

# SERBIA

## Opportunities for Cooperation

Education system in Serbia

Serbia in Erasmus+

Higher education institutions

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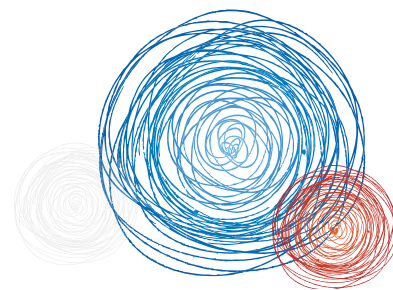
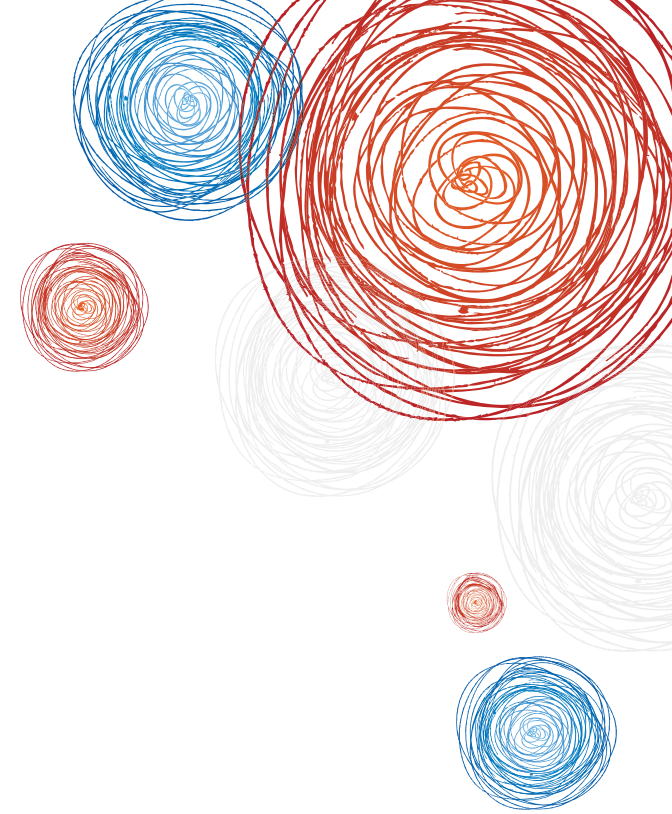
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# Education system in Serbia





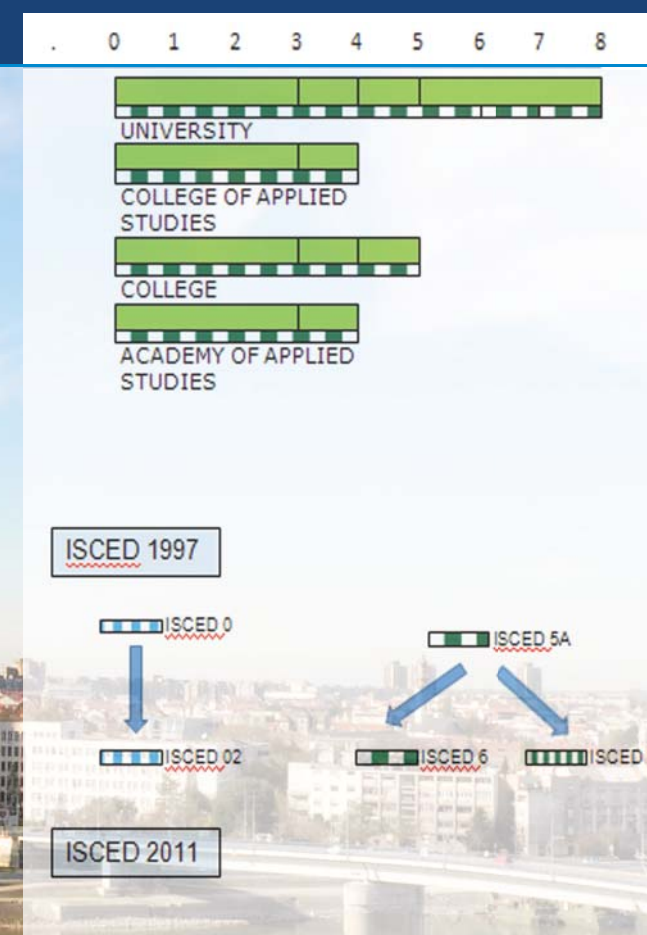
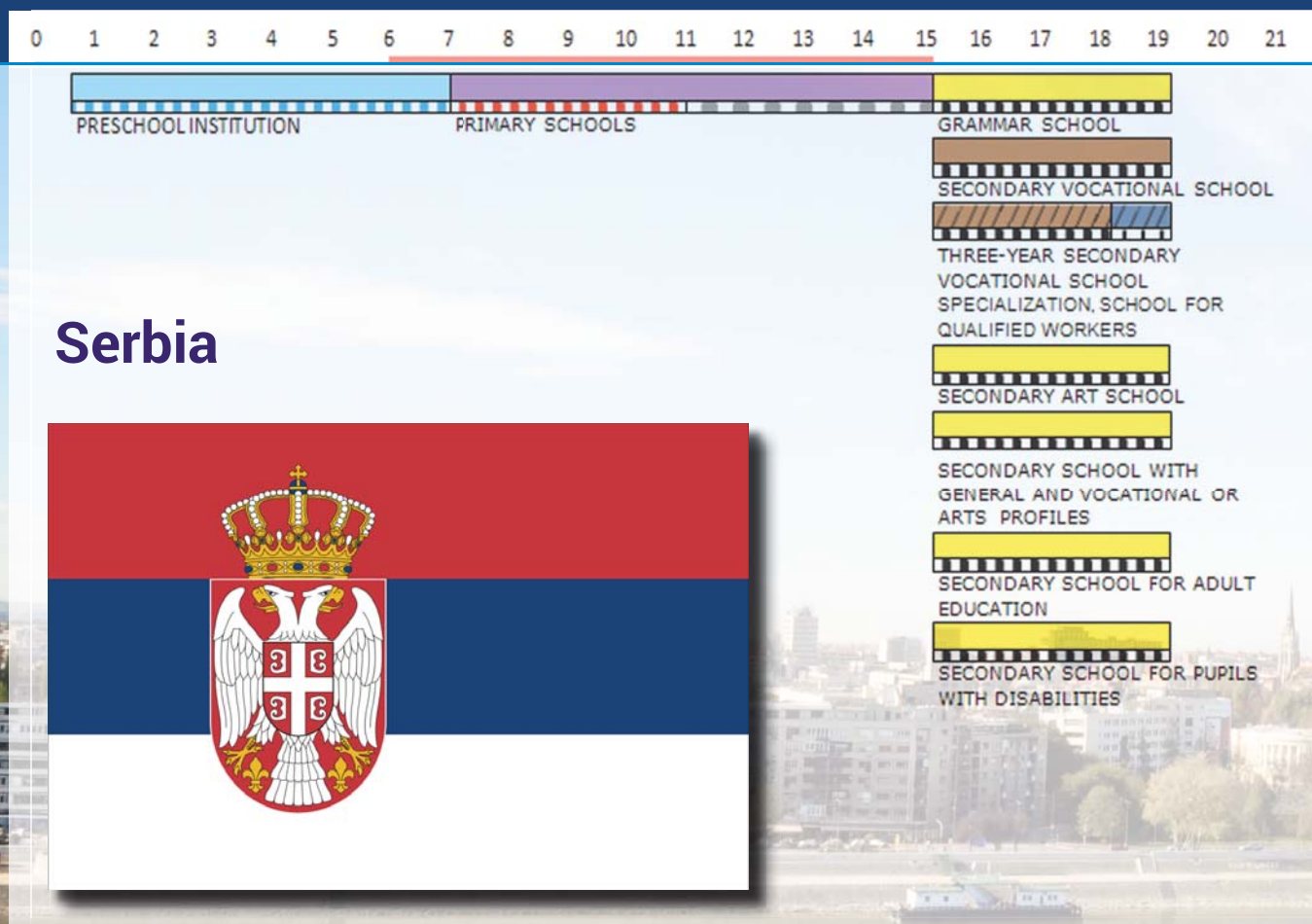
# Education system in Serbia

