

NATIONAL REPORTS 2004 – 2005

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1. Main achievements since Berlin***1.1. Give a brief description of important developments, including legislative reforms***

Republic of Serbia has officially joined the Bologna Process by signing the Bologna Declaration on September 19, 2003 in Berlin, while unofficially the Bologna Process was followed since 2000, when activities related to the reform of the higher education system begun, thru several seminars organized with the help of the Council of Europe, EUA, HRK, GTZ, the Conrad Adenauer Foundation, and others.

Most of these conferences held during 2001 and 2002 were dedicated to general themes of higher education, while only a few were dedicated to concrete themes, like: higher vocational schools, privatization, recognition of diplomas, ECTS and the diploma supplement.

In accordance with the wish to have a more objective overview of the conditions in higher education, self-evaluation and evaluation of all universities in Serbia was carried out by the EUA during 2002. The evaluation results were taken very seriously by the universities, who have started activities on the formulation of a strategic plan and a plan of foreseen activities that were in accordance with the aim they wanted to achieve. Therefore, the universities in Republic of Serbia have entered a process of reforms in accordance with the Bologna Process, among others thru various European Union programs (TEMPUS, UNESCO-CEPES, WUS, JJI, etc.). Reforms of the curriculum was undertaken, one-semester subjects introduced, as well as modular teaching, ECTS points, expert improvement of teachers and associates thru exchange programs and improved cooperation with foreign universities.

Just as stated, the universities have performed self-evaluation and an evaluation of their programs of studies, teaching and working conditions, all in the aim to increase quality. We emphasize as a particularly important component the inclusion of a complex evaluation and quality assurance mechanism to universities.

higher vocational schools have also performed self-evaluation, and several of those schools have decided to be included in the Bologna Process, improving their curriculum and programs, introducing one-semester subjects, introducing ECTS points, and starting cooperation with similar institution elsewhere in the world, applying foreign experiences in our country, carrying out courses together with other similar foreign institutions, and, as a consequence of all the mentioned, introducing three-year courses.

At the time when the Bologna Declaration was signed, the Ministry of Education and Sports was preparing the pre-draft of the Law on higher Education that would be in accordance with the Bologna principles. Still, only since November 2004 by nominating

a new Minister of Education and Sports, as well as a new Assistant Minister for higher Education, the Ministry of Education and Sports has prepared, thru maximum effort, the pre-draft of the Law on higher Education, completely harmonizing the positions of the academic community, forwarded it to public discussion, and finally defined the Draft Law on higher Education, which is now in the procedure of being passed, as the passing of this Law is expected during March 2005.

The pre-draft of the Law is completely harmonized with the principles of the Bologna Process, and defines higher education as an activity of special interest for the Republic of Serbia, and part of the international, and especially European educational, scientific, and art space. We are hereby listing several important characteristics:

- A system of quality assurance in higher education and accreditation (the National Council, the Commission for Accreditation and Quality Inspection);
- New expert bodies are formed (University Conference, the Conference of Academies of Professional Studies, and the Students' Conference);
- **Studies of the first degree are:**
 - A) undergraduate *academic studies* (180 to 240 ECTS),
 - B) undergraduate professional studies (180 ECTS);
- **Studies of the second degree are:**
 - A) specialist professional studies (at least 60 ECTS),
 - B) specialist academic studies (at least 60 ECTS, when previously undergraduate academic studies were completed),
 - C) masters academic studies (at least 60 ECTS, or at least 120 ECTS);
- **Studies of the third degree are:**
 - A) Doctorate academic studies (at least 180 ECTS, or at least 300 ECTS).
- **The institutions that perform higher education tuition are:** the university, faculties, or arts academies that are part of a university, academies of professional studies, higher vocational schools and higher schools of professional studies.
- A higher education institution has the following components: an administrative body, a direction body, expert bodies, and the students' parliament.
- The pre-draft of the Law regulates in basics the conditions and procedure of election into title of professor, the regime and rules of studies, while the higher education institution regulates these issues in more detail.
- Life-long education.
- Compulsory issuance of diploma supplement with the diploma.
- Joint diploma when joint study programs are carried out.
- Recognition of qualifications in accordance with the Lisbon Convention.

The pre-draft of the Law foresees the transformation of existing higher vocational schools to higher professional studies schools, for the tuition of personnel oriented towards direct inclusion in the economy process. Such transformation would be preceded by a process of quality assessment and accreditation.

2. National organisation

2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)

The Ministry of Education and Sports of the Republic Serbia is responsible for the higher education policy, while the Ministry of Science and the Protection of the Environment of the Republic Serbia is responsible for science. Still, both Ministries are responsible for higher

education, although in different ways, having in mind that higher education institutions are both educational and scientific institutions.

The Republic's Council for the development of university level education, formed by the Government of the Republic Serbia is responsible for the provision of quality higher education in the Republic Serbia. This Council is constituted by the rectors and vice-rectors of all the universities in the Republic, and ten other members nominated by the Government. The President of the Council is elected among the members of the Republic's Council. The Republic's Council discusses issues and passes decisions of the highest interest for the development of university-level education, such as: proposal of higher education policy, definition of the proposal for the conditions necessary to start the work and performance of activities of the university or faculty, defines the participation of the university in the implementation of scientific work programs that are of importance for the Republic, as well as other related activities in accordance with the Law.

