

**ACTION PLAN
FOR IMPLEMENTATION OF THE STRATEGY FOR DEVELOPMENT OF EDUCATION
IN THE REPUBLIC OF SERBIA BY THE YEAR 2020**

I INTRODUCTION

The Strategy for Development of Education in Serbia 2020 (hereinafter: the Strategy) was adopted on Government session of October 25, 2012, and it was published in the “Official Gazette of the Republic of Serbia”, number 107/12. The Strategy defines purpose, goals, directions, instruments and mechanisms of the education system development in the Republic of Serbia by the year 2020.

According to the Strategy, mission of the education system of Republic of Serbia is to provide basic foundation for life and development, of each individual, society and state, based on knowledge.

The Strategy defines following objectives of the long-term education system development, binding for the educational system in its entirety and for each of its parts:

- 1) increasing the quality of the process and outcomes of education to the maximum attainable level - arising from scientific knowledge on education and respectable educational practice;
- 2) increasing coverage of population of the Republic of Serbia on all educational levels, from preschool education to lifelong learning;
- 3) achieving and maintaining the relevance of education, particularly the one that is fully or partially funded by the public sources, by aligning the educational system structure with immediate and developmental needs of individuals and economic, social, cultural, media, research, educational, public, administrative and other systems;
- 4) increasing the efficiency of use of all the education resources, i.e. completion rate within the stipulated period, with minimum extended duration and reduced dropout rates.

Apart from these, additional, specific objectives for development of each part of the education system have been defined. Specific strategic policies, actions and measures for achieving planned objectives of education development have been set for each part of the system. . The main direction of the Strategy is that the circumstances in the neighboring countries, and especially in the European Union, clearly indicate that the Republic of Serbia needs a very deliberate, organized and quality education system development as one of the of the key preconditions for development of the Republic of Serbia as knowledge-based society, capable of ensuring good employment rate of the population. One of the key mechanisms for achieving these goals is a well designed, precise and clearly defined, realistic action plan.

The Action Plan for implementation of the Strategy of Education Development in Serbia by the Year 2020 (hereinafter: the Action Plan) specifies individual activities (actions) defined by the objectives and priorities of the Strategy, elaborates implementation methods, deadlines, key actors and implementers, instruments for monitoring and indicators of progress, as well as procedures for reporting and evaluation of effectiveness of planed strategic measures. This document (all the action plans) consists of action plans for implementation of the following education development strategies, defined by the Strategy:

- 1) Strategy of Pre-university Education Development;
- 2) Strategy of Higher Education Development;

3) Cross-cutting Strategy of Education Development.

Listed elements of the Action Plan have the following titles and corresponding abbreviations:

- 1) Pre-university education PUE
- 2) Higher education HE
- 3) Cross-cutting elements of education CCEE
- 4) Educational subsystems ESS.

Education Funding represents a special part of the Action Plan, and it is divided according to the levels of education, and/or specific areas, in the following manner:

- 1) Pre-university funding (EF-PU)
- 2) Higher education funding (EF-HE)
- 3) Student standard of living funding (EF-SSL)
- 4) Adult education funding (FE-AE)

The successful implementation requires active participation and coordination of ministries and other stakeholders who are relevant and socially responsible for implementation of the Strategy, and/or development of education in the Republic of Serbia.

For all defined activities, the responsible ministry, institutions or bodies shall, within their scope and competences, develop detailed activities required for their implementation, and adopt corresponding acts and documents.

Progress indicators identified by the Action Plan are the base for monitoring of the Strategy implementation and the Action Plan evaluation.

PROVISION OF FUNDING

Among other objective, the Strategy defines as one of objectives, that the funding for education should reach 6% of gross domestic product (GDP) by 2020. The Strategy predicts the gradual increase of funding for education in GDP, as well as the increase of the total funds:

- in 2016, 5.2% of gross domestic product shall be used for education (out of which 1.05% for higher education),
- in 2018, 5.6% of gross domestic product shall be used for education (out of which 1.15% for higher education),
- in 2020, 6.0% of gross domestic product shall be used for education (out of which 1.20% for higher education).

However, having in mind the economic situation in our society, it is certain that the increase of funding for education will be adjusted to according to realistic budgetary option. In order for our country to become a part of European educational field it is necessary to find alternative solutions for increased investment in education from the budget as well as other sources of financing.

Investing in education is not an expense, but the investment in the future, since the increased level of education is strongly related to economic growth in every country.

Apart from budgetary funds for education development, funds from the following sources are provided:

- WB - World Bank,
- EU - European Union,
- EC - European Commission,
- IPA- Instrument for Pre-Accession Assistance of the European Union,
- EIB - European Investment Bank,
- CEB – Council of Europe Development Bank,
- loans and donations from other sources;

Nominal amounts of funds for the defined activities implementation have not been established by the Action Plan, but it is assumed that the largest possible source of financing would be used.

For activities the full or partial implementation of which is planned for 2015, or which represent the continuation of activities on direct implementation of the Strategy in 2015, funds were provided in accordance with the Law on Budget in the amount of RSD 10,951,898,000.00 to be distributed by the Ministry of Education, Science and Technological Development, titles 24.1, 24.2, 24.3, 24.4, 24.5, 24.6 and 24.7. Additional funds shall be provided from other sources as well.

IMPLEMENTATION AND MONITORING

Special working group, at the level of the Ministry of Education, Science and Technological Development, appointed by the Minister shall monitor implementation of the Action Plan. The working group shall be chaired by one of the State Secretaries or Assistant Ministers authorised by the Minister.

A special electronic database of the Ministry of Education, Science and Technological Development shall be used for monitoring the Action Plan implementation process and results.

Annual Report on the progress in the Action Plan implementation shall be submitted.

ACTIVITIES IMPLEMENTED BETWEEN NOVEMBER 2012 AND DECEMBER 2014

From the moment of adoption of the Strategy in November 2012, till September 2014, numerous activities covered by the Strategy have been implemented:

- the Law on Amendments to the Law on Primary Education adopted
- the Law on Preschool Education adopted
- the Law on Primary Education adopted
- the Law on Secondary Education adopted
- the Law on Adult Education adopted

- the Law on Amendments to the Law on Student Standard of Living adopted
- the Law on Amendments to the Law on Higher Education adopted
- the Draft Law on Student Organizations prepared and included in the public hearing
- Preschool Institutions Work Quality Standards adopted
- Educational Institutions Work Quality Standards adopted
- Standards of Competences for Profession of Teachers and Their Professional Development Adopted
- Standards Of Achievements in the Part of Comprehensive Education Courses for the End of Secondary School Adopted
- Textbook Quality Standards Adopted
- General Standards of Achievements for Primary Adult Education Adopted;
- Standards of Competences of Educational Institutions Directors Adopted;
- Rulebook on More Detailed Terms for Defining Priorities for Enrolment of Children in the Preschool Institutions Adopted;
- Rulebook on Standards Of Terms For Implementation of Special Programmes in the Field of Preschool Education Adopted;
- Rulebook on Types, Manner of Implementing and Financing of Special And Specialized Programmes and Other Forms of Work and Services Implemented by the Preschool Institution Adopted;
- Rulebook on Student Assessment In Primary Education Adopted
- Rulebook on Curriculum Primary Adult Education
- Rulebook on Terms Regarding Premises, Equipment, Teaching Tools, Degree and Type of Education of Teachers and Adult Education Assistants for Implementation of Curriculum for Primary Adult Education Adopted;
- Expert Guidelines for Implementation of the Final Exam Improved
- Draft Concept Of Final Exams in the Secondary Education Prepared (Comprehensive, Vocational And Art Matriculation Exam Or Final Exam In Three-Year Secondary Vocational Education)
- National Report On Higher Education For The Ministerial Conference 2015 Prepared.

IISPREADSHEET OF ALL ACTIONS

	marking	Action
	PRESCHOOL EDUCATION	
1	PU-PI01	Harmonization of legislation of social care and preschool education with SDES
2	PU-PI02	Introduction of, at least, half-day preschool programme for one year for all children aged between 3 and 5.5 years
3	PU-PI03	Defining and adoption of quality standards
4	PU-PI04	Development and adoption of Fundamentals of the preschool education and care programme
5	PU-PI05	Establishing the body for accreditation of preschool institutions and programmes
6	PU-PI06	Accreditation of preschool institutions and programmes
7	PU-PI07	Increase in the coverage of children between three and five years and greater equity in coverage
8	PU-PI08	Establishing of local system of social child care and preschool education and care
	PRIMARY EDUCATION	
9	PU-PS01	Harmonization of laws and by-laws in primary education with SDES
10	PE-PS02	Implementation of educational standards and their improvement
11	PU-PS03	Primary schools network optimisation
12	PU-PS04	Reducing dropout rate from primary education
13	PU-PS05	Evaluation of educational achievements of students
14	PU-PS06	Strengthening of the educational function of primary school
15	PU-PS07	Analysis of experiences and improvement of the final exam in primary school
16	PU-PS08	Establishing uniform system of rewards and rewarding students for good educational achievements at the level of the Republic of Serbia
	COMPREHENSIVE AND ARTISTIC SECONDARY EDUCATION	
17	PU-CS01	Harmonization of laws and bylaws in the field of general secondary and artistic education with SDES
18	PU-CS02	Improvement of the existing educational standards and their implementation
19	PU-CS03	Secondary school network optimisation
20	PU-CS04	Evaluation of educational achievements of students
21	PU-CS05	Development of system of final exam in secondary education: general, artistic and vocational matriculation exams
22	PU-CS06	Introduction of specific evaluation systems in artistic education
23	PU-CS07	Strengthening the educational function of secondary schools
24	PU-CS08	Establishing uniform system of rewards and rewarding of secondary school students for good educational achievements at the level of the Republic of Serbia (organized by MESTD)
25	PU-CS09	Establishing uniform public system of funds and foundations for support to gifted and talented students
	SECONDARY VOCATIONAL EDUCATION	
26	PU-SV01	Standardisation of qualifications exam
27	PU-SV02	Introduction of crafts education
28	PU-SV03	Development of educational programmes based on the qualification standards
29	PU-SV04	Flexible organisation of classes
30	PU-SV05	Matching the vocational school network and offer of educational programmes (profiles) with the needs of the economy
31	PU-SV06	Reducing drop out rate
32	PU-SV07	Involvement of employers in the process of programming, development and implementation of SVE

33	PU-SV08	Establishing the system of monitoring and evaluation of vocational education
34	PU-SV09	Defining a clear division of responsibilities, roles and tasks of all the actors in charge of SVE management
HIGHER EDUCATION - JOINT ACTIONS		
35	HE-CE01	Development of admission procedure for undergraduate studies based on baccalaureate
36	HE-CE02	Introduction of alternative paths for entry into higher education
37	HE-CE03	Access to the second cycle of higher education
38	HE-CE04	Introduction of studies with work ("part time" studies)
39	HE-CE05	Ensuring accessibility of all three study cycles to students from vulnerable groups
40	HE-CE06	Development of programme for increasing coverage in priority areas
41	HE-CE07	Reducing dropout rate in higher education
42	HE-CE08	Strengthening accountability of HEIs for the quality of higher education
43	HE-CE09	Introduction of quality indicators into HE
44	HE-CE10	Improving accreditation system
45	HE-CE11	Improving quality assurance system - establishment of national accreditation agency
46	HE-CE12	Introduction of educational performance analysis
47	HE-CE13	Programme for improving efficiency
48	HE-CE14	Defining core competences for professions (a set of mandatory knowledge and competencies)
49	HE-CE15	Improving student participation in improving quality of teaching process
50	HE-CE16	Establishment of apprenticeship system
51	HE-CE17	Improving criteria and procedures for selection and advancement of teaching staff
52	HE-CE18	Development of support to teaching staff for teaching and scientific work
53	HE-CE19	Adjustment of the number of teachers needed by fields
54	HE-CE20	Introduction of intersectoral engagement of teachers
55	HE-CE21	Promotion of implementation of the "student in the centre of learning" concept
56	HE-CE22	Harmonization of learning outcomes and student workload (ECTS)
57	HE-CE23	Improvements in implementation of new methods of learning, information technologies and e-learning
58	HE-CE24	Promotion of cooperation with employers and businesses
59	HE-CE25	Promotion of research component of higher education
60	HE-CE26	Strengthening the innovative potential and increasing innovative outcomes
61	HE-CE27	Strengthening the entrepreneurial component of higher education
62	HE-CE28	Promotion of international accessibility of the higher education system
63	HE-CE29	Establishing the international mobility of teacher, students and researchers
64	HE-CE30	Internationalization of study programmes
65	HE-CE31	Strengthening the strategic partnership with international HEI
66	HE-CE32	Analysis and reforming of HEI network per field and level of studies and functional networking of research system
67	HE-CE33	Promotion of structural, functional and managerial integration of HEI
68	HE-CE34	Development of inter and intra university networks
69	HE-CE35	Modernisation of management and business administration
70	HE-CE36	Improvement of HEI information systems
VOCATIONAL EDUCATION		
71	HE-VE01	Reform of organizational structures of vocational education institutions
72	HE-VE02	Strengthening the role of Conference of Academies of Vocational Education

73	HE-VE03	Introduction of research in vocational education
74	HE-VE04	Adjustment of admission policy in the field of vocational education
75	HE-VE05	Promotion of expected outcomes of vocational education
76	HE-VE06	Promotion of competences of teaching staff of vocational education
77	HE-VE07	Strengthening the cooperation of HEI in the field of vocational education with businesses
ACADEMIC STUDIES (UNDERGRADUATE AND MASTER)		
78	HE-AS01	Modernization of study programmes in accordance with the needs of labour market and with the degree of scientific and technological development achieved worldwide
79	HE-AS02	Redefining the key competences for undergraduate academic studies (UAS)
80	HE-AS03	Redefining the key competences for master academic studies (MAS)
81	HE-AS04	Encouraging the development and offer of study programmes of high quality
82	HE-AS05	Introduction of ranking of study programmes
83	HE-AS06	Promotion of teaching methodology and technology
84	HE-AS07	Preparation of freshmen for classes in higher education
85	HE-AS08	Developing interests of potential students for studying at UAS
86	HE-AS09	Introduction of possibility to apply modules at master studies
87	HE-AS10	Introduction of short programmes (short cycle)
88	HE-AS11	Organization of studies in the field of arts
DOCTORAL ACADEMIC STUDIES		
89	HE-DAS01	Inclusion of doctoral academic studies students in scientific and research projects
90	HE-DAS02	Strengthening the research capacities and excellence
91	HE-DAS03	Establishing cooperation with commercial, business and public sectors
92	HE-DAS04	Improvement of doctoral academic studies quality assurance
93	HE-DAS05	Development and organisation of “doctoral academic schools”
94	HE-DAS06	Promotion of doctoral academic studies in the field of arts
95	HE-DAS07	Introduction of post doctoral academic advanced training
TEACHER TRAINING		
96	PE-TT01	Development of study programmes for initial teacher training
97	PE-TT02	Development of a part of information system needed for improvement of teacher training
98	PE-TT03	Analysis and reorganisation of the system of professional support to teachers
99	PE-TT04	Improvement of teacher professional development system
100	PE-TT05	Development of all components of continuous teacher professional development and career advancement
101	PE-TT06	Research on professional teaching methods in all disciplines that teachers are trained in
102	PE-TT07	Acquisition of initial didactic, methodological and educational competences (DME) of teachers in higher education
103	PE-TT08	Training of teachers for implementation of new teaching methods, IT and e-learning in teaching
104	PE-TT09	Improving criteria and procedures for selection and advancement of teaching staff in higher academic and vocational education
105	PE-TT10	Establishing database of all the doctoral theses and all the reports for appointment and reappointment of teachers in HEI
106	PE-TT11	Development of teacher training programmes, including assistant teachers, instructors, facilitators, trainers for adult education
ADULT EDUCATION		

