic for Mental Health, Clinical Centre of Nis;

Institute of Public Health, Belgrade.

Serbian Government adopted the Strategy for the Fight Against Drugs on 26 February 2009, and on 2 April 2009 was adopted Action Plan for the Implementation of the Strategy for the fight against drugs for the period 2009-2013. The strategy is in compliance with the EU Drugs Strategy and other international documents that regulate the organized fight against drugs.

The Ministry of Health of the Republic of Serbia in collaboration with the project INSADA - Implementing a National Strategy Against Drug Abuse, financed by the European Union, launched a project "Your NO Changes Everything". Campaign "Your NO Changes Everything" is a decisive step in tackling the increasingly frequent perception of drugs as a form of entertainment. Due to lack of information and unawareness, the young easily say YES. Thinking that it brings the acceptance by society, entertainment and solution to the personal problems, they enter the world of drugs, which shows its true colours only when it is too late. The holographic 3D projection tour and supporting material includes 8 cities in Serbia: Belgrade, Novi Sad, Kragujevac, Subotica, Valjevo, Nis, Krusevac and Zajecar.

Law on psychoactive controlled substances, proposed by the Ministry of Health was adopted by the National Assembly on 22 December 2010 ("Official Gazette of RS" No. 99/06). This law regulates the conditions for production and trade of psychoactive controlled substances, conditions and procedures for issuing licenses for production, circulation, export, import and transit of controlled psychoactive substances, the conditions for growing, processing and trade of plants from which these substances can be obtained. The mentioned law provides that the RS Government shall, at the proposal of the Ministry of Health, set up a commission to fight drugs, composed of the representatives of seven ministries, the Institute of Public health "Dr Milan Jovanovic Batut" and experts in the field of applied chemistry, biochemistry, pharmacy, veterinary medicine, and neuropsychiatry.

Serbian Government has, on the proposal of the Ministry of Health, adopted a Conclusion to launch the procedure for accession of Serbia to the Group for drug abuse and trafficking of drugs of the Council of Europe (Pompidou Group), so the Republic of Serbia, from 1 January 2011, officially became a member of Pompidou Group.

A cooperation was also established with European Monitoring Centre for Drugs and Drug Addiction - EMCDDA), and the Ministry of Health also appointed the national correspondent for cooperation.

In order to fight tobacco smoke, the Ministry of Health has, with the support of the Institute of of Public Health of Serbia "Dr Milan Jovanovic Batut", National expert committee for smoking prevention and Tobacco control office, conducted several national campaigns dedicated to protecting people from tobacco smoke. Campaigns are multimedial (promotional materials, TV spots and jingles, billboards, and many activities at the community level were included), and aimed at entire population.

For the purpose of better planning the activities for prevention of smoking, alcohol and drug abuse among young people, and to facilitate monitoring of the situation in this area, and comparing the results with other European countries, in 2008 the Ministry of Health has, in collaboration with the Institute of Public Health of Serbia "Dr Milan Jovanovic Batut" and Research agency "Strategic Marketing", conducted a survey among young people aged 16 years, according to the methodology used in the European School Survey Project on Alcohol and other Drugs among youth (ESPAD). The research involved 6 553 first grade students of secondary schools and gymnasiums<sup>73</sup>.

#### ***Prevention of sexually transmitted diseases***

Institutionally speaking, national bodies responsible for creating a national response to Sexually Transmitted Infections (STI) are: National HIV/AIDS Commission (NAC), and the National committee for infectious diseases, which represent the government's expert bodies. At the state level among the general population of young people partial health care - preventive educational activities are performed through the joint cooperation of schools, children and youth health services at health centres (especially through youth counselling), regional institutes of public health, departments of student health and local NGOs.

As our country has low registered prevalence of STI and HIV/AIDS, and simultaneously high and almost concentrated epidemics of HIV/AIDS in high risk population (MSM - 5.4% prevalence of HIV/AIDS, IDU - 4.2% prevalence of HIV/AIDS),

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<sup>73</sup> The results of the survey show a large percentage of young people who consumed their first cigarette at age 14 or less, while specific problem exist in alcohol consumption. Namely, 89.1% of students at least once during their life had one or more alcoholic drinks, while 24.9% of school children regularly consume alcoholic drinks. As much as 15.1% of the first grade students of secondary school said that during their life they at least once

used some of the psychoactive substances (excluding tobacco and alcohol), where the most widely used psychoactive substance is sedative (without prescription), by 7.6% of students, and marijuana, which is at least once consumed by 6.7% of students.



the main focus on prevention the HIV/AIDS and STI is on the especially vulnerable groups. At this point, most of these activities are conducted by the Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria, which is implemented through the Ministry of Health, and in small measure through the JAZAS Youth NGO, as primary recipients of funds, with over 60 sub-implementers involved - about 30 NGOs, 22 Institutes of Public Health, 4 Clinical Centres with respective hospitals, 12 prisons, 12 social welfare institutions for children deprived of parental care and children who are placed on the basis of imposed temporary measure. These activities include:

- Injecting drug users - Needle exchange programmes in Nis, Kragujevac, Belgrade and Novi Sad and Methadone substitution therapy programme on more than 20 points in Serbia, at health centres and psychiatric hospitals.
- Commercial sex workers – outreach mobile units with distribution of condoms and educational materials and voluntary confidential counselling and testing (VCT), as well as drop-in counselling centres in Nis, Kragujevac, Belgrade and Novi Sad.
- Men who have sex with men (MSM) - outreach mobile units with the distribution of condoms and educational material and VCT, as well as drop-in counselling centres in Nis, Sabac, Belgrade and Novi Sad,
- High risk Roma population - outreach, peer counselling and inclusion of Roma mediators, in 12 cities in Serbia,
- Prisoners - Health-educational workshops and VCT in 12 prisons in Serbia,
- Children in social protection institutions - health educational workshops through accredited programme of life skills for health and accredited programme of reproductive health protection,
- Promotion of VCT through 22 regional offices of public health,
- anti-discrimination and health promotional public campaigns at national and regional level (in over 20 towns in Serbia),
- regular (two-year) Bio-behavioural survey (including serological studies for HIV positivity, hepatitis C, syphilis and chlamydia) among all listed groups and especially vulnerable groups, conducted by the Institute of Public Health of Serbia – Batut, and the Ministry of Health.

### ***HIV/AIDS***

According to the Institute of Public Health of Serbia "Dr Milan Jovanovic - Batut", from 1985 and conclusively with 31 December 2009 Serbia has officially registered 2 440 HIV positive people of whom 1 489 persons are infected with AIDS (61% of all HIV positive people), and 970 people died of AIDS (65% of all AIDS cases). According to available data, 72 persons infected with HIV are dying of diseases and conditions that are not specific to HIV/AIDS, so that, conclusively with November 2009, in the Republic of Serbia live 1 382 people with HIV. Estimated prevalence of HIV infection in late 2009 in the population aged 15-49 years is less than 0.1% that is, estimates are that in Serbia live 3 000 people with HIV.

Most HIV positive persons in 1985 - 2009 are registered in the age group 25-39 years (1 393 persons, i.e. 57%), and infected and deceased from AIDS in the age group 30-49 years (1 025 patients, i.e. 69%, and 662 deaths, i.e. 68%). Among children under 15 years of age, HIV infection is rare (69 cases i.e. 3%) and also in young people aged 15-24 years (311 cases, i.e. 13%).

In recent years the problem of sexually transmitted diseases is increasingly a subject of media campaigns, as well as the accompanying information and educational materials

relating to the fight against HIV/AIDS. Through the two projects of the Ministry of Health aimed at fighting HIV, financed by the Global Fund to Fight AIDS, Tuberculosis and Malaria, has been identified a youth group at increased risk of HIV and sexually transmitted infections (primarily children in institutions, young Roma, young people among injecting drug users, men who have sex with men, people engaged in sex work and people living with HIV). The project provided a number of brochures - on reproductive health, sexually transmitted infections, voluntary and confidential counselling and testing on HIV, and other. A brochure for educators and teachers, "Education through life skills" was also developed, through which we educate young people on healthy lifestyles. There are also many educative projects on sexually transmitted infections and HIV in collaboration with the Centre for abandoned children in Zvecanska Street. Projects also educate health care professionals for friendly access to youth, with special emphasis on young people who are members of the MSM group.

In addition, in the fields of HIV prevention and reproductive health a substantial work was done through projects on preventing HIV, sexually transmitted infections, and reproductive health. Solely through the support of UNICEF, and through a network of peer educators (Y-PEER), about 250 peer educators have been trained. It is worth mentioning the activities in this area that were and are carried out by many other NGOs such as JAZAS, JAZAS Youth, Serbian Red Cross and many others.

Within its competence, the Ministry of Education had specific activities in relation to this issue. Health education is a programme and a part of the preschool programme and curriculum for primary schools. Programme includes topics that must be addressed.

In secondary schools the programme is implemented as elective or optional subject in some pilot programmes. Topics include: hygiene, mental hygiene, prevention of reproductive health, addictions and eating disorders, changes in puberty and adolescence, and safety at work.

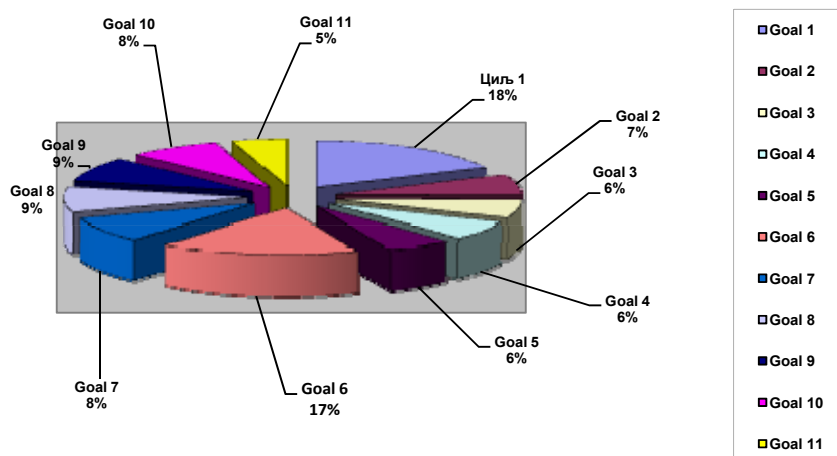
Implementation: Institutions in their annual work plans and school curricula design methods and periods of implementation. The programme is implemented by teachers within individual subjects, in collaboration with the local health institutions or within the projects, such as *Education for health through life skills* (with UNICEF) in secondary schools, and *Creative work with children on the prevention of drug abuse* (with the Ministry of Health) and *Safe Childhood* (with the Ministry of Internal Affairs) in primary schools.

**e) Measures taken/planned to ensure full participation of youth in society, and to promote greater social involvement of young persons within the framework of the social and institutional democratisation process.**

Since its formation in 2007 MYS has actively included youth in various activities. Over 16 000 young people participated in surveys, round tables and regional conferences and proposed their suggestions during the drafting of NYS. The importance of active participation in the overall social life is presented in the vision of NYS. Youth participation is a value and principle that guided the course of consultation process and it is built in, through the drafting of documents, into all goals of NYS, and particularly is articulated in the first two objectives:

1. encouraging youth to actively participate in society;
2. developing youth cooperation and providing conditions for participation in decision making through sustainable institutional framework based on the needs of young people and in partnership with them.

On the basis of the "Report on the implementation of NYS in 2009", adopted by the Serbian Government on 22 July 2010, 193 activities and projects were implemented under the first objective, which makes 18% of the total number of actual activities.



Simultaneously with the development process of NYS, MYS has developed mechanisms for its implementation, and initiated the co-financed opening of local youth offices, as an important instrument for implementing strategies at the local level which enables social inclusion of young people. Prior to formation of MYS on 15 May 2007, five local self-governments had youth offices. With support from MYS, a total of 115 local youth offices were opened until the end of 2010. Local youth offices encourage the youth activism through the implementation of various programmes that involve youth, and through the cooperation and support of local youth NGOs, NGOs for youth and informal youth groups.

Yet another model for active involvement of young people are local Youth Councils. So far, over 70 local Youth Councils were established. At least half the members of the Youth Council are young people aged 15 to 30, who thus have an opportunity for full participation in society and to promote greater social inclusion of youth in their community. Young members of the local Youth Councils are elected from youth NGOs, pupils' and students' parliaments, informal youth groups and youth wings of political parties.

Based on the NYS and APNYS, and in accordance with the local community specificities, youth offices coordinate the process of development of local youth Action Plans and actively include young people in their creation. All coordinators of youth offices passed training for developing local action plans, and Manual for developing local action plans was issued within the project "Systematic support to youth institutions" which MYS realised with German Organisation for Technical Cooperation-Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). So far in Serbia was adopted over 70 local action plans and 20 more are in the process of drafting and adopting. Local youth offices encourage the youth activism through the implementation of various programmes that include youth, and also through the cooperation and support of local youth NGOs, NGOs for youth, and informal youth groups.