Higher education institutions can be founded by the Republic, as well as by legal bodies and persons, under conditions defined by the Law.

2.2. Give a short description of the institutional structure

(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)

Higher education in the Republic Serbia includes the system of **higher education** (undergraduate, post-graduate and doctorate studies) as regulated by the Law on Universities, and the system of **higher vocational education**, as regulated by the Law on Higher Vocational Schools.

The institutions of higher education are universities and faculties, while institutions of higher vocational education are higher vocational schools.

Universities, Faculties, and Students

There are 6 universities in the Republic Serbia founded by the Republic; those universities include 82 faculties; all universities and faculties on all the years of studies include a total of 176,339 students, of which 175,775 domestic students and 564 students foreign citizens.

A total of 108,123 students are enrolled for the first time to studies.

A more detailed review of enrolled students is given in the following table:

UNIVERSITIES	Number of faculties	Number of students		
		TOTAL	Budget	Self-funded
University in Belgrade	31	89051	56956	32095
University of Arts in Belgrade	4	2178	1953	225
University in Novi Sad	13	37822	24602	13220
University in Kragujevac	11	15420	8898	6522
University in Nis	13	22830	15450	7380
University in Pristina *	10	8474	5042	3432
	82	175775	112901	62874

[[The Secretariat of the Bologna Follow-up Group draws attention to the fact that in accordance with UN Resolution 1242, Kosovo, while a part of Serbia, is currently under the authority of the international community, represented by the United Nations Mission in Kosovo (UNMIK).]]*

Faculty Employees

All universities and faculties in the Republic of Serbia that were founded by the Republic employ a total of 16,584 persons, of which 8,168 women.

When counting up professors and assistants, all professors and assistants with full employment time, as well as those with part employment time, and assistants on contract,

were taken into account.

Universities	Professors		Assistants		Non-teaching personnel		TOTAL	
	Total	Female	Total	Female	Total	Female	Total	Female
Belgrade	2696	995	2230	1113	2768	1969	7694	4077
Arts Belgrade	327	109	172	97	169	121	668	327
Novi Sad	1430	470	1196	530	1102	780	3728	1780
Kragujevac	563	177	372	205	355	243	1290	625
Nis	836	284	504	221	535	330	1875	835
Pristina	539	93	406	218	384	213	1329	524
TOTAL	6391	2128	4880	2384	5313	3656	16584	8168

Higher Vocational Schools and Students

There are 49 higher vocational education schools in the Republic of Serbia founded by the Republic; among those are technical, economics, business, hotel-keeping, higher vocational school of interior affairs, medical, arts, and several schools for teachers. The number and geographic diffusion of schools is given in the following table:

TYPE OF HIGHER EDUCATION SCHOOL	Vojvodina	Serbia	Kosovo	Total
Technical	3	20	2	25
Higher education schools for the production of food		2		2
Economics and business	1	4	1	6
Hotel-keeping		1		1
Interior affairs		1		1
Medical		2		2
Arts		1		1
Higher education schools for teachers	5	5	1	11
TOTAL	9	36	4	49

All these schools, on all courses, have a total of 52,814 students, of which 52,703 domestic and 111 students who are foreign citizens.

There are 41,972 first time enrolled students.

Employees of higher vocational schools

All higher vocational schools in the Republic of Serbia that are founded by the Republic employ a total of 2,803 persons; of this number, 1800 are professors, 318 associates and 885 non-teaching personnel.

In all categories, both full time and part time employees were taken into consideration, as well as those who work under contract.

Graduated students and the needs of the labor market

Students graduated from universities

The number of students graduated from all universities founded by the Republic is 12,990 (based on one year).

A more precise distribution of graduated students per university and gender, as well as the average length of studies is given in the following table:

	Total	Female	Average length of studies
University in Belgrade	6423	4031	7.97

University of Arts in Belgrade	361	221	6.97
Univrsty in Novi Sad	2524	1600	6.95
University in Kragujevac	1425	760	7.12
University in Nis	1031	676	7.58
University in Pristina	1226	616	8.30
TOTAL	12990	7904	7.48

A more precise distribution of students per type of faculty and gender, as well as the average length of studies are given in the following table:

Type of Faculty	TOTAL	Female	Average length of studies
Technical	2716	925	10.23
Social – Humanities	5540	4020	8.69
Medical	2420	1535	11.03
Bio-technical	592	262	10.78
Natural Sciences and Mathematics	1050	750	9.17
Arts	672	412	8.58
TOTAL	12990	7904	9.75

Students graduated from higher vocational schools

The average number of graduated students from all higher vocational schools founded by the Republic based on one year is 7926, of which 4404 are women.

