Republic of Serbia

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGICAL DEVELOPMENT

REPORT

on referencing National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and Self-certification to the Qualifications Framework of the European Higher Education Area

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ACRONYMS

CAQA – Commission for Accreditation and Quality Assurance

CCIS – Chamber of Commerce and Industry of Serbia

CVAE – Centre for Vocational and Adult Education

CVEAE – The Council for Vocational Education and Adult Education

ECTS – European Credit Transfer and Accumulation System (in higher education)

EU – European Union

IEIS – Integrated Education Information System

IEQE – Institute for Education Quality and Evaluation

IIE – Institute for the Improvement of Education

IPA –Instrument for Pre-Accession Assistance

ISCED 13-F – International Standard Classification of Education, 2013 version

ISCO 08 – International Standard Classification of Occupations, 2008 version

MLEVSA – Ministry of Labour, Employment, Veteran and Social Affairs

MoESTD – Ministry of Education, Science and Technological Development

NCHE – National Council for Higher Education

NCP – National Coordination Point

NEAQA – National Entity for Accreditation and Quality Assurance in Higher Education

NES – National Employment Service

NOC – National Occupational Classification

NQFS – National Qualifications Framework of Serbia

NQFSC – National Qualifications Framework Council

PROAEA – Publicly Recognized Organizer of Adult Education Activities

QARS – Qualifications Agency

QF-EHEA – Qualifications Framework of the European Higher Education Area

QL – Qualification Level

SAE – Serbian Association of Employers

SORS – Statistical Office of the Republic of Serbia

UON – Unique Occupational Nomenclature

VNFIL – Validation of Non-Formal Education and Informal Learning

KEY TERMS[1]

EUROPEAN QUALIFICATIONS FRAMEWORK

European Qualifications Framework (EQF) is the common European reference framework that links national qualifications systems and presents a tool for comparing and easier understanding and interpretation of qualifications between different countries and education systems in Europe.

OCCUPATION

Occupation is a set of jobs whose main duties and tasks are interrelated. Job in the International Standard Classification of Occupations ISCO-08 is defined as a set of tasks and duties that one person performs or should perform, whether they are employed or self-employed[2].

OCCUPATIONAL STANDARD

Occupational standard is a document that describes duties and tasks, as well as competencies needed for an individual to be able to efficiently perform a set of jobs in a particular occupation, established in accordance with the regulations of the employment sector.

QUALIFICATION

Qualification is a formal recognition of the acquired competencies. An individual obtains a qualification when the competent body determines that he/she has achieved learning outcomes within a certain level and according to the determined qualification standard, which is confirmed by a public document (diploma or certificate).

QUALIFICATION STANDARD

Qualification standard is a document established in accordance with NQFS, that contains a description of learning objectives and outcomes and contains data that can be used as basis for determination of the level, classification and assessment of qualification.

KEY COMPETENCIES FOR LIFELONG LEARNING

Key competencies for lifelong learning represent the ability of the individual to use the acquired knowledge, skills and attitudes, necessary for personal, social and professional development and further learning. These competencies are embedded in the objectives and standards at all levels of education as new areas, relevant to the continuous acquisition

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[1] The terms are defined by Law on NQFS, except term „occupation"

[2] Unique code for entry and coding of data in the records in the field of labour, Application Manual, MLEVSA, Belgrade, 2018.

of competencies, leading a private and social life, profession and dealing with real problems and demanding situations.

COMPETENCE

Competence is an integrated set of knowledge, skills, abilities and attitudes that enable an individual to efficiently perform activities in accordance with a qualification standard.

LEARNING OUTCOMES

Learning outcomes are clear statements of what an individual is expected to know, understand, and be able to show, or do after completing a learning process. They enable the assessment of the level on which competencies are developed, i.e. the level on which knowledge, skills, attitudes and abilities are achieved.

NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The National Qualifications Framework is an instrument that includes the number and the description of qualification levels, the relationship between qualifications and pathways of permeability and progress. The National Qualifications Framework encompasses the processes, bodies – organizations responsible for establishing qualifications, ways of obtaining, comparing, identifying, ensuring quality and standards by which they are implemented.

NATIONAL QUALIFICATIONS CLASSIFICATION SYSTEM (CLASSNQFS)

The National Qualifications Classification System is a qualification classification system in the NQFS, aligned with the International Standard Classification of Education (ISCED 13-F). The introduction of CLASSNQFS establishes an integrated classification system independently of the existing classifications of educational profiles of pre-university education in 15 fields of work, and classification of Higher Education study programmes in 5 fields (4 educational-scientific and 1 educational-artistic field) and that is 46 scientific, professional and artistic areas within these fields.

EDUCATION/TRAINING PROGRAM

Education/training programme is a structural framework for organizing the learning process, whose elements are pre-regulated. It is adopted in accordance with the established principles, objectives and standards. The term in this document is equated with the term teaching and learning plan and programme (curriculum) in pre-university education and with the term study programme in tertiary education.

RECOGNITION OF PRIOR LEARNING

An adult education activity that is implemented through the assessment of knowledge, skills and competencies gained through education, life or work experience and which

enables further learning and increased competitiveness in the labour market. The term is equated with the term "validation of non-formal and informal learning", in line with the European guidelines for validation of non-formal and informal learning.

NQFS REGISTER

NQFS register consists of the sub-register of national qualifications, sub-register of qualification standards and sub-register of publicly recognized organizers of adult education activities, with a list of employers with whom the PROAEA realises practical work and/or practical teaching.

QUALIFICATIONS FRAMEWORK OF THE EUROPEAN HIGHER EDUCATION AREA

The qualifications framework in the European Higher Education Area is defined within the Bologna Process. It consists of three main cycles (short cycle, first, second and third cycle) which are described by the Dublin Descriptors.

LIFELONG LEARNING

Lifelong learning includes all forms of learning and participation in various forms of learning activities during individual's life time with the aim of continuous improvement of personal, civic, social and competencies required for work.

FORMAL EDUCATION

Formal education implies organized learning processes that are implemented through curricula of primary and secondary education and through higher education study programmes;

NON-FORMAL EDUCATION

Non-formal education implies organized adult learning processes that are implemented through specific programmes with the aim to acquire knowledge, skills, abilities and attitudes focused on work, personal and social development. According to the Law on Adult Education qualifications can be obtained through non-formal education based on accredited programmes and qualification standards;

INFORMAL LEARNING

Informal learning implies a process of independent acquisition of knowledge, skills, values, attitudes and abilities of adults in everyday life, work and social environment.

INTRODUCTION

The Report on Referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and Self-certification to the Qualifications Framework of the European Higher Education Area (hereinafter: the Report) is an official document in which the Republic of Serbia presents the conducted process of referencing the National Qualifications Framework of the Republic of Serbia (hereinafter: NQFS) with the European Qualifications Framework for Lifelong Learning (hereinafter: EQF) and the Qualifications Framework of the European Higher Education Area (hereinafter: QF-EHEA), thus giving evidence of the fulfilment of criteria and procedures, including common principles for quality assurance.

By establishing a link between the two systems, European and national, the possibility is ensured for each individual qualification in the Republic of Serbia to be linked to the EQF using a transparent methodology. The purpose of this document is to present to other countries the way in which the Republic of Serbia harmonised its qualification levels with the EQF and how Serbia ensured the implementation of relevant procedures and criteria for referencing and self-certification. The referencing process is conducted according to the criteria and procedures established by the European Qualifications Framework Advisory Group which provided methodological guidance for the process of comparing and referencing national frameworks to the EQF. An integral part of the report is self-certification of NQFS in the area of higher education in relation to the QF-EHEA.

Establishment of the NQFS is based on the Strategy for Education Development in Serbia 2020[3], the Economic Reform Programme 2017-2019[4] and the Europe 2020 Strategy. It presents the result of continuous efforts to improve the qualifications system in the Republic of Serbia and to implement the concept of lifelong learning, as one of the key requirements for the development of a knowledge-based society and increased employment of the population. The Republic of Serbia is developing the NQFS taking into account the specificities of the education system and Serbian tradition in education, as well as the results and values of European educational practice, concepts and characteristics of the EQF.

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[3] The Strategy for Education Development in Serbia 2020 RS Official Gazette RS, No 107/2012; http://www.mpn.gov.rs/strategije-2020/
[4] The Conclusion of the Government 05 No: 4-1626/2017-1/29 of 03 March 2017; http://www.mfin.gov.rs/UserFiles/File/strategije/ERP%202017-2019(1).pdf

The position and efforts of the Government of the Republic of Serbia are directed not only to the formal establishment of the NQFS, but to a deeper institutionalization of the concept of learning outcomes and key competencies as a starting point in the development of educational and learning programmes, a coherent quality assurance system and dialogue between relevant actors inside and outside the education system, especially the labour market and economy in general.

The integrated NQFS in the Republic of Serbia, established by the Law on the National Qualifications Framework of the Republic of Serbia (hereinafter: the NQFS Law) [5], should enable greater flexibility and permeability, above all within the level of education, between the same but also between different types of qualifications, inter-university and international mobility, as well as the recognition of non-formal education and informal learning outcomes.

The Report was prepared by the Working Group for Referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework, established by the Ministry of Education, Science and Technological Development (hereinafter: the MoESTD).

In the process of drafting the Report the MoESTD, as the National Coordination Point, enabled consultations with international experts, which was done not in pursuance of a formal fulfilment of the referencing but rather in order to obtain a qualitative audit by the European colleagues, which was achieved. The European Training Foundation (ETF) made a significant contribution and supported the process of developing the NQFS and reviewing important aspects of the referencing process.

The Report consists of four parts:
1) Description of the education system of the Republic of Serbia;
2) National Qualifications Framework;
3) Referencing and self-certification of the NQFS to the EQF and the QF-EHEA;
4) Future challenges related to the referencing and implementation of NQFS.

In the first chapter the education system in the Republic of Serbia is presented, including non-formal education and informal learning.

The second chapter describes the conceptual basis and structure of the NQFS, an explanation of the regulatory and institutional framework for the establishment of the

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[5] RS Official Gazette, No 27/2018; http://www.mpn.gov.rs/wp-content/uploads/2018/05/ZAKON-NOKS-18.pdf

NQFS, the types of qualifications, the way to classify and register qualifications. Seen as the central place in the NQFS – the quality assurance system in the process of developing and obtaining qualifications – processes, procedures and instruments within it are also presented in this part of the report.

The third chapter covers policies and responsibilities in the process of referencing the NQFS to the EQF and to the QF-EHEA. This chapter provides answers to the ten criteria for referencing to the EQF[6] and self-certification in relation to the QF-EHEA, proving that the conditions for referencing and harmonisation with the EQF and QF-EHEA are fulfilled. NQFS has eight levels and four sublevels that are described through learning outcomes. A comparative analysis of learning outcomes from Levels 1 to 8 in relation to EQF levels should enable understanding of the qualifications recognized in the Republic of Serbia and prove the relation between the NQFS and EQF level descriptors.

The fourth chapter of the Report provides an analysis of the challenges and specific issues in the referencing process. The implementation perspective of the NQFS is also presented, considering further steps, activities and supplementary legislation.

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[6] Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (Annex 3) - https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf

1. DESCRIPTION OF THE EDUCATION SYSTEM OF THE REPUBLIC OF SERBIA

The mission of the education system of the Republic of Serbia in the 21st century is to provide the foundation for the life and development of every individual, knowledge-based society and state[7]. Strategic and developmental goals of the education system of the Republic of Serbia include increasing the quality of education processes and outcomes, increasing coverage of population at all educational levels, reaching and maintaining the relevance of education in accordance with the immediate and developmental needs of an individual, economy, social and cultural context. Education is treated holistically, as a whole system (from kindergarten to doctoral studies and lifelong learning), in which analytical and other research-based processes of the educational system are carried out in order to enable the coherence of the system development policy. In view of these assumptions, Serbia has taken numerous steps and initiatives to improve the effectiveness of the education system and to establish an integrated qualifications system by introducing national standards, linking formal and non-formal education and informal learning with a single concept of learning outcomes, thus linking education and the labour market.

The education system in the Republic of Serbia includes preschool education and upbringing, primary and secondary education, adult education and higher education, and presents an existing framework in which qualifications are obtained through formal and non-formal education or informal learning.

In this sense, the national qualifications system in the Republic of Serbia refers to the competent bodies, processes and quality assurance mechanisms involved in the development, implementation, assessment and award of qualifications in the following subsystems: primary education, secondary education, adult education and higher education.

The adoption of the NQFS Law provides an integrated regulation of the qualifications system in such a way that the efficient management of the quality system in the process of acquiring and assessing qualifications in the education system overcomes the existing fragmentation.

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[7] The Strategy for Education Development in Serbia 2020, Official Gazette RS, No 107/2012 of 9 November 2012

1.1 Institutional framework of the education system in the Republic of Serbia

The institutions (state bodies, councils and other organizations) responsible for the education system are:

1) **The Ministry of Education, Science and Technological Development** is competent for planning and ensuring the functioning of the education system in accordance with the general principles and education system goals. The main tasks of the Ministry are: planning and monitoring the development and improvement of the quality of preschool education and upbringing, primary, secondary and higher education; evaluation of the quality of education and achievement of education system goals based on the data from the integrated education information system, researches and analysis; supervision of preschool institutions, primary and secondary schools and higher education institutions; licensing teachers and coordinating their professional development. In addition, it ensures participation in international studies and activities related to education policies within EU programmes and projects and continuously monitors and implements measures to increase the coverage of children, students and adults at all levels of education and prevent their dropout.

2) **The National Education Council** is an advisory body competent for the development and improvement of the quality of preschool education and upbringing, primary and secondary general and arts education, especially in the way of providing opinion on standards of achievement in general education, preschool education and upbringing and general primary and secondary education programmes, competency standards for teachers and headmasters, quality standards for institutional operations. The National Education Council has 35 members appointed by the Government of the Republic of Serbia from the Serbian Academy of Sciences and Arts, Matica Srpska, Conference of Universities of Serbia, national councils of national minorities, Serbian Orthodox Church, Commission for Religious Education, professional associations, professional societies and representatives of trade unions[8].

3) **The Council for Vocational Education and Adult Education** is an advisory body established by the Law on the Fundamentals of the Education System[9] competent

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[8] Article 33. The Law on the Foundations of the Education System (RS Official Gazette, No 88/17, 27/18 - other law, 27/18 - other law and 10/19)

[9] The Law on the Foundations of the Education System (RS Official Gazette RS, No 88/17, 27/18 - other law, 27/18 - other law and 10/19)

for the development and improvement of the quality of secondary vocational education and training and adult education. The Council gives opinions on the qualification standards for vocational qualifications, specific standards of achievement for secondary vocational education, the vocational part of the curricula and exams in vocational education. The Council monitors, encourages and instructs activities that link education and employment and their impact on economic development and meeting labour market needs and participates in the preparation of strategic documents in the area of vocational and adult education. The Council for Vocational Education and Adult Education consists of 17 members appointed by the Government from: the rank of members of the Chamber of Commerce and Industry, artisans, associations of employers, experts in the area of vocational education and adult education, industry, employment, labour, social and youth policy, representatives of the associations of vocational schools and two members of representative trade unions.

4)	**The National Council for Higher Education** is an advisory body established in accordance with the Law on Higher Education and it is competent for monitoring the development of higher education and its compliance with European and international standards, proposing the enrolment policy to the MoESTD, adopting standards and procedures for accreditation and quality control and standards for quality assessment and self-evaluation of higher education institutions and study programmes, establishing scientific fields and areas within the field as well as the list of professional, academic and scientific titles; it proposes to the Government norms and standards for higher education institutions' operations, as well as material resources for their implementation, upon obtaining an opinion from the Conference of Universities of Serbia and the Conference of Academies of Applied Studies, deciding in the second instance on the complaints in the accreditation process, establishing minimum criteria for the appointment to the rank of professor, and adopting the Foundations of the Code of Academic Integrity and the Conflict of Interest when Appointing to the Rank of Professor or Associate and Employing Staff in Higher Education Institutions in the Republic of Serbia and establishes a list of study programme reviewers in the accreditation process. The National Council for Higher Education has 17 members[10] appointed by the Government of the Republic of Serbia: six members from the list of full-time professors proposed by the Conference of Universities, two members from the lists of professors of

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[10] https://tinyurl.com/y2g4scmt

applied studies proposed by the Conference of Academies of Applied Studies, seven members proposed by the MoESTD and two members proposed by the Chamber of Commerce and Industry of Serbia. In the matters of importance for students, two student's representatives named by students' conferences, also take *ad hoc* part in the activities with decision making rights. When teaching is conducted in the language of a national minority, completely or partially, within the higher education system, a representative of the national council of the national minority in question takes part in the activities with the right to make decisions. The NCHE's members are elected for the period of four years, with the possibility of one more election.

5) **The Council for the National Qualifications Framework of the Republic of Serbia** is an advisory body appointed by the Government of the Republic of Serbia, whose task is to provide recommendations on the process of planning and developing human resources in accordance with public policies in the area of lifelong learning, employment, career guidance and counselling. The Council has 25 members and brings together representatives of decision-makers from education, employment, youth, economy, local self-governments and health sector, representatives of social partners from the Chamber of Commerce and Industry of Serbia, the Association of Employers, the National Employment Service, representative trade unions, representatives of associations of secondary schools, higher education institutions and civil society organizations. The Council has competence to propose qualification standards for all NQFS levels, propose the establishment of Sector Skills Councils, provide recommendations in the qualification development process and the process of linking education and the labour market, provide opinion on the enrolment policy in secondary schools and higher education institutions, as well as monitor the Sector Skills Councils' operations.

6) **The Institute for the Improvement of Education** is a professional institution established by the Government of the Republic of Serbia, which performs tasks related to the curricula development for primary and secondary education, quality control of textbooks and additional teaching aids, improvement and development of competency standards for the profession of teachers and headmasters, preparation of teacher licensing programmes and exams, approval of programmes and other forms of continuing professional development of teachers and headmasters. Within its three centres (Centre for the Professional Development of Education Staff, Centre for Vocational and Adult Education and Centre for the Development of Programmes and Textbooks), the Institute

carries out developmental, research related, advisory and other activities. The Centre for Vocational and Adult Education for the needs of the Council for Vocational Education and Adult Education prepares learning and examination programmes related to vocational and adult education, the list of educational profiles, the development of dual education programmes and regulations pertaining to the training programme for the instructors in dual education subsector.

7) **The Institute for Education Quality and Evaluation** is a professional institution established by the Government of the Republic of Serbia, whose tasks are related to the evaluation of the quality of education, primarily regards the development of standards of achievements by level and type of education, national exams in general education and evaluation of the quality of institutions' activities. The Institute is charged with improving the quality system through the implementation of a unified quality framework with standards and indicators and participates in the external evaluation of the quality of institutional operations.

8) **National Entity for Accreditation and Quality Assurance in Higher Education** is an independent body established by the Government, which has competence in quality assurance in higher education through the implementation of the accreditation process and external quality control of higher education institutions and study programmes. The expert body of the National Entity participating in the accreditation process and quality control of higher education institutions and study programmes is the Commission for Accreditation and Quality Assurance, which has 17 members selected at the proposal of the National Council for Higher Education.

9) **The Qualifications Agency** is a Government's professional organization established by the Law on the National Qualifications Framework of the Republic of Serbia[11], competent for developing qualification standards, recognition of foreign school and higher education documents, accreditation of organizations in the area of adult education – Publicly Recognized Organizers of Adult Education Activities. It provides support to the Council for the National Qualifications Framework and proposes quality assurance measures throughout the entire education system. The most important tasks of the Qualifications Agency in the implementation of the NQFS relate to reviewing initiatives for the introduction of new qualifications, providing professional support to the Sector Skills Councils and preparing proposals for qualification standards, maintaining

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[11] The Law on the National Qualifications Framework of the Republic of Serbia (RS Official Gazette, No 27/2018)

the NQFS Register, external quality control of the PROAEA, monitoring and measuring the effects of the qualification implementation on employment and lifelong learning. The Agency submits an annual report to the Government of the Republic of Serbia and on request periodic reports to the Ministry of Education, Science and Technological Development.

10) **Sector Skills Council** is an expert and advisory body established on the principle of social partnership, whose main role is to carry out activities relevant to concrete qualifications within a certain sector, acquired in secondary, vocational, higher education and adult education. The Government of the Republic of Serbia issued decisions on the establishment of 12 Sector Skills Councils covering the sectors of education and economy [12]. Mandatory institutionally delegated members of the Sector Skills Councils are the representatives of the Chamber of Commerce and Industry and representative associations of employers (representatives of entrepreneurs), Council for Vocational Education and Adult Education, National Employment Service, Conference of Universities of Serbia and Conference of Academies of Applied Studies, associations of vocational schools, the Ministry of Education, Science and Technological Development, the ministry responsible for the area of work covered by the Sector Skills Council, trade unions, Institute for the Improvement of Education. Sector Skills Council reports annually to the Qualifications Agency, the Ministry of Education, Science and Technological Development and the Government of the Republic of Serbia.

1.2 The regulatory and strategic framework of the education and training system

The education system of the Republic of Serbia is regulated by the following laws[13]:

1) The Law on the Foundations of the Education System (RS Official Gazette, No 88/17, 27/18 – other law, 27/18 – other law, 10/19 and 6/20);

2) The Law on Preschool Education (RS Official Gazette, No 18/10, 101/17, 113/17 – other law and 10/19);

3) The Law on Primary Education (RS Official Gazette, No 55/13, 101/17, 27/18 – other law and 10/19);

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[12] http://noks.mpn.gov.rs/en/decisions-on-the-establishment-of-sector-skills-councils/
[13] http://www.mpn.gov.rs/dokumenta-i-propisi/zakonski-okvir/

4) The Law on Secondary Education (RS Official Gazette, No 55/13, 101/17, 27/18 – other law and 6/20);

5) The Law on Dual Education (RS Official Gazette, No 101/17 and and 6/20);

6) The Law on Adult Education (RS Official Gazette, No 55/13, 88/17 – other law and 27/18 – other law);

7) The Law on Higher Education (RS Official Gazette, No 88/17, 27/18 – other law, 73/18 and 67/19);

8) The Law on the Dual Model of Studies in Higher Education (RS Official Gazette, No 66/19);

9) The Law on the National Qualifications Framework of the Republic of Serbia (RS Official Gazette, No 27/18 and and 6/20);

10) The Law on Education Inspectorate (RS Official Gazette, No 27/18).

The regulatory framework for pre-university education (preschool education and upbringing, primary, secondary and vocational and adult education) has been supplemented by the National Framework of Education and Upbringing[14] which provides guidelines for pre-university education and interconnects the key elements of education. It provides a unique foundation for and approach to a child, student and adult, learning and teaching, thus it has enabled for all curricula to be focused on outcomes, competencies and learning process.

Higher education is regulated by the Law on Higher Education[15], which incorporates the principles of the Bologna Declaration and the Lisbon Convention. The Law on the Dual Model of Studies was adopted in September 2019 creating a legal basis for the introduction of a dual study model in which part of the study programme is implemented through work-based learning with an employer.

By adopting the Law on Regulated Professions and the Recognition of Professional Qualifications[16], the Directive 2005/36/EC (OG 124/09, 45/11) on the recognition of professional qualifications was integrated in the legal system of the Republic of Serbia. In the process of drafting this law, which will enter into force after the accession of the Republic of Serbia to the EU, the need to regulate the fulfilment of the requirements for performing professions regulated by individual laws in almost

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[14] The Rulebook on the National Framework for Education and Upbringing (RS Official Gazette, No 98 of 3 November 2017).

[15] RS Official Gazette, No 76/2005, 100/2007 – authentic interpretation, 97/2008, 44/2010, 93/2012, 89/13 and 99/14

[16] RS Official Gazette, No 66/19

identical way in order to timely prepare the system for the implementation of the Directive. Bearing that in mind, the Law on Professions of Special Interest for the Republic of Serbia and Conditions for their Performance[17] was adopted, thus creating a legal basis for regulating special conditions regarding the minimum competencies required for performing professions of special interest for the Republic of Serbia, as well as the procedure and competent bodies for determining the fulfilment of the conditions for their performance. The application of this law will cease once the application of the Law on Regulated Professions and the Recognition of Professional Qualifications starts.

The document adopted by the Government in 2012 – *The Strategy for Education Development in Serbia 2020*[18] determines the purpose, goals, directions, instruments and mechanisms of the education system development in the Republic of Serbia until 2020. The Strategy sets the main goals of the education system development:

1) increasing the quality of the education processes and outcomes to the maximum level attainable – the one that stems from the scientific findings about education and reputable educational practice;

2) increasing the coverage of the population of the Republic of Serbia at all levels of education, from preschool education and upbringing to lifelong learning;

3) achieving and maintaining the relevance of education, especially one that is completely or partially financed from public sources, by harmonising the structure of the education system with the immediate and developmental needs of individuals, economic, social, cultural, research, educational, public, administrative and other systems;

4) increasing the usage efficiency of all education resources, that is, completion of education within the stipulated period, with a minimum extension of time and reduced early school leaving.

In addition to these main goals, for each part of the education system additional specific development goals are established.

According to the Progress Report on The Action Plan for the Implementation of The Strategy for Education Development in Serbia by 2020 that is developed during

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[17] RS Official Gazette, No 73/18
[18] RS Official Gazette, No 107/12.

2018[19] progress is evident in all parts of the education system, especially regarding the following quality aspects: curricula and standards of achievement, professional development of education staff, quality assessment and development of inclusive education.

The adoption of new teaching and learning plans and programmes sets the basis for the implementation of curricular reform in pre-university education, envisaged in the current education strategy and by current legal solutions. Programmes' innovations are directed in such a way for the teaching to become oriented towards learning outcomes and the development of competencies, as well as by applying various active teaching methods such as project teaching, preparation of research papers and the like.

Bearing in mind that one of the strategic goals has been to increase the relevance of education, the development of the National Qualifications Framework in the Republic of Serbia, the adoption of the NQFS Law and the establishment of NQF related institutional framework in 2018 have been identified as one of the key indicators of progress.

National model of dual education was developed in accordance with the strategic measure that underlined necessity of involvement of employers in the process of programming, development and implementation of secondary vocational education and the planned measure from the Action Plan for the implementation of the Strategy which implies the development of the system for the accreditation and certification of the employers where practical training is carried out. The adoption of the Law on Dual Education in 2017 and relevant by-laws in 2018, as well as the involvement of companies and the increase in the number of qualifications implemented in accordance with dual education model are the indicators of a clear education policy aimed at implementation of regulated system of 'work-based learning'.

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[19]   http://www.mpn.gov.rs/wp-content/uploads/2019/08/Progress-Report-on-The-Action-Plan-for-the-Implementation-of-The-Strategy-for-Education-Development-in-Serbia-by-2020-for-2018.pdf

Figure 1. Education System in the Republic of Serbia with qualifications levels
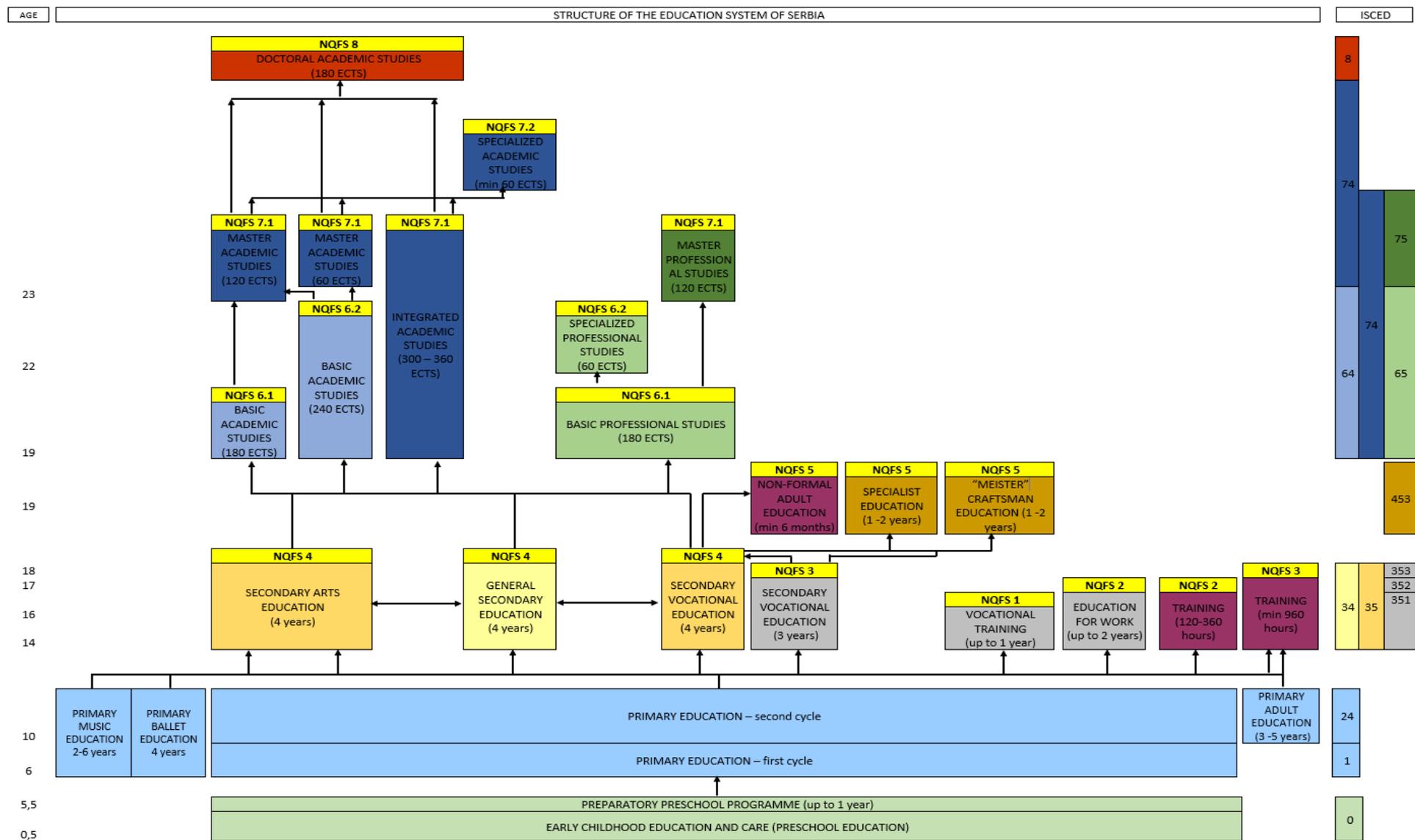
1.3 Pre-school education and upbringing

Preschool education and upbringing involves working with children from six months of age until they start primary school. In addition to education and upbringing, which is its primary activity, preschool institution also performs activities in the area of nutrition, care, preventive health and social protection of preschool-age children.

The activities of preschool education and upbringing are carried out by verified state (founded by a local self-government, autonomous province or the Republic of Serbia) or private preschool institutions. There is a total of 403 preschool institutions in Serbia, 162 of which are state and 241 are private preschool institutions. The number of children enrolled in preschool institutions on 1st December 2017 was 212.719[20], or 46.5%.

46.5% children in pre-school

241 private pre-school institutions

162 state pre-school instituturins
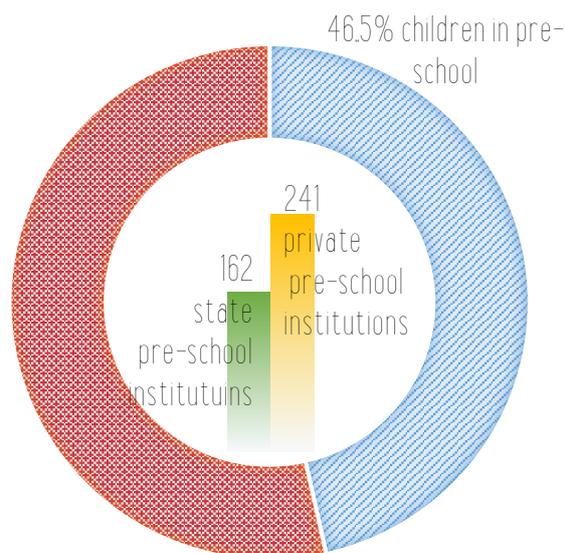
Educational activities are carried out as full-day or half-day duration activities, and various types and programmes may be implemented in accordance with the needs of families, the capacity of a preschool institution and local community. The activities are carried out in educational groups which can be divided into nurseries (children from six months to three years of age) and kindergarten groups (children from three years of age until they start school). Educational groups may be formed for children of the same or different age (mixed). It is possible to form development groups for children with disabilities as well as groups in hospital treatment. The new programme "Fundamentals of Preschool Education and Upbringing Programmes" aims at the overall development and assuring the well-being of a child through an integrated approach to learning, linking playing and other activities, as well as building meaningful relationships with peers and

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[20] Statistical Office of the Republic of Serbia - http://publikacije.stat.gov.rs/G2018/Pdf/G20181099.pdf

adults in an inspiring space[21]. The programme defines the specificities of key educational competencies for lifelong learning in preschool education and upbringing.

Within the framework of preschool education and upbringing, only the year before starting primary school is obligatory. This preparatory preschool programme lasts minimum four hours a day, at least nine months and it is funded by the Republic of Serbia. The preparatory preschool programme may also be conducted in primary schools.

1.4 Primary education

Primary education in the Republic of Serbia is compulsory and free of charge[22]. Primary education lasts for 8 years and is implemented in two cycles, 4 years each. The duration of primary education may be longer or shorter, depending on the students' achievements and progress.

In the first grade of primary school enrols every child who is no less than six and a half and no more than seven and a half years of age at the beginning of the school year. Exceptionally, when it is in the best interest of a child, school may postpone the child's enrolment for one year, based on the opinion of an inter-sectoral commission composed of a paediatrician, a representative of a centre for social work, a special needs expert of a relevant profile, a psychologist employed in the education sector and one occasional member who knows the child well. The opinion of the inter-sectoral commission contains evidence of the need for postponement and the proposal for additional educational, health or social support measures for the child until his enrolment.

For a student who has reached the age of 15 the obligation to attend school ends at the end of that school year. School must make possible for a student who has reached the age of 15 and has not completed primary education to continue education up to the age of 17 if requested by the student, parent or other legal representative. A student who has reached the age of 15 and has not completed primary education may continue education through the functional primary adult education programme.

Key primary education objectives and outcomes relate to supporting the overall development of students, developing key competencies for lifelong learning and cross-curricular competencies in line with scientific and technological development, developing competencies for dealing with and active participation in the contemporary society,

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[21] The Rulebook on the Fundamentals of Early Childhood Education and Care Programmes (RS Official Gazette RS, No 88/17 and 27/18)
[22] The Constitution of the Republic of Serbia (RS Official Gazette, No 98/2006)

developing creative skills and critical thinking, decision-making and self-evaluation capacity.

Primary education is implemented in verified state and private schools. The number of students enrolled in primary schools in the Republic of Serbia in the 2018/2019 school year is 527.834 students in 1.132 primary schools[23]. Having in mind the data for the 2014/15 school year (98.8%) and 2015/16 (99.1%)[24], the majority of students completes primary education.

The required qualifications for teachers in accordance with the prescribed norms are completed at least higher education, i.e. second cycle studies in the scientific or professional area relevant to the respective subject or group of subjects, and the exam for the teacher's licence.

Primary education curriculum is adopted at the national level and includes the learning objectives and outcomes of compulsory subjects, elective subjects and activities. Teaching and learning programmes are oriented towards the achievement of key and general cross-curricular competencies established by the standards of achievement for the end of primary education. Key competencies are based on the European concept of key competencies and some of them can be linked to traditional subjects, while the rest are developed through all subjects and are applicable in different situations and contexts to solve different problems and tasks. Assessment is continuously carried out at the school level, in accordance with the Rulebook on Assessing Students in Primary Education[25].

After completing the eighth grade, students take the Final exam. The Final exam is organized at the national level, covers the entire population of students and it is based on the prescribed standards of achievement for the end of primary education.

The adjustment of the Final exam for students with additional support needs is made according to the type of additional support needed.

All students who take the Final exam in primary education acquire a qualification at NQFS level 1, which corresponds to the ISCED level 2, which is verified by the Certificate of completion of primary education and the Testimonial of taken Final exam in primary education. However, although it does not affect certification, the results of the

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[23] Statistical Office of the Republic of Serbia - http://publikacije.stat.gov.rs/G2019/Pdf/G20191074.pdf
[24] http://data.stat.gov.rs
[25] The Rulebook on Assessing Students in Primary Education (RS Official Gazette, No 34/19) - http://www.mpn.gov.rs

Final exam influence in a certain percentage the ranking of students when it comes to secondary school enrolment.

Primary music education lasts for six, four or two years and it is implemented in two educational cycles. The length of education depends on the instrument being studied. It is implemented in primary music schools. Students attending primary music education also attend regular primary or secondary education. Upon completion of each grade, students take annual exams. Upon completion of primary music education, students obtain the Certificate of completion of primary music education.

Primary ballet education lasts for four years and is implemented in two educational cycles. It is implemented in ballet schools. Upon completion of each grade, students take annual exams. Upon completion of primary ballet education, students obtain a Certificate of completion of primary ballet education.

1.5 Secondary education

Secondary education in the Republic of Serbia consists of:

– general secondary education (gymnasiums);

– secondary vocational education;

– secondary music and ballet education.

In the school year 2018/2019, in 506 state and private secondary schools, a total of 252.108 students is enrolled, of which 26% in gymnasiums, while 74% are enrolled in vocational and arts schools. In the same year, 156 four-year and 94 three-year qualifications were present in the vocational education subsystem[26].

