

# Serbia



## Country profile

**Capital:** Belgrade

**Principal cities:** Novi Sad, Niš, Kragujevac, Subotica

**Official language(s):** Serbian

**Other language(s):** Romanian, Rusyn, Hungarian, Slovak, Croatian

**Population:** 8.1 million (2003)

**GDP per capita PPP:** Data not available

**Currency:** Dinar (RSD)

**Labour force activity rate (pop. aged 15-64):** M 58.9%, F 76.4% (2003)

## Higher Education in Serbia

Higher education in Serbia is offered by 6 state universities, 6 accredited private universities and several professional colleges.

The majority of students attend public universities where funding is provided by the state. However, a number of students at the public universities and all students in private universities pay for their studies.

Since 2000, substantial reforms have been implemented in higher education institutions in Serbia. Serbia signed the Bologna declaration in September 2003. The higher education law, enacted in September 2005 provides the conditions for introducing significant structural changes in line with the Bologna process.

The leading principles of the 2005 law—as stated in one of its introductory articles—are harmonisation with the European Higher Education Area, encouraging staff and student mobility, promotion of student participation in governance and decision-making (particularly in matters related to teaching quality assurance and the effectiveness of studies), and promoting the complementarity between teaching and scientific research and/or artistic work.

The law also laid out the conditions for establishing the National Council for Higher Education, an independent body formed to secure the development, and enhance the quality of higher education. The National Council has established a separate body, the Accreditation and Quality Assurance Commission, to perform accreditation, quality assurance of higher education institutions and evaluation of the curricula.

Many Serbian higher education institutions started launching 3 or 4 years restructured academic study programmes, incorporating one-semester courses, the ECTS, and basic quality assurance principles even before the new law for Higher Education was passed; As of the 2007/2008 academic year, all higher education institutions enrolled students in Bachelor, Master and PhD programmes in line with Bologna principles.

**Years of compulsory education:** 8

**Gross enrolment ratio in tertiary education (ISCED levels 5 and 6)<sup>1</sup>:** 36.2 (est. 2001 for Serbia and Montenegro)

**Number of higher education institutions:** 6 public; 6 private

**Bologna signatory country since:** 2003

**For further information, contact the National Tempus Office at [tempusscq@sbb.co.yu](mailto:tempusscq@sbb.co.yu) or [www.tempusscq.net](http://www.tempusscq.net)**

<sup>1</sup> The country's total enrolment in tertiary education (regardless of age), as a percentage of the population in the official age group corresponding to this level of education

# TEMPUS in Serbia

## Participation of Serbia in Tempus

Tempus has given considerable impetus to higher education reform in Serbia since 2001. All state universities have participated in Tempus projects and there is evidence of increasing interest from private universities.

Since 2001, study programmes have been updated in the fields of agriculture, urban and regional planning, economics, the applied sciences, electrical and electronic engineering, European studies, international relations, political science, food science and technology, forestry, health care, the humanities, information technology, computer science, engineering, management and business, mechanical engineering, media studies and journalism, the medical sciences, the natural sciences, mathematics, physics, regional environmental policy, tourism and leisure, and veterinary science. Lifelong learning courses have been developed in the fields of agriculture and the food sciences, education and teacher training, environmental policy, justice, and transport policy.

Tempus has also supported strategic planning, international relations, quality assurance, library management, university management systems, university-industry links, open and distance learning, regional cooperation, credit systems, quality assurance, and lifelong learning.

## Impact of Tempus in Serbia

Tempus has contributed to a harmonisation of higher education in terms of unifying curricula, improving teaching methods, and capacity building. It has also provided opportunities to improve soft skills and to acquire knowledge on new or different processes. Work has also started on student assessment methods.

Most projects have led to partnership agreements, and, as a follow-up to cooperation in Tempus, joint degrees are already being prepared between Serbian universities and EU institutions.

Tempus has been instrumental in supporting universities and colleges in the enormous progress achieved in higher education reform and the implementation of the Bologna process. Tempus has also reinforced cooperation between universities and ministries.

It has also had a direct bearing on the drafting of the new higher education legislation, the integration of universities and colleges, the drafting of state university statutes, the establishment of integration mechanisms, and the drafting of a democratic student charter.

The promotion of the Bologna principles in Serbia is actively supported by the appointment of Bologna promoters, and senior management staff have been trained to disseminate experiences widely and continuously in the universities. The links between private and public universities have been enhanced, and networking within the Bologna community has been

reinforced. Continuity is assured through the establishment of a committee to monitor implementation of the new legislation.

## Participation in Tempus since: 2001

**Number of JEPs: 81**

**Number of IMGs: 110**

**Number of SCMs: 23**

**Total budget allocated:  
€25.9 million**

- Governance
- Statutes
- Bologna process
- Curriculum development