Type of higher education school	Total	Female
Technical	2357	999
Bio-technical	114	51
Economics and business	3473	1795
Medical	670	562
Teaching	912	842
Hotel-keeping	84	34
Arts	115	77
Interior affairs	201	44
TOTAL	7926	4404

Specialists, post-graduates, and graduates from doctoral studies

The total number of graduates from post-graduate courses, specialist courses, and doctoral studies, from all universities founded by the Republic, based on one year:

UNIVERSITY	Specialists		Masters Degree		Doctorate	
	Total	Female	Total	Female	Total	Female
University in Belgrade	731	490	598	319	227	95
University of Arts in Belgrade			137	90	1	1
University in Novi Sad	185	100	228	128	62	25
University in Kragujevac	17	12	36	22	17	7
University in Nis	183	112	117	46	41	12
University in Pristina	55	30	61	32	18	6
TOTAL	1171	744	1177	637	366	146

The total number of graduated specialists, master's degree post-graduates and doctorate studies post-graduates, as per type of faculty and gender:

FACULTY	Specialists		Masters Degree		Doctorate studies	
	Total	Female	Total	Female	Total	Female
Technical	37	8	285	72	100	34
Social – Humanities	51	18	280	158	111	51
Medical	1043	700	236	153	87	36
Bio-technical	17	4	66	22	35	6

Natural Sciences and Mathematics	22	14	143	97	32	18
Arts	1		167	135	1	1
TOTAL	1171	744	1177	637	366	146

The needs of the labor market

The number of unemployed persons on the labor market of the Republic, on April 30, 2004 inclusive:

Field of work	High Education		Masters Degree		Doctorate	
	Total	Female	Total	Female	Total	Female
Technical	5534	1880	76	29	15	4
Social – Humanities	13719	8807	123	54	7	2
Medical	2787	1978	172	124	7	4
Bio-technical	3625	1886	37	17	6	2
Natural Sciences and Mathematics	1302	959	26	19	5	2
Arts	1422	942	59	35	1	1
TOTAL	28389	16452	493	278	41	15

Unemployed women with higher education qualifications represent 57.95% of the whole unemployed population.

The number of unemployed persons with higher education qualifications on the labor market of the Republic, on April 30, 2004 inclusive:

Field of work	Higher Education	
	Total	Female
Technical	7487	2694
Bio-technical	1502	806
Economics	9254	5820
Medical	1308	926
Teachers	5116	4396
Hotel-keeping	286	207
Arts	4084	2515
TOTAL	29037	17364

Unemployed women represent 59.79% of the total unemployed population.

Comment

If the above tables are analyzed, regarding the number of graduate students both higher and higher vocational education, ranked and compared to the data given in the above tables on the number of unemployed persons on the labor market, a disharmony is evident; even persons with a masters degree, or doctorate, are unemployed. Therefore, when deciding on the number of students to be enrolled in the first year of undergraduate studies on faculties or higher education schools, data on unemployed persons from the labor market are taken into consideration as one of the criteria.

It is customary that the capacities of higher education institutions are harmonized with the needs of the labor market and the employment capacity. In a period, still, there has been an expansion of higher education while employment capacity was scarce due to the well-known political situation and negative market conditions. Problems in the economy lasting several years have decreased the employment flows on all levels. Therefore, for many, enrolment to studies represents as well a risk regarding future employment.

Harmonizing the number of graduated students with the needs of the labor market is carried out by stimulation of higher school graduates towards enrolling on the type of studies that enable them to find employment easily, or else decreasing the number of enrolled students

for those types of studies where employment is difficult due to higher offer on the labor market. Systematic and organized activities towards harmonization of the educational system to changes in the society and contemporary employment needs.

Besides universities and faculties founded by the Republic of Serbia, there are **5 private universities (not founded by the Republic):**

- “Megatrend University” in Belgrade (3 faculties);
- “Braca Karic” University in Belgrade (5 faculties);
- European University in Belgrade (3 faculties);
- University in Novi Pazar (4 faculties);
- “Singidunum” (5 faculties);

as well as thirteen private faculties that are not part of any university, i.e. operate on their own.

Beside these universities and faculties, there are as well 11 private higher education schools. Private universities and faculties have provided tuition during the school 2004/2005 year for 9,649 students.

The Law on the University is applied both to state owned and private universities, or faculties.

2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country

(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)

A Commission to follow on the implementation of the Bologna Process was formed, including representatives of all universities, higher vocational schools, and students, with the task to care for the implementation of obligations undertaken by signing the Bologna Declaration, to cooperate with the European commission for the Bologna Process, to follow European projects related to the Bologna Process, to take part in preparations and organization of educational seminars and conferences, and to take part in preparations for the next gathering of the European Conference of Education Ministers.

By the beginning of this year, after serious preparations, the National Team of Bologna Process promoters was formed, while the coordinator of the whole project is the assistant minister for higher education issues to the Minister of Education. Other team members include eminent professors from all universities. This was achieved with the inclusion and cooperation of the Tempus office in Belgrade.

Our representatives (the assistant minister for higher education issues to the Minister of Education) are included in the work of the Bologna follow-up group.

3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.

Please specify the responsibilities of the bodies and institutions involved.