1.5.1 General secondary education

General secondary education lasts for four years and is implemented in gymnasiums and joint schools with vocational and gymnasium programmes[27]. In gymnasiums the education process is implemented through socio-linguistic or natural sciences-mathematical programmes and in general-type gymnasiums. Specialised gymnasiums for gifted students are also present (philology, mathematics and computer sciences), as well as specialised departments for students gifted in physics, biology and chemistry).

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[26] Statistical Office of the Republic of Serbia - http://publikacije.stat.gov.rs/G2019/Pdf/G20191086.pdf
[27] Joint schools are secondary schools with gymnasium and vocational or arts educational programmes.

The goals of general secondary education are related primarily to the development of key competencies necessary for further education and active civic engagement, independent decision-making relevant to the choice of profession and further education, problem-solving skills, communication, teamwork, developing positive values, tolerance and non-violent behaviour patterns. The education process is implemented in verified state and private schools.

The required qualifications for teachers in accordance with the prescribed norms are completed at least higher education, i.e. second cycle studies in the scientific or professional area relevant to the respective subject or group of subjects.

Preconditions for students' enrolment are completed primary education and proof of taking the Final exam in primary education.

Gymnasium curricula are oriented towards learning process and outcomes. The structure of the syllabi for all subjects is conceptualized in the same way and contains the objective of the subject for the duration of schooling, general and specific subjects' competencies and learning outcomes within the area or topic.

Monitoring the progress and assessing students' achievements is formative and summative and is done in accordance with the Rulebook on Assessing Students in Secondary Education[28], while in the Instructions for Didactic-Methodical Implementation of Programmes recommendations can be found for monitoring and assessing students' achievements in relation to the specificities of a subject.

Upon completion of the fourth grade, the student takes the Matura exam and upon completing the exam is awarded the *Diploma of completion of secondary education* at the NQFS level 4, which corresponds to the ISCED level 3. The Matura exam consists of the common and elective part. Within common part, students take exams in Serbian/mother tongue and in a foreign language (if they are enrolled in socio-linguistic track), or exams in Serbian/mother tongue and mathematics or i±1n a foreign language for the students enrolled in natural sciences-mathematical track. The elective part consists of the Matura thesis and its defence.

From the school year 2021/2022, upon completing the fourth grade, students will take the General Matura exam in accordance with the new programme – General Matura programme (external, State Matura). Current practice of conducting exams at the school level is not standardized in many aspects, which is why there are major differences in the

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[28] The Rulebook on Assessing Students in Secondary Education (RS Official Gazette, No 72/09, 52/11, 55/13, 35/15 and 68/15) - http://www.mpn.gov.rs

content, procedures and assessment criteria, and as such it cannot replace the existing entrance exams for higher education institutions. The General Matura is going to be composed of a compulsory part (Serbian language, Mathematics and an elective subject) and an elective part (general education subject in accordance with the higher education institution's requirements). By completing the General Matura, students will be gaining the right to directly enrol in higher education institutions. When it comes to specific study programmes, higher education institution may organize an additional examination of knowledge, aptitudes and abilities. Furthermore, due to the limited number of places on study programmes, higher education institution may, in addition to the Matura exam results, establish additional criteria for ranking and selection of candidates who passed the Matura exam (general success in secondary school, achievements in student competitions). This way Matura, in addition to certification, also has a role in the candidate selection when enrolling in higher education institutions, replacing the currently compulsory entrance exam.

1.5.2 Secondary vocational education

Secondary vocational education can last for three or four years. Other types of vocational education are education for work of two-year duration and vocational training and training up to one-year duration.

The main purpose of vocational education is to acquire vocational competencies and it is implemented in secondary vocational schools or in 'mixed' schools that are offering vocational and gymnasium programmes. The education process is implemented in verified state and private schools. The required qualifications for teachers in accordance with the prescribed norms are completed at least higher education, i.e. second cycle studies in the scientific or professional area for the respective subject or group of subjects. For assistant teachers in certain areas of work a secondary education qualification is required, in accordance with the prescribed norms. In dual education, the required qualifications for instructors[29] are at least the same level of education for the appropriate educational profile for which the student is being educated, at least three years of work experience and the instructor' license issued by the Chamber of Commerce and Industry of Serbia.

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[29] Instructors are persons employed by companies and who are working with students during implementation of work-based learning.

Precondition for the enrolment at this level of education is completed primary education and the proof of taking the Final exam in primary education.

Curricula are defined at the national level for each qualification and contain a list of vocational competencies, general subjects and vocational subjects as well as defined learning outcomes by subjects and modules. The curricula of three-year secondary vocational education profiles are composed of 30% of general and at least 65% of vocation related content, and the curricula of four-year vocational profiles and arts profiles is composed of 40% of general and at least 55% of vocational content. So far, 95[30] educational profiles have been modernized in line with the qualification standard[31], which means that just as many qualification standards have been developed and adopted. Examples of qualification standards for levels 3 and 4 of vocational education are given in the Annex 4. Certain qualifications can be implemented within dual education, where it is stipulated that the part of a programme implemented as work-based learning with the employer can be minimum 20% of the vocational part of curriculum and maximum 80%.

Number of qualifications in dual model
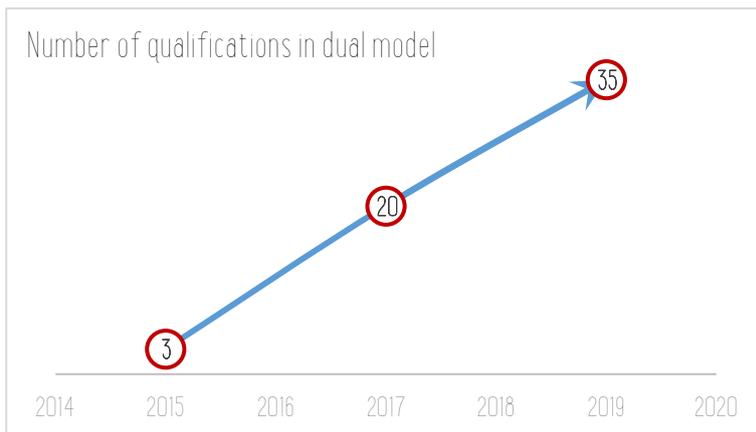
The trend of introducing this model is increasing year by year, and since 2015, when only 3 qualifications were implemented, a total of 35 qualifications[32] has been successively implemented in the system until 2019.

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[30] Based on the Call for Enrolment of students in the first grade of secondary school in the Republic of Serbia for the 2018/2019 school year, the total number of offered educational profiles in the pre-university education is 211 and for the 2019/2020 school year the total number is 201.

[31] The Progress Report on The Action Plan for the Implementation of The Strategy for Education Development in Serbia by 2020 for 2018 http://www.mpn.gov.rs/wp-content/uploads/2019/08/izvestaj.pdf and http://www.mpn.gov.rs/wp-content/uploads/2019/08/izvestaj.pdf i http://noks.mpn.gov.rs/baza-kvalifikacija_2/

Progress Report on The Action Plan for the Implementation of The Strategy for Education Development in Serbia by 2020 for 2018 http://www.mpn.gov.rs/wp-content/uploads/2018/08/AP-SROS-IZVESTAJ-15jun.pdf

[32] The Call for Enrolment in the First Grade of Secondary School for the School Year 2019/20 - http://www.upis.mpn.gov.rs/Dokument_download/konkurs/2019-2020-KONKURS-ZA-UPIS-U-SREDNJU-SKOLU.pdf

Monitoring of students' progress in achieving learning outcomes and developing competencies in vocational education is formative and summative and it is carried out in accordance with the Rulebook on Assessing Students in Secondary Education.

In addition to the three-year and four-year vocational programmes, other forms of vocational education have been developed in the vocational education system – vocational training and education for work. Namely, after completing one-year vocational training, students take the exam of vocational competence, thereby obtaining the Testimonial of passed vocational competence exam (NQFS level 2). After completing two years of education for work, students take the Final exam and obtain the Diploma of education for work (NQFS level 2). From this level it is possible to enter the labour market but also to continue education. Upon completing three-year secondary vocational education, students take the Final exam and receive the Diploma of completion of secondary education at the NQFS level 3, which corresponds to the ISCED level 3. For educational profiles based on the qualification standard, in addition to the diploma, students receive the diploma supplement: *Testimonial of passed exams within the completed educational profile programme*. This document facilitates employment, as it transparently describes the acquired competencies and results of the final exam.

Upon completion of four-year secondary vocational education, students take the Matura exam and receive the *Diploma of completion of secondary education* at the NQFS level 4 corresponding to the ISCED level 3. For educational profiles based on a qualification standard, in addition to the diploma, students also receive the diploma supplement – Testimonial of passed exams within the completed educational profile programme. This document facilitates employment, as it transparently describes the acquired competencies and achievements in the Matura exam. The Matura exam is prescribed by the regulations governing the curriculum for each educational profile and contains a Serbian/mother tongue exam and examination of practical work with oral defence and an oral exam related to an elective subject of choice.

From the school year 2021/2022 the Vocational Matura will be implemented as standardised exam established at the national level. By taking the Vocational Matura, students will be gaining the right to enrol directly in applied or academic studies, in the professional area in which secondary education was obtained. The Vocational Matura will include three exams. Each student is obliged to pass all three exams in order to obtain certification in a specific secondary vocational education programme, namely: Serbian language, Mathematics (except for educational profiles that have subject Mathematics for

less than two years, where another subject is selected from the List of general subjects on which Mathematics is offered) and a vocational exam (exam/test of vocational-theoretical knowledge and a practical work as part of the Matura for the verification of vocational competencies). After completing the fourth year of secondary vocational education, students will be able to take an additional elective part (identical to the elective part of General Matura) with the aim to continue their education within academic programmes offered by higher education institutions. Unlike the previous practice, Vocational Matura exam will be carried out at the same time on the whole territory of the Republic of Serbia, using standardized tests and assessment methods.

Permeability in the system of vocational education is also enabled through the system of obtaining additional qualification or retraining. These processes are carried out by secondary vocational schools according to the prescribed procedure. An individual upon completing a three-year vocational education programme is able to obtain additional qualification through the programme for obtaining additional qualification (from NQFS level 3 to level 4). Applicants who wish to study for a different educational profile than the one they have completed but of the same qualification level enrol retraining programmes.

Person who have completed one-year vocational training and two-year education for work, if older than 17, may enrol in three-year or four-year educational profiles as a part-time student. With the development of the qualification standards system at the NQFS level 2 and further regulation of the system of recognition of prior learning, better permeability from NQFS level 1 to level 2 and from NQFS level 2 to level 3 is expected.

Person who have for any reason left or quit secondary education have the right to continue their education for the same duration in accordance with the Law on Secondary Education, in the status of a part-time student.

1.5.3 Dual education

Dual education is a model of implementation of the secondary vocational education, in which, through theoretical teaching, exercises in school and work-based learning with the employer, knowledge, skills, abilities and attitudes (competencies) are acquired, improved, or built in accordance with the qualification standard and the curriculum[33]. In the context of dual education, a specific way of enrolling students is

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[33] The Law on Dual Education (RS Official Gazette, No 101/17)

introduced, for which the Ministry of Education, Science and Technological Development has adopted guidelines that specifically emphasize the obligation to submit an Employer Intention Statement for Participation in Dual Education. The Chamber of Commerce and Industry has an active role in this process and, in accordance with the Law on Dual Education, is competent for licensing companies to implement work-based learning, maintaining the register of dual-education contracts, examinations and licensing of instructors. This model clearly defines the obligations and responsibilities of the employer in regard to the material and financial compensation of students. Curricula in dual education, in accordance with the regulation, have to be based on qualification standards and cannot differ in structure from the programmes for the same qualification which are not implemented according to the dual model. Their specificity is the way of implementation of practical teaching – modules or subjects that are implemented as work-based learning and the prescribed number of students per instructor. In 2018, different bylaws were adopted, governing the licensing of instructors, the placement of students in companies and the support in career guidance and counselling[34]. In the school year 2018/2019 the number of companies interested in the implementation of work-based learning within dual educational profiles increased significantly – from 205 to 600 companies. The number of schools participating in dual education increased from 50 to 85 schools (about 23% of all secondary vocational schools), and the number of places for enrolment in the first grade of secondary vocational schools in dual educational profiles from 1841 to 3500. Total number of students in dual education in 2018/2019 year was 4500[35].

1.5.4 Secondary music education

Secondary music education lasts for four years, it is implemented in the secondary music schools and belongs to the field of work Culture, art and public information. Upon completion of each grade, students take annual exams. Upon completing four years of

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[34] The Rulebook on the Training Programme, Closer Conditions and Other Matters Related to Passing the Instructor's Licence Examination (RS Official Gazette, No 70/2018)
The Rulebook on the Closer Conditions, Methods, Activities and Composition of the Career Guidance and Counselling Team in Secondary Schools that Implement Dual Educational Profiles (RS Official Gazette, No 2/2019)
The Rulebook on the Placement of Students during Work-Based Learning (RS Official Gazette, No 102/2018)
[35] The Progress Report on The Action Plan for the Implementation of The Strategy for Education Development in Serbia by 2020 for 2018 - http://www.mpn.gov.rs/wp-content/uploads/2019/08/izvestaj.pdf

music education within the appropriate educational profile, students take national Artistic Matura exam and are awarded the Diploma of completion of secondary education at NQFS level 4, which corresponds to ISCED level 3. The Matura exam consists of the Serbian/mother tongue exam and an exam in key profession related subject. From the school year 2021/2022 students will be taking the National Artistic Matura. The obligatory part of the Artistic Matura will consist of the Serbian/mother tongue exam, an elective exam related to the subject of choice, and an exam in the subject relevant to arts. The elective part of the Artistic Matura is identical to the elective part of the General Matura. Students who pass Artistic Matura will be able to enrol in a higher education institution under the prescribed conditions.

1.5.5 Secondary ballet education

Secondary ballet education lasts for four years, it is implemented in secondary ballet schools and belongs to the field of work Culture, art and public information. Upon completion of each grade, students take annual exams. Upon completing four years of ballet education within an appropriate educational profile, students take national Artistic Matura exam and are awarded the *Diploma of completion of secondary education* at NQFS level 4, which corresponds to ISCED level 3. The Matura exam consists of the Serbian / mother tongue exam and in major subject. From the school year 2021/2022 students will be taking the national Artistic Matura Exam, which consists of a compulsory and elective part. The compulsory part contains the Serbian/mother tongue exam, an elective exam related to the subject of choice, and an exam in the subject relevant to arts. The elective part of the Artistic Matura is identical to the elective part of the General Matura. Students who pass Artistic Matura will be able to enrol in a higher education institution under the prescribed conditions.

1.6 Adult education

Adult education is an integral part of the education system and is implemented through formal and non-formal education and in-formal learning. Despite the developed tradition, adult education in Serbia expanded after the adoption of the Strategy for Adult Education Development in the Republic of Serbia[36] and subsequent adoption of the

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[36] The Strategy for Adult Education Development (RS Official Gazette, No 1/07)

Strategy for Education Development in Serbia 2020 and the implementation of the Law on Adult Education (2013)[37], which regulates this part of the system.

The basic purpose of this subsystem of education is to provide adults with the possibility to acquire competencies and qualifications required for personal and professional development, work and employment.

Adult education activities are:

1) adult education that enables primary and secondary education acquisition (formal education);

2) acquisition of competencies and qualifications for performing, training or change of the occupation, job, job function, or work operation (formal or non-formal education);

3) adult education that enhances knowledge, skills and abilities, for personal and professional development and socially responsible behaviour, improving quality of life, general education and culture (non-formal education and informal learning);

4) recognition of prior learning achieved through knowledge assessment, skills and competencies acquired through education, life or work experience that ensures further learning and increased competitiveness in the labour market;

5) career guidance and counselling by providing professional support to adults for personal and professional development and employment.

According to the data from the Adult Education Survey conducted in 2016[38] in the Republic of Serbia, the participation rate of adults in some form of formal or non-formal education or training is 19.8%, which is slightly higher than in 2011 (16.5%).

1.6.1 Formal adult education

Formal adult education covers primary, secondary and specialist education and it is implemented in primary and secondary schools that have been verified for the implementation of adult education programmes. Qualifications for teachers are the same as for primary and secondary school teachers, but an Integral training programme for the implementation of functional adult primary education programmes is additionally required in order to be working with adults.

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[37] The Law on Adult Education (RS Official Gazette, No 55/13, 27/18-other Law)
[38] The Adult Education Survey 2016, Statistical Office of the Republic of Serbia
http://publikacije.stat.gov.rs/G2018/Pdf/G20181131.pdf

Access to primary adult education has a person who has turned 15 years and to secondary education who has turned 17.

Primary adult education, according to the model of functional primary adult education, lasts three to five years and is implemented according to the national programme in three cycles, of one-year duration each. In the first cycle, the basics of functional literacy are learned, in the second and third – the basics of general education. Depending on the status (employed, unemployed), category (younger and older age, gender, vulnerable group, etc.) and individual needs, an adult has the opportunity to choose training within primary adult education programme or, after completing it, to continue acquiring others forms of vocational education, or secondary education[39].

The adult student receives a descriptive and numerical grade in a subject or a module.

Upon completing primary education, adult students take the Final exam in primary education, which is based on general standards of achievement for primary adult education[40]. Final exam is organized at the national level and covers the entire adult students' population. All adults who take the Final exam in primary education obtain the qualification at the NQFS level 1, which corresponds to the ISCED level 2, which is verified by the *Certificate of Completion of Primary Education* and the *Testimonial of Taken Final Exam in Primary Education*.

Secondary formal adult education is implemented in secondary schools and adults (over 17 years old) enrol it as part-time students. Curriculum prescribes the way in which the programme is adapted for adult education, while the school programme determines the way in which the adult education programme is implemented and adapted. Public documents that an adult obtains are identical to those obtained in vocational education (ISCED3).

Specialist education lasts for one or two years and any person with an appropriate vocational qualification at the NQFS level 3 and NQFS level 4 and at least two years of work experience in a particular occupation may acquire it. After completing specialist education, a specialist exam is taken and a *Testimonial of passed specialist exam* at the NQFS level 5 is obtained (ISCED 4).

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[39] The Rulebook on the Primary Adult Education Curriculum (RS Official Gazette - Educational Gazette, No 13/13

[40] The Rulebook on the General Standards of Achievement for Primary Adult Education (RS Official Gazette, No 50/2013, 115/2013)

Legislation foresees the possibility of obtaining a master craftsman education. However, until the adoption of a law regulating the area of crafts, this form of education is not implemented.

1.6.2 Non-formal adult education and informal learning

Non-formal adult education and informal learning are part of the integrated education system of the Republic of Serbia. According to the Adult Education Survey 2016[41], participation of adults in non-formal adult education and training is 18.2% among which are mostly represented those with tertiary education between age 25 to 34. The majority of non-formal education programmes in which adults participate are work-related (employment opportunities, advancement, retention, or new employment, etc.).

Non-formal adult education is an organized process of adult learning based on specific programmes, with a goal to acquiring knowledge, skills, abilities, attitudes and values aimed at work, personal and social development, work and employment and social activities. Informal learning is a process of independent acquisition of knowledge, skills, values, attitudes and abilities of adults in everyday living, work and social environment.

Adult trainees acquire competencies (vocational and key) and qualifications through adult education activities, primarily for the purpose of training, improving or changing their occupation or job.

Qualifications can be obtained through non-formal education in accordance with a qualification standard from publicly recognized organizers of adult education activities. Preconditions for obtaining qualification at the level 1, 2, 3 or 5 are regulated by the NQFS Law and by programmes for acquiring competencies, i.e. qualifications.

Primary and secondary schools, as well as other organizations that meet the requirements prescribed by the relevant by-laws[42] can obtain the status of PROAEA. For primary and secondary schools, the accreditation of PROAEA is issued by the MEST, and of other organizations by QARS. Training programmes developed at the level of organizations are assessed during the process of accreditation of PROAEA, as well as conditions in terms of staff, space, equipment and teaching aids.

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[41] The Adult Education Survey 2016, Statistical Office of the Republic of Serbia - http://publikacije.stat.gov.rs/G2018/Pdf/G20181131.pdf
[42] The Rulebook on the Closer Conditions Regarding the Programmes, Staff, Space, Equipment and Teaching Aids for the Accreditation of Publicly Recognized Organizers of Adult Education Activities (RS Official Gazette RS, No 89/15)

When it comes to the qualifications for staff members (lecturers, trainers, moderators, instructors) who carry out training processes, the requirements are defined by the qualification standard and the programme of PROAEA, in accordance with the by-law[43].

Upon completion of the adult education programme, to the student, i.e. candidate, the PROAEA issues a public document – certificate, testimonial or confirmation[44]. The certificate is issued for the achieved standard of vocational competencies, standard of key competencies or for the qualification as a whole. The testimonial is issued for partially achieved standard of vocational competencies. The confirmation allows verification of the units of competencies, i.e. individual learning outcomes that do not lead to the acquisition of the total of vocational competencies, or of the qualification as a whole.

Amendments to the Law on the Foundations of the Education System from 2019 enables permeability from non-formal education by allowing a candidate who, after completing the training programme, receives a public document relevant to the obtained qualification standard as a whole and a public document relevant to the achieved standard of key competencies for the part of secondary vocational adult education consisting of general education subjects, to take the Final exam, and from the school year 2021/2022 Vocational Matura too, through which he obtains a qualification at NQFS level 3 and NQFS level 4[45]. In accordance with the above, the harmonisation of the Law on Secondary Education and the rulebook that governs the vocational Matura programme in the part which regulates the eligibility for vocational Matura is expected.

The most important elements of the adult education subsystem are governed by the Law on Adult Education[46] and special regulations. Additional quality assurance mechanisms need to be regulated by by-laws and developed in accordance with the implementation of the NQFS Law (recognition of prior learning, external evaluation of PROAEA).

With regard to informal learning, in parallel with the development of qualification standards and the implementation of the concept of learning outcomes, in the next steps

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[43] The Rulebook on the Closer Conditions Regarding the Programmes, Staff, Space, Equipment and Teaching Aids for the Accreditation of Publicly Recognized Organizers of Adult Education Activities (RS Official Gazette, No 89/15)

[44] The Rulebook on the Type, Name and Content of Forms and the Manner of keeping Records and the Name, Content and Layout of Public Documents and Testimonials in Adult Education (RS Official Gazette, No 89/15, 102/15)

[45] Article 78 paragraph 4. The Law on the Foundations of the Education System

[46] RS Official Gazette, No 55/13

the establishment of quality assurance mechanisms in the process of validation of non-formal education and informal learning is expected, in accordance with the NQFS Law.

The MoESTD works on the aforementioned by-laws together with the Qualifications Agency, with the expert support within the IPA 2014 project "Development of an Integrated National Qualifications Framework System in Serbia", and the plan is to adopt these standards and start their implementation in 2020.

Non-formal adult education is also present in the employment sector. The National Employment Service as a part of active employment policy measures organizes since 2005 additional education and training programmes, especially in line with the labour market and employers' needs. Trainings for acquiring competencies within the same or new occupation (additional qualification and retraining) are organized and include those from vulnerable groups. In 2018 trainings for deficient occupations were organized, such as: forklift operator, CNC machine operator, accountant, geriatric care manager[47]. In the call for training providers conditions are defined that are in line with the PROAEA accreditation requirements. It is the practice and intention of the National Employment Service to select exclusively providers that are nationally accredited to conduct adult education activities, except in the areas of work were the accredited organizations are not present.

Non formal education and informal learning is also present in youth policy and practice. In the area of employment among the priority activities in the Action Plan for the implementation of the National Youth Strategy 2018-2020[48], it is defined that the recognition of competences of young people acquired outside the formal education system should contribute to the affirmation of the non-formal and informal learning. National association of youth workers (NAPOR) created the tool that would facilitate recognition of the competences young people gained through youth work programmes. Creation of tool for recognition of such competences (Passport of Competences) is implemented in cooperation with Ministry of Youth and Sports and other relevant actors from public, private and civil sector who contribute to its development through intersectoral consortium. It is based on 8 key competences. Main purposes of this tool are: recognition of transferable skills (competences) that young people gain through youth

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[47] National Employment Service Work Report 2018 -
http://www.nsz.gov.rs/live/digitalAssets/12/12205_izvestaj_o_radu_nsz_za_2018.pdf
[48]https://www.mos.gov.rs/public/documents/upload/sport/inspekcija/Action%20plan%20for%20the%20implementation%20of%20the%20National%20Youth%20Strategy%202018-2020.pdf

work programs by employers, in order to foster youth employability; more efficient planning of professional and personal improvement of young people and recognition of impact of youth work on development of young people.

1.7 Quality assurance in pre-university education and adult education

According to the Law on the Foundations of the Education System, the established elements of the quality of education in the Republic of Serbia are: principles and goals of education; education programmes; education standards; student competencies; coverage and care of vulnerable groups of children and students; learning environment; competencies and professional development of teachers, kindergarten teachers and professional associates, headmasters and secretary; cooperation with parents or other legal representatives and wider community; independent evaluation of the achievement of education objectives and learning outcomes, monitoring and independent evaluation of teachers, educators and professional associates and headmasters (external evaluation); self-evaluation; management system; space and equipment standards for institutions; adequate material and financial resources. In this way, the overall quality of the system is based on the following standards:

– student/trainee achievement standards;
– quality standards for institutional operations;
– textbook quality standards;
– competency standards for teachers;
– competency standards for headmasters [49].

An overview of the most important quality standards in the education system of the Republic of Serbia with key processes for their implementation and the competent bodies and institutions is provided in the Table 1.

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[49] The Law on the Foundations of the Education System (RS Official Gazette, No 88/2017, 27/2018 – other law and 10/2019)

Table 1. Quality standard system in the pre-university education system of the Republic of Serbia

STANDARD	PROCESS	COMPETENT INSTITUTIONS / BODIES
student achievements	− assessment in school − Final exam and Matura exam − national assessments	primary and secondary school Institute for the Improvement of Education Institute for Education Quality and Evaluation
quality of institutional operations	− external evaluation − self-evaluation	Ministry of Education, Science and Technological Development Institute for Education Quality and Evaluation primary and secondary school
quality of educational programme	− preparation and approval of plans and programmes of teaching and learning by level and type for pre-university − adult education programme accreditation	Institute for the Improvement of Education Qualification Agency
textbook quality	− textbook approval at the national level	Institute for the Improvement of Education National Education Council Council for Vocational Education and Adult Education Ministry of Education, Science and Technological Development
competencies of teachers	− teachers' licencing − accreditation of professional development programmes for teacher	Ministry of Education, Science and Technological Development Institute for the Improvement of Education
competencies of headmasters	− headmasters' licencing − professional development programmes for headmasters	Ministry of Education, Science and Technological Development Institute for the Improvement of Education Institute for Education Quality and Evaluation
quality of PROAEA	− external evaluation − self-evaluation	Qualification Agency PROAEA

The basic precondition for a school (private or state) to start operating or for the implementation of a certain educational programme in the pre-university education is the verification by the MoESTD that determines if the prescribed conditions have been

fulfilled, first of all in terms of space, equipment, staff, educational programmes. It should be noted that, in accordance with recent regulations, in dual education the accreditation of companies/workplaces where work-based learning is implemented is done by the Chamber of Commerce and Industry of Serbia[50], which is an exception to the rest of the system monitored and managed by the MoESTD.

Certain quality assurance mechanisms related to the institutional framework (relevant institutions and bodies), providers in the education system (programmes, teachers), student achievements and exams, are described in the previous sections.

Here, aspects related to the evaluation of the quality of education and learning process through a single quality framework of institutional operations are described in more detail. Through evaluation the quality of institutional operations is assessed, thus providing data relevant to further development and management of an institution. The evaluation is carried out through the process of self-evaluation and external evaluation[51].

Standards and indicators that represent the description of a practice of a good quality form a quality framework that covers all aspects of life and work in school. Quality standards and accompanying indicators of the quality of institutional operations, which are evaluated in the process of self-evaluation and external evaluation, are prescribed by the Rulebook[52] and grouped in six quality areas:

– programming, planning, reporting;
– teaching and learning;
– educational achievements of students;
– student support;
– ethos;
– organization of school operations, management of human and material resources.

The quality standards for institutional operations are complex statements about a practice of a good quality or the conditions in which it can be achieved.

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[50] The Rulebook on the Organization, Composition and Manner of Work of the Commission for Determining the Compliance with the Conditions for the Realization of the Work-Based Learning with an Employer, RS Official Gazette, No 46 of 15 June 2018

[51] The Rulebook on the Quality Assessment of Educational Institutions, RS Official Gazette, No 10 of 15 February 2019

[52] The Rulebook on the Quality Standards for Educational Institutions, RS Official Gazette – Educational Gazette, No 14/18

Indicators for the description of standards are definitions used to assess the achievement of standards.

Self-evaluation of institutional operations is an assessment conducted by the institution based on the prescribed standards and indicators of the quality of institutional operations. An institution in accordance with its own needs and specificities may also determine additional indicators if that allows it to have a better insight into the existing situation and if it provides guidelines for the improvement of operations.

Self-evaluation is a continuous process of reviewing the existing practice, which is carried out systematically and transparently within the institution by the staff and serves to improve the work of the staff and the development of the institution with the aim to assure well-being of children and students.

Each school, both primary and secondary, implementing formal general and vocational education programmes is in obligation, based on the prescribed standards and indicators within the defined quality areas, to evaluate the achievement of objectives, learning outcomes and standards of achievement, National Framework of Education and Upbringing, curriculum, school programme, development plan, as well as the involvement of parents or other legal representatives of children and students in various forms of educational work and conditions in which it is achieved. The school's self-evaluation team is also composed of the representatives of employees (teachers, pedagogists, psychologists) parents, students' parliament, local self-government and experts in particular issues.

Self-evaluation is done based on the analysis of:

1) the records and pedagogical documentation of the institution, the education programme, annual work plan and the institutional development plan;

2) databases within the integrated education information system and other data sources;

3) monitoring results related to various activities in the institution, in particular monitoring of classes in school and activities in the preschool institution;

4) the collected data from the researchers conducted in the institution and at the level of the education system and other relevant data;

5) the effects of activities implemented through projects;

6) interviews, expert discussions, meetings, results of surveys and other analytical and research activities deemed necessary;

7) existing reports on the quality assessment of institutional operations.

Based on the assessment of the situation in the institution, the self-evaluation team determines the subject of self-evaluation, which represents one or more quality areas or self-evaluation of all institutional operations, defined by the quality standards relevant to operations.

The self-evaluation team collects, analyses and processes data related to the subject of self-evaluation and evaluates the subject's quality based on the processed data. The institution is obliged to carry out self-evaluation every year in certain quality areas, and every fourth or fifth year – completely.

The self-evaluation report contains a description and assessment of the achievement of standards and quality indicators of institutional operations, a proposal of measures to improve the quality of institutional operations and ways of monitoring the implementation of the proposed measures. The self-evaluation report may also be published on the institution's official website. It must be accessible for every interested party.

External evaluation represents the process of evaluating the quality of institutional operations conducted by authorized persons (competent experts of the Institute for Education Quality and Evaluation and the MoESTD – education advisers and education inspectors) who have completed the external evaluation training programme and have been appointed by the Minister. The external evaluation shall be carried out at least once every six years. In an institution with the lowest grade for the overall quality of operations, external evaluation is conducted three years after the previous external evaluation.

External evaluation of school is done based on:

1) the analyses of school records and pedagogical documentation, school self-evaluation reports, school curriculum, annual work plan, school development plan and the report of the education advisor;

2) direct monitoring of teaching and other forms of educational work;

3) interview with the headmaster, expert associates, teachers, kindergarten teachers, students, parents, or other legal representatives and other persons important for the life and work of the school;

4) other analytical and research activities necessary for better insight into the overall school operations.

Immediate monitoring of teaching involves monitoring the classes of at least 40% of teachers employed in the school.

The external school evaluation process takes at least two business days.

In order to ensure the quality of the external evaluation process, all school representatives who participated in the external evaluation process have to complete, during the external school evaluation, a questionnaire to assess the quality of the external evaluation process.

The evaluation process determines the extent to which indicators describing a standard are present.

The overall quality of institutional operations is determined by evaluating the achievement of all prescribed quality standards for institutional operations and is graded by following grades 1, 2, 3 and 4, with grade 4 being the highest.

The external evaluation report contains the description of the established factual situation by areas defined by the quality standards for institutional operations, an assessment of the achievement of all standards and quality indicators, and an assessment of the overall quality of institutional operations. An assessment of the achievement of teaching and learning standards for each class attended is given in the annex of the external evaluation report.

Self-evaluation and external evaluation reports are based on the data from various relevant sources. They must be accessible to interested users (all school bodies, teachers, students and parents, and others) and are used in the process of drafting an Institutional development plan. Based on the external evaluation report, institution develops the Institutional quality improvement plan in the areas defined by the quality standards for institutional operations, based on which the development goals defined in the Institutional development plan may be modified. The development plan also includes a method of planning professional development of staff in line with the external evaluation results, as well as a method of planning cooperation among staff in order to improve their reflective practice and overall work. An institution may, through the competent school administration, turn to another institution or advisor-external associate for assistance in the operations improvement related to the external evaluation results.

The data from the external evaluation report is entered in the institution's register available on the MoESTD's official website. National reports on the external evaluation are published annually[53] by the Institute for Education Quality and Evaluation.

Based on the results of and the experience from the previous five-year external evaluation cycle implementation and the opinions of institutions' staff, the need to revise

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[53] http://vrednovanje.ceo.edu.rs

the standards and quality indicators of institutional operations and external evaluation procedures was evident, which was done by adopting the Rulebook on the Quality Standards for Institutional Operations in effect from 2018. The revision included a number of novelties in the operations evaluation framework. For example, the number of areas has been reduced, the number of standards has been reduced, some standards redefined, and others replaced with new. Indicators have also been redefined to be more accurate and measurable. In relation to the identified key weaknesses in the quality area, priority activities in 2019 have been defined, which relate to the training of the persons employees in the education system for the implementation of education standards, as well as the training for the process of self-evaluation of institutional operations[54].

After the adoption of the external quality assessment standards for PROAEA, external quality assessment will be conducted by the Qualifications Agency.

1.7.1. *Inclusive education*

Inclusive education policy in the Republic of Serbia since 2009 has been aimed at improving the quality and coverage of children by preschool education and upbringing and primary education, improving the educational achievements of all students, especially children from vulnerable groups.

Students with special needs and disabilities acquire primary education, as a rule, in regular schools, together with other students, and in school for students with special needs and disabilities when it is in the best interests of a student, in accordance with the law. For the child and the student who, due to social deprivation, developmental disabilities, disabilities and other reasons, needs additional support in the education process, institution assures that physical and communication barriers are removed and adopts an individual education plan (IEP). IEP1 refers to the adaptation of the work method, as well as conditions in which educational work is performed. IEP2 refers to the adaptation and modification of the content of educational work, outcomes and standards of achievement. For a child, student with exceptional abilities, the introduction of IEP3 is possible. IEP3 refers to the enrichment and extension of the content of educational work for children and students with exceptional abilities[55].

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[54] The Progress Report on The Action Plan for the Implementation of The Strategy for Education Development in Serbia by 2020 for 2018 http://www.mpn.gov.rs/wp-content/uploads/2019/08/izvestaj.pdf

[55] The Rulebook on the Closer Instructions for Establishing the Right to an Individual Education Plan, Its Implementation and Evaluation (RS Official Gazette, No 76/10)

For students completing primary education according to the IEP1 or IEP2 programme, the Final exam in primary education is adjusted to the student at the school level, in accordance with the individual education plan, or in accordance with the need for additional support.

Students with special needs and disabilities acquire secondary education, as a rule, in school, together with other students, and in school for students with special needs and disabilities when it is in the best interest of a student, in accordance with the law. For each individual student, school adopts an individual education plan (IEP1 or IEP2).

The monitoring of the situation in the area of inclusive education is also covered by the Third national report on social inclusion and poverty reduction in the Republic of Serbia[56]. In 2018, a new Rulebook on Closer Instructions for Exercising the Right to an Individual Education Plan, Its Implementation and Evaluation[57] was published. In addition to other novelties, the content of the individual education plan (IEP) is enriched with a personalized curriculum, and may also include: 1) transition plan – support plan for child's and student's enrolment in education, transition to another education level, or transition to another educational institution; and 2) dropout and early school leaving prevention plan related to children and students at risk of dropping out and early school leaving. All novelties are accompanied by new or modified forms.

1.8 Higher education

Preparations for the higher education reform in Serbia started in the year 2000. Since 2003 the Republic of Serbia is a full member of the Bologna Process and the European Higher Education Area to which initially had joined as the State Union of Serbia and Montenegro[58]. With the adoption of the Law on Higher Education in 2005 the formal conditions for higher education reform were fulfilled, whose basic novelties were:

- Three-cycle study system;
- Credit accumulation and transfer system, ECTS;
- Mobility of students and teachers;

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[56] Third National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia – Overview and State of Social Exclusion and Poverty for the Period 2014-2017 - http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2019/02/Treci_nacionalni_izvestaj_o_socijalnom_ukljucivanju_i_smanjenju_siromastva_2014%E2%80%932017.pdf

[57] The Rulebook on the Closer Instructions for Exercising the Right to an Individual Education Plan, Its Implementation and Evaluation, RS Official Gazette, No 74/2018-58.