Very important part of the participation of young people and their social inclusion is acting of youth through the youth organizations work. Since its founding in 2007 to date, MYS has financed 257 youth NGOs or NGOs for youth, which realised 503 projects.

Young people are represented in the Advisory body of the Minister of MYS, which was formed to coordinate the drafting process of NYS and monitor the implementation of NYS.

There is ongoing formation of Umbrella Youth Organization of Serbia (UYOS). In 2009 MYS has also financed a consultative process that included 7 round tables in Belgrade, Uzice, Zajecar, Kragujevac, Nis, Novi Sad and Subotica, as well as the media campaign that accompanied this process. In 2010 MYS has again financially supported the establishment of UYOS. Within the project, the Conference of youth organizations will be organized and it will treat topics: youth activism, youth needs, cooperation of youth organizations on the issues of youth policy, and networking issues in the youth sector, as well as campaign for promoting networking at national and regional level. This project anticipates the holding of the Constituent Assembly in 2011 and establishment of UYOS.

In 2010 MYS started a process of drafting the law on youth and within that process "Young people are the law" campaign. Since the basic principle in the work of MYS is participation, young people have been involved in the process of law making from the beginning. In this way MYS gathered valuable feedback from the local level and also informed young people and other stakeholders of youth policy on the challenges of drafting hereof law. During February and March 2010 at 45 meetings across Serbia, about 1 500 representatives of youth policy at the local level offered their suggestions regarding topics and issues that should be regulated by the law. In September 2010, within 29 round tables held in all districts of Serbia during the campaign "Young people are the law", 936 questionnaires were collected with comments on the Draft of the law and they were taken into consideration in writing the draft law, which is now in the final phase. The draft law on youth entered a public discussion from 25 November to 18 December 2010.

Within its competence, the Ministry of Education is also addressing this issue, in terms of Pupils' and Students' Parliaments.

Pupils' Parliament, in accordance with the Law on the Basic Educational System, shall be guaranteed formal institution that provides students with democratic way of association to represent the interests of all students in school, as well as pupil participation in making decisions that are directly related to them. Pupils'/Students' Parliament shall be mandatory organized in the last two grades of primary school and in secondary school.

Pupils' Parliament shall include two representatives of each class at school and in art school three representatives of each class, or year. Members of parliament shall be elected for each academic year and the elected members of parliament shall elect the chairman. Pupils' Parliaments of schools can join the community of pupils' parliaments.

In primary schools Pupils' Parliament representatives may attend meetings of the school board without a vote, while in secondary school they participate in the school board and make decisions as full members in all matters except for financial reporting and election of managing director.

Additionally, Pupils' Parliament as a whole shall give an opinion on the rules of conduct at school, student safety measures, annual work plan, selection of textbooks, leisure and extracurricular activities, participation in sport and other events, considers the relationships and cooperation of pupils and teachers. Pupils' Parliament shall give its opinion on the school curriculum and other issues that are important for their education - it can nominate members of the professional activist groups for development planning and take active part in development planning and self-evaluation of the school.

Two representatives of pupils' parliament, elected by the Union of secondary students in the Republic of Serbia shall be entitled to attend, without the vote, the National Education Council meetings and Council for vocational training and adult education meetings.

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Students' Parliament shall be engaged in realisation of rights and protection of interests of students as a body of higher education institution, in accordance with the Law on Higher Education. The mandate of the Students' Parliament members shall be one year,

elections shall be held every year in April by secret and direct voting, and the right to elect and be elected shall be provided to all students admitted in current school year. Students' Parliament shall appoint and remove representatives of student bodies in higher education institutions.

Students shall be represented in the Council and Senate, or Academic Council/Academic Arts Council of higher education institutions and its bodies and shall make 20% of the member body/bodies. Students shall participate in discussions and decision-making in issues related to the quality of teaching, study programmes, study efficiency and defining the credit points in European Credit Transfer System (ECTS).

**f) Measures taken/planned to develop the provision of facilities and adoption of policies to prevent poverty and social exclusion of young persons, in particular among disadvantaged youth groups.**

Basic documents of the Government of the RS relating the prevention of poverty and social exclusion of young people, especially vulnerable groups, are the Poverty Reduction Strategy of the Republic of Serbia adopted on 22 July 2003, and NYS and APNYS for 2009-2014.

NYS principles are: respect for human rights, equality, responsibility, accessibility, solidarity, cooperation, active participation of youth, interculturalism, lifelong learning and being evidence-based.

Within NYS, general objective No. 4 refers to the "Provision of exercising the right to equal chances for all young people in society, especially youth living in difficult conditions."

In NYS young people are identified as a peer group (15 to 30 years) but without homogeneity. The importance of respecting differences in opportunities for development and life of different groups of young people is identified. Ten categories of youth was identified as vulnerable groups of young people: youth groups threatened by poverty, Roma youth, youth with disabilities, young people who live in exile and displacement, young returnees in the process of readmission, gender-vulnerable groups of youth, young parents, young people with unresolved residential status, youth without parental care, and young on the streets. As particularly important it was emphasized that the overview and analysis of the situation must take into account unequal opportunities of vulnerable young people and potential risks of social exclusion and inequality of these groups, especially of those living in exceptionally difficult circumstances or in remote and distant areas. As a special aspect of inequality, there are mentioned regional differences that significantly affect the opportunities for education and employment of the youth, as well as access to cultural and recreational facilities.

On the basis of the Annual progress report in the implementation of NYS in 2009, which the Government of RS accepted on 22 July 2010, within the implementation of APNYS and general objective No. 4, 68 activities/projects were carried out within this general objective. These activities included 226 909 direct and over 140 000 indirect participants, and the process involved ministries, local self-government units and NGOs.

In 2010, within the regular annual evaluation on the effects of supported projects for young people, MYS conducted "Analysis of the achieved results in the field of youth policy for vulnerable youth groups in 2008 and 2009" on a sample of 52 projects supported by NGOs whose target group included some of the vulnerable groups of young people. Analysis showed that on average every fourth project related to vulnerable groups.

According to the stated problems, projects involved the employment of vulnerable groups, prevention of interethnic conflicts, conflict management (mediation), prevention of risky behaviours, emancipation and inclusion of vulnerable youth groups, increasing youth activism in rural areas, raising awareness of young people from the general population, reduction of prejudice, reduction of youth mental disorders and others. Total number of beneficiaries of these vulnerable groups programmes in 2008 and 2009 is 6 629. The most numerous target groups were unemployed young people from vulnerable groups, young Roma and young people with disabilities.

In 2009 and 2010 MYS also provided the budget resources for adjusting sport facilities with easy access to disabled persons, as well as the construction of sport facilities for disabled persons and persons with special needs, allowing them unimpeded recreational activities. Example: Realisations in 2009 and 2010: the elevator for the disabled in the Sports Hall in Kosutnjak, a platform for the disabled at the Sport Centre "Mladost" in Kragujevac, manege for therapeutic riding for children with special needs at the Hippodrome-Belgrade, sports court for basketball, volleyball and tennis for the disabled at Ada Ciganlija-Belgrade, reconstruction of sports facilities in the Special Hospital for Cerebral Paralysis and Developmental Neurology in Belgrade, reconstruction of the sports facility in the Youth Sports Centre "Mladost" Becej to accommodate people with disabilities, reconstruction of the sports facility "City Swimming pool" in Svilajnac to accommodate people with disabilities.

Within the project "Strengthening of the structures dealing with youth empowerment and participation" (which is a continuation of the "Transformation of conflicts and empowering the youth" project, implemented in 2008-2009), MYS and GTZ have implemented accredited programmes of peer mediation and students' parliaments in 105 schools and boarding schools, and several youth clubs in thirty settlements in the Republic of Serbia. Within the same project, coordinators of youth offices in 40 municipalities were educated on the models of including vulnerable groups in the work of youth offices. All youth offices that have been trained have 2 activities intended to strengthen the vulnerable groups, planned by the Local Action Plans.

Within the programme "Support of national efforts to promote youth employment and migration management", financed by the Spanish Government Fund for achieving the Millennium Development Goals and the Government of the Republic of Serbia, which is jointly implemented by four UN agencies (IOM, ILO, UDNP, UNICEF) and national Ministry of Economy and Regional Development, MYS, Ministry of Human and Minority Rights, the National Employment Service, the Centres for Social Welfare and National Institute of Statistics, the Fund for youth employment was established, in order to increase employment and improve employability of young people from marginalized groups through employment, training and self-employment subsidies. Six youth offices involved in this programme shall during 2011 implement projects on this subject in its local communities where the project activities will include young people from marginalized groups.

Also, within the project "Strengthening human capital in Serbia through the active participation of youth" 2008-2011, that MYS implements in cooperation with the International Organization for Migration (IOM) and 10 targeted municipalities/10 youth offices, with the donation of the Republic of Italy, workshops for the deaf-mute people and youth with disabilities were held in Kragujevac and Subotica. Workshops in Kragujevac included the learning of sign language, while in Subotica psychosocial workshops for deaf-mute youth were held.

**g) Measures taken/planned to facilitate the mobility of volunteers from the EU and from the candidate countries, for long-term activities (6 months to 12-18 months) in terms of residence permits, insurance, etc.**

The Republic of Serbia has approved a law that regulates volunteering, which is the responsibility of the Ministry of Labour and Social Policy. This is the Law on Volunteering, adopted by the National Assembly on 26 May 2010 ("Official Gazette of RS" No. 36/10). The importance of the Law on Volunteering is primarily reflected in introducing a form of volunteering that provides services for general or individual welfare on voluntary basis and without compensation into legal system, which is clearly different from working engagement of persons on the basis of employment contract and part-time jobs. The Law on Volunteering defines that a volunteer can be native or foreign individual who is at least 15 years old. Under the Law on Volunteering long-term volunteering shall be the volunteering that takes more than 10 hours per week, for at least three months without interruption. Long-term volunteering contract concluded with a foreign citizen is considered as proof of the legitimacy of temporary residence, in accordance with the law governing the movement and stay of foreigners. Volunteering organizer is obliged to insure the volunteer in case of injury and sickness in the placement, if so agreed, and in case of long-term volunteering.

Stay of volunteers from EU countries and candidate countries in the Republic of Serbia is not regulated by a comprehensive law, but regulations are provided in several special laws - the Law on Foreigners, adopted on 23 October 2008 ("Official Gazette of RS" No. 97/08), that regulates the entry, stay and movement of foreigners in the Republic of Serbia; Property Tax Law ("Official Gazette of RS" - no. 55/2004 and 70/2004), and the Law on Pension and Disability Insurance ("Official Gazette of RS" No. 34/03, 64/04, 84/04, 85/05, 101/05, 63/06, 5/09 and 107/09), which stipulates that the persons performing duties under the contract on voluntary work shall be insured in the case of injury or occupational disease.

The Republic of Serbia is still not a candidate for EU membership, so it cannot participate in all volunteering programmes that are offered to volunteers from the EU and EU -candidate countries. The Republic of Serbia participates in programmes that are implemented through the European Commission programme - Youth in action, as a partner country and accordingly is entitled to send its volunteers only to EU member states. Action 2 of the programme Youth in action concerns the European Voluntary Service, which gives young people the opportunity to live and work as volunteers in foreign countries not longer than 12 months. In the period 2007-2009, 76 volunteers from Serbia participated in volunteering through the European Voluntary Service. This action is open to all youth aged 18-30, and in exceptional cases to age 16-17, regardless of the education and experience. All organizations wishing to send their volunteers abroad or to receive the volunteers in their country have to be accredited. The member of the European Voluntary Service network is also the Volunteer Service Organization of Serbia, within the Young Researchers organization, which for many years participated in voluntary exchanges across Europe. Experience of VSS (Voluntary Service of Serbia) show that the volunteer activities and volunteer exchanges take place between the volunteer organizations that are members of a particular network, i.e. European Voluntary Service by the standards of given network or on the basis of bilateral cooperation between the two volunteer organizations from

different countries. Organizations from the Republic of Serbia participate in medium and long term volunteer exchange programmes in the country and in EU member states.

MYS has financed several projects of NGOs that are focused on promotion of youth voluntary work and social evaluation of voluntary NGOs and their members who are engaged in voluntary work. Of all 8 500 volunteers at the University Games (Universiade) about 4 000 volunteers-young people were engaged by the Youth Offices.

NGOs from Serbia involved in mobility of volunteers are in the stage of accessing the European networks of volunteers, and it will be another measure to facilitate the mobility of volunteers, since the organizations from our country shall, being members of this networks, accept standardized volunteer exchange programmes provided by the volunteer networks at the European level.

#### **h) Measures taken/planned to support and recognise Youth work.**

Within the NYS as a part of general objective related to encouraging young people to actively participate in society, there is a specific goal - "Developing and promoting the standards of quality youth work and mechanisms for its monitoring and improvement."