107	PE-AE01	Establishing the network of publicly recognised organisers of adult education (PROAE)
108	PE-AE02	Promotion of primary adult education functionalisation
109	PE-AE03	Developing programmes of education and on-the-job training of adults (workplace learning);
110	PE-AE04	Introduction of short training courses for acquiring required knowledge and skills, with ECTS
111	PE-AE05	Introduction of evaluation of all levels of institutions for formal and non-formal adult education;
112	PE-AE06	Introduction of e-learning into adult education
113	PE-AE07	Establishment of “universities“ for elderly students
		EDUCATION FUNDING - PRE-UNIVERSITY EDUCATION
114	EF-PU01	Adoption of budget with projected financial frameworks at macro, meso and micro levels
115	EF-PU02	Establishing a comprehensive information system
116	EF-PU03	Improvement of professional and financial supervision
117	EF-PU04	Development of per capita funding model
118	EF-PU05	Establishing the levels of funding for current expenditure (in compliance with the four criteria set forth in the Strategy), capital expenses and education development per educational institution
119	EF-PU06	Development and establishing of model formulas at the central level, for distribution between central and local level, and at the local level
120	EF-PU07	Defining exceptions to the new model of funding per number of students – considering which programmes could be affected by the new funding model implementation
121	EF-PU08	Financial support to improvement of the system for professional advancement of teachers
122	EF-PU09	Financial support to optimisation of networks of preschool institutions, primary and secondary schools per number of enrolled students
123	EF-PU10	Defining the financial assistance of the Republic of Serbia for underdeveloped municipalities in order to carry out functions of preschool education of significance for the Republic of Serbia
124	EF-PU11	Adoption of the law on funding pre-university education based on the new funding model and corresponding bylaw
125	EF-PU12	Creating financial support for media activity to facilitate implementation
		EDUCATION FUNDING - UNIVERSITY EDUCATION
126	EF-HE01	Adoption of budget - with projected financial frameworks at macro, meso and micro levels
127	EF-HE09	Establishing a comprehensive information system
128	EF-HE03	Improvement of professional and financial supervision
129	EF-HE04	Forecasting demand for specific professions
130	EF-HE05	Adoption of amendments to existing decree on funding of higher education – harmonisation with "Bologna" system of studies
131	EF-HE06	Determining the costs of studying per specific fields and higher education institutions
132	EF-HE07	Establishing criteria for student ranking—defining the manner of determining student social status—preparation for introduction of the new funding model
133	EF-HE08	Test simulation of the new funding model— review of financial effect of introduction of three categories of students— paying a share in scholarship according to linear scale
134	EF-HE09	Analysis of options and effect of introduction of subsidised loans for studying
135	EF-HE10	Development of doctoral academic studies funding model in accordance with the principles defined by the Strategy - preparatory action
136	EF-HE11	Optimisation of the higher education institutions network
137	EF-HE12	Harmonization of accreditation terms and quality standards with methodology of determining the price of education in accordance with point 12. Strategies - preparatory action
138	EF-HE16	Promotion of higher education funding model with elements of scientific and research activity and other needs in accordance with point 13. Strategies - preparatory action
139	EF-HE14	Develop the model of funding and incorporate indicators for measuring the quality of educational

		process into the funding model
140	EF-HE17	Establishing the criteria and determining study programmes of general importance that are not funded through application of the general model
141	EF-HE16	Adoption of the new Law on Higher Education with projected approximate manner of funding
142	EF-HE17	Adoption of bylaws on the details of funding according to points 1-13. Strategies with adjustment with existing options for allocating funds in the budget
143	EF-HE18	Creating the financial support for media activity to facilitate implementation
EDUCATION FUNDING – STUDENT STANDARD OF LIVING		
144	EF-SSL01	Allocation of funds - determining appropriate sums according to the allocation principle
145	EF-SSL02	Similarly to higher education funding, in accordance with budget possibilities, apply the new higher education funding model with percentage participation
146	EF-SSL03	Exploring options and ways of establishing public private partnership (from preschool to higher education) aiming at increasing student standard of living
147	EF-SSL04	Creating the financial support for media activity to facilitate implementation
EDUCATION FUNDING - ADULT EDUCATION		
148	EF-AE01	Allocation of funds in accordance with available budget (republic, provincial, local government units)
149	EF-AE02	Similarly to higher education funding model, in accordance with budget possibilities, apply the new higher education funding model with the right to obtain subsidised loans for studying
150	EF-AE03	Proposal of new measures for tax incentives for both legal and natural persons
151	EF-AE04	Channeling funds from private sources and international projects into this type of education, as well as establishing public private partnership
152	EF-AE05	Creating the financial support for media activity to facilitate implementation
EDUCATIONAL SUBSYSTEMS		
153	ESS-NM	Development of national minority education through bi-lingual education in minority languages and learning the languages of national minorities in accordance with the law
154	ESS-CS	Methodology for collection and analysis of data in education
155	ESS-IE	Development of inclusive education
156	ESS-NQF	Development of the national qualifications framework
157	ESS-E+	Participating in Erasmus+ programme for cooperation in the field of education, youth and sport

III ACTION PLANS FOR INDIVIDUAL LEVELS AND FIELDS

PRESCHOOL EDUCATION

Ref.	Action	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
PU-PI01	Harmonization of legislation on social care and preschool education with SDES	<ul style="list-style-type: none"> ● Adoption of laws and bylaws; ● Cooperation with all the relevant actors; 	<ul style="list-style-type: none"> ● Revised and harmonized legislation and bylaws on social child care and preschool education to enable implementation of strategic measures from SDES; 	<ul style="list-style-type: none"> ● Number of lists and new laws and bylaws harmonised with SDES; 	February 2015	June 2016	MESTD
PU-PI02	Introduction of at least half-day preschool curriculum for one year for all children aged between three and five-and-a-half years	<ul style="list-style-type: none"> ● Adoption of laws and bylaws; ● Feasibility study; ● Capacity needs assessment; 	<ul style="list-style-type: none"> ● Increased number of children covered by preschool education; ● Greater fairness of coverage; ● Early support to development of all children, especially the children from vulnerable social groups; 	<ul style="list-style-type: none"> ● Number of new educational groups and number of newly covered children per local government unit in every year; 	February 2015	December 2020	MESTD
PU-PI03	Defining and adoption of quality standards	<ul style="list-style-type: none"> ● Adoption of laws and bylaws; ● Quality standards development and adoption ● Defining quality indicators; 	<ul style="list-style-type: none"> ● Quality standards defined, adopted and implemented; ● Set of indicators and its use for quality assurance in preschool education defined; 	<ul style="list-style-type: none"> ● List of defined and adopted standards; ● List of indicators; 	February 2015	December 2016	MESTD, NEC, MH, IQE, IEQE
PU-PI04	Development and adoption of the preschool education curriculum	<ul style="list-style-type: none"> ● Development of programme document; 	<ul style="list-style-type: none"> ● New Curriculum for preschool education developed and adopted; 	<ul style="list-style-type: none"> ● Development of project for curriculum; ● Completion of the Curriculum programme document; 	February 2015	September 2015	MESTD, IQE, NEC
PU-PI05	Establishing the body for accreditation of preschool institutions and programmes	<ul style="list-style-type: none"> ● Analysis of various organizational models (agencies, commissions); ● Analysis of various accreditation models ● Establishing the corresponding body (agency, commission); 	<ul style="list-style-type: none"> ● A body (agency, commission) for accreditation of preschool institutions and curriculums established; ● Accreditation procedure defined; ● Accreditation process based on the national standards (action PU-PI03) initiated; 	<ul style="list-style-type: none"> ● Monitoring the process of accreditation agency/commission establishing; ● Reports on possible accreditation models; 	February 2015	June 2015	MESTD, NEC

PU-P106	Accreditation of preschool institutions and programmes	<ul style="list-style-type: none"> ● Monitoring of accreditation standards implementation; ● Development of accreditation procedure; 	<ul style="list-style-type: none"> ● Accreditation process of public and private preschool institutions and curriculums established 	<ul style="list-style-type: none"> ● Beginning of accreditation process; ● Number of applications for accreditation; ● Number of issued accreditations; 	November 2015	December 2020	MESTD, CAPIC
PU-P107	Increase of the coverage of children between three and five years of age and greater fairness in coverage	<ul style="list-style-type: none"> ● Collection and analysis of data on coverage; ● Implementation of studies on coverage; ● Expansion of capacity for coverage of children; 	<ul style="list-style-type: none"> ● Increased number of children covered by preschool education; ● Greater fairness of that coverage is expressed by the number of children per municipality and per number of children from vulnerable social groups covered; 	<ul style="list-style-type: none"> ● Number of constructed facilities and number of facilities renovated; ● Increased number of children covered by preschool education in each local government unit, particularly the number of children from vulnerable groups; 	February 2015	December 2020	MESTD, LGU
PU-P108	Establishing the local system of social child care and preschool education (hereinafter: SCCPE)	<ul style="list-style-type: none"> ● Harmonisation of legislation and its implementation; ● Decision-making by the local government units; ● Development of training programmes for establishing the SCCPE system for local government units; ● Analysis of various model of integrated child care; 	<ul style="list-style-type: none"> ● SCCPE system adjusted to the needs of local population established, taking into account the quality standards 	<ul style="list-style-type: none"> ● Number of local government units in which the SCCPE system has been established; 	March 2015	May 2016	MESTD, MLEVSP, MPALSG

PRIMARY EDUCATION

Ref.	Action	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
PU-PS01	Harmonization of legislation and bylaws in the field of primary education with SDES	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; 	<ul style="list-style-type: none"> ● Laws and bylaws harmonised with basic postulates of SDES; 	<ul style="list-style-type: none"> ● Number of lists and new laws and bylaws harmonised with the Strategy; ● Compliance degree; 	March 2015	June 2016	MESTD
PE-PS02	Education standards implementation and improvement	<ul style="list-style-type: none"> ● Analysis and improvement of standards; ● Promotion of implementation of standards at school; ● Development of training/programmes for implementation of standards; ● Development of training/programmes for evaluation of students according to standards; 	<ul style="list-style-type: none"> ● All the mentioned standards improved; ● Mass implementation of standards in schools; 	<ul style="list-style-type: none"> ● Number of revised standards; ● Number of schools in which standards are implemented; ● Number of teachers included in training; 	February 2015	June 2016	MESTD, NEC, IQE, IEQE
PU-PS03	Primary schools network optimisation	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; ● Development of analysis of local government units needs; ● Establishing criteria for development of primary school network; 	<ul style="list-style-type: none"> ● Network of schools in the Republic of Serbia matching the real situation and meeting the educational needs of population living in local government units; 	<ul style="list-style-type: none"> ● Number of local government units adopting the act on network optimising on their own territory; 	February 2015	December 2015	MESTD, local government units
PU-PS04	Reduction in dropout rate during primary education	<ul style="list-style-type: none"> ● Development of methodology for monitoring and measuring drop out rates in education system; ● Monitoring and measuring drop out rates in primary school; ● Development of a support programme for vulnerable groups; ● Drafting laws and adopting bylaws; 	<ul style="list-style-type: none"> ● Publicly accessible reports on dropping out from primary school; ● Factors of dropout rate of students per student category for every municipality identified; ● Number of children not completing primary school reduced; ● Greater fairness in the coverage of children with primary education; 	<ul style="list-style-type: none"> ● Number of completed analyses and reports; ● Number of municipalities for which the dropout factors have been determined; ● Percentage of pupils not completing the primary school; 	February 2015	December 2020	MESTD, NEC

PU-PS05	Evaluation of educational achievements of students	<ul style="list-style-type: none"> ● Organizing and implementing quality evaluation systems (national and international); ● Development of new evaluation instruments; ● Development of teachers training programmes for evaluation of students achievements; 	<ul style="list-style-type: none"> ● Information on educational achievements of students updated every year representing the base for improvement of education; ● Decision making based on results; 	<ul style="list-style-type: none"> ● Number and types of evaluation of student educational achievements ● Results on educational achievements of students ● Number of programmes for promotion of teacher competences; 	February 2015	December 2020	MESTD, IEQE
PU-PS06	Strengthening the educational function of primary school	<ul style="list-style-type: none"> ● Defining the model of extracurricular and after-school activities; ● Establishing and support to development of cooperation between schools and local communities, cultural institutions, sports organizations, associations, etc. ● Development and support to implementation of all the forms of educational activities strengthening the educational role (field/outdoor classes and recreational classes, summer schools and research camps...) ● Defining several different models of school-work organization. 	<ul style="list-style-type: none"> ● A large number of significant measures for strengthening of educational and other functions of school defined; ● Higher quality of education; ● Educational function of school increased; 	<ul style="list-style-type: none"> ● Best practices; ● Models of work prepared; ● System of support, monitoring and evaluation of all the forms of educational activities aimed at strengthening educational role of school developed; 	March 2015	March 2019	MESTD, IEQE, IQE

PU-PS07	Analysis of experiences and improvement of the final exam in primary school	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; ● Regular reports on analysis of the final exam results with recommendations for promotion of the primary schools operation; ● Improvement of Professional Guidelines for implementation of the final exam; 	<ul style="list-style-type: none"> ● Improved unified examination system, regular analyses of the final exam results as system for evaluation of quality of work of primary schools and support for evidence based policy making; 	<ul style="list-style-type: none"> ● Annual report of IEQE on the final exam results and total achievements of students; ● Number and quality of designed instruments; ● Number and quality of performed tests, quality of analyses, change of educational practice; ● The extent of use of results in education policy 	February 2015	October 2016	MESTD, NEC, IEQE
PU-PS08	Establishing uniform system of rewards and rewarding students for good educational achievements at the level of the Republic of Serbia	<ul style="list-style-type: none"> ● Expert analyses ● Adoption of laws and bylaws; ● Developing tools for the evaluation of students knowledge; 	<ul style="list-style-type: none"> ● Improved systems for students knowledge evaluation that favour quality of knowledge; ● Development of excellence in education; ● Information on educational achievements of students through organizing competitions and rewarding the best students as the foundation for promotion of education regularly updated; 	<ul style="list-style-type: none"> ● Number and types of evaluation of student educational achievements, depending on the nature of courses; ● Number of tools of high quality for evaluation of students knowledge; ● The extent to what a comprehensive system at the level of Republic of Serbia is established; ● Number of students participating in competitions and festivals; 	February 2015	October 2017	MESTD, PS