[58] EHEA National Report - http://www.ehea.info/pid34250-cid101594/serbia.html

- Diploma Supplement;

- National Higher Education Council;

- Commission for Accreditation and Quality Assurance.

1.8.1. *Higher education institutions*

Higher education is carried out by following higher education institutions:

1) University;

2) Faculty, or Art academy within a University;

3) Academy of applied studies;

4) College;

5) College of applied studies.

A university, academy of applied studies, college and college of applied studies are independent higher education institutions.

Depending on their founder, they can be state or private.

University is an independent higher education institution which, in the implementation of its activities, integrates educational, scientific and research, professional, artistic and innovation activities, as components of a single higher education process. University may realise all types and study cycles. In order for a higher education institution to qualify for the status of a university, it must implement academic study programmes at all study levels, within at least three educational-scientific, i.e. educational-artistic fields and three scientific, artistic or professional areas. Exceptionally, a university may be established in the field of arts if it has all three study cycles in at least three areas of arts and art sciences.

College is an independent higher education institution implementing bachelor (undergraduate) academic studies, master academic studies and specialised academic studies in one or more scientific, artistic or professional areas.

Academy of applied studies is an independent higher education institution which, in the performing its activities, integrates educational, applied research, professional and artistic activities as components of a single higher education process. An academy of applied studies may realise bachelor applied studies, master applied studies and specialised applied studies. A higher education institution has the status of an academy of applied studies if it realises at least five accredited applied study programmes in at least two educational-scientific, or educational-artistic fields.

College of applied studies is an independent higher education institution that realises bachelor applied studies, specialised applied studies and master applied studies in one or more scientific, artistic or professional area.

Universities carry out their educational, scientific and artistic activity through the faculties and art academies which are their part, and which do not have the status of an independent higher education institution. In order for a higher education institution to meet the requirements for the status of a faculty or art academy, it must implement academic study programmes in one or more areas. In addition, faculties and art academies may implement applied study programmes. In order to advance scientific research or artistic research activities, university may also have scientific or artistic institutes within it, with which it can realise a part of the accredited study programmes of master academic studies and doctoral studies. For innovations and providing infrastructural support to innovation development and commercialization of scientific and artistic research results, university may have innovation centres, exceptional value centres, technology transfer centres, business and technological incubators, science and technology parks and other organizations in accordance with the law governing scientific research.

In the 2017/18 school year in the Republic of Serbia at all levels of study 256 172 students was enrolled.

A total of 214 681 students were enrolled in state and private universities, of which 86.8% were enrolled in state and 13.2% in private faculties.

There were 41 491 students enrolled in state and private colleges, of which 89.8% in state colleges and 10.2% in private ones.

According to the mode of financing, 41.0% of students were state-financed and 59.0% of students had the status of a self-financing student[59].

Precentage of student on universities and colleges

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[59] Statistical Office of the Republic of Serbia - http://www.stat.gov.rs/vesti/20180629-upisani-studenti-u-%C5%A1kolskoj-201718-godini/?s=1104
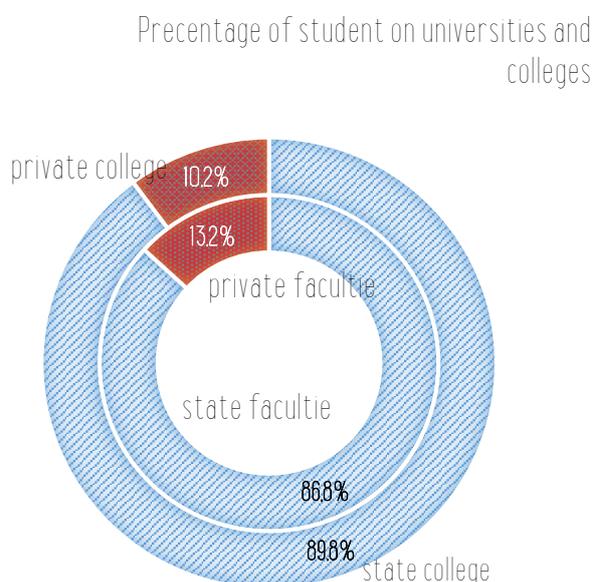
1.8.2. Studies

According to the type, studies are divided into academic and applied:

1) academic studies train students to develop and apply scientific, artistic and professional achievements;

2) applied studies to apply and develop professional knowledge and skills required in order to enter the labour market.

By cycle, studies are divided in first, second and third cycle of studies.

First cycle studies:

1) bachelor academic studies of three and four-year duration (180-240 ECTS);

2) bachelor applied studies of three-year duration (180 ECTS);

3) specialised applied studies of one-year duration (60 ECTS) after applied or academic studies of three-year duration (180 ECTS).

Second cycle studies:

1) integrated academic studies of five and six-year duration (300-360 ECTS);

2) master academic studies of one-year duration (60 ECTS) after bachelor academic studies of four-year duration (240 ECTS), or master academic studies of two-year duration (120 ECTS) after bachelor academic studies of three-year duration (180 ECTS);

3) master applied studies of two-year duration (120 ECTS) after bachelor academic or bachelor applied studies of three-year duration (180 ECTS);

4) specialised academic studies of one-year duration (60 ECTS) after master academic studies.

Third cycle studies are doctoral academic studies of three-year duration (180 ECTS) after integrated academic studies of at least five-year duration (300 ECTS) or master academic studies.

In addition to academic and applied studies, higher education institution may also organize a Short study programme of the scope from 30 to 60 ECTS credits. These programs are organized for the professional training of persons with at least secondary education and for the purpose of entering the labour market. Short study programmes have a clearly defined structure, purpose and learning outcomes and upon completion, a certificate with obtained competencies is issued. Short study programmes defined in this way are different from Short-cycle study programmes in the European Higher Education Area, since there is no level or descriptor for them in the National Qualifications

Framework. Also, these programs are not subject to accreditation as defined for the first, second and third cycle study programmes, but a decision of a higher education institution' professional body is sufficient.

1.8.3. *Study programmes*

Studies are implemented through accredited study programmes with defined learning outcomes. By successfully completing a study programme, students acquire the knowledge, skills, abilities and attitudes necessary to obtain an appropriate qualification.

Study programmes are implemented within one or more educational-scientific or educational-artistic fields, which contain relevant scientific, artistic and professional areas. Educational fields and areas[60] are determined by the National Council for Higher Education, based on the proposal of the Conference of Universities and the Conference of Academies of Applied Studies in Serbia.

The scope of a study programme is expressed through ECTS credits, which define the workload of students while mastering the foreseen learning outcomes. Each subject in a study programme is expressed through the appropriate number of ECTS credits and the scope of the entire programme by their sum. A sum of 60 ECTS credits corresponds to the average total student engagement over a 40-hour workweek during one school year. Total student engagement consists of active teaching activities (lectures, exercises, practicums, seminars, etc.), individual work, colloquiums, exams, final thesis, student internships, voluntary work in the local community and other forms of engagement. The total number of active teaching hours cannot be less than 600 hours during one school year. The total workload of 30 hours of an averagely successful student equal to 1 ECTS.

For the purposes of accreditation, a study programme defines: the name and study programme objectives; the type of study; the outcomes of the learning process in accordance with the law that establishes the national qualifications framework; professional, academic, scientific or artistic title (i.e. qualification); enrolment requirements for a study programme; the list of mandatory and elective study areas or subjects, with indicative content; the manner of implementation of a studies and the time required to carry out particular forms of a studies; the credit value of each subject reported in accordance with the European Credit Transfer System (ECTS); the credit value of the

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[60] The Rulebook on Scientific, Artistic, and Professional Areas within Educational-Scientific or Educational-Artistic Fields (RS Official Gazette, No 114/17) - http://nsvo.gov.rs/wp-content/uploads/2017/11/Pravilnik-o-naucnim-oblastima-u-okviru-naucnih-polja.pdf

final thesis in bachelor, specialised and master studies and doctoral dissertation or doctoral artistic project, expressed in ECTS credits; preconditions for enrolment related to individual subjects or group of subjects; the way of choosing a subjects from other study programmes; conditions for transferring from other study programmes within the same or related study areas, as well as any other issues relevant to the implementation of a study programme.

For programs accredited in Serbian language, classes are organized and implemented in Serbian. Parts of a study program, exams and drafting and defending the final, master and specialist thesis and doctoral dissertation may also be conducted in the language of a national minority or in a foreign language, in accordance with the statute of the higher education institution.

Furthermore, study programmes may be fully accredited, organized and implemented in a national minority language or in a foreign language. For students with disabilities, higher education institution may organize and carry out studies, or parts of studies in the sign language.

The bachelor and specialised study programmes may foresee a final thesis. The master study programme includes the obligatory final thesis.

A doctoral dissertation is the final part of a doctoral study programme, except for a doctoral study programme in arts for which an art project represents the final part. Exceptionally, a doctorate may also be awarded to a person with completed medical studies and appropriate specialization in accordance with the law regulating health care, and on the basis of a successfully defended dissertation based on papers published in top world journals, in accordance with standards set by the National Council for Higher Education. The number of credits of the final thesis, that is, the final part of a study programme, is included in the total number of credits required for the completion of studies.

ECTS credits can be transferred between different study programmes, within the same cycle and type of studies. The criteria and conditions for transferring ECTS credits and the appropriate knowledge assessment are defined by the general act of an independent higher education institution, or an agreement between higher education institutions. For students participating in international mobility programmes, ECTS credits can be transferred between different study programmes within all cycles and types of studies.

1.8.4. Students

All persons who have completed secondary education, that is who have passed the Matura exam – have the right to higher education. From the school year 2021/2022, students with the completed General and Vocational Matura will be eligible to enrol in higher education.

Upon completing a study programme, the person obtains an appropriate professional, academic or scientific title (qualification) [61], namely:

- the person who completes bachelor academic studies of the scope of 180 ECTS credits obtains the qualification "*bachelor*" in an appropriate area, and the person who completes bachelor academic studies of the scope of 240 ECTS credits qualification *„bachelor with honours"*;

- the person who completes bachelor applied studies of the scope of 180 ECTS credits obtains the qualification "*bachelor (appl.)"* in an appropriate area, and the person who completes specialised applied studies of the scope of 60 ECTS (in total 240 ECTS throughout the entire studies) the qualification "*bachelor specialist (appl.)";*

- the person who completes master academic studies obtains the qualification "*master"* in an appropriate area, and the person who completes master applied studies the qualification "*master (appl.)"*;

- the person who completes specialised academic studies (at least 360 ECTS throughout the entire studies) obtains the qualification "*master specialist"* in an appropriate area;

- the person who completes doctoral academic studies obtains the qualification doctor of sciences (*Ph.D.*), or doctor of arts (*D.A.*), with the indication of the field, or area.

Public documents obtained upon completing a study programme are the Diploma[62] and the Diploma Supplement. The diploma supplement must also contain the description of the higher education system in the Republic of Serbia.

The Diploma and the Diploma Supplement are signed by:

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[61] Professional, academic or scientific title is determined in accordance with Article 110 of the Law on Higher Education and the Rulebook on the List of Professional, Academic and Scientific Titles (RS Official Gazette, No 53/2017, 114/2017, 52/2018, 21/2019 and 34/2019).

[62] The Rulebook on the Content of Public Documents Issued by a Higher Education Institution (RS Official Gazette, No 15/19) - http://www.mpn.gov.rs/dokumenta-i-propisi/zakonski-okvir/

- at a university – rector and dean of the relevant faculty or art academy within the university;
- at an academy of applied studies – president;
- at a college and college of applied studies – director.

The Diploma and the Diploma Supplement of joint programmes organized between more higher education institutions are signed by their authorised persons.

1.8.5. *Quality assurance in higher education*

The quality assurance system in higher education follows the European standards and guidelines for quality assurance in the QF-EHEA[63] and includes competent bodies and procedures for ensuring the system of establishment and monitoring of quality in higher education.

1.8.5.1. National Council for Higher Education

The National Council for Higher Education (hereinafter: the NCHE) [64] has 17 members[65] appointed by the Government of the Republic of Serbia:

1) six members having the rank of full-time professor, top experts with the title of scientific advisor, or artist with internationally recognized works or certified contribution to the national culture, taking into account the representation of educational-scientific, educational-artistic fields, as well as the representation of universities, at the proposal of the Conference of Universities;

2) two members having the rank of professor of applied studies, at the proposal of the Conference of Academies of Applied Studies in Serbia (hereinafter: The Conference of Academies);

3) seven members as top experts, or artists with internationally recognized works or certified contributions to the national culture, taking into account the representation of educational-scientific, and educational-artistic fields, at the proposal of the MoESTD;

4) two members at the proposal of the Chamber of Commerce and Industry of Serbia.

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[63] http://www.ehea.info/cid105593/esg.html
[64] http://nsvo.gov.rs/
[65] https://tinyurl.com/y2g4scmt

In matters of importance for students, at the invitation of the NCHE, two student representatives designated by student conferences among students with an average grade at least eight participate in its work with the right to make decisions [66]. When teaching is conducted in the language of a national minority completely or partially within the higher education, in the matters of importance for teaching in a national minority language a representative of the national council of the national minority in question also takes part in the NCHE's work with the right to make decisions. The term of NCHE's members lasts for four years, with the possibility of another election.

The member of NCHE cannot be a person elected, appointed or named to a position in a state body, autonomous province body or local self-government body, body of a political party or in a management body of a higher education institution, or a person who is a member of the Commission For Accreditation And Quality Assurance (hereinafter: the Commission For Accreditation) and a person employed by the National Entity for Accreditation and Quality Assurance in Higher Education (hereinafter: the National Entity for Accreditation).

NCHE has competence to[67]:

1) monitor the development of higher education and its compliance with European and international standards and propose higher education policy to the MoESTD;

2) give opinion on the enrolment policy in higher education institutions and procedure for adoption of regulations governing the questions related to higher education;

3) propose to the Government norms and standards for the operations of higher education institutions, as well as material resources for their implementation, upon obtaining an opinion from the Conference of Universities of Serbia and the Conference of Academies of Applied Studies;

4) establish guidelines related to the organization, implementation of short study programmes and the issuance of an appropriate certificate;

5) decide in the second instance on the complaints in the accreditation process, at the proposition of an appeals board formed for each individual appeal;

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[66] https://tinyurl.com/y4nyo6cb
[67] https://tinyurl.com/y2pyyfhk

6) at the proposal of the Conference of Universities of Serbia and the Conference of Academies of Applied Studies establish scientific, artistic and professional areas within fields[68];

7) establish the list of professional, academic, scientific and artistic titles with an indication of the rank of the appropriate study cycle in the relevant areas and the abbreviations of professional, academic, scientific or artistic titles bilingual in Serbian and English[69,70];

8) at the proposal of the National Entity for Accreditation and Quality Assurance in Higher Education establish standards for initial accreditation of higher education institutions and study programmes[71], standards and procedures for accreditation of higher education institutions[72] and study programmes[73], standards for self-evaluation and quality assessment of higher education institutions[74], and standards for external quality assessment of higher education institutions[75];

9) at the proposal of the Conference of Universities of Serbia and the Conference of Academies of Applied Studies establish minimum criteria for appointment to the rank of professor[76,77,78] adopts the Foundations of the Code of Academic Integrity and the Conflict of Interest when Appointing to the Rank of Professor or Associate and Employing Staff in Higher Education Institutions in the Republic of Serbia[79];

10) establish a list of study programme reviewers in the accreditation process through a public call[80]. Professors of higher education institutions in the Republic, as well as professors of the appropriate rank from higher education institutions outside the territory of the Republic can be appointed reviewers.

[68] http://nsvo.gov.rs/wp-content/uploads/2017/11/Pravilnik-o-naucnim-oblastima-u-okviru-naucnih-polja.pdf

[69] http://nsvo.gov.rs/wp-content/uploads/2017/11/Pravilnik-o-Listi-stru%C4%8Dnih-akademskih-i-nau%C4%8Dnih-naziva_-53_2017.pdf

[70] http://nsvo.gov.rs/wp-content/uploads/2017/11/Pravilnik-o-dopunama-Pravilnika-o-listi-naziva.pdf

[71] https://www.nat.rs/wp-content/uploads/2019/02/Regulations-for-Intial-Accreditation.docx

[72] https://www.nat.rs/wp-content/uploads/2019/02/Regulations-for-Accreditation-of-HEI.docx

[73] https://www.nat.rs/wp-content/uploads/2019/02/Regulations-for-Accreditation-of-SP.docx

[74] https://www.nat.rs/pravilnici/

[75] https://www.nat.rs/pravilnici/

[76] https://tinyurl.com/yxu7r6fs

[77] http://nsvo.gov.rs/wp-content/uploads/2015/12/min-uslovi0001.pdf

[78] http://nsvo.gov.rs/wp-content/uploads/2017/11/Dopuna-i-izmena-Minimalnih-uslova-za-izbor-u-zvanja0001.pdf

[79] http://nsvo.gov.rs/wp-content/uploads/2013/11/Osnove-za-kodeks-o-akademskom-integritetu.pdf

[80] http://nsvo.gov.rs/wp-content/uploads/2018/11/Raspisivanje-poziva.docx

The list of reviewers is published on the NCHE's official website. The list of reviewers cannot not include a person elected, appointed or named to a position in a state body, autonomous province body or local self-government body, body of a political party, in a management body of a higher education institution, a member of the NCHE, the Commission for Accreditation and Quality Assurance or the person employed by the National Entity for Accreditation and Quality Assurance in Higher Education.

The NCHE meets with the Chamber of Commerce and Industry of Serbia at least twice a year, and once a year with the National Educational Council, the Council for Vocational Education and Adult Education and other professional associations to discuss issues within its competence and determine priorities in the implementation of higher education policy.

The work of the NCHE is public and is published for a given calendar year on the website[81]. Funds for its work and the functioning of its working bodies are provided from the budget of the Republic. Expert, administrative-technical and IT tasks for the needs of the National Council and its working bodies are performed by the MoESTD.

1.8.5.2. National Entity for Accreditation and Quality Assurance in Higher Education

The role of performing the activities related to the accreditation, quality assurance of higher education institutions and their units, evaluation of study programmes and quality assurance in higher education in Serbia belongs to the National Entity for Accreditation and Quality Assurance in Higher Education[82]. It is financed by the revenues acquired through the accreditation and quality assurance of higher education institutions and their units fees, evaluation of study programmes fees and quality assurance in higher education fees, as well as from other incomes in accordance with the law.

The executive body of the NEAQA is the director. The director is selected on the basis of a public competition, from the rank of full-time professor at the university who have experience in management and quality assurance in higher education. The director is elected for a term of five years, with the possibility of another election.

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[81] http://nsvo.gov.rs/wp-content/uploads/2019/02/Informator-NSVO-2018.docx-11-januar-2019.pdf
[82] https://www.nat.rs/en/about-nat/

Competence of the director, among other is to appoint reviewers from the list that NCHE determines at the proposal of the Commission for Accreditation and Quality Assurance[83].

The NEAQA managing authority is the Managing Board. The Managing Board has seven members, appointed by the Government, taking into account the representation of members of both sexes. One member of the Managing Board is proposed by the Conference of Universities in Serbia among the university full-time professors, one member is proposed by the Conference of Academies of Applied Studies in Serbia among the professors of applied studies, two members are proposed by the Chamber of Commerce and Industry of Serbia, and three are nominated by the MoESTD.

The members of the Managing Board are elected for a period of four years, with the possibility of another election. A member of the Managing Board cannot be a person elected, appointed or named to a position in a state body, autonomous province or local self-government body, to a body of political party, in a management body of a higher education institution, or a person who is a member of the National Council for Higher Education, Commission for Accreditation and Quality Assurance or a person employed by the NEAQA.

Competences of the Managing Board are to:

1) elect and dismiss the Director of the NEAQA;

2) elect and dismiss the members of the Commission for Accreditation and Quality Assurance;

3) adopt the annual work program and financial plan;

4) adopt the Statute[84] and regulations[85];

5) direct and supervise the activities of the director;

6) adopt the Code of Ethics and the Code of Conduct for persons working in the NEAQA, the members of the Commission for Accreditation and Quality Assurance and the reviewers[86];

7) determine the amount of accreditation fees[87] with the Government's approval[88].

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[83]https://www.nat.rs/en/list-of-reviewers/
[84]https://www.nat.rs/wp-content/uploads/2019/02/Statut-NAT-EN.doc
[85]https://www.nat.rs/en/regulations/
[86]https://www.nat.rs/wp-content/uploads/2019/03/etickikodeks.docx
[87]https://www.nat.rs/wp-content/uploads/2019/03/naknade.pdf
[88]https://www.nat.rs/wp-content/uploads/2019/03/resenjeonaknadi.pdf

In addition to the documents mentioned above, all other information on the organisation and operation of NEAQA are publicly available and can be found on the website:

- organisation chart of the Agency and CV of the Director, members of the Management Board and members of the Commission for Accreditation and Quality Assurance[89];

- documents regarding Serbia's membership in the European Association for quality Assurance in Higher Education (ENQA)[90], including the ENQA report on the reconfirmation of membership of the Commission for Accreditation and Quality Assurance in ENQA[91];

- accreditation outcomes of higher education institutions and study programmes in the Republic of Serbia[92], Accreditation outcomes of higher education institutions and study programmes in the Republic of Serbia[93] and External quality control reports[94];

- list of Reviewers, Instruction Manual and Reporting Template[95] and

- international activities[96].

1.8.5.3. Commission for Accreditation and Quality Assurance

The Commission for Accreditation and Quality Assurance is an expert body of NAEQA, which conducts the procedure of accreditation of higher education institutions and study programmes and the procedure of external quality assurance of higher education institutions, in accordance with the law and prescribed procedures and standards for accreditation and external quality control.

The Commission for Accreditation and Quality Assurance has 17 members. Members of the Commission for Accreditation and Quality Assurance are selected by the Managing Board of the NAEQA at the proposal of the National Council for Higher Education, taking into account the representation of members of both sexes, as well as the representation of educational- scientific and educational-artistic fields. The members

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[89] https://www.nat.rs/en/organization/
[90] https://www.nat.rs/en/enqa-membership/
[91] https://www.nat.rs/wp-content/uploads/2019/01/Reconfirmation-of-membership-of-CAQA-in-ENQA-2018.pdf
[92] https://www.nat.rs/wp-content/uploads/2019/02/Ishodi-akreditacija-uverenja-24.01.2019-1.pdf
[93] https://www.nat.rs/wp-content/uploads/2019/02/Ishodi-akreditacija-uverenja-24.01.2019-1.pdf
[94] https://www.nat.rs/en/coming-soon/
[95] https://www.nat.rs/en/reviewers/
[96] https://www.nat.rs/en/category/international-activities/

of the Commission for Accreditation are elected for a term of five years. A member of the Commission for Accreditation and Quality Assurance cannot be a person elected, appointed or named to a position in a state body, an autonomous province or local self-government body, a body of political party or in a management body of a higher education institution, a person who is a member of the National Council, nor a person employed by the National Entity for Accreditation and Quality Assurance in Higher Education. A person who has been elected as a member of the Commission for Accreditation and who is on the list of reviewers of the Conference of Universities in Serbia and the Conference of Academies of Applied Studies in Serbia, cannot perform the activities of a reviewer while having the mandate as a member of the Commission for Accreditation.

The competencies of the Commission for Accreditation and Quality Assurance are to:

1) decide on the application for accreditation and conduct the procedure of accreditation of institutions and study programmes in the field of higher education;

2) prepare a report on the initial accreditation in the procedure for issuing a work permit;

3) conduct the external quality control procedure;

4) ensure the harmonisation of the implementation of standards and procedures in the field of accreditation, within the European Higher Education Area;

5) propose to the Director of NAEQA reviewers from the list established by the National Council for Higher Education.

1.8.5.4. Conference of Universities

The Conference of Universities was established to coordinate work, establish common policies, pursue common interests and carry out the tasks established by the law[97]. All accredited universities are the members of the Conference of Universities[98]. The University is entitled to delegate one additional representative to the Conference of Universities for every 1,000 teachers and associates, and also to delegate another representative to the Conference of Universities for every 5,000 students.

A University in the Conference of Universities is represented by the Rector.

Competences of the Conference of Universities are to[99]:

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[97] http://www.konus.ac.rs/o-nama.php
[98] http://www.konus.ac.rs/sastav.php
[99] http://www.konus.ac.rs/nadleznost.php

1) consider issues of common interest for the advancement of educational – scientific and educational – artistic activities at universities, harmonise attitudes and coordinate the activities of universities, especially in the field of enrolment policy, and propose measures to improve the financial position of universities and student standards;

2) give opinion on quality standards for educational, scientific research, artistic and professional work;

3) propose candidates for members of the National Council for Higher Education and the Managing Board of NAEQA;

4) propose a list of professional, academic, scientific or artistic titles in the relevant fields, abbreviations and a description of the qualifications of those titles.

The work of the Conference of Universities is implemented through the Assembly and the Rector's Council[100] and is based on the Statute[101]. Funds for the work of the Conference of Universities are provided from the budget of the Republic.

1.8.5.5. Conference of Academies of Applied Studies in Serbia

The Conference of Academies of Applied Studies was established to coordinate work, establish common policies, pursue common interests and carry out tasks established by the law[102]. The Conference of Academies of Applied Studies consists of accredited College, Academies of Applied Studies and Colleges of Applied Studies. Academies of Applied Studies, and Colleges of Applied Studies are represented in the Conference of Academies of Applied Studies by the President or Director.

The competences of the Conference of Academies of Applied Studies are:

1) to discuss issues of common interest for the advancement of educational – professional and educational-artistic activities, harmonise attitudes and coordinate activities of academies of applied studies and colleges, especially in the field of enrolment policy, and propose measures to improve the material position of academies of applied studies and colleges and students' standard;

2) to give an opinion on quality standards of educational, research, artistic and professional work;

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[100]http://www.konus.ac.rs/organi.php
[101]http://www.konus.ac.rs/files/Statu_KONUS.pdf
[102]https://www.kasss.rs/

3) to propose a list of professional titles in the relevant fields, abbreviations and a description of the qualification of those names;

4) To propose candidates for members of the National Council for Higher Education and the Managing Board of NAEQA;

The work of the Conference of Academies of Applied Studies is implemented through the Assembly and is based on the Statute[103] and the Rules of Procedure of the Assembly[104]. Funds for the work of the Conference of Academies and Applied Studies are provided in the budget of the Republic.

1.8.5.6. Students Conferences

The Students Conference of Universities[105] and the Students Conference of Academies of Applied Studies were established to pursue the common interests of students as partners in the process of implementation of higher education. The Students Conference of Serbian Universities is composed of representatives of university's student parliaments. The Students Conference of Academies of Applied Studies is composed of the representatives of student parliaments of academies of applied studies, colleges and colleges of applied studies.

Student conferences have the right to give an opinion on the standards for self-evaluation and quality assessment of higher education institutions, proposed by NAEQA and established by the National Council for Higher Education.

The organisation and operation of student conferences is regulated by the Statute. Funds for the work of student conferences are provided from the budget of the Republic.

1.8.5.7. Ministry of Education, Science and Technological Development

Competencies of MoESTD in the higher education are to:

1) propose to the Government a higher education policy;

2) at the proposal of the National Council for Higher Education, plan the policy of enrolment of students to studies carried out by higher education institutions founded by the Republic;

3) monitor the development of higher education;

4) issue a license for work to higher education institutions;

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[103] http://www.kasss.rs/wp-content/uploads/2018/10/KASSS-Statut.pdf
[104] http://www.kasss.rs/wp-content/uploads/2018/10/Poslovnik-Skupstine-KASSS-a.pdf
[105] http://www.skonus.org/

5) distribute financial resources from the budget of the Republic intended for higher education institutions and control their use;

6) take care of the involvement of higher education institutions in the process of recognition of higher education qualifications in Europe;

7) supervise the legality of implementation of standards for initial accreditation and accreditation of higher education institutions and study programmes, standards for self-evaluation and quality assessment of higher education institutions and standards for external quality assurance of higher education institutions;

8) determine the procedure for external quality assurance of higher education institutions;

The MoESTD particularly takes care of harmonisation of the education system of the Republic of Serbia with trends of education development trends in Europe. To accomplish this goal, the MoESTD takes all necessary actions for:

1) ensuring full participation in European Union cooperation programmes in the field of education and training and monitoring the effects of participation in these programmes;

2) the participation of representatives of the Republic in the working groups and activities organized within the Open Method of Coordination, the Bologna Process and other similar initiatives that have been launched at the European Union level and Europe as a whole.

In order to participate as effectively as possible in European initiatives, the MoESTD cooperates with other state bodies, educational institutions, citizens associations and other organisations if necessary, and may appoint their representatives to working groups.

Quality assurance in higher education is implemented through the accreditation of higher education institutions and study programmes, external quality assurance of higher education institutions and study programmes and self-evaluation of higher education institutions.

1.8.5.8. Accreditations of higher education institutions and study programmes

Initial Accreditation – initial accreditation determines that the standards for initial accreditation of higher education institutions and study programmes are met. In the process of initial accreditation, NAEQA prepares a report on the fulfilment of the

standards for the initial accreditation of a higher education institution and study programmes with the recommendation for issuing a work permit, or for rejecting a request for a work permit of a higher education institution.

Accreditation of higher education institutions and study programmes – the accreditation establishes that a higher education institution and study programmes meet the standards defined by the NCHE[106], and that a higher education institution has the right to issue public documents in accordance with this law.

The accreditation process is carried out regularly, within the period of seven years, or earlier at the request of the higher education institution.

Based on the report on the fulfilment of the standards of the review commission, NAEQA issues an accreditation certificate, that is, issues a decision on rejecting the request for accreditation within nine months from the date of receipt of the valid request.

Higher education institution may, within 15 days from the day of receiving the decision, appeal to the NCHE against the NAEQA decision rejecting its request for accreditation. The National Council shall appoint an appeals board, within 30 days from the date of receiving an appeal, consisting of three reviewers from the relevant area from the list of reviewers. A person employed at a HEI that filed the appeal or a person who took part in the procedure of issuing the decision on rejecting the request for accreditation cannot be appointed to the appeal board. An appeal board shall, within 30 days from its appointment, submits to the National Council a report and a proposal of the decision on the appeal. The National Council shall, within 30 days from the submission of the report and the proposal, issue a decision on rejecting an appeal or annulling the first instance decision and returning it to the National Entity for Accreditation for reconsideration. The National Entity for Accreditation shall, within 30 days from the day of receiving the decision of the National Council on the annulment of the first instance decision and its returning for reconsideration, issue a decision in accordance with the legal understanding of the National Council. If a HEI files an appeal against the final decision of the National Entity for Accreditation, the National Council shall decide on the request for accreditation within 30 days from the day of receiving the appeal. The decision on rejecting the appeal of a HEI and the decision by which the National Council itself decides on the request for accreditation, are final in the administrative procedure. The higher education institution whose request for the accreditation was denied in the process described above has the

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[106]https://www.nat.rs/pravilnici/

right to repeat the request after the expiration of 90 days from the date of the final decision.

1.8.5.9. The external quality assessment of higher education institutions and study programmes

The evaluation of the fulfilment of the higher education institution's obligations regarding quality is performed in accordance with the rulebook on standards and procedures for external quality assessment[107].

The procedure of external quality assessment of higher education institutions is conducted regularly by the Commission for Accreditation in the fourth year of the accreditation cycle, and it may also be performed extraordinary, as well as on the request of the MoESTD and the NCHE. The report on the external quality assessment of a higher education institution shall be submitted by the Commission for Accreditation to the higher education institution and to the applicant for extraordinary control. External quality assessment is carried out by a review commission consisting of three teachers from the higher education institutions from the list established by the National Council, one student from the student list determined by the Student Conference of Serbian Universities, i.e. Student Conference of the Academies of Applied Studies of Serbia and one expert in specific fields from among the employers, professional or vocational associations, labour markets, chambers, proposed by appropriate organisations.

1.8.5.10. Self-evaluation and quality assessment of higher education institutions and study programmes

Self-evaluation and quality assessment of higher education institutions and study programmes is being conducted in the manner and according to the procedure prescribed by the general act of a higher education institution, in accordance with the act on standards for self-evaluation and quality assessment of higher education institutions and study programmes[108].

The self-evaluation process also takes into account the students' assessment. The higher education institution conducts the self-evaluation procedure in the fourth year of accreditation of the higher education institution and study programmes, for the previous three-year period and reports on the procedure and results of self-evaluation, as well as other data relevant to the quality assessment, publishes on its website and submits it to the National Entity for Accreditation. The higher education institution publishes a report

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[107]https://www.nat.rs/pravilnici/
[108]https://www.nat.rs/pravilnici/

on the procedure and results of self-evaluation, as well as other data relevant to the quality assessment, on its website and submits it to the National Entity for Accreditation within the accreditation documentation.

1.9. Recognition of foreign school certificates and diplomas and higher education documents

1.9.1 Recognition of foreign school certificates and diplomas

Recognition of foreign school (primary and secondary school) certificates and diplomas is a procedure whereby a foreign school document of a person (citizen of the Republic of Serbia, foreign citizen or person without citizenship) who has completed primary or secondary school or a certain school grade abroad, or who has completed foreign primary or secondary education, or certain school grade in the Republic of Serbia, is equated to the corresponding public document acquired in the Republic of Serbia. A person who does not have the appropriate foreign school document required by the admission process, may enrol in an appropriate grade of primary school based on a prior knowledge test.

The process of recognition of a foreign school document is carried out by the National Centre for the Recognition of Foreign Higher Education Documents (ENIC/NARIC) Centre, as an organisational unit of the Qualifications Agency.

In the process of recognition of a foreign school certificates and diplomas, the following shall be taken into account: the education system of a foreign country, the duration of education, the curriculum, the rights conferred to the holder by a foreign school document, and other circumstances relevant for decision making. If it is established during the procedure that the foreign curriculum deviates significantly from the national one it is being compared to, recognition is conditioned by the passing of certain exams, the preparation of certain papers or the knowledge examination, whereby the Agency may entrust the determination of the exams and the examination of abilities and skills to a special expert commission of a certain school.

A student who has applied for the recognition of a foreign primary school certificate or diploma may be conditionally enrolled in the next grade if the procedure is not completed by the beginning of a school year.

A person whose right to the recognition of a foreign secondary school document is being decided, may be conditionally enrolled in the next grade, if the procedure is not completed by the expiry of the deadline for enrolment of students in school. A person

whose right to recognition of a foreign secondary school document is being decided may be conditionally enrolled in the first year of study at a higher education institution if the procedure is not completed by the expiry of the student enrolment deadline.

The decision on the recognition of a foreign school document related to the completed secondary education must contain the NQFS level to which the recognized qualification corresponds. The document on the recognition has the significance of public document.

1.9.2. Recognition of foreign higher education documents

Recognition of a foreign higher education document is a procedure that determines the right to continue the education of the holder of that document (academic recognition), or employment (professional recognition), based on a previously completed evaluation of a foreign study program or part of a study programme. The evaluation is done based on the type and level of competencies achieved by completing the study program or its part, taking into account the education system in the country where higher education document was acquired, the enrolment conditions, the rights arising from the higher education document in the country of acquisition and other relevant facts without considering the formal characteristics and structure of the study programme, in accordance with the principles of the Lisbon Recognition Convention (Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

The evaluation of a foreign study programme in order to continue the education is carried out by the professional body of an independent higher education institution to which an application for academic recognition has been submitted. Based on the evaluation, the independent higher education institution issues a decision on academic recognition. If it is determined that there is a substantial difference between the knowledge and skills achieved in relation to the conditions for enrolment in a particular study programme, further education or enrolment in higher education cycle may be either denied or conditioned by the obligation to obtain additional learning outcomes. Criteria for determining the existence of a significant difference between the type and level of acquired knowledge and skills in relation to the conditions for enrolment in a particular study programme are prescribed by an independent higher education institution.

ENIC/NARIC Centre, as an internal organisational unit of the Qualifications Agency, evaluates the foreign study programme, or a part of the study programme for the purpose of employment. Based on the evaluation, the ENIC/NARIC Centre issues a

decision on professional recognition. The decision on professional recognition contains the name, type, degree and duration (scope) of the study programme, the scientific, artistic or professional field within which the study programme was completed, the qualification as it is stated in the foreign higher education document – in the original language and translated into Serbian, as well as the NQFS level to which the qualification corresponds.

2. NATIONAL QUALIFICATIONS FRAMEWORK OF SERBIA

NQFS is an instrument for implementing the system for the identification, creation and classification of qualifications, in accordance with the requirements of the labour market, further learning, science and society as a whole. Also, the NQFS covers the processes and institutions (bodies, organisations) responsible for determining qualifications and standards of qualifications, ways and conditions for acquiring, comparing and recognizing qualifications, as well as other mechanisms for quality assurance. Qualifications regulated by the NQFS are nationally recognized and recorded in the NQFS Register.

Qualification is the formal recognition of acquired competencies. A person acquires a qualification when the competent authority determines that he has achieved the learning outcomes within a certain level and according to a prescribed qualification standard, which is verified by a public document (diploma or certificate).

2.1. Development of the NQFS

The development of the NQFS is the result of many years of activities and effort to improve and modernize the education system in the Republic of Serbia and to implement the concept of lifelong learning.