Youth work contributes to the development of personal competencies, specific skills, knowledge and attitudes among young people, and affects young people to become active and responsible members of community who with their involvement contribute to further development of democratic civil society. Youth work also provides better visibility of youth in society, and development of youth sensitivity to the problems in the community.

For the purpose of promoting systematic care for young people and making efforts to ensure the quality of work in youth programmes, MYS supported establishment and operation of the National Association of Youth Work Practitioners (NAYWP). Support to the activities of NAYWP is reflected in financing, in the amount of about 4 000 000 RSD, which are so far assigned to NAYWP projects.

NAYWP was established in March 2009 and currently has 77 member organizations which implement youth work in the Republic of Serbia. The establishment of NAYWP created a body at the national level for addressing issues of professionalism and quality assurance of youth work.

NAYWP was created through a broad consultative process that included 7 regional round tables and final conference with the participation of 110 NGOs, and Youth Offices, which implement the youth work in the Republic of Serbia, as part of a project financed by MYS and Forum Syd Balkans Programme. During this process were created and adopted guidelines for quality assurance of youth work, that include: a) definition and a typology of youth work, b) basic principles of operation and values of youth work, c) a recommendation for the protection of children and young people in youth work, and g) Code of Ethics of youth workers.

After creation of preconditions and establishing of body involved with the issues of youth work and development of basic documents and guidelines in 2010, the work continues on creating a system that will facilitate the implementation of adopted standards to organizations. MYS has financed the NAYWP project intended to raise the quality of youth work and capacities of NAYWP association-members that enforce them. During a project, it was created a document entitled "Standards for Quality Programme Assurance in Youth Work" which includes eight standards aimed at quality assurance, while through the consultative process was defined a proposal for the creation of mechanisms for monitoring



and evaluation of the quality assurance in youth work.

A project of NAYWP "United Capacities of Youth Workers - UCYW", is currently running, financed by MYS and intended to raise the quality of programmes and creation of mechanisms for the professionalization of youth work, as well as further raising of NAYWP association-members capacities. The project anticipates: adoption of created standards of youth work through a consultative process by the Assembly of NAYWP, promotion of standards and best practices of youth work related to youth activism and active youth participation in decision-making, as well as informing the representatives of domestic and international donors on current standards of youth work and other mechanisms of professionalization in youth work. The project provides the participation of 90 NGOs involved with youth work in Serbia that are members of NAYWP, as well as other NGOs willing to apply the standards of youth work in their practice, as well as the participation of 197 employed youth workers and 2 446 youth volunteers.

MYS also pursues the current world and European trends concerning youth work, and in this regard we highlight the active participation of MYS delegation at the Conference on the history of youth work which gave an overview of the past development of youth work in Europe, and at First European Convention on youth work that provided guidelines regarding the further development of youth work (held in Ghent, Belgium, July 2010).

**32. Which institution is in charge of the overall coordination of youth issues in the country? Cross-sectoral cooperation on youth matters between various concerned Ministries is a very important aspect of the EU Youth cooperation framework. Please provide information on how such cross-sectoral cooperation is ensured.**

MYS is a state body with direct responsibility for the performance of state administration, related to system, development and improvement of youth policy and implementation of national policies and NYS.

Youth policy is field that requires cross-sectorial cooperation, so MYS has, first in preparation and then in implementation of the NYS, developed extensive cooperation with other ministries, local self-government units, NGOs and various social partners, involved in issues important to young people.

In order to coordinate work in the field of youth policy, the Government established a Task group for the development of NYS on 8 February 2007 ("Official Gazette of RS" No. 73/07) which included representatives of 16 ministries and the Statistical Office of the Republic of Serbia, with a mandate to coordinate activities in preparation of NYS and create an action plan for its implementation.

After adopting NYS (9 May 2008), the Action Plan for implementation of NYS was approved (22 January 2009), and the Serbian Government has, on the initiative of MYS, formed a Task group for implementation of NYS on 27 August 2009 ("Official Gazette of RS" No. 7/09) for a period of 5 years, consisting of representatives of the same body as the previous task group, aimed at proposing measures to coordinate activities to implement the NYS to the dynamics established by the Action Plan for its implementation, monitoring the NYS, participating in the evaluation and preparation of annual reports to the Government on the implementation of NYS. Task group will also participate in promotion and popularization of youth policy themes and standards in youth work in the Republic of Serbia, in accordance with NYS.

Annual report on progress in the implementation of NYS for 2009, which the Government of the Republic of Serbia accepted on 22 July 2010, resulted through the coordination of this task group's work.

This model of cooperation will be used in the implementation of the Strategy of Career guidance and counselling (SCGC), while the formation of the Task Group of the Government for SCGC is in the process. During the drafting of this strategy, on the initiative of MYS was formed coordination team made of representatives of other ministries - the Ministry of Education and Ministry of Science and economic development, as well as representatives of the National Employment and the Commerce Chamber of Serbia, and representatives of the expert-author team of the Belgrade Open school.

In addition, aware of the importance of cross-sectorial cooperation, MYS delegates representatives to participate in the work of different government bodies whose field of activities is related to youth issues: European Integration Collegium, the National Commission for the Fight against HIV/AIDS, the Council for Child Rights, the Council for the Prevention of Violence and inappropriate behaviour in sport, the Government Council for Small and Medium Enterprises and Entrepreneurship; MYS also joined the Protocol on Cooperation in the field of entrepreneurial learning, based on the Memorandum of Understanding between the Ministry of Economy and Ministry of Education, and the project "School without Violence", which was implemented on the initiative of UNICEF in 2005 in primary schools and in 2009 in secondary schools in Serbia, in order to prevent violence in educational institutions. The project involved the Ministry of Education, Ministry of Labour and Social Affairs, Ministry of Internal Affairs, Ministry of Health, Council for Child Rights, Institute for the Improvement of Education, and Provincial Secretariat of Education.

The minister has formed an Advisory body consisting of representatives of NGOs, youth NGOs, business associations, media, local youth offices, and representatives of international donors. This body meets at least 4 times a year, approving all the documents related to youth policy before these documents are passed into the procedure for adoption by the government.

We emphasize regular coordination with the Committee for Youth and Sports of the National Assembly, which is continuously involved in the activities of the ministry in drafting the reports, monitoring the work of local youth offices and also participates in the drafting and public discussion on the Law on Youth, particularly in developing proposal of annual budget allocated to youth policy distributed by MYS.

### **33. Would you be interested in participating in the mechanisms established under the youth Open Method of Coordination?**

The Republic of Serbia and its relevant youth institutions are really interested in participating in the mechanisms established under the youth Open Method of Coordination so as to contribute thoroughly to the discussion on youth issues at a European level and to contribute as well to the exchange of knowledge and experiences with the EU Member States in the area of youth policy. The MoYS is of the view that this mechanism is a productive and efficient tool for the creation, implementation and promotion of youth policy at all levels, from the local to the European level.

### *Access to education of EU citizens*

**34. Education of children of EU nationals: please provide information on the estimated number of EU nationals working in your country and having children residing there at the age of compulsory school attendance under Serbian law. Please indicate whether there are special provisions for education of these children (such as free of charge courses of the Serbian language) and what are their main countries of origin.**

The Law on the Foundations of Education System (Article 6) provides that foreign citizens and stateless persons have the right to education under the same conditions and in the manner prescribed for the citizens of the Republic of Serbia. The law (Article 100) also stipulates that primary and secondary schools, in addition to performing a curriculum, can perform an individual programme of Serbian language, or language of national minority for students who do not speak the teaching language.

Ministry of Education has no information about the children of EU nationals residing in Serbia, who are at the age of compulsory school attendance under Serbian law. Parents have the right to choose the type of school their child will attend: native state school or private primary school, foreign school or unofficial school at the embassy or consulate of their country (if such exist). In state primary schools in Serbia relatively small number of children of foreign nationals is educated, but there are no specific records for them.

Child and student national of the European countries, while staying in the Republic of Serbia, has the right to attend classes in mother tongue and culture free of charge, conditioned by reciprocity, or at the expense of parents, at the institution designated by the local self-government unit (Article 100 thereof Law).

At the universities in the Republic of Serbia in the academic 2010/2011 school year, on the basis of bilateral cooperation programmes, 64 alumni from 11 countries of the EU are being specialised. All alumni attend classes of Serbian as a foreign language free of charge and at the end of training receive a certificate of acquired level of knowledge of the Serbian language according to the *Common Framework of Reference for European Languages of the Council of Europe*.

**35. Equal access: describe arrangements to ensure equal access to education and training regardless of gender, ethnic origin, religion or disabilities.**

New laws, particularly *the Law on the Foundations of Education System*, provide the conditions for equal access, non-segregated involvement of children in education and continuing education. Also, education in the languages of national minorities is well developed in Serbia.

Full instruction (i.e. education in all subjects) for members of ethnic minorities is conducted in their mother tongue (Hungarian, Romanian, Bulgarian, Slovak, Ruthenian, Croatian and Albanian language), based on the practice inherited from the former Yugoslavia and reasserted in the *The Law on the Foundations of Education System*. Exceptionally, they can be also educated bilingually or in Serbian language. Primary and secondary schools can conduct educational in the minority language or bilingually if at least fifteen students apply to first grade. With the approval of the Minister or the respective authority of the autonomous province, this right can be used for less than fifteen

students as well. If a student, a member of a minority attends classes in Serbian language, he has an option to choose Mother tongue with elements of national culture.

Higher education institution (on the basis of the Law on Higher Education) may organize and conduct the study, parts of the study, organize the preparation and defence of the doctoral dissertation in the minority language and in foreign language, in accordance with the statute. Also, primary and secondary education, studies or parts of studies can be taught in sign language and using the resources of the same language.

Since the current school year, the admission of children in school is simplified - all children are admitted in first grade of primary school, and assessment of children shall be made after child's admission in school on its mother tongue and without proof of parents residence or other administrative documentation, thus removing obstacles and facilitating admission of children from socially vulnerable groups (especially Roma children). An individualized approach has been introduced and if needed, individual education plans are produced, developed by the teaching staff of the institution, in cooperation with the parents of children/students who need additional support in education. The law introduces a pedagogical assistant who provides assistance and additional support to children and students according to individual needs, as well as teachers, educators and school advisers in order to improve the education provision for children and students in need of additional educational support. Teachers are strengthened to implement inclusive education through national training for inclusive education and horizontal learning. Greater competences are sought for teachers in the fields of subject didactics, psychology and pedagogy (36 ECTS).

It is defined that for every child with special needs and disabilities, the number of students in the class can be reduced for 2-3 children, and to prevent segregation, one class can admit a maximum of two such children, if conditions allow. There are regulations that specific standards of achievement can be individualized to each student with special needs and disabilities, with constant monitoring of his development, and the final exam, general matura, vocational matura and final examination of secondary vocational education, specialist and master's exam, shall be organized in accordance with the student's motoric and sensory capabilities, that is, conditions required by a particular type of disability. There are plans for developing a per students financing of institutions, where a need for additional support to children and students, if perceived, shall be indicated in the formula.

Legislative solutions, related to parental responsibility, should lead to improvements in the approach, through inclusion of the family in the life and work of a school; the Parent Council has more definite role in the school life; the role of the Students' Parliament is empowered through its participation in the processes of self-evaluation and school development planning, as well as participation in expert bodies.

The Law introduces a more realistic procedure for the system of supervision and protection of children and students, and supervision over the discrimination and safety of children/students is specially emphasized.

Capacity building of all stakeholders in education is performed for the purpose of implementation of the Law. A national training for "Inclusive Education and Individual Education Plan" for about 7 500 employees from all educational institutions in Serbia has been organized. The implementation of "Strengthening of Institutions for Inclusive Education" programme is ongoing, within which grants for institution provide support to school projects for the improvement of inclusive cultures and practices. The funds are focused on the training of the staff, procurement of assistive technology, small construction adaptations, local actions to raise awareness about the importance of social inclusion, and better collaboration with parents. Electronic materials and printed guides were prepared and distributed to support teachers working with children with need for additional support. An operating network of support to inclusive education was also established, consisting of

75 practitioners and ten schools, open to responding to questions, providing horizontal learning, visits to other employees, demonstration of specific educational activities, building an IT-based support network, engaged in development of learning resources, collaboration with parents, building capacity teamwork, and the like. The support network is, besides employees in education, addressed by the parents of children with special needs and disabilities, relevant civil society organizations, interested public and the media.

We are still working on adapting the educational infrastructure for persons with disabilities and this is implemented mainly through the support of donors/projects.

