12 Years of EU Programs in the Field of Education in Serbia
Foundation Tempus

12 Years of EU Programs in the Field of Education in Serbia
Contents

6_ Foundation Tempus - Short Overview of Its Development

7_ EU Programs for Cooperation in the Field of Education and Their Projects
   7_ Tempus = Higher Education Reform
   13_ Study Programs Developed through Projects
   16_ Incentive for Reform of Higher Education Institutions
   18_ Cooperation between Higher Education and Society at Large
   21_ Pre-University Education in Tempus Projects
   22_ Modernization of Equipment
   24_ Erasmus Mundus = Student and Teaching Staff Mobility
   28_ Erasmus Mundus Alumni
   30_ Lifelong Learning Programme = Extending Cooperation to Other Levels of Education

34_ Foundation Tempus Activities
   38_ Tempus Projects Coordination Meetings
   40_ Support to the Higher Education Reform Experts Team
   42_ Euroguidance Centre – the National Centre of European Network for Career Guidance and Counselling
   47_ Database of Opportunities for Foreign Students

48_ Erasmus+ Towards the Full Participation of Serbia in the Erasmus+
50_ The Importance of Participation in Decentralized Parts of the Programme
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 organization that provided the framework for the activities of the National Tempus Office, a national focal point for this EU programme of modernization 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 organizations, State institutions, enterprises and organizations of civil society active in the field of education.

When all three programmes gave way to a new programme of the European Union, entitled Erasmus+ at the end of 2013, 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.
Tempus = Higher Education Reform

Tempus programme is one of the oldest and it is considered to be one of the most successful cooperation programmes the EU has launched. The programme has provided a significant support to the reform of higher education in the EU neighbouring countries, primarily to those countries in the process of accession to the EU. Tempus projects are funded primarily from EU grant (up to 90% of each project budget) with a minor percentage of co-financing by the beneficiaries (10%).

Serbia has actively participated in the Tempus programme since 2001, when it joined the first Call of Tempus III phase (2001-2007), up until the Call in 2013. That was the last Call of Tempus IV phase (2008-2013), when the programme ceased to exist, i.e. it has been replaced by the Erasmus+ programme.

It has been estimated that the total value of Tempus projects in which the institutions from Serbia were (or still are) involved, as either partners or coordinators, is about 45 million euro. Throughout the entire period (2001-2013) Tempus has been the largest financial instrument of support to the modernization of higher education in Serbia. It contributed to the Serbian higher education institutions keeping up with the current trends of changes within the European Higher Education Area.
In the beginning, the biggest impact of the Tempus programme was on higher education institutions – on concrete study programmes, purchase of the equipment and on teaching staff capacity building through mobility periods spent abroad. These projects were called Joint Projects for Curricula Reform, and they remained the largest group of Tempus projects in Serbia (almost two thirds of the funded projects) during the duration of the programme. These projects largely reflected the support to the reforms initiated by the Bologna process.

Through the Tempus priorities for applications, the focus was also put on other important challenges for higher education, related to improving the work of institutions in terms of quality standards, internal procedures, work of student services, student representative bodies and management of the institutions as wholes. These projects were called the Governance Reform Projects, and for the most part were structural by their nature, i.e. the results achieved therein could be transferred to any university in the country, even those that did not directly participate in Tempus projects.