COMPREHENSIVE AND ARTISTIC SECONDARY EDUCATION

Ref.	Action	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
PU-CS01	Harmonization of legislation and bylaws in the field of secondary comprehensive and artistic education with SDES	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; 	<ul style="list-style-type: none"> ● Better teaching and learning; ● Realization of school educational function and the function of socialization ● Improvement of students' achievements 	<ul style="list-style-type: none"> ● Adopted/amended laws and bylaws; 	February 2015	June 2016	MESTD
PU-CS02	Improvement of the existing educational standards and applications	<ul style="list-style-type: none"> ● Creating database for national testing of educational standards; ● Modification of curriculums in order to make outcome-based and focused on achieving the standards; ● Organizing national testing and result analysis; ● Improvement of educational standards based on analyses; ● Training of advisors for support of implementation of educational standards \ ● Forming the list of advisors-external associates in accordance with regional needs, training and establishing the system of advisory work; 	<ul style="list-style-type: none"> ● More efficient education of better quality (standards are used as an instrument)) 	<ul style="list-style-type: none"> ● Number of subjects and tasks per standard in database; ● % of educational standards verified at national testing; ● % of educational standards improved based on educational standards testing analysis; ● Number of altered curricula; ● Training curriculum for advisors and % of advisors trained for support; ● Number of advisors-external associates; ● Improvement of success at final exams; 	February 2015	October 2017	MESTD, NEC, IQE, IEQE
PU-CS03	Secondary school network optimisation	<ul style="list-style-type: none"> ● Establishing criteria for development of secondary school network; ● Development of criteria for the network of art schools in accordance with the principle of availability, demographic status, 	<ul style="list-style-type: none"> ● New network of secondary schools in the Republic of Serbia developed and adjusted to demographic status, needs of society for certain profiles and solutions from the Strategy (increased comprehensive education coverage, etc.); 	<ul style="list-style-type: none"> ● Criteria for secondary school network adopted; ● New network of secondary schools adopted; ● % of implemented plan 	February 2015	September 2018	MESTD

		<p>society needs, etc.;</p> <ul style="list-style-type: none"> ● Decision on gradual change of the secondary school network in accordance with SEDS; ● Development of programmes for transformation of certain secondary schools into classical high schools; 					
PU-CS04	Evaluation of educational achievements of students	<ul style="list-style-type: none"> ● Creating instruments for testing and revision of the existing ones; ● Result analysis; ● Analysis of use of results in educational policy changes; ● Establishing procedure for quality assurance of testing instruments and quality of analyses; 	<ul style="list-style-type: none"> ● Education quality assessment based on evaluation results; ● System of decision making based on evidence (results of analyses and researches) established; 	<ul style="list-style-type: none"> ● Number and quality of designed instruments; ● Number and quality of performed tests; ● Number and quality of analyses; ● Number of decisions made based on student achievements evaluation results; 	February 2015	December 2020	MESTD, IEQE
PU-CS05	Development of system of final exam in secondary education: comprehensive, artistic and vocational final exams	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; ● Developing the final exam model; ● Establishing connection with higher education in the process of preparing and implementation of matriculation exam; ● Developing the system of baccalaureate quality monitoring; ● Developing the map of baccalaureate introduction and result application; 	<ul style="list-style-type: none"> ● Uniform system of taking all the types of final exams established and beginning of implementation of that system 	<ul style="list-style-type: none"> ● Number and quality of designed instruments; ● Number and quality of performed tests, quality of analyses, change of educational practice; ● Number of reviews; 	February 2015	June 2019	MESTD, IEQE
PU-CS06	Introduction of specific evaluation systems in artistic education	<ul style="list-style-type: none"> ● Defining specific systems of evaluation in various fields of artistic education; ● Establishing the system of monitoring and evaluation of proposed measures; 	<ul style="list-style-type: none"> ● Comprehensive specific systems of evaluation in certain fields of artistic education defined for both comprehensive education of artists (from primary to higher education); 	<ul style="list-style-type: none"> ● Number and quality of specific measures; ● Number and quality of performed analyses; ● Change of educational practice; 	February 2015	September 2017	MESTD, NEC

PU-CS07	Strengthening the educational function of secondary schools	<ul style="list-style-type: none"> ● Developing programme of extracurricular, after-school and free activities; ● Developing training sessions for schools on new curriculums with educational function; ● Developing training sessions for schools on types of cooperation with local community and others; ● Monitoring best practices of schools in which educational function is prominent; 	<ul style="list-style-type: none"> ● Strengthening of school role in educational and socialization ● Prevention of social deviations (drug abuse, violence, etc.) 	<ul style="list-style-type: none"> ● Legislation on strengthening the educational function of school adopted and financial mechanisms for its implementation defined; ● % of students covered by extracurricular and free activities; ● % of reduction of early dropout rate; ● % of reduction of imposed corrective-disciplinary measures; ● Number of prepared and implemented training courses; 	February 2015	December 2020	MESTD, NEC, IQE
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PU-CS08	Establishing uniform system of rewards and rewarding of secondary school students for good educational achievements at the level of the Republic of Serbia (organized by MESTD)	<ul style="list-style-type: none"> ● Analysis of existing system of competitions and festivals; ● Developing instruments for evaluation of students with highest achievements; ● Drafting laws and adopting bylaws; ● Promotion of competition system; 	<ul style="list-style-type: none"> ● Improved competition systems that favour quality of knowledge as an instrument for providing excellence in education, support to excellence in education; ● Information on educational achievements of students through organizing competitions and rewarding the best students as the foundation for promotion of education regularly updated; 	<ul style="list-style-type: none"> ● Level of quality of instrument for evaluation of knowledge at competitions; ● Number and types of evaluation of student educational achievements; ● Number of students participating in competitions and festivals; 	April 2015	October 2017	MESTD, MYS
PU-CS09	Establishing uniform public system of funds and foundations for support to gifted and talented ones	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; ● Establishing the system of working with talented and gifted students; ● Development of system for encouraging talented and gifted students; 	<ul style="list-style-type: none"> ● Uniform system of public funds and foundations for support to gifted and talented pupils and students, with clear functions in development of excellence in education, developed; 	<ul style="list-style-type: none"> ● Laws and bylaws adopted; ● Funds for support to gifted and talented students identified; ● Number of students-beneficiaries of funds and foundations; 	April 2015	June 2017	MESTD, SASA, MYS

SECONDARY VOCATIONAL EDUCATION

Ref.	Action	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
PU-SV01	Standardisation of exams for acquisition of qualification	<ul style="list-style-type: none"> ● Development of qualifications standards; ● (Establishing the catalogue of national qualifications); ● Development of programmes of final exams for acquisition of qualifications at levels 1-5 NVQF (including development of corresponding instruments for evaluation); ● Development of training programmes for all the participants of the examination process (schools, teachers and external evaluators); ● Accreditation of external examiners; ● Development of methodology for monitoring the final exam results and corresponding instruments; ● Establishing of final exams information system (UEIS); 	<ul style="list-style-type: none"> ● SVE quality raising; ● System for monitoring and evaluation of final exams in SVE; 	<ul style="list-style-type: none"> ● 150 programmes of final exams based on standards of qualifications registered at the National Qualifications Catalogue for levels 1-5; ● Number of accredited external evaluators; ● Database of final exams results f in SVE (levels 1-5); 	February 2015	December 2020	MESTD, IQE, SCC, SEA
PU-SV02	Introduction of craft education	<ul style="list-style-type: none"> ● Establishing the crafts education system (actors, institutions, legal framework, funding); ● Development of individual curricula of crafts education and master craftsman exam; ● Certification and accreditation of master craftsman - instructor; 	<ul style="list-style-type: none"> ● System of vocational / crafts education aligned with the market needs established; ● Master craftsman accreditation system established; 	<ul style="list-style-type: none"> ● Number of persons who passed the master craftsman exam; ● Number of master craftsmen accredited for instructors in crafts education; 	February 2015	May 2020	MESTD, IQE, ME, SCC, MLEVSP
PU-SV03	Development of educational programmes based on the qualification standards	<ul style="list-style-type: none"> ● Development of qualifications standards and their adoption by the sector councils; ● Development of outcome based vocational education programmes, organized by modules or courses based on the approved qualification standard; ● Development of compulsory and elective part in every vocational education programme; 	<ul style="list-style-type: none"> ● SVE quality improvement; ● SVE relevance increasing; 	<ul style="list-style-type: none"> ● Number of programmes based on qualification standards; ● Number of programmes based on qualification standards implemented per school year; ● % of students finding employment within their professional field within one 	February 2015	December 2020	MESTD, IQE, CASVE, NEC, ME

		<ul style="list-style-type: none"> ● Development of programme for entrepreneurship; ● Training of schools (directors, teachers and other associates) for implementation of curricula; 		<ul style="list-style-type: none"> year; ● % of students continuing education in professional field; 			
PU-SV04	Flexible organisation of classes	<ul style="list-style-type: none"> ● Development of model for organization of lessons in accordance with the type of school, field of work, educational profiles, number of students and teachers in accordance with the school work plan; ● Development of a rulebook for regulating norms of work of teachers, assistant teachers and expert associates; 	<ul style="list-style-type: none"> ● New standards of teachers', assistant teachers' and expert associates' work are established; ● Schools applying flexible manner of lessons organization; ● SVE quality improvement; 	<ul style="list-style-type: none"> ● Models for organization of lessons implemented in schools; 	February 2015	January 2020	MESTD, IQE
PU-SV05	Matching the vocational school network and offer of educational programmes (profiles) with the needs of businesses	<ul style="list-style-type: none"> ● Establishing criteria for development of secondary school network; ● secondary vocational school network analysis; ● Establishing the institutional cooperation of MESTD, IQE, NES and SCC on identification and planning of qualifications for labour market; ● Development of methodology for defining of enrolment policy (schools, profiles, classes); ● Decision on gradual change of the secondary school network in accordance with SEDS; ● Development of programmes for transformation of certain secondary vocational schools into classical high schools; 	<ul style="list-style-type: none"> ● Increasing the quality and relevance of secondary vocational education; ● Rationalization of secondary school operating expenses; 	<ul style="list-style-type: none"> ● Criteria for secondary school network adopted; ● New network of secondary schools; ● Number of secondary vocational schools and classical high schools optimised; ● Entry policy in accordance with the number of students and needs of society (labour market and higher education); 	March 2015	December 2020	MESTD, IQE, NEA, SCC, LGU, MLEVSP

PU-SV06	Decrease in dropout rate	<ul style="list-style-type: none"> ● Development of methodology for monitoring and measuring of drop out rates in education system; ● Monitoring and measuring early drop out rates in SVE (UEIS); ● Adoption of bylaws on career guidance and counseling; ● Training of advisors for career guidance and counseling at PROAE; ● Development of a support programme for vulnerable groups; ● Development of special programmes of vocational education and training for requested qualifications in certain sectors; ● System of career guidance and counselling established 	<ul style="list-style-type: none"> ● Drop out rate reduced ● Factors of dropout rate per category for every municipality established; 	<ul style="list-style-type: none"> ● Number of completed analyses and reports; ● % of students not completing the secondary school; ● % of students in a generation covered by career guidance and counselling 	February 2015	December 2020	MESTD
PU-SV07	Inclusion of employers in the process of programming, development and implementation of SVE	<ul style="list-style-type: none"> ● Developing the system of accreditation and certification of employers providing work-based learning (practice) ; ● Developing the model of financial incentives for employers providing work-based learning (practice) ● Inclusion of employers in the work of sector councils, exam commissions (external examiners) and implementation of work-based learning; ● Adoption of legal framework for social partnership; 	<ul style="list-style-type: none"> ● Vocational education relevance promoted; 	<ul style="list-style-type: none"> ● At least 10% of employers involved in exam commissions and implementation of work-based learning ● Number of established sector councils; 	February 2015	December 2020	MESTD, IQE, CASVE, SCC, SEA
PU-SV08	Establishing the system of monitoring and evaluation of vocational education	<ul style="list-style-type: none"> ● Adoption of additional quality standards of work of SVE educational institutions ; ● Development of methodology for monitoring and evaluation of SVE quality with instruments, procedures, competent bodies/institutions, legal framework (UEIS); ● Implementation of SVE monitoring and evaluation in accordance with methodology; ● Establishing periodic reporting system; 	<ul style="list-style-type: none"> ● SVE monitoring and evaluation system established; 	<ul style="list-style-type: none"> ● Quality standards of educational institutions in SVE adopted; ● Measures for SEV quality promotion in accordance with periodic reports; 	February 2015	December 2020	MESTD, IQE, IEQE, CASVE, NEC

PU-SV09	Defining a clear division of responsibilities, roles and tasks of all the actors in management of SVE	<ul style="list-style-type: none"> ● Analysis of competences and responsibilities of bodies / institutions in the SVE management system; ● Establishing the procedures for efficient functioning of all the SVE system elements; ● Capacity strengthening of all actors involved in the SVE system management; 	<ul style="list-style-type: none"> ● More efficient SVE system management; 	<ul style="list-style-type: none"> ● All acts adopted according to established procedures and stipulated deadlines; 	March 2015	December 2020	MESTD, CASVE, NEC, IQE, IEQE, SCC, Sectorial Councils
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HIGHER EDUCATION - JOINT ACTIONS

IM	Activity title	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
HE-CE05	Development of entry scheme for undergraduate studies on the basis of passed high school graduation exam	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Development of the high school graduation exam model; 	<ul style="list-style-type: none"> ● Established common higher education entry scheme; ● Ensured coordination between secondary and higher education; 	<ul style="list-style-type: none"> ● Percentage of students enrolled on the basis of passed high school graduation examination as share of the total number of students enrolled; ● The number of study programmes brought harmonized with the new entry scheme; 	February 2015.	June 2018.	MESTD, NEC, NCHE, CASVE, CONSU, CSAVE, IEQE
HE-CE02	Introduction of alternative paths for entry to higher education	<ul style="list-style-type: none"> ● Analysis of the need for introduction of alternative paths for entry to higher education; ● Development of various models for entry to HE; ● Development of procedure for recognition of previous learning; 	<ul style="list-style-type: none"> ● Defined alternative paths for entry to HE; ● Improved accessibility of HE; 	<ul style="list-style-type: none"> ● Number of HEI with defined alternative entry; ● Number of HEI with developed procedure for recognition of previous learning; 	June 2015.	June 2017.	MESTD, CONSU, CSAVE, IQE
HE-CE03	Access to the second cycle of higher education	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis and refinement of standards for accreditation of study programmes for the second cycle of higher education; 	<ul style="list-style-type: none"> ● Established entry scheme for the second cycle; ● Defined entry scheme on the basis of previous achievement; 	<ul style="list-style-type: none"> ● Number of study programmes which apply different entry models; ● Number of accepted students/number of applicants; ● Number of accepted students/number of places available; ● Number of accepted students/number of students who have completed the first cycle; 	February 2015.	June 2017.	MESTD, CONSU, CSAVE, NCHE