Different needs of children from socially vulnerable groups due to social deprivation, developmental disorders, disabilities, learning difficulties and other reasons need additional support in education, health or social welfare, are assessed and monitored by the local committees that include representatives of these three departments. The estimation is based on a complete and individualized approach based on equal opportunities for understanding the needs of children and students, in order to provide appropriate support to enable social inclusion through access to rights, services and resources. Additional support is anticipated in the acquisition and adaptation of textbooks and teaching materials (for example, in Braille alphabet), assistive technologies, and in engaging educational assistant and/or personal companion and other professional support persons for training and education in developmental group or in school for students with disabilities. Indirect support is also prescribed to institutions, through the adjustment of the environment, the training of employees, increase of the sensitivity of peers and their parents for acceptance of every child, counselling with parents of children who need additional support, provision of food, transportation and extended day-care for child in educational institution. Creating the database of members of committees is ongoing, and a training program is organized, which will be supported by accompanying manuals and guides for the committees and parents, and support network shall also be set up. The work of these committees is regulated by the *Rulebook on Additional Educational, Health and Social Support to Child and Student*.

Improving access to education for Roma children is conducted through the implementation of measures from the Action Plan for Improving Roma Education, which is an integral part of a national strategy to improve the status of Roma. A *Manual for Supporting Development of Anti-discrimination Culture in Educational Institutions* was developed, and the training of personnel for its implementation in cooperation with international organizations and NGOs is under way; preventive activities and procedures for the resolution of violence are established in the *Special Protocol for the Protection of Children/Students from Violence, Abuse and Neglect* which the schools are obliged to apply from 2009; a programme for learning Serbian language was developed for Roma children returning from abroad; grants are planned for a total of 40 municipalities with a large number of Roma for systemic inclusion of Roma children in education. A model for additional registration of children at register of births is developed through a UNICEF project that was implemented in 19 municipalities, as a result of which about 500 children without documents were identified, and subsequently admitted to schools. In primary schools and preschool institutions, 178 teaching assistants are engaged. The training of school and kindergarten principals, additional qualification of pedagogic assistants working in institutions and educational advisors, as well as activities to sensitise the Roma communities for the value education and learning are planned (project *Education for All - Improving the Availability and Quality of Education for Children from Marginalized Groups* with total budget of 1.8 million Euros from EU IPA 08 funds, launched at the beginning of 2010).

*The Law on Textbooks and Other Teaching Materials* prohibits discrimination in the content of textbooks on the basis of race, ethnic, linguistic, religious or gender affiliation,

developmental disorders, disabilities, physical and psychological capacities, health status, age, social and cultural background, economic status or political orientation, as well as upon other grounds. The Law establishes a right of students with special needs and disabilities to textbook in a format that suits their educational needs. Textbooks are used both in Serbian language and languages of national minorities. Universities and higher education institutions have legal basis to regulate this area in their statutes.

*The Law on Preschool Education* contrary to previous practice and in line with the compensatory function of preschool education for children from deprived backgrounds, for the first time grants the priority of admission to children from vulnerable groups. The Law opens up many opportunities that are yet to come into practice (a travelling kindergarten, alternative programmes). There is an option that part of the preschool programme (or programme in general) could also be implemented in a foreign language while national minorities can use the program in their native language, bilingually or in Serbian language, if at least 50% of parents or guardians of children opt for it.

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

We are currently implementing several projects aimed at increasing access to education for children/students from vulnerable groups. Since 2008 the four-year project *Delivery of Improved Local Services* (DILS) <sup>74</sup> aims at improving services in health, education and social protection at the local level. This means better quality, higher availability, equity and efficiency in providing these services. The project supports the implementation of new legal solutions regarding the inclusion of children with disabilities, Roma children, and rural children. The project runs until 2012, it is funded by the World Bank loan, and implemented in cooperation with the Ministry of Health and Ministry of Labour and Social Policy, with some assistance of local self-governments (Standing Conference of Towns and Cities).

Through the EU IPA project "Improvement of Preschool Education in Serbia" the access to preschool education in the most destitute areas in Serbia shall be supported.

The education system is open to members of different religions. Primary and secondary school students have the opportunity to study the fundamentals of religion through the optional subject *religious education*, as follows: *Christian Orthodox Catechism*, *Islamic Catechism - Ilmudin*, *Catholic Catechism*, *the Evangelical Lutheran Catechism of Slovak Evangelical Church a.v.*, *Religious Education of the Reformed Christian Church*, *Catechism of Evangelical Christian Church* and *Catechism - Judaism*.

**36. Tuition fees and other conditions of access to higher education establishments (public and private): how are they regulated? Are they different for Serbian nationals and for foreigners?**

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<sup>74</sup> Abbreviated title according to the acronym of project title in English language

The applicants may be enrolled in the approved and/or accredited study programmes organized by the higher education institution with previously acquired secondary education, and under the conditions laid down in the Statute of a higher education institution, a person not having a secondary education is entitled to higher education if he/she applies for a study programme in arts.

Applicant for admission to first level studies shall take the entrance exam or aptitude test (e.g. at the university institutions of artistic field: Faculty of Music Arts, Faculty of Applied Arts, Faculty of Dramatic Arts, in accordance with the statute. Foreign nationals are ranked as a separate group.

A person may enrol in study programmes if he/she understands the language of curriculum. The conditions, manner and the procedure of language proficiency test are regulated by the general act of a higher education institution.

A foreign national may enrol in study programmes under the same above mentioned conditions like any Serbian national.

The status of candidates qualified for the first level studies can be a budget-funded students or self-financing students. For a higher education (state) institutions whose founder is the Republic, the Government shall make the decision on the number of students to be enrolled in the freshman year of a study programme financed from the budget.

Self-financing students pay the tuition fees on their own. Tuition fees are determined by costs of studies for one academic year, namely for 60 ECTS. The tuition fee includes compensations for regular services that a higher education institution provides to a student within the framework of the relevant study programme.

The criteria for determining the level of the fees are specified by the general act of a higher education institution, which is due, prior to announcing a competition for admission of new students, to establish the amount of tuition fees in the next academic year for all study programmes, upon obtaining prior opinion from the Ministry.

Number of students studying at the expense of the budget and self- financing students can not exceed the number specified in the working licence.

Foreign students pay tuition fees unless they study, within the framework of international exchange, at the expense of the budget. The tuition fee for foreigners is higher than the fees paid by Serbian nationals.

To successful and talented students of lower property status the Republic of Serbia shall provide free of charge university education.

In addition to tuition fees from the budget of the Republic of Serbia, through competition are provided loans and scholarships (amount determined by the Minister of Education), and the scholarship of the Republican Foundation for young scientists and artists (an overview is given below in table) intended for highly gifted students or those with above-average results during the study (average mark above 9 and pass of intelligence, general education and culture test).

The Ministry of Science and Technology awards scholarships to 487 students of doctoral study, and to 19 students of master study. For the academic year 2010/11 was announced a scholarship competition for 200 new PhD students.

## STUDENT LOANS AND GRANTS FOR ACADEMIC YEAR 2009/10

(Data of the Ministry of Education)

TYPE OF ALLOWANCE	NO. OF USERS	PAID FROM THE RS BUDGET IN RSD
LOANS	17.600	1.096.885.384,00
SCHOLARSHIPS	8.411	525.959.223,20
SCHOLARSHIPS OF THE REPUBLIC FOUNDATION FOR YOUNG SCIENTISTS AND ARTISTS	521	91.000.000,00
Students at first degree study	383	
Students in master and doctoral study	138	

### *EU programmes*

#### **37. What is your appreciation of the level of interest and participation of young people, youth workers and youth organisations in the country in the opportunities which have been offered by the Youth in Action Programme and its Western Balkan Window?**

The young and their organizations in the Republic of Serbia are highly interested in the participation in the Youth in Action (YiA) Programme. This is evident owing to the increasing number of applications from the Republic of Serbia at a central level (200 submitted projects in the period 2007-2009) and the increasing number of approved programmes (youth exchange: from 66 projects in 2007 to 103 projects in 2009, EVS: from 29 projects in 2007 to 58 projects in 2009, the rate of success is 45%).

The level of interest can be measured by the interest which young people, youth workers and youth organizations in the country show relating to the participation in the YiA Programme activities that are currently available to us. Three contact points in Serbia (NGO "Let's..." from Belgrade, BalkanIDEA from Novi Sad the Educational Center of Krusevac) present the contact points being the part of the South East European Network. Their role is to assist the SALTO SEE Resource Center and the European Commission in raising visibility and providing access to the YIA programme in Partner Countries. All interested groups from the Republic of Serbia became more interested in the YiA Programme following the establishment of the MoYS. Another turning point was the formation of the Western Balkan Window facilitating the access to the YiA Programme to the young people in Serbia.

The MoYS has launched an initiative and regulate the competition by issuing a decree in order to promote the YiA Programme amongst the young in Serbia, and also to train young people to write the projects in the required format. In this respect, MoYS financially supported three projects of contact points relating to the increase of the capacities of young people and youth NGOs for project writing in the scope of the YiA Programme in the amount of 10 million dinars in the period 2008-2010. Thanks to the funds used in the scope of the above-mentioned projects, the following was implemented:



-the first national training of multipliers for the YiA Programme related to the implementation and the promotion of the YiA Programme at a local level. Over 140 representatives of youth organizations and local youth offices (500% more than required) applied for this event accepting only 28 participants.

- the website [www.mladiuakciji.rs](http://www.mladiuakciji.rs) dealing with the YiA Programme was launched in the Serbian language. The website was visited over 18.000 times in a year and a half. The visitors browsed over 60.000 pages downloading over 2.000 documents (the documents include the statistics relating to the approval of projects, Programme Guide, training application forms, brochures, different guides etc.). Over 850 organizations, local self-governments and individuals from Serbia inserted their contact details and joined a mailing list in order to receive by e-mail the latest information on the YiA programme;

- apart from the information presented on the Internet, the Information Center was established within the Group "Let's..." in the year 2009. It is aimed at providing support to the young, youth NGOs and NGOs dealing with youth, youth offices and youth-serving institutions. Information Center enables them the access to all the significant data on the EU youth programmes (publications, brochures, application forms etc.), free access to the Internet in order to find partners in the EU countries, assistance relating to the completing of the forms, free of charge printing of significant data etc. This type of support has been developed as of 2005. However, it has been intensified significantly as of 2008, when the MoYS started supporting the activities of the contact point. In the period 2008-2010, Information Center received and replied to over 900 enquiries of organizations and institutions from Serbia and the EU.

The data on the beneficiaries of the projects are the following:

- 395 direct participants (youth NGOs and NGOs dealing with youth), local and regional youth offices);
- 28 trained multipliers;
- 11.012 indirect participants- information collected through the YiA programme website [www.mladiuakciji.rs](http://www.mladiuakciji.rs) ;
- 6500 indirect participants- who participated in public events, conferences, tournaments where the leaflets on the YiA programme were handed out.

The number of accreditations for the European Voluntary Service (EVS) is increasing. Currently there are up to 50 NGOs accredited or in the accreditation process carried out by the SALTO SEE. Only a few years ago that number was significantly lower. Also, the number of organizations seeking assistance from contact points in the application process aimed at obtaining the accreditation to get into the EVS is increasing.

Youth organizations from Serbia identify an increasing number of programmes pertaining to the YiA Programme as a tool in everyday work. The organizations point out that the Programme presents the tool for raising the capacities of youth activities and the creating the partnerships with foreign organizations. Youth organizations from Serbia are also of the view that the most important YiA programme objectives are intercultural learning, intercultural, inter-ethnic and interreligious dialogue as well as the increase in the youth mobility aimed at the acquiring of key social and educational skills. An increase in the number of participants in the youth exchange is expected, as the visa issuance is no longer required for entering the EU. It will enable certain young people to travel to the EU countries for the first time and save them money, time and energy.

All the national structures are truly aware of the importance of the role of the young people in the process of Serbia's integration into the EU. They are also aware how

important it is to give them opportunity to travel, get to know other cultures and their peers from all over the world, exchange knowledge and everything relating to the improvement of youth exchange, activism, non-formal education and mobility. The MoYS and state structures in charge for youth will make an effort to increase the existing Contact Points' funds, so that they can inform young people on the programmes and strengthen the capacities of youth organizations so as to apply with their projects for the YiA Programme funds. This will be done so as to make a further promotion of the YiA Programme at a national level and to contribute to the youth mobility and empowerment.

All the above-mentioned facts indicate a constant increase in the participation of young people from Serbia in the projects, having the role of partners, coordinators and volunteers. It presents the path to further engagement on the promotion and the implementation of the YiA Programme in the Republic of Serbia.

**38. Are there any national programmes to support youth organisations and their activities? If so, please provide information about their structure and management modalities.**

The MoYS provides support, finances and co-finances the projects of youth NGOs and NGOs dealing with youth through regular yearly competitions and in accordance with the Decree on programme defining relating to the allocation and the usage of programme and project funds in the field of youth policy. The decree is adopted by the Government of the RS. It is adopted every year in the first quarter. The MoYS financed and co-financed altogether 503 projects from 2007, the year of its establishment, until the end of 2010. The programmes including actively a significant number of young people, particularly young people who previously had not participated fully in society or in the activities of organizations or those who incited youth activism in less- developed regions were prioritised.