An important new development in Tempus IV phase is the fact that the links between higher education and society have been reinforced. This group of projects particularly focused on strengthening the links with non-academic partners, in terms of development and delivery of training courses for employees in business enterprises and other organizations, as well as other forms of cooperation. Similarly, each of the projects for curricula development in Tempus IV phase emphasized the need for the study programmes to be revised or introduced in accordance with the specific needs of business organizations or labor market.
<table>
<thead>
<tr>
<th>Partner Institution/Organisation</th>
<th>As grantholder</th>
<th>As partner</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Belgrade</td>
<td>13</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>University of Novi Sad</td>
<td>11</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>University of Kragujevac</td>
<td>8</td>
<td>35</td>
<td>43</td>
</tr>
<tr>
<td>University of Nis</td>
<td>6</td>
<td>32</td>
<td>38</td>
</tr>
<tr>
<td>University of Arts in Belgrade</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>State University of Novi Pazar</td>
<td>1</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Technical College of Applied Studies in Novi Sad</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Applied Studies in Electrical Engineering and Computer Sciences in Belgrade</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agricultural and Food Technology College of Applied Studies in Prokuplje</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business and Technical College of Applied Studies in Uzice</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Preschool Teacher Training College of Applied Studies &quot;Mihailo Palov&quot; in Vrsac</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Conference of Universities of Serbia</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Singidunum University</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Megatrend University</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Technical College of Applied Studies in Nis</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Technical College of Applied Studies in Subotica</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Educons University</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Belgrade Metropolitan University</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Railway College of Applied Studies in Belgrade</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Preschool Teacher Training College of Applied Studies in Krusevac</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Textile College of Applied Studies in Leskovac</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Technical College of Applied Studies in Pozarevac</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Agricultural College of Applied Studies in Sabac</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>College of Applied Studies in Vranje</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Technical College of Applied Studies in Zrenjanin</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Alfa University</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Union University</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Defence</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Medical College of Applied Studies in Cuprija</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technological College of Applied Studies in Krusevac</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>International University of Novi Pazar</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Legal and Business Studies dr Lazar Vrkatic</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Preschool Teacher Training College of Applied Studies in Pirot</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technical and Mechanical Engineering College of Applied Studies in Trstenik</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Applied Sciences for Preschool Teacher Training and Business Informatics &quot;Sirmium&quot; in Sremska Mitrovica</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business College of Applied Studies in Novi Sad</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Preschool Teacher Training College of Applied Studies in Novi Sad</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business College of Applied Studies in Leskovac</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technical College of Applied Studies in Kragujevac</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Applied Studies in Information and Communication Technology in Belgrade</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tourism College of Applied Studies in Belgrade</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>84</strong></td>
<td></td>
</tr>
</tbody>
</table>
Number of projects coordinated by institutions from Partner countries in total number of projects approved for funding per country per year

Total number of projects approved for funding per year

Individual participation in Tempus projects per number of projects in which an individual participates at the same time

more than one project 11.20%
one project 88.80%
Tempus encouraged an extremely important topic of linking higher and pre-university levels of education, in order to achieve better coordination of reform activities in accordance with the concept of lifelong learning. The programme thus contributed to the overall socio-economic development, strengthening civil society, understanding and dialogue between cultures. It influenced the promotion of regional cooperation among Western Balkan countries.

An important new development in Tempus IV phase is the fact that the universities and colleges of applied studies could be project coordinators, on behalf of a whole consortium. This contributed to the development of expertise the expertise of academic staff and university departments responsible for carrying out the coordination of all activities, and administrative and financial reporting. Furthermore, on a more general level, it contributed to better absorption capacity of institutions to use the EU funds.
According to the analysis done in May 2014, there are 1660 representatives of higher education institutions from Serbia. The data above are based on the information provided by higher education institutions or their contact persons.

Note: The figure above lists only those institutions which delegated ten or more people for participation in Tempus projects.
Study Programmes Developed through Projects

Thanks to broadly set priorities for Tempus projects, there is almost no field or discipline at higher education institutions in Serbia, which was not, at least to a modest extent, under the influence of some of the projects for modernization of study programmes. Tempus projects helped, in accordance with the Law on Higher Education from 2005, to move to the new system of studies, to introduce credits and modular structure of study contents, as well as to improve the methodology with the use of modern equipment, new teaching methods and more active involvement of students. The reform of bachelor and introduction of master studies was supported through Tempus projects in the following fields: agriculture, architecture, electrical engineering, electronics, economics, mechanical engineering, biology, sciences, medicine and veterinary medicine.
Thanks to these projects, institutions were encouraged to think about harmonizing learning outcomes within the country and comparing themselves with international institutions in the field. A discussion on current and desired competencies of graduates and the need to improve and better evaluate student internships was opened.