HE-CE04	Introduction of studies with work (“part time” studies)	<ul style="list-style-type: none"> ● Analysis of possibilities for the introduction of studies with work; ● Development of financing model for studies with work; ● Establishment of the certification procedure for modules and subjects; ● Development of draft law and the adoption of relevant bylaws; 	<ul style="list-style-type: none"> ● Introduced studies with work; ● Re-entry into higher education; ● Certified modules and subjects; ● Defined alternative paths for completing HE; 	<ul style="list-style-type: none"> ● Number of students at studies with work/total number of students; ● Number of certified modules and subjects; 	January 2016.	January 2017.	MESTD, CONSU, CSAVE, NCHE
HE-CE05	Ensuring accessibility of all three study cycles to students from vulnerable groups	<ul style="list-style-type: none"> ● Establishing the system for monitoring of availability; ● Establishing support mechanism for students from vulnerable groups; 	<ul style="list-style-type: none"> ● Established monitoring and support mechanism for students from vulnerable groups; ● Increasing coverage of students from vulnerable groups at all levels; 	<ul style="list-style-type: none"> ● Number and percentage of students from vulnerable groups at all levels of HE; 	February 2015.	January 2017.	MESTD, CONSU, CSAVE, SCONSU, CONVHE
HE-CE06	Development of programme for increasing coverage in priority areas	<ul style="list-style-type: none"> ● Adopting programme with established mechanism for monitoring market needs; ● Analysis of annual or multiannual labour market needs and the number of graduated students; ● Establishment of a body which is to assess developmental and market needs and priorities; ● Development of a support programme for vulnerable groups; ● Development and support for career guidance centres; 	<ul style="list-style-type: none"> ● Enrolment quotas for students financed from budget harmonized with society needs; ● Study programmes defined according to the labour market needs; ● Defined priority areas and developed student support programme. ● Introduced analytical method for monitoring the number and structure of graduated students and the pace at which they gain employment; ● Established connection between the labour market and higher education; 	<ul style="list-style-type: none"> ● Percentage of students in defined priority areas; ● Percentage of students who graduated in priority areas and gained employment within maximum of three years after graduation; ● Publicly accessible reports and analyses of market needs; 	February 2015.	January 2020.	MESTD, OM, NCHE, CONSU, CSAVE, NES
HE-CE07	Decrease in drop out rates in higher education	<ul style="list-style-type: none"> ● Development of methodology for monitoring and measuring drop out rates in HE; ● Monitoring and measuring drop out rates in HE; ● Development and support for career guidance centres; ● Adopting measures for reduction of dropping out; 	<ul style="list-style-type: none"> ● Publicly accessible reports on dropping out from HE; ● Lowered dropping out rates; ● Determined factors contributing to attrition; 	<ul style="list-style-type: none"> ● Proportion of students who drop out after the first year; ● Proportion of dropouts in relation to the total number of students enrolled; ● Proportion of students who earn 60 ECT annually; 	February 2015.	January 2017.	MESTD, NCHE, IQE

HE-CE08	Building public responsibility of HEI for quality of higher education	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis and refinement of standards for self-evaluation; ● Report on self-evaluation; ● Development of educational statistics; ● Establishing of unified information system; 	<ul style="list-style-type: none"> ● Developed management instruments ensuring balance between institutional autonomy and public responsibility; ● Considerable increase in transparency and responsibility for performance; ● Application of educational statistics in decision-making in HEI; 	<ul style="list-style-type: none"> ● Periodical external evaluation of higher education in Serbia; ● Annual report by NCHE on status in higher education; ● Openness to the surroundings; 	February 2015.	January 2019.	MESTD, NCHE, CAQA, HEI, CONSU, CSAVE, CCONSU, CCSAVE
HE-CE09	Introduction of quality indicators into HE	<ul style="list-style-type: none"> ● Defining a set of indicators for monitoring situation in HE; ● Adoption of additional standards for accreditation; ● Development of a model for the application of indicators (information system); 	<ul style="list-style-type: none"> ● Defined and adopted list of obligatory indicators in HE; ● Adopted development strategy for statistics in education; ● Developed planning in HE on the basis of the application of indicators; 	<ul style="list-style-type: none"> ● The number of HEI which apply data based planning; ● The number and quality of indicators used in accreditation process, as well as in external quality evaluation and self-evaluation in HEI; 	February 2015.	January 2016.	MESTD, NCHE, SORS, CONSU, CSAVE, CAQA, CCONSU, CCSAVE
HE-CE10	Improving accreditation system	<ul style="list-style-type: none"> ● Harmonization of the accreditation system with examples of good practice from European Education Area; ● Adoption of amended ESG standards; ● Adoption of amended standards for accreditation of HEI and study programmes; ● Developing model for funding accreditation and external evaluation; 	<ul style="list-style-type: none"> ● Participation by students, employers and foreign experts in the accreditation procedure; ● Application of amended standards; ● Developed standards for new study cycles and fields; ● Membership in ENQA and EQAR; ● Defined model for funding accreditation; ● Development of information technology support for accreditation procedure; 	<ul style="list-style-type: none"> ● Number of replaced or amended standards; ● Published annual report on the performance by CAQA; ● Bi-annual evaluation reports on the assessment of accreditation effects; ● The number of active foreign experts/the number of active reviewers; 	February 2015.	December 2020.	MESTD, NCHE, CAQA, CONSU, CSAVE, CCONSU, CCSAVE
HE-CE11	Improving quality assurance system - establishment of national accreditation agency	<ul style="list-style-type: none"> ● Analysis of possible models for the establishment of accreditation agency; ● Development of agency model on the basis of feasibility study; ● Development of draft law and the adoption of relevant bylaws; ● Establishment of accreditation agency; 	<ul style="list-style-type: none"> ● Selected model for accreditation agency; ● Established National Accreditation Agency; 	<ul style="list-style-type: none"> ● Number of models considered; ● Number of persons trained for work in accreditation agency; 	February 2015.	January 2017.	MESTD, NCHE, CAQA, CONSU, CSAVE, CCONSU, CCSAVE
HE-CE12	Introduction of educational performance analysis	<ul style="list-style-type: none"> ● Training for of development strategies and accompanying action plans in independent HEI; ● Defining indicators for measuring educational performance; ● Development of educational statistics; 	<ul style="list-style-type: none"> ● Established measures for improving educational performance (quality, duration of studies, relevance of learning); ● Developed system for monitoring of graduated students; ● Implemented Strategy for development of statistics in education; 	<ul style="list-style-type: none"> ● Speed of completing studies/speed of finding employment; ● Percentage of students who found employment (one, two or three years) after graduation in relation to the number of graduated students; ● Average length of time from 	February 2015.	December 2020.	MESTD, NCHE, SORS, CONSU, CSAVE, HEI

				<ul style="list-style-type: none"> graduation to the first employment; Percentage of students who did find employment, but outside of their profession; Percentage of institutions that monitor their graduated students; 			
HE-CEI3	Programme for improving effectiveness	<ul style="list-style-type: none"> Developing indicators for measuring effectiveness; Developing a plan for improving effectiveness; 	<ul style="list-style-type: none"> Defining concrete and applicable measures for increasing effectiveness; Developed indicators for assessment of effectiveness of HEI and the overall system; 	<ul style="list-style-type: none"> Percentage of students who completed their studies on time; Number of graduated students per teacher; Percentage of graduated students; 	April 2015.	January 2017.	NCHE, HEI,
HE-CEI4	Defining cores of professions (body of obligatory items of knowledge and competencies)	<ul style="list-style-type: none"> Development of draft law and the adoption of relevant bylaws; Specifying instructions for developing cores of professions; Forming expert teams for developing cores of profession for all educational areas (connection with NQF actions); Amendment of standards for accreditation of study programmes; 	<ul style="list-style-type: none"> Established legal framework (the Law on Regulated Professions); Completed instructions for developing cores of professions; Formed expert teams for developing cores of profession for all educational areas; Defined cores of professions in educational fields; 	<ul style="list-style-type: none"> Number of educational fields with defined cores of professions; Number of study programmes with cores of professions applied; 	April 2015.	January 2019.	MESTD, NCHE, CONSU, CSAVE, VA, SCCI, SEA,
HE-CEI5	Improving student participation in raising quality of teaching process	<ul style="list-style-type: none"> Development of draft law and the adoption of relevant bylaws; Developing tools for the evaluation of teaching process; Training students for participation in evaluation of teaching process; Developing model for incorporation of evaluation by students into planning process; Analysis of student involvement in decision-making; 	<ul style="list-style-type: none"> Developed tools for evaluation of teaching process; Developed model for incorporation of student opinion into planning process; 	<ul style="list-style-type: none"> Number of tools for evaluation procedure for teaching process; Number of HEI which have incorporated evaluation results into decision-making procedure; Number of HEI in which students actively take part in decision-making; 	April 2015.	January 2017.	MESTD, NCHE, CCONSU, CCSAVE
HE-CEI6	Establishment of apprenticeship system	<ul style="list-style-type: none"> Developing apprenticeship model; Amendment of standards for accreditation; Developing model of cooperation between industry, public and other sectors with HEI; 	<ul style="list-style-type: none"> Defined number of ECT credits, outcomes and manner of marking apprenticeship; Improved skills and competences of students; Established cooperation between HEI, industry and other sectors; 	<ul style="list-style-type: none"> Number of study programmes incorporating apprenticeship/total number of study programmes; Number of HEI which have contracts on cooperation concerning apprenticeship; 	April 2015.	January 2018.	HEI, NCHE, CAQA, CONSU, CSAVE, CCONSU, CCSAVE

HE-CE17	Improving criteria and procedures for selection and advancement of teaching staff	<ul style="list-style-type: none"> ● Analysis of competences of teaching staff in HE; ● Adoption of relevant bylaws; ● Establishing a register of teachers; 	<ul style="list-style-type: none"> ● Established common selection procedure for teaching staff; ● Established common criteria for selection of teachers; ● Defined conditions for selection in different scientific-educational and art fields; ● Established procedure for the inclusion of teaches from diaspora and foreign teachers; 	<ul style="list-style-type: none"> ● Number of selected teachers and the quality of applicants; ● The pace at which teaching positions are filled; 	April 2015.	June 2015.	MESTD, CONSU, CSAVE, NCHE
HE-CE18	Development of support to teaching staff for teaching and scientific work	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Adoption of model for funding research; ● Analysis of mobility of teaching staff and proposal for the support for building mobility; 	<ul style="list-style-type: none"> ● Improved quality of education and university excellence; ● Applied new model for funding of researchers; ● Developed support for teacher mobility at HEI; 	<ul style="list-style-type: none"> ● Proportion of teachers actively involved in research in relation to the total number of teachers; ● Amount of funding per teacher; ● Average value of a funded project per teacher; ● Participation of teachers in mobility; ● Number of expert projects in relation to the overall number of projects in HEI; 	February 2015.	January 2018.	MESTD, NCHE, CONSU, CSAVE, HEI, CAQA
HE-CE19	Adjustment of the number of teachers needed by fields	<ul style="list-style-type: none"> ● Analysis of the number of teachers needed by fields; ● Establishing practice for the adoption of strategies and action plans for independent HEI on the basis of realistic situation and needs; ● Developing model for the inclusion of teachers in part-time employment at HEI; ● Adoption of additional standards for accreditation; 	<ul style="list-style-type: none"> ● Raising quality of teaching through work in smaller groups; ● Attaining European average in terms of the proportion of the number of teachers to the number of students in individual fields; ● Harmonized act on funding and standards of accreditation; 	<ul style="list-style-type: none"> ● Number of teachers in relation to number of students (defined for every educational field); ● Proportion between the number of teachers and the number of students at HEI; ● Proportion of teachers in part-time employment to the overall number of teachers; 	February 2015.	January 2018.	HEI, NCHE, CONSU, CSAVE, CAQA
HE-CE20	Introduction of intersector engagement of teachers	<ul style="list-style-type: none"> ● Development of model for intersector engagement of teachers; ● Development of draft law and the adoption of relevant bylaws; ● Development of model contracts on cooperation between HEI and SRO or other organizations and institutions; 	<ul style="list-style-type: none"> ● Improved quality of teaching at HEI; ● Eminent experts from institutes, industry, public and other sectors have been involved into the teaching process at HEI; 	<ul style="list-style-type: none"> ● Number of study programmes at which experts outside HEI are engaged; ● Dynamics of teacher exchange trends; 	April 2015.	June 2017.	MESTD, NCHE, CONSU, CSAVE, HEI
HE-CE21	Promotion of implementation of the “student in the centre of learning”	<ul style="list-style-type: none"> ● Joining seminars for students and teachers in the country and abroad ● Adoption of additional standards for accreditation and self-evaluation; ● Analysis of pedagogical component of 	<ul style="list-style-type: none"> ● Accepted principles of the concept: flexible pathways based on outcomes of learning, interactive learning, active student participation etc.; ● Established training for acquiring DME 	<ul style="list-style-type: none"> ● Number of students covered by seminars; ● Number of teachers included in seminars; ● Number of programmes for 	April 2015.	January 2020.	CONSU, HERET, CSAVE, SCONSU, SCSAVE,

	concept	teaching staff; <ul style="list-style-type: none"> Developing programme for the acquisition of didactic, methodological and educational (DME) competencies of teaching staff; 	competences; <ul style="list-style-type: none"> Introduced new methods in teaching process; 	acquiring DME; <ul style="list-style-type: none"> Percentage of students covered by career counselling and guidance; 			HEI
HE-CE22	Aligning learning outcomes and student workload (ECTS)	<ul style="list-style-type: none"> Developing instruments for monitoring of student workload; Developing training programme - Connection between learning outcomes and student workload; Incorporation of qualification standards (link with NQF) into development of study programmes 	<ul style="list-style-type: none"> Redefined study programmes; Harmonized learning outcomes, student workload and marking methods; Developed instruments for monitoring of student workload; 	<ul style="list-style-type: none"> Number of study programmes which have learning outcomes harmonized with student workload and acquired competences; 	April 2015.	December 2020.	NCHE, HEI, CAQA, CONSU, CSAVE, CCONSU, CCSAVE, HERET
HE-CE23	Improvements in implementation of new methods of learning, information technologies and e-learning	<ul style="list-style-type: none"> Developing model for the application of new learning models; Establishing the system for the application of information technologies in HE; Establishing standards for monitoring of e-learning; Analysis of the current situation and needs for the application of software in teaching; 	<ul style="list-style-type: none"> Support for the procurement of hardware and software; Developed methods for e-learning; Established standards for e-learning including sitting for examinations; 	<ul style="list-style-type: none"> Share of software tools in the realisation of study programmes; Number of students involved in distance learning relative to the total number of students in the same field; 	April 2015.	December 2020.	MESTD, NCHE, CAQA, CONSU, CSAVE, HEI
HE-CE24	Promotion of cooperation with employers and businesses	<ul style="list-style-type: none"> Defining and developing model for involvement of employers in the establishment and development of study programmes; Establishing sector councils; 	<ul style="list-style-type: none"> Developed model for involvement of employers (Employers' Council); Reformed study programmes; Defined rules, forms, mechanisms and procedures for improved cooperation; 	<ul style="list-style-type: none"> Number of HEI which have formed employers' council; Number of study programmes developed or reformed; Share of students who gained employment (one, two or three years) after graduation; Part of income generated through cooperation 	April 2015.	January 2018.	MESTD, NCHE, CONSU, CSAVE, HEI, SCCI, UNPO, HEI, ME
HE-CE25	Advancement of research component of higher education	<ul style="list-style-type: none"> Harmonization of the Strategy for Scientific-technological Development and the Strategy for Educational Development; Development of draft law and the adoption of relevant bylaws; Defining indicators for monitoring scientific engagement by HEI; Adoption of additional standards for accreditation; Harmonization of funding for teaching and scientific activities at HEI; 	<ul style="list-style-type: none"> Defined indicators for measuring scientific excellence of HEI; ; Rise in the number of researchers; Expanded and improved system for the assessment of research work; Advanced research concerning final papers or projects by students; 	<ul style="list-style-type: none"> Number of study programmes which have research component; Share of teachers involved in research; Amount of funding for research per teacher; Percentage of GDP invested into research and development; Number of publications per teacher; Number of citations per teacher; 	April 2015.	December 2020.	MESTD, NCHE, CAQA, HEI, SRO