The MoYS announces competitions in dailies and on its website. Guidelines, application form as well as the accompanying tender documentation are presented on the ministry's website. Guidelines contain information on the competition rules, criteria for assessing applicants, criteria relating to the contents of the project, project funding, period of implementation and costs that can be incorporated into the project, as well as the ways in which the projects are evaluated. The MoYS provides consultations and counselling to the organizations by e-mail and telephone during the competition period. In addition to the administrative, technical and financial evaluation, the Commission performs the evaluation of all projects taking into account the priorities of invited competitions, balanced regional representation and the success rate related to the implementation of anticipated project activities in case they have already received the Ministry's funds. The decision on the allocation of the funds is taken by the Minister based on the proposal of the Commission. The majority of the Commission's members are not the Ministry's employees but the representatives of international organizations. Following the selection, the agreements are signed with organizations. The MoYS monitors the realization of agreements signed with organizations. The requests are made relating to the submitting of reports and acquittal of funds in the project management process. The control of project implementation and fund spending in accordance with signed agreements is performed both in the course of activities and following their termination. Other forms of support are provided through the participation in the activities relating to the projects of the organizations. Technical,

advisory and other forms of support are provided in the process of project implementation (participation at round tables, promotions, public discussions, conferences etc.). The MoYS incorporates the supporting team into this process. It is an NGO selected through the competition.

Competitions include the following segments: implementation of NYS, international cooperation of youth organizations, volunteering, raising capacities of youth organizations relating to the project writing and their active involvement both in the EU and EU integration programmes, involvement of youth organizations as supporting teams in the development of strategic documents and laws, project monitoring, involvement of non-formal youth groups, support to Local Youth Offices etc.

Youth empowerment and their involvement in the implementation of youth policy is an extremely important process in the implementation of NYS. The MoYS is of the view that the civic sector is one of the most important partners in the implementation of NYS objectives. In order to raise the capacities of youth organizations, the MoYS has financed the training related to the writing of projects and project cycle management for young people and 84 youth organizations through regular yearly competitions as of 2008.

The training related to the writing of projects includes the following topics: becoming acquainted with the context and legal environment, the role of youth in society, the NYS, public advocacy, defining the needs of target groups, writing projects using the MoYS form, writing project proposals, drawing up a budget, project cycle management and financial administration of projects. Participants in the trainings draw up budgets for their project proposals in the course of the trainings. Through the trainings the assistance is provided to youth organizations relating to the development of approved project ideas into the quality project proposals and the submission of project proposals to the MoYS. The assistance is also provided during the project implementation and through all the project cycle phases. Trainings related to the strategic planning and organizational development are organized for organizations willing to participate in them. The programme involves going through a training, obtaining mini-grants for the implementation of project ideas with a support provided through the implementation process by a special supporting team.

The decree also defines the funds allocated through competitions to local self-governments for the projects of local youth offices. 154 projects have been financed and co-financed to date using the similar procedures to those of youth organizations.

**39. What is your appreciation of the level of interest and participation of universities, academics and students of the country in the opportunities which have been offered by the Tempus and Erasmus Mundus Programmes?**

*Tempus programme* was met with great interest in Serbia. This programme has greatly contributed to higher education reform in Serbia. All state universities have participated in Tempus projects and there are indications of growing interest of private universities for these projects.

Tempus projects have contributed, among others, to developing of new legal solutions in higher education, harmonization of higher education in the curricula, improving teaching methods and professional development of teaching staff, strengthening links

between universities and ministries, state and private faculties, connecting faculties and employers, creating first joint programmes with universities from the EU.

Ministry of Education, in cooperation with the Tempus Office in Belgrade is actively involved in the process of consultation, setting up national priorities and organization of Tempus Information Days.

Implementation of Tempus Programme in Serbia began in 2000/2001 (it was the third phase of Tempus Programme). The fourth phase of the Tempus programme not only confirms the increased interest, but also the absorptive capacity of Serbian institutions, as it includes not only all the universities, but also a number of colleges that participate for the first time in this programme. Also the number of so far approved projects that are managed by higher education institutions in Serbia is significant (20 projects of total 42 projects approved for financing since 2008). Compared with other partner countries, Serbia has the highest number of approved projects in Tempus.

*Erasmus Mundus* programme was so far used by over 500 students and teachers and associates, which reflects a great interest for participation in this programme. When in 2009 the Western Balkans states were enabled to participate in the establishment of joint master and doctoral programmes with the universities from European Union, Serbian universities took advantage of this opportunity. So far, for financing two master and one PhD programme were selected, with the participation of Serbian universities.

**40. What services of the relevant ministries are in charge/are planned to be in charge of the monitoring of the different Community programmes? How are they staffed/planned to be staffed? Do these ministries have audit services?**

Monitoring of various European programmes is the competence of the *Department for European Integration and Development Programmes and Projects in the Field of Education* of the Ministry of Education. The Department employs 12 civil servants who are assigned to three internal organizational units: the programming, implementation and monitoring of programmes and projects, together with the organizational unit for European integrations. Employees in this department are included in all activities and training programmes where they are prepared for decentralized system of fund management.

Department for higher education monitors the multilateral programme of inter-university exchange of professors and students - CEEPUS.

The Ministry of Education includes a Department of Internal Audit which provides audit of the EU funds management.

The competent ministry for the Community programme "Youth in Action" is the Ministry of Youth and Sports. Within this Ministry, the Department of Youth is competent for monitoring programmes/projects related to youth issues, in order to make this sector a key link to the "Youth in Action" programme.

**41. Are you aware of any existing informal partnerships between educational establishments in your country and projects supported under the Lifelong Learning programme? Are there any plans to support such informal partnerships?**

A number of educational institutions, not only university institutions, but also primary and secondary schools was interested and participated in the by-programmes in the framework of the Lifelong Learning programme. The Ministry of Education does not keep specific records on this, and institutions are not required to report thereon to the Ministry.

Participation of individual university institutions within Lifelong Learning programme is based on close cooperation of universities in Serbia, and of certain faculties with European universities, established through multilateral projects and networks within the Tempus and Erasmus Mundus, but also through the former intergovernmental programmes in educational, cultural and scientific cooperation.

## ***II. Culture***

### ***Cooperation in the field of policies***

#### **42. What, if any, are the support systems in the following fields: artistic creation, innovative cultural projects, improvement of skills for artists and cultural operators, cultural cooperation with other countries?**

Financing or co-financing of programmes and projects in the field of culture, as well as artistic and professional and scientific research in specific fields of cultural activity, is provided from the republic budget, the budget of the autonomous province and local self-government units budget in accordance with the Law on Culture (adopted on 31 August 2009, "Official Gazette of RS", no.72/2009). Cultural programmes and projects of cultural institutions and other entities in the culture are financed from revenues realized by different activities, from providing services, selling products, assignment of copyright and related rights, of legacies, donations, sponsorships and otherwise, in accordance with the law.

This system of financial support, based on national, provincial and local self-government units budget, as well as other resources, also includes contemporary artistic creativity, as well as innovative projects in the field of culture, supported by cultural institutions, NGOs and artistic associations.

The system of financing or co-financing of programmes and projects in the field of culture as well as artistic or professional and scientific research in culture, is implemented on the basis of public competition, pursuant to the Law on Culture. The Ministry of Culture, the body of autonomous province or local self-government unit body at least once a year announces an open competition. The selection of projects in the public competition is decided by the expert commissions, established by the authority which announces the competition. On the basis of competition of the Ministry of Culture for financing and co-financing of projects/programmes that contribute with their quality the development and presentation of art and culture, the selection commissions for all areas of artistic creativity are formed (the Commission for theatre and dance artistic creativity, the Commission for musical creativity, the Commission for the visual arts, multimedia and art colonies, the Commission for literary events and awards, the Commission for national minorities and ethnic communities, the Commission for amateur and folklore artistic creativity, the Commission for scientific research and education, the Commission for cinematography). Members of the commissions are eminent experts and renowned artists in certain fields of culture.

Improvement of skills for artists and cultural operators is carried out through seminars, workshops and lectures organized by the Ministry of Culture and, above all, in the field of cultural management, both in the scope of contemporary creativity and protection of cultural heritage (Professional training programme for employees in cultural institutions and promotion of good practice in culture). In addition, the Ministry of Culture in cooperation with the Ministry of Culture and Communication of France for several years provides seminars on cultural management within the *Malraux Encounters* programme (Les Rencontres Malraux), dedicated to professionals in countries that start the reform of cultural policies. In order to inform institutions and cultural organizations, the Ministry of Culture organizes, sometimes in collaboration with other relevant ministries, seminars and workshops on the programmes of the European Union and the possibilities of participation in community programmes.

Regarding the "tax benefits for culture and art", the Personal Income Tax Law (adopted on 4 April 2001, Off. Gazette, no. 24/01, 80/02, 135/04, 62/06, 65/06 - corrigendum, 31/09, 44/09 and 18/10) does not prescribe special tax facilities for culture and art, with remark that provisions of Art. 21v, 21g and 21d of the Law provide tax facilities for recruiting the new employees, as follows: trainees, persons under the age of 30, persons over the age of 45 and persons with disabilities, in a way that an employer is exempted of the obligation to pay withholding tax on from earnings of newly employed persons for 3 years - for trainees under the age of 30, and persons with disabilities and for 2 years - for persons under the age of 30 and persons over the age of 45. The above exemptions shall not be exercised by the authorities and organizations, public enterprises, public services and other direct or indirect budget users. For a taxpayer who invests in culture, expenses realized on this basis shall be recognized as an expenditure in the income tax in amount of up to 3.5% of total revenues (Article 15, Paragraph 3 of the Personal Income Tax Law (17 April 2001, "Official Gazette of RS", no. 25/01...18/10).

The Rulebook on investments in the field of culture recognized as an expenditure (20 February 2002, "Official Gazette of RS", no. 9/02), issued by the Minister of Culture, following the opinion of the Minister of Finance (Article 15, Paragraph 9 of the Corporate Profit Tax Law), closely regulates what is considered, in terms of the Corporate Profit Tax Law, as investment in culture.

The provision of Article 25 Paragraph 2 item 14) of the Law on Value Added Tax (23 July 2004, "Official Gazette of RS", no. 84/04-61/05 and 61/07) stipulates that VAT shall also not be paid for trade services in the field of culture and related trade of goods and services, by persons whose activity is not aimed at achieving profit, and who are registered for given activity.

According to provision of Article 25 of the Rulebook on the manner and procedure for exercising the tax exemption of VAT with and without the right to deduct input tax (15 November 2004, "Official Gazette of RS" no. 124/04,...112/06 and 63/07), tax exemption in Article 25 (Paragraph 2, item 14) refers to the cultural services rendered by persons registered for this activity in accordance with the regulations governing the field of culture, and with them directly related trade of goods and services, by persons whose activity is not aimed at achieving profit, which are considered to be: theatre and music activities, activities of museums and galleries, activities of archives, as well as protection of cultural property and protection of historic monuments, activities of libraries, and finally, activities of botanical gardens and zoos.

Customs concessions in the field of culture are provided by the Customs Tariff Law (26 March 2010, "Official Gazette of RS", no. 18/2010). Pursuant to Article 216 (Paragraph 1, item 9) of the mentioned Law, scientists, writers and artists are exempted from import duties to their own works brought in from abroad, and according to Art. 217. (Paragraph 1, point 3, 4 and 5) museums and art galleries - to collections, parts of collections and individual objects designated to them, as well as archives for archival materials, as well as persons, other than natural persons, engaged in scientific, educational, cultural, sport, recreation, humanitarian and religious activities, technical culture, art, activities for protection of nature and cultural property and control of environmental quality – to the goods that are not produced in the Republic of Serbia, and which is used directly for these activities (except alcohol and alcoholic beverages, tobacco products and passenger motor vehicles), as well as persons, besides natural - for goods received free of charge from abroad, aimed among others for cultural purposes. According to Art. 218 (Paragraph 1, points 2 and 3) of the Customs Tariff Law import duties shall not be paid on advertising materials and samples that are received free of charge from abroad, as well as objects of foreign exhibitors participating at international fairs and sales exhibitions in the country, which are entered and received from abroad for normal distribution or consumption during the fair or exhibition.

In 2004 the Republic of Serbia joined the Council of Europe's Fund for support of European co-productions and co-operation in the field of film (EURIMAGES). Since its official accession, the support was given to a large number of films realized by directors from Serbia and to films in which the producers from Serbia held the majority participation.

Since 2003, the Republic of Serbia, within the cooperation with the Council of Europe, participates in the *Regional Programme for Cultural and Natural Heritage in South East Europe (RPSEE)*, implemented with the support of the European Commission.

