



Prof. Srdjan S. Stanković



ACTIVITIES OF THE NATIONAL COUNCIL FOR HIGHER EDUCATION

**President, National Council for Higher
Education of the Republic of Serbia**

National Council for Higher Education

The **National Council for Higher Education** is an independent body, made up of 21 members, appointed by the National Assembly of the Republic of Serbia;

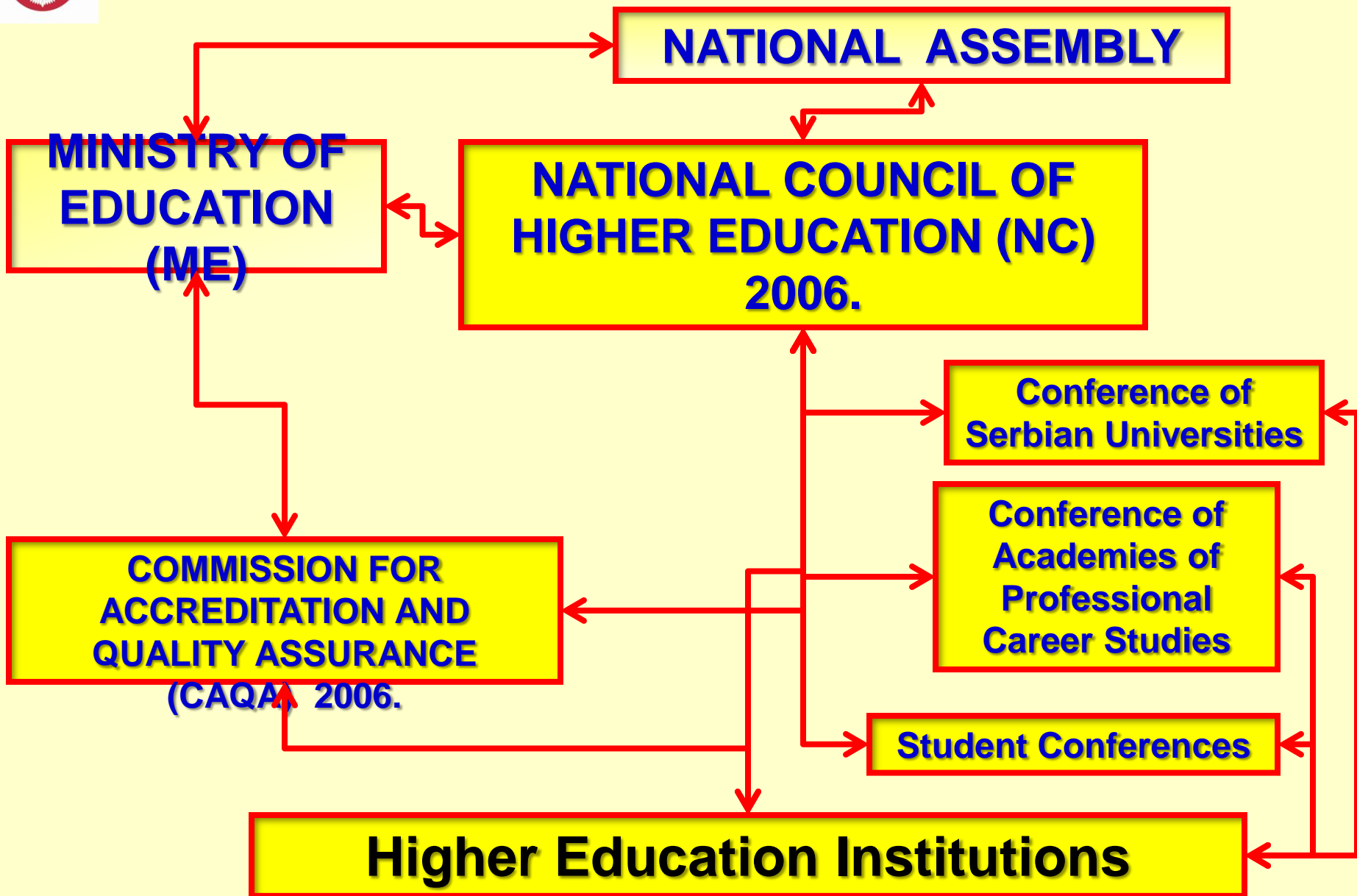
It ensures the development and promotion of the quality of higher education.