The current education system in Serbia is composed of pre-primary (from 0 to 6/7 years), primary (with two cycles: grades 1 to 4 and 5 to 8), secondary education (either four-year grammar or three- or four-year vocational secondary school) and tertiary (higher) education. In the first cycle of primary education, children are taught in self-contained classes.

The principal language of instruction is Serbian; other languages of instruction include Albanian, Bulgarian, Croatian, Hungarian, Romanian, Russian and Slovak at the elementary and secondary levels. Children in lower grades have one class teacher, who teaches all subjects with the exception of religion or civic education, for which there are separate teachers.

Foreign language has recently been made compulsory from the first grade, and a second foreign language from the fifth. Bilingual education is implemented in some primary and secondary schools.

## Serbia





## Preschool education

This level of education encompasses children from six months to primary school age. The founder of most preschool institutions (kindergartens) is the Republic of Serbia, autonomous province and municipality/city. These institutions may also be established by citizens and other institutions.

Preschool education is compulsory for all children aged 5.5 to 6.5 and lasts 9 months.

Children with disabilities are included in the preschool educational system, in regular and special (development) groups, and the right to education is also provided to children in hospital treatment. Members of national minorities have the right to education in their native language, bilingually, or in the Serbian language.

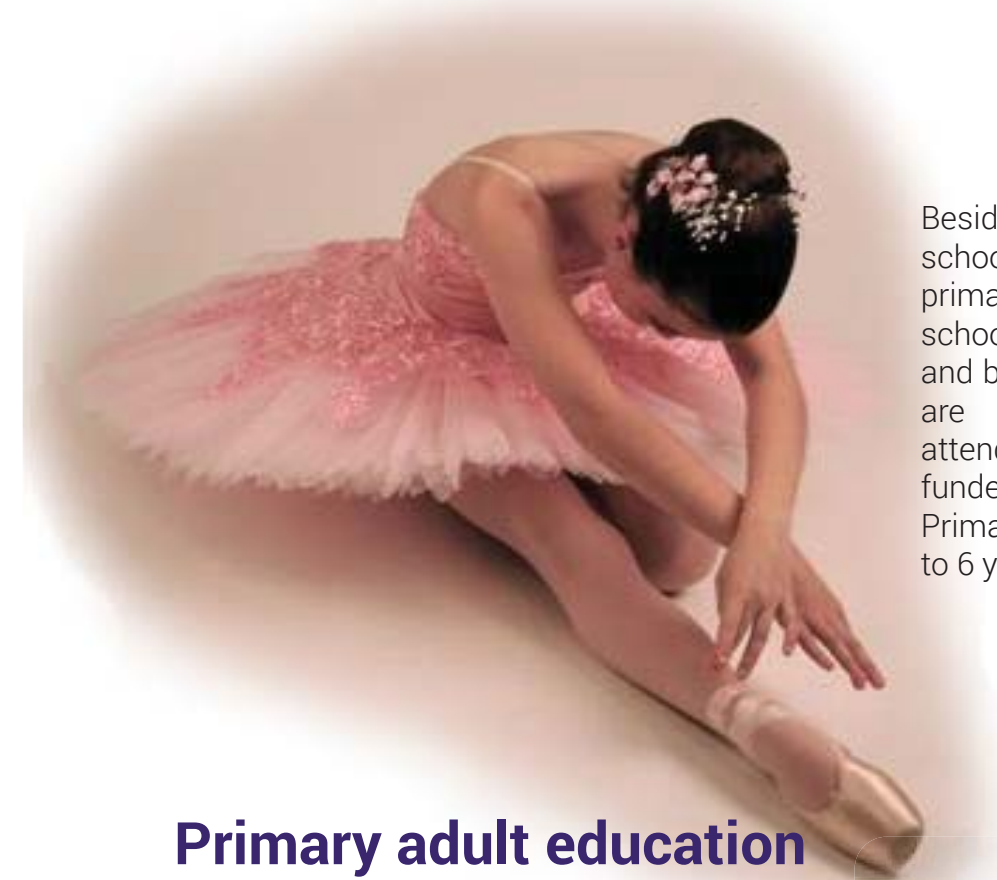
## Primary education

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

The first cycle covers the first four grades. All subjects in this stage are taught by class teachers, while some subjects, such as arts and foreign languages, may be taught by subject teachers, who teach these subjects in the second cycle. The second cycle covers 5th through 8th grade, where each subject is taught by subject teachers.

Children are admitted in the first grade of primary school when they are not less than 6.5 and not more than 7.5 years old, with the certificate of preschool programme attendance. Primary education is free of charge in state schools, while in private schools parents bear the costs of education.