HE-CE26	Strengthening potential for innovation and increasing innovative outcomes	<ul style="list-style-type: none"> ● Development of a draft law in the area of higher education, science and research as well as the area of innovation, followed by the adoption of appropriate bylaws; ● Development of a road map for research infrastructure; ● Developing support for HEI for participation in HORIZON 2020. ● Established events for the promotion of science and innovation; 	<ul style="list-style-type: none"> ● Formed innovation centres, business incubators, centres for the development and transfer of technology; ● Adopted Strategic Research and Innovation Agenda 2020; ● Adopted long-term policy for research and innovation under action: HORIZON 2020; ● Realized mobility of researchers between the research and innovation systems; ● Improved skills for innovation; ● Holding events for the promotion of science and innovation; 	<ul style="list-style-type: none"> ● Implemented Strategy for Scientific and Technological Development of the Republic of Serbia; ● Number of innovative companies formed by associates or students at HEI; ● Number and impact of instances of successful cooperation with industry on innovation; ● Number of registered/accepted/applied patents; ● Number of new technological solutions and new products; 	April 2015.	December 2020.	MESTD, OM, MF, NCSTD, NCHE
HE-CE27	Strengthening the entrepreneurial component of higher education	<ul style="list-style-type: none"> ● Adoption of amended standards for accreditation; ● Establishing Fund for the Promotion of High Technological Entrepreneurship; ● Developing model for the introduction of entrepreneurial component into HE; 	<ul style="list-style-type: none"> ● Introduced entrepreneurial modules or content into study programmes, altered standards for accreditation of study programmes; ● Established Fund for the Promotion of High Technological Entrepreneurship; ● Formed business incubators, small companies etc; ● Increased (self) employment; ● Increased interest in studies leading to faster employment; 	<ul style="list-style-type: none"> ● Share of study programmes with modules or content relating to entrepreneurship; ● Number of companies formed by associates or students at HEI; ● Share of students who realized self-employment in relation to the number of students gaining employment (one, two or three years) after graduation; 	April 2015.	December 2020.	MESTD, ME, NCHE, CONSU, CSAVE, HEI
HE-CE28	Promotion of international accessibility of the higher education system	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis of Communique and conference of ministers in charge of higher education and other EU documents ● Adoption of Mobility Strategy; 	<ul style="list-style-type: none"> ● Higher education harmonized with reforms and trends in EHEA and ERA; ● Improved compatibility of the national system with EU systems; ● Membership in working and coordination bodies in EU institutions; ● Adopted Mobility Strategy; 	<ul style="list-style-type: none"> ● Extent of participation in international organisations and committees; ● Assessment on the basis of the National Ministerial Conference Report; ● Reports from international conference; 	April 2015.	December 2020.	MESTD, NCHE, NCSTD
HE-CE29	Established international mobility of teachers, students and researchers	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Adoption of Mobility Strategy; ● Analysis and application of laws and bylaws concerning the stay of foreign nationals; ● Preparation for participation in “Erasmus for all” and other actions; 	<ul style="list-style-type: none"> ● Adopted Mobility Strategy; ● Eliminated administrative and other obstacles to mobility; ● Established equivalent system of indicators for mobility as in the EU; ● Developed mechanisms for financial support to mobility; ● Developed measures for balanced 	<ul style="list-style-type: none"> ● Percentage of teachers who achieved mobility; ● Percentage of students by study cycles who achieved mobility; ● Number of foreign teachers; ● Number of foreign students; ● Number of scholarships, approved credits and funded study 	February 2015.	January 2020.	MESTD, NCHE, NCSTD, CONSU, CSAVE, HEI

		<ul style="list-style-type: none"> ● Developing model for the application of regulations concerning health care; ● Establishment of a model for the use of student standard facilities, public transportation and food allowance on the part of foreign students; ● Developing support for the preparation of Strategy for Development of HEI - Mobility Programme; ● Forming consultative bodies for supporting mobility; 	<p>mobility (brain gain: brain drain);</p> <ul style="list-style-type: none"> ● Establishing an office for support and monitoring of student mobility; ● Increasing student mobility; 	<p>stays under mobility;</p> <ul style="list-style-type: none"> ● Percentage of student who during studies acquired mobility of at least 15 ECT; ● share of students from the surroundings/total number of students; ● share of students who completed their studies under organized mobility schemes; 			
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VOCATIONAL EDUCATION

IM	Activity title	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
HE-VS01	Reform of organizational structures of vocational education institutions	<ul style="list-style-type: none"> • Development of draft law and the adoption of relevant bylaws; • Adoption of amended standards for accreditation; • Developing model for integration of vocational advanced schools; • Establishment of a) structural, b) functional and c) management integration 	<ul style="list-style-type: none"> • Defined and applied models for integration of advanced schools of vocational studies into academies of vocational studies based on principles of disciplinary or regional association; • Achieved a) structural, b) functional and c) management integration; 	<ul style="list-style-type: none"> • Number of established academies of vocational education; 	March 2015.	December 2019.	MESTD, NCHE, CSAVE
HE-VS02	Strengthening the role of Conference of Academies of Vocational Education	<ul style="list-style-type: none"> • Adoption of relevant bylaws; • Determining jurisdiction and development of the manner of operation of CSAVE; 	<ul style="list-style-type: none"> • Redefining jurisdiction of conferences of academies of vocational education; • Rules, criteria for the selection and training of teachers, student enrolment policies and similar, incorporated into the framework for the operation of conferences of vocational education; 	<ul style="list-style-type: none"> • New statute of CSAVE 	February 2015.	June 2016.	CSAVE, CCSAVE
HE-VS03	Introduction of research in vocational education	<ul style="list-style-type: none"> • Development of draft law and the adoption of relevant bylaws; • Developing model for Introduction of research in vocational education; • Defining and adopting standards for accreditation of master vocational studies; 	<ul style="list-style-type: none"> • Established applied and developmental research at academies of vocational studies; • Introduced master vocational studies; • Improved skills for innovation; 	<ul style="list-style-type: none"> • Number of accredited academies of vocational education carrying out applied research; • Number of accredited vocational master study programmes; 	February 2015.	December 2017.	MESTD, AVS, NCHE, NCSTD, CSAVE
HE-VS04	Adjustment of enrollment policy in the field of vocational education	<ul style="list-style-type: none"> • Development of draft law and the adoption of relevant bylaws; • Analysis of the labour market needs; • Proposal of measures for the introduction of admittance policy in accordance with the needs; 	<ul style="list-style-type: none"> • At least 30% of the overall number of students who entered higher education enrolled in vocational studies; • Accomplished coordination in the planning of the number of secondary education students in relation to the number of students in higher vocational education; 	<ul style="list-style-type: none"> • Percentage of students who completed their studies on time; • Percentage of students who gained employment in the profession within three years of graduation; • Average duration of studying. 	February 2015.	June 2018.	MESTD, NCHE, CSAVE, SCCI, NES

HE-VS05	Improvement of expected outcomes of vocational education	<ul style="list-style-type: none"> ● Adoption of amendments to rulebooks for accreditation of study programmes for vocational studies; ● Development of standard of qualification; ● Defining equivalence with previous qualification; ● Establishing apprenticeship model; 	<ul style="list-style-type: none"> ● Defined learning outcomes, skills and competences gained at vocational studies; ● Reformed study programmes; ● Introduced apprenticeship as a compulsory part of study programmes at vocational studies; ● Primary orientation of vocational studies towards acquisition of practical knowledge and skill; ● Developing innovative skills; 	<ul style="list-style-type: none"> ● Percentage of reformed study programmes; ● Percentage of students who gained employment in the profession (one, two or three three years) after graduation; 	February 2015.	January 2018.	CSAVE, NCHE, HEI, Relevant chambers
HE-VS06	Promotion of competences of teaching staff of vocational education	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Adoption of criteria and procedures for awarding teaching staff titles; ● Developing register of teachers; ● Defining models for teacher mobility; 	<ul style="list-style-type: none"> ● Reformed system of teaching titles in vocational education; ● Defined uniform rules for the selection and advancement of teachers in vocational education; ● Intersector teacher mobility; 	<ul style="list-style-type: none"> ● Extent of effective application of regulations for the selection and advancement of teachers in vocational education; ● Proportion of teachers transferring from industry and business in relation to the total number of teachers; 	February 2015.	December 2018	MESTD, NCHE, CSAVE, HEI
HE-VS07	Strengthening the cooperation of HEI in the field of vocational education with businesses	<ul style="list-style-type: none"> ● Development of draft regulative for the involvement of employers and experts; ● Establishment and specification of the operation of Employers' Council; 	<ul style="list-style-type: none"> ● Established bodies at HEI level (Employer's Council); ● Reformed study programmes; ● Engagement of eminent experts from industry in various forms of teaching; ● Use of economy infrastructure, technological and other resources in vocational education; ● Defined rules, forms, mechanisms and procedures for improved cooperation; 	<ul style="list-style-type: none"> ● Number of HEI which have employers' councils in place; ● Number of study programmes developed or reformed; ● Part of income generated through cooperation 	February 2015.	December 2020.	MESTD, NCHE, CSAVE, HEI, SCCI, SEA

ACADEMIC STUDIES (UNDERGRADUATE AND MASTER)

IM	Activity title	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
HE-AS01	Modernization of study programmes in accordance with the needs of the labour market and with the degree of scientific and technological development achieved worldwide	<ul style="list-style-type: none"> ● Improvement of accreditation standards; ● Developing study programmes curricula; ● Improving subject programmes; 	<ul style="list-style-type: none"> ● Quality subject content, in line with the labour market needs; ● More effective studying. ● Contemporary education methods; 	<ul style="list-style-type: none"> ● Pace at which students adapt to the requirements of employment; ● Employers' satisfaction; ● Number of studies on quality of study programmes; 	February 2015.	December 2020.	HEI, NCHE, CAQA, PU
HE-AS02	Redefining key competences for undergraduate academic studies (UAS)	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis of required competences; ● Defining key competences; 	<ul style="list-style-type: none"> ● Clear division between undergraduate academic studies (UAS) and undergraduate vocational studies (UVS); ● Optimal proportion between theory and practical knowledge and preparedness for work; ● Ability to solve problems and self-learning; 	<ul style="list-style-type: none"> ● Monitoring adaptability of graduated students to the requirements of workplace; ● Percentage of undergraduate study programmes with defined key competences; 	February 2015.	June 2015.	MESTD, NCHE, CAQA, HEI
HE-AS03	Redefining key competences for master academic studies (MAS)	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis of required competences; ● Defining key competences; 	<ul style="list-style-type: none"> ● Clear division between master academic studies (MAS) and master vocational studies (MVS); ● Improved preparedness for further study - at doctoral studies; 	<ul style="list-style-type: none"> ● Number of reformed master studies; ● Percentage of master study programmes with defined key competences; 	February 2015.	June 2015.	MESTD, NCHE, CAQA, HEI
HE-AS04	Encouraging the development and offer of study programmes of high quality	<ul style="list-style-type: none"> ● Defining criteria for recognition of quality programmes; ● Analysis of various models for certification of programmes; ● Adoption of a Rulebook on award of certificates/the award "Excellent Study Programme"; 	<ul style="list-style-type: none"> ● Offering more attractive study programme of better quality; ● Improving quality of studies; ● Established quality certificate; 	<ul style="list-style-type: none"> ● Number of indicators specified for the assessment of quality of study programmes; ● Number of programmes with certificate; 	January 2016.	January 2017.	MESTD, NCHE

HE-AS05	Introduction of ranking of study programmes	<ul style="list-style-type: none"> Defining a set of indicators for ranking; Analysis of various models for programme ranking (on the basis of opinion of employers and on the basis of assessment of student's knowledge); Systemic involvement of employers into the procedure of assessment and ranking; Adoption of a Rulebook on Ranking of Study Programmes; 	<ul style="list-style-type: none"> Defined rules and established system for ranking study programmes; Introduced bi-annual polling of employers; Developed methodology and prepared knowledge tests; Defined manner of preparation and execution of testing at all study programmes; 	<ul style="list-style-type: none"> Number of areas in which ranking procedure is applied; Number of employers involved in ranking study programmes; Number of areas in which testing is carried out; 	January 2017.	January 2020.	MESTD, NCHE, SCCI, IQE
HE-AS06	Advancement of teaching methodology and technology	<ul style="list-style-type: none"> Establishment of a national body for the development of higher education quality; Developing recommendations for the application of technologies in teaching; Developing teacher training programmes; 	<ul style="list-style-type: none"> Established body (institution) which prepares recommendations and documents for HEI, aimed at improving quality in higher education; Introduced compulsory continuous education for teachers in HE; 	<ul style="list-style-type: none"> Number of programmes aimed at improving teachers' competences; Number of teachers included in training; Investigation of the quality of teaching; 	February 2015.	January 2019.	MESTD, HEI
HE-AS07	Preparation courses for freshmen	<ul style="list-style-type: none"> Analysis of the needs for preparatory courses by areas; Developing programmes for preparatory courses; Developing e-learning courses in accordance with preparatory programmes; Holding preparatory courses for freshmen; 	<ul style="list-style-type: none"> Every HEI has for each study programme: <ul style="list-style-type: none"> a) developed preparatory courses; b) offers e-learning preparatory courses in line with adopted programmes and/or offers traditional preparatory courses; Reduced drop-out in HE; Increased effectiveness of studying; 	<ul style="list-style-type: none"> Number of analysed study programmes; Number of HEI and study programmes for which preparatory courses are held; Number of preparatory courses developed; Percentage of drop-out in the first year of study; 	February 2015.	January 2019.	HEI
HE-AS08	Developing interests of potential students for studying at UAS	<ul style="list-style-type: none"> Development of draft law and the adoption of relevant bylaws; Developing model for funding (support) for studies in certain fields; Bringing secondary and higher education in line; 	<ul style="list-style-type: none"> Structure of secondary school students harmonized with admission practices for higher education, that is, higher number of students in grammar schools. More equal opportunity through elimination of financial obstacles to potential students from financially disadvantaged backgrounds for entry into higher education; High school graduates with better, more appropriate education; 	<ul style="list-style-type: none"> Percentage of students in UAS in relation to the overall number; Bringing secondary and higher education in line; 	February 2015.	January 2018.	MESTD