National Council for Higher Education

- **follows the development of higher education in the Republic of Serbia and its harmonization with the European and international standards**
- **proposes the policy of Higher Education to the Ministry of Education**
- **proposes to the Government norms and standards for functioning of higher education institutions**
- **defines scientific and professional areas within the educational-scientific and educational-artistic fields**
- **defines the list of professional , academic and scientific titles and degrees**

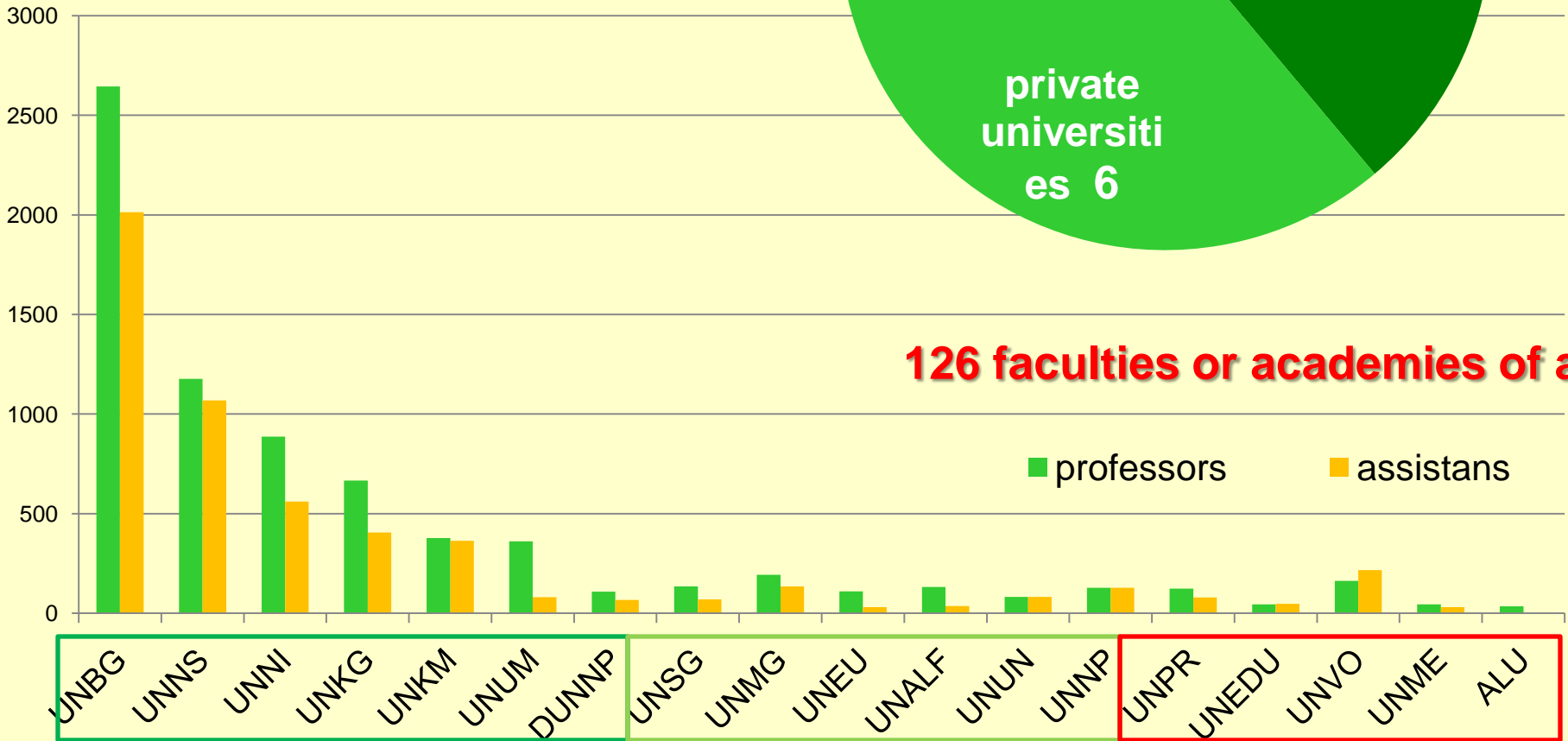
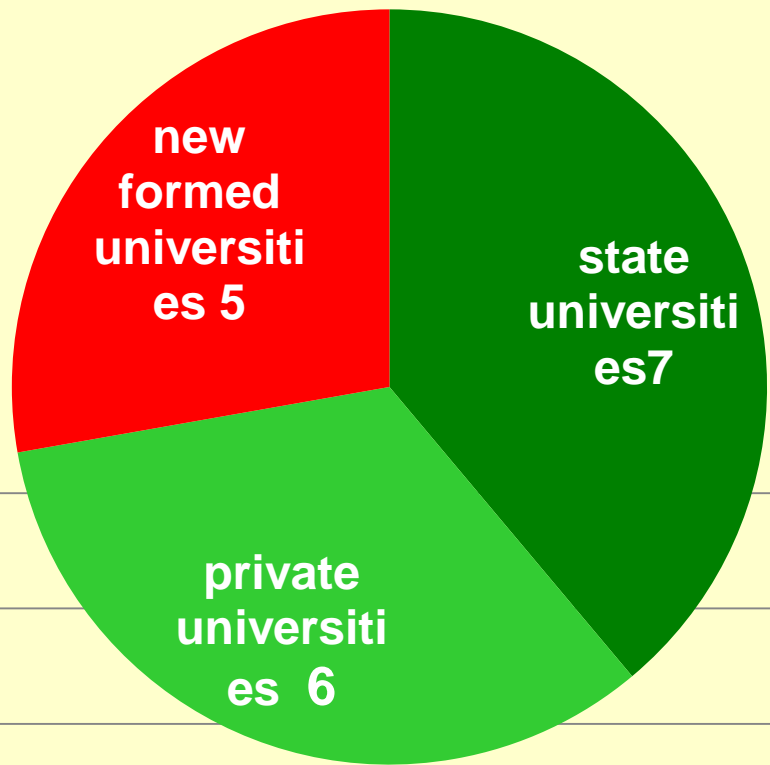
National Council for Higher Education