The current Law on Universities has not established a system of quality assurance for higher education (the internal system of establishment and quality assurance in higher education institutions and the principles of external evaluation and quality assurance), but although this Law was passed as an interim solution towards a new reforms law, by founding the Republic’s Council for the development of university level education, and the Accreditation

Commission as its operative body, reform processes were initiated towards quality assurance. The work of these bodies was up to now directed only towards instances of new university level education institutions that were not founded by the Republic of Serbia. The task of the Accreditation Commission is to prepare adequate legal acts related to self-evaluation, evaluation, and accreditation of institutions and study programs.

3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.

Describe the system of accreditation, certification or comparable procedures, if any.

Foundation of faculties, or universities, is basically regulated by the Law on Universities and the Bylaw on personnel, spatial and technical requirements for universities or faculties. The founder of a faculty can be the Republic of Serbia (state owned faculties) as well as a domestic or foreign legal entity or person. The procedure for founding a faculty requires a study on justification including reasons to found a faculty, the conditions to be fulfilled by the founder, as well as a proposed curriculum and study program. This study is reviewed by the Accreditation Commission consisting of 9 experts from all branches of science, and if the Commission deems the study as justified, it will be delivered for review to experts from the related field. If the review is positive, the Commission reviews the whole study again and gives its opinion in written form to the Republic's Council. The Republic's Council for the development of university education gives its final decision on whether consent on the study of the justification for founding a faculty is given, or refused. The Republic's Council can as well require further details to be added to the study, if such details are necessary in order to bring forth a decision.

If the Republic's Council for the development of university level education brings forth a decision of agreement to the study on the justification for founding a faculty, the founder will start preparations that include: making a decision on the founder's act, forming interim management bodies, forming the basic commission that will review applicants and perform the entitlement of professors and associates to the faculty, as well as all other activities necessary for the initiation of the faculty. If the founder has fulfilled the conditions regarding spatial, technical equipment and personnel requirements, the Commission of the Ministry of Education and Sports will ascertain these conditions on spot and bring forth an act on the fulfillment of conditions. The Minister brings forth the act that allows the faculty to initiate its work and tuition activities.

3.3. National quality assurance systems should include international participation, co-operation and networking.

Are international peers included in the governing board(s) of the quality assurance agency(ies)?

Introduction of quality assurance into higher level education was not ensured with the existing Law on Universities. However, the Government has formed the Republic's Council for the development of university level education, which has formed, as its executive body, the Accreditation Commission. This Commission has defined criteria and standards for quality assessment, and accreditation of institutions and study programs of higher education institutions.

Up to this moment, we are not included in international cooperation regarding quality assurance.

We expect more significant results regarding quality assurance once the new Law on Higher Education is passed, and the procedure of passing the law before the National Assembly is underway.

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

4. The two-cycle degree system

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

Studies on faculties can be:

- undergraduate (3 to 6 school years, although on most faculties the duration of studies is 4 or 5 years);
- specialist studies (1 – 2 years);
- post-graduate studies (master’s degree – up to 2 years); and
- doctorate studies (3 years).

The duration of specialist studies of medicine, stomatology and pharmacy are defined by other particular laws.

5. Recognition of degrees and periods of study

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

Recognition of Studies, Diplomas and Degrees in Higher Education

The Law on Universities regulates the procedure of foreign diplomas validation and equivalence of foreign school documents.

This procedure is carried out on the appropriate faculty or university, in accordance with rules stated by the faculty or university statute.

Foreign diplomas validation, as well as validation of higher education, specialist education, academic titles like Master’s Degree (of Arts), or the scientific degree of doctorate titles, is performed by the scientific-teaching council of the appropriate faculty. During the process of foreign diploma/degree/title validation, the degree and type of education, as well as the title achieved by the candidate, is ascertained regarding his or her rights towards continued education and employment.

If there is no adequate faculty in the Republic, the whole process of validation or equivalence of school documents is performed by the university.

Recognition of Studies, Diplomas and Degrees in Higher Education

Validation and equivalence of foreign school documents of achieved levels of higher education is performed by the teaching council of the appropriate higher education school.

The process of validation or equivalence takes into account the schooling system of the country where the diploma was obtained, the curriculum, education conditions, duration of studies, rights given by the diploma, etc. If it is ascertained that the foreign curriculum is substantially different from the adequate curriculum in the Republic, the school can request that some exams be passed, or some studies be performed.

If there is no appropriate higher vocational school in the Republic that could validate the particular foreign school document, the Ministry of Education and Sports brings fort a Validation or Equivalence Act based on the opinion provided by an expert commission appointed by the Ministry of Education.

By ratification of the Lisbon Convention on October 2003, Serbia and Montenegro has undertaken the obligation to create conditions for the application of the Convention, in order to allow for student mobility.

All information and data necessary to apply the Lisbon Convention, about the education system, universities, faculties, higher vocational schools, curriculum and study program, as well as the possibility to exchange information with foreign countries, are provided for by the information system of the Ministry of Education and Sports.