Republic of Serbia implements its international bilateral cultural cooperation through intergovernmental agreements and programmes. The Ministry of Culture has signed a cooperation programmes in the field of culture with China, Macedonia, Slovakia, Slovenia, Turkey, Ukraine and Egypt, while the intergovernmental programmes at the level of the Government of the Republic of Serbia have been concluded with India and Kuwait (only for the field of culture), and with Israel, Iran and Russian Federation were signed programmes for a number of fields, including culture. The Republic of Serbia is also a signatory of the Cultural Agreement with the Republic of Montenegro, and with the Republic of Italy for a number of fields.

#### **43. What, if any, are the support programmes in the field of literary creation and translation?**

Literary creativity is stimulated primarily through Competition for co-financing the publishing of the first edition of capital works in Serbian language in fields of culture and art. This competition supports the publishing of issues in the field of domestic and translational literature, art (history and theory of art, artistic monographs, studies, researches, reviews of all art disciplines) and humanistic sciences. Legal persons from the Republic of Serbia engaged in publishing activities are entitled to apply for the competition. Publishing should be primary rather than secondary or occasional business activity of the project applicant. Expert commission established by the Ministry of Culture selects the

projects submitted to this competition. Based on the expert commission decision, the Minister makes a decision on co-financing of publishing projects.

One very important way to stimulate literary creativity and publishing is Competition for regular purchase of books for public libraries on the territory of the Republic of Serbia. The mechanism of realization of this competition is complex because its intent is to replenish library lending funds according to their needs, as well as to the demands of library users. Publishers applying for this competition are required to submit completed questionnaires indicating the retail price of offered publications. These prices are, for the purpose of purchase by the Ministry, reduced by 35% (discount) and to that amount is, optionally, added 8% VAT if the beneficiary or the seller is a VAT payer. Expert commission, established by the Ministry, shall review submitted publications and make so-called extended list of books to be submitted to public libraries for selection. Pursuant to the categorization prescribed by the National Library of Serbia (NBS), public libraries acquire the right to purchase the offered publications. Resources for the purchase are not paid to the libraries, but they receive the information how the Ministry will spend money for their needs in this competition and for allotted sum they order the books from the offered list according to the needs for replenishment of the funds. When, on the basis of selection performed by the library, a Decision on the allocation of funds is made, which indicates a prescribed number of sent publications by the publisher, NBS passes the information to publishers with specifications on number of sent publications and addresses of the libraries. Publishers receive from the Ministry a Contract indicating the obligation of sending books according to the list made in the NBS. As a proof of fulfilled obligation a publisher shall send preliminary price estimate with specifically designated publications and the number of sent publications and postal dispatch note, being the conditions specified in the Agreement. This Competition stimulates the publishing activity and consequently the literary creativity, whether in domestic or translational literature.

Literary creativity is also stimulated through the Competition for co-financing of programmes/projects that, due to their quality, contribute to the development and presentation of art and culture. Within that competition, funds are allocated for co-financing the periodicals in culture and art as well as for co-financing of literary awards and organizing of literary events. In this way, a support is given for the publication of literary magazines, which represent, as judged by expert commission, national and translational literature. Also, a special attention is paid to co-financing of literary events of international character.

The Ministry of Culture, in order to stabilize another instrument of systematic support for the promotion of Serbian literature and culture in the world, has established a competition for co-financing the translations of Serbian authors abroad. Besides, the Ministry of Culture supports the project *Serbian prose in translation*, which involves continuous, systematic and organized publication of the works of contemporary Serbian authors into foreign languages, which is supplemented with the competition of the Ministry of Culture for co-financing translation of domestic literature into foreign languages.



#### **44. What, if any, are the support programmes in the field of cultural heritage?**

The support systems of programmes in the field of cultural heritage are regulated by the Law on Culture and the Cultural Property Law (16 December 1994, "Official Gazette of RS", no. 71/94).

Cultural Property Law in Article 9 stipulates that the funds for protection and use of cultural property shall be provided from the budget, in accordance with the Law.

The Law on Culture, in Article 6 defined the general interest in culture: Paragraph 1 item 3 includes research, protection and use of cultural property; item 7 ensuring conditions for the public availability of cultural heritage, and funds for achieving general interest in culture, according to Paragraph 2 hereof Article, shall be provided by the budget of the Republic of Serbia.

Article 10 Paragraph 1 of the Law on Culture stipulates that the funds for financing or co-financing of cultural programmes and projects, as well as artistic, or professional and scientific research in specific areas of cultural activities which include research, protection and use of cultural heritage, shall be provided from the respective budgets of the Republic of Serbia, autonomous province and local self-government unit, in accordance with the law.

Additionally, Article 74 Paragraph 1 of the Law on Culture stipulates that the programmes in the field of culture, and therefore the programmes for protection of the cultural heritage, of institutions founded by the Republic of Serbia, autonomous province and local self-government units, shall be financed or co/financed from the budget of the founder and from other resources envisaged by this law. The amount of funds for financing or co-financing the programmes of the institutions referred to in paragraph 1 hereof Article shall be determined by the founder, on the basis of a strategic plan and proposed annual programme of the institution.

The Ministry, the authority of the autonomous province or authority of local self-government unit competent for cultural affairs shall determine which programmes in the field of culture, or parts of programmes of institutions referred to in Article 74 Paragraph 1 hereby Law shall be financed with the funds allocated from the respective budgets of the Republic of Serbia, autonomous provinces or local self-government unit.

Article 76 Paragraph 1 of the Law on Culture stipulates that financing or co-financing of cultural programmes and projects of professional and scientific research in culture, shall be implemented based on the public competition. At least once a year, the Ministry, authority of the autonomous province or authority of local self-government unit announce the public competition for collection of proposals for financing or co-financing of the cultural projects, as well as projects of artistic, professional and scientific research in culture. The selection of projects in the public competition shall be decided, pursuant to Paragraph 2 hereof Article, by a commission formed by the authority which announces the competition. Paragraph 4 hereof Article stipulates that the Ministry, the authority of the autonomous province or authority of local self-government unit can conclude contracts on co-financing of cultural projects even without public competition, in case of extremely important project that could not be planned in advance, with the provision that annually up to 25% of the total amount of corresponding budget funds for the current year can be used for such purpose. Paragraph 5 hereof Article states that the Minister shall regulate in more detail the manner, standards and criteria for selection of cultural projects that are financed and co-financed from the budget of the Republic of Serbia.

**45. What legal regime applies to book pricing? Are there any fixed price regulations?**

Price of the books is established according to market principles, and there is no specific legislation regulating the pricing. The publisher has a complete freedom of pricing the issued publications. Generally the price is formed by simple adding the issuance costs (technical formatting and printing, royalties, translation fees) to the part which publisher himself builds into price as his own profit. On this price builds up the so-called book trade rebate of between 30 and 40% of the total price of the book in a bookstore. Upon the price of the book the privileged tax rate of 8% VAT is applied. The variability of the amount of book trade rebate conditions that the same title may have different prices at different retail stores. It may occur that publishers and booksellers settle their mutual claims by exchanging the issued titles in amount of debt value, so that a publisher or bookseller can offer a title of another publisher at a price lower than selling price of the original publisher, because his interest is to sell the title as soon as possible.

Unregulated business principles are caused by the lack of a representative professional association of publishers and booksellers that would regulate relations among its members with whom the Ministry could establish strong cooperation in the common interest. However, the initiative for establishment of such association was carried out in practice and we expect that the massification of membership and joining of the leading Serbian publishers will achieve the required level of representativeness. Organizing the business policy would also generate the prerequisite for higher interest of opening the new bookstores.

**46. What legal regime applies to the sale and movement of cultural goods?**

Cultural property can take all forms of ownership.

The competent protection institution shall have the pre-emption rights to cultural property (Article 119 of the Cultural Property Law). The pre-emption right to immovable cultural property shall be exercised in the manner and under the procedure prescribed by the Law on trade in immovable property.

According to Article 120 Paragraph 1 hereof Law, protection institutions can exchange cultural property in order to form units of funds or collections and according to Paragraph 2 hereof Article protection institution can exchange, with the consent of the central protection institution, movable cultural property with other legal or natural persons, if exchanged cultural property has approximately the same material value.

Export of cultural property and property under prior protection, or property for which it is assumed to have properties of special importance for the culture, art and history, is performed in accordance with the Cultural Property Law, Law on Establishing the Competences of the Autonomous Province of Vojvodina (30 November 2009, "Official Gazette of RS", No. 99/09) and regulations adopted under these laws.

Permits for permanent export or temporary taking out of the country of cultural property shall be issued by the ministry competent for culture (Article 118 of the Cultural Property Law). Permits to export property under prior protection, based on Article 80 Paragraph 2 hereof Law, shall be issued by the Republic Institute for the Protection of Cultural Monuments (except for publications) and the National Library of Serbia (for publications) on the basis of Article 83 Paragraph 3. Permits to export property under prior protection for the area of Autonomous Province of Vojvodina shall be issued by the Provincial Secretariat for Culture in accordance with Article 42 Paragraph 1 item 15) of the Law on Establishing the Competences of the Autonomous Province of Vojvodina.

Import of cultural property is free.

The Republic of Serbia is signatory of several international conventions (UNESCO, CoE) by which, among others, are regulated the preservation and protection of cultural heritage on the territory of the Republic of Serbia. Convention for the Protection of Cultural Property in the Event of Armed Conflict, UNESCO 1954, ratified by the Federal National Assembly under no. PR no. 33 of 29 December 1955 (Official Journal of FNRJ, Supplement No. 4/56) regulates the protection of cultural property during armed conflict; Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, UNESCO 1970, ratified by the Regulation of Federal Executive Council, no. RS 83 of 31 May 1972 ("Official Journal of SFRY - International Treaties, No. 50/73) regulates the field of preventing the illicit import, export and transfer of ownership of cultural property; Convention on the Protection of World Cultural and Natural Heritage, UNESCO 1972 ("Official Journal of SFRY" - International Treaties, 4/91) regulates the field of protection of world cultural heritage of the Republic of Serbia; European Convention for the Protection of the Architectural Heritage, the Council of Europe, Granada, 1985 (ratified by the SFRY in law published in the "Official Journal of SFRY", no. 4/91) regulates the field of protection of architectural heritage; European Convention for the Protection of the Archaeological Heritage (revised), Valetta, 1992, was confirmed at the National Assembly, 29 May 2009 ("Official Gazette of RS", 42/09 - International Agreements), regulates the field of the protection of archaeological heritage elements; Council of Europe Framework Convention on the Value of Cultural Heritage for Society, 2005, ratified at the National Assembly, 5 May 2010 ("Official Gazette of RS - International Treaties", no. 1/10), regulates the system of protection and management of cultural heritage of the Republic of Serbia, while the Convention on the conservation of intangible cultural heritage, 2005, ratified at the National Assembly session on 5 May, 2010 ("Official Gazette - International Treaties", no. 1/10), regulates the system of protection of intangible cultural heritage on the territory of the Republic of Serbia.

#### **47. What legal regime applies to the preservation of cultural heritage?**

The Cultural Property Law regulates the system of protection and use of cultural property and lays down conditions for performing activities for protection of cultural property.

Article 7 stipulates that cultural property and property under prior protection may not be damaged, destroyed, nor its appearance, feature or purpose may be changed without consent, in accordance with the provisions hereof Law. Article 8 stipulates that protection and use of cultural property shall be achieved by performing activities relating to cultural

property protection, by taking administrative measures and other measures prescribed hereby Law, as well as measures determined under this Law. Paragraph 2 hereof Article stipulates that the protection of immovable cultural property and its protected environment, or property under prior protection, shall be provided on the basis of regulations on spatial planning, construction of structures and environmental protection.

Cultural property is laid down in accordance with the provisions of Chapter IV (Article 47-58) hereof Law:

Article 47 stipulates that the Government of the Republic of Serbia shall designate immovable cultural property, unless otherwise provided hereby Law. The Act on designation of the immovable cultural property includes: the name and description of cultural property, boundaries of protected environment, and protection measures related to the keeping, maintenance and use of cultural property and its protected environment (cadastral and land registry data).

Article 48 stipulates that, in the procedure of designation of the immovable cultural property, the Republic Institute for the Protection of Cultural Monuments shall explain why the features of immovable property are of special cultural and historical importance, and shall submit the opinions of owners of immovable property and/or evidence that public advertising was conducted for the purpose of giving such opinions and that the deadline of 30 days from the day of public advertising expired, as well as opinions of interested authorities and institutions. The Republic Institute for Protection of Cultural Monuments, in the procedure of designation of the immovable cultural property, shall submit: the name and description of cultural property, boundaries of protected environment (cadastral and land registry data), and protection measures relating to keeping, maintenance and use of cultural property and its environment. If immovable property proposed for cultural property is located outside settled places, the Republic Institute for Protection of Cultural Monuments shall submit the opinion of an institution responsible for nature protection, on special protection measures and boundaries of protected environment, in accordance with the regulation on nature protection.