- **formulates the standards for the quality self-assessment of higher education institutions**
- **formulates standards and procedures for external quality assessment of higher education institutions**
- **defines standards for work permissions**
- **defines standards and procedures for accreditation of higher education institutions and study programs**
- **formulates recommendations for the conditions for the election of university teachers**
- **gives opinion about the procedures for formulation and adoption of all regulations concerning higher education**



Higher Education at universities

Number of professors: 7407
 Number of assistants : 5411
 Number of students : 216342



126 faculties or academies of arts

professors assistants

Elements of the National Report

- **implementation of the principles established by the Bologna process started in 2006/2007**
- **the ECTS system has been entirely implemented, including both the elements of workload and the elements of learning outcomes**
- **the three-level system defined by the Law on Higher Education has been introduced in all the higher education institutions (academic studies)**
- **the two-level system defined by the Law on Higher Education has been introduced in all the higher education institutions (professional studies - colleges)**

Elements of the National Report

- **the diploma supplement is introduced at the first two levels (given automatically and for free)**
- **the system of quality assurance (QA) has been substantially improved since 2005**
- **the QA system contains internal and external quality assurance, as well as accreditation**
- **accreditation started in 2007 and has encompassed 7 public universities (85 faculties), 6 private universities (43 faculties) i 80 schools for professional studies**