6. Doctoral studies and research

6.1. Give a short description of the organisation of third cycle studies

(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)

Doctoral studies are most often not organized in the form of particular courses, actually, it is the candidate who chooses the subject, proposes the subject of his thesis to the faculty, and after the thesis is approved the candidate is given a mentor. The university consents to the proposed theme for the doctoral dissertation. The doctoral dissertation is a result of original scientific work of the candidate in an adequate scientific field. The research can last several years, until the candidate does achieve relevant results and formulate them as a written thesis. The appropriate commission of the faculty and university review the thesis, and bring forth a decision on convening with the candidate who has to defend the thesis before the commission.

Any person who has achieved the academic level of the Master's degree, or a person who has completed doctoral studies if such were organized, has the right to defend a doctoral dissertation.

The doctoral dissertation can be defended no later than 5 years since the day of publication of the theme, after which event the candidate defending a dissertation achieves the scientific degree of Doctor of sciences.

This year, 6 faculties of the Belgrade University have requested to organize doctoral studies, which is in accordance with the Law on Universities.

6.2. What are the links between HE and research in your country?

(For example, what percentage of publicly-funded research is conducted within HE institutions?)

The University performs scientific and research work to develop science and creativity, to improve higher education tuition and the quality of such education, scientific improvement, the development of new generations of scientists and professors, the introduction of students to scientific work, as well as creation of material conditions for the work and development of the university and the faculty.

Scientific work on university is achieved thru basic, applied, and developmental research. Scientific work and research are performed on faculties, their research units, as well as in separate research institutes that are under the jurisdiction of the Ministry of Science and Environment.

The state finances scientific work at the faculties, or universities, as well as in scientific institutes.

7. Mobility of students and staff

7.1. Describe the main factors influencing mobility of students from as well as to your country (For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)

Serbian students are very much interested in the possibility of studying abroad, at least for a part of their studies. Still, this possibility is limited by the incompatibility of curriculum, the system of points transfer, as well as the traveler's visa regime.

During the period 2000–2004, regular, post-graduate studies, improvement, specialization, summer courses for professors and students of foreign languages, approximately 350 students were referred abroad, for a total of 1,400 students.

Students who venture abroad for improvement and specialization based on international cooperation programs are obliged to sign a statement that they will return to their country after the end of the scholarship. This is required as well by the foreign partners.

There are some students who study abroad on their own expense.

The development of scholarships based on bilateral international programs gives increased mobility to students and professors.

Agreements on educational, cultural, and technical cooperation were signed with several foreign countries, while all signed programs of educational and cultural cooperation are regularly renewed.

According to these programs, some 150 professors are exchanged annually.

The mobility of the teaching personnel is possible as well based on Fulbright and Humboldt scholarships, as well as thru the German exchange agency – DAAD.

Each year, the Ministry of Education and Sports issues an open competition to award scholarships of foreign governments and foundations. For the school year 2005/2006 20 countries are included in this process.

Thru special programs (WUS Austria) a program of improvement on the faculties for Philology, Philosophy, and Political Sciences in Belgrade is carried out.

Based on the TEMPUS program, several projects were carried out on faculties in Serbia, while several individual scholarships were awarded.

By the end of 2004 a national coordinator was nominated for the CEEPUS program. The program was presented to faculties, where 500 students have applied for 100 months of scholarship.

7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country

7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)

7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country

8. Higher education institutions and students

8.1. Describe aspects of autonomy of higher education institutions

Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?

The current Law on Universities was passed in order to reestablish the autonomy that faculties have lost by the Law of 1998, therefore this Law together with the Decree on Financing creates reform possibilities:

- undergraduate studies should last 3 – 6 years;
- introduction of ECTS (the system is not develop nor compulsory);
- the autonomy of faculties is seen in bringing forth the curriculum to be approved by the university, and in choosing the professors and associates of the faculty, as well as the management bodies;
- the faculty council is constituted as follows: 17% of the members are chosen by the founder (the state), 17% are students, while 66% are chosen by the faculty;
- financial autonomy (up to the level given by the Decree on Financing) – the faculty is given funds for wages, while the distribution of funds is defined by the faculty; the faculties are completely autonomous in defining the prices of other services rendered, as well as defining the fee for students who pay for their studies;
- the opinion of the students matters when choosing professors or extending their status;
- The Republic's Council for the Development of University Education was founded, as a driving force for the reforms of higher education.

The pre-draft of the Law on Higher Education, which is in the procedure of being passed, foresees maximum autonomy for universities.

8.2. Describe actions taken to ensure active participation from all partners in the process

The management bodies of the University are the **rector and council of the university**. The expert body of the University is the scientific-teaching or artist-teaching council.

The Rector manages the work of the university.

The **Rector** and the vice-rectors are chosen from the ranks of regular professors who are full time employees on one of the faculties, for a period of 2 years. They can be chosen up to two times. Along with them, a student-vice-rector is chosen.

The **University Council** is constituted by representatives of the faculties, institutes that are part of the university, representatives of the students' parliament of the university, and representatives of the founder (when the state is the founder, the Government nominates the members of the University Council who represent the founder).

The **University Chamber** is constituted by faculty deans, institute directors, and one regular professor from each faculty of that university. The rector and associate-rectors are members of the chamber by function. The rector is also the president of the university chamber, by function.

The management bodies of the faculty are the **dean and the faculty council**. The expert body of the faculty is the scientific-teaching or artist-teaching council of the faculty.