A large number of study programmes created through Tempus projects had an interdisciplinary character, indicating a trend and the need for closer cooperation of faculties and departments within the universities. Thus, through Tempus III phase new master programmes or modules were created in the following areas: information technology in health care, industrial mathematics, food quality and safety, tourism and hotel management, software engineering, media and arts, efficient energy systems, EU studies in the field of legal science, study of public health, applied electronics, design in mechanical engineering, water management in lowlands, management in agroeconomy, economy in forestry, transport and logistics, business information systems.
During the Tempus IV phase, a large number of master and specialist programmes were created or adapted to the needs of the labour market.

<table>
<thead>
<tr>
<th>University</th>
<th>Study programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Belgrade</td>
<td>Business Performance Management, Entrepreneurial Management, Education Policies – Joint Master programme with the University of Kragujevac, Master programme for Subject Teachers, Interdisciplinary Master Programme in South Eastern European Studies, Interdisciplinary Master in Environmental Chemistry, Releasing a Medicine onto the Market</td>
</tr>
<tr>
<td>University of Novi Sad</td>
<td>European Studies (in Serbian and English), Community Youth Work, Master for Subject Teachers (in Serbian and Hungarian), Master of Applied Statistics (in Serbian and English), Industrial Engineering – Master Programme in Product Life-cycle Management (in Serbian and English), Industrial Engineering – Advanced Engineering Technologies (in Serbian and English), Agricultural Extensions Services</td>
</tr>
<tr>
<td>University of Nis</td>
<td>Multimedia Technologies, Control and Applied Computing, European Studies (in Serbian and English), Master for Subject Teachers</td>
</tr>
<tr>
<td>University of Kragujevac</td>
<td>Industrial Management, Business Information Systems, Interdisciplinary Bachelor and Master in Automotive Engineering and Urban Engineering</td>
</tr>
<tr>
<td>State University of Novi Pazar</td>
<td>Master in Environmental Protection and Management of Resources, Master for Subject Teachers</td>
</tr>
<tr>
<td>University &quot;Alfa&quot;</td>
<td>Community Youth Work</td>
</tr>
<tr>
<td>College of Applied Studies of Electrical Engineering and Computer Sciences, Belgrade</td>
<td>Digital Television and Multimedia Studies</td>
</tr>
<tr>
<td>College of Applied Business and Technical Studies Uzice</td>
<td>Occupational Safety and Health</td>
</tr>
<tr>
<td>University of Arts in Belgrade</td>
<td>Interdisciplinary Studies Jazz and Pop Music</td>
</tr>
</tbody>
</table>

The following programmes are in the process of accreditation or expected to be submitted for accreditation:

- Bachelor academic studies
- Master academic studies
- PhD studies
- Specialist academic studies
- Bachelor applied studies
- Specialist applied studies

1. BSc in Management and Computing, University of Belgrade
2. PhD in Intelligent Systems, University of Belgrade
3. BSc in Computer Games, University Metropolitan
4. MSc in Information Technology for E-Business, University of Kragujevac
5. Master in e-Governance and Administration, University of Novi Sad
6. Mechatronics for Rehabilitation, University of Belgrade
7. Master, specialist academic and PhD studies Biomedical Informatics, University of Kragujevac, Belgrade and Nis
8. Master in Education Leadership, University of Kragujevac, University of Belgrade, University of Novi Sad
9. Master in Innovation Management, University of Novi Sad, University Singidunum, University of Nis
10. Bachelor and specialist of applied studies in Tourism, College of Applied Business and Technical Studies in Uzice
11. Social Policy and Social Work, Social Pedagogy, Social Welfare, University of Nis, University of Belgrade and University of Novi Sad
12. Master programme in Sport Medicine, University of Belgrade
13. Joint Master programme in Material and Energy Flows Management, University of Novi Sad, University of Belgrade and University of Nis
14. Master programme for Conference Interpreting, University of Belgrade and University of Novi Sad
15. Master programme Serbian as a Foreign Language, University of Belgrade and University of Novi Sad
Incentive for the Reform of Higher Education Institutions