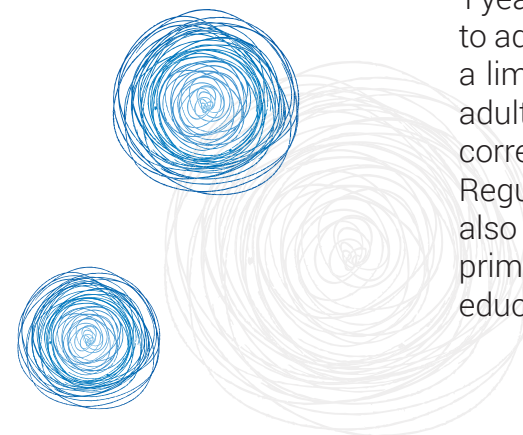
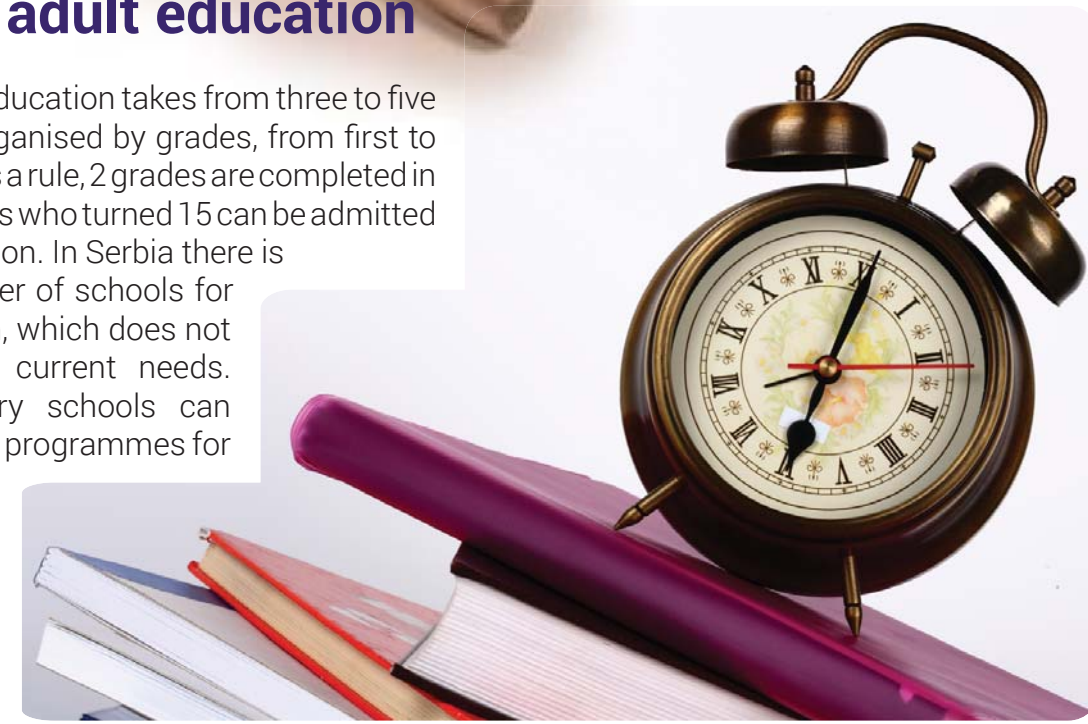
## Primary music education and primary ballet education



Besides the compulsory primary school, the system also includes primary music and primary ballet schools and schools for music and ballet talents. These schools are not compulsory. Their attendance is free of charge and funded at central and local levels. Primary music education takes 2 to 6 years and ballet 4 years.

## Primary adult education

Primary adult education takes from three to five years and is organised by grades, from first to eighth grade (as a rule, 2 grades are completed in 1 year). Students who turned 15 can be admitted to adult education. In Serbia there is a limited number of schools for adult education, which does not correspond to current needs. Regular primary schools can also implement programmes for primary adult education.





# Secondary education

Upper secondary schooling consists of four years of general education or two to four years of vocational education. Grammar schools (*gimnazija*) offer four years of general and broad education, with the option to specialise in languages, social sciences, mathematics, natural sciences (*prirodni smer*), information technology or philosophy. Students who have graduated from grammar schools can enrol at almost any faculty, and professional school students can proceed to tertiary education at faculties and colleges that fit their specialisation. Legislation on secondary education states that students enrolled in three-year vocational education and training (VET) programmes can take additional exams to qualify for taking university entrance exams.

Matura-type exams are being prepared for four-year general, technical or arts education and are expected to start in 2015. (Matura is a standardised final exam specified for different subjects, allowing entrance to higher education.)

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



## Grammar schools

General secondary education is acquired at grammar schools. There are two types of grammar schools: grammar schools of general type and specialised ones. Grammar schools of general type may organise four programmes: general, socio-linguistic, natural sciences and IT.

Specialised grammar schools are intended for education of talented students in certain areas. There are mathematical, philological, sports and computer science grammar schools. Grammar schools of general type also organise classes of students who show talent in special areas: mathematics, physics, languages or sports. Some regular grammar schools have bilingual classes, where a number of subjects are taught in foreign languages: French, Italian or English.

## Secondary vocational and artistic education

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

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

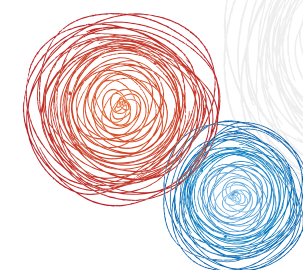
Practical teaching is conducted in school workshops and in the workplace. The final exam is taken at the end of a three-year educational programme, and the school-leaving exam is taken after a four year educational programme. Upon completing a specialist or master's education programme, a specialist or master's exam is taken and a certificate issued. In the vocational education reform process employers have participated in the development of new curricula, i.e. in more than 50 pilot programmes. Their representatives are members of commissions for the final exam or professional graduation in pilot programmes.

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

In secondary ballet schools, education is provided in the following departments: classical ballet, modern dance and folk dance. Schools of visual arts educate the following profiles: art technician, curator, designer and artistic handicrafts.