The **Dean** and the vice-deans are chosen from the ranks of regular professors who are full time employees on one of the faculties, for a period of 2 years. They can be chosen up to two times. Along with them, a student-vice-dean is chosen.

The **Faculty Council** is constituted by representatives of the teaching and non-teaching personnel, representatives of the students' parliament of the university, and representatives of the founder (when the state is the founder, the Government nominates the members of the University Council who represent the founder).

The **Faculty Chamber** is constituted by professors and associates. The dean and vice-deans

are members of the chamber by function. The dean is also the president of the faculty chamber, by function.

The management organs of higher vocational schools are the **director** and the **management board**.

The **director** manages the school and is chosen by the founder; if the founder is the Republic, the director is nominated by the Government. The director is nominated for a period of 4 years.

The **management board** is nominated by the founder or the Government if the founder is the Republic. The management board has at least 5 members, of which at least 3 are from the ranks of school professors.

Financing for Universities and Higher Vocational Schools

For universities founded by the Republic, undergraduate, post-graduate, and doctoral studies, as well as scientific or artist work that is performed in order to improve the quality of tuition on the university or faculty is financed by the Republic according to norms and standards for conditions of work. These norms and standards of conditions of work for universities and faculties, as well as the material means for their achievement, are defined by the Government, after consultations with the university.

The same is true for higher vocational schools financing.

The Republic, as founder, provides funds to the university or faculty or higher vocational school for material expenses, amortization, investment level maintenance, personnel wages, equipment, performance of scientific or artistic work, scientific and professional improvement of teachers and associates, stimulation of scientific-teaching personnel development, international cooperation, and other purposes defined by law.

The university or faculty or higher vocational school achieves as well some income, based on tuition fees, tuition expenses, innovation of knowledge and expert improvement and education, founding rights, fees for expert exams, and other.

For the provision of other scientific and artistic services, as well as performance of other services, the university or faculty gain funds based on the contracts with the users of said services.

8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?

(For example, participation in University Governing Bodies, Academic Councils etc)

In order to protect the rights and interests of students, a students' parliament is organized on universities and faculties.

The students have their representatives in the management organs of the faculty (the vice-dean-student, and other representatives), and the university (the vice-rector-student, and other representatives), chosen and relieved by the students' parliament. The students' parliament can give proposals to the scientific-teaching council (expert body) related to improving the quality of the educational process, as well as objections towards the organization and means in which the teaching process is carried out, while representatives of the students' parliament have the right to be present at Council meetings.

9. The social dimension of the Bologna Process

9.1. Describe measures which promote equality of access to higher education

The right to education under equal condition (without regard to gender, religious beliefs, language, political convictions, nationality, and handicap) is a constitutional principle that

has always been respected in the Republic of Serbia, while conditions for enrollment to studies are defined by the Law and the Statute of the faculty.

Universities in the Republic Serbia enable undergraduate, specialist, post-graduate, and doctoral studies.

A person can be enrolled to the first year of undergraduate studies after completion of secondary level education of the duration of 4 years, while arts faculties or arts academies can enroll persons who have not completed secondary education (but will be obliged to pass additional exams). Higher vocational schools provide only for undergraduate studies, and can enroll to the first year of studies persons who have completed the adequate secondary level education.

The first year of specialist studies can enroll persons who have achieved the higher education level, while the first year of post-graduate studies can enroll only those persons who have achieved the higher education level while having a minimum average mark of 8 (eight). The first year of doctoral studies can enroll only persons who have achieved the higher education level while having a minimum average mark of 9 (nine) during basic studies.

A foreign citizen can be enrolled to the first year of undergraduate, specialist, post-graduate, and doctoral studies, as well as the first year of studies on higher vocational schools, provided he (she) has a good command of the language adopted for teaching purposes, and provided he (she) is medically insured. Foreign citizens pay tuition fees on all study levels, except if otherwise defined by international agreements.

There are two categories of students in the Republic of Serbia according to the means of financing of their education; on faculties, there are students whose education is financed from the budget, and students who pay for their education (so called self-financing); higher vocational schools also have students whose education is financed from the budget, and students who pay part of the costs of their education (so called co-financing).

The decision on the number of students to be enrolled in the first year of undergraduate, post-graduate, and doctoral studies for universities and faculties founded by the Republic, as well as the proportion of students to be financed from the budget and those who will pay for their education, is brought forth by the Government, after consultation with the university. The university provides an opinion based on personnel, space, and technical possibilities of the faculties, as well as on social needs. The decision on the amount of the education fee for students who pay for their education is brought forth by the faculties.

Analogous to that, the decision on the number of students to be enrolled in the first year of studies on higher vocational schools founded by the Republic, and the amount of the education fee per student, is brought forth by the Government.

A candidate who applies for enrollment in the first year of basic studies on faculties has to pass an admission exam, or exam of inclination and capability, while on higher education schools have to pass a classification exam.