Tempus projects addressing the reform of management and governance of higher education institutions belonged to a less numerous group of Tempus projects (one quarter of the total number), but they were of great importance. With these projects, higher education institutions in Serbia had the opportunity to reconsider some of the fundamentals of their organization and working methods in order to achieve a rational use of resources and to better support teachers and students.

Tempus projects of this category faced numerous challenges, but in most cases they created a positive environment and gathered decision makers in higher education as well as student representatives to participate in discussions. The projects contributed to identifying key issues, as well as establishment of expert groups for their solution and further discussion. Unlike projects for curriculum reform, they had a specific top-down approach, with the necessity of including the relevant authorities in education.

During the implementation of the projects for the reform of university administration the following took place:
- Centres for internal quality control of the institutions and Centres for lifelong learning were established;
- Centres for career guidance were reinforced, guidelines for internal quality control of these centers were prepared and contribution was given to the development of Strategy for Career Guidance (target group 19-25) and to the Action Plan for its implementation;
- A draft Law on Student Organizing was created;
- Recommendations for regulation on student internships and the introduction of mandatory number of ECTS for student internships were written;
- Proposal of institutionalizing practices of data collection and analysis in the field of the social dimension of higher education was completed as well as a framework for supporting the student population from the marginalized groups;
- A system for collecting data on graduates and analyzing their employability was set up;
- Recommendations for improving the standards of distance learning and recommendations for institutional practice in distance learning were given;
- Connection, modernization and digitization of the University libraries’ services were addressed.
Through these projects, training courses for employees in university services were organized, but it turned out to be an additional challenge to maintain continuity and keep those people employed at the university.

Despite the support of relevant institutions (Ministry of Education, Science and Technological Development, National Council for Higher Education, Commission for Accreditation and Quality Assurance, Conference of Universities and Student Conference of Serbian Universities), challenges were related to the financial aspects of the work of higher education institutions. Some of the key challenges was the optimization of relations between faculties and universities, and work on integration of universities.

Several project from this group, that are still running, have addressed the introduction of measures for internationalization of universities, preparation for future participation in Erasmus+ projects for the exchange of students and teaching staff, strengthening student services and capacity building for teaching in foreign languages.
Cooperation between Higher Education and Society at Large

Tempus projects in Serbia, especially in the fourth phase of the programme (2007-2013) encouraged Serbian higher education institutions to cooperate more with enterprises and enabled the implementation of a number of useful courses for employees in business and nonprofit enterprises.

Trainings and continuing education courses were organized within projects in the areas of food quality and safety, health and safety at work, ecological production and lean technology. The projects that are still running plan to organize training courses for staff in public health laboratories, courses for stage technicians, energy efficiency within municipalities, as well as courses in the field of EU public policies for public administration, businesses and NGO sector.

Within one of the projects, which promoted the concept of lifelong learning in universities, centres for lifelong learning were established. Such centres integrate different offers of continuous education courses from all faculties of a university, assist with administration as well as with employers, in cases when training courses require joint work of teaching staff from different faculties.

A good example is the project that helped creating a virtual network of small and medium-sized enterprises in the region of Central Serbia with the University of Kragujevac, as well as a similar project of partnership between higher education and several companies from the region of Vojvodina, with the UNESCO Chair in Entrepreneurship at the University of Novi Sad.
One of the projects encouraged the creation of a tool for harmonization of competences acquired through higher education with the needs of the labour market, while another structural project in this group helped opening centres for technology transfer at universities.