## Secondary adult education

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





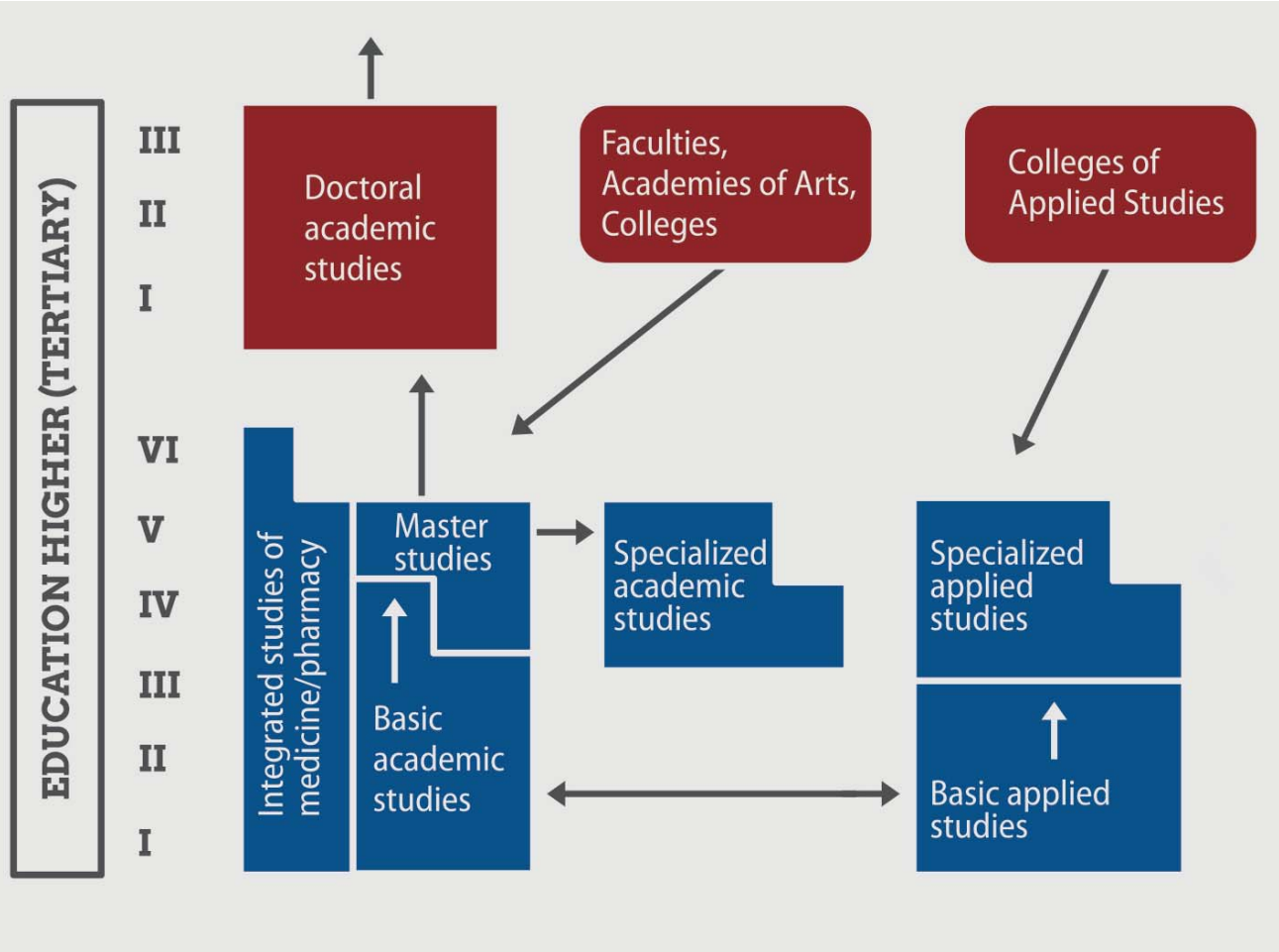
# Higher Education

Serbia joined the Bologna Process in 2003 and thus initiated a gradual reform process, which received its legal support in 2005 by the adoption of a new Law on Higher Education. This law formally introduced the European Credit Transfer System, three-cycle system of study and diploma supplement. From 2007/08 all new attendants study under the new reformed study programmes at all higher education institutions.

Higher education system has two types of studies: academic studies organised

at universities, and vocational profession-oriented studies organised either at colleges of applied studies or at universities.

Serbia currently has 19 accredited universities - 8 state universities, and 11 private universities. There are altogether 64 (47 public and 17 private) accredited vocational study colleges, and six colleges providing academic study programmes at which both first and second level (Bachelor and Master) programmes are taught.



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

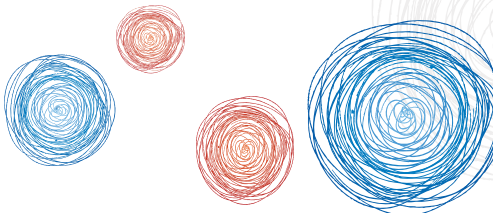
The three-cycle system of academic studies includes: basic academic studies lasting 3-4 years, carrying 180 to 240 ECTS, master studies lasting 1-2 years with 60 to 120 ECTS, and doctoral studies with a minimum of three years of study or 180 ECTS. In the field of medical science (the studies of medicine,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

Vocational studies comprise two levels: basic vocational studies, which last three years and have 180 ECTS, and specialised professional studies, which carry 60 ECTS and last one year.

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

Candidate ranking at public higher education institutions determines a list of those whose studies are financed from the state budget on the basis of study success. Each academic year, at the proposal of the National Council for Higher Education, the Government approves the number of budget-financed students in higher educational institutions founded by the Republic of Serbia.

Students who study at private higher education institutions pay fees as determined by the higher education institution. All students who complete their first and second level degree studies, in addition to the diploma, should get free of charge the diploma supplement in the Serbian and English languages.



## Number of students registered at higher education institutions

At all higher education institutions in the Republic of Serbia (universities, faculties and vocational and academic study colleges), both founded by the Republic (government) and private ones, a total of around 240 000 students is registered in all types and levels of study. The largest number study at state universities – around 85 %, while approximately 15% study at private higher education institutions.



# Future developments – National Strategy for Education Development by 2020

Education Development Strategy 2020+ envisages a number of important novelties. It is important to emphasize the support to reforms through the proposed increase in public funding for education, from the current 4.5% to 6.0% of gross domestic product by 2020. These funds will be primarily directed toward providing resources and conditions that may contribute to a better quality of education, because quite certain negative demographic trends require a change in the structure of the education system and the focus on its quality. It is therefore necessary to implement measures to improve the management, administration, information system and educational statistics.

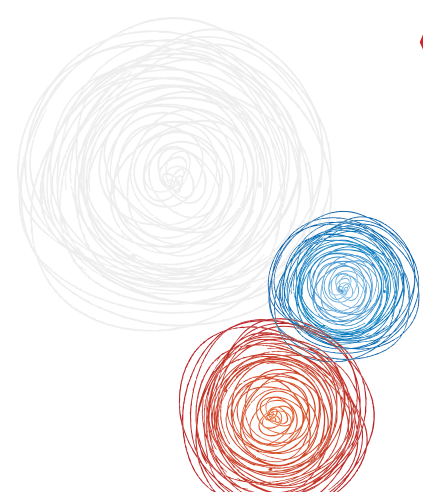
To increase the scope and effectiveness regarding completion of education, strategic decisions are defined which should be realized by 2020. We shall mention those that the authors of the Strategy selected in the Summary of the document:

1. For children from age six months to three years, increased access to diversified programs and services and provided coverage of children of this age in the amount of 30%. For all children from age 4 to 5.5 years, secured free-of-charge use of the shorter (half-day) quality educational programs in the course of one school year, and for children from 5.5 to 6.5 years total coverage of the all-day and half-day forms of preparatory preschool program;

2. All the children of law-prescribed school age (at least 98% of the cohort), regardless of social, economic, health, regional, national, linguistic, ethnic, religious and other characteristics, are covered by quality primary education from which the drop-out is not greater than 5% (primary school education completed by 93% of the cohort);
3. A minimum of 95% of those who completed primary education (88% of the cohort) are enrolled in one of the secondary schools. Four-year secondary schools enroll 78% of the cohort – one half four-year vocational schools and other half general secondary schools (grammar schools).
4. Four-year secondary vocational education is completed by a minimum of 95% of those enrolled (37% of the cohort), and grammar schools are completed by at least 95% of those enrolled (37% of the cohort);
5. Strategy suggests that all the necessary analysis is performed as soon as possible in order to determine the possibility of making mandatory, by 2020: (a) enrollment in secondary education upon completion of primary education, and (b) staying in secondary education, if not completed, by coming of age;

6. At least 40% of those who completed four-year secondary vocational schools (15% of the cohort) and 95% of those who completed secondary school (35% of the cohort) are enrolled in higher education. In total, higher education institutions enroll at least 50% of the cohort (probably 55% of the cohort, according to estimates);
7. Assuming that 70% of those enrolled complete their higher education (applied or academic bachelor studies) on time, or within a one-year delay, the participation of higher education in this cohort would probably amount to 38.5%;
8. About 50% of students who complete bachelor academic studies continue their education with master academic studies, and at least 10% of students who complete master academic studies continue studying at PhD studies;

9. At least 60% of PhD students finish studies within their nominal duration so that at least 200 PhD students per year per million inhabitants complete their studies on time. At least 10% of the study programs of PhD studies are joint programs with foreign universities;
10. At least 7% of adults in the Republic of Serbia are enrolled in some of the adult education programs.
11. The Strategy covers all levels of education, and listed below are some of the developmental orientations and measures relating to academic and vocational higher education.