Enrollment of Students to Universities and Higher Vocational Schools

Enrollment of Students to Universities

A detailed distribution of the number of enrolled students (based on one school year) per year of study and means of financing is represented by the following table:

Study Year	Total number of enrolled students			Number of first time enrolled students			% of first time enrolled students	% of students repeating studies
	Total	Budget	Self-financing	Total	Budget	Self-financing		
1.	40915	20657	20258	30087	17716	12371	73.54	26.46
2.	44085	29637	14448	23369	20233	3136	53.01	46.99
3.	35467	22797	12670	20995	16500	4495	59.20	40.80
4.	19419	15195	4224	17537	14204	3333	90.31	9.69

5.	5786	5171	615	5616	5139	477	97.06	2.94
6.	1895	1536	359	1445	1306	139	76.25	23.75
Advanced students	28208	17908	10300	9074	7670	1404	32.17	67.83
TOTAL	175775	112901	62874	108123	82768	25355	61.51	38.49

A detailed distribution of the number of enrolled students per type of faculty (*) and financing is represented by the following table:

Type of faculty	Number of enrolled students			Number of first time enrolled students			% of first time enrolled students	% of students repeating studies
	Total	Budget	Self-financing	Total	Budget	Self-financing		
Technical	40196	30974	9222	28059	23313	4746	69.81	30.19
Social – Humanities	79125	41585	37540	44474	29709	14765	56.21	43.79
Medical	27351	18022	9329	16547	13354	3193	60.50	39.50
Bio-technical	10805	8239	2566	5905	5330	575	54.65	45.35
Natural Sciences and Mathematics	13347	9991	3356	8863	7391	1472	66.40	33.60
Arts	4951	4090	861	4274	3671	603	86.33	13.67
TOTAL	175775	112901	62874	108122	82768	25354	61.51	38.49

(*) The group of Social – Humanities include Philosophy, Philology, Economics, Law, and the Faculty for Teachers, as well as the Faculty of Political Sciences and the Faculty of Civil Defense.

The Medical faculty group includes, beside Medicine, Stomatology, Veterinary, Defectology, Pharmacy, and the Faculty of Sports and Physical Education.

The Bio-technical faculty group includes the Agricultural and Agronomy faculties, and the Forestry Faculty.

Enrollment of Students to Higher Vocational Schools

A more detailed distribution of the number of enrolled students to higher vocational schools per year of study and means of financing is represented by the following table:

Year of studies	Total number of enrolled students			Number of first time enrolled students			% of first time enrolled students	% of students repeating studies
	Total	Budget	Self-financing	Total	Budget	Self-financing		
1.	24185	6343	17842	18725	5506	13219	77.42	22.58
2.	14948	5751	9197	11957	5063	6894	79.99	20.01
3.	4954	2107	2847	4614	2090	2524	93.14	6.86
Advanced students	8616	2935	5681	6676	2263	4413	77.48	22.52
TOTAL	52703	17136	35567	41972	14922	27050	79.64	20.36
Without advanced stud.	44087	14201	29886	35296	11659	22637	80.05	19.95

Enrollment of Foreign Citizens as Students to Universities and Higher Vocational Schools

For the school year 2004/2005 in the Republic Serbia, on all universities and faculties founded by the Republic, on all years of studies, there are a total of 564 enrolled foreign citizens as students. The distribution of foreign citizens as students per university a study year is given in the following table:

University	Total	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	Advanced students
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Beograd	267	98	43	42	24	22	19	19
Arts – Belgrade	4	3				1		
Novi Sad	118	43	19	11	5	14	23	3
Kragujevac	11	3		1	1			6
Nis	160	14	12	29	22	27	47	9
Pristina	4			1				3
TOTAL	564	161	74	84	52	64	89	40

All higher education schools in the Republic Serbia have enrolled a total of 111 foreign citizens as students.

Enrollment of Persons having Refugee Status and Displaced Persons as Students to Universities and Higher Vocational Schools

The total numbers of students having refugee status on all universities founded by the Republic is 573, while the total number of students who are displaced persons, on all universities is 1081. Most refugees are studying at the University in Novi Sad – 386, while most students who are displaced persons study at the University in Pristina – 1050.

The total number of students who have refugee status on all higher vocational schools founded by the Republic – is 115, while the total number of students who are displaced persons on all higher vocational schools founded by the Republic – is 714.

10. Developments in lifelong learning

10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?

The Law on the University does not contain regulations on life-long education.

10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths

The procedure of recognition of higher education qualifications achieved in foreign education institutions, as defined by the Lisbon Convention, pertaining to academic recognition (for the purposes of continued education) and professional recognition (for the purposes of employment) is still not applied in our country.

In accordance with the current regulations in the Republic Serbia **validation** and **equivalence** are carried out in the procedure of recognition of foreign higher education qualifications.

The whole procedure is carried out by the appropriate faculty or higher vocational school. If there is no appropriate faculty or study group in the Republic, validation is performed by the University.

In case there is no appropriate higher vocational school, validation is performed by the Ministry of Education and Sports, based upon the expert commission opinion nominated by the Minister of Education.

Validation, according to regulations, is carried out as well by state owned and private faculties and higher vocational schools.

The procedure for validation/equivalence takes into account: the education system of the country where school documents were obtained, the curriculum, the length of studies, the conditions for achievement of education, the rights given by the school document to the bearer, and other circumstances that are of importance to the decision making process.