HE-AS09	Introduction of possibility to apply modules at master studies	<ul style="list-style-type: none"> • Development of draft law and the adoption of relevant bylaws; • Developing model for modules at master studies; 	<ul style="list-style-type: none"> • Master studies adapted to the needs of students and employers; • Increased relevance and effectiveness of study; • Developed models for modules at master studies; 	<ul style="list-style-type: none"> • Number of modules by length and fields; • Reports on missing competences of students at master studies; 	February 2015.	January 2018.	MESTD, NCHE, CAQA, HEI
HE-AS10	Introduction of short programmes (short cycle)	<ul style="list-style-type: none"> • Development of draft law and the adoption of relevant bylaws; • Developing of short cycle models; • Analysis of the need for short cycles; 	<ul style="list-style-type: none"> • Defined standards for accreditation of short cycles; • Defined document awarded to the student at completion in accordance with NQF; • Shaping knowledge, skills and competences of students unable to complete UAS; • Increased opportunity for continuous education of those in employment; 	<ul style="list-style-type: none"> • Number of short cycles developed; • Interest by individuals in employment in short cycles; • Interest by employers in short cycles; 	October 2015.	December 2020.	MESTD, NCHE, CAQA, HEI
HE-AS11	Organization of studies in the field of arts	<ul style="list-style-type: none"> • Development of draft law, harmonization and the adoption of relevant bylaws; • Improvement of accreditation standards; 	<ul style="list-style-type: none"> • New standards for accreditation of study programmes in arts; • List of professions and qualifications adapted to the real needs of society; • Better conditions for study in the field of art; • Better alignment of secondary education in arts and higher education; • Improved employability of art graduates in preschool and primary education; 	<ul style="list-style-type: none"> • Percentage of graduated students of art who gain employment; • Work conditions of HEI in the field of art; • Mobility of art students; 	January 2016.	January 2019.	MESTD, NCHE, CAQA, HEI

DOCTORAL ACADEMIC STUDIES

IM	Activity title	Instruments for the implementation of action	Outcome - result of action	Progress indicators	Starts	Ends	Responsible agencies and partners
HE-DAS01	Inclusion of doctoral students in scientific and research projects	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Improvement of accreditation standards for doctoral studies; ● Developing continuous training programmes for teaching staff and researchers and participation in international projects; ● Evaluation and redefining priority fields; 	<ul style="list-style-type: none"> ● Defined and applied concrete measures for participation of students in research projects; ● Measures adopted as compulsory for application; ● Admittance policy aligned with priorities; ● Improved international cooperation through doctoral studies; ● Until 2020. at least 10% graduates from master studies enrolled in doctoral studies; 	<ul style="list-style-type: none"> ● Number of laws and bylaws adopted; ● Number of national and international projects in HEI; ● Percentage of students going on to doctoral studies; ● Average number of doctoral students in relation to the overall number of researchers on projects; ● Number of doctoral students on the budget; ● Percentage of new doctors of science who found employment within three years from graduation; 	June 2015.	January 2019.	MESTD, CONSU, NCHE, NCSTD, AI
HE-DAS02	Strengthening research capacities and excellence	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Improvement of the rulebook on accreditation of SRO; ● Improvement of accreditation standards for doctoral studies; ● Development of a road map for research infrastructure; ● Adopted Strategic Research and Innovation Agenda 2015-2020; ● Adoption of the Western Balkans Regional Strategy on Research and Development for Innovation; ● Application of the Danube Regional Strategy of the learning community; 	<ul style="list-style-type: none"> ● Defined rules, forms, mechanisms and procedures for integration of research capacities; ● Reached critical mass of researchers in priority fields; ● Increased number of accredited centres of excellence in priority fields; ● Defined concrete and applicable measures for improving scientific excellence; ● Rise in the number of researchers; ● Improved position of national universities in rank lists; 	<ul style="list-style-type: none"> ● Percentage of GDP invested into research and development; ● Share of researchers in the total number of the employed; ● Number of doctors of science per million inhabitants; ● Number of common study programmes of doctoral studies; ● Number and quality of published work; ● Number of registered/accepted/applied patents; ● Number of new technological solutions and new products; ● Number of multidisciplinary and interdisciplinary study programmes; ● International rank of university; 	February 2015.	December 2020.	MESTD, CONSU, NCHE, NCSTD, AI

HE-DAS03	Establishing cooperation with commercial, business and public sectors	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Implementation of the Strategy for Scientific and Technological Development of the Republic of Serbia; ● Adopted Strategic Research and Innovation Agenda 2015-2020; ● Establishment of research and development clusters; ● Developing model of cooperation with the economy in accordance with operative activities of the National Technology Platform of the Republic of Serbia; 	<ul style="list-style-type: none"> ● Defined rules, forms, mechanisms and procedures for improved cooperation; ● Doctoral students involved in research concerning development of new technologies; ● Established research capacities in industry; ● Increased number of doctors in industry and business sectors; ● Intersector mobility of teachers and researchers; 	<ul style="list-style-type: none"> ● Share of researchers in the total number of the employed in industry and business; ● Share of publications realized through cooperation in relation to the total number of publications; ● Number of registered/accepted/applied patents; ● Number of new technological and innovative solutions, as well as new products; ● Share of enterprises which introduced technological innovation; ● Percentage of new doctors of science who found employment in the academia; 	March 2015.	January 2018.	MESTD, OM, SCCI, CONSU
HE-DAS04	Improving quality assurance in doctoral studies	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Establishment and advancement of Rules, Procedures and Marking Mechanisms for Doctoral Dissertations; ● Establishment of a repository of doctoral dissertations (publicly available doctoral dissertations, mentor lists and other relevant data); ● Establishment of the basis of our scientist working abroad; ● Development of quality assurance indicators in higher education; ● Establishment of the Code of Ethics; 	<ul style="list-style-type: none"> ● Reformed electoral system and introduced uniform rules for the selection of teachers and mentors; ● Establishment of a uniform set of procedures and marking mechanisms for doctoral dissertations to be used by independent experts in the field; ● Reformed study programmes with research orientation; ● Defined concrete and applicable measures for improving effectiveness: by 2020. at least 60% of students complete studies on time; ● Research findings are made publicly available for every dissertation defended; ● Expanded and improved system for the assessment of research work; ● Established repository of doctoral dissertations; 	<ul style="list-style-type: none"> ● Number of doctoral dissertations and HEI available in the repository; ● Number of publications per teacher; ● Number of patents per teacher; ● Index of citations; ● Number and quality of national and international research projects; ● Number of international publications per million inhabitants; ● Number of patents per million inhabitants; ● Classified or ranked doctoral study programmes (faculties and universities); 	February 2015.	January 2016.	MESTD, NCHE, NCSTD, CONSU, CAQA
HE-DAS05	Development and organisation of “doctoral academic schools”	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis of the contract on strategic partnership between: a) national universities, and b) national and foreign universities; ● Developing model for the 	<ul style="list-style-type: none"> ● Formed doctoral schools achieving critical mass of researchers in each field; ● Formed doctoral schools in fields of interest for the preservation of national and cultural identity; 	<ul style="list-style-type: none"> ● Established “doctoral schools”; ● Number of foreign institutions and experts involved in doctoral schools; ● Number of existing and reformed study programmes “doctoral schools”; ● Proportion of foreign students in 	February 2015.	January 2020.	MESTD, CONSU, UN, NCHE, NCSTD, CAQA

		<p>establishment and operation of doctoral schools;</p> <ul style="list-style-type: none"> ● Establishment of the basis of our scientist working abroad; ● Adopted Strategic Research and Innovation Agenda 2015-2020; ● Application of the Western Balkans Regional Strategy on Research and Development for Innovation; ● Application of the Danube Regional Strategy of the learning community; 		<p>“doctoral schools”;</p> <ul style="list-style-type: none"> ● Percentage of teachers and mentors from diaspora involved in “doctoral schools”; 			
HE-DAS06	Promotion of doctoral academic studies in the field of arts	<ul style="list-style-type: none"> ● Improvement of accreditation standards for doctoral studies; ● Analysis and application of quality indicators in the field of art; 	<ul style="list-style-type: none"> ● Defined research and art components in doctoral studies; ● Established quality standards for doctorates in art; ● Doctoral studies in arts aligned with the requirements of cultural and artistic development; 	<ul style="list-style-type: none"> ● Percentage of doctoral students who gained employment in the profession within three years of graduation; ● Percentage of doctoral students in relation to the number of master students; ● Percentage of doctors in relation to the number of employees in cultural institutions; 	February 2015.	June 2017.	MESTD, MCI, CONSU, HEI, NCHE, NCSTD, CAQA
HE-DAS07	Introduction of post doctoral training	<ul style="list-style-type: none"> ● Development of draft law and the adoption of relevant bylaws; ● Analysis of possibility for post doctoral training in certain fields; 	<ul style="list-style-type: none"> ● Improved competences of researchers oriented towards teaching positions in HE; ● Reformed system of academic titles; ● Facilitated participation of young researchers in teaching; ● Post doctoral training directly linked to performance at doctoral studies; 	<ul style="list-style-type: none"> ● Percentage of new doctors of science who went on to post doctoral training; 	January 2016.	June 2019.	MESTD, CONSU, UN, NCHE, NCSTD, CAQA

TEACHER TRAINING

IM	Action	Implementing instruments	Outcome – results	Progress indicators	Starts	Ends	Responsible agencies and partners
PE-TT01	Development of study programmes for initial teacher training	<ul style="list-style-type: none"> ● Analysis of initial teacher training; ● Defining accreditation standards for teacher training programmes; ● Defining models of initial teacher training; ● Harmonisation of laws and bylaws; 	<ul style="list-style-type: none"> ● New models of initial teacher training programmes; ● Study-field specific teacher training introduced as integrated studies carrying 300 ECTS; ● Regulated basic university environment for teacher training; 	<ul style="list-style-type: none"> ● Adopted/amended laws and bylaws; ● Number of accredited teacher training study programmes; 	February 2015	December 2020	MESTD, NEC, NCHE
PE-TT02	Developing a part of information system necessary to improve the quality of teacher training	<ul style="list-style-type: none"> ● Establishing a register of teachers at all levels of education; 	<ul style="list-style-type: none"> ● Rationalisation of teacher training system and improved decision making; ● Harmonised teacher supply with teacher demand; 	<ul style="list-style-type: none"> ● Reports on the number and quality of teacher training; 	February 2015	June 2016	MESTD, HEI, NEC, CAQA
PE-TT03	Analysis and reorganisation of the system of professional teacher support	<ul style="list-style-type: none"> ● Analysis of professional teacher support supply and demand ● Harmonisation of laws and bylaws; 	<ul style="list-style-type: none"> ● Establishment of a teacher support system (adviser/professional assistant); 	<ul style="list-style-type: none"> ● Reorganisation of the MSTD's inspectorate; ● List of advisers/professional assistants ● Analyses of teacher development programmes; ● Number of new teacher development programmes; 	February 2015	December 2016	MESTD, IQE, IEQE, NEC, NCHE
PE-TT04	Improving teacher development system	<ul style="list-style-type: none"> ● Establishing teacher development system; ● Establishing sustainable models of funding for continuous teacher development; ● Introducing teacher training focusing on the application of teaching methods helping to develop students' key 	<ul style="list-style-type: none"> ● Improved teacher competences; ● Improved quality of teaching; ● Improved teacher development system; 	<ul style="list-style-type: none"> ● Number (%) of teachers who publish papers on good practices; ● Number of teachers with over 20 hours of professional development a year; ● Number of teachers participating in international exchange programmes and e-platforms; ● Number and quality of professional development 	February 2015	May 2020	MESTD, IQE, IEQE

		<p>competences;</p> <ul style="list-style-type: none"> ● Producing analyses of the effects of professional development; ● Improving accreditation criteria for professional development programmes based on teaching effects; 		programmes;			
PE-TT05	Elaborating all the components of continuous teacher development and advancement	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; ● Establishment of a fair, performance-based system of teacher evaluation; ● Establishment of sustainable funding models for teacher advancement; ● Produce analyses of the effects of teacher advancement; ● Revised criteria for acquiring teacher titles to provide continued quality of teachers' work (possibility of losing the title); 	<ul style="list-style-type: none"> ● Yielding better teachers by reinforcing teachers' motivation for professional development; ● A more efficient teacher advancement system providing better quality of teaching; 	<ul style="list-style-type: none"> ● Harmonised teacher development and teacher advancement components; ● Number of defined indicators of teacher quality; ● Database of teachers with titles; ● % of teachers who have advanced to specific titles; 	February 2015	December 2017	MESTD, IQE, NEC
PE-TT06	Vocational methodology research in all teaching disciplines that teachers are trained in	<ul style="list-style-type: none"> ● Developing a model centre for advancing teacher training at universities; ● Defining national priorities in vocational methodology research; 	<ul style="list-style-type: none"> ● Identification of factors determining the quality of teaching/learning processes in order to improve them; 	<ul style="list-style-type: none"> ● Number of established centres at universities and progress reports; ● Number of projects carried out through those centres; 	October 2015	June 2017	NCHE, HEI, SRO
PE-TT07	Acquisition of initial didactic, methodological and educational (DME) competences of teachers in higher education	<ul style="list-style-type: none"> ● Adoption of bylaws; ● Establishment of university centres tasked with improving teaching/learning processes and teacher development; ● Development of (training) programmes for teachers' acquisition of DME competences in HE and for changing the 'student in the 	<ul style="list-style-type: none"> ● Defined DME competences of teachers in HE; ● Improved educational competences of teachers in higher education in all forms of instruction; ● Better teaching in HEI; ● Defined uniform rules for the selection and advancement of teachers in vocational education; 	<ul style="list-style-type: none"> ● Number of universities (public and private) that have established centres tasked with improving teaching/learning processes, either autonomously or jointly; ● % of teachers who have acquired DME competences; ● Feedback on teachers' performance received from students and HEI bodies; 	February 2015	January 2019	MESTD, CONSU, HERET, CSAVE, SCONSU, SCSAVE, NCHE, HEI, CAQA

		<ul style="list-style-type: none"> ● centre of learning concept; ● Improvement of HEI accreditation standards; ● Getting teachers and students involved in the seminars abroad and in the country to raise the quality of teaching process; 		<ul style="list-style-type: none"> ● Number of teachers included in seminars or programmes; ● Consistent application of self-assessment standards in the assessment of this concept; 			
PE-TT08	Training teachers for application of new learning methods, IT and e-learning, in instruction	<ul style="list-style-type: none"> ● Adoption of bylaws; ● EU Digital Agenda; ● Draft recommendation on application of modern methods and technologies in teaching; ● Developed teacher training courses and certificates; 	<ul style="list-style-type: none"> ● Assistance for the procurement of hardware and software; ● Redefining the share of e-students and how exams are taken; ● Application of modern methods and technologies in teaching; ● Better teaching in HEI; ● Increased studying efficiency; 	<ul style="list-style-type: none"> ● Number of students involved in distance learning relative to the total number of students in the same field; ● Share of software tools in the realisation of study programmes; ● Defined new indicators of the quality of teaching; 	February 2015	January 2020	MESTD, NCHE, CAQA, CONSU, CSAVE, MESTD, NCHE
PE-TT09	Improving the criteria and procedures for the selection and advancement of teaching staff in higher academic and vocational education	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; ● Adoption and application of a rulebook on the criteria and procedures for awarding teacher titles; 	<ul style="list-style-type: none"> ● Uniform basic criteria for the selection of teachers at the national level; ● Defined selection requirements in different fields of science, education and art; ● Mandatory operationally defined evaluation of educational work when selecting and advancing teachers; ● By 2020 all teachers should have a teacher training certificate; ● Continuous teacher training; ● Improved system of students' evaluation of teachers and teaching; 	<ul style="list-style-type: none"> ● Level of adoption of the criteria in the HEI statutes; ● Level of consistency in the application of criteria; ● The pace of filling teaching vacancies; 	February 2015	October 2016	MESTD, CONSU, CSAVE, NCHE, SCONSU, SCSAVE
PE-TT10	Setting up a database of all the doctoral theses and all reports for the appointment and reappointment of teachers in HEI	<ul style="list-style-type: none"> ● Adoption of bylaws; ● Information system established in HE; ● Established repository of doctoral theses; 	<ul style="list-style-type: none"> ● Making a part of the unified information system available to the public; ● Conditions created for mentoring evaluation down to the level of individuals, and a more responsible attitude of university teachers towards their mentoring obligations; ● Full visibility, availability and potential usability of theses; ● Availability of reports for teacher selection; 	<ul style="list-style-type: none"> ● Number of HEI that submit data; ● Reports on data availability; ● Increased number of entries by university; 	February 2015	December 2020	MESTD, CONSU, HEI