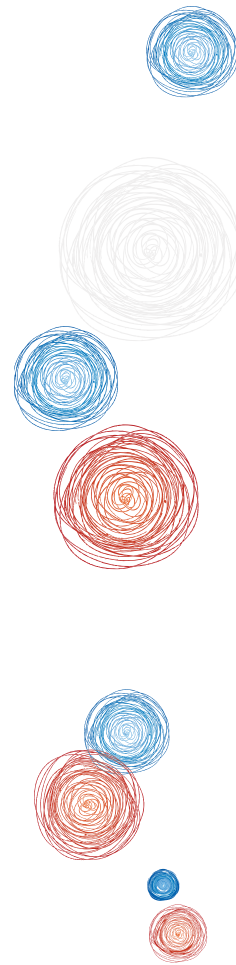


## Academic studies

1. In the focus of the implementation of the Bologna process should be: learning outcomes, knowledge, skills and competences of students. The paradigms "student in the center of learning" and "Lifelong Learning (LLL)" are to be promoted;
2. Influence should be exerted on higher education institutions to become an active factor in the preservation of cultural traditions, ethnic and cultural specificities and development of national identity. For this purpose, the system of financing of higher education shall provide the necessary funds for the permanent existence of educational and research programs whose mission is to study and to preserve national identity and cultural traditions;



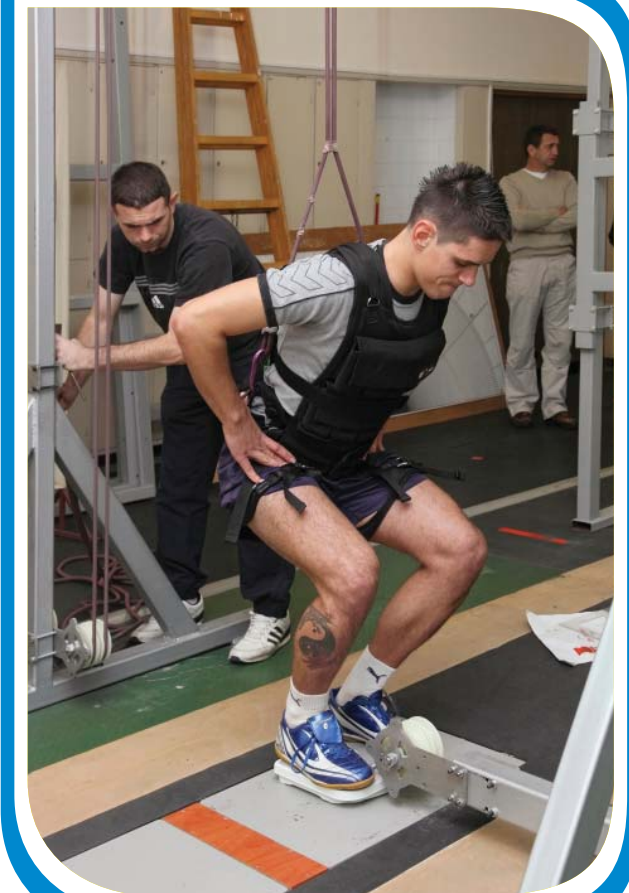
3. To develop and apply models of integration which enhance the functionality, retain autonomy and increase social responsibility of higher education institutions. To encourage efficiency and rationality in the use of resources and the opening of centers for career development and advancement of teaching and administrative and other services;
4. To increase the mobility of students between programs of academic study and facilitate the mobility between corresponding levels of academic and applied studies;
5. To influence all universities to fully integrate their functions in the following domains: strategic planning, adoption of study programs, quality assurance and quality control, enrollment policy, promotion of teachers, issuing of diplomas and of Diploma Supplement, international cooperation, investment, employment and hiring of teachers policies, the development of a unified information system, teaching joint subjects, realization of elective courses, policies and standards for realization and allocation of members' income, representation of members' interests before general public and before other actors in the university environment;
6. To improve the ratio between the number of students and teachers, particularly in the field of social and humanistic sciences. The general upper limit of this ratio, required for the entire higher education, is 40 students per teacher. For each field of science upper limit of this ratio shall be defined;



7. Commission for Accreditation and Quality Assurance (CAQA) will upgrade its work so as to: (a) bring about necessary changes to the accreditation standards, with full participation of the academic community, students and employers; (b) include independent (domestic and international) experts, students and employers in the accreditation process, and (c) publicly disclose reports on the findings of the reviewers and of the CAQA that are of relevance for making a decision on accreditation;
8. All higher education institutions which carry out study programs on the territory of the Republic of Serbia are to be covered by the accreditation process;
9. External quality assurance and accreditation process in the coming period will be implemented by a national body that operates entirely independently from the academic community and the Ministry, and is a full member of international associations ENQA and EQAR. Commission for Accreditation and Quality Assurance can be transformed into National Accreditation Agency that will act as an independent professional institution;
10. To support better use of the methodology and technology of e-learning as complementary to traditional learning, through the development of academic programs that are running in parallel (in classic form and as distance learning) and programs to be implemented only as a distance learning;
11. A much larger number of staff is to be included in organized research activities in all universities. Measures to improve

the research should include sources and methods of financing, mandatory own investments in research in proportion to the amount of own income, international cooperation, cooperation with industry, the requirements for promotion and selection of teachers and the organization of research within PhD studies;

12. To support the concept of the "entrepreneurial university" since it allows those universities to become "nuclei" of creating a new industry based on knowledge. All higher education institutions need to equip students for the development of innovation and entrepreneurship;





13. The selection, adaptation and development of management models and governance is to be left entirely to a given higher education institution. The only requirement is that models of governance and management ensure the pursuit of mission and reaching target levels of coverage, quality, efficiency and relevance of the studies;

14. To effect internationalization of universities' activities, for the purpose of improvement and development, through joint study programs, international research projects and the mobility of students, teachers and researchers;

15. Develop a set of indicators of competences of higher education institutions, which will include: results of the teaching and

research processes, innovation and patents, employment rate of graduates, the costs and prices of education, and others. To perform, according to these indicators, regular classification of higher education institutions and to inform the public on the classification results;

16. To formulate and implement concrete policies, actions and measures to improve international competitiveness and recognition of Serbian higher education. As a consequence of this policy, improvement of position of universities from Serbia on credible international rankings, or in the region, is expected.