The process of establishing the NQFS started in 2005 in the light of the overall education reform processes and achievement of the goals set out in the developmental documents of the Republic of Serbia and was intensified in 2008 with the implementation of international projects. The process of developing the National Qualifications Framework is based on a platform of continuous involvement of representatives of national institutions and experts in the field of qualifications at national and international level. In the initial phase, a consensus was established as to the purpose, functions and principles on which the framework should be based. The first document "National Qualifications Framework – the system of national qualifications from level 1 to level 5"[109] in which were integrated the conceptual bases for the development of NQFS, was developed in 2013. During the further development of the framework, representatives of the institutions provided their proposals and views on the education, economy and employment sectors in order to create a comprehensive picture of the qualifications

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[109] http://zuov.gov.rs/wp-content/uploads/2018/01/NOKS.pdf

system and to ensure the successful implementation of the National Qualifications Framework.

In early 2015, the Ministry of Education, Science and Technological Development established an Expert Team to develop a unified National Qualifications Framework. The starting point were the previously developed vocational education (levels 1 to 5) and higher education (levels 6 to 8) framework proposals[110].

During the work of the Expert Team various activities were carried out in cooperation with partners, civil society organizations and with the support of the organizations and projects of the European Union. An overview of the activities is provided below:

Table 2. Overview of the activities on NQFS development

DATE	ACTIVITIES
21.04.2015.	Meeting and workshop on quality assurance related to the National Qualifications Frameworks
26.06.2015	Conference "National Qualifications Framework in Serbia – Establishing Communication between Education and the Labour Market"
14.10.2015.	Public hearing in the National Assembly of the Republic of Serbia on the topic: "National Qualifications Framework – Connecting Education and the Labour Market in Serbia";
20. – 21.10.2015.	Two-day workshop in Belgrade – exchange of experience gained at the gathering in Montenegro from 30.09-01.10.2015. on the implications for referencing (linking) the National Qualifications Framework of Serbia to the European Qualifications Framework
21.03.2016.	Workshop on referencing to the EQF, displaying inventory and analysing qualifications and discussing them, as well as a roadmap to referencing to the EQF which goal is to identify the most important key dates and actions for the process of referencing to the EQF
22.03.2016.	Conference "Development, innovation and investment in qualifications – the path to quality human capital", organised by the Ministry of Education, Science and Technological Development in cooperation with the Council for Vocational Education and Adult Education, the Chamber of Commerce and Industry of Serbia and the European Training Foundation;

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[110] The vocational education framework proposal was adopted by CVEAE in 2013, and the higher education framework proposal was prepared by the NCHE in 2009.

14.04.2016.	Round Table on the National Qualifications Framework and the National Occupational Classification System in the Republic of Serbia. The aim of the round table was to present the National Qualifications Framework in the Republic of Serbia and the National Occupational Classification System, as well as discuss the effects of their establishment on the area of work and employment. The round table was jointly organised by the Ministry of Education, Science and Technological Development and the Ministry of Labour, Employment, Veteran and Social Affairs
27.05.2016.	Rally organised by the Public Policy Secretariat of Republic of Serbia at the National Bank of Serbia. The topic of the meeting was the presentation of the Study on Higher Education and Employment, that is, labour market needs in Serbia
05.07.2016.	Opened session of the Presidential Council of the Students Conference of Academies of Applied Studies of Serbia about NQFS. Review of the document Levels and descriptions of qualifications in the National Qualifications Framework in Serbia and classification of qualifications according to the levels of the National Qualifications Framework in Serbia, adopted by the Council for Vocational Education and Adult Education and the National Council for Higher Education
28. – 29.09. 2016.	Workshop on referencing to the EQF. The first day included presentations and a roadmap to produce a referencing report
29.09.2016.	Meeting with an international expert to support the referencing process and self-referencing to the European Higher Education Area (EHEA)
30.09.2016.	Workshop on the validation of Non-Formal Education and Informal Learning
25 – 27.10.2016.	The continuation of the workshop on referencing to the EQF. The first day, October 25th, included presentations and a roadmap for the production of the referencing report. The next day, October 26th, a meeting with international experts was held, and the activities on the process of referencing and self-referencing to the European Higher Education Area were performed. On October 27th the work on validation of non-formal education and informal learning, the process of recognition of prior learning and inventory

	(list) of validation of non-formal education and informal learning continued
27.06.2017.	Conference entitled National Qualifications Framework in Serbia – From Development to Implementation; through organisation to better quality. The organiser of the Conference is the ETF in cooperation with the Ministry of Education, Science and Technological Development. Besides the representatives of the EU Delegation for the NQFS implementation and the MoESTD, the Conference was attended by more than thirty participants from different partner institutions: representatives of the Ministry of Labour, NQFS experts, members of the Council for Vocational Education and Adult Education, representatives of the Institute for the Improvement of Education, social partners (representatives of employers and trade unions), National Employment Service, representatives of the Chamber of Commerce and Industry of Serbia, representatives of the EU Delegation and other international organisations
16. – 17.11.2017.	Meeting of the MoESTD delegation, the Secretary of State and the Assistant Minister for Dual Education with ETF representatives in Turin
21.11.2017.	Meeting with representatives of the European Commission and the EU Delegation
30.01.2018.	Meeting with ETF (Country Desk Serbia and Turkey Operations Department) representative and EU Delegation to Serbia

In 2017, at the proposal of the Expert Team, education councils (National Education Council, Council for Vocational Education and Adult Education and National Council for Higher Education) adopted levels and descriptors of qualification levels.

In March 2017, the Council for Vocational Education and Adult Education, the National Council for Higher Education, the Institute for the Improvement of Education and the Chamber of Commerce and Industry of Serbia adopted the implementation of the international classification of education ISCED 2013-F in NQFS.

During 2017, a unique database of qualifications that could be acquired in the Republic of Serbia was established, as well as the NQFS website (http://noks.mpn.gov.rs).

Starting from the Strategy for Education Development in Serbia 2020[111], Economic Reform Programme 2017-2019[112], Europe 2020 Strategy and the results of previous activities on the development of the NQFS, in 2017 an Inter-Ministerial Working Group for the establishment and implementation of the NQFS (hereinafter: Inter-ministerial Working Group) was formed, comprised of twenty-one social partners from the public policy, economy and employment sectors, as follows:

1) Ministry of Education, Science and Technological Development;
2) Ministry of Labour, Employment, Veteran and Social Affairs;
3) Ministry of Finance;
4) Ministry of Public Administration and Local Self-Government;
5) Ministry of Economy;
6) Ministry of Youth and Sport;
7) Chamber of Commerce and Industry of Serbia;
8) Institute for the Improvement of Education;
9) Institute for Education Quality and Evaluation;
10) National Employment Service;
11) Public Policy Secretariat of Republic of Serbia;
12) Statistical Office of the Republic of Serbia;
13) Serbian Association of Employers;
14) National Council for Higher Education;
15) National Education Council;
16) Council for Vocational Education and Adult Education;
17) Commission for Accreditation and Quality Assurance;
18) Conference of Universities of Serbia;
19) Conference of Academies of Applied Studies in Serbia;
20) United Branch Trade Unions "Independence";
21) Confederation of autonomous trade unions of Serbia.

Within the mandate of the Inter-ministerial Working Group, a National Action Plan for the Establishment and Implementation of the NQFS (National Action Plan) was

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[111]Strategy for Education Development in Serbia 2020, RS Official Gazette, No 107/2012 - http://www.mpn.gov.rs/strategije-2020/
[112]Government Conclusion 05 No: 4-1626 / 2017-1 / 29 of 03.03.2017 - http://www.mfin.gov.rs/UserFiles/File/strategije/ERP%202017-2019(1).pdf

drafted, the document "National Qualifications Framework in the Republic of Serbia"[113] was adopted and a draft NQFS Law was adopted by the National Assembly of the Republic of Serbia 5th of April 2018. The National Action Plan also includes a referencing process resulting in the preparation of the Referencing Report.

After the adoption of the NQFS Law, a legal basis was created for the formation of organisations and bodies responsible for its implementation, and in 2018 members of the NQFS Council[114] were appointed, a Qualifications Agency[115] was established as well as 12 Sector Skills Councils[116].

2.2. Purpose and Goals of the NQFS

The purpose of the NQFS is the organisation and improvement of the qualification system, in accordance with the requirements of socio-economic development, providing support for the implementation of the concept of lifelong learning and facilitation of the workforce mobility.

The goals of establishing the NQFS are[117]:

− ensuring the readability and transparency of qualifications, as well as their interconnection;

− developing qualification standards based on the needs of the labour market and society as a whole;

− ensuring the orientation of the entire education to the learning outcomes that build the competencies defined by the standard of the given qualification;

− improving access, flexibility of paths and accessibility in the system of formal and non-formal education;

− ensuring identification and recognition of non-formal education and informal learning;

− affirmation of the importance of key, general and cross-curricular competencies for lifelong learning;

− enhancing cooperation between relevant stakeholders and social partners;

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[113]National Qualifications Framework in the Republic of Serbia - http://noks.mpn.gov.rs/wp-content/uploads/2019/10/Национални-оквир-квалификација-у-Републици-Србији.pdf

[114]Decision on the appointment of the members of the Council for the National Qualifications Framework of the Republic of Serbia (RS Official Gazette No 66/18)

[115]Decision on the Establishment of the Qualifications Agency (RS Official Gazette No 68/18)

[116] RS Official Gazette, No 104/18

[117]National Qualifications Framework in the Republic of Serbia - http://noks.mpn.gov.rs/wp-content/uploads/2019/10/Национални-оквир-квалификација-у-Републици-Србији.pdf

- ensuring a quality system in the process of development and acquisition of qualification;
- ensuring comparability and recognition of qualifications acquired in the Republic of Serbia with those acquired in other countries.

The importance of establishing the NQFS is multiple, both at the individual level and at the state and society level as a whole. The implementation of the NQFS will significantly contribute to the promotion of different types of activities in different sectors (education, employment, labour, social policy, public administration ...). The effects of establishing NQFS at the level of an entity and key activities are shown in Table 3.

Table 3. Entities and key activities in the implementation of the NQFS

SUBJECTS	KEY ACTIVITIES
Companies, state institutions, trade unions, providers of education/training programmes	Human resource development planning, education and employment
Participants in the creation and evaluation of education/training programmes	Education and training programming
Schools, faculties, organisations, companies and learners	Accreditation of programme providers
Teachers, professors, instructors and learners	Implementation of education and training programmes
Examination bodies, examiners and candidates	Certification
Counsellors, learners or persons opting for an occupation	Career guidance and counselling
Employment services/agencies, companies and job seekers	Mediation in employment
Government institutions, public services, etc.	Determining policy and strategy in a given area, keeping records in education, employment, statistics, social security, etc.

2.3. Principles of the National Qualifications Framework in the Republic of Serbia

The national qualifications framework in Serbia is based on the following principles:

- lifelong learning – Respecting the individual's needs and possibilities for learning and development through life;
- individuality – acquiring qualifications, in accordance with experience, needs, interests, social and life roles and developmental characteristics of an individual;
- equal opportunities –acquiring qualification regardless of age, gender, development issues, disability, racial, national, social, cultural, ethnic and religious affiliation, language, sexual orientation, place of residence, material or health status and other personal properties;
- availability – equal rights and conditions for inclusion in all levels and types of qualifications;
- transparency – the transparency of the process of development and qualification acquisition;
- relevance – qualifications based on the needs of the labour market, research and artistic work, or society as a whole;
- openness- different ways of obtaining qualifications and opportunities for horizontal and vertical mobility in the qualification system, including academic mobility;
- partnerships and cooperation – partnership and cooperation between the holder and participants in the qualification system;
- quality assurance – managing the process of qualification development based on the standards and learning outcomes, as well as the quality system in the process of qualification acquisition and evaluation;
- comparability – referencing the NQFS to the EQF.

2.4. Learning Outcomes

Learning outcomes are clear statements of what a person involved in the educational process is expected to know, understand and / or be able to demonstrate, or do after completing a particular education level, and are expressed in the categories of

knowledge, skills, abilities and attitudes. As such, learning outcomes are an element for connecting education, the needs of the labour market and the development of society as a whole, and a central part of the standardization process in education, both in terms of programme development and in the field of achievement evaluation.

NQFS enables the evaluation of learning by establishing the principle that each achievement can be measured and evaluated equally, regardless of the method of acquisition. Achievements must be defined and integrated into a coherent system, which is enabled by the introduction of the concept of learning outcomes.

The concept of competency-based education and learning outcomes were introduced through systemic changes in 2003 in the field of vocational education and adult education and through the introduction of the Bologna Process in higher education in 2005. These reform processes were initially embedded in the regulations as experimental and at first addressed the process of developing education / training programmes with the aim of establishing a system of qualifications appropriate to the needs of the labour market.

Within the Methodology of the development of programmes based on learning outcomes in vocational education and training, an approach to teaching in which the learner is placed at the centre of the educational process has been implemented. The directions of the development of reform in other types and levels of education (primary, general pre-university and higher education) also envisage this approach to the educational process.

Standards established at the educational system level that include learning outcomes are:

- education standards[118] – standards of achievement and standards of general cross-curricular competencies describing the goals and outcomes of general pre-university education, as well as competencies based on the European framework of key competencies for lifelong learning[119];

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[118]The Rulebook on general standards of achievement – educational standards for the end of compulsory education
 (RS Official Gazette – Education Gazette, No 5/2010); The Rulebook on general standards of achievement for the end of general secondary education and for the part of secondary vocational education consisting of general education subjects (RS Official Gazette, No 117/2013); The Rulebook on the General Standards of Achievement for Primary Adult Education (RS Official Gazette, No 50/2013);
[119]Recommendation of the European Parliament and of the Council of 18 December 2006 on key competencies for lifelong learning. Official Journal of the European Union L394

- qualification standards – a description of the duties (vocational competencies) and tasks (units of competence) for a particular occupation or group of occupations, as well as the corresponding outcomes of knowledge, skills, abilities and attitudes at the level of the overall qualification[120];

- certification standards – general standards of achievement for the end of primary, general secondary and secondary vocational education (including adult education), regarding assessment criteria, based on learning outcomes and aimed at the evaluation of the achievement of competencies in the part of general education subjects and competencies prescribed by the qualification standards[121];

- standards in higher education: standard for accreditation of higher education institutions (standard 4) and standards for accreditation of study programmes (standard 1 and 4). The first describes the qualification for a given study level, respecting the Dublin Learning Outcome Descriptors for a given study level. The second, referring to study programmes, describes the outcome of the learning process as a compulsory element of a programme, as well as the general and subject-specific competencies of graduates of a particular study programme[122].

In the process of defining and formulating learning outcomes, the development trends expressed in the national and international education area have been taken into account, notably the global competence orientation and various taxonomic tools for organizing learning outcomes Blum (1956) and Anderson – Kratvol (2001). The dominant principle in the hierarchical organisation of knowledge and skills outcomes affirmed: the level of application and functionalisation of knowledge to overcome traditional memorization and reproduction in teaching; a learning process in which competence is acquired through the flexible and dynamic integration and application of different subjects knowledge; a learning context that is reflected in a more dynamic and engaging combination of knowledge, skills and attitudes relevant to different real

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[120]Chapter 2.12. of this document

[121]The Rulebook on the General and Artistic Matura Programme (RS Official Gazette - Education Gazette, No 11/2017)
The Rulebook on the Vocational Matura and Final Examination Programme (RS Official Gazette - Education Gazette, No 1/2018 of 18.01.2018); The Rulebook on Assessment in Secondary Education; Competency-Based Assessment - http://www.zuov.gov.rs/wp-content/uploads/2014/02/Competency-Based Assessment.pdf

[122] The Rulebook on Standards and Procedure for Accreditation of Higher Education Institutions and Study Programmes (RS Official Gazette, No 106/2006, 112/2008)

situations that require their functional application. Also, introduction of the concept of competence have included required skills outcomes that develop the ability of individual to cope with *problem solving situations* and *different contexts*, especially when it comes to higher level qualifications.

Integrating the concept of learning outcomes into the education programme also led to a change in the assessment framework during and at the end of the learning process. It emphasized the importance of formative monitoring of outcomes as measurable indicators of progress and promoted the unified approach to the learning and assessment process in teaching. New rulebooks on assessing students in primary and secondary education have been developed, which emphasize the principle of validity according to which the grade reflects the effects of learning, that is, the achievement of outcomes, the engagement and progress of students. In this context, assessment criteria have been defined to include elements of general and cross-curricular competencies that can be aligned with the specific outcomes of the subject and module.

Correlation of descriptors – descriptors of knowledge, skills, abilities and attitudes by NQFS levels and applied hierarchical organisation of learning outcomes by the same categories within qualification standards should enable clear classification and comparison of qualifications, that is, the establishment of a coherent and transparent system of qualifications.

2.5 Qualification levels and descriptors

Qualifications in the NQFS are sorted by complexity at by levels and sublevels.

The Integrated National Qualifications Framework in Serbia has eight (8) levels with sublevels. In the NQFS, descriptions of knowledge, skills, abilities and attitudes (hereinafter: descriptors), necessary for the job or further learning (Table 4), are determined for each (sub) level of qualifications.

Table 4. Qualification levels and descriptors[123] in the NQFS

LEVEL	KNOWLEDGE	SKILLS	ABILITES AND ATTITUDES
	Person with acquired level of qualification:		
1.	Possesses basic general knowledge that allows further learning	Applies the skills needed to perform simple predictable tasks.	Performs tasks or learns according to simple oral and written instructions, with direct supervision
2.	Possesses general and vocational knowledge of facts and basic principles required for work and /or learning	Applies the skills required to perform routine, pre-determined operational tasks; Handles tools and machines following detailed technical instructions using prescribed work materials	Performs tasks in accordance with established technical and technological procedures, with supervision; Is responsible for the implementation of established procedures, means and organisation of own work
3.	Possesses general and vocational knowledge of facts, basic principles and processes required for work and/or learning	Applies the skills required to perform less-complex, varied, occasionally non-standard operational tasks; Collects and selects relevant information; Operates specialised equipment, machinery and plants using a variety of materials	Performs tasks independently in accordance with technical and technological procedures with periodic consultations; Organises own work; Is responsible for implementing procedures and means of his own work; Is enterprising in work
4.	Possesses systematic and theoretical knowledge required for work and/or learning	Applies the skills needed to perform complex, diverse, often non-standard tasks using different methods and techniques; Performs selection of relevant information gathered from various sources for use in work or learning; Handles various equipment, machinery and plants using different materials	Performs tasks independently in accordance with technical and technological procedures; Organises and controls own work and/or small group work; Identifies problems and participates in solving them; Is responsible for choosing procedures and method of his own work, and for operative work of others.
5.	Possesses the specialised professional knowledge required to work and/or learning	Applies the skills needed to perform complex, specific and mostly non-standard tasks that require participation in the creation of new solutions; Operates specialised equipment, machinery and	Performs jobs with great autonomy in decision making; Organises, controls and evaluates the personal and/or the work of others, and trains others for work; Takes responsibility for determining own methods of

[123] Table 4. contains revised descriptors of NQFS levels that will be adopted by National Assembly of Republic of Serbia with amendments on NQFS Law in January 2020

		plants using a variety of materials	work, as well as for the operational work of others. Shows entrepreneurialism to improve workflows and solve the problems in unpredictable situations
6.1	Possesses advanced academic and/or professional knowledge related to theories, principles and processes including their evaluation, critical understanding and application in the field of learning and /or work	Solves complex problems in the field of learning and / or working in non-standard conditions; Applies skills of successful communication in interaction and collaboration with others from different social groups; Uses equipment, instruments and devices relevant to the field of learning and/or work	Is enterprising in solving problems under non-standard conditions; Manage complex projects independetly and with full responsibility; Applies the ethical standards of his profession; Organises, controls, and trains others to work; Analyses and evaluates different concepts, models and principles of theory and practice; Expresses a positive attitude towards the importance of lifelong learning in personal and professional development
6.2	Possesses advanced academic and/or professional knowledge related to theories, principles and processes including evaluation, critical understanding and application in the narrow specialist field of learning and /or work	Solves complex problems in the narrow specialized field of learning and / or working in non-standard conditions; Applies skills of successful communication in interaction and collaboration with others from different social groups; Uses specialised equipment, instruments and devices relevant to the field of learning and/or work	Is enterprising in solving problems under non-standard conditions; Manage complex projects on independently and with full responsibility; Applies the ethical standards of his profession; Organises, controls, and trains others to work; Analyses and evaluates different concepts, models and principles of theory and practise by advancing existing practice; Expresses a positive attitude towards the importance of lifelong learning in personal and professional development
7.1	Possesses highly specialised academic and / or professional knowledge related to theories, principles and processes including evaluation, critical understanding and	Solves complex problems in an innovative way that contributes to the development in the field of learning and/or work; Manages and runs complex communication, interaction and collaboration with others from different social groups;	Acts entrepreneurial and undertakes managerial task; Runs the most complex projects on his own and with full responsibility; Plans and implements scientific and/or applied research; Controls work and evaluates the results of others to advance existing practice

	application in the field of study and /or work as a basis for scientific and applied research	Applies complex methods, instruments and devices relevant to the field of learning and/or work as a basis for scientific and applied research	
7.2	Possesses narrowly specialised academic / or professional knowledge related to theories, principles and processes including evaluation, critical understanding and application in the field of study and / or work as a basis for scientific and applied research.	Solves complex problems in an innovative way that contributes to the development in the field of learning and/or work; Manages and runs complex communication, interaction and collaboration with others from different social groups; Applies complex methods, instruments and devices relevant to the field of learning and / or work as a basis for scientific and applied research.	Acts entrepreneurial and undertakes managerial tasks; Runs the most complex projects on his own and with full responsibility; Controls work and evaluates the results of others to advance existing practices
8.	Possesses superior theoretical and practical knowledge needed for critical analysis and original research in fundamental and applied fields of science with the purpose of expanding and redefining existing knowledge, science or field of work	Applies advanced and specialised skills and techniques needed to solve key research problems and to expand and redefine existing knowledge or field of work; Applies communication skills to explain and critique of theories, methodologies and conclusions, as well as to present research findings in relation to international standards and the scientific community; Develops new tools, instruments and devices relevant to science and work	Independently evaluates contemporary results and achievements in order to advance existing ones, and to create new models, concepts, ideas and theories; Demonstrates innovation, scientific and professional integrity and commitment to developing new ideas and / or processes that are at the centre of the work or science context, through the principle of self-evaluation of own work and achievements. Designs, analyses and implements researches that make a significant and original contribution to general knowledge and / or professional practice; Manages interdisciplinary and multidisciplinary projects; Is able to initiate national and international science and development cooperation on his own

2.6. Types of qualifications

In the NQFS, qualifications are classified into:

- general;
- vocational;
- academic;
- applied.

General qualifications refer to the primary education and gymnasium education which covers all types and programmes of gymnasiums, including specialised gymnasiums.

Vocational qualifications refer to vocational secondary education and training. This type of qualification also includes secondary artistic qualifications.

Academic qualifications refer to qualifications acquired based on accredited academic study programmes (bachelor, master, specialised and doctoral studies). This type of qualification also includes academic artistic qualifications.

Applied qualifications refer to qualifications acquired based on accredited applied study programmes (bachelor, specialised and master).

Qualifications that belong to the group of regulated professions are determined by a separate law, in accordance with EU Directive 2013/55 / EU, and are an integral part of the NQFS.

2.7. Qualification acquisition

The qualifications within the NQFS can be acquired through different types of education/learning – formal and non-formal education, as well as through validation of non-formal education and informal learning[124]:

- formally – qualifications are acquired in the system of formal primary, secondary or higher education, after which a diploma or a certificate is issued as a public document;
- nonformally – qualifications are acquired in the adult education system, in various forms, mainly through training or professional development, after which as a public document is issued- a certificate or testimonial depending on the outcome of the programme;

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[124]In addition to the term "validation of non-formal education and informal learning", the term "recognition of prior learning" is also used, in line with the NQFS Law.

    – validation of non-formal education or informal learning – qualifications are acquired based on the work or life experience, through a special procedure[125], after which a public document is issued – a certificate or testimonial depending on the outcome of the programme.

In the qualification system in the Republic of Serbia, qualifications are traditionally acquired through a formal education system.

The NQFS Law creates the legal basis for the MoESTD to set standards for the recognition of qualifications in the informal system, through the introduction of more flexible pathways to qualifications. The implementation of the NQFS opens the possibility of establishing a system of validation of non-formal education and informal learning.

According to the NQFS Law, through the validation of prior learning qualifications of NQFS Levels 1, 2, 3 and 5 can be obtained.

2.8. Permeability in the qualification system

The NQFS envisages the implementation of the principle of lifelong learning through the established permeability between qualification levels. The presentation of qualifications by level and the relationship of qualifications in a horizontal and vertical perspective can be followed in Scheme no. 1. Permeability to higher levels depends on the level and type of qualification and is prescribed by the Law on Higher Education.

A detailed description of methods of qualification acquisition, the preconditions and permeability related to the advancement by levels, are given in the Annex 2.

Horizontal permeability in the system of pre-university formal education is covered by the processes of additional qualification and retraining. Retraining is the acquisition of another qualification of the same or lower level. Additional qualification refers to acquiring a qualification of the next, higher level.

2.9. Qualifications Classification System (CLASSNQFS)

The NQFS Law stipulates that the system according to which the qualifications in the NQFS will be classified and coded – CLASSNQFS, is in accordance with the International Standard Classification of Education ISCED 13-F, and contains the names of the sectors, specific sectors and sub-sectors of education and training in which the

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[125]In line with Article 40, paragraph 4 of the NQFS Law, the Minister competent for education will define the standards and ways of implementing the procedure for the recognition of prior learning.

qualifications are classified and their numerical designations based on which the qualification code is determined. The regulation establishing CLASSNQFS is issued by the Minister of Education, Science and Technological Development. The regulation defining the CLASSNQFS also regulates the relations between the CLASSNQFS and the classifications in education determined before the establishment of the NQFS – the field of work in the pre-university, and scientific, artistic and professional fields within the educational – scientific and educational-artistic fields in higher education.

2.10. Qualification standard

The qualification standard is the document that contains a set of data that describe in detail the qualification as well as information about the relationship between the qualification and the occupational standard. However, as occupational standards have yet to be adopted in accordance with the regulations governing employment, until they are developed job descriptions will be used.

The forming of Sector Skills Councils established the institutional framework for launching initiatives to develop the necessary and modernize existing qualifications. Besides the Sector Skills Councils, the initiative for the development of qualification standards can be submitted by the competent councils (NQFS Council, National Education Council, The Council for Vocational Education and Adult Education, National Council for Higher Education), National Employment Service, state bodies, higher education institutions, Publicly Recognized Organizers of Adult Education Activities and other interested legal entities. In addition to the initiative, the applicant will have to submit, in accordance with the by-law on the content and layout of the initiative[126] form that will be adopted by the MoESTD, a study on the justification of the qualification.

Qualification standards are developed for all types and levels of qualifications in accordance with the procedure prescribed by the NQFS Law, based on the Methodology for the development of qualification standards, which will define all elements of the qualification standards, which will be adopted by the MoESTD at the proposal of the Qualifications Agency.

Qualifications Agency, the Sector Skills Council and the NQFS Council participate in the development of the qualification standards, and on their proposal the

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[126] Rule book on the content and layout of the initiative form for the development and adoption of qualification standard ("RS Official Gazette", no. 53/20)

MoESTD adopts the act on the adoption of the qualification standard, which is published in the RS Official Gazette.

Based on the qualification standards developed prior to the establishment of the NQF and in accordance with the document "National Qualifications Framework in the Republic of Serbia", the proposed elements of the qualification standards:

1) title of qualification;

2) code in the Register of national qualifications;

3) occupational codes to which the qualification is related, in accordance with the occupational codebook[127] and the National Occupational Classification (NOC)[128], which is in line with the international standard ISCO 08;

4) qualification level in the NQFS and the EQF;

5) type of qualification;

6) ways of acquiring qualification;

7) qualification position according to the CLASSNQFS;

8) job description in accordance with the occupational standard[129];

9) preconditions for qualification acquisition;

10) permeability in the qualification system;

11) duration of the educational programme for qualification acquisition;

12) learning outcomes;

13) type of assessment of learning outcomes achievement;

14) public document and body competent for issuing the public document;

15) source of verification of the qualification reference data: document number, competent body that issued the document, date, code of the qualification version, date of the revision of the qualification, date of entry in the Register.

Qualification standard structured in this way enables the integration of data from the education system and labour market data, as well as the use of various relevant data sources to create it. This type of data is collected at the Sector Skills Council level, which

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[127]Decision on a unique code for entry and coding of data in the records in the field of labour - https://www.minrzs.gov.rs/sr/dokumenti/podzakonski-akti/sektor-za-rad-i-zaposljavanje

[128]National occupations qualification Decision on a unique code for entry and coding of data in the records in the field of labour - https://www.minrzs.gov.rs/sr/dokumenti/podzakonski-akti/sektor-za-rad-i-zaposljavanje

[129]Article 50, paragraph 3 of the Law on the National Qualification Framework of Serbia defines that until the adoption of occupation standards in line with the regulations governing employment, the link between the qualification standards and the labour market will be based on the data on occupations defined according to the regulation in the field of labour and employment until this law enters into force.

ensures the mapping of qualifications in a particular sector, that is, determining the required qualifications – qualification standards.

The publication of the qualification reference data in the prescribed format by the competent institution ensures their transparency, legal certainty and reliability.

In cooperation with the IPA 2014 project "Development of an Integrated National Qualifications System in Serbia", the Qualifications Agency develops a Methodology for the development of qualification standards, within which the structure of the qualification standard document has been proposed (Annex, no. 10).

2.11. NQFS Register

The NQFS Law defines the establishment of the NQFS Register, which consists of the sub-register of national qualifications, the sub-register of qualification standards and the sub-register of PROAEA with employers with whom the PROAEA conducts practical work.

A by-law on the content and manner of keeping the Register is being drafted and is expected to be published by the end of 2020. The source of data in the Register will be the Qualifications Agency, the Ministry responsible for education and the National Entity for Accreditation and Quality Assurance in Higher Education.

The drafting of the by-law that will prescribe the contents of the Register is being carried out with the help of the IPA 2014 project "Development of an Integrated National Qualifications System in Serbia". Upon the establishment of the Register and the referencing of the NQFS to the EQF and the QF-EHEA, data on qualifications and qualification standards will also be available on the European portal "Learning opportunities and Qualifications in Europe"[130]

The Sub-Register of National Qualifications will contain information on all new qualifications from the moment the Register is established, as well as on the qualifications that can be acquired in the education system adopted until the establishment of the NQF Register.

The Sub-Register of National Qualifications will contain following information on qualifications adopted after the establishment of the Register:

1) the title of qualification;

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[130] Learning opportunities and qualifications Portal - https://ec.europa.eu/ploteus/en/splash

2) qualification code established in accordance with the rulebook prescribing CLASSNQFS;

3) qualification standard, if exists;

4) sector, narrow sector and subsector according to ISCED F13;

5) the field of work, that is, the educational-scientific, professional or artistic field and scientific, professional or artistic area;

6) the level of qualification in the NQF and the European Qualifications Framework and the qualifications framework of the European Higher Education Area;

7) the type of qualification;

8) ways of acquiring qualification / form of learning (formal education, non-formal education, that is the recognition of prior learning);

9) the scope of qualification in credits, or years/hours of duration if it is not prescribed to be expressed in credits;

10) a general description of qualification;

11) the name and web site of the organization responsible for issuing a public document from the register of institutions and higher education institutions in the Integrated Education Information System (IEIS);

12) the name and the number of the act adopting the qualification, the competent body that issued the act, the date, the number of the official gazette in which the act was published, that is, the number of the accreditation certificate of a study programme;

13) start date and end date of qualification application;

14) the name and the web site of the education programmes where qualification is acquired in the register of accredited study programmes of IEIS;

15) URL address of the qualification in the Register.

The Sub-Register of Qualification Standards will contain following information on qualification standards:

1) the title of qualification;

2) qualification code established in accordance with the rulebook prescribing CLASSNQFS;

3) sector, narrow sector and subsector according to ISCED F13;

4) the field of work, that is, the educational-scientific, professional or artistic field and scientific, professional or artistic area;

5) the level of qualification in the NQF and the EQF and the EHEA;

6) the type of qualification;

7) the scope of qualification in credits, or years/hours of duration if it is not prescribed to be expressed in credits;

8) ways of acquiring qualification / form of learning (formal education, non-formal education, that is the recognition of prior learning);

9) preconditions for the acquisition of qualification;

10) a general description of qualification;

11) learning outcomes;

12) the web site of the organization responsible for issuing a public document from the register of institutions and higher education institutions in the IEIS;

13) the web site of the education programmes where qualification is acquired in the register accredited study programmes of IEIS;

14) the name of the act on the acquired qualification;

15) the URL address of the qualification in the Register;

16) occupation;

17) the occupational codes to which the qualification relates, in accordance with the by-law governing the codebook of occupations and the national occupational classification, which is in line with the international classification of occupations ISCO-08;

18) type of assessment of learning outcomes achievement;

19) qualifications of program provider staff (teachers, trainers, assesors, etc.);

20) number and date of the decision on adopting qualification standard;

21) start date of qualification application;

22) and end date qualification application;

23) a link to the previous qualification standard.

The PROAEA Sub-Register is established to manage data on PROAEA that have been granted or revoked accreditations, approved adult education activities, and employers with whom PROAEA are realizing practical work.

The PROAEA Sub-Register will contain:

1) the name of PROAEA;

2) PROAEA Registration Number;

3) the type of adult education activities for which PROAEA received accreditation;

4) status of PROAEA – active or archived;

5) general data on PROAEA:

    a. identification/registration number;

    b. address of the headquarters;

    c. contact information – name of the contact person, telephone number, website and e-mail address;

    d. tax identification number.

6) number, date and name of the decision maker on the accreditation of PROAEA;

7) number, date and name of the decision maker on the revocation of the accreditation of PROAEA;

8) reasons for revoking the accreditation of PROAEA;

9) date of accreditation expiration;

10) information on the accredited PROAE programmes:

    a. programme title;

    b. programme code;

    c. programme status- active or archived;

    d. ISCED 13F sub-sector;

    e. the name of the public document, testimonial or certificate issued for the completion of programme;

    f. preconditions for the enrolment in programme;

    g. data from the sub-register of qualification standards, if the programme implies the acquisition of a qualification, vocational competencies standard, or partially achieved vocational competencies standard;

    h. programme duration (theoretical, practical part and total);

    i. data on the qualifications of the trainers of theoretical and practical part of training;

    j. conditions in terms of space and equipment;

    k. date of programme accreditation;

    l. date of programme accreditation expiry;

    m. a brief description of the programme;

    n. URL of self-evaluation report.

11) external quality evaluation report and the date of issuing the report;

12) data on the employers with whom practical work is implemented:

    a.   name of the employer;

    b.   identification/registration number;

    c.   tax identification number;

    d.   address of headquarters;

    e.   contact information – phone number, website and email address;

    f.   the name and the registration number of the PROAEA that conducts practical work with the employer;

    g.   the name of the PROAEA programme where the employer implements practical work.

In accordance with the Law on the National Qualifications Framework, the Register will be kept by the Qualifications Agency, in electronic form.

Data from the register will be open and accessible through the Agency's official website.

Until the Registry is established, the MoESTD maintains a qualification database of all education levels, which, upon the establishment of the Register, will be managed through the sub-register of national qualifications.

2.12. Quality assurance of qualifications

Quality assurance is a central element on which the achievement of all the goals and principles of the NQFS is based. The *transparency* of the offer of qualifications and institutions, as well as the relevant data on the learning programme, is ensured by the qualification registration system. The *availability* of data on the content of the qualification and its purpose to any individual interested in the learning and employment process, contributes to the implementation of the concept of lifelong learning, and consequently to raising the qualification structure of the population. Standardisation of qualifications based on occupational standards and learning outcomes and the establishment of Sector Skills Councils, allows *relevance* in identifying and improving qualifications, as well as the involvement of key partners in that process. The development of education / training programmes based on qualification standards and learning outcomes enhances the quality of learning processes, monitoring mechanisms, assessment / validation of acquired knowledge and skills (competencies).

Ensuring the quality of the qualification system – the NQFS is established through the determined standards, procedures, methodologies, assigned competencies and participation of the appropriate institutions and bodies, with the purpose of developing a credible system that will be trusted above all by citizens, and consequently by society as a whole. Quality standards are established at different levels (system level and the level of the institution / organisation providing the education / training or the VNFIL process), depending on the types of qualifications and the cycle of qualification development.

Figure 2. Quality assurance cycle in qualification development

Quality assurance implies establishing a quality system in the following processes:

– analysis of labour market needs;

– development of qualification standards;

– development of education / training programmes;

– accreditation of the education / training programme provider;

– realization of educational programmes;

– certification.

NQFS Law stipulates that monitoring and measuring the effects of the implementation of new qualifications on employment and lifelong learning is the responsibility of the QARS. This completes the qualification quality assurance system.

2.12.1 Analysis of labour market needs

The inclusion of relevant and appropriate qualifications in the system is based on the analysis of the needs of the labour market, or of the society as a whole.

Within the NQFS, quality mechanisms are being developed to determine the qualifications related to:

 − the system for collecting information on current and future labour market needs and qualifications needed;
 − mapping the qualifications by sector.