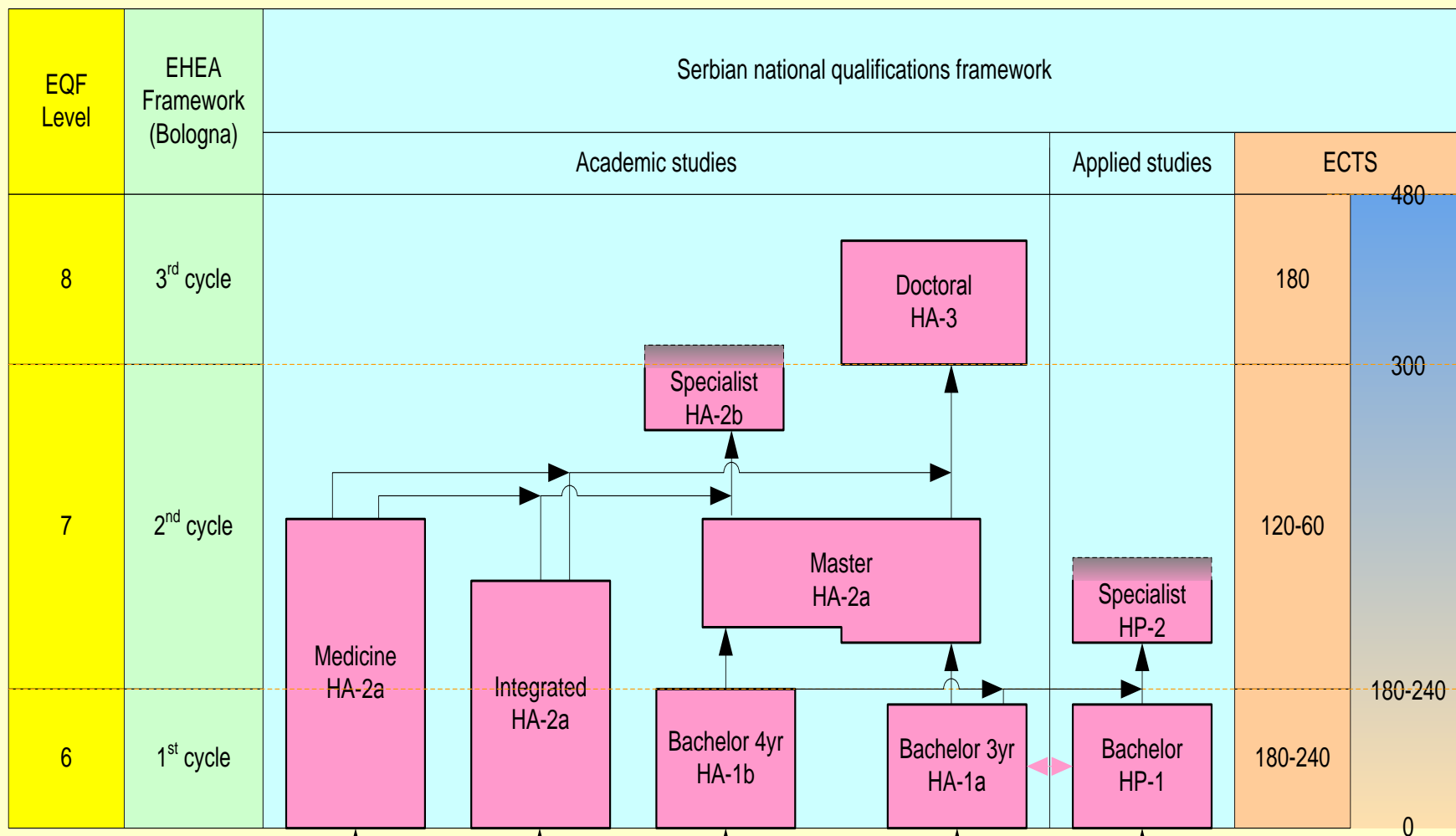
Elements of the National Report

- **the national QA system has not yet been accredited at the international level**
- **there exists a hierarchical control system which starts from the National Assembly (Committee for Education), goes through the National Council for Higher Education, and ends with the Commission for Accreditation and Quality Assurance, which submits periodic reports**
- **the National Qualification Framework (NQF) adopted by the National Council of Higher Education**

Elements of the National Report

- **some problems in the application of the Law on Higher Education have been identified – an action aimed at some modifications of the text started already in 2008 (the basic principles will remain unchanged)**
- **student and teacher mobility has been increased, helped by international projects (Tempus, Council of Europe, FP7)**
- **problems related to financing still remain**

National Qualifications Framework (SNQF)



Candidates (high school graduates)

H – higher education;
 A – academic studies;
 P – professional studies;

Higher Education Reform

- Real teaching starts when the teacher starts learning from his student putting himself at his place, so that he can understand what he learns and how he understands.

SOREN KIERKEGAARD

- Do not force children to learn using force and brutality, but rather direct them to learn by choosing subjects interesting to their spirits.

PLATO

Higher Education Reform

- **PROCESS** WHICH HAS TO BE FOLLOWED AND PERMANENTLY CONTROLLED
- **ECTS SYSTEM**, INTRODUCED BY LAW, SHOULD BE ANALYSED FROM THE POINT OF VIEW OF ESSENCE: relation between the required and the possible
- ACCREDITATION OF ALL HIGHER EDUCATION INSTITUTIONS
- **FEEDBACK: STUDENTS AS SUBJECTS OF HIGHER EDUCATION**

Higher Education Reform

- **LEARNING OUTCOMES AND COMPETENCES**
- **QUALIFICATIONS FRAMEWORK:**
participation of the academic society, employers
and the state
- **TRANSPARENCY: mutual recognition of degrees**
- **IMPORTANT CURRENT ACTIVITY:**
STRATEGY OF HIGHER EDUCATION

Strategy of Higher Education

- **AT THE UNIVERSITIES, PEOPLE ARE UNITED BY THE AIM TO SEEK THE TRUTH AND TEACH THE TRUTH USING SCIENCE.**
- Therefore, **research** is the primary duty of the Universities, and **teaching** is their second duty. Having in mind that the transmission of mere knowledge and skills would be insufficient for understanding the truth, **education** is the essence of both research and teaching.
- There exists an **inseparable unity** between the aims of research, teaching and education.

KARL JASPERS