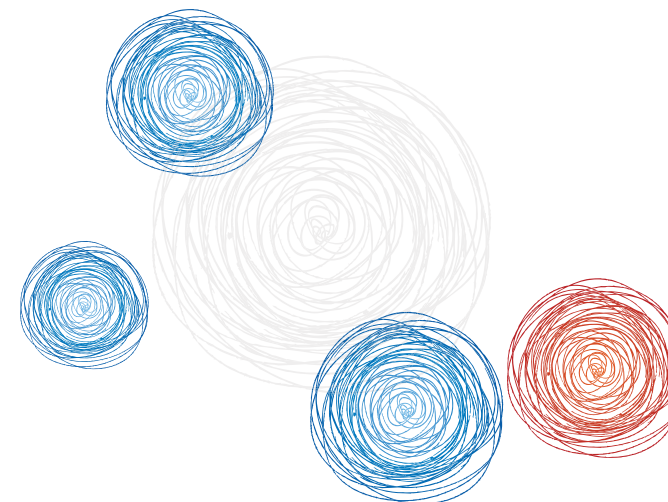
## Applied Studies

Development of applied studies is facing two major challenges: (a) raising the quality of applied higher education, and (b) the development of educational resources and processes in accordance with the higher education standards.

Measures to raise the quality of applied higher education:

(a) Improving competences of the teaching staff and the quality of study programs. The teaching staff, in addition to scientific competence, should also possess exceptional knowledge of the profession, which should be provided through a redefinition of the criteria for selection, evaluation and employment, which are specifically differentiated from those which apply to academic studies, as well as by establishing a system of professional and pedagogical training and improvement. Hiring professionals from the real and the public sectors in the implementation of study programs, on the one hand, and teachers' spending time in training and improvement, on the other, enable enhanced quality of applied studies;

(b) Increasing the quality of study programs, implemented through a clear definition of professional competencies of graduates based on learning outcomes, through teaching oriented towards the achievement of practical knowledge and professional skills and with curricula in which practical training represents a significant part.







Key measures for the development of educational resources and processes must be:

- (a) Systematic positioning of applied studies in research and artistic activities so that these activities become a structural element in organization of institutions of applied higher education, together with the introduction of applied master studies with research facilities directed towards practical application;
- (b) Institutionally and organizationally connect and strengthen the existing “atomized” system of applied studies, which consists of 65 independent and unrelated schools, through the integration of existing institutions of higher education into academies of applied studies. This would achieve a “critical mass” necessary for applied studies to accomplish their mission within the higher education system.

**Bearing in mind that the projects should be in line with the national policies, the applicants should consider the above mentioned actions and measures listed in the Strategy when they prepare the project proposals.**

## **Serbia in the Erasmus+ programme**



# Serbia in the Erasmus+ programme

The activities funded by the Erasmus+ programme are not the same for all the participating countries. Participating countries are grouped into programme and partner countries, Programme countries are European Union countries, Island, Lichtenstein, Norway and some candidate countries. Partner countries can be those countries neighbouring the EU, including Serbia, as well as all the other countries in the world.

If certain pre-conditions are fulfilled, Serbia can become a programme country and participate fully in the programme. All the stakeholders are aware of the importance of the participation of Serbia in the programme and efforts are made towards achieving full participation.

Promotion and implementation of Erasmus+ programme in Serbia, as far as education parts are concerned, is delegated to the Foundation Tempus – Erasmus + Office in Serbia.

The Erasmus+ programme has three Key Actions and two separate parts – Jean Monnet and Sport. Serbian institutions can take part in certain types of projects within each of the enumerated Erasmus+ parts.

## How institutions from Serbia can participate in the Erasmus+ projects?

Cooperation with Serbia in Erasmus+ is possible through the types of projects enumerated below. In some of them institutions from Serbia can be involved as applicants and partners, while in others they can only participate as partners.

	Type of participation
Joint Master Degrees	as partner
International Credit mobility	as partner
Capacity building in higher education	as applicant and partner
<b>Possibility of mobility strand</b>	
Knowledge alliances, sector skills alliances	partial participation*, as partner only
Strategic partnerships in education, training and youth	partial participation*, as partner only
Jean Monnet	as applicant and/or partner in most of the projects (only as partner in networks)

*\*Access possible but only if essential added value brought by the Partner Country*





# What are these types of project about?

## Key action 2

### Key action 1

#### KA1 – Academic exchange – International credit mobility

Well-known Erasmus programme is for the first time open to non-EU universities, students and staff through this action. Erasmus+ can support the organisation of credit mobility i.e. student mobility between 3 and 12 months (in both directions) to obtain credits in a host institution, which are then recognised by the home institution. This action also funds staff mobility to and from the participating universities.

Scholarships are awarded on the basis of inter-institutional agreements between universities from Programme and Partner countries. This action is decentralised and managed by a network of National Agencies in Programme Countries. It is open for participation of higher education institutions worldwide, though only institutions from Programme Countries can submit applications to their National Agencies.

Higher education institutions from Serbia can apply for this type of projects as partners, together with higher education institutions from programme countries.

#### KA1 - Joint master programmes

Higher education institutions from Serbia can be partners in projects for creation of joint master programmes together with higher education institutions from the EU countries.

*Institutions from Serbia can take part in majority of Erasmus+ Key Action 2 projects. For the time being, there are two modalities of participation:*

#### *1. Participation as partners or coordinators of projects, in Capacity Building Projects for Higher Education.*

Capacity building project will replace what used to be financed under Tempus and some other programmes. It is possible to apply for joint projects based on multilateral partnerships and get funding for curriculum development and modernisation, modern teaching and learning practices, upgrading of facilities and equipment, improving university governance and management and creating better links between higher education and the world of work.

This action will also finance projects aiming to have impact on the national systems, through the involvement of national authorities, alongside universities. This action is centrally managed by The Education, Audiovisual and Culture Executive Agency (EACEA).

This action is open to participation of higher education institutions in the countries covered by the ENI, **IPA (Serbia is one of them)**, DCI and EDF. Applications to EACEA may come from institutions in a Programme Country or a Partner Country.

Please bear in mind that applications have to respect the priorities that are published together with the call for proposals in the Erasmus+ programme official documents.



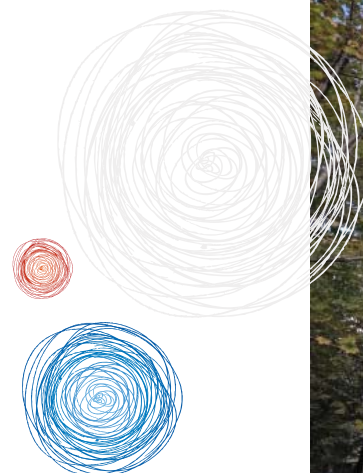
**2. Participation as partners only (not as applicants), provided that their participation brings an essential added value to the project. This refers to participation in Knowledge Alliances, Sector Skills Alliances and Strategic Partnerships. The exception could be the type of projects related to the school cooperation (in which only the schools are partners). This type of projects may be open only to schools from programme countries.**

Strategic Partnerships offer the opportunity to organisations active in the fields of education, training and youth, as well as enterprises, public authorities, civil society organisations active in different socio-economic sectors to cooperate in order to implement innovative practices leading to high quality teaching, training, learning and youth work, institutional modernisation and societal innovation. Erasmus+ offers great flexibility in terms of activities that Strategic Partnerships can implement, as long as the proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project.