Researching current needs as well as developing forecasts and future trends in the demand for qualifications requires the development of a comprehensive analytical framework. There is some experience in this area. Statistical Office of the Republic of Serbia has been conducting the Labour Force Survey since 2003 and the National Employment Service since 2010 the Employers Survey. Data from these surveys are published[131], but in the previous period their application has been limited when it comes to the decision-making on new qualifications, as well as in the planning and design of the school network. Despite piloting the Sector Skills Councils in 2012 and the more dynamic commitment of individual sector organisations (e.g. ICT Association), Serbia has not been able to fully establish an effective mechanism for assessing skills needs by sector, with clearly allocated funding[132]. Based on these experiences and analyses, with the support of European projects (supported by ETF and through IPA funds) in the process of implementation of the NQFS for the purpose of adopting new qualifications and work of Sector Skills Councils, a more innovative methodological approach is planned, the so-called sector profile model. The model should provide a sustainable system for collecting and presenting different objective data on the situation and forecasts (number of employed / unemployed persons, occupations in the sector, qualification structure within a certain sector, offer of qualification programmes, economic parameters and strategic directions of the sector development, etc.), whose analysis and correlation, at the level of Sector Skills Councils, results in conclusions about the required competencies, determination of their connections, that is, mapping the qualifications. Based on such backgrounds, the Sector Skills Council, as a body based on the principle of social

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[131]http://www.stat.gov.rs/sr-latn/oblasti/trziste-rada/anketa-o-radnoj-snazi/
http://www.nsz.gov.rs/live/dokumenti/anketa_poslodavaca_2015.cid25685
[132]Institutional Cooperation and Coordination in Skills Development in Serbia
https://www.etf.europa.eu/sites/default/files/m/54F818BC4D016200C12582AA00345533_Institutional%
20coop%20in%20skills%20dev%20Serbia_RS.pdf

partnership, in which the representatives of employers are presented, makes decisions about the required qualifications in a particular sector. It is expected that this data will also be used to establish a system of occupational standards and to update the existing occupation list in accordance with the National Occupational Classification[133].

2.12.2 Development of Qualification Standards

The development of qualification standards is implemented in two key phases – *determining a job description*, in line with the occupational standard[134], applying appropriate job analysis methods, and based on that, *determining learning outcomes* using taxonomic instruments to sort knowledge, skills, abilities and attitudes within each vocational competence.

The job(s) description within occupational standard is an integrated description of one or more occupations in accordance with the Methodology for developing qualification standards. Based on the job(s) description, goals and learning outcomes for a given qualification are defined.

The goals of education for a particular qualification direct the process of education, i.e., teaching for the purpose of developing and acquiring the competencies crucial for performing certain jobs, or for further learning when it comes to general qualifications. Since they are tied to the basic purpose of qualification, they are a benchmark for educational process bearers in the field of planning, organisation and monitoring their achievement. The goals of education related to qualifications in pre-university education are in line with the statutory goals of education, that is, with the modern concept of lifelong learning and career development.

The outcomes of education at the overall qualification level are derived from the goals and are described through three categories (knowledge, skills, abilities and attitudes) for each competence.

An initiative for developing and adopting standards for a new qualification may be submitted by the Sector Skills Council, The Council for Vocational Education and Adult Education, the National Education Council, the National Council for Higher Education, the National Employment Service, a higher education institution, a state body and other legal entity (a company, PROAEA, etc.). The initiative is submitted to the

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[133]Unique codex of codes for entering and encrypting data in the records in the field of work application manual http://kodekssifara.minrzs.gov.rs
[134]Occupational standards have yet to be established in accordance with the regulations governing employment

Qualifications Agency, which forwards the initiative with the accompanying study to the appropriate Sector Skills Council. If it finds that the initiative is justified, the Sector Skills Council decides on the development of qualification standards and requires from the Agency to develop a proposal for a qualification standard. The Qualifications Agency, within 60 days, develops a qualification standard and submit it to the NQFS Council, which establishes a proposal for the standard and submit it to the MoESTD for adoption. The MoESTD adopts an act on adopting a qualification standard, which is published in the RS Official Gazette and entered into the sub-register of national qualifications and the sub-register of qualification standards. The Qualifications Agency drafts a proposal for a standard based on the data from the initiative and the study that contains the initial proposal for a qualification standard, and in the drafting process may consult experts in the area of the proposed qualification or form an expert team.

2.12.3 Development of education/training programmes

Introducing a new qualification into the system implies developing an appropriate learning programme based on the qualification standard, as well as applying a standardized procedure for approving it. In pre-university education, programmes are developed by the Institute for the Improvement of Education, in higher education by a higher education institution, and in adult education by publicly recognized organizers of adult education activities. Bodies involved in the approval process and procedures (in formal education and non-formal education) at different levels are described in Chapter 1.

The programme is based on the qualification standard which makes it possible to relate the expressed needs for competencies in particular professions to the appropriate description of learning outcomes. The learning outcomes of the qualification standard are operationalised in the programme at the course or module level. The outcomes of key competencies are integrated into the qualification standard and are concretized in the programme at the subject or cross-curricular level.

Learning outcomes are a mandatory element of the programme, regardless of the type and level of qualification, while the structure of the education / training programme, with regard to other elements, is defined by an appropriate regulatory framework and specific standards.

Strategy for Education Development in Serbia 2020 envisages the introduction of a credit system in vocational education, in line with the European Credit System for

Vocational Education and Training (ECVET), which would allow quantitative countenance of the scope of qualifications, i.e. learning outcomes.

2.12.4 Accreditation of education / training programme provider

The accreditation process implies that the providers of education / training programmes have the capacity and ability to implement the programme. The competency standards for the providers (schools, organizations for adult learning, higher education institutions) enable the assessment and evaluation of the competencies for teachers and instructors of adult education programmes, and the prescribed norms or standards regarding the space and equipment material and technical conditions for the realization of the learning process. Standards and procedures for accreditation of programmes and institutions in pre-university formal education[135], study programmes and higher education institutions[136], programmes and providers in adult education[137], are prescribed by the relevant laws and by-laws.

Pre-University Formal Education Provider – The school may start working and performing activities once it has been determined that it meets the requirements for the establishment, commencement of work and activities, obtains the decision on verification issued by the MoESTD and enters the registry of the competent authority (Commercial Court Register).

The accreditation of higher education institutions[138] is the responsibility of the NAEAQA.

Accreditation of providers in non-formal education and validation of non-formal education and informal learning is performed by the MoESTD for primary and secondary schools, and by the Qualifications Agency for other providers[139]. In the process the adult education programme is reviewed, as well as the fulfilment of conditions in terms of staff, space, equipment and teaching aids. Conditions in terms of staff, space, equipment and teaching aids, after receiving a positive evaluation of the adult education programme, are

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[135]The Rulebooks on the type of education of teachers, assistant teachers and professional associates in schools and the Rulebooks on Closer Conditions Regarding the Space, Equipment and Teaching Aids for the Realization of Education Curricula (by types of schools, fields of work and educational profiles)
[136]The Rulebook on Standards and Procedure for Accreditation of Higher Education Institutions and Study Programmes, RS Official Gazette, No 106/2006, 112/2008 and 86/2016
[137] The Rulebook on Closer Requirements Regarding Programmes, Personnel, Space, Equipment and Teaching Aids for Acquiring the Status of Publicly Recognized Organizer of Adult Education Activities, RS Official Gazette, No 89/2015
[138]Described in Section 1.8.5
[139]The competencies of the Agency are given in Chapter 5 of this document

checked by the education inspectorate. Based on the positive findings of the Educational Inspector, the MoESTD, or the Qualifications Agency, issues a decision on the accreditation of PROAEA.

2.12.5 Implementation of education / training programmes

The quality of implementation of education / training programmes in pre-university and university education is monitored through the processes of self-evaluation and external evaluation. A quality framework with a set of standards and indicators for self-evaluation and external evaluation based on data and evidence has been established by relevant regulations[140].

On the basis of the systematic collection of data on various aspects of quality and the analyses obtained in this process, appropriate measures are periodically taken to improve the various areas of implementation of the education programmes. In pre-university education, quality measurement focuses on the areas of educational work: school curriculum and annual work plan, teaching and learning, students' educational achievements, support to students, ethos, organisation of school work and management, resources. In higher education, improvement measures are taken in the following areas: curriculum, teaching, teaching staff, assessment of students, textbooks and literature.

Students are involved in the processes of self-evaluation and external evaluation.

In non-formal education within the implementation of the NQFS, it is necessary to establish quality standards for the purpose of monitoring the implementation of training programmes and to specify procedures and competent bodies. It is planned to adopt a by-law on the standards for self-evaluation and external evaluation of the PROAEA by the end of 2020, which would improve the current practice of monitoring the implementation of adult education programmes and ensure the validity of the data entered in the PROAEA sub-register.

2.12.6 Certification

Quality assurance in the area of certification, that is, the assigning of a qualification to an individual, implies the regulation of the area related to the assessment

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[140]The Law on the Foundations of the Education System (RS Official Gazette, No 72/2009, 52/2011, 55/2013, 35/2015 and 68/2015); The Rulebook on the Quality Standards for Institutional Operations (RS Official Gazette, No 7/2011 and 68/2012); The Rulebook for self-evaluation and quality assessment of higher education institutions (RS Official Gazette, No 106/2006.); The Rulebook on standards and procedure for external quality evaluation of higher education institutions (RS Official Gazette, No 106/2006, 73/2011, 101/2012, 103/2012 – corr. and 13/2014)

of the achievement of learning outcomes, that is, of the type and content of the public documents proving it.

The existing regulatory framework regulates the criteria and the way qualifications are assessed at different levels. The NQFS ensures that the assessment criteria are based on the learning outcomes of a given qualification.

Achievements monitored and evaluated in the final exams in pre-university education are based on the standards of achievement in general education and, the qualification standards in vocational education.

Principles, procedures for implementation and assessment criteria related to the exams for the assigning of a qualification are standardized and established at national level, by laws, by-laws, guidelines and the Methodology for the preparation of exam assignments[141]. When it comes to general Matura and the part of vocational Matura, the Institute for Education Quality and Evaluation has competence over the preparation of national tests (Serbian language, Mathematics, elective subject and elective subject for admission to a higher education institution)[142].

Types of exams for acquiring qualifications of a relevant level in pre-university education are:

- final exam in primary education for the qualification of NQFS level 1;
- vocational competence exam, i.e. final exam for the qualifications of NQFS level 2;
- final exam for the qualifications of NQFS level 3;
- matura exam (general, vocational and artistic Matura exam) for the qualifications of NQFS level 4;
- specialist or master craftsman exam for NQFS qualifications level 5.

The description of individual certification exams in pre-university education is given in Chapter 1 of this report.

Types of exams for acquiring qualifications of a relevant level in higher education are:

- exam in an individual subject of a study programme;
- final thesis of a study programme.

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[141] Detailed procedures of assessment and examination are explained in chapter 1.4,1.5 and 1.7
[142] In accordance with Art. 45 of the Law on the Foundations of the Education System (RS Official Gazette, No 88/17, 27/18 - other law, 27/18 - other law and 10/19)

The students' success in mastering the learning outcomes of individual subjects is continuously monitored throughout the course and is expressed credit points at the level of pre-exam obligations and exams.

The study programmes of bachelor and specialised studies may foresee a final thesis, while the study programmes of master academic studies and master applied studies include the obligation to prepare a final thesis.

The doctoral dissertation is the final part of the doctoral study programme, except for a doctoral study programme in arts for which an art project represents the final part.

Programmes, methods of conducting exams and criteria in non-formal adult education are prescribed by the relevant by-laws[143]. Within this system, it is possible to recognize sets of learning outcomes or individual vocational competencies acquired through PROAEA training, or to obtain a certificate for a partially accomplished standard of vocational competencies or an advanced training programme.

Types of public documents related to acquiring qualifications are given in the table in Annex 3. The public document contains information on acquired learning outcomes, quality of achievement and competencies acquired for the given qualification.

For the full implementation of the NQFS, it is necessary to establish the standards and procedures for conferring qualifications in the process of validation of non-formal education and informal learning that ensure the equal value of qualifications obtained in this way compared to those obtained formally.

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[143] The Rulebook on the Closer Conditions Regarding the Programmes, Staff, Space, Equipment and Teaching Aids for the Accreditation of Publicly Recognized Organizers of Adult Education Activities (RS Official Gazette RS, No 89/15)

3. REFERENCING OF AND SELF-CERTIFICATION THE NQFS TO THE EQF AND QF-EHEA

3.1 Referencing of the NQFS to the EQF

Criterion 1: The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities.

The Government of the Republic of Serbia and the MoESTD have been preparing for the referencing process since 2016. Simultaneously with the development of the legislative framework, the Inter-Ministerial Working Group, established by the MoESTD in 2017, considered the activities and proposed bodies participating in the referencing process. In 2017, the Working Group, as well as the bodies responsible for policy making and quality assurance in pre-university and higher education (National Education Council, Council for Vocational Education and Adult Education and National Council for Higher Education) adopted the document "National Qualifications Framework in the Republic of Serbia" as the basis for establishing the NQFS Law and the Report on Referencing of the NQFS to the EQF. With the adoption of the NQFS Law, the management of the referencing process was taken over by the MoESTD, including the role of the National Coordination Point. The plan of referencing activities was defined based on the National Action Plan for the establishment and implementation of the NQFS, for whose monitoring and implementation is responsible the Inter-Ministerial Working Group[144], composed of relevant representatives of key government institutions and experts in the field of qualifications. The plan of activities for the referencing process is provided in the Annex 5. The Inter-Ministerial Working Group consists of the representatives of twenty-one social partners in the public policy, economy and employment sectors, as follows:

1) Ministry of Education, Science and Technological Development;
2) Ministry of Labour, Employment, Veteran and Social Affairs;
3) Ministry of Finance;
4) Ministry of Public Administration and Local Self-Government;

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[144] Decision on the establishment of Inter-Ministerial Working Group is on the website. http://noks.mpn.gov.rs/wp-content/uploads/2019/10/Resenje-o-obrazovanju-Međuministarske-radne-grupe-1.pdf

5) Ministry of Economy;

6) Ministry of Youth and Sport;

7) Chamber of Commerce and Industry of Serbia;

8) Institute for the Improvement of Education;

9) Institute for Education Quality and Evaluation;

10) National Employment Service;

11) Public Policy Secretariat;

12) Statistical Office of the Republic of Serbia;

13) Serbian Association of Employers;

14) National Council for Higher Education;

15) National Education Council;

16) Council for Vocational Education and Adult Education;

17) Commission for Accreditation and Quality Assurance;

18) Conference of Universities of Serbia;

19) Conference of Academies of Applied Studies in Serbia;

20) United Branch Trade Unions "Independence";

21) Confederation of autonomous trade unions of Serbia.

In line with the NQFS Law, the key bodies and institutions competent for the development and implementation of the NQFS are the NQFS Council and Qualifications Agency. The Council for the National Qualifications Framework of Serbia, as an advisory body, ensures the quality in the implementation of the NQFS and the referencing to the European Qualification Framework, which was formalized in the Work Plan of the NQFS Council for 2019, the implementation of which is monitored by the MoESTD. In the structure of the Council, apart from the representatives of relevant ministries in the field of education, economy, employment, administration and youth policy, other key stakeholders such as the National Employment Service and Chamber of Commerce and Industry of Serbia, associations of employers, trade unions, representatives of educational institutions, universities and civil society are also present.

Qualifications Agency, established in 2018, in the line with its responsibilities in the qualification system, in the consultative process provided its professional contribution to the quality assurance aspects covered by the referencing process. Since the QARS and the MoESTD are responsible for guiding and supporting the Sector Skills Councils, the distribution of the information on referencing and the key issues of importance for the

comparison of the national qualifications with the EQF were covered by this process. The key institutions/bodies and their responsibilities in implementation of NQFS and referencing process are presented in the Table 5.

Working groups for the development of the NQFS Register and Methodology for the development of qualification standards, coordinated by the MoESTD, Qualifications Agency and IPA 14 Project[145], during their working meetings, intensively discussed the structure of the Register and qualification standards in accordance with the requirements of European policies and the referencing process.

In the referencing process, the National Coordination Point was responsible for involving key bodies and institutions in the referencing process, in such a way that their representatives participated throughout the process:

1) in the work meetings discussing the activities within the referencing process, process dynamics, methodology and the report structure;

2) in seminars and roundtables within the presentation of the NQFS;

3) in focus groups where national and international experts discussed various aspects of the implementation of the NQFS.

In order to ensure the availability of information, the National Coordination Point established a website with information on the National Qualifications Framework in the Republic of Serbia (noks.mpn.gov.rs). The website contains general information on the NQFS, an explanation of standards and levels of qualifications, a database of qualifications, as well as a description and information relevant to the referencing process.

MoESTD as the National Coordination Point provided:

− preparation of all necessary preconditions for the implementation of a transparent methodology for referencing national qualifications levels with those of the EQF, publication and respect of the decisions arising from that comparison;

− providing guidance to Sector Skills Councils and others involved in the development of qualifications in relation to the national qualifications and the EQF;

− participation of social actors (ministries, higher education institutions, general secondary and vocational education institutions, non-formal

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[145]Development of an integrated system of the National Qualifications Framework in Serbia, EU Project

education organisations, associations of employers, quality assurance institutions, etc.) in the implementation of the NQFS.

Table 5. Overview of Institutions/Bodies and their responsibilities

Institution/Bodies	Key responsibilities
Ministry of Education, Science and Technological Development	**Monitoring the implementation of NQF law and coordination of institutions and bodies** Adoption of Methodology for development of qualifications standards Adoption of qualification standards Adoption of standards for self-evaluation and external assessment of accredited adult education providers
NQFS Council	**Advising on the quality of the NQFS implementation and referencing to EQF** Adoption of qualifications standards proposal Recommendation on SSC establishment Monitoring SSC operation
Qualifications Agency	**Providing professional support to referencing process and implementation of NQFS** Providing professional and technical support to NQFS Council and SSC Development of qualification standards proposals Management of the NQFS Register Accreditation of providers in Adult Education Recognition of foreign qualifications
Sectoral Skills Councils (SSC)	Decision making on initiatives for qualification standard development Mapping and identifying relevant qualifications within the Sector Identifies qualification that are outdated Proposes list of qualification that are suitable for RPL

Criterion 2: There is a clear and demonstrable link between the qualifications levels in the national qualifications frameworks or systems and the level descriptors of the EQF.

In the Republic of Serbia, a single – integrated national qualifications framework has been established to cover all levels and types of qualifications, regardless of the way they are acquired (through formal or non-formal education, or informal learning – life or work experience) and the age at which they are acquired (young or adult). This enables integration and coordination of the existing qualifications systems (e.g. higher education qualifications system, secondary vocational education qualifications system and other systems).

Implementation of the objectives of the National Qualifications Framework of the Republic of Serbia ensures:

− the comprehension and transparency of qualifications, as well as the clarity of their interconnection;

− better connection and communication between stakeholders and policies from different fields, notably education and employment;

− greater involvement of citizens in lifelong learning, as a result of transparency in terms of permeability, mobility and connections between qualifications, and the flexibility of the education system.

Structural and conceptual connection of the NQFS with the EQF

The National Qualifications Framework of Serbia contains eight levels corresponding to the levels of the European Qualifications Framework. The presence of four sub-levels in the NQFS is a result of the peculiarity of the education system in the Republic of Serbia. The structure of the National Qualifications Framework is also designed in accordance with the EQF and includes descriptors for each level of qualification, based on the concept of learning outcomes. The elements of the level descriptors are knowledge, skills, abilities and attitudes. NQFS levels are hierarchically arranged so that each level is an upgrade of the previous one.

Knowledge descriptors are statements of complexity of **general** and **vocational** knowledge necessary for performing tasks or further learning. Knowledge, in this context, is a set of acquired and related facts, principles, theories and practices (experiences) related to a particular field of work or learning.

Skills descriptors refer to **cognitive** (logical, intuitive and creative opinion), **psychomotor** (physical abilities, use of methods, instruments, tools and materials) and / or **social** skills (communication and presentation skills, teamwork), and whose differentiation in levels is determined by:

− complexity and diversity of jobs;

− predictability of situations / conditions;

− determination or standardization of jobs;

− application of methods and techniques;

− complexity of problems and creation of new solutions;

− complexity and type of communication;

- use of information (skills related to collecting, selecting, processing, applying and creating information);
- handling utensils, tools, machines, equipment, plants;
- usage of materials.

Descriptors of abilities and attitudes refer to competence in terms of **independency** and **responsibility**, that is, the following criteria were used in the definition:

- level of independency in work;
- taking responsibility for own work and / or the work of others along with specification in relation to means, actions, procedures and decisions;
- enterprising in solving problems;
- ability to plan, organise, analyse and evaluate own work and/or the work of others.

By comparing definitions of outcomes of knowledge, skills and competencies from the EQF with definitions and explanations of how the outcomes of knowledge, skills and abilities and attitudes are described in the NQFS, key similarities and differences can be drawn:

- **Knowledge** – similarity in the definition of knowledge is evident in both frameworks, with the NQFS emphasizing the difference between general and vocational knowledge, as a result of the Serbian education tradition;
- **Skills** – the meaning of the term skill is the same in the both frameworks. The skills descriptions in the NQFS have been extended to other aspects, such as 'complexity of problems', 'communication', 'use of equipment';
- **Autonomy and responsibility –** the similarity between the two frameworks in the definition of this category is reflected in the understanding of competencies in terms of responsibility and autonomy. The equivalent of the competencies in the NQFS are *abilities and attitudes*, which apart from the mentioned main determinants for description of outcomes per levels contain other criteria, for example "demonstrating entrepreneurialism".

The NQFS contains specific attributes as a result of national context and legislation, so that statements of knowledge, skills, abilities and attitudes are aligned with the policy of defining learning outcomes, i.e. all are formulated as verbs.

The comparison of the NQFS level descriptions with the EQF level descriptions is given in the Table 6. The underlined words illustrate the linguistic relations between the two frameworks.

Table 6. Comparison of the NQFS level descriptions with the EQF descriptions

EQF		NQFS	
	KOWLEDGE *Basic general knowledge*	KNOWLEDGE Possesses <u>basic general knowledge</u> that allows further learning	
EQF LEVEL 1	SKILLS *Basic skills required to carry out simple tasks*	SKILLS Applies the skills needed to perform <u>simple predictable tasks</u>.	**NQFS LEVEL 1**
	RESPONSIBILITY AND AUTONOMY *Work or study under <u>direct supervision in a structured context</u>*	ABILITIES AND ATTITUDES Performs tasks or learns according to <u>simple oral and written instructions, with direct supervision</u>	
	KNOWLEDGE *<u>Basic factual knowledge</u> of a field <u>of work or study</u>*	KNOWLEDGE Possesses <u>general and vocational knowledge of facts and basic principles</u> necessary <u>for work and / or learning</u>	
EQF LEVEL 2	SKILLS *Basic <u>cognitive and practical skills</u> required to use relevant information in order <u>to carry out tasks</u> and <u>to solve routine problems</u> using <u>simple rules and tools</u>*	SKILLS Applies the <u>skills</u> required to perform <u>routine, pre-determined operational tasks;</u> <u>Handles tools and machines following detailed technical instructions</u> using prescribed work materials	**NQFS LEVEL 2**
	RESPONSIBILITY AND AUTONOMY *Work or study <u>under supervision with certain level of autonomy</u>*	ABILITIES AND ATTITUDES Performs tasks in accordance with <u>established technical and technological procedures, with supervision;</u> <u>Is responsible for the implementation of established procedures, means and organisation of own work</u>	

EQF LEVEL 3	KNOWLEDGE *Knowledge of facts, principles, processes and general concepts, in a field of work or study*	KNOWLEDGE Possesses general and vocational knowledge of facts, basic principles and processes required for work and/or learning	**NQFS LEVEL 3**
	SKILLS *A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information*	SKILLS Applies the skills required to perform less-complex, varied, occasionally non-standard operational jobs; Collects and selects relevant information; Operates specialised equipment, machinery and plants using a variety of materials	
	RESPONSIBILITY AND AUTONOMY *Take responsibility for completion of tasks in work or study* *Adapt own behaviour to circumstances in solving problems*	ABILITIES AND ATTITUDES Performs tasks independently in accordance with the technical and technological procedures with periodic consultations; Organises own work; Is responsible for implementing procedures and means of his own work; Is enterprising in work	
EQF LEVEL 4	KNOWLEDGE *Factual and theoretical knowledge in broad contexts within a field of work or study*	KNOWLEDGE Possesses systematised and theoretical knowledge required for work and / or learning	**NQFS LEVEL 4**
	SKILLS *A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study*	SKILLS Applies the skills needed to perform complex, diverse, often non-standard tasks using different methods and techniques Performs selection of relevant information gathered from various sources for use in the work or learning; Handles various equipment, machinery and plants using different materials	

	RESPONSIBILITY AND AUTONOMY *Exercise <u>self-management within the guidelines</u> of work or study contexts that are <u>usually predictable</u>, but are subject to change* *<u>Supervise the routine work of others</u>, taking some <u>responsibility for the evaluation and improvement</u> of work or study activities*	**ABILITIES AND ATTITUDES** Performs tasks <u>independently</u> in <u>accordance with technical and technological procedures</u>; <u>Organises and controls own work and / or small group work</u>; <u>Identifies problems and participates in solving them</u>; <u>Is responsible for choosing procedures</u> and method of his own work, and <u>for operative work of others</u>	
EQF LEVEL 5	**KNOWLEDGE** *Comprehensive<u>, specialised, factual and theoretical knowledge</u> within a <u>field of work</u> or <u>study</u> and an awareness of the boundaries of that knowledge*	**KNOWLEDGE** Possess <u>the specialised</u> professional <u>knowledge required to work and / or learning</u>	**NQFS LEVEL 5**
	SKILLS *A <u>comprehensive range of cognitive and practical skills</u> required to develop <u>creative solutions to abstract problems</u>*	**SKILLS** <u>Applies the skills</u> needed to perform <u>complex, specific</u> and mostly <u>non-standard tasks</u> that require participation <u>in the creation of new solutions</u>; Operates specialised equipment, machinery and plants using a variety of materials	
	RESPONSIBILITY AND AUTONOMY *Exercise <u>management</u> and <u>supervision</u> in contexts of work or study activities where there is <u>unpredictable change</u>* *<u>Review and develop performance of self and others</u>*	**ABILITIES AND ATTITUDES** Performs jobs with <u>great autonomy in decision making</u>; <u>Organises, controls and evaluates the personal and / or work of others</u>, and trains them for work; Takes <u>responsibility for determining own methods and mode of work</u>, as well as for <u>operational work of others</u>; Shows <u>entrepreneurialism</u> to improve workflows and <u>solve the problems in the unpredictable situations</u>	

EQF LEVEL 6	KNOWLEDGE *Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles*	KNOWLEDGE Possesses advanced academic and/or professional knowledge related to theories, principles and processes including evaluation, critical understanding and application in the field of learning and /or work (or narrow specialist field – 6.2)	**NQFS LEVEL 6 Sublevels 6.1 and 6.2[146]**
	SKILLS *Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study*	SKILLS Solves complex problems in the field of learning and / or work (or narrow specialist field – 6.2) in non-standard conditions; Applies skills of successful communication in interaction and collaboration with others from different social groups; Uses equipment (specialized equipment – 6.2), instruments and devices relevant to the field of learning and/or work	
	RESPONSIBILITY AND AUTONOMY *Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts* *Take responsibility for managing professional development of individuals and groups*	ABILITIES AND ATTITUDES Is enterprising in solving problems under or non-standard conditions; Manages complex projects indenpendently and with full responsibility; Applies the ethical standards of his profession; Organises, controls, and trains others to work; Analyses and evaluates different concepts, models and principles of theory and practice (or advancing existing practice – 6.2); Expresses a positive attitude towards the importance of lifelong learning in personal and professional development	

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[146] Specific formulations for learning outcomes / differences between sublevels descriptors are defined in brackets

EQF LEVEL 7	KNOWLEDGE *Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research*	KNOWLEDGE Possess highly specialised (highly specialised in narrow field- 7.2) academic and / or vocational knowledge related to theories, principles and processes including evaluation, critical understanding and application in the field of study and / or work as a basis for scientific and applied research	**NQFS LEVEL 7 Sublevels 7.1 and 7.2[147]**
	SKILLS *Critical awareness of knowledge issues in a field and at the interface between different fields* *Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields*	SKILLS Solves complex problems in an innovative way that contributes to the development in the field of learning and / or work. Manages and runs complex communication, interaction and collaboration with the others from different social groups. Applies complex methods, instruments and devices relevant to the field of learning and / or work as a basis for scientific and applied research	
	RESPONSIBILITY AND AUTONOMY *Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches* *Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams*	ABILITIES AND ATTITUDES Acts entrepreneurial and undertakes managerial task. Runs the most complex projects on his own and with full responsibility. (Plans and implements scientific and / or applied research 7.1) Controls the work and evaluates the results of others to advance existing practices	
EQF LEVEL 8	KNOWLEDGE *Knowledge at the most advanced frontier of a field of work or study and at the interfaces between fields*	KNOWLEDGE Possesses superior theoretical and practical knowledge needed for critical analysis and original research in fundamental and applied fields of science with the purpose of	**NQFS LEVEL 8**

[147] Specific formulations for learning outcomes / differences between sublevels descriptors are defined in brackets

	expanding and redefining existing knowledge, science or <u>field of work</u>
SKILLS <u>*The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice*</u>	SKILLS <u>Applies advanced and specialised skills and techniques needed to solve key research problems and to expand and redefine existing knowledge or field of work</u> Applies communication skills to explain and critique theories, methodologies and conclusions, as well as present research findings in regard to international standards and the scientific community. Develops new tools, instruments and devices relevant to the field of science and work
RESPONSIBILITIY AND AUTONOMY <u>*Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research*</u>	ABILITIES AND ATTITUDES <u>Independently evaluates contemporary results and achievements in order to improve existing, and create new models, concepts, ideas and theories</u> <u>Demonstrates innovation, scientific and professional integrity and commitment to developing new ideas and / or processes that are at the centre of the work or science context, through the principle of self-evaluation of own work and achievements.</u> Designs, analyses and implements researches that make a significant and original contribution to general knowledge and / or professional practice. Manages interdisciplinary and multidisciplinary projects. Is able to initiate national and international science and development cooperation on his own

Based on the above analyses it may be concluded that there is a correlation and compatibility between the language and the concepts the descriptions of both framework levels are based on. The NQFS level descriptors are more thoroughly developed in certain segments, and thus contain a larger number of statements.

The working group has analysed the statements of learning outcomes in the NQFS and the EQF and has reached the conclusion that the NQFS levels 1-5 essentially correspond to the EQF levels of the same category, whereas the levels 5-8 with their corresponding sublevels could be related to the EQF 5- 8 levels, taking into account the significance of the learning outcomes they are based on (Table 7). The relevant national expert bodies responsible for the education policy management and quality assurance have officially confirmed the previous results on the basis of their own analyses.

Within the National Qualifications Framework of the Republic of Serbia, qualifications levels are also defined through types and descriptions of minimum requirements concerning the scope and prerequisites. Table 8 shows parallel descriptions of the NQFS levels and sublevels with the said terms and the EQF levels.

Table 7. Referencing EQF levels to NQFS levels and sublevels

EQF	NQFS
1	1
2	2
3	3
4	4
5	5
6	6.1
	6.2
7	7.1
	7.2
8	8

Table 8. Referencing NQFS to EQF

EQF level	NQFS level	NQFS sublevel	Qualifications
1	1	-	primary education, primary adult education, primary music education, primary ballet education
2	2	-	vocational training lasting up to one year, education for work lasting up to two years, informal adult education with 120-360 hours of training
3	3	-	secondary vocational education lasting three years, non-formal adult education with training duration of minimum 960 hours
4	4	-	four-year secondary school education (vocational education, arts education, general education)
5	5	-	craftsman, i.e. specialist education lasting up to two or one year non-formal adult education lasting minimum of six months
6	6	6.1	bachelor academic studies scope of at least 180 ECTS credits bachelor applied studies scope starting from 180 ECTS credits
		6.2	bachelor academic studies scope of at least 240 ECTS credits, specialised applied studies scope of at least 60 ECTS credits
7	7	7.1	integrated academic studies scope of 300 to 360 ECTS credits master academic studies scope of at least 60 ECTS credits, with previously achieved bachelor academic studies scope of at least 240 ECTS credits, master academic studies scope of at least 120 ECTS credits (with previously achieved bachelor academic studies scope of 180 ECTS credits), master applied studies scope of at least 120 ECTS credits (with previously achieved bachelor applied studies scope of 180 ECTS credits)
		7.2	specialised academic studies scope of at least 60 ECTS credits (with previously completed master academic studies)
8	8	-	doctoral studies volume of 180 ECTS credits (with previously completed integrated academic, i.e. master academic studies)

Criterion 3: The national qualifications frameworks or systems and their qualifications are based on the principle and objective of learning outcomes and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit system.

Implementing the learning outcomes concept in the NQFS

The education reforms from the beginning of the 2000s have resulted in competency-based education and the learning outcomes concepts that have been introduced at all levels of the education system, from preschool education and upbringing to higher education. The learning outcomes concept has been initiated in accordance with the system changes in the field of vocational education modernisation and adult education and by the introduction of the Bologna process in higher education. The implementation of this approach, as a key driver of reforms, was first reflected in the process of developing the education/training programme and in aspirations to establish a qualification system that matches labour market needs. In the methodological framework of programme development, based on the learning outcomes in vocational education and training, the learning outcomes concept has been developed changing the paradigm of education and the approach to teaching by placing the learner at the centre of the learning process. A more detailed description of this approach is provided in Chapter 2.4. of this Report.

With respect to the qualifications system in the Republic of Serbia overview, and the analysis of its relevance and quality, a study was drawn up in 2017 to provide support to the NQFS Working Group in the process of referencing during which the examples of all types and levels were shown and analysed.[148]

By the adoption of the Law on the National Qualifications Framework of the Republic of Serbia, the reform process has now been finalised, ensuring the whole education system is outcome-based, building competencies defined by the relevant qualification standard. NQFS introduces comprehensive conceptual approach, as shown on figure below ilustrating interconnections of key concepts, as well as their detiminations in NQFS.

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[148] Inventory & Analysis of existing qualifications for inclusion in the NQF, Republic of Serbia, Final Report, 2017. ETF - http://noks.mpn.gov.rs/wp-content/uploads/2017/08/report_of_inventory_and_analysis_of_qualifications_in_serbia.pdf

Figure 3. Key concepts in NQFS

Qualification is a formal recognition of the acquired **competencies**. An individual obtains a qualification when the competent body determines that he/she has achieved learning outcomes within a certain level and according to the determined **qualification standard** which is confirmed by a public document (diploma or certificate).

Description of **Learning outcomes** is KEY ELEMENT of qualification standard.

Competency based education

Qualification

Qualification standard
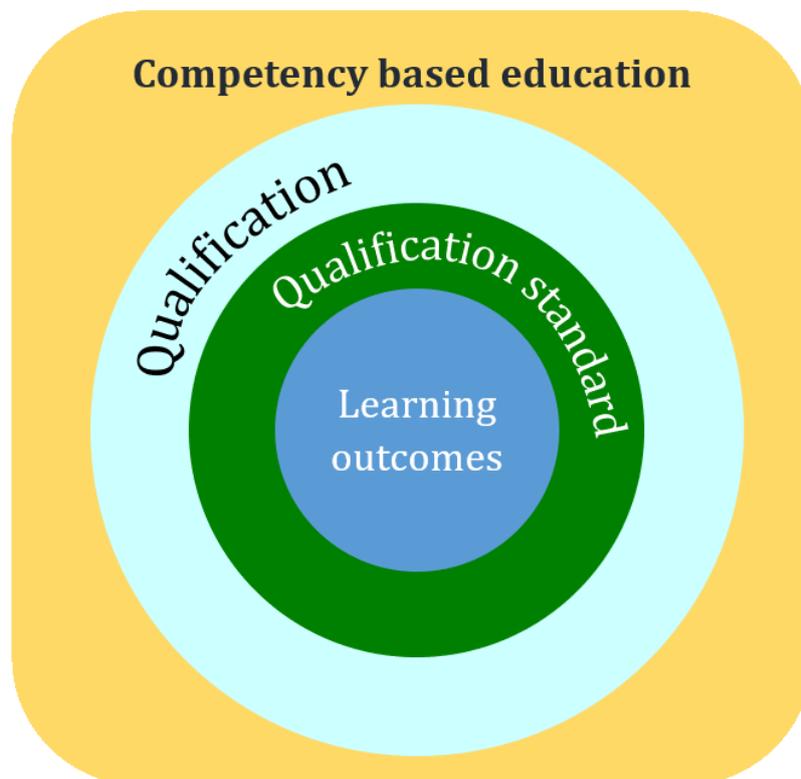
Learning outcomes

A **competence** is an integrated set of related knowledge, skills, abilities and attitudes, which enables the individual to perform effectively in accordance with the qualification standard.

Learning outcomes are clear statements of what an individual is expected to know, understand and is able to demonstrate, i.e. do when the learning process is completed.

Learning outcomes are an instrument for linking education, labour market needs and the overall development of society. Accordingly, they are pivotal to the process of standardisation in education, in terms of qualification and programme development, as well as in the area of outcome assessment procedures.