PE-TT11	Development of adult education teacher training programmes, including assistant teachers, instructors, facilitators, trainers	<ul style="list-style-type: none"> ● Drafting laws and adopting bylaws; 	<ul style="list-style-type: none"> ● Improved quality of adult education and learning; 	<ul style="list-style-type: none"> ● Number of accredited adult education teacher training programmes; ● Number of teachers who have completed accredited programmes; 	February 2015	January 2020	MESTD, IQE
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ADULT EDUCATION

IM	Action	Implementing instruments	Outcome – results	Progress indicators	Starts	Ends	Responsible agencies and partners
PE-AE01	Establishment of a network of publicly recognised organisers of adult education (PROAE)	<ul style="list-style-type: none"> ● Adoption of a rulebook on detailed requirements concerning the premises, equipment and staff of publicly recognised organisers of adult education where qualifications and competences can be obtained or where prior learning is being recognised, including learning requirements for persons with disabilities; ● Setting up a register of publicly recognised organisers of adult education; ● Adoption of a bylaw on career guidance and counseling; ● Career advisors and career guides training at PROAE; 	<ul style="list-style-type: none"> ● Improved quality of work of AE institutions; ● PROAE network aligned with labour market needs and with the demographics; 	<ul style="list-style-type: none"> ● Number of registered PROAE training courses in formal education; ● Number of registered PROAE training courses in non-formal education; 	February 2015	December 2020	MESTD, NES, IQE, CASVE
PE-AE02	Improving the functionalisation of primary adult education	<ul style="list-style-type: none"> ● Rulebook on the organisation of vocational training within primary adult education, including the final exam; 	<ul style="list-style-type: none"> ● Established vocational training system with publicly recognised organisers of secondary vocational education aligned with the labour market needs; 	<ul style="list-style-type: none"> ● Number of adults who have completed primary education; ● Number of adults who have completed vocational training within primary adult education; 	February 2015	May2020	MESTD, IQE, SCCI, MLESP
PE-AE03	Developing education programmes and on-the-job training of adults (OJT);	<ul style="list-style-type: none"> ● Concept of on-the job acquisition of key professional competences; ● Rulebook on the on-the job acquisition of key professional competences including certification criteria and 	<ul style="list-style-type: none"> ● Improved links between labour and education; ● Improved labour force employability, flexibility and competitiveness; 	<ul style="list-style-type: none"> ● Number of employees who have acquired key professional competences by completing on-the-job training; ● Number of companies by area of operation involved in on-the-job training; 	October 2016	May2020	MESTD, IQE, CASVE, SCCI, SEA, MLESP

		requirements for teachers and instructors providing on-the-job teaching and training;					
PE-AE04	Introduction of short courses where necessary knowledge and skills can be acquired, with ECTS	<ul style="list-style-type: none"> ● Adoption of standards for accreditation of short cycles; ● Development of lifelong learning programmes in HEI; 	<ul style="list-style-type: none"> ● Increased supply of sought-after adult training courses in HEI; ● Increased number of organisations (HEI) offering training programmes; ● Possibility to recognise non-formal as formal education (ECTS); ● Programmes that are more in tune with the needs of employees and employers; ● Retraining programmes for the unemployed to improve their employability; ● Improved qualification structure of the employed and the unemployed; ● Increased self-employability of the unemployed; ● Better adjustment and improved qualifications of the employed; ● More pensioners with part-time jobs; 	<ul style="list-style-type: none"> ● Number of programmes where necessary knowledge and skills can be acquired, with ECTS; ● A possibility for adults to enrol in HE based on recognised ECTS; ● Number of trainees in some of the courses; 	February 2015	June 2016	MESTD, NCHE, CAQA, HEI
PE-AE05	Introduction of evaluation of all levels of institutions of formal and non-formal adult education;	<ul style="list-style-type: none"> ● Adoption of laws and bylaws; ● Production of accreditation standards for all levels of institutions of non-formal adult education; 	<ul style="list-style-type: none"> ● Improving the quality of all levels of institutions of formal and non-formal adult education; ● Adopted accreditation standards for all levels of institutions offering adult training; 	<ul style="list-style-type: none"> ● Number of programmes based on qualification standards; ● Number of accredited institutions of formal and non-formal adult education; 	October 2016	December 2020	MESTD, IEQE, CASVE

PE-AE06	Introduction of e-learning into adult education	<ul style="list-style-type: none"> • Number of trainees involved in e-training and distance learning; 	<ul style="list-style-type: none"> • Adoption of laws and bylaws; • Production of standards for the application of e-learning in the realisation of short courses; 	<ul style="list-style-type: none"> • Formal and non-formal adult education and training systems adjusted to adults' learning capacities and needs with quality assurance (on-line learning, tailor-made time-tables); • Better offer of e-courses based on adopted standards; 	February 2015	December 2020	MESTD, NCHE, CAQA, HEI
PE-AE07	Establishment of 'universities' for senior citizens	<ul style="list-style-type: none"> • Drafting laws and adopting by laws; • Development of programmes for senior citizens; 	<ul style="list-style-type: none"> • Improving the quality of life of senior citizens; 	<ul style="list-style-type: none"> • Number of pensioners included in the programmes; • Number of education institutions and programmes focusing on senior citizens; 	January 2016	December 2018	MESTD

EDUCATION FUNDING – Preschool, primary and secondary education (pre-university education – PU)

IM	Action	Implementing instruments	Outcome – results	Progress indicators	Starts	Ends	Responsible agencies and partners
EF-PU01	Adoption of the budget for projected financial frameworks at macro, meso and micro levels	<ul style="list-style-type: none"> ● Drafting the Serbian Law on budget for the next year; ● Drafting a memorandum on the Serbian budget (once in three years); 	<ul style="list-style-type: none"> ● Allocation (in %) for pre-university education in accordance with the Strategy; ● Macro level: Gradual increase of allocation for education in GDP, and increase in the absolute amount of funds; ● Meso level: Determining the ratio between investment in certain levels of education and total funds available to MESTD; ● Micro level: Defining budgetary allocation for preschool education; 	<ul style="list-style-type: none"> ● Timely adoption of the budget; ● Budgetary allocation consistent with the allocation plan; 	February 2015	December 2020	MESTD, MF
EF-PU02	Establishment of a comprehensive information system	<ul style="list-style-type: none"> ● MESTD decision and bylaw; 	<ul style="list-style-type: none"> ● Established information system focusing on the situation at the school, pre-school, local government, school management and national levels; 	<ul style="list-style-type: none"> ● Coverage and reliability of information; 	February 2015	October 2015	MESTD
EF-PU03	Improving professional and financial supervision	<ul style="list-style-type: none"> ● MESTD decision and bylaw; 	<ul style="list-style-type: none"> ● Good understanding of current situation and data; ● Corrected irregularities, both the existing ones and those expected in the new financing model; 	<ul style="list-style-type: none"> ● Improved functionality of the system; ● Number of performed supervisions; ● Publication of findings; 	February 2015	December 2020	MESTD
EF-PU04	Development of per capita funding model	<ul style="list-style-type: none"> ● Decision on the establishment of expert group responsible for the development of a new funding model and its application; ● MESTD bylaw; 	<ul style="list-style-type: none"> ● Developed, tested and applied funding model; 	<ul style="list-style-type: none"> ● Progress towards task completion; ● Quality of the new model; 	February 2015	June 2016	MESTD

EF-PU05	Determining the level of funding of current expenditure (whilst adhering to the four criteria set forth in the Strategy) and capital expenses and education development per educational institution	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Obtaining the data to be applied in the future funding model; Establishing the level of funding of current expenditure and capital expenses and education development per educational institution 	<ul style="list-style-type: none"> ● Progress towards task completion ; ● Established level of funding; 	February 2015	October 2020	MESTD
EF-PU06	Developing and establishing model formulas at the central level, for the distribution between central and local levels, and at the local level	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Established formulas at the central level, for the distribution between central and local levels, and at the local level ● Using the data on the development of some local communities bearing in mind salary ranges; ● Adherence to the six criteria affecting the pricing per student category; 	<ul style="list-style-type: none"> ● Progress towards task completion ; ● Established formulas; 	February 2015	October 2016	MESTD
EF-PU07	Defining exceptions to the new model of funding per number of students; identifying the programmes that might be affected by the new funding model	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● A list of programmes (and/or institutions) not included in the new funding model, where direct financing may be used instead; ● Improving availability, increasing the coverage; 	<ul style="list-style-type: none"> ● Progress towards task completion; ● Defined list; ● Increased coverage; 	February 2015	October 2016	MESTD
EF-PU08	Financial support for the improvement of teacher advancement	<ul style="list-style-type: none"> ● Bylaw amendment; 	<ul style="list-style-type: none"> ● Established financial system that motivates professional advancement; 	<ul style="list-style-type: none"> ● Number of teachers who got promoted to higher professional title ● Amount of allocated funds; 	February 2015	October 2015	MESTD
EF-PU09	Financial support for the optimisation of networks of preschool institutions, primary and secondary schools according to the number of enrolled students	<ul style="list-style-type: none"> ● MESTD decision; ● LGU bylaws; 	<ul style="list-style-type: none"> ● Established level of financial support for the optimisation whilst maintaining the quality of and rights to education; a more economical distribution of funds; 	<ul style="list-style-type: none"> ● Appropriate support; ● Monitoring the effects of financial support; 	February 2015	October 2020	MESTD

EF-PU10	Defining Serbia's financial assistance to underdeveloped municipalities with a view to realising the functions of preschool education of importance to Serbia	<ul style="list-style-type: none"> ● MESTD decision; ● LGU bylaws; 	<ul style="list-style-type: none"> ● Increased coverage of children by preschool education; ● Improved equality in the coverage of children with preschool education; 	<ul style="list-style-type: none"> ● Number of municipalities included in the financial assistance programme; ● Increased number of children covered with preschool education; ● Improved equality in the access to preschool education; 	February 2015	October 2016	MESTD
EF-PU11	Adoption of a law on funding pre-university education based on the new funding model and of the relevant bylaw	<ul style="list-style-type: none"> ● Drafting a law on funding pre-university education; 	<ul style="list-style-type: none"> ● Entry into force of the new funding model and other proposed measures; ● Specifying important elements of implementation that are not subject to law; 	<ul style="list-style-type: none"> ● Adoption of the law; ● Adoption of bylaws; 	October 2015	December 2016	MESTD
EF-PU12	Creating financial support for media action to facilitate implementation	<ul style="list-style-type: none"> ● MESTD decision 	<ul style="list-style-type: none"> ● Financial assistance to explain the reasons for new measures and how to apply them. 	<ul style="list-style-type: none"> ● Degree of financial support for the action. 	February 2015	December 2020	MESTD

EDUCATION FUNDING - Higher education

EF-HE01	Adoption of the budget for projected financial frameworks at macro, meso and micro levels	<ul style="list-style-type: none"> ● Drafting the Serbian Law on budget for the next year; ● Drafting a memorandum on the Serbian budget (once in three years); 	<ul style="list-style-type: none"> ● Allocation (in %) for higher education: (2012: 0.80 %, 2014: 0.90 %, 2016: 1.05 %, 2018: 1.15 %, 2020: 1.25 %); ● Macro level: Gradual increase of allocation for education in GDP, and increase in the absolute amount of funds; ● Meso level: Determining the ratio between investment in certain levels of education and total funds available to MESTD; ● Micro level: Identifying allocations for each level of university education: bachelor, masters, doctoral, vocational; 	<ul style="list-style-type: none"> ● Timely adoption of the budget; ● Budgetary allocation consistent with the allocation plan; 	February 2015	December 2020	MESTD, MF
EF-HE02	Establishment of a unified information system	<ul style="list-style-type: none"> ● MESTD decision and bylaw; 	<ul style="list-style-type: none"> ● Established information system focusing on HEI situation at the MESTD level; 	<ul style="list-style-type: none"> ● Coverage and reliability of information; 	February 2015	December 2015	MESTD
EF-HE03	Improving professional and financial supervision	<ul style="list-style-type: none"> ● MESTD decision and bylaw; 	<ul style="list-style-type: none"> ● Good understanding of current situation and data; ● Corrected irregularities, both the existing ones and those expected in the new financing model; 	<ul style="list-style-type: none"> ● Improved functionality of the system; ● Publication of findings; 	February 2015	December 2020	MESTD
EF-HE04	Identifying professions in demand in Serbia	<ul style="list-style-type: none"> ● MESTD decision; ● Government decision; 	<ul style="list-style-type: none"> ● Annual reporting by relevant institution on reliably recognised short- and long-term projections of professions and qualifications in demand in Serbia; 	<ul style="list-style-type: none"> ● Identifying the responsible institution; ● Reports; 	February 2015	December 2020	MESTD, MLEVSP

EF-HE05	Adoption of amendments to the existing regulation on higher education funding; harmonisation with the Bologna system of studies	<ul style="list-style-type: none"> ● MESTD decision; ● Government decision; 	<ul style="list-style-type: none"> ● Adopting the bylaw and bringing back the old funding system into legislation – a temporary solution until the new law on higher education and funding has been adopted; 	<ul style="list-style-type: none"> ● Adopted amendments and a level of harmonisation; 	February 2015	December 2015	MESTD
EF-HE06	Identifying the cost of studying by field and by higher education institution	<ul style="list-style-type: none"> ● MESTD decision on setting up a team to create a new financing model, to simulate and apply new measures in practice, and to monitor the effects of the new funding model; 	<ul style="list-style-type: none"> ● Publication of identified amounts, analysis by field and by HEI, defining the amounts subject to the linear co-financing scale; 	<ul style="list-style-type: none"> ● Progress towards task completion; 	February 2015	December 2015	MESTD
EF-HE07	Identifying the criteria for student ranking, specifying how student social status is determined and preparing for the introduction of the new funding model	<ul style="list-style-type: none"> ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Identified criteria for student ranking and how to apply them in accordance with the Strategy; 	<ul style="list-style-type: none"> ● Progress towards task completion; ● Adoption of documents; 	February 2015	December 2015	MESTD
EF-HE08	Test simulation of the new funding model, analysis of the financial effects of introducing three categories of students, co-payment of scholarship fees based on the linear scale	<ul style="list-style-type: none"> ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Results of simulated introduction of three student categories and varying the number of quotas by field and by category, in accordance with the defined criteria; ● Established incentives for studying in priority fields; 	<ul style="list-style-type: none"> ● Number of realised simulations; ● Established quotas; ● Defined incentives and financial conditions; 	February 2015	December 2015	MESTD
EF-HE09	Analysis of the possibility and effects of introducing subsidised student loans	<ul style="list-style-type: none"> ● MESTD decision; ● MF decision; ● Government decision; 	<ul style="list-style-type: none"> ● Financial overview of current situation with and without the option of subsidised loans; ● Introduction of subsidised loans; 	<ul style="list-style-type: none"> ● Overview of current situation and defined conditions for granting loans; ● Loan negotiating procedure; ● Launching competition for loans; 	December 2015	June 2016	MESTD, MF