**Knowledge Alliances** promote structured, long-term cooperation between HEIs and enterprises. They facilitate knowledge flows between education and enterprise, stimulate entrepreneurship and develop multidisciplinary curricula responding to business needs.

This action is open to participation from higher education institutions worldwide, though only institutions from Programme Countries can submit applications to EACEA in Brussels.

Serbian primary and secondary schools and kindergartens can use **eTwinning internet** portal for cooperation and exchange of good practices.



## Jean Monnet

Jean Monnet activities support academic teaching and research (Chairs, Modules and Centres of Excellence), cooperation projects, conferences and publications in the field of EU studies, Postgraduate level courses on European Union issues or promoting debate and exchanges on EU policy priorities are examples of activities that can be supported in this action. Universities, organisations and associations from all over the world can apply direct to EACEA for Jean Monnet activities.

Institutions from Serbia can participate in all types of Jean Monnet projects, similar to institutions from all over the world.

For more information: [http://ec.europa.eu/education/opportunities/jean-monnet/index\\_en.htm](http://ec.europa.eu/education/opportunities/jean-monnet/index_en.htm)

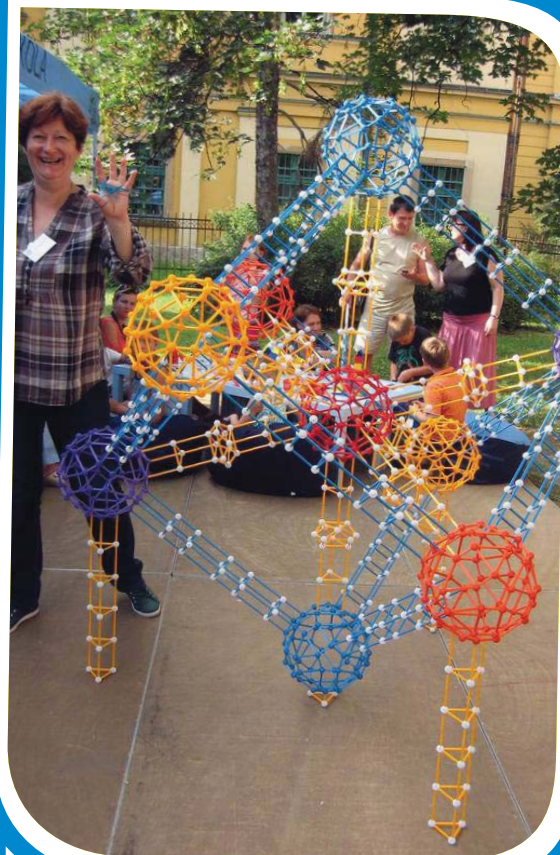
## Key action 3

Serbia can take part in Erasmus+ Key Action 3 projects supporting policy reform targeted at the achievement of the goals set in the Europe 2020 Strategy, Strategic Framework for European Cooperation in Education and Training (ET 2020) and European Youth Strategy.



Institutions from Serbia have participated in the Tempus, Erasmus Mundus and partially in the centralized actions of the Lifelong Learning programme. All types of education and other institutions show a high interest for continuation of the cooperation with the EU and other countries from all over the world. Assistance in partner search is available through the Foundation Tempus-Erasmus+ Office in Serbia, [www.erasmusplus.rs](http://www.erasmusplus.rs).

*Total number of students from Serbia who benefited Erasmus Mundus scholarship is close to 1750. Institutions from Serbia participated in more than 40 LLP projects.*



*Serbia has participated in 121 Tempus III and 84 Tempus IV projects and coordinated 41 projects in Tempus IV phase. The total value of projects amounts to 45 million euro.*

## Higher education institutions in Serbia



# Higher education institutions in Serbia



There are three types of higher education institutions in Serbia: universities (*univerzitet*), colleges of applied studies (*visoka škola strukovnih studija*) and colleges of academic studies (*visoka škola*). Faculties usually have the status of a legal body, but they cannot exist independently as they need to be a constituent part of a university.

The Law on Higher Education also allows colleges of applied studies to come together and form university of applied studies (*akademija strukovnih studija*), but until now such institution practically does not exist. All colleges can act independently.

The three-cycle structure has been instituted in all universities, while colleges can organize first two cycles of studies.



All study programmes have to pass a national accreditation. It is also possible to establish a study programme with a joint or double degree. Information on the accredited study programmes and institutions is available at the website of the Commission for the Accreditation and Quality Control, [www.kapk.org](http://www.kapk.org)





The table below shows contact data relevant for international cooperation of some higher education institutions:

Universities							
Title of the higher education institution	Contacts for international cooperation	Field(s) of studies					
		TTS	SSH	NSM	MED	ART	IMT
<b>University of Arts in Belgrade</b> <i>Univerzitet umetnosti u Beogradu</i>	<b>Jasmina Milovanović</b> Coordinator for International Cooperation Telephone: +381 11 26 24 020 E-mail: <a href="mailto:international.relations@arts.bg.ac.rs">international.relations@arts.bg.ac.rs</a> Web-site: <a href="http://www.arts.bg.ac.rs">www.arts.bg.ac.rs</a>						
<b>University of Belgrade</b> <i>Univerzitet u Beogradu</i>	<b>Branka Janda-Marković</b> Head, Office of International Relations Tel. +381 11 32 07 445 E-mail: <a href="mailto:branka.janda.markovic@rect.bg.ac.rs">branka.janda.markovic@rect.bg.ac.rs</a> Web-site: <a href="http://www.bg.ac.rs">www.bg.ac.rs</a>						

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Title of the higher education institution	Contacts for international cooperation	Field(s) of studies					
		TTS	SSH	NSM	MED	ART	IMT
<b>University of Defence</b> <i>Univerzitet odbrane</i>	<b>Prof. Goran Dikić</b> Vice-rector for International and Inter-university Cooperation Telephone: +381 11 360 30 57 E-Mail: <a href="mailto:rectorate@mod.gov.rs">rectorate@mod.gov.rs</a> Web-site: <a href="http://www.uo.mod.gov.rs">www.uo.mod.gov.rs</a>						
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Universities							
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Universities							
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Colleges of Applied Studies							
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		TTS	SSH	NSM	MED	ART	IMT
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<b>College of Agriculture and Food Technology in Prokuplje</b>  <i>Visoka poljoprivredno-prehrambena škola Prokuplje</i>	Telephone: +381 27 329 158 E-mail: <a href="mailto:vpps@beotel.rs">vpps@beotel.rs</a> Web-site: <a href="http://www.vpps.edu.rs">www.vpps.edu.rs</a>						