The education system standards based on learning outcomes are:

– education standards – standards of students' achievement and standards of general cross-curricular competencies which describe the objectives and outcomes in pre-university education as well as competencies based on the European Reference Framework of Key Competencies for Lifelong Learning. These standards are basis for assessment and examinations in general preuniversity education as well as in vocational education (for general part of curricula);

– standards in higher education: a standard for the accreditation of higher education institutions (Standard 4) and standards for the accreditation of a study programme (Standard 1 and 4). The former provides the description of the qualification for the relevant level of studies in compliance with the Dublin Descriptors of learning outcomes for the relevant level of studies. The latter, which relate to the study programme, describe the learning outcomes as an obligatory element of the programme, as well as general and subject-specific competencies of student graduates from that specific study programme;

– qualification standards – description of the objectives and learning outcomes, specific knowledge, skills and abilities and attitudes related to competencies It is a basis for the development of the education programme for obtaining a qualification at **all education levels** and examination (including assessment criteria) of achievement of vocational competencies for vocational qualifications in preuniversity education.

While a coherent qualification system is being built, all its other elements will have learning outcomes as a common point of reference. Realated to that, according to the drafted Methodology for qualification development all the standards that are mentioned above, will be taken into account in development of qualification standard, considering specific type of qualification. For example: standards of students'

achievement of general cross-curricular and key competencies will be integrated in qualification standards for general and vocational qualifications.

Conferring qualifications within the context of lifelong learning provides an individual with greater possibilities so that the knowledge and skills acquired in various contexts could be recognised and validated.

The NQFS classification of qualifications comprises general, vocational, academic and applied qualifications. The competencies required for various types of qualifications are described in qualification standards and contain a mandatory list of required learning outcomes. Some types of qualifications are linked to the relevant occupations described in the occupational standards through duties and tasks (competencies and units of competence), on the basis of which learning outcomes are developed in the qualifications' standard. All the qualifications in the formal education system are the result of a successfully completed education programme, i.e. the Final exam. In primary education, programmes are based on learning outcomes, and a diploma is obtained after the Final exam which measures the achievement of the learning outcome and the competency level prescribed by the General National Achievement Standards – educational standards for the end of compulsory education (RS Official Gazette – the Education Gazette of Serbia No 5/2010).

The same principle of awarding (acquiring) general qualifications in secondary education is applied through the assessment of knowledge, skills and attitudes, i.e. competencies prescribed by the general standards of achievements at the end of general secondary school education (RS Official Gazette No 117/13).

Vocational qualifications are obtained after a successful completion of the vocational and arts education through the final assessment of acquired vocational competencies, i.e. learning outcomes prescribed by the qualification standard, and for the vocational qualifications at level 4 and general achievements standards for the completion of secondary vocational education in the area of general education subjects (RS Official Gazette No 117/13).

Therefore, all final exams of general and vocational qualifications include the assessment of knowledge, skills and attitudes.

Validation of non-formal education and informal learning

The NQFS Law defines the recognition of prior learning as an adult education activity which is achieved through the assessment of knowledge, skills, abilities and attitudes acquired through education, life or work experience, which enables further

learning and increases competitiveness in the labour market, in conformity with the European guidelines for validating non-formal and informal learning. It is underlined in the same regulation that this term is equated with the term validation of non-formal and informal learning.

In the qualifications system of the Republic of Serbia qualifications are traditionally acquired through a formal system of education. Legal solutions in the area of adult education[149] with the aim of ensuring more flexible ways of acquiring qualifications the regulation of the system is envisaged for the recognition of qualifications obtained through non-formal education or informal learning. The implementation of the NQFS enables setting up a system of recognition of prior learning and informal learning.

The MoESTD in cooperation with the Institute for the Improvement of Education in 2014 formed the Working Group for developing the concept of the recognition of prior learning, where experts from that field participated, as well as the representatives from the relevant institutions in the education, work and employment sectors. As a result of this process, the document the Concept of the Recognition of Prior Learning was developed, which represents the framework and a basis for the introduction and development of the system of the recognition of prior learning in the Republic of Serbia. The concept of the recognition of prior learning defines basic principles, assumptions, guidelines and standards for the future organisation and implementation of the recognition of prior learning. Based on this Concept, a new bylaw is being drafted to establish a system of the recognition of prior learning, in conformity with the Law on the National Qualifications Framework. It is foreseen to carry out the accreditation of the organisations that would have the authority, in accordance with regulations and qualification standards, to confer qualifications acquired through non-formal education and informal learning at NQFS levels 1-3 and 5. A list of qualifications that may be acquired in this way is proposed by Sector Skills Councils. In the process of the recognition of prior learning, the concept of competency-based assessment will be applied, which has already been implemented in the Methodology of the competency-based assessment (prescribed by the qualifications standard) in the Final and Matura exam in secondary vocational education.

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[149] The Law on Adult Education, RS Official Gazette, Nos 55/2013, 88/2017 – other law and 27/2018 – other law - http://www.mpn.gov.rs/wp-content/uploads/2015/08/Закон-о-образовању-одраслих.pdf

The Credit System

The credit system is not developed at the pre-university level of education in the Republic of Serbia. It remains to be seen whether there is a possibility to use this system, given that the attempts to consider this system in the framework of the reformed curricula have remained incomplete due to some unclarities and a need for further analyses.

Criterion 4: The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.

It is laid down in the NQFS Law that the existing qualifications shall be equivalent, having in mind that there have been many significant changes in education in the Republic of Serbia in recent years, as well as in the process of acquiring qualifications. In this manner, it is ensured that each person can exercise equal right to work, right to appropriate income, right to further education, the possibility of statistical expression and similar aspects important for the individual and the whole society. All the existing qualifications need to be analysed within the context of learning outcomes so that they could be aligned with the NQFS and consequently lead to referencing the NQFS to the EQF. It is laid down in the NQFS Law that the Sector Skills Council shall have the competence regarding the system management in terms of analysing the existing qualifications and identifying qualifications that need to be updated. By the end of 2019 Sector Skills Councils should adopt their Work Plan which should contain mapping qualifications that fall within the scope of work of the Sector Skills Council and especially mapping of the qualifications within their scope of work that need to be updated in the coming period. Based on that Plan, Sector Skills Councils shall align their activities regarding the qualifications revisions with the Qualifications Agency, social partners and other institutions whose representatives are members of Sector Skills Councils. The Law on the NQFS provides the Sector Skills Council with the opportunity to form special teams of experts from education but also from industry and also to analyse the existing qualifications in the context of learning outcomes. As regards the qualifications that are deemed to require updating, the Sector Skills Council shall submit an initiative to the Agency to develop qualifications standards to replace the old ones. Tools for developing learning outcomes and guidelines for the application of descriptors in the process of the allocation of qualifications according to levels will be created in the framework of Qualifications Standards Methodology that is expected to be published by the end of 2020.

The procedure of including qualifications in the NQFS is laid down by the Law on NFQS. It is initiated by submitting the initiative for developing and adopting the qualifications standard, which may be submitted not only by Sector Skills Councils, but also by other institutions and bodies (the National Education Council (NEC), the Council for Vocational Education and Adult Education, the NQFS Council, state authorities, Publicly Recognised Organisers of Adult Education Activities and other legal entities, too. Besides the initiative, elaborated justification of a qualification and the proposal for the standard of a qualification is to be submitted. Based on the Methodology of setting up qualifications' standards, which will be adopted by the MoESTD, the proposer drafts the initiative. If the Sector Skills Council decide to accept the initiative, the Qualifications Agency develops a qualification standard based on the proposal. Initially, the level of a qualification, in accordance with the Methodology, is proposed by the proposer of the initiative. The decision on what NQFS level the proposed qualification will be is based on comparing the learning outcomes of a proposed qualification with the NQFS level descriptors laid down by the NQFS Law, as well as expert analysis of standards and qualifications related to the proposed qualification. The Qualifications Agency forwards the developed qualification standard to the NQFS Council and the MoESTD for adoption, with the aim of adopting an act by which a qualification standard becomes part of the system. Upon the publication of the Act on Qualification Standard, the standard is entered into the NQFS Register. In higher education, a qualification is introduced in the NQFS either by adopting the qualification standard according to the same procedure as in pre-university education or when the National Entity for Accreditation and Quality Assurance in Higher Education of Serbia submits to the Qualifications Agency a notification of the accreditation of a study programme according to the qualification standard, after which the qualification is entered into the NQFS Register. The NQFS Register consists of the National Qualifications Sub-register, the Qualifications Standard Sub-Register and the Service Provider Sub-Register in non-formal education of adults, including employers where practical work is implemented. The National Qualifications Register is set up in accordance with a specific system according to which the classifications are classified and coded. CLASSNQFS is aligned with the International Standard Classification of Education ISCED 13-F which contains the names of sectors, narrower sectors and subsectors of education and training in which qualifications are classified as well as their numerical designations on the basis of which the code of a qualification is determined. A

detailed development of CLASSNQFS, inter alia, should enable referencing its former qualifications to pre-university and higher education.

To modernise the National Qualifications System, it is necessary to enter a qualification into a Register, its description by applying the learning outcomes concept, which is determined by the qualification standard. Concrete solutions are currently being developed regarding the Register structure and the principles and criteria for determining the NQFS levels according to a qualification level. The Register is set up based on the existing database of qualifications managed by the MoESTD, in which the qualifications are classified according to types and qualification standards introduced for a certain number of modernised vocational qualifications. The Qualifications Agency is in charge of the Register and it ensures a functional approach and information access to various interested users (institutions, organisations and individuals). Structure of NQFS Register is shown in Table 9 and a detailed description of the NQFS Register structure is given in Chapter 2.11 of this Report.

Table 9 NQFS Register Structure

Sub-registers	Content – data
National Qualifications	New qualifications Active qualifications: – qualifications that can be currently achieved in education system Archive – qualifications made before active qualifications, because they are mostly presented within working population
Qualification standards	Standards of qualifications – defined by Methodology of Qualification development
Publicly Recognized Organizers of Adult Education Activities	Accredited – approved adult education programs/activities and employers with whom PROAEA realize practical work

The description of the procedure for entering qualifications into the Register and the principles laid down by the NFQS Law show the readiness of the Government to create a transparent system in which the quality of the process of developing and acquiring qualifications is ensured, in which relevant actors are involved, which links the sectors of formal and non-formal education, as well as data pertaining to qualifications and occupations. Thus, it is expected that the qualifications standard will enable the development of the learning programme in accordance with the labour market needs. The development of education/training programmes based on qualifications and learning

outcomes standards enhances the quality of the learning process and mechanisms for monitoring, evaluation/validation of acquired knowledge and skills, i.e. competencies. Visible entry level pathways and progression through qualification levels, the availability of data on the qualification description, its purpose and the institutions and organisations that realise these programmes are recognised as an important element of setting up a comprehensive and consistent system of career guidance and counselling and as a contribution to the enhancement of the qualification structure of the population.

The NQFS Law regulates cooperation and exchange of data from the records and bases of the competent institutions for the purpose of implementing the NQFS. Linking registers in the area of qualifications, education and social welfare enables monitoring the efficiency of the education system and employability on the national level.

The Government of the Republic of Serbia is intensively implementing digitalisation, i.e. planning, aligning, developing, functioning of the electronic system management which encompasses setting up and enhancing various information systems and databases. In the education sector, an Integrated Education Information System is being created, managed by the MoESTD. The IEIS contains registers of institutions, children, students and adults as well as of people employed in institutions. For the purpose of keeping the register and the protection of personal data, a Unique Personal Education Number is assigned to individuals to be used throughout all formal education and training levels and is a key for linking all data pertaining to a child, student, student or an adult in IEIS. The NQFS Register will be linked to IEIS, i.e. the data regarding qualifications, levels and standards will be linked to the data on the institutions and organisations which assign qualifications and also to learning programmes.

Criterion 5: The national quality assurance system(s) for education and training refer(s) to the national qualifications frameworks or systems and are consistent with the principles on quality assurance as specified in Annex IV to this recommendation.

Quality assurance of the NQFS qualifications is ensured through established standards, procedures, methodologies, assigned competencies and participation of the relevant institutions and bodies, with the aim of developing a credible system that will, above all, earn the trust of citizens and, consequently, of the whole society. The Quality Assurance Standards are established at different levels (the level of the system and the institution/ the organisation that implements education and training or the VNFIL process), in accordance with types of qualifications and the qualification development cycle. The procedures and policies of quality assurance have been set out through the use

of regulations and methodological documents adopted by the relevant competent institutions and bodies. The National Qualifications Framework of the Republic of Serbia integrates existing processes and mechanisms of quality assurance in accordance with the national legislation in the area of pre-university, higher education and adult education.

The National System of Quality Assurance is at all levels based on several key mechanisms that are consistent with European policies and they are: the accreditation of the education/training programme organiser, quality monitoring regarding the implementation of the education/training programme and the certification process.

The standards and procedures for **the accreditation of programmes and institutions** in pre-university formal education (preschool education and upbringing,[150] primary,[151] general[152] and vocational secondary education[153]), study programmes and

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[150] The Rulebook on the Closer Conditions for the Establishment, Commencement of Work and Performing the Activities of a Pre-School Institution (RS Official Gazette – The Education Gazette [Ed. Gaz.], No 1/19)

[151] The Rulebook on the Closer Conditions for the Establishment, Commencement of Work and Performing the Activities in Primary Education (RS Official Gazette – Ed. Gaz., No 5/19)

[152] The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Realization of the Gymnasium Curriculum (RS Official Gazette – Ed. Gaz., No 13/19)

[153] The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Health and Social Care (RS Official Gazette – Ed. Gaz., No 17/15, 10/19); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Geology, Mining and Metallurgy (RS Official Gazette – Ed. Gaz., No 17/15, 11/17); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Forestry and Wood Processing (RS Official Gazette – Ed. Gaz., No 17/15, 7/16, 4/18); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Mechanical Engineering Metal Processing (RS Official Gazette – Ed. Gaz., No 17/15, 7/16, 4/17, 5/17, 11/17, 4/18, 13/18); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools and Arts Schools in the Field of Culture, Arts and Public Information (RS Official Gazette – Ed. Gaz., No 19/15); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Agriculture, Food Production and Processing (RS Official Gazette – Ed. Gaz., No 16/15, 10/16, 13/18); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Trade, Hostelry and Tourism (RS Official Gazette – Ed. Gaz., No 16/15); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Geodesy and Civil Engineering (RS Official Gazette – Ed. Gaz., No 16/15, 13/18, 10/19); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Hydrometeorology (RS Official Gazette – Ed. Gaz., No 16/15); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Electrical Engineering (RS Official Gazette – Ed. Gaz., No 16/15, 10/16, 11/17, 4/18, 13/18); The Rulebook on the Closer Conditions regarding the Space, Equipment

institutions of higher education, programmes and organisers in adult education (PROAEA)[154] are prescribed by relevant laws and by-laws. The MoESTD is competent for the accreditation of the organiser of pre-university formal education. The National Entity for Accreditation is competent for the accreditation of institutions of higher education. The Qualifications Agency is responsible for the accreditation of providers in non-formal education, in accordance with the standards and prescribed requirements, while the MoESTD accredits primary and secondary schools for non-formal adult education. The amendment to the applicable rulebook on the accreditation of PROAEA is expected, i.e. setting up standards to link the accreditation process and external quality assurance of PROAEA.

The quality of the implementation of the education programme in pre-university and university education is monitored through **self-evaluation and external evaluation.** The quality framework based on data and evidence is laid down by the relevant legislation and contains a set of standards and indicators for self-evaluation and external evaluation.[155]

Based on the systematic data collection on various aspects of quality and analysis, the Ministry of Education, Science and Technological Development periodically undertakes some measures to enhance various areas of implementation of the education programme. In pre-university education, the areas of educational/training work are in the

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and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Personal Services (RS Official Gazette – Ed. Gaz., No 16/15, 13/19); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Chemistry, Non-Metals and Graphic Design (RS Official Gazette – Ed. Gaz., No 16/15, 14/18, 7/19); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Traffic (RS Official Gazette – Ed. Gaz., No 16/15, 11/17, 13/18, 7/19); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Economy, Law and Administration (RS Official Gazette – Ed. Gaz., No 16/15, 7/16, 9/19); The Rulebook on the Closer Conditions regarding the Space, Equipment and Teaching Aids for the Purpose of Realising the Syllabi of Vocational Subjects for Three- and Four-year Educational Profiles in Vocational Schools in the field of Textile and Leather (RS Official Gazette – Ed. Gaz., No 16/15, 14/18, 9/19);

[154] The Rulebook on the Closer Conditions regarding the Programmes, Staff, Space, Equipment and Teaching Aids for the Accreditation of Publicly Recognized Organizers of Adult Education Activities http://www.mpn.gov.rs/wp-content/uploads/2016/01/3.1-Pravilnik-JPOA-7.docx

[155] The Rulebook on Quality Standards for Institutional Operations (RS Official Gazette – Ed. Gaz., No 14/18) -http://www.mpn.gov.rs/wp-content/uploads/2018/08/Pravilnik-o-standardima-kvaliteta-rada-ustanove.doc https://www.nat.rs/samovrednovanje/ & The Rulebook on the Quality Assessment of Institutional Operations (RS Official Gazette, No 10, 15th February 2019, http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2019/10/2/reg https://www.nat.rs/spoljasnja-provera-kvaliteta/

focus of quality assurance: programming, planning and reporting; teaching and learning; student educational achievements; support to students, ethos and organisation of school work, managing human and material resources. In the area of higher education improvement measures are implemented in the following areas: curriculum, teaching, teaching staff, student assessment, textbooks and literature. The process in pre-university education is described in more detail in Chapter 1.7 of this Report, and regarding higher education in Chapter 1.8.5.

Students are involved in the processes of self-evaluation and external evaluation.

In non-formal education the Qualifications Agency shall perform the external evaluation of the quality of the programme organizer, once in the course of five-year duration of the approval, i.e. accreditation. Standards for self-evaluation and external quality assurance in accordance with Article 23, paragraph 1, point 5 of the NQFS Law shall be prescribed by the MoESTD.

Ensuring quality in the area of certifications, i.e. granting a qualification to an individual encompasses regulating the area which refers to the assessment of learning outcomes, types and content of public documents which prove that.

The existing regulatory framework sets out criteria and the manner of assessing qualifications at different levels, as presented in Chapter 1 of this Report. The NQFS ensures that the assessment criteria are based on the learning outcomes for a given qualification.

Achievements that are monitored and assessed in final exams in pre-university education are based on achievement standards in general education, i.e. the qualification standard in vocational education.

The principles, procedures for implementation and assessment criteria in the exams for conferring qualifications are set up on the national level.

Types of exams for acquiring a qualification at a certain level in pre-university education are:

- final exam in primary education;
- exam in vocational competence, i.e. the Final exam for qualifications on level 2;
- final exam for qualifications on level 3;
- matura (general, vocational and arts) for qualifications on level 4;
- "meister"(craftsman) and Specialist exam for qualifications on level 5.

Types of exams for acquiring a qualification at a certain level in higher education are:

−   exam in an individual subject of a study programme;

−   final thesis of a study programme.

Programmes, ways of implementing exams and the criteria in non-formal adult education are prescribed by relevant bylaws.[156] Within the framework of the system, it is provided that aggregate results of learning outcomes or individual vocational competencies acquired through trainings organised by an accredited organizer are recognised, by obtaining a public document for achieving a standard of vocational competencies in part or for having successfully completed the training programme. Monitoring the programme implementation and exams is conducted on the PROAEA level by keeping the prescribed records.[157]

An overview of the of the Quality Assurance key elements (standards, key processes and competent institution/body) is shown for pre-university education (general, VET, adult education) in the Table 10 and for higher education in Table 11.

Table 10 Quality assurance in pre-university education

STANDARD	PROCESS	COMPETENT INSTITUTIONS / BODIES
student achievements	- assessment in school - Final exam and Matura exam - national assessments	primary and secondary school Institute for the Improvement of Education Institute for Education Quality and Evaluation
quality of institution	- external evaluation - self-evaluation	Ministry of Education, Science and Technological Development Institute for Education Quality and Evaluation primary and secondary school
quality of educational programme	- development of programmes - GE programme accreditation - VET programme accreditation	Institute for the Improvement of Education National Education Council Council for Vocational Education and Adult Education

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[156] The Rulebook on the Closer Conditions regarding the Programmes, Staff, Space, Equipment and Teaching Aids for the Accreditation of Publicly Recognized Organizers of Adult Education Activities http://www.mpn.gov.rs/wp-content/uploads/2016/01/3.1-Pravilnik-JPOA-7.docx

[157] The Rulebook on the Type, Name and Content of Forms and the Manner of keeping Records and the Name, Content and Layout of Public Documents and Testimonials in Adult Education (RS Official Gazette, No 89/15 and 102/15)

	- adoption of programmes - AE programme accreditation	Ministry of Education, Science and Technological Development Qualification Agency
textbook quality	- textbook approval at the national level	Institute for the Improvement of Education National Education Council Council for Vocational Education and Adult Education Ministry of Education, Science and Technological Development
competencies of teachers	- teachers' licencing - accreditation of professional development programmes for teacher	Ministry of Education, Science and Technological Development Institute for the Improvement of Education
competencies of headmasters	- headmasters' licencing - professional development programmes for headmasters	Ministry of Education, Science and Technological Development Institute for the Improvement of Education Institute for Education Quality and Evaluation
quality of PROAEA	- external evaluation - self-evaluation	Qualification Agency PROAEA
qualification	- development - adoption	Sector Skill Councils Qualification Agency NQFS Council Ministry of Education, Science and Technological Development

Table 11   Quality assurance in higher education

STANDARD	PROCESS	COMPETENT INSTITUTIONS/ BODIES
qualification	development adoption	Qualifications Agency Sector skills council NQFS Council Ministry of Education, Science and Technological Development
programmes	accreditation of programmes and higher education institutions issuing a work permit	National Council for Higher Education (standards) National Entity for Accreditation and Quality Assurance Ministry of Education, Science and Technological Development
student achievements / certification	grading final thesis	Higher education institution
quality of work of the institution	external evaluation self-evaluation	National Entity for Accreditation and Quality Assurance Higher education institution

Despite the fact that the policies and standards are established on the level of individual parts of the system, of both formal (primary, general secondary, vocational secondary, higher) and non-formal education, according to the NQFS, the quality assurance of qualifications of all types and levels is based on managing the qualification development process according to standards and learning outcomes, as well as the system of quality in the process of acquiring and validating qualifications. This principle is implemented through setting up an integrated register of qualifications, where all the registered qualifications need to comply with unified quality requirements corresponding to European policies, such as the relevant guidelines in vocational education (EQAVET) and standards and guidelines in Europe. The Qualifications Agency will monitor the effects of the qualifications system on employment and lifelong learning, by intersecting data from the Integrated Education Information System and the Central Registry of Compulsory Social Insurance so that it could propose measures for enhancing quality assurance in the overall system in accordance with European policies.

According to the above description of QA system in NQFS, linkages can be made to the EQF principles on quality assurance specified in Annex IV of the EU Recommendation. Coverage of the principals in NQFS can be demonstated as it is shown in the Table 12 nad Table 13.

Table 12 Coverage of the EQF QA principles in NQFS (general education, vocational education, adult education)

EQF RECOMMENDATION 2017 ANNEX IV	QARS	NQFRS Council	Sector Skills Council	MoESTD	NEC	CVEAE	IIE	IEQE	School/ PROAEA
1. Design of qualifications and LO application	x	x	x	x	x	x	x	x	x
2. Valid and reliable assessment							x	x	x
3. Feedback mechanisms and procedures for continuous improvement	x			x					x
4. Involvement all relevant stakeholders at all stages of the process	x	x	x	x	x	x	x	x	x
5. Self-assessment and external review	x			x			x		x
6. Integration into management structures	x			x	x				x
7. Clear, measurable objectives and standards	x	x	x	x	x	x	x	x	x
8. Appropriate resources	x	x	x	x	x	x	x	x	x
9. Regular review of bodies / agencies, responsible for QA	x	x	x	x	x	x	x	x	x
10. Electronic accessibility of evaluation results	x			x					x

Table 13 Coverage of the EQF QA principles in NQFS (higher education)

EQF RECOMMENDATION 2017 ANNEX IV	QARS	NQFRS Council	Sector Skills Council	MoESTD	NCHE	NEAQA	HEI
1. Design of qualifications and LO application	x	x	x	x	x	x	x
2. Valid and reliable assessment						x	x
3. Feedback mechanisms and procedures for continuous improvement	x			x		x	x
4. Involvement all relevant stakeholders at all stages of the process	x	x	x	x	x	x	x
5. Self-assessment and external review				x		x	x
6. Integration into management structures	x			x		x	x
7. Clear, measurable objectives and standards	x	x	x	x	x	x	x
8. Appropriate resources	x	x	x	x	x	x	x
9. Regular review of bodies / agencies, responsible for QA	x			x		x	x
10. Electronic accessibility of evaluation results						x	x

Criterion 6: The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report is consistent with the relevant national quality assurance arrangements, provisions and practice.

After being verified by the Inter-Ministerial Working Group and the NQFS Council, the Referencing Report is submitted to the following bodies that are responsible for quality assurance: the IEQE, IIE, MoESTD, QARS, NEAQA. Written approvals of the Report given by these bodies are in Annex 7.

Criterion 7: The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process.

The international experts who monitored the process of referencing and actively participated in drawing up the Report are: Professor Mile Dželalija, PhD, and Eduard Staudecker. Professor Mile Dželalija, PhD, is a member of numerous professional and expert bodies relevant for the qualifications system such as the EQF Advisory Group of the European Commission, National Correspondents for the QF-EHEA of the Council of Europe, Cross-Sectoral Reference Group of the ESCO etc. In the past decade PhD professor Mile Dželalija has actively participated in the implementation of national qualifications frameworks in many countries (Serbia, Croatia, Austria, Greece, Montenegro, Poland, Turkey etc.), as well as provided professional support and assistance in drawing up reports on referencing National Qualifications Frameworks to the EQF (Croatia, Greece, Montenegro). In addition, as an international expert, he has had more than a hundred international presentations and publications on the EQF procedures and criteria. Eduard Staudecker is a member of numerous professional and expert bodies relevant to the qualification system, such as: the EQF Advisory Group of the European Commission, European EUROPASS Advisory Group, Advisory Committee for Vocational education and training, the CEDEFOP governing board and member of the ECVET users' group at European level etc. In recent past he had the role of an international expert for the implementation of qualifications frameworks in numerous countries (e.g. Poland, Luxemburg, Croatia, Finland, Montenegro). Furthermore, Eduard Staudecker has years of experience in drawing up strategic documents and other publications, especially in the field of learning outcomes. Written reports by experts are given in Annex 8 (*to submit after obtaining the report*).

Criterion 8: The competent authority or authorities shall certify the referencing of the national qualifications frameworks or systems with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter.

This Report has been prepared and drawn up after consultations have been conducted and consents of all the relevant and competent national bodies obtained, and it represents a Comprehensive Referencing and Self-Certification Report of the NQFS to the EQF, and of the NQFS to QF-EHEA according to all the criteria of the EQF and QF-EHEA with supporting evidence.

Criterion 9: Within 6 months from having referenced or updated the referencing report, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European portal.

The National Coordination Point shall inform the European Commission on completing the development process of the Referencing Report, submit the Report and ensure the source of the availability of the Report. After the adoption, the MoESTD shall adopt the report on its official website.

Criterion 10: Further to the referencing process, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or qualification registers issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or systems, to the appropriate EQF level.

Pursuant to the Law on Primary Education, the Law on Secondary Education and the Law on Higher Education, the content of public documents issued by the competent bodies (primary and secondary schools, institutions of higher education, PROAEA) for the qualifications acquired on levels 1-8 of NQFS is prescribed in the bylaw passed by the Minister of Education, Science and Technological Development.

The MoESTD shall, upon the publication of the Report, undertake activities in its competence to ensure that all public documents related to the acquired qualification level

contain referencing obtained in the NQFS and the EQF, i.e. QF-EHEA. Furthermore, the data on referencing the NQFS to the EQF or QF-EHEA shall be entered into qualifications in the NQFS Register.

3.2 Self-certification of NQFS in relation to QF-EHEA

This chapter relates to the criteria and procedures that are used to verify that the NQFS is compatible to the comprehensive Qualifications Framework for the European Higher Education Area.

Criterion 1: The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education.

Part 3.1. of the Report sets out in detail all the bodies included in the process of referencing, as well as their role and responsibilities. In order to avoid repetition, we are going to make a brief mention that the development of the NQFS in its entirety, as well as the qualifications in higher education, are the result of cooperation and determination of the relevant actors from the education sector and those from the labour market while the major responsibility lies within the Ministry of Education, Science and Technological Development as a national authority for education and qualifications and as the National Coordination Point of Serbia.

Criterion 2: There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework.

In part 3.1. of the Report there is a detailed explanation of the principles the NQFS descriptors are based on. We are going to state here that, especially for the purpose of proving a clear and provable connection between the NQFS and QF-EHEA, a comparative analysis has been done by using the following methodology:

- a structured comparison of NQFS, EQF and QF-EHEA;
- a linguistic analysis of descriptors of NQFS and Dublin descriptors.

Structured comparison of NQFS and EQF

A structured comparison of NQFS and EQF is shown in Table 14.

Table 14. Comparing NQFS, EQF and QF-EHEA

NQFS level	NQFS sublevel	Study levels	EQF level	QF-EHEA cycles	QF-EHEA ECTS credit range
6	6.1	Bachelor academic studies of 180 ECTS Bachelor applied studies of 180 ECTS bachelor academic studies of 240 ECTS	6	First cycle	Typically includes 180-240 ECTS credits
	6.2	Specialised applied studies of 60 ECTS (after 180 ECTS of bachelor applied studies)			
7	7.1	Integrated academic studies (300 or 360 ECTS) Master academic studies (120 ECTS after 180 ECTS from bachelor academic studies, i.e. 60 ECTS after 240 ECTS from bachelor academic studies) Master applied studies (120 ECTS after 180 ECTS from bachelor studies)	7	Second cycle	Typically includes 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle
	7.2	Specialised academic studies (60 ECTS after at least 300 ECTS from academic studies)			
8	-	Doctoral studies in the duration of at least 180 ECTS after master academic or integrated academic studies	8	Third cycle	Not specified

There are two reasons why levels 6 and 7 of the NQFS have two sublevels.

The first reason relates to the terminological differences in qualifications acquired in higher education, which are determined by the National Council for Higher Education. We can take for example a person studying in the field of *Environment Analytics*. If that person has completed *academic studies*, their qualification, after obtaining 180 ECTS is a *Bachelor Environmental Analyst*, and after 240 ECTS *Bachelor with honours Environmental Analyst*. If the same person has completed applied studies, their qualification after 180 ECTS from bachelor applied studies is *Bachelor (Appl.) Environmental Analyst*, and after completing 60 ECTS of specialised applied studies a *Bachelor Specialist (Appl.) Environmental Analyst*. In the same manner, a person who has completed either master academic or applied studies acquires the qualification with a prefix master – *Master Environmental Analyst*, i.e. *Master (appl.) Environmental Analyst*.

On the other hand, a person who has, after completing master academic studies, also completed specialised academic studies acquires the qualification *Master Specialist Environmental Analyst*. Having this in mind, the opinion of all the relevant bodies dealing with the development of the NQFS was that it would be easier to recognise the difference between the NQFS, and between studies of different levels, if sublevels were introduced which would enable easier acceptance by students and teachers as important partners in the NQFS implementation.

The second reason is the previous system of grading qualifications in higher education, which is shown in Table 8 in the form of equivalence of qualification levels in higher education that were acquired before the NQFS was put in place. This system had existed in higher education for decades, it used to have a sublevel 6.1-6.2 and 7.1-7.2, and it served as a basis for establishing a base salary. Taking this into account, the opinion of all the relevant bodies dealing with the development of the NQFS was that the national qualifications framework, built on the same foundations as the previous one that the citizens of Serbia had got accustomed to, would result in its better and easier acceptance. The equivalence of degrees of higher education is shown in Annex 1.

Process of referencing of NQFS to EQF and QF-EHEA brought clarification to descriptors for sublevels at level 6 and level 7 of NQFS as these descriptors are changed on proposal of international experts that were involved in this process. The descriptors now more clearly reflect the difference between sublevels within levels.

Linguistic comparison of NQFS descriptors and Dublin Descriptors

The term *linguistic comparison* of NQFS descriptors and Dublin Descriptors implies comparing key terms which are common for both frameworks, and within each of the specific levels, thus quantifying and proving their comparability (Table 15). Generally, this analysis shows a high level of correspondence of NQFS levels 6-8 to QF-EHEA, with the expected more detailed definitions of the NQFS descriptors in comparison to QF-EHEA, as a result of the fact that Dublin Descriptors are generic.

Table 15. Linguistic comparison of NQFS descriptors and Dublin descriptors
(in the context of Dublin Descriptors a level of competence is described through Knowledge and Understanding, Application of knowledge and understanding, Decision making, Communication and Lifelong learning skill).
The underlined words signify similarities between the two Systems. Note: The descriptors in the table are sorted in a way that allows them to be compared.

FIRST CYCLE	*Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study*	Possess advanced academic and/or professional knowledge related to theories, principles and processes, including evaluation, critical understanding and application in a field (or narrow specialist field – 6.2) of learning and/or work.	**NQFS LEVEL 6.1-2**
	Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study;	Is enterprising in solving problems under non-standard conditions. Manages complex projects independently and with full responsibility. Uses equipment (or specialized equipment – 6.2), instruments and devices relevant for their field of learning and/or work. Organise, control and train others to work.	
	Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues	Applies the ethical standards of his profession. Analyses and evaluates different concepts, models and principles of theory and practice (or by advancing the existing practice – 6.2).	
	Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	Applies skills of successful communication in interaction and collaboration with others from different social groups.	
	Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	Expresses a positive attitude towards the importance of lifelong learning in personal and professional development.	

	Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	Possess highly specialised (narrowly specialised – 7.2) academic and/or professional knowledge related to theories, principles and processes including evaluation, critical understanding and application in a field of study/or work as a basis for scientific and applied research.	
	Can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	Solves complex problems in an innovative way which contributes to the development in the field of learning and/or work. Plans and implements scientific and/or applied research (7.1).	
SECOND CYCLE	*Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements*	Runs the most complex projects of his own and with full responsibility. Acts entrepreneurial t and undertakes managerial task. Controls work and evaluates results of others to advance existing practices.	**NQFS LEVEL 7.1-2**
	Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	Manages and runs complex communication, interaction and cooperation with others from different social groups.	
	Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous		

THIRD CYCLE	*Have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field* *Have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity* *Have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;* *Can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge-based society* *Are capable of critical analysis, evaluation and synthesis of new and complex ideas* *Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise*	Possess outstanding theoretical and practical knowledge required for critical analysis and authentic researches in fundamental and applied scientific fields with a view to widening and redefining existing scientific knowledge or a field of work. Apply advanced and specialised skills and techniques required for solving key problems in research and for widening and redefining existing knowledge or a field of work. Show innovation, scientific and professional integrity and commitment to the development of new ideas and/or processes that are at the centre of the context of work or science, through the principle of self-certification of their work and achievements. Design, analyse and implement researches which represent a significant and original contribution to general knowledge and/or professional practice. Run interdisciplinary and multi-disciplinary projects. Are capable of independently initiating national and international cooperation in science and development. Develop new tools, instruments and devices relevant for their scientific field and work. Independently evaluate contemporary results and achievements with the aim of improving existing and creating new models, concepts, ideas and theories. Apply communication skills for explaining and criticising theories, methodology and conclusions, as well as presenting their research results in relation to international standards and the scientific community	**NQFS LEVEL 8**

Criterion 3: The national framework and its qualifications are demonstrable based on learning outcomes and the qualifications are correlated through ECTS.

In part 3.1. of the Report, the connection between learning outcomes and the NQFS is explained in detail. In the case of higher education, the learning outcomes are explicitly stated in all laws and bylaws. It is laid down in Article 38 of the Law on Higher Education that a study programme shall determine learning outcomes in accordance with the law stipulated by the National Qualifications Framework. Standard 4 for the Accreditation of Higher Education Institutions defines knowledge, skills, abilities and attitudes descriptors for each level of higher education in alignment with the Dublin Descriptors. Standard 4 for the accreditation of study programmes defines that by successfully completing a specific study programme, a student acquires relevant knowledge, skills, abilities and attitudes in accordance with the NQFS descriptors.

Recognition of prior learning in non-formal and informal education at this moment is not foreseen by the Law on Higher Education, and such practice does not exist in higher education. However, The Strategy for Education Development in Serbia by 2020, in its part "Aligning Study Programmes with Labour Market Needs", envisages "the recognition of non-formal learning and empirical knowledge in accordance with the specific regulations and criteria" as one of the measures. The progress indicators for this action are "the regulations for the recognition of non-formal and empirical knowledge". In accordance with this, The Action Plan for the Strategy for Education Development in Serbia by 2020 defines the action VO-3D02: the introduction of alternative pathways of entry into higher education. The implementation instrument of this action is "developing the procedure of the recognition of prior learning", and the organisers of the activities are MoESTD, Conference of Universities of Serbia, Conference of Academies of Applied Studies and NCHE.

As regards the credit system in higher education in Serbia, it is completely aligned with standards of good practices of EHEA. As previously explained in part 1.8.3, each subject from a study programme, as well as the scope of the overall study programme are expressed through ECTS credits which are used to define the level of the obligation on the part of students during the process of achieving envisaged learning outcomes, considering that 60 ECTS credits correspond to an average overall amount of engagement of a student within the 40-hour working week during one school year. The learning outcomes achieved in this manner may be transferred between different study programmes at the same level and type of study, and in the case of students who

participate in international mobility programmes, also between different study programmes of all levels and types of studies.