When a student is to continue education passing from a foreign educational institution to a

domestic institution, validation of the study period is performed by the faculty or higher vocational school where that person wishes to continue his (her) education.

11. Contribution to the European dimension in higher education

11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes

Although the Law on Universities does not regulate **joint diplomas**, meaning that it does not regulate the contents of such document, there is no legal hindrance towards universities having joint programs.

Some universities, in cooperation with other European universities are already carrying out joint programs for post-graduate and doctoral studies in inter-disciplinary and multi-disciplinary scientific or art fields. Since legal regulations are lacking, the problem of joint diploma issuing can be overcome by both institutions issuing separate diplomas. Such solution is in harmony with the opinion of the Council of Europe and can be applied in practice until the question is regulated by national legislation.

11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees

11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)

11.2. Describe any transnational co-operation that contributes to the European dimension in higher education

The universities in our country, just as some faculties, have numerous bilateral agreements that give a European dimension to higher education. Beside that, there are numerous successful applications in the TEMPUS framework, as well as among international networks like CAMPUS EUROPAE. The internationalization process is carried out as a number of studies programs thru faculties and in accordance with the Bologna Process principles, in cooperation with partners abroad.

11.3. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European labour market)

12. Promoting the attractiveness of the European Higher Education Area

12.1. Describe actions taken by your country to promote the attractiveness of the EHEA

Before the year 2000, several non-governmental organizations have actively represented the attractiveness of the European higher education space, initiating reforms. After 2000, universities, faculties, and higher education schools were more included in the reforms process.

The Ministry of Education and Sports has organized numerous activities during the period 2000-2004 (seminars, conferences, workshops, tribunes, round tables) with the aim of

promotion and inclusion in the European Higher Education Area.

The results of these activities on university reforms were presented at the international conference “higher Education in Serbia on the road Towards Europe – 4 Years Later”, held in October 2004.

The papers of the representatives of universities and faculties review various aspects of the reforms: changes in the curriculum, introduction of ECTS, formation of expert studies, improvement of professional capabilities of teachers, evaluation and quality assurance, as well as the inclusion of students in the reforms process.

Based on several research papers, it is obvious that basic changes of the curriculum, the marks, as well as the structure of studies (introduction of two cycles of studies) – are on the way. The first results show an improvement in the efficiency of studies and increased interest of students for courses, but problems are evident in the increased strain on both students and professors, as well as insufficient communication and increased resistance towards these changes, and financial problems – since all the above mentioned has to be financed somehow.

The experiences of other countries of our region, like Macedonia, Romania, Slovenia, France, and Montenegro, are of great importance for us.

Still, in order to carry on further reforms, it is necessary to pass a new Law on Higher Education.

13. Concluding comments

13.1. Give a description of your national Bologna strategies

13.2. Give an indication of the main challenges ahead for your country

We want to become part of the European educational space, based on the principles of the Bologna Declaration, and that for many reasons: we belong to Europe, we have a developed educational system, and we have important potential. Therefore, we have a lot to offer to Europe; as well, we have a lot of changes to make in the process.

How are we going to achieve all that? We should review our own position, as well as the positions of others. We should locate our weaknesses and recognize our advantages: towards acceptable reforms. We should formulate acceptable arguments: like important rationalization.

Who should carry out all this? Each and every university, faculty, department, division, each professor, teacher, tutor, assistant, administrative workers, and all the students.

In what arc of time? Yesterday, today, at latest – tomorrow.

It would be nice if there were no limitations, yet they exist. Those could be limitations of the system itself, political, economic limitations, institutional limitations – like the dissatisfying material position of institutions and employees, who have inherited a non-rational and non-institutional structure – with the privatization of ideas and processes.

In other words, our aim is to reach the European Higher Education Area until 2010. This aim was accepted by 40 European countries. Serbia and Montenegro have applied for inclusion in the Bologna Process in 2001, and were granted the status of observer. Official recognition has come later, on the Ministerial Conference in Berlin, September 2003.

Current activities can be seen as working on passing the Law on Higher Education before May 2005, i.e. before the Ministerial Conference in Bergen; and the reforms of curriculum that are under way in several institution; finally, financial resources for reforms have to be found.

The reforms strategy has several levels:

- Short-term, to May 2005 – passing the Law.

- Mid-term, 2005-2007:
 - in accordance with the conclusions that will be drawn in Bergen;
 - conservation of traditions and overcoming limitations;
 - implementation of the Law – institutions, subjects, the place and role of students;
- Long-term, until 2010:
 - the economy is based on higher education and knowledge;
- higher education after 2010.

The promotion of the Bologna Process comprehends:

- The adoption of understandable and comparable academic titles;
- The adoption of a system based on 2 main study cycles;
- The adoption of ECTS;
- The mobility of students, professors, and ideas;
- The promotion of European cooperation in quality assurance introduction to higher education;
- The European dimension in higher education;
- The students as partners in the educational process;
- Permanent education (life-long studies);
- Doctoral studies based on the link between high education and scientific research in Europe.