Article 49 stipulates that movable cultural property shall be designated by a museum, archives, film archive and library founded by the Republic, autonomous province, city or municipality, unless otherwise stipulated by this law.

Article 50 stipulates that the act on designation of the movable cultural property shall include: the description and time of its creation, the type, location, protection measures, name of the owner, as well as the legal grounds for holding such cultural property. The Act referred to in Paragraph 1 hereof Article may be adopted by summary procedure, if there is a reasonable assumption the object can be destroyed, damaged or disappear.

Article 51 defines that protection institutions shall review movable cultural property at least once in ten years.

Article 52 stipulates that the procedure of designation of the movable cultural property shall apply provisions of the Law on General Administrative Procedure, unless otherwise stipulated by this Law. The ministry responsible for culture shall decide in the second instance procedure upon complaints filed against decisions adopted in the administrative procedure initiated for the purpose of designation of movable cultural property.

Article 53 stipulates that works of art and history, archival material, film material and old and rare books, kept by the protection institutions, shall be cultural property under this Law. Archival and film materials created during the operation of government bodies and organisations, bodies of territorial autonomy and local self-government units,

institutions, enterprises, other legal entities and individuals, which they keep in accordance with this Law, shall be the cultural property under this Law.

Article 54 stipulates that protection measures determined by the Act on designation of cultural property shall include:

- 1) more detailed conditions of keeping, maintenance and use of cultural property;
- 2) technical-protection measures for protecting cultural property against damage, destruction and theft;
- 3) manner of ensuring use and availability of cultural property to the public;
- 4) limitations and prohibitions relating to handling of cultural property and its use, in accordance with the law;
- 5) limitations and/or prohibition of construction works, alterations of shape of the field and use of land within the protected environment of cultural property, and changes in purpose of cultural property, and
- 6) removal of a construction or other structure whose existence endangers the protection or use of cultural property.

Paragraph 2 hereof Article stipulates that the protection measures shall also be established for the protected environment of immovable cultural property.

Article 55 lays down that the removal of construction or other structure whose use and/or existence endangers the protection or use of cultural property shall be in accordance with the law on expropriation.

Article 56 stipulates that the National Assembly of Serbia shall designate cultural property of outstanding importance. The Government of the Republic of Serbia shall designate immovable cultural property of great importance. Movable cultural property of great importance shall be determined by the National Museum of Belgrade, Serbian Archive, National Library of Serbia and the Yugoslav Film Archive.

Article 57 stipulates that protection institutions shall submit their proposals for designation of cultural property of outstanding importance to the Republic Institute for Protection of Cultural Monuments, National Museum of Belgrade, Serbian Archives, National Library of Serbia and Yugoslav Film Archive. Along with the proposal in Paragraph 1 hereof Article, the opinion of the owner and interested bodies and institutions shall be attached. Protection institutions referred to in Paragraph 1 hereof Article shall submit compiled proposals for designation of the cultural property of outstanding importance to the ministry responsible for culture, for the purpose of forwarding them to the Government of the Republic of Serbia. A Protection institution shall submit its proposals for designation of immovable cultural property of great importance to the Republic Institute for Protection of Cultural Monuments. The Republic Institute for Protection of Cultural Monuments shall submit compiled proposals for designation of the immovable cultural property of great importance to the ministry responsible for culture, for the purpose of forwarding them to the Government of the Republic of Serbia.. Instead of the owner's opinion, evidence may be obtained that public advertising has been conducted for the purpose of giving such opinion and that the deadline of 30 days from public advertising has expired.

Article 58 states that the Act on designation of cultural property of outstanding importance, and the Act on designation of the immovable cultural property of great importance shall be published in the "Official Gazette of the Republic of Serbia".

Article 65 Paragraph 1 stipulates that the protection of cultural property shall include:

- 1) research and recording of property under prior protection;
- 2) proposing and designation of cultural property;
- 3) maintaining the register and documentation on cultural property;
- 4) providing expert assistance in keeping and maintenance of cultural property to owners and users of such property;
- 5) ensuring the use of cultural property for the purposes set by this Law;
- 6) proposing and monitoring the implementation of cultural property protection measures;
- 7) collecting, sorting, keeping, maintaining and using movable cultural property;
- 8) implementing measures of technical and physical protection of cultural property;
- 9) issuing the publications on cultural property and on results of its protection;
- 10) exhibiting cultural property, organizing lectures and other appropriate forms of cultural-educational activities, and
- 11) other activities in the field of cultural property protection determined by this Law and based upon it.

Article 70 of the Law stipulates that protection institutions shall be: an institute for the protection of cultural monuments, museum, archives, film archive and a library protecting old and rare books. Paragraph 3 hereof Article stipulates that the protection of cultural property referred to in Article 65 items 5), 7), 9) and 10) thereof Law, may also be performed by other legal entities fulfilling the conditions in accordance with the provisions hereof Law.

Article 71 states that the Ministry responsible for culture shall determine the fulfillment of conditions for the start of operation and performance of activities of protection institutions under this Law in respect of premises, technical equipment and skilled personnel.

According to Article 99 of the Law, , measures of technical protection shall be the works on conservation, restoration, reconstruction, revitalisation and presentation of cultural property.

Issues of protection of cultural property from theft and destruction are regulated, besides the Cultural Property Law as the basic document regulating the whole system of protection and use of cultural property and defining the conditions and protection activities of cultural property, by the Criminal Law and Customs Tariff Law.

#### **48. What legal regime applies to the cession of rights (exclusive or otherwise) to exploit aspects of cultural heritage (e.g. digitisation of art collections)?**

Rights, obligations and responsibilities of owners and legal persons who use and manage cultural property, or property under prior protection, are regulated by the Cultural Property Law. The provisions hereof Law on rights and obligations of owners of cultural property also apply to other persons who at any legal basis hold cultural property. Under the

Law the owner is obliged, among other things, to ensure the availability of cultural property to the public.

The owner shall not use cultural property for purposes inconsistent with its nature, purpose and significance, or in a manner which could damage cultural property, shall not dig up, pull down, alter, rebuild, rework, or perform any works that may disturb the capacities of cultural property without determined conditions and approval of the competent authority, and shall not fragment sets, collections, and funds of cultural property without determined conditions and consent of the competent protection institution (prescribed by Article 32 thereof Law).

When the owner fails to implement protection measures, or fails to implement them with the care of a diligent owner (*bonus pater familias*), or when he temporarily or permanently abandons cultural property so that there is a risk of their damaging or destruction, according to Article 33 thereof Law, the ministry responsible for culture may determine that cultural property be delivered for guardianship to a natural or legal person, with his consent, for the purpose of implementing cultural property protection measures. The guardian implementing cultural property protection measures shall be entitled, at his own request, to reimbursement for the work and costs of implementing the determined cultural property protection measures.

In the case of sale of privately-owned cultural property in which budgetary funds were invested for the purposes of maintenance, repair and other technical protection measures, the owner shall, according to Article 34 of the Law, reimburse the amount by which, due to investment of these funds, the value of cultural property has increased, and until the settlement of obligations, a mortgage shall be placed to the immovable cultural property.

According to Article 35 hereof Law, the owner shall cede cultural property for its exhibition at exhibitions organized based on agreements on international cultural cooperation, or other important temporary exhibitions, unless otherwise specified by the law, namely, cultural property ceded by the aforementioned, must be returned to the owner within six months from the date of taking of cultural property for the purpose of exhibition, unless otherwise agreed, and if the owner of cultural property refuses to lend the cultural property for the purposes of exhibition, in accordance with the said, the exhibition organizer can in extra-judicial procedure achieve a cession of cultural property for such purposes, and finally, if the protection institution refuses to cede cultural property that keeps for the stated purposes, the ministry responsible for culture shall decide on cession.

The Cultural Property Law ("Official Gazette of RS", no. 71/94) in Article 65 defines that activity relating to cultural property protection shall consist of ensuring the use of cultural property, its exhibiting, and organizing appropriate forms of cultural and educational activities for the purposes prescribed by the Law. In the section of the Law which defines the protection measures determined by the Act on designation of cultural property, Article 54 states that they shall include, among others, the manner of ensuring the public use and availability of cultural property..

Articles 77, 78, 79 and 86 of the Cultural Property Law oblige institutions protecting cultural property to ensure the use of cultural property, among other things, for cultural and other purposes by its exhibiting, or otherwise.

Use of the term, name and image of cultural property is regulated by Article 73 of the Cultural Property Law, which provides that the name and image of cultural property can be used for commercial purposes only upon the approval of the protection institution responsible for protecting such cultural property, and provides that the ministry competent for culture shall issue the approval from Paragraph 1 hereof Article for cultural property of outstanding importance.

**49. What systems are in place as regards statistics pertaining to the cultural sector?**

Republic Statistical Office is engaged in systematic collection of statistical data in culture. All data are processed and systematized by the Department of Education and Other Social Activities according to specified activities. Data on institutions and enterprises in the field of culture and information and their activities are collected through regular statistical reports in annual and long-term periods. Annual reports include: cinemas, theatres, radio stations, TV centres; bi-annual report includes the Philharmonic Orchestra and professional orchestras, and tri-annual report – libraries, museums and art galleries and archives. Statistics on publishing and printing activities are obtained from the National Library of Serbia.

Article 59 of the Cultural Property Law stipulates that cultural properties shall be entered in the cultural property register on the basis of the Act on designation. The documentation on cultural property shall be kept along with the act based on which cultural property was entered in the register.

Article 60 of the Cultural Property Law stipulates that the cultural property register shall be maintained by protection institutions, by type of cultural property, unless otherwise provided by hereby Law, and that cultural properties entered in the cultural property register shall be labelled as under special protection.

Based on Art. 61. of the Cultural Property Law, the central registers shall be kept for each type of cultural property. Central Registers of cultural property shall be maintained by: the Republic Institute for the Protection of Cultural Monuments, National Museum in Belgrade, Serbian Archives, National Library of Serbia and Yugoslav Film Archive. Protection institutions shall submit data on cultural property whose register they maintain to protection institutions that maintain central cultural property registers within 30 days from entry of cultural property in the register.

Article 63 of the Cultural Property Law stipulates that the cultural property that was destroyed or disappeared, or lost the features of special cultural and historical importance, or was permanently taken out of the country or exported, shall be deleted from the cultural property register, and that the Act on deleting cultural property from the register shall be adopted in the manner and in within the procedure, as well as the Act on designation of the cultural property.

Pursuant to Article 64 of the Cultural Property Law, a note on entry or deletion of features of cultural property shall be made in the public book on records of immovable



property and thereof rights, based on data from the cultural property register provided by the protection institution that made the entry in the register of cultural property and its protected environment.

**50. What measures have you taken in the context of the implementation of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions?**

Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO, 2005 (hereinafter "the Convention") was ratified by the National Assembly on its session on 29 May 2009 ("Official Gazette of RS" 42/09 - International Agreements).

Ratification of the Convention by the Parliament provided the conditions for application of the first international instrument that regulates the issues of safeguarding and developing cultural diversity, which significantly affects the exercise of fundamental freedoms and rights of the citizens, which are regulated by the Law on Culture (Art. 3), the Law on Public Information (Art. 7, indent 1 - "Official Gazette of RS", no. 43/2003, 61/2005, 71/2009) and the Broadcasting Law (Art. 3, point 2, 3, 4 and 5 - "Official Gazette of RS", no. 42/2002, 97/2004, 76/2005, 79/2005, 62/2006, 85/2006, 86/2006, 41/2009).

According to the Law on Culture it is established that the Republic of Serbia shall ensure the fulfilment of the general interest in culture and on implementation of cultural policy as a set of goals and stimulating measures for cultural development, which is based on the principles established thereby Law, and among others on the principle of respect for cultural and democratic values of European and national tradition and diversity of cultural expressions (Article 3, point 4).

The Ministry of Culture performed certain activities even prior to the ratification of this important Convention in the Parliament. Thus in 2008, in cooperation with the Ministry of Culture and Communication of France, a seminar was organized in the field of cultural management, *Malraux Seminars*, dedicated to the topic - *Cultural diversity and intercultural dialogue*, with special emphasis on the implementation of the Convention.

Besides the legal and political framework of the Convention provided an essential incentive to adoption of the new Law on Culture, it also contributed to the drafting of other laws in the field of culture and cultural heritage (Draft Law on Cinematography, Draft Law on Publishing, Draft Law on the Museum Heritage, etc.), whose reform is in progress. The Convention also provides an essential incentive to defining the future development of Cultural Strategy of the Republic of Serbia (for the period of 10 years), set forth in the Law on Culture, which is in progress.

For the *Contact Point*, designated in Article 9 and also Article 28 of the Convention, the Ministry of Culture appointed the Center for Study in Cultural Development, which shall, in cooperation with relevant institutions and individuals and the Ministry of Culture, provide, collect and exchange information related to the protection and promotion of the diversity of cultural expressions.