Finally, in part 1.9, there is a detailed explanation of the procedure for the recognition of foreign qualifications of higher education based on learning outcomes achieved in foreign study programmes. In brief, the recognition of a foreign higher education document is a procedure which confirms that the holder of the document has the right to continue their education (*academic recognition*), or the right to find employment (*professional recognition*), based on the previously conducted evaluation of a foreign study programme, or part of a study programme. The evaluation is carried out on the basis of the type and level of competence acquired by completing a study programme or a part of it, taking into account the education system in the country where the higher education document has been obtained, the admission criteria, the rights deriving from the foreign higher education document in the country where it has been obtained and other relevant facts, without assessing the formal characteristics and structures of a study programme. The evaluation of a foreign study programme for the purpose of continuing education is conducted by the expert authority of an autonomous higher education institution to which a request for evaluation of academic credentials is submitted. The evaluation of a study programme, or a part of a study programme for the purpose of finding employment is carried out by the National Centre for the Recognition of Foreign Higher Education Documents, as an internal organisational unit of the Qualifications Agency.

Criterion 4: Procedures for inclusion of qualifications in the national framework are transparent.

The procedures for inclusion of higher education qualifications in the NQFS are described in detail in the Law on the National Qualifications Framework of the Republic of Serbia, part IV: Ensuring the quality in the implementation of the NQFS (Articles 25-32). In this part, the procedures and methodology are specified, as well as the competent bodies responsible for:

- the development of the Qualification Standards (the Qualification Standards structure is explained in detail in Chapter 2.10 of this document);
- submission of the initiative for the development and adoption of the qualification standards;
- development of the proposal for the qualification standards;

- the complaint procedure;
- adoption of the qualification standards;
- the NQFS Register;
- qualification entry into the Sub-Register of National Qualifications;
- standard entry into the Sub-Register of Qualification Standards.

With regard to the development of a higher education programme according to a specific Qualification Standard, it is carried out in accordance with the rules on the accreditation of study programmes, which are, together with the bodies, procedures and competencies, previously described in the part Quality Assurance in Higher Education (1.8.5). In brief, on the proposal of the National Entity for Accreditation and Quality Assurance in Higher Education, NCHE sets out standards for the initial accreditation of higher education institutions and study programmes[158], standards and the procedure for the accreditation of higher education institutions[159] and study programmes[160,] standards for the self-evaluation and quality assurance of higher education institutions[161], standards for the external quality assurance of higher education institutions[162,] as well as a list of reviewers of study programmes in the accreditation process based on a public call[163]. In accordance with the said documents, the Commission for the Accreditation and Quality Assurance delivers a decision on a request for accreditation and enforces the procedure of the accreditation of the institutions and study programmes in the field of higher education, draws up a report on the initial accreditation in the process of issuing a work permit, implements the procedure of external quality assurance and ensures harmonisation of the implementation of standards and procedures in the field of accreditation, and ensures harmonisation of the implementation of standards and procedures in the field of accreditation, within the European Higher Education Area.

At this moment, taking into consideration the autonomy of higher education institutions, higher education institutions have the right to decide whether they are going to accredit their study programmes according to qualification standards or not.

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[158] https://www.nat.rs/wp-content/uploads/2019/02/Regulations-for-Intial-Accreditation.docx
[159] https://www.nat.rs/wp-content/uploads/2019/02/Regulations-for-Accreditation-of-HEI.docx
[160] https://www.nat.rs/wp-content/uploads/2019/02/Regulations-for-Accreditation-of-SP.docx
[161] https://www.nat.rs/en/coming-soon/
[162] https://www.nat.rs/wp-content/uploads/2019/07/Pravilnik-za-spolja%C5%A1nju-proveru-kvaliteta-eng.doc?script=cir
[163] https://www.nat.rs/en/list-of-reviewers/

In both cases, accreditation is carried out in the same manner that is described in the previous paragraph, apart from the fact that in the case of accreditation without standards a Diploma and a Diploma Supplement shall not contain the description of a standard. Having in mind the competition between higher education institutions to attract students, in relation to the significance of harmonisation of study programmes with the NQFS, it is expected that, within a very short period, a significant number of institutions will opt for accreditation according to qualification standards.

Criterion 5: The national quality assurances systems for higher education refer to the national framework of qualifications and are consistent with the Berlin Communiqué and any subsequent communiqué agreed by ministers in the Bologna process.

European standards and guidelines for quality assurance in the European Higher Education Area[164] developed by the European Association for Quality Assurance in Higher Education have been used as a basis of the system of quality assurance of higher education in the Republic of Serbia.

In 2007 the Commission for Accreditation and Quality Assurance in Higher Education became an associate member of ENQA and became a candidate for full membership in this organisation in 2010. In 2011 CAQA sent an official request for external evaluation to be carried out by ENQA[165], and in 2013 it prepared the first report on self-evaluation. Based on these initiatives, in 2013 CAQA became a member of ENQA[166], and in 2014 also a member of the European Quality Assurance Register for Higher Education (EQAR)[167], which proved that the standards and procedures carried out by CAQA aligned with European standards and guidelines.

In 2017 CAQA prepared a report on self-evaluation with the aim of renewing membership in ENQA[168]. Based on the said facts, the decision was made to extend the membership of CAQA in ENQA for two years, in order to overcome the perceived shortcomings[169]. In that sense, ENQA recommends that certain shortcomings in the system of external evaluation of higher education institutions be overcome, primarily in

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[164] https://enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf
[165] https://www.nat.rs/wp-content/uploads/2019/01/ENQAs-Review-2012.pdf
[166] https://www.nat.rs/wp-content/uploads/2019/01/Full-membership-of-CAQA-in-ENQA.pdf
[167] https://www.nat.rs/wp-content/uploads/2019/01/Approval-of-the-Application-for-Inclusion-on-the-Register.pdf
[168] https://www.nat.rs/wp-content/uploads/2019/01/KAPK-Izve%C5%A1taj-o-samovrednovanju-2017.pdf
[169] https://www.nat.rs/wp-content/uploads/2019/01/Reconfirmation-of-membership-of-CAQA-in-ENQA-2018.pdf

terms of involvement of experts who are not members of CAQA at the same time, so that CAQA is ensured financial independence in its functioning. For these reasons, as it is described in detail in Chapter 1.8.5.2, the National Entity for Accreditation and Quality Assurance in Higher Education in Serbia was set up, whose role is not just ensuring CAQA's financial independence, but providing logistic support for its functioning. According to the ENQA's Rulebook, after a successful review at the end of a two-year period, the NEAQA membership shall be extended to a new five-year period, while the members that are under review keep their rights and obligations deriving from membership during the period of membership under review. After detailed consideration of the review report on NEAQA, the ENQA Board concluded on 20 February 2020 that, although progress has been made, the overall level of compliance with the ESG is not sufficient to renew the NEAQA membership at this stage.

However, on April 28th 2020, the ENQA board has confirmed affiliated status of NEAQA.

Criterion 6: The national framework, and any alignment with the European framework, is referenced in all Diploma Supplements.

According to the Law on Higher Education, the diploma supplement[170] is a public document, the format of which is prescribed by the Minister of Education, Science and Technological Development, which is issued by higher education institution. According to the plan for the implementation of the NQFS, after the referencing to the EQF is finalised, the diploma supplements shall contain all necessary elements, such as the level in the NQFS and the EQF level of the relevant qualification.

Criterion 7: The responsibilities of the domestic parties to the national framework are clearly determined and published.

The MoESTD plays the key role in the development and implementation of the NQFS (Article 23 of the Law on National Qualifications Framework), and it is also the National Coordination Point competent for the drafting of the Report on Referencing NQFS to EQF, submission of reports to the EQF Advisory Group, and maintaining communication with the EQF Advisory Group. The NQFS Council and the Qualifications Agency also participate in this task, in accordance with their obligations, which are described in detail in the chapter on Criterion 1 of the referencing to EQF.

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[170] Annex 6

The procedures for the inclusion of higher education qualifications in the NQFS are clearly defined by the NQFS Law, and have been previously described in Criterion 4, together with all relevant bodies described in detail in Section IV: Quality Assurance in NQFS Application (articles 25-32 of the Law).

Procedure 1: The competent national body/bodies shall certify the national framework to the European framework.

During the drafting of the Referencing Report, meetings were held with inter-ministerial group, NQFS Council, NCHE and CVEAE Annex 9.

Procedure 2: The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognised through the Bologna Process.

After the Report on Referencing is completed, all the relevant authorities of the higher education system of Serbia agree with its format and contents, including:

– NCHE;

– NEAQA;

– Agreements were signed with these authorities and are given in Annex 7.

Procedure 3: The self-certification process shall involve international experts.

International experts played a key role in the development of the Self-Certification Report and assisted with their experience to make the report comprehensive and clear. The statements of experts are given in the Annex to the Report.

Procedure 4: The self-certification and the evidence supporting it shall be published. Each described criterion is treated separately.

After the finalisation, the Report on Referencing, including the part on self-certification, shall be published, presented to all relevant authorities, and uploaded to the website of the MoESTD and the Qualifications Agency.

Procedure 5: The ENIC and NARIC networks shall maintain a public listing of states that have confirmed that they have completed the self-certification process.

Upon the competition of the process of referencing NQFS to EQF, the ENIC/NARIC Centre of Serbia shall include Serbia in the list of countries which completed this process.

Procedure 6: The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.

According to the Law on Higher Education of the Republic of Serbia, the diploma supplement is a public document, the format of which is prescribed by the Minister of Education, Science and Technological Development, which is issued by an autonomous higher education institution. According to the NQFS implementation plan, after

referencing to the EQF is complete, the diploma supplement shall include all necessary elements, such as the NQFS level and the EQF level of the given qualification.

4. FUTURE DEVELOPMENTS AND CHALLENGES

NQFS is legally embedded and there are significant references of the key elements of NQFS (qualification standard, learning outcomes) in legislation in preuniversity education and higher education. Secondary legislation will further regulate Methodology for qualification standard development, content and management of NQFS Register and National Classification of Qualification, standardization of RPL process. Implementation of these acts and procedures, as well as activities of recently established sector skill councils and leading institutions will depend on competence of social partners to fully paricipate in these processes.

Further activities are envisaged to establish a fully functional system of qualfications with strong linkage to labour market. In this sense the occupational standards policy and methodology that are planned to be developed soon should be relevant to the development of qualification standard.

Structure of NQFS is based on learning outcomes and has strong compatibility with EQF. At the same time introducing sublevels at level 6 and 7, NQFS acknowledges the national context and stakeholders' acceptance of qualifications in new framework. This specific characteristic may influence the recognition of qualification on those sublevels in international context.

Implementing the NQFS is seen as a tool of systemic modernisation. Meaningful usage of learning outcomes is a process that might take many changes and time. Mostly important is the acceptance and trust among key stakeholders.

Bearing in mind previously mentioned issues it is planned to:
– use all national resources and international projects and experience, to improve capacities of sector skill councils so they can perform tasks on identification of qualification fit to labour market and society;
– manage the system of NQFS in intesectoral manner through new established institutions and bodies, so the main tools on occupation and qualification development could be synchronized;
– continue the disscussion that started within referencing process on mobility within higher education system but also on international recognition of those qualifications;

- support and direct the dialogue between stakeholders that will lead to merge of sublevels into singular levels 6 and 7 of NQFS;
- make a clear picture to all partners about the function and importance of qualification standard, especially the core element – learning outcomes. Therefore, create the examples of good practice based on new metodology for development of qualification standards within new institutional framework.

Annex 1: Equivalence of previous qualifications with NQFS levels

LEVELS	QUALIFICATION ACQUIRED ACCORDING TO REGULATIONS RELEVANT BEFORE THE ESTABLISHING OF THE NQFS (AND THE BOLOGNA PROCESS)	QUALIFICATION ACQUIRED ACCORDING TO CURRENT REGULATIONS
NQFS 1	Primary education	Acquired upon the completion of primary education, primary adult education, primary music education or primary ballet education
NQFS 2	Vocational training in the duration of one year, which, before the new law came into force, corresponded to the first degree of qualification; education for work in the duration of two years, which, before the new law came into force, corresponded to the second degree of qualification	Acquired by vocational training in the duration of up to one year, education for work in the duration up to two years, or non-formal adult education in the duration of 120-360 hours of training. The precondition for the acquiring of this level is the previous acquisition of the NQFS level 1
NQFS 3	Secondary education in the duration of three years, which, before the new law came into force, corresponded to the third degree of qualification	Acquired by completing secondary vocational education of three years, or non-formal adult education in the duration of at least 960 hours of training. The requirement for the acquisition of this level is the previous acquisition of the NQFS level 1
NQFS 4	Four-year secondary education, which, before the new law came into force, corresponded to the fourth degree of qualification; Education acquired in schools for talented students, which, before this law came into force, corresponded to the fourth degree of qualification	Acquired by completing four-year secondary education (vocational, arts or gymnasium). The requirement for the acquisition of this level is the previous acquisition of the NQFS level 1

NQFS 5	Specialist education, which, before the new law came into force corresponded to the fifth degree of qualification	Acquired by completing master craftsman or specialist education in the duration of two years and one year, respectively, and non-formal adult education in the duration of at least six months. The requirement for the acquisition of this level is the previous acquisition of the NQFS level 3 or level 4, and the previous acquisition of NQFS level 4 for the acquisition through non-formal education
NQFS 6.1	completing studies at a college, in the duration of up to three years, which, before the new law came into force, in terms of rights arising therefrom, was equal to the professional title of the first degree of post-secondary VET; completing a part of the study programme of the bachelor academic studies at a faculty, which is equal to the first level of higher education, which, before the new law came into force, in terms of rights arising therefrom, was equal to the professional title of bachelor academic studies with a minimum of 180 ECTS credits; Completing bachelor studies at a faculty in the duration of three years, which, before the new law came into force, in terms of rights arising therefrom, was equal to the professional title of bachelor academic studies with a minimum of 180 ECTS credits	Acquired by completing bachelor academic studies of at least 180 ECTS credits, or bachelor applied studies of at least 180 ECTS credits. The requirement for the acquisition of this level is the previous acquisition of NQFS level 4 and the completed general, vocational or artistic Matura examination, in accordance with the laws regulating secondary education and higher education
NQFS 6.2	The previous systems did not have any qualifications which corresponded to this level	Acquired by completion of bachelor academic studies of at least 240 ECTS credits, or applied studies of at least 60 ECTS credits. The requirement for the

acquisition of this level is the previous acquisition of NQFS level 4 and the passed general, vocational or artistic Matura exam, in accordance with the laws regulating secondary education and higher education, i.e. the 6.1 level (bachelor academic studies of 180 ECTS credits)

NQFS 7.1	Completing second-degree specialised applied studies in accordance with the Law on Higher Education (RS Official Gazette, Nos 76/05, 100/07 – authentic interpretation, 97/08, 44/10, 93/12, 89/13, 99/14, 45/15 – authentic interpretation, 68/15, 87/16 and 88/17 – other law); Completing studies at a faculty in the duration of four to six years, which, before the new law came into force, with regard to rights arising therefrom, was equal to the academic title of master, or master with honours	Acquired by completion of integrated academic studies between 300 and 360 ECTS credits, master academic studies (hereinafter: MAS) of at least 60 ECTS credits, with previously completed BAS of 240 ECTS credits, MAS of at least 120 ECTS (with previously completed BAS of 180 ECTS credits), or master applied studies of at least 120 ECTS credits (with previously completed BPS of at least 180 ECTS credits)
NQFS 7.2	Academic title acquired by completing specialised studies at a faculty, which, before the new law came into force, with regard to rights arising therefrom, was equal to the academic title of a second-degree academic study specialist; academic title of magister of sciences acquired by the completion of magister studies, i.e. by the defence of the magister dissertation, which, before the new law came into force, with regard to rights arising therefrom, was equal to the	Acquired by completing specialised academic studies of at least 60 ECTS credits (with previously completed master academic studies)

	scientific title of magister of sciences	
NQFS 8	Scientific level of PhD acquired by completing doctoral studies, i.e. by defending the doctoral dissertation, which, before the new law came into force, with regard to rights arising therefrom, was equal to the scientific title of Doctor of Sciences	Acquired by the completion of doctoral studies of 180 ECTS credits (with previously completed integrated academic, i.e. master academic studies)

Annex 2: Levels and mobility through NQFS levels

LEVEL	WAYS OF QUALIFICATION ACQUISITION	PRECONDITION FOR ACQUISTION	FURTHER MOBILITY TO NQFS LEVELS
NQFS 1	Acquired upon the completion of primary education, primary adult education, primary music education or primary ballet education	Completed preparatory pre-school programme	2,3 and 4
NQFS 2	Acquired by vocational training in the duration of up to one year, education for work in the duration up to two years, or non-formal adult education in the duration of 120-360 hours of training.	NQFS1	/
NQFS 3	Acquired by completing secondary vocational education of three years, or non-formal adult education in the duration of at least 960 hours of training.	NQFS1	NQFS 4 (retraining, additional qualification) NQFS 5 NQFS 6.1 (Article 63a of the Law on Secondary Education)
NQFS 4	Acquired by completing four-year secondary education (vocational, arts or gymnasium).	NQFS 1 NQFS 3 + exam for acquiring of competencies at least 2 years after completed education (Article 63a of the Law on Secondary Education)	NQFS 5 NQFS 6.1
NQFS 5	Acquired by completing master craftsman or specialist education in the duration of two years and one year, respectively, and non-formal adult education in the duration of at least six months	Through formal education NQFS 3 or NQFS 4 Through non-formal education NQFS 4	/
NQFS 6.1	Acquired by completing bachelor academic studies of at least 180 ECTS credits, or	NQFS 4	NQFS 6.2 NQFS 7.1

	bachelor applied studies of at least 180 ECTS credits.	Passed general, vocational or artistic Matura exam	
NQFS 6.2	Acquired by completion of bachelor academic studies of at least 240 ECTS credits, or applied studies of at least 60 ECTS credits, after previously completed bachelor applied studies of 180 ECTS credits	For bachelor academic studies NQFS 4 For bachelor applied studies NQFS 6.1	NQFS 7.1
NQFS 7.1	Acquired by completion of integrated academic studies between 300 and 360 ECTS credits, master academic studies with at least 60 ECTS credits, with previously completed BAS of 240 ECTS credits, MAS of at least 120 ECTS credits, or master applied studies of at least 120 ECTS credits	NQFS 4 for integrated studies NQFS 6.2 for master of 60 ECTS credits for previously completed bachelor academic studies of 240 ECTS credits NQFS 6.1 for master of 120 ECTS credits – previously completed bachelor academic studies of at least 180 ECTS credits; NQFS 6.1 for applied master – previously completed bachelor applied studies of at least 180 ECTS credits	NQFS 7.2 for previously completed master academic studies NQFS 8 for previously completed master academic studies
NQFS 7.2	Acquired by completing specialised academic studies of at least 60 ECTS credits	NQFS 7.1 obtained in master academic studies or integrated studies	/
NQFS 8	Acquired by the completion of doctoral studies of 180 ECTS credits	NQFS 7.1 obtained in master academic studies or integrated studies	/

Annex 3: Types of public documents issued for acquired qualifications

Level	TYPE OF EDUCATION	PUBLIC DOCUMENT
NQFS 1.	Primary education	Certificate of completion of primary education Testimonial of taken Final exam in primary education
	Primary adult education	Certificate of completion of primary education Testimonial of taken Final exam in primary education Certificate of the achieved standard of key competencies for the primary adult education level
	Primary music education	Certificate of completion of primary music/ballet education
	Primary ballet education	Certificate of completion of primary music/ballet education
NQFS 2.	Vocational training (1 year)	Testimonial of passed vocational competence exam
	Education for work (2 years)	Diploma
	Training (120 – 360 hours of training)	Certificate of the acquired qualification standard as a whole
NQFS 3.	Secondary vocational education (3 years)	Diploma
	Secondary vocational education (3 years) based on qualification standard	Diploma Testimonial of passed exams within the completed educational profile programme
	Non-formal adult education (min 960h of training)	Certificate of the acquired qualification standard as a whole
NQFS 4.	Secondary education – vocational, arts, gymnasium (4 years)	Diploma
	Secondary vocational education (4 years) based on qualification standard	Diploma Testimonial of passed exams within the completed educational profile programme

NQFS 5.	Master craftsman and specialist education	Testimonial of passed specialist exam
NQFS 6.1	Bachelor applied studies (BAS, 180 ECTS credits) Bachelor academic studies (BAS, 180 ECTS credits)	Diploma Diploma supplement
NQFS 6.2	Bachelor academic studies (BAS, 240 ECTS credits) Specialised applied studies (SAS, 180+60 ECTS credits)	Diploma Diploma supplement
NQFS 7.1	Integrated master academic studies (IMAS, max. 360 ECTS credits)	Diploma Diploma supplement
NQFS 7.2	Master academic studies (MAS, 180+120 or 240+60 ECTS credits) Master applied studies (MAS, 120 ECTS credits)	
	Specialised academic studies (SAS, 60 ECTS credits)	Diploma Diploma supplement
NQFS 8.	Doctoral studies (DS, 180 ECTS credits)	Diploma Diploma supplement

Annex 4. Examples of qualification standards for NQFS level 3 and NQFS level 4

QUALIFICATION STANDARD[171]

1. **Title of qualification:** Trader

2. **Sector – Field of work:** Trade – Trade, hospitality and tourism

3. **Qualification level:** III

4. **Purpose of qualification:** Sales and procurement of goods

5. **Ways of acquiring qualification:**
   The qualification is acquired after successful completion of the education process in a secondary vocational school.

6. **Duration:**
   The programme of secondary vocational training for the acquisition of this competence lasts three years.

7. **Type of assessment:**
   Achievement of outcomes secondary vocational training programme is measured in the final examination.

8. **Qualification basis:**
   The qualification is based on the description of work, vocational education goals and vocational education objectives.
   8.1. Work description
   Duties – professional competencies:
   - Preparing and organising the work process in the shop
   - Procuring goods
   - Performing storing and keeping of goods in the adjacent warehouse of the shop
   - Selling goods
   - Presenting goods outside the shop

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[171] RS Official Gazette, Education Gazette No 04/2018

Duties – vocational competencies	Tasks – competence units
Preparing and organising the work process in the shop	- Checking the functioning of technical devices in the shop according to the set procedure - Preparing tools required for work in the shop - Performing control of stock - Distributing and exhibiting goods in the selling point
Procuring goods	- Keeping record of suppliers - Procuring goods from suppliers - Making requisitions and supply orders based on the procurement plan and stock in the shop - Receiving goods from suppliers - Calculating retail prices
Storing and keeping of goods in the adjacent warehouse of the shop	- Keeping record on goods in warehouse - Receiving goods – quantitative and qualitative check of goods - Placing goods in warehouse - Ensuring adequate conditions for keeping goods before sales - Controlling quality of goods in warehouse - Collecting, sorting and disposing of waste (goods and packaging) - Preparing goods for sales - Restocking
Selling goods	- Communicating with the customer - Informing customers on characteristics of goods and manner of use - Direct sales (e.g. measuring the required amount of goods) - Charging for sold goods - Packing sold goods and escorting customers out - Performing tasks at the cash register and controlling daily takings - Making specifications and paying the daily takings to the bank account - Recording and monitoring of sold goods - Calculating sales results - Conducting tasks related to discounts, promotions and sales in the shop - Organising and keeping the inventory of goods
Presenting goods outside the shop	- Preparing the site (choosing the location, choosing the facility, inviting guests, setting up showpieces and receiving of guests) - Presenting goods - Conducting a sale-related conversation with guests/buyers

Duties – vocational competencies	Tasks – competence units
	- Clearing the area/facility after the presentation - Making a monthly sales plan - Submitting daily, weekly and periodical reports on conducted presentations

8.1.1. Extreme conditions under which work with this qualification is performed:
- n/a.

8.1.2. Exposure to risk in working with this qualification:
- n/a.

8.2. Objectives of vocational education

The goal of vocational education for the TRADER qualification is the training of a person for the preparation and organisation of the work process in a shop, procurement of goods, storing and keeping of goods, presenting new products.

The necessity of constant adaptation to the changing demands of the labour market, needs of continuous education, vocational training, career development, improvement of employability, requires persons to be trained for:
- application of theoretical knowledge in a practical context;
- efficient team work;
- taking responsibility for one's own continuous learning and advancement in work and career;
- timely reacting to changes in the work environment;
- recognising business opportunities in the work environment and general social surroundings;
- applying safety and sanitary measures in the work process;
- applying measures for the protection of the environment in the work process;
- using information technology to collect, organise and use information during work and everyday life.

8.3. Vocational education outcomes

Vocational competencies	Knowledge	Skills	Attitudes and abilities
Upon the completion of the educational programme, a person will be able to:			
Prepare and organize work process in the shop	- Describe business functions performed the in the shop - explain procedures necessary for preparing sales - Describe time and method of checking the soundness of technical devices of the shop - Explain the role of the trader in the process of sales - Explain the preparation of the trader for the work with the customers - Indicate the schedule of tasks of preparing the workplace - Explain the term of stocks in the shop - Distinguish type and dimension of assortment of goods in the shop - Explain principles of arranging goods in the shop	- Check soundness of technical devices in the shop according to the set procedure - Prepare assets for work to start work with customers - Calculate necessary quantities of stock - Perform control of stocks - Prepare goods for sale - Arrange and exhibit goods in the shop - Mark the value of goods	- Perform conferred tasks knowingly, responsibly, in a neat and precise manner - Efficiently organize time - Manifest kindness, communication skills, unobtrusiveness and flexibility in relation to associates - Manifest kindness, communication skills, handiness, unobtrusiveness and flexibility in relation with customers - Be client oriented - Manifest a positive attitude towards the importance of applying ISO standards, HACCP standards, branch and internal standards, regulations on quality, manufacturers specification and trade regulations valid in trade - Manifest a positive attitude towards the
Procure goods	- Explain the content of procurement plan and the importance of planning procurement - Distinguish methods of procurement for the shop - Explain method of keeping record on suppliers - Distinguish criteria for selecting suppliers - Distinguish types and phases of receiving goods	- Contract procurement of goods with the supplier - Order goods from the supplier or from the central warehouse - Independently process all documents related to purchase – order, requisition, receipt. return receipt. commission minutes, bonus - Process procedure of receipt of goods from the central warehouse, from the supplier and transporter	

	- Describe the commission record and its importance in running the business of a shop - Explain the manner and purpose of complaints to suppliers	- Process according to need commission receipt of goods - Create with other members of the commission the commission minutes - Create calculation of retail prices - Submit claim to suppliers in the deadline defined by the law - Apply rules for filling in, keeping and disposing of records on the business of the shop	importance of functionality and technical soundness of machines, devices and tools used when Performing tasks of procurement, storage and keeping of goods, manipulation with them and sale
Perform storing and keeping of goods in the handy warehouse of the shop	- Explain the importance of warehousing function in the business of a shop - Distinguish types of warehouses of a trade company - Explain procedures of documentation flow between the warehouse and procurement or sales department - Distinguish types of documentation concerning receipt and issuing goods from the warehouse - Indicate and describe tasks performed in the handy warehouse of the shop - Explain the importance of equipment and devices in the warehouse for keeping the quality of goods and their use - Indicate and explain conditions of keeping different types of goods - Indicate principles of placing and arranging different types of goods - Distinguish losses in goods - Indicate types of packaging	- Plan appropriate place for goods in the warehouse - Control fulfilment of conditions for storage of goods during storage - Perform process of receipt of goods in the warehouse - Individually process of all documents concerning receipt and issuing goods in the warehouse – receipt, shipping list, commodity card, warehouse leaf, commission minutes - Individually keep appropriate records in electronic or printed form on warehouse records and documentation (Records of trade in goods and services and other records) - Prepare specification of goods - Monitor stock of goods - Perform tasks of preparing goods for sale, starting from unpacking of goods to marking them - Place goods in the handy warehouse	- Manifest a positive attitude towards professional and ethical norms and values - Manifest a positive and professional attitude towards respecting all legal regulations, especially those of Trade Law and Law on Protection of Customers

| sell goods | - Explain difference between verbal and nonverbal communication with customers
- Explain aspects of personalization of customers
- Distinguish types of customers
- Distinguish groups sales from sales one-on-one
- Recognize needs of customers
- Explain basic characteristics of classic and modern forms of selling
- Indicate and explain all phases of direct sale of goods in classical and modern shops
- Distinguish and explain different means of payment
- Distinguish and apply GS1 system of bar-coding
- Explain system of cash register as instruments of processing sales data
- Differentiate between tags that carry goods in sales
- Distinguish and explain attest, warranty card, technical manual, declaration of goods and elements of declaration
- connect tag standards, branch and internal standards, quality regulations, producer specifications and commercial usages to the level of quality of goods
- Distinguish types of goods according to purpose, raw materials and methods of production | - Communicate with the customer in a way that conforms the type of customer, type of goods and way of selling goods to customers
- Use all work tools in performing all phases of direct sale of good to customers in the shop
- Measure the goods
- Pack the goods
- Perform tasks at the cash register
- Fill in forms and pays daily market
- process documentation related to sale of goods
- Resolve customer complaints
- Provide information on characteristics and way of use of goods the customer intends to buy
- Combine information he provides to customers with ISO standard tags, HACCP standards, branch and internal standards, regulations on quality, production specification and trade regulations with the level of quality of the goods
- Forward information to clients on the documentation which is with the goods in sale – attest, warranty card, technical guide, declaration of goods and elements of declaration
- Monitor and implement the provisions of the Trade and Consumer Protection Act | |

	- Explain characteristics of different types of goods (food, textile, leather, chemical, metal, wood, construction, electric) - Interpret technical documentation and guidelines of devices in sale - Indicate sanitary and ecological conditions/regulations for keeping and selling corresponding types of goods - Distinguish types and authorities, measures and forms of consumer rights protection in the field of quality of goods and services in selling goods - Describe in details duties and responsibilities of the trader in applying regulations in retail	- Apply appropriate sanitary and ecological regulation in work with different types of goods - Use IT and modern communication means for performing tasks of selling	
Present goods outside the shop	- Explain promotion as an instrument of marketing in trade - Indicate and describe in short elements of promotion mix in trade - Analyse personal sales and its role in promotion of goods - Explain sales promotion and measures of promoting sales - Briefly describe publicity - Describe public relations - Explain sales promotion - Distinguish methods of combining ways or promotion - Explain rules of promotion, i.e. presentation of goods on field	- Plan presentation of goods – selection of place in the shop, arranging of the interior of the shop for the presentation, display of samples of goods, inviting guests - Realize plan of presentation related to goal, time, space, etc. - Present to customers characteristics of goods, discuss it with them and reply to questions concerning goods - Organize demonstration, gestation or sharing of samples of goods - Take care of the facility after the presentation - Monitor and analyse sale of goods and costs after presentation	

QUALIFICATION STANDARD[172]

1. **Title of qualification:** Logistics and freight forwarding technician

2. **Sector – field of work:** Transport

3. **Qualification level:** IV

4. **Ways of acquiring qualification:**
This qualification is acquired upon successful completion of the education process in a secondary vocational school.

5. **Duration of education:**
The secondary vocational education programme for the acquisition of this qualification lasts four years.

6. **Type of assessment:**
The achievement of the learning outcomes of the secondary vocational education programme is checked at the final examination organised by the secondary school.

7. **Qualification basis:**
The qualification is based on the description of work, vocational education goals and outcomes.

7.1 Work description
Duties – Professional competencies:
- Organisation of freight transport;
- Mediation and representation in customs matters;
- Organisation of warehousing and handling of goods;
- Monitoring the internal flow of goods.

Duties – vocational competencies	Tasks –competence units
Organisation of freight transport	- Collecting data/requests of clients for transport of goods - Collecting data on the quantity and type of goods, manner of packaging

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[172] RS Official Gazette, Education Gazette No 05/2017

	- Recognising and proposing the necessary type of transport and limitation of transport - Determining available means of transport - Proposing optimum transport route (defining the route) and the vehicle for transportation of goods - Receiving transport orders (sending transport orders) - Control and acquisition of transport documents - Monitoring and reporting on the duration of transport of goods from the place of reception to the place of delivery - Calculating and invoicing goods transportation services
Mediation and representation in customs matters	- Collecting necessary information to form the offer - Processing requests - Collecting and processing documents for customs clearance - Mediation in inspection (completing documents and forming requests) - Invoicing mediation services and representation in customs matters - Informing purchasers on the process and implementation of tasks
Organisation of warehousing and handling of goods	- Control of quantity and status of received goods - Control of entrance documents - Control of appropriateness of packaging of delivered goods - Arranging goods in the warehouse - Control of stored goods (temporary keeping of goods) - Organising the packaging of goods in the warehouse - Organising and storing of goods - Issuing internal loading orders or organising the loading of goods into the transport means - Filling in of accompanying documents - Monitoring the status of goods and/or the level of stock in the warehouse (manually or on a computer)
Monitoring the internal flow of goods	- Keeping record on the entry and exit - Applying quality standards in the functioning of the logistics system - Proposing solutions for the better functioning of the logistics system (e.g. procurement of pallets, improving conditions in the warehouse, etc.) - Drafting daily work reports

7.1.1 Extreme conditions under which work is done with the acquired qualification:
- N/A.

7.1.2 Exposure to risk when performing work with the acquired qualification:
- Risk of exposure to stress factors.

7.2 Objectives of vocational education

The objective of vocational education for the LOGISTICS AND FREIGHT FORWARDING TECHNICIAN qualification is the training of a person for the organisation of freight forwarding, mediation and representation in customs matters, organising warehousing and handling of goods and monitoring the internal flow of goods.

The necessity of constant adaptation to the changing demands of the labour market, needs of continuous education, vocational training, career development, improvement of employability, requires persons to be trained for:
- application of theoretical knowledge in a practical context;
- taking responsibility for one's own continuous learning and advancement in work and career;
- timely reacting to changes in the work environment;
- recognising business opportunities in the work environment and general social surroundings;
- apply safety and sanitary measures in the work process;
- apply measures for the protection of the environment in the work process;
- use information technology to collect, organise and use information during work and everyday life.

7.3 Vocational education outcomes

Vocational competencies	Knowledge	Skills	Abilities and attitudes
Upon the completion of the educational programme, the person shall be able to:			
Organise freight transport	- Specify the types and explain the characteristics of the goods - Distinguish different types of packaging - Distinguish different types of transport and explain their characteristics - Explain the exploitation and technical characteristics of the means of transport - Specify and describe the transport routes	- Select the type of vehicle - Select the type of transport route - Fill in the transportation documents - Calculate and invoice the freight transport services - Implement environmental protection measures	- Conscientiously, responsibly, properly and accurately perform entrusted tasks - Effectively plan and organize time - Demonstrate a positive attitude towards the importance of implementing regulations and applicable traffic standards - Display a positive attitude towards the functionality and operability of machines and

			devices used in the performance of the business
Conducts mediation and representation in customs matters	- Indicate customs clearance procedures - Distinguish different types of tariffs - Explain inspection procedures	- Prepare and fill in the customs documents - Identify the appropriate tariff - Prepare the documents for inspection	- Demonstrate kindness, communication skills, entrepreneurial spirit and flexibility in relation to associates
Organise warehousing and handling of goods	- Describe warehousing technologies - Describe the commissioning technology - Explain the exploitation and technical characteristics of cargo means of transport - Explain the occupational health and safety	- Determine the quantity and condition of goods upon receipt - Select the type of freight means of transport - Fill in the storage documentation - Determines the state of packing of goods - Sort the goods by type and technology - Monitor the conditions of stored goods - Issue orders for goods commissioning - Issue an order for the delivery of goods out of the warehouse - Fill in the loading orders - Apply safety and health measures at work	- Involved in a teamwork - Adaptable to changes at work - Problem solving at work - Set priorities - Build and maintain relationships with clients - Customer-oriented and retaining clients - Analyse the business performance - Prepared for further learning and training - Have a positive attitude towards professional and ethical standards and values
Monitors the internal flow of goods	- Different types of production - Explain the quality standards in the production logistics	- Fill in and check incoming/outgoing documents - Read the map and the process flow chart - Detect weak points in the internal flow of goods	

Annex 5. Plan of activities for the conducting of the referencing of the NQFS to the EQF and QF-EHEA

PLAN OF ACTIVITIES FOR THE CONDUCTING OF THE REFERENCING OF THE NQFS TO THE EQF AND QF-EHEA			
Result	**Activity**	**Deadline**	**Institution implementing the activity**
Finalised process of referencing the NQFS to the EQF	- Determining the Methodology for the development of the Report on Referencing NQFS to the EQF, including an additional report on self-certification of the NQFS in the field of higher education relative to the Qualifications Framework in the European Higher Education Area; - Ensuring support from EU experts; - Drafting the Report on Referencing NQFS to EQF; - Obtaining consent of relevant national authorities to the Report on Referencing NQFS to EQF; - Adopting the Report on Referencing NQFS to EQF; - Publishing the Report on Referencing NQFS to EQF on the websites of the Government of Serbia and the MoESTD; - Translation and submission of the Report on Referencing NQFS to the EQF to the EQF AG;	June 2019	The Government of the Republic of Serbia; Ministry of Education, Science and Technological Development; NQFS Council; Inter-ministerial working group; Qualifications Agency; EU experts
	- Presenting the Report on Referencing NQFS with EQF to EQF AG and submitting additional explanations if necessary; - Adopting the Report on Referencing NQFS to EQF; - Preparing the plan for the promotion of the conducted procedure of referencing NQFS to EQF.	December 2019	

Annex 6: Diploma supplement for acquired qualifications in higher education

Form no. 6

THE REPUBLIC OF SERBIA

(Logo of autonomous
higher education institution)

Title and seat of autonomous HEI
Title and seat of HEI

Logo of HEI

DIPLOMA SUPPLEMENT
Valid only with diploma
Number   Date   Year

The diploma supplement allows the description of the nature, level, connection, contents and status of studies attended and successfully completed by the person listed in the diploma that this supplement was issued with. Information must be given in all eight chapters. When there is no information, an explanation should be given on the reason why the information is missing.