EF-HE10	Development of a funding model for doctoral academic studies in accordance with the principles set forth in the Strategy – preparatory action	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Identifying a funding model and a total budget for doctoral academic studies; ● Proposed solution for establishing the ratio between funding for teaching and funding for research; 	<ul style="list-style-type: none"> ● Developed and tested funding model; ● Established ratio between funding for teaching and funding for research; 	February 2015	June 2015	MESTD
EF-HE11	Optimisation of the network of higher education institutions	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Identifying the effects of optimisation whilst maintaining the quality of and rights to education; 	<ul style="list-style-type: none"> ● Financial indicator and political decision; 	February 2015	December 2018	MESTD
EF-HE12	Harmonisation of accreditation terms and quality standards with the education pricing methodology in accordance with point 12. Strategies – preparatory action	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Harmonisation of the analysis provided in the Regulation with accreditation requirements set forth in the Standards; 	<ul style="list-style-type: none"> ● Progress towards task completion ; ● Harmonised requirements and unified methodology; ● Corrected accreditation standards; 	February 2015	June 2015	MESTD, CAQA, NCHE
EF-HE13	Improving the funding model for higher education with elements of scientific & research activities, and identifying other needs in accordance with point 13. Strategies – preparatory action	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Improved funding model; 	<ul style="list-style-type: none"> ● Progress towards task completion ; 	February 2015	June 2015	MESTD
EF-HE14	Developing indicators of the quality of education and incorporating them in the funding model	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Financial incentive according to quality indicators; ● Identified model, simulation of application and corrections; 	<ul style="list-style-type: none"> ● Progress towards task completion ; ● Defined set of indicators; ● Inclusion of indicators in the model; 	February 2015	December 2015	MESTD

EF-HE15	Establishing the criteria and identifying study programmes of general importance that are not funded under the general model	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● Government decision; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● List of study programmes included in programme funding with relevant quotas; 	<ul style="list-style-type: none"> ● Progress towards task completion; ● Defined list; 	February 2015	December 2015	MESTD
EF-HE16	Adoption of a new law on higher education with projected funding framework	<ul style="list-style-type: none"> ● Drafting a law on higher education; 	<ul style="list-style-type: none"> ● Creating basic legal conditions for the application of new funding system; 	<ul style="list-style-type: none"> ● Progress in law drafting and necessary approvals; ● Adopted law; 	February 2015	December 2015	MESTD, MF
EF-HE17	Adoption of bylaws further regulating the funding in accordance with points 1-13. Strategies and harmonisation with existing allocations from the Serbian budget	<ul style="list-style-type: none"> ● MESTD decision and bylaw; ● Government decision; ● MESTD decision on the establishment of expert team; 	<ul style="list-style-type: none"> ● Adoption of bylaws; ● Creating conditions for the application of new funding system; 	<ul style="list-style-type: none"> ● Adopted bylaws; 	December 2015	September 2016	MESTD
EF-HE18	Creating financial support for media action to facilitate implementation	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Financial assistance to explain the reasons for new measures and how to apply them. 	<ul style="list-style-type: none"> ● Level of financial support for the action. 	February 2015	December 2020	MESTD

EDUCATION FUNDING – Student standard of living

EF-SSL01	Allocation of funds – identifying appropriate amounts whilst applying the principle of distribution	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Defining a financial framework; 	<ul style="list-style-type: none"> ● Defined financial framework; 	February 2015	December 2020	MESTD, MF
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EF-SSL02	As in the funding model for higher education, apply the new higher education funding model with percentage participation bearing in mind the Serbian budget capacity	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Applied new funding model; ● Allocation of funds under the new funding model, a fairer system, wider coverage; 	<ul style="list-style-type: none"> ● Number of users of student benefits; ● Number of beneficiaries of the new, fairer allocation; 	January 2016	June 2016	MESTD
EF-SSL03	Exploring the possibilities of and routes to establishing public–private partnerships (from preschool to higher education) with a view to improving student standard of living	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● A report also containing the possibilities and ways of realisation and a financial analysis; 	<ul style="list-style-type: none"> ● Progress towards task completion ; ● Number of established partnerships; 	February 2015	December 2016	MESTD
EF-SSL04	Creating financial support for media activity to facilitate implementation	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Financial assistance to explain the reasons for new measures and how to apply them. 	<ul style="list-style-type: none"> ● Level of financial support for the action. 	February 2015	December 2020	MESTD

EDUCATION FUNDING – LIFELONG LEARNING – ADULT EDUCATION

EF-TT01	Allocation of funds in accordance with (republic, provincial, local government) budget capacities	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Defining a financial framework for the development and functioning of lifelong learning; 	<ul style="list-style-type: none"> ● Defined financial framework; 	February 2015	December 2020	MESTD, MF
EF-TT02	As in the funding model for higher education, apply the new higher education funding model and the right to subsidised student loans taking into consideration the republic budget capacity	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Creating conditions for the application of new funding system; ● Applied new funding model; 	<ul style="list-style-type: none"> ● Number of trainees and graduates in the AE system; ● Number of loan users; 	February 2015	December 2020	MESTD

EF-TT03	Proposing new measures for tax incentives for both legal and natural persons	<ul style="list-style-type: none"> ● MESTD decision; ● MF decision; 	<ul style="list-style-type: none"> ● Creating conditions for the application of new funding system; ● New incentive measures; 	<ul style="list-style-type: none"> ● Stage of proposal completion; ● Number of users of tax incentives; 	February 2015	June 2016	MESTD, MF
EF-TT04	Channelling the funds from private sources and international projects into this type of education, and establishing public-private partnerships	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Increasing the allocation for lifelong learning; ● Expanding the coverage; 	<ul style="list-style-type: none"> ● Amount of funds and the number of investors; 	February 2015	December 2020	MESTD
EF-TT05	Creating financial support for media activity to facilitate implementation	<ul style="list-style-type: none"> ● MESTD decision; 	<ul style="list-style-type: none"> ● Financial assistance to explain the reasons for new measures and how to apply them. 	<ul style="list-style-type: none"> ● Level of financial support for the action. 	February 2015	December 2020	MESTD

EDUCATIONAL SUBSYSTEMS

IM	Action	Implementing instruments	Outcome – results	Progress indicators	Starts	Ends	Responsible agencies and partners
ESS-NM	Developing education of national minorities by teaching and learning in the languages of national minorities	<ul style="list-style-type: none"> Analyses of law implementation; Recommendations for law implementation; Plan of activities aimed at developing education of national minorities; 	<ul style="list-style-type: none"> Created conditions for all national minorities to have quality education in accordance with the national legislation and European standards; 	<ul style="list-style-type: none"> Number of preschool institutions, schools, classes and NM students being taught in the languages of national minorities; Number of published textbooks; Number of teachers competent to work in the languages of national minorities; Number of study programmes connected with NM languages or programmes partly carried out in NM languages; 	February 2015	October 2018	MESTD
ESS-CS	Data collection and data processing methodologies in education	<ul style="list-style-type: none"> Education statistics development plan; Methodology harmonisation with EUROSTAT and other international statistics providers; Unified information system for all levels of education; 	<ul style="list-style-type: none"> Established data collection and data processing methodologies for monitoring the quality of all levels of education; adopted strategy of statistics development in science and education; Developed set of dynamic indicators for education planning and development; 	<ul style="list-style-type: none"> Number of data collected; Level of development of the unified information system; Harmonisation of data with international requirements; 	February 2015	September 2020	MESTD, SORS
ESS-IE	Development of inclusive education	<ul style="list-style-type: none"> Establishment of inclusion unit; Development plan and monitoring of inclusive education for all categories of children and students; 	<ul style="list-style-type: none"> Adopted and implemented bylaws to raise the quality of inclusive education; Quality education for all children and students; 	<ul style="list-style-type: none"> Children and young people covered by formal education (on annual basis for each generation); Success and progress rates of children and young people from vulnerable groups; 	April 2015	December 2020	MESTD
ESS-NQF	Development of the National Qualifications Framework	<ul style="list-style-type: none"> Drafting a legal framework; National Qualifications Framework development plan; European Qualifications Framework; 	<ul style="list-style-type: none"> Adopted National Qualifications Framework; Adopted and implemented law on the National Qualifications Framework; Adopted and implemented law on regulated professions; 	<ul style="list-style-type: none"> Number of established sector councils; Harmonisation of education system with NQF; Mechanisms of recognition of prior learning; 	February 2015	December 2018	MESTD, MLEVSP, OM, NES

ES+LE+	Participation in Erasmus+ programme for education, training, youth and sport	<ul style="list-style-type: none"> ● Signing the agreement establishing partial participation in the programme; ● Starting preparations for full participation in the programme; ● Accreditation of a legal person responsible for decentralised management of funds in accordance with the rules of Erasmus+ and continued preparations for full participation in the programme; 	<ul style="list-style-type: none"> ● Participation in networks, platforms and in the Open Method of Coordination in accordance with the agreement; ● Appointment of an organisation to perform a role of national agency for the programme and completion of preparations for full participation; ● European Commission's confirmation of the accreditation of the legal person responsible for decentralised management of funds in accordance with the rules of Erasmus+; 	<ul style="list-style-type: none"> ● Number of networks and platforms that Serbia participates in; ● Number of submitted and approved projects; realisation of competitions for projects and other activities in accordance with the rules of the European Commission; ● Regular participation in meetings organised under Open Method of Coordination; ● Implementation of pilot competitions for projects and testing the procedures in acting in accordance with the rules of Erasmus+; 	February 2015	December 2020	MESTD, MYS, National coordinator for Erasmus+
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IV.FUNDING FROM THE SERBIAN BUDGET 2015

Chapter	Programme	PA/PJ	amount	action
24	2001			
		PJ 4001	26,977,000	PU-PS04, PU-SV06, ESS-IE
		PJ 4002	37,663,000	PU-SV03
		PJ 4003	5,500,000	PU-PS06, PU-CS07
		PJ 4004	3,570,000	PU-TT05
		PJ 4005	5,610,000	PU-PS05, PU-CS04
		PJ 4006	3,000,000	ESS-IE, ESS-E+
24.1	2002			
		PA 0001	2,170,000,000	PU-PI02, PU-PI07
		PA 0002	400,000	PE-TT03
24.1	2003			
		PA 0002	20,000,000	PU-PS07
		PA 0003	5,400,000	ESS-NM
		PA 0004	8,500,000	PU-PS08
		PA 0005	21,511,000	PE-TT03, PE-TT04, PE-TT05
		PA 0006	1,979,754,000	PU-PS03
		PJ 4001	689,350,000	PU-PS04
		PJ 7010	26,730,000	PU-PS06
24.2	2004			
		PA 0002	3,020,000	PU-PS07
		PA 0004	12,750,000	PU-CS08
		PA 0005	13,438,000	PU-CS07
		PA 0006	1,120,228,000	PU-CS03, PU-CS09, PU-SV05
		PA 0007	20,640,000	PE-TT03, PE-TT04, PE-TT05
24.3	2007			
		PA 0002	406,910,000	PU-CS03, PU-CS09, PU-SV05
		PA 0003	689,000,000	PU-PI04

24.4	2005		
		PA 0002	51,495,000 HE-CE18, HE-CE30
		PA 0003	519,384,000 HE-CE23, HE-CE32
		PJ 4001	5,057,000 HE-CE29
		PJ 4002	160,480,000 HE-CE28, HE-CE29
		PJ 4003	44,600,000 HE-CE28, HE-CE30
24.5	2007		
		PA 0005	898,259,000 HE-CE07
		PA 0006	1,768,671,000 HE-CE05
		PA 0007	171,300,000 HE-CE21
24.6	2001		
		PA 0005	18,189,000 PU-PI04
		PA 0006	5,700,000 PU-SV01, PU-SV02
		PA 0007	10,050,000 PU-PI03, PU-PS06
24.7	2001		
		PA 0008	17,197,000 PU-PS02, PU-CS02
		PA 0009	9,065,000 PU-PI03, PU-CS05
		PA 0010	350,000 PU-PS05
		PJ 4007	2,150,000 ESS-NQF

10,951,898,000

V. ABBREVIATIONS

List of abbreviations used in the document:

AVE – academies of vocational education

HEI – higher education institution

OM – other ministries

SCCPE – social child care and preschool education

DME competences – didactic, methodological and educational competences

IEQE – Institute for Evaluation of Quality in Education

AI – Association of institutes

IQE – Institute for Quality in Education

PROAE – publicly recognised organisers of adult education

UEIS – Unified Education Information System

LGU – local government unit

CAQA – Commission for Accreditation and Quality Assurance

CSAVE – Conference of Serbian Academies of Vocational Education

CONSU – Conference of Serbian Universities

CAPIC – Commission for Accreditation of Preschool Institutions and Curriculums

MH – Ministry of Health

MCI – Ministry of Culture and Information

MYS – Ministry of Youth and Sports

MESTD – Ministry of Education, Science and Technological Development

ME – Ministry of Economy

MLEVSP – Ministry of Labour, Employment, Veteran and Social Policy

MF – Ministry of Finance

SORS – Statistical Office of the Republic of Serbia

S&R – science and research

SRO – science and research organisations

NQF – National Qualifications Framework

NEC – National Education Council

NCHE – National Council for Higher Education

NMC – National Minority Councils
NCSTD – National Council for Scientific and Technological Development
CASVE – Council for Adult Secondary Vocational Education
NES – National Employment Service
AE – adult education
PAE – primary adult education
PS – primary school
SCCI – Chamber of Commerce and Industry of Serbia
PI – preschool institution
SORS – Statistical Office of the Republic of Serbia
SCSAVE – Student Conference of Serbian Academies of Vocational Education
SASA – Serbian Academy of Sciences and Arts
PS – professional societies
SCONSU – Student Conference of Serbian Universities
CSE – comprehensive secondary education
SVE – secondary vocational education
SDES – Strategy for Development of Education in Serbia 2020
VA – vocational associations
SS – secondary school
SEA – Serbian Employers Association
DSA – disabled students' associations
IF – Innovation Fund
HERET – Higher Education Reform Expert Team

Abbreviations referring to the structure of action plans:

AS – academic studies
ESS – educational subsystems (Big Actions)
HE – higher education
DAS – doctoral academic studies

CE – common element
TT – teacher training
AE – adult education
PS – primary school
PE – permeating elements of education
PI – preschool institutions
PU – pre-university education
CS – comprehensive secondary education
SV – secondary vocational education
VE – vocational education
SSL – student standard of living