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Title of the higher education institution	Contacts for international cooperation	Field(s) of studies					
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<b>College of Applied Studies for Medicine and Hygiene "Visan" – Zemun</b>  <i>Visoka zdravstveno sanitarna škola strukovnih studija "VISAN"</i>	<b>Aleksandra Malivuk</b> Deputy Director & International Coordinator  Mobile:+381 62 501 937 Telephone:+381 11 307 64 72 E-mail: <a href="mailto:skola@vzsvisan.com">skola@vzsvisan.com</a> ; <a href="mailto:a.malivuk@hotmail.com">a.malivuk@hotmail.com</a> Web-site: <a href="http://www.vzsvisan.com">www.vzsvisan.com</a>						
<b>College of Applied Studies in Chemical Technology - Kruševac</b>  <i>Visoka hemijsko tehnološka škola strukovnih studija Kruševac</i>	<b>Mladen Nikolić</b>  Mobile: +381 65 3500 255 Telephone: +381 37 427 603, E-mail: <a href="mailto:mladennikolic@vhts.edu.rs">mladennikolic@vhts.edu.rs</a> Web-site: <a href="http://www.vhts.edu.rs">www.vhts.edu.rs</a>						
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		TTS	SSH	NSM	MED	ART	IMT
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<b>College of Textile Design, Technology and Management- Belgrade</b> <i>Visoka tekstilna strukovna škola za dizajn, tehnologiju i menadžment Beograd</i>	<b>Marija Srndović</b> Telephone: +381 69 229 11 49 E-mail: <a href="mailto:dtmskolab@gmail.com">dtmskolab@gmail.com</a> Web-site: <a href="http://www.vtts.edu.rs">www.vtts.edu.rs</a>						
<b>College of Tourism - Belgrade</b> <i>Visoka turistička škola strukovnih studija Beograd</i>	Telephone: +381 11 26 98 222 E-mail: <a href="mailto:info@visokaturisticka.edu.rs">info@visokaturisticka.edu.rs</a> Web-site: <a href="http://www.visokaturisticka.edu.rs">www.visokaturisticka.edu.rs</a>						
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Colleges of Applied Studies							
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		TTS	SSH	NSM	MED	ART	IMT
<b>Preschool Teacher Training College „Mihailo Palov” in Vršac</b> <i>Visoka škola strukovnih studija za vaspitače "Mihalo Palov" Vršac</i>	<b>Jelena Prtljaga, PhD</b> Mobile: +381 60 615 5811 Telephone: +381 13 833 420 E-mail: <a href="mailto:jpivan@sezampro.rs">jpivan@sezampro.rs</a> , <a href="mailto:vsvasdirektor@hemo.net">vsvasdirektor@hemo.net</a> Web-site: <a href="http://www.uskolavrsac.in.rs">www.uskolavrsac.in.rs</a>						
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<b>Railway College of Applied Studies in Belgrade</b> <i>Visoka železnička škola strukovnih studija u Beogradu</i>	<b>Zorica Milanović, PhD</b> Profesor strukovnih studija Mobile: +381 64 951 22 99 Telephone: +381 11 32 92 517 E-mail: <a href="mailto:zorica.milanovic@vzs.edu.rs">zorica.milanovic@vzs.edu.rs</a> , <a href="mailto:office@vzs.edu.rs">office@vzs.edu.rs</a> Web-site: <a href="http://www.vzs.edu.rs">www.vzs.edu.rs</a>						
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Colleges of Applied Studies							
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<b>Technical College of Applied Studies – Požarevac</b>  <i>Visoka tehnička škola strukovnih studija Požarevac</i>	<b>Vladan Đulaković</b> Director  Telephone: 381 12 531667 E-mail: <a href="mailto:visa_po@ptt.rs">visa_po@ptt.rs</a> Web-site: <a href="http://www.vts-pozarevac.edu.rs">www.vts-pozarevac.edu.rs</a>						
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#### Field of studies

TTS	Technical and technological sciences
SHS	Social sciences and humanities
NSM	Natural sciences and mathematics
MED	Medical sciences
ART	Arts
IMT	Interdisciplinary, multidisciplinary and transdisciplinary science

**Foundation Tempus  
Erasmus+ office in Serbia**



# Foundation Tempus – Erasmus+ office in Serbia



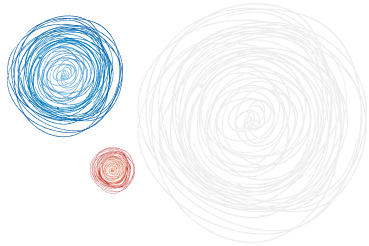
The existence and work of the Foundation Tempus is associated with the participation of the Republic of Serbia in EU programmes for cooperation in the field of education from the year 2000 onwards.

It was founded in October 2002 as an organisation that provides a framework for the activities of the National Tempus Office, a national focal point for this EU programme of modernisation of higher education. Several years later, in 2007, the Foundation started to promote the Erasmus Mundus programme, i.e. its joint study programmes and scholarships for students, teachers and other staff in higher education institutions. In 2011 the Lifelong Learning Programme was added to its portfolio, which provided cooperation opportunities for pre-university levels of education.

The number of institutions the Foundation cooperated with was increasing – from universities and colleges of applied studies, to primary and secondary schools and organisations, State institutions, enterprises and organisations of civil society active in the field of education.

When at the end of 2013 all three programmes gave way to a new programme of the European Union, entitled Erasmus+, the Foundation Tempus was appointed as the office in charge of promoting and monitoring the implementation of this programme for projects in the field of education.





## Activities

The work of the Foundation can be summarised in the following way:

### Support to the participation of Serbia in EU education programmes

- Promotion of the Erasmus+ programme and monitoring of the implemented Tempus and Erasmus+ projects.
- Support for the preparation of project applications and providing information about other EU programmes, like Erasmus Mundus and centralised actions of the Lifelong Learning programme.

### Organisation of activities that contribute to the improvement of education policies and implementation of specific measures

As a focal point for some European education networks, the Foundation organises activities in the following fields:

- Career guidance and mobility – Euroguidance network



- Higher education reform and promotion of good practices related to teaching methodology, student services, recognition, teacher education, cooperation with the industry...- HERE team



- Collecting data about European education systems – Eurydice network
- Providing information and support to potential and current foreign students in Serbia through consultations and the [www.studyinserbia.rs](http://www.studyinserbia.rs) portal.



# Contact

## Foundation Tempus – Erasmus+ Office in Serbia

### Support to the implementation of EU education programmes in Serbia

- Erasmus+ Capacity Building HE projects
- International Credit Mobility
- Jean Monnet
- Joint Master Degrees
- Strategic Partnerships (limited participation)
- Knowledge and Sector Skills alliances (limited participation)

**Contact:**     [www.erasmusplus.rs](http://www.erasmusplus.rs)  
                  [eplus\\_serbia\\_cbhe@tempus.ac.rs](mailto:eplus_serbia_cbhe@tempus.ac.rs), [office@tempus.ac.rs](mailto:office@tempus.ac.rs)

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### Participation of Serbia in Erasmus+ networks

- Euroguidance,     [www.euroguidance.rs](http://www.euroguidance.rs), [euroguidance@tempus.ac.rs](mailto:euroguidance@tempus.ac.rs)
- Study in Serbia,   [www.studyinserbia.rs](http://www.studyinserbia.rs)
- eTwinning,         [etwinning@tempus.ac.rs](mailto:etwinning@tempus.ac.rs)
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