1. INFORMATION ON DIPLOMA HOLDER 1.1 Name: 1.2 Surname: 1.3 Date of birth: 1.4 Number of student booklet/unique master citizen number: 2. INFORMATION ON ACQUIRED DIPLOMA	3.3 Requirements for enrolling: 4. INFORMATION ON CONTENTS AND ACHIEVED RESULTS 4.1 Manner of studying: 4.2 Title and goals of study programme: 4.3 See next page 4.4 Manner of assessment Grade Interpretation of grade No. of points

2.1 Acquired (professional, academic, scientific) title: 2.2 Scientific/artistic/professional area(s) of studying: 2.3 Title and status of HEI issuing the diploma 2.4 Title and status of HEI organising the studies (if different from 2.3): 2.5 Language in which teaching was held: 3. INFORMATION ON TYPE AND LEVEL OF STUDIES 3.1 Type and level of studies: 3.2 Duration of studies:	Ten-one from/to 5= not a passing mark 4.5 Average mark:

4.3 Details about the study programme and marks obtained:								
Teaching subjects								
Ordinal no.	Code	Title	Status	ECTS credits	Total number of lessons: Lectures/ Exercises/ Other	Year of study programme	Mark	Teacher (name and surname)
Total number of credits:				Average mark:				
O – mandatory E – elective								
Title of final paper/dissertation/art project:								
Commission for the defence of the paper:								
Subjects/activities passed, which have not been encompassed by the study programme:								
* Acknowledged teaching subjects and marks								
** Mark in accordance with the article on assessment of the Law on Higher Education								

(RS Official Gazette, No 86/17, 77/18 – other law no. 73/18

5. INFORMATION ON THE PURPOSE OF ACQUIRED TITLE	6. ADDITIONAL INFORMATION		
5.1 Access to further studies: 5.2 Professional status:	6.1 Additional information on student: 6.2 Sources of additional information on institution:		
7. VERIFICATION OF DIPLOMA SUPPLEMENT 7.1 Number: Date: 7.2 Person responsible: Person responsible: 7.3 Seal and signature: Seal and signature:			
8. INFORMATION ON HIGHER EDUCATION SYSTEM IN SERBIA			
Approximate years of age			
27-28	Third cycle of higher education	DOCTORAL ACADEMIC STUDIES 180 ECTS credits (with previously achieved at least 300 ECTS credits in bachelor and master academic studies)	
24-25	Second cycle of higher education	Master academic studies 60-120 ECTS credits Integrated academic studies 300 or 360 ECTS credits	Specialised academic studies 60 ECTS credits	Master applied studies 120 ECTS credits
22-23	First cycle of higher education	Bachelor academic studies	Bachelor applied studies 180 ECTS credits	Specialised applied studies 60 ECTS credits

		180-240 ECTS credits		
18-19		CANDIDATES With acquired secondary education and passed entrance exam or aptitude and ability test or with the recognition of general or vocational Matura examination for enrolment in academic or applied studies, or artistic Matura exam for enrolment in study programme in the field of art		

8.1 Types of higher education institutions and their status

Based on the Law on Higher Education, the higher education activity shall be performed by the following higher education institutions:

- *University* – A university shall mean an independent higher education institution that in carrying out its activities combines educational and scientific-research, professional, and/or artistic activity constituting the components of a single higher education process. A university may provide all types and study cycles. An institution of higher education shall have the status of a university if its academic study programmes imply all study cycles, within at least three areas and three fields (natural sciences and mathematics, social studies and the humanities, medical

science, technical and technological sciences, and art. Exceptionally, a university may be established in the field of arts if it has all three study cycles in at least three areas of art.

- *Faculty, or Academy of Arts within a university* – A faculty, i.e. academy of arts shall mean a higher education institution or a higher education unit within a university carrying out academic study programmes and developing scientific-research, artistic, i.e. professional work in one or more areas. A faculty, i.e. academy of arts may also carry out applied study programmes as well. In legal matters, a faculty, i.e. an academy of arts shall act under the name of the university whose part it is and under its own name, as stipulated in the Statute of the university.

- *Academy of applied studies* – An academy of applied studies shall mean an independent higher education institution that in carrying out its activities combines educational, research, professional and artistic work as components of a single higher education process. An academy of applied studies may run bachelor applied studies, master applied studies and specialised applied studies. A higher education institution shall have the status of an academy of applied studies if having at least five accredited study programmes for applied studies in at least two fields.

- *College* – A college shall mean an independent higher education institution that has bachelor academic, master academic studies and specialised academic studies, in one or more areas.

- *College of Applied Studies* – A college of applied studies shall mean an independent higher education institution that provides bachelor applied studies, specialised applied studies and master applied studies, in one or more areas.

The aforementioned institutions are independent higher education institutions, except for faculties and academies of art.

8.2 Types, Cycles and Organisation of Studies

Higher education activity shall be carried out through academic and applied studies based on the accredited study programmes for acquiring higher education.

An academic study programme shall be conducted at *academic* studies, making students capable of developing and applying scientific, artistic and professional achievements. There are three cycles of academic studies.

First cycle academic studies are bachelor academic studies.

Second cycle academic studies are master academic studies and specialised academic studies. Integrated academic studies are bachelor and master academic studies organised as a whole.

Third cycle academic studies are doctoral academic studies.

An applied study programme shall be conducted at *applied* studies, making students capable of applying and developing the professional knowledge and skills required for participation in the work process. There are two cyles of applied studies.

First cycle applied studies are basic applied studies and specialist applied studies.

Second cycle applied studies are master applied studies.

8.2.1 Bachelor (academic or applied) studies

Bachelor studies are organised by all higher education institutions envisaged by the Law on Higher Education.

Bachleor academic studies last three or four years with between 180 and 240 ECTS credits.

Bachelor applied studies last three years with the scope of 180 ECTS credits.

The study programme of the bachelor and specialised studies may provide for writing of a final paper.

A person that has completed bachelor academic studies in the scope of at least 180 ECTS credits, i.e. lasting for at least three years shall acquire a professional title with a designation of the rank of the first cycle of academic studies in the relevant field.

A person that has completed bachelor academic studies in the scope of at least 240 ECTS credits, i.e. lasting for at least four years shall acquire a professional title of a "graduate" with a designation of the rank of the first cycle of academic studies in the relevant field.

A person that has completed bachelor applied studies shall acquire a professional title with a designation of the rank of the first cycle of applied studies in the relevant field.

8.2.2. Master (academic or applied) studies

Master academic studies can be organised by a university, faculty and college. Master academic studies last one or two years depending on the scope of previous bachelor academic studies meaning that the total scope is at least 300 ECTS credits. The study programme of master academic studies implies the writing of a final paper. A person that has completed master academic studies shall acquire the academic title of a master with a designation of the rank of the second degree of the master academic studies in the relevant field.

Master applied studies last two years and have the scope of 120 ECTS credits. The study programme of master applied studies implies the writing of a final paper. A person that has completed master applied studies shall acquire the professional title of an applied master.

8.2.3 Integrated (academic) studies

Academic study programmes can also be organised and integrated within bachelor and master academic studies (integrated academic studies) with a total scope of at least 300 and at most 360 ECTS credits (academic study programmes in medical sciences).

8.2.4. Specialised (academic or applied) studies

Specialised studies last at least one year with the scope of at least 60 ECTS credits and can be academic or applied. The study programme of specialised studies can imply the writing of a final paper. A person that has completed specialised studies shall acquire the professional title of a specialist with a designation of the rank of the second degree of academic studies, i.e. the first degree of applied studies in the relevant field.

8.2.5 Doctoral academic studies

Doctoral academic studies can be organised by universities, faculties and academies of art. Doctoral studies last at least three years with the scope of at least 180 ECTS credits with the previous duration of bachelor and academic master studies of at least five years and scope of at least 300 ECTS credits. A doctoral dissertation shall be the concluding part of the study programme of doctoral studies, except for a doctorate in arts that shall be an artistic project. Exceptionally, a person with completed studies of medicine and completed relevant specialisation, as set forth by the law regulating healthcare, may acquire a doctorate, based on the defended dissertation founded on the papers published in top world magazines.

8.3 Grading system

The success of a student in mastering a subject shall be continually under scrutiny and shall be expressed in points. By complying with the pre-examination obligations and by passing an exam a student may earn 100 points maximum. A study programme shall establish the ratio of points earned through pre-examination obligations and those earned at the exam, whereas the pre-examination obligations shall account for 30 points minimum and 70 points maximum. The success of a student at the exam shall be expressed from grade 5 (not a passing grade) up to grade 10 (ten). A higher education institution may also provide for other, non-numerical manner of grading by establishing a ratio of those grades with the grades from 5 to 10. The general act of a higher education institution shall regulate the precise manner of taking and grading an exam.

8.4 Conditions for admission and continuation of higher education

The higher education institution shall, in line with the law, enrol students by recognising the General, i.e. Vocational Matura for entry into academic, i.e. applied studies, i.e. Artistic Matura for the enrolment into study programmes in the field of art. The higher education institution shall define the criteria based on which the qualification and the election of candidates for admission to studies is performed.

Before regulations are implemented which define the General, Vocational and Artistic Matura, for the enrolment in first cyle studies, the candidate shall take an entrance exam or an aptitude exam in accordance with the general act of the independent higher education institution.

The higher education institution shall form a ranking list of applied candidates for admission to first cycle studies, based on the overall result achieved in secondary education of a four-year period of duration, the Matura result, the results obtained at placement test, i.e. aptitude test, and when needed, based on the result achieved at national and international competitions, in line with the general act of the higher education institution.

The applicant ranked on the list, ranked within the number of students determined in accordance with the Law on Higher Education, shall be entitled to **enrol to the first cycle studies**.

A student of the **first cycle studies** enrolled in other independent higher education institution, a person that has acquired higher education at the first cycle studies, and a person whose student status has ceased in accordance with this Law, may enrol in the first cycle studies under the conditions and in the manner provided for by the general act of the independent higher education institution concerned upon personal request.

A candidate shall enrol in the studies of **second and third degree** under the same conditions, in the manner and in line with the procedure set forth by the general act and competition of the independent higher education institution.

8.5 Work permit and accreditation

A higher education institution may begin its activities upon acquiring the work permit. The Ministry or the relevant body of the Autonomous Province of Vojvodina shall issue the work permit at the request of a higher education institution. The higher education institution to which the work permit has been issued shall be obliged to file a request for accreditation of the higher education institution and the study programme within one year at the latest upon obtaining the work permit.

The higher education institution may enrol students upon obtaining the certificate of accreditation of a higher education institution and a study programme.

The request for accreditation shall be filed to the National Entity for Accreditation through the Ministry competent for higher education, on a template whose contents shall be defined by the National Entity for Accreditation.

Accreditation shall establish that a given higher education institution and its study programmes comply with the standards as set out by the National Higher Education Council and that the higher education institution is entitled to issue public documents in accordance with the Law on Higher Education.

The National Entity for Accreditation shall issue an accreditation certificate, i.e. shall adopt a decision dismissing the request for accreditation. The higher education institution may file an appeal against the decision of the National Entity for Accreditation rejecting the request for accreditation, within 15 days from the date of receipt of the decision, to the National Council and through the National Entity for Accreditation. The higher education institution shall be entitled to repeat the request for accreditation upon expiry of 90 days from the date of adoption of the final decision rejecting the request for accreditation.

8.6 National information sources

- Ministry of Education, Science and Technological Development
  Nemanjina 22-26, 11000 Belgrade, Serbia; Telephone: +381 11 363 11 07,
  Fax: +381 11 3616491; web: www.mpn.gov.rs

- National Council for Higher Education, Palace of the Republic of Serbia,
  Bulevar Mihajla Pupina 2, 11070 Belgrade, Serbia
  National Entity for Accreditation, Palace of the Republic of Serbia,
  Bulevar Mihajla Pupina 2, 11070 Belgrade, Serbia

- Provincial Secretariat for Higher Education and Scientific Research,
  Bulevar Mihajla Pupina 18, 21000 Novi Sad, Serbia, AP Vojvodina;
  Telephone: +381 21 487 46 41, Fax: +381 21 458988; web: www.apv-visokoobrazovanje.vojvodina.gov.rs

Annex 7: Consent to the Draft Report on Referencing the NQFS to the EQF

The Council for Vocational Education and Adult Education
SUBJECT: Opinion

On 17 October 2019 the Department for dual education submitted to the Council for Vocational Education and Adult Education, Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area, for opinion.

In an electronic session held from 11 to 25 October 2019 the Council for Vocational Education and Adult Education gave a **positive opinion** on the Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area.

The opinion was sent to the Ministry of Education, Science and Technological Development of RS, the Department for Dual Education, for further competence.

PRESIDENT OF THE COUNCIL
Sinisa Kojic

Institute for the Improvement of Education

Subject: Consent to the Draft Report on Referencing the NQFS to the EQF

Dear Sir,

Based on your request contained in the letter No. 612-00-01696/2019-18-6 from 17 October 2019, submitted to the Institute for the Improvement of Education on 21 October 2019, and registered under the reference number 1757/2019, Director of the Institute for the Improvement of Education gives

CONSENT

to the Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area.

Delivered to:

- the Ministry of Education, Science and Technological Development

- Archive.

DIRECTOR

Zlatko Grusanovic, PhD

Institute for Education Quality and Evaluation

Subject: Consent to the Draft Report on Referencing the NQFS to the EQF

Dear Sir,

We give our consent to the submitted Draft Report on Referencing the NQFS to the EQF, which was submitted to us on 1 November 2019.

Respectfully,

<div align="right">

ACTING DIRECTOR

Branislav Randjelovic, PhD

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NQFS Council

Dear Mr. Minister,

At the fourth session of the Council for the National Qualifications Framework of the RS (hereinafter: the NQFS Council) held on 08 November 2019, the NQFS Council considered the Draft Report on Referencing the NQFS to the EQF, which was submitted by the Ministry to the NQFS Council by the letter No: 612-00-01696 / 2019-18-2 dated 17 October 2019.

The NQFS Council, based on the competences referred to in Article 13, paragraph 1, items 3) and 4) of the Law on the National Qualifications Framework of RS (RS Official Gazette No. 27/18) gives a **<u>positive opinion</u>** on the Draft Report on Referencing the NQFS to the EQF.

With special regard,

Prof. Gabrijela Grujic, PhD
PRESIDENT
OF THE COUNCIL FOR THE NATIONAL
QUALIFICATIONS FRAMEWORK

Chamber of Commerce and Industry of Serbia

Subject: Opinion of the Chamber of Commerce and Industry of Serbia on the Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area.

Dear Mr. Sarcevic,

In accordance with your letter No. 612-00-01696 / 2019-18-2 dated 17.10.2019. we want to inform you that the Serbian Chamber of Commerce and Industry gave the consent to the Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area.

With respect,

PRESIDENT
Marko Cadez

NATIONAL COUNCIL FOR HIGHER EDUCATION

Dear Minister, Mr. Sarcevic,

At the thirty-third session of the National Council for Higher Education held on 28.10.2019, the NCHE reviewed the Draft Report on Referencing the NQFS to the EQF, which was submitted by the Ministry to the NCHE by letter no. 612-00-01696 / 2019-18 dated 17.10.2019.

Pursuant the competences from the Article 12, paragraph 4 of the Law on Higher Education (RS Official Gazette No. 88/2017, 27/2018 and 73/2018), the NCHE gives a positive opinion on the Draft Report on Referencing the NQFS to the EQF.

With special respect,

<div align="center">

PRESIDENT OF THE NATIONAL COUNCIL

FOR HIGHER EDUCATION

Prof. Bela Balint, PhD, correspondent member of SASA

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National Entity for Accreditation and Quality Assurance in Higher Education

Dear Mr. Minister,

On the occasion of your letter No. 612-00-01696 / 2019-18-5 dated 17.10.2019. regarding the process of referencing the National Qualifications Framework (NQFS) to the European Qualifications Framework (EQF), we would like to inform you that the National Entity for Accreditation and Quality Assurance in Higher Education (NEAQA) gives the consent to the Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework.

Respectfully,

DIRECTOR
Prof. Jelena Kocovic, PhD

Qualifications Agency

Subject: Consent to the Draft Report on Referencing the NQFS to the EQF

In accordance with the letter No. 612-00-01696 / 2019-18-4 dated 17.10.2019. regarding the process of referencing the National Qualifications Framework (NQFS) to the European Qualifications Framework (EQF), we hereby inform you that the Qualifications Agency gives consent to the Draft Report on Referencing the NQFS to the EQF.

Respectfully,

DIRECTOR

Prof. Caslav Mitrovic, PhD

National Education Council
Date: 20.11.2019.
No: 612-00-00009/24/2019-07

Pursuant to the **Article 34, paragraph 1, item 6** of the Law on the Foundations of the Education System (RS Official Gazette, No. 88/17) and **Article 10** of the Rules of Procedure, at the request of the Ministry of Education, Science and Technological Development,

National Education Council at its twenty-fourth session, held on 19.11.2019, gave the following:

OPINION

The Ministry of Education, Science and Technological Development submitted to the National Education Council, with the aim of obtaining its opinion, the **Draft Report on referencing National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area**, in terms of of Article 48, paragraph 4 of the Law on the Foundations of the Education System.

The National Education Council reviewed the submitted material and noted that the Council has unanimously given a positive opinion on the aforementioned Draft Report.

President
of the NATIONAL EDUCATION COUNCIL
Radivoje P. Stojkovic, PhD

Republic of Serbia
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGICAL
DEVELOPMENT
No: 337-00-606/2019-18
Date: 29.11.2019.
Belgrade
Nemanjina 22-26

Subject: Opinion on the Draft Report on referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework

In order to achieve strategic goals, Ministerial Decision No. 345-01-00058-1 / 2018-18 of 20.12.2018, the Working Group was appointed with the task of drawing up an Activity Plan for the implementation of the NQF referencing process to the EQF and a Draft Report on the referencing the NQF to the EQF, including an additional self-assessment report of the NQFS in the field of higher education in relation to the Qualifications Framework in the European Higher Education Area (QF-EHEA) (hereinafter: Report on the referencing the NQF to the EQF).

In accordance with its mandate, the Working Group has drawn up an Action Plan for the implementation of the process of referencing the NQFS to the EQF, adopted by Ministerial Decision No. 345-01-00058-2 / 2018-18 of 25.12.2018, as well as the Draft Report on the referencing the NQFS to the EQF. In preparing the Draft Report on the referencing the NQFS to the EQF, the materials produced by the Inter-Ministerial Working Group established by Ministerial Decision No: 119-01-216 / 2017-06 of 14.08.2017 were taken into account, as well as the criteria and procedures set by the EQF Advisory Group, providing methodological guidance for conducting the process of comparing and referencing the national frameworks with the EQF. Also, the document is the result of expert – consultative meetings with a number of social partners, including two EU experts who are members of the European Commission Advisory Group, who have provided expert support to a large number of countries in the process of referencing to the EQF.

Considering the above, the Ministry of Education, Science and Technological Development gives a **positive opinion** to the Draft Report on the referencing the NQF to the EQF.
Sincerely,

MINISTER
Mladen Sarcevic

Annex 8: Written reports by EU experts

Statement on the Report on referencing NQF of the Republic of Serbia to the EQF and self-certification to the QF-EHEA

Professor Mile Dželalija, PhD

University of Split, professor – tenure

EQF Advisory Group member, representing Croatia

9 December 2019

The aim of the National Qualifications Framework of the Republic of Serbia (NQFS) is the organisation and improvement of the qualification system according to the requirements of socio-economic development, providing support for the implementation of the concept of lifelong learning and facilitation of the individual mobility. It includes development of new relevant qualifications based on learning outcomes approach, their description, classification and quality assurance, and facilitation of recognition of qualifications abroad and in Serbia.

By the referencing report, Serbia is willing to verify the comparability of the NQFS with the European Qualifications Framework for lifelong learning (EQF) and the Qualifications Framework for European Higher Education Area (QF-EHEA). The report includes all relevant elements of the NQFS and evidence against the criteria for referencing to the EQF, and criteria and procedures for self-certification to the QF-EHEA.

The referencing report is a comprehensive report, which presents a lot of details on the education system, quality assurance arrangements and responsibility of key national institutions with many details and in a transparent way. To external readers, it provides all relevant data, information, critical analysis and comments, which gives a base for the confidence in the referencing process of the NQFS to the EQF, and to the QF-EHEA.

In addition to the introduction, acronyms, key terms and annexes, the report has four main parts – description of the education system of the Republic of Serbia, National Qualifications Framework in Serbia, referencing and self-certification of the NQFS to the EQF and QF-EHEA, and challenges with overcome for the sustainable implementation.

Definitions of key terms are presented at the beginning of the report. The introductory part presents the idea of the referencing report, basic legal regulations related to the NQFS, key processes during the development of the NQFS, and the brief explanation of the content of the referencing report.

The first key part of the report presents the education system in many informative details – institutional framework, regulatory and strategic framework, and details on all education sub-systems, from preschool education and upbringing, through secondary general education and VET up to higher education and adult education, including details on quality assurance and key statistical data. The following chapter presents development of the NQFS, key concepts and the structure of the NQFS in Serbia, types of qualifications included in the NQFS, purposes of the NQFS, the register and classification of qualifications in the NQFS. It includes also the level structure and the level descriptors organised into three domains: knowledge, skills and abilities and attitudes. The third key chapter presents the respond on fulfilment of the EQF referencing criteria and QF-EHEA self-certification criteria and procedures. The concluding chapter presents key challenges with the overcome for the sustainable implementation of the NQFS. In addition to the main part, there are 9 informative annexes, presenting in details key elements of the referencing process. Tables, figures, some examples and appendices give additional value to better understanding and value of the report to all national and international readers.

Concluding remarks

In the Report on referencing the NQFS to the EQF and self-certification to the QF-EHEA, all criteria for referencing national qualifications frameworks or systems to the EQF (Annex III of the Recommendation in 2017) are addressed:

1. The institutional and legislative arrangements have been set and operational. The NCP for the NQFS is the Ministry of Education, Science and Technological Development. In line to the Law on the NQF in Serbia, the key institutions for sustainable implementation of the NQF are: the Council for the NQFS, the Agency for Qualifications and set of sector skill councils.

2. Complex mapping exercise of level descriptors is very transparent. The updated level descriptors of the NQFS are comparable to the EQF level descriptors. Sublevel structure within the levels 6 and 7 (6.1, 6.2, 7.1 and 7.2) of the NQFS have been designed according to the interests of the key stakeholders, which could cause some misunderstanding and confusion to international readers.

3. Implementation of learning outcomes in education system is based on reform processes in education systems, including the reform based by implementation of the NQFS. One of key documents for the implementation of learning outcomes, relevance to the labour market needs and validation of non-formal and informal learning are qualifications standards. The ECTS credit system for higher education is in use (60 credits for one year, representing 1 ECTS as a student workload of about 30 hours). Currently, there is no credit system in use for VET and general education.

4. The Law on the NQFS has defined the process for inclusion of qualifications in the NQFS. Key elements within the process are qualification standards, involving key bodies in the process for their development, review and implementation – Agency for qualifications, sector skill councils, Council for the NQFS and the Ministry. The process is defined transparently in the report.

5. Quality assurance mechanisms are relevant, explained in many details, and related to statements of the quality assurance principles in the Annex IV of the EQF Recommendations. Currently, the external quality assurance body for higher education in not a member of the ENQA and EQAR, but has been preparing the self-evaluation report in order to renew membership in ENQA. All qualifications in the NQFS are under the quality assurance system.

6. Stated agreements of relevant quality assurance bodies are presented.

7. There are two international experts included, coming from two different countries and systems (Austria and Croatia, VET and higher education). They have been involved in the consultation process by sharing their experience in the establishment of the qualifications frameworks. The experts also participated in the discussion of and commenting on the draft report. Suggestions and comments submitted by the international experts have been well taken into account.

8. The same report is used for the self-certification to the QF-EHEA, in accordance with criteria and procedures for the self-certification.

9. The Ministry is responsible to publish the report after the adoption.

10. The Ministry is responsible to undertake activities in order to ensure that all newly issued public document contain clear referencing to the EQF level.

The report also explicitly addresses the fulfilment of the QF-EHEA self-certification criteria and procedures.

In my opinion, this referencing report gives enough evidence to confirm the relationship between the NQFS and the EQF, and the QF-EHEA. The report is consistent with the EQF AG guidance on the referencing reports. For the international users it gives many details on the qualifications systems and thus, better understanding of the system. The report demonstrates the great efforts that have been done by experts from relevant national institutions and their social partners in Serbia, which makes a platform for sustainable implementation of the NQFS.

Eduard Staudecker

The report on referencing the Serbian qualifications framework (NQFS) to the European Qualifications Framework gives a clear and comprehensive view on the existing qualifications system and the modernizing and reform processes that are going on in Serbia. The report can be seen as the "sukkus" of political and conceptual work of the last years and proves the willingness and readiness of Serbia to create a modern and competitive qualifications system. In its four parts (qualifications system, NQF, criteria, challenges) the report describes in its first part the different school forms with the main goal to give an overview mainly about the formal education system (see graph on page 20). In this chapter also an insight in the situation of non-formal and informal learning, QA and inclusion is given. All facts are reported thoroughly and comprehensible. The report then establishes the correspondence between the NQFS and the EQF. The following comments made from the viewpoint of an external observer can be highlighted:

- Compared with the EQF, the descriptors in the levels in the NQFS are ambitious, particularly at Levels 3, 4 and 5. With this strategy, a shift to the learning outcomes approach especially for qualifications out of the academic system can be observed.
- The report states clearly that the framework is the basis for a comprehensive validation strategy including credit systems.
- From levels 6 to 8 just academic qualifications can be found on the grid at page 98, this leads room for development in the future.
- The management structure of the framework is solid and has a good legal basis.
- The QA system has a good theoretical fundament and could become a main element of further structural reforms.
- The criteria were answered sufficiently with many references and evidence.

Lastly, it should be noted that from an external viewpoint the main demands concerning the link of the Serbian qualifications framework to the EQF have been met. The framework gives a transparent view of the system of qualifications, provides the foundation for validation, is a model for lifelong learning and makes the political reform processes visible. The core challenge for the future is to bring all these concepts into practice, to communicate the approach to the citizens and to build a network in Europe.

Annex 9: Relevant national bodies involved in the referencing process

MINUTES FROM THE INTER-MINISTERIAL WORKING GROUP MEETING

The meeting of the Inter-ministerial Working Group was held on Tuesday 12.11.2019 in Belgrade, 2 Mihajla Pupina Boulevard, in the room 129 on the first floor, starting at 1pm.

The meeting was attended by Prof. Gabrijela Grujic, PhD, Assistant Minister for Dual Education, Vesna Fabian, PhD – MoESTD, Zoran Martinovic – NES, Ana Stojanovic – CCIS, Gojko Banovic – IIE, Tatijana Glisic Milutinovic– QARS, Vladimir Bojkovic – IBF, Tomislav Zivanovic – United Branch Trade Unions, Bojan Ristic – NQFS Council, Branko Savic – CAAS, Bojana Stanic – MLEVSA, Sinisa Kojic – CVEAE, Emina Najdanovic – QARS, Veselinka Siljevic – QARS, Tijana Popovic – QARS, Aleksandar Jovic – NEAQA, Jelena Kocovic – NEAQA, Svetlana Budimcevic – SAE, Ivana Drobnjak – MoESTD, Vesna Pantelic – SORS, Dragica Ivanovic – MLEVSA, Snezana Klasnja – Ministry of Youth and Sport, Jelena Ilic – Ministry of Youth and Sport, Danijela Djukic – IEQE, Valentina Ilic – Serbian Education Union, Slavica Ninkovic – Ministry of Economy.

The meeting was opened by the Assistant Minister for Dual Education Prof. Gabrijela Grujic, PhD. She briefly stated that in accordance with the strategic documents of the Republic of Serbia and the action plans for their implementation, by the Ministerial Decision a Working Group was appointed tasked with drawing up an Action Plan for the implementation of the process of referencing the NQF to the European Qualifications Framework (hereinafter: EQF) and the Draft Report on referencing NQFS to the EQF, including an additional report on the NQFS self-certification in the field of higher education to the Qualifications Framework of the European Higher Education Area (QF-EHEA) (hereinafter: the Report on Referencing the NQFS to the EQF).

Assistant Minister Prof. Gabrijela Grujic, PhD, then gave the floor to the Head of the Group for Dual Education and NQFS, Vesna Fabian, PhD, who briefly summarized the implemented activities related to the implementation of the NQFS system and informed the members of the working group about everything that would be realized in the next year. She informed the attendees that the Council for the National Qualifications Framework of the Republic of Serbia (hereinafter referred to as the NQFS Council) was formed during 2018, and had held four formal sessions until the meeting; that based on the proposal of the NQFS Council, the Government of RS had issued decisions on forming twelve Sector Skills Councils; that the Qualifications Agency had been established and had been successfully completing for the previous year the tasks prescribed by the law. Also, it was pointed out that the proposal for amendments to the Law on NQFS had been prepared, in accordance with the recognized deficiencies and needs for the successful functioning of the NQFS system. With the support of the IPA 2014 programme, elements of the NQFS Register had been defined in the previous period, while the existing qualification database had been updated so that in the year 2019 it contained 140 qualifications, 95 of which have qualifications standards.

At the meeting, the Draft Report on Referencing the National Qualifications Framework of the Republic of Serbia to the European Qualifications Framework was presented by Tatijana Glisic Milutinovic from the Qualifications Agency, who, as a member of the Working Group, was engaged in its preparation. She presented the Draft Report and briefed the members of the Working Group on the presentation of the Delegation of the Republic of Serbia at the 51st meeting of the EQF Advisory Group (AGEQF) in Brussels held in early November.

After a detailed presentation of the Draft Report on referencing the National Qualifications Framework to the European Qualifications Framework by Tatijana Glisic Milutinovic, Assistant Minister for Dual Education, Prof. Gabrijela Grujic, PhD addressed the attendees with a request for comments and suggestions related to the future challenges in the implementation of the NQFS system that would be integrated into point 4 of the Draft Report on referencing the NQFS to the EQF.

Dragica Ivanovic from the Ministry of Labour, Employment, Veteran and Social Affairs (hereinafter: MLEVSA) informed those present that the Government of RS, at its session of 17 July 2018, adopted the Decision on a unique code for entry and coding of data in the records in the field of labour. The decision was published in the RS Official Gazette, No. 57 of July 18, 2018. In order to ensure the smooth application of new codes by all users in the company, especially by compulsory social security organizations responsible for keeping records in the field of work (unemployed, employed, insured and beneficiaries of pension and disability and health insurance...), employers and for the purposes of official statistics, in the period up to the beginning of their application, that is, until 1 January 2019, the MLEVSA in cooperation with the National Employment Service (hereinafter: NES) and other competent institutions had prepared users instructions, held numerous workshops, round tables, etc, and an interactive page was formed on the website MLEVSA / NES / Central Register of Compulsory Social Security dedicated to the implementation of the new codebook. On this occasion, Dragica Ivanovic pointed out that in the next period the MLEVSA would pay special attention to the development of occupational standards. In this context, the MLEVSA is preparing a study on the analysis of the legislative and institutional framework necessary for the development of occupational standards – comparative analysis, followed by the development of a Methodology for the development of occupational standards. To the question of Vesna Fabian, PhD whether, when establishing an institutional framework for the development of occupational standards, they plan to find support in newly established bodies, primarily Sector Skills Councils, the MLEVSA representative replied that the capacities of all existing institutions and bodies should certainly be used.

The representative of the National Entity for Accreditation and Quality Assurance in Higher Education (hereinafter: NEAQA), Aleksandar Jovic, addressed the meeting and stressed that in the next period a great challenge would lie in the use of the international classification of education ISCED2013f., defining the relationship between the sectors, narrower sectors and sub-sectors of the international ISCED2013f classification and existing scientific, artistic and / or professional fields within the educational, scientific, or educational-artistic fields. It is a particular challenge to completely abolish the existing classification (scientific, artistic, or professional fields within the educational-scientific, i.e. educational-artistic fields) and to move to ISCED2013f. Also, one of the challenges is developing qualification standards in higher education in terms of descriptions and outcomes of qualifications, given that different study programmes can lead to the same qualification.

Representative of the NQFS Council, Prof. Bojan Ristic, PhD pointed out that one of the future challenges is reflected in the equation / evaluation of acquired learning outcomes for those individuals who attend academic or applied studies and wish to move from one to another. The Law on Higher Education hinders the horizontal and vertical permeability of individuals who want to transfer from applied to academic education and vice versa, while the basis of the NQFS is the principle of horizontal and vertical permeability. Furthermore, he pointed out that the master academic studies and master applied studies are at level 7.1. in the NQFS and are equal / valued / equivalent to the level 7 of the EQF. Thus, the separation of the lines of permeability between academic and applied education was also brought into questioned. These measures from the Law on Higher Education prevented further vertical advancement, especially in the sphere of applied

education where the highest level is 7.1. applied master, while in other countries a professional doctorate is present.

The representative of the Statistical Office of the Republic of Serbia (hereinafter: SORS), Vesna Pantelic, who supported the introduction of the NQFS Register, also took the floor. She emphasized that the classification of qualifications in accordance with the ISCED2013f would facilitate data processing for the SORS. She also commended the cooperation of the SORS and the MLEVSA and the NES in the implementation of the Decision on a unique code for entry and coding of data in the records in the field of labour. As one of the future challenges she pointed out the establishment of a database of advertised job vacancies, which is planned for next year. After the presentation of the representative of the SORS, Vesna Fabian, PhD said that MoESTD, with all its partners, was open for cooperation and would support the SORS in terms of the necessary data available to the MoESTD, and that MoESTD was interested in taking active participation in the establishment of this system considering that vacancy data is an important source of information on labour market needs for knowledge and skills.

At the end of the meeting, the Assistant Minister for Dual Education, Prof. Gabrijela Grujic, PhD, thanked for the extensive comments and cooperation.

The next meeting of the Inter-Ministerial Working Group will be scheduled subsequently.

In Belgrade, 12.11.2019.

ACTING ASSISTANT MINISTER
Prof. Gabrijela Grujic, PhD

National Council for Higher Education

Pursuant to the Article 11, paragraph 1, item 14a) of the Law on Higher Education (RS Official Gazette, No. 76/05, 100/07-authentic interpretation, 97/08, 44/10, 94/12, 89/13, 99/14, 45/15 – authentic interpretation and 68/15) and Article 20 of the Rules of Procedure of the National Council for Higher Education, at the 10th session held on 25 February 2016,
the National Council for Higher Education issued the

DECISION

1. It is proposed to the Ministry of Education, Science and Technological Development to determine the levels and describe the qualifications in the National Qualifications Framework in Serbia and to classify qualifications according to the levels of the National Qualifications Framework in Serbia – for the level of higher education, in accordance with the document which is an integral part of this decision.
2. This decision shall be submitted to the Ministry of Education, Science and Technological Development for consideration and decision.

PRESIDENT
of the National Council for Higher Education
Prof. Dejan Popovic, PhD

Council for Vocational Education and Adult Education

Pursuant to the Article 16, paragraph 1, item 3), subpoint 10) of the Law on the Foundations of the Education System (RS Official Gazette, No. 72/09, 52/11, 55/13, 35/15 – authentic interpretation and 68 / 15) and Article 3 of the Rules of Procedure of the Council for Vocational Education and Adult Education No: 612-00-00735/2010-03/13 of 28 May 2010, at the 53rd session held on 10 March 2016,
the Council for Vocational Education and Adult Education issued the:

DECISION

1. It is proposed to the Minister of Education, Science and Technology Development to determine the levels and describe the qualifications in the National Qualifications Framework in Serbia and to classify qualifications according to the levels of the National Qualifications Framework in Serbia – for the level of the secondary vocational education, vocational training and other forms of vocational education, in accordance with the document which is an integral part of this decision.
2. This decision shall be submitted to the Ministry of Education, Science and Technological Development for consideration and decision.

PRESIDENT
of the Council for Vocational Education
and Adult Education
Aca Markovic

Annex 10: Qualification standard form

QUALIFICATION STANDARD	
Title of qualification	

BASIC QUALIFICATION FEATURES	
CLASSNQFS / ISCED-F 2013	
NQFS level	
EQF level	
QF-EHEA level	
Type of qualification	
Scope of qualification	
Preconditions for the acquisition of qualification	
Forms of learning	
Type of public document	

RELEVANCE OF QUALIFICATION FOR EMPLOYMENT AND CONTINUATION OF EDUCATION	
Permeability in the qualification system	
Occupation	
Occupational standard	

LEARNING OUTCOMES	
General description of the qualification	
Upon completion of the education program, the person will be able to:	
Knowledge	
Skills	
Abilities and Attitudes	
Mode of assessing the achievement of learning outcomes	

QUALIFICATION QUALITY ASSURANCE	
Qualifications of program provider staff (teachers, trainers, assesors, etc.)	
Organization responsible for issuing a public document	