The Ministry of Culture formed a Task Group for safeguarding of cultural diversity and intercultural dialogue, which aims, among other things, at conducting the promotion and development of cultural diversity and intercultural dialogue.

Establishment of the Fund for the Development of Cultural Diversity (Article 18 of the Convention) opened possibilities for sharing the Fund resources in the Republic of Serbia. National Commission for UNESCO and the Ministry of Culture actively participated in the process of publication, dissemination and administration of projects which applied for the Fund resources.

#### **51. Do you subscribe to the objectives of the European Agenda for Culture?**

The objectives of the European Agenda for Culture, based on the promotion of cultural diversity and intercultural dialogue, promotion of culture as a catalyst for creativity and promotion of culture as a vital element in international relations, in a sense are conducted through the priorities of the Ministry of Culture, set for the period from 2008 to 2011. Priorities, among other things, are based on the following postulates: the freedom of cultural and artistic creativity, respect for the cultural rights; equality of all cultures on the territory of Serbia; safeguarding of cultural identity and cultural diversity; support to development of artistic quality and innovation in culture; establishment of modern, efficient, rational and creative management system in culture; public action.

#### **52. Would you be interested in participating in the structures established under the Open Method of Coordination?**

Taking into account the fact that the *Open Method of Coordination* is aimed at strategic safeguard of strong, long-term development, more jobs and better jobs with greater social cohesion, we are extremely interested in participation of structures established on the basis of this mechanism, given the flexibility of access, strengthening the spirit of partnership between member states and, above all, the previous results achieved in other sectors (social and employment policies).

Having recognized the importance of this inter-ministerial framework for the exchange of good practices and opinions related to cultural policies, whose ultimate aim is mutual learning and improvement of cooperation, we are prepared to implement this mechanism into our work.

Application of benchmarking methods and comparison with the methods of successful practices of other countries, Serbia uses in the implementation of the Regional Programme of the Council of Europe for Cultural and Natural Heritage in South East Europe, especially during participation in the Ljubljana Process, which, in accordance with the Lisbon and Gothenburg Strategies, should provide stronger role of culture and cultural heritage management in the process of social inclusion and policies of sustainable local and regional development.

#### ***EU programmes***

#### **53. Please explain measures taken/planned to promote the Culture programme and prepare participation of cultural operators in the country.**

Official accession to the Community Programme *Culture 2007-2013* was significant moment for the Republic of Serbia, because it opened up many opportunities for participants in international partnership projects in the field of culture.

Already in the pre-accession period, before the signing of the Memorandum of Understanding, aiming to be more efficiently prepared for inclusion in this Programme, the Ministry of Culture issued a brochure for potential users with basic information about the Programme, about the role of an implementing body *cultural contact point* (CCP) and helpful tips for successful completing the forms for project proposals, and it also organized seminars for cultural operators in all fields of cultural activity: visual arts, protection of cultural heritage, performing arts, literature and publishing.

Since the time Serbia became a full participant in the *Culture* programme, a total of 19 institutions/organizations from Serbia participated in European projects as co-organizers, and 10 publishing houses had successful results in annual competitions announced by the Directorate General for Education and Culture.

In order to implement any further steps after the conclusion of the Memorandum of Understanding between the European Community and the Republic of Serbia, for the participation of Republic of Serbia in the Culture Programme 2007-2013, the implementing body at the national level named *cultural contact point* was established, which performs its activities in cooperation with the Ministry of Culture. As prescribed, *Cultural Contact Point* promotes Programme, facilitates participation of beneficiaries in the Programme itself, maintains regular contacts with various institutions and organizations by providing support to the cultural sector, provides information to potential candidates regarding financial support according to the terms of cultural mechanisms of the Community. In addition to seminars and info-days, which are regularly held in cities across Serbia (Belgrade, Požarevac, Kragujevac, Kanjiža, Niš, Pančevo, Novi Sad), the translation of the Programme Guide *Culture* has been published, as well as flyers about the mobility of artists and artworks, flyers about the activities of *cultural contact point*, the publication on successful projects financed under the Programme whose co-organizers were institutions and organizations from Serbia, as well as various promotional materials. *Cultural contact point*, as part of its activities, has initiated a co-operation with national contact offices competent for Community Programmes - FP 7, Youth in Action, Progress and Tempus, for the purpose of reciprocal exchange of working experience.

#### **54. Are there any plans to ensure additional financial support to successful applicants?**

Back in 2008, immediately after the official accession to the *Culture 2007-2013* programme, the Ministry of Culture has established co-financing for successful participants in the projects within the programme itself. Thus, in 2008 and 2009 it supported a total of 10 projects, which were selected as co-organizers, according to the annual competitions announced by the European Commission Directorate General for Education and Culture, together with the Education, Audiovisual and Culture Executive Agency. Resources are provided in accordance with the budgetary capabilities, so when a decision to co-finance projects was made in 2010, the main criterion was that they contribute to the development and presentation of art and culture, and to rely on the priorities and criteria of the Ministry, which will, in the coming years, by the end of the programming cycle, form the basic principle for provision of additional resources to successful participants in projects.

### ***III. Sport***

**55. Following the entry into force of the Lisbon Treaty on 1 December 2009, the EU has been attributed a new competence for sport (Article 165 TFEU). In this respect, please complement any information provided on Sport under the Youth Point with a description of the organisation of sport in Serbia and the role sport plays in societal (health, education and social inclusion terms) as well as economic terms.**

Physical Education and Sport are among the most important parts of the state policy. The Constitution of the Republic of Serbia stipulates that the Republic of Serbia shall assist the development of health and physical education, regulate and ensure the system in the field of sports; that the Autonomous province shall, in accordance with law, govern matters of provincial interest in sports, and the municipalities shall meet the needs of citizens in the field of sports and physical education in accordance with the law.

Currently there are three laws in force directly related to the sport: the Law on Sports ("Official Gazette of RS" no. 52/96 and 101/05 - other law) of 17 December 1996, the Law on Prevention of violence and misbehaviour at sports events ("Official Gazette of RS" no. 67/03, 101/05, 90/07, 72/09 and 111/09) of 1 July 2003, and The Law on the Prevention of Doping in Sport ("Official Gazette of RS" No. 101/05) of 21 November 2005. The draft of a new and modern Law on Sports is in the process, and it was adopted recently by the Government of the Republic of Serbia and forwarded for consideration and approval to the Serbian Parliament. As a source of great social danger, violence at sport events and doping in sport require immediate action, in accordance with international conventions ratified by our country.

Law on Ministries of the Republic of Serbia ("Official Gazette of RS" no. 65/08, 36/09 and 73/10) of 5 July 2008 states that MYS is responsible for state administrative affairs related to: system, development and improvement of sport and physical culture in the Republic of Serbia; the implementation of national policies in the field of sports and national strategies for development of sport; administrative and professional supervision in the field of sports; implementing and monitoring the realisation of action plans and programmes that contribute to the development of sport in the Republic of Serbia; participating in construction, equipping and maintenance of sports facilities and sports infrastructure of interest for the Republic of Serbia; development and realization of international cooperation in the field of sports; creating conditions for better access to sport for all citizens, and other activities specified by law.

Rulebook on internal organization and job classification of MYS states that within the ministry, in addition to the Sector for Youth, shall be formed another two sectors: Sector for Sport and Sector for project management, both involved in matters of importance to sport.

Sector for Sport performs tasks related to: monitoring and assessment of the situation in the field of sports; preparation of development strategies and other measures to participate in shaping Government policy in the field of sports; initiating and implementing measures in the competence of the Ministry to improve the situation in the field of sports; preparation and implementation of the National Strategy for Sport Development; preparation and implementation of action plans to implement the National Strategy for Sport Development; implementation of the rights of foreign athletes and sports organizations and federations in the Republic of Serbia; international cooperation in the field of sports; legislative affairs within the sector; administrative and professional supervision; conditions for the operation of organizations in the field of sports; registering of sports organizations and other special records in sports, and other activities within the scope of the sector.

Sector for project management performs tasks related to: preparation, development and implementation of projects in the construction of sports facilities and infrastructure of importance for the Republic; coordination with local self-government units which are involved in projects; cooperation with other state bodies and institutions; preparation of programmes and plans for implementation of strategic documents for the projects, preparation of reports, analysis and information relating to projects in the construction of sports facilities and infrastructure and other activities within the scope of the sector.

MYS is responsible for sports, especially for monitoring the creation of conditions for the development of sport and guiding the national sport policy. It acts on the basis of two key documents related to sports: The Law on Sports and Sport Development Strategy 2009-2013. The Law on Sports of the Republic of Serbia in Article 69 defines that the common interest shall be:

- Providing conditions for the development of high performance sports and sports competitions for school youth and students;
- Construction, equipping and maintenance of sports facilities of interest to the Republic;
- Research and development, and scientific research in sports;
- Organization of sports competitions and sports events of interest to the Republic;
- International sports cooperation;
- Implementation of programmes or parts of programmes of other organizations (sports centres, sports camps, etc.) that contribute to the development of sport;
- Providing rights to health insurance for amateur top athletes;
- Awarding scholarships to top athletes for sports training and financial support to top athletes with special merit;
- National recognitions and awards for special contributions to the development and promotion of sports.

Total budget for the sports in 2010 amounted to 1.890 712 000 RSD and it is distributed by the above mentioned criteria.

Sport Development Strategy defines three key priorities: 1. 1. sports for children and youth, 2. reconstruction and development of sports infrastructure (especially for children and adolescents), 3. high performance sports, with emphasis on promising young athletes (who are in addition to regular programmes provided with scholarships and camps).

Together with the umbrella organization of sports associations - Sport Federation of Serbia, local youth offices realised a programme to encourage voluntary work in sport which included workshops, sports competitions of young people, and drafting of brochure on voluntary work in sport. Three sectors of the Ministry: the Sector for Youth, Sector for Sport and Sector for Project management, had a large joint project aimed at the inclusion of vulnerable groups, and free recreation for children and youth entitled "Small courts - great joy." Amount of 1.5 million Euro was donated for the courts with artificial grass (mini-pitches) in a total of 52 municipalities in Serbia. Competence over organizing activities in these courts fell to local youth offices and municipal youth sports associations. Construction of the courts was funded by the MYS, UEFA and the Government of the Kingdom of Norway. Athletes with disabilities and participants of Paralympics competitions are equalled with Olympic athletes in the amount of state awards and national recognition (unlike the practice in the region). Sector for Project management of MYS provided a dedicated budget for adjusting the sports infrastructure to persons with disabilities, with

average of 4-5 buildings being adapted (elevators for entry to the pools, ramps and elevators for access to sports facilities, specialized ménages for therapeutic horseback riding, etc.)

Sports organizations in the Republic of Serbia, entered at the Register kept by the MYS, with over 18 000 entries to date, can be divided into sports clubs, sports federations and sports associations. The Law on Sports stipulates that two physical persons shall be sufficient to establish a sports club. Two or more clubs from the same branch of sport can establish a sports federation. Two or more different sports clubs can establish a sports association. Sports clubs are generally registered as associations, but they can also be established as enterprises. However, private clubs are few. The majority of stadiums, sport halls, swimming pools, etc. are state owned.

The representatives of the Ministry are also very active in European and international bodies involved in sports, especially in the Council of Europe, with special emphasis on the fight against negative phenomena in sports, such as doping and violence.

The Minister of MYS is a member of the Foundation Board of the World Anti-Doping Agency (WADA) on behalf of the Council of Europe, which is very important not only for our country but also for Europe.

The Republic of Serbia has ratified conventions of the Council of Europe, the European Convention on Spectator Violence and Misbehaviour at Sports Events and Particular at Football Matches, ("Official Gazette of SFRY" - International Treaties, No. 9/90) and the European Convention against doping in sport, ("Official Gazette of SFRY" - International Treaties, No. 4/91).

In May 2010 the representative of MYS was elected as first woman Vice President of the Council of Europe's T-RV Committee for Prevention of Spectator Violence and Misbehaviour at Sports Events.

Member of the T-DO Monitoring Group of the Anti-Doping in Sports is the managing director of the Anti-Doping Agency of Serbia, which is also very active in the fight against doping.

The representative of MYS is a member of the Governing Board of the Council of Europe's EPAS, a body that brings together members of the Council of Europe, as well as NGOs and non-European countries, aimed at promoting autonomy and ethics in sport.

In cooperation with the Council of Europe, in October 2009 the Ministry organized the first European conference on Fight Against Racism and Violence through Diversity in Sport and Belgrade was host city of the 30th T-RV meeting which marked 25 years since the tragedy at Heysel Stadium in Belgium, as well as 25 years since the adoption of the European Convention on Prevention of Spectator Violence and Misbehaviour at Sports Events and in Particular at Football Matches.