Additional effects of the collaboration with industry through projects for training courses had an impact on the process of modernization of study programmes and on greater appreciation of the need of companies. In one project, the study programmes were implemented for re-training of unemployed or inadequately employed persons with higher education degree in cooperation with the National Employment Service.
Pre-university Education in Tempus Projects

The projects in which Tempus has contributed to strengthening ties between higher education and previous levels of education occupy an important place. This topic was a priority in every Tempus Call for proposals. Hence, Tempus programme advocated an approach by which the educational system is viewed as a whole, in accordance with the concept of lifelong learning.

In the earliest Calls for proposal, the projects encouraged collaboration among teachers’ faculties in the Western Balkans. This was followed by the projects involved in the revision of curricula for teacher training in the field of natural sciences, mathematics and computer science.

The Projects of the recent programme phase helped in:
- introducing studies for acquiring the required number of credits in the field of pedagogical, psychological and methodological subjects (master programme for subject teachers),
- improving educational programmes for teachers and study modules for inclusive education,
- promoting new and innovative methods of teaching core disciplines such as, for example, mathematics in schools (project on visual mathematics).

The on-going projects are expected to contribute to the formation of a virtual course repository and specific courses for secondary agricultural school teachers, the introduction of methodology for use of remote labs in secondary technical schools, the improvement of study programmes for preschool teachers as well as training courses for school principals.

In this group, there is a project that enabled introduction of the first study programme in the field of education policy in Serbia, which is now jointly implemented by the University of Belgrade and the University of Kragujevac.
Modernization of Equipment

All Tempus projects could plan up to 30% of their total budget for the purchase of equipment intended for partner country higher education institutions. This possibility was used to the greatest extent by the projects in Serbia. At first, the preferred equipment were mainly computers and IT devices. Later on various laboratory equipment pieces, software, books, and access to scientific journals were purchased.

Details about the purchased equipment and its location are available at the project database, at the Foundation Tempus website http://projects.tempus.ac.rs/
Erasmus Mundus programme was aimed at supporting higher education institutions from partner countries in developing joint study programmes at Master and PhD level as well as in developing international cooperation with other universities. This programme also provided a number of scholarships for students at all levels for study periods or continuation of studies abroad, as well as scholarships for researchers and teaching staff.

The higher education institutions from Serbia have been participating in a significant number of the Erasmus Mundus projects, especially in part of the programme that supported the establishment of exchange networks between institutions of higher education from the Western Balkans and the EU. These networks resulted in acquiring valuable experience within the common European academic and cultural context and were considered to be a good preparation for Serbia’s participation in mobility programmes in the future. One could also say that the Erasmus Mundus exchange networks have had a systemic impact on the international cooperation of universities during the five years of their implementation.

The universities in Serbia which participated in the Erasmus Mundus action 2 projects are the University of Belgrade, University of Novi Sad, University of Kragujevac, and University of Nis.

Six university exchange networks have been funded (some of them are still running): BASILUES, JoinEU-SEE, SIGMA, ERAWEB, EUROWEB and STEM. Two networks had several extensions, and therefore, are considered to be very successful – BASILEUS, coordinated by the University of Ghent, and JoinEU-SEE, coordinated by the University of Graz.
Among others, the main benefits for the universities from Serbia from the involvement in the projects are:

- Raising awareness about the important issues that facilitate the smooth mobility of students and staff;
- Capacity building of employees in the International Relations Offices and other services dealing with incoming and outgoing student mobility;
- Development of university regulations on student mobility and academic recognition of the mobility period spent abroad (learning agreement, ECTS);
- Strengthening cooperation with the EU universities in the interest of future Erasmus+ inter-institutional agreements and generally better visibility and recognition of universities from Serbia within the European Higher Education Area;
- Raising awareness of benefits that the time spent abroad has on the career of students/graduates and staff;

From students’ point of view, the most important benefits mentioned as regards the study periods in the EU through the exchange networks are:

- Valuable professional and cultural experience due to the exposure to a different kind of academic environment (for many of them it was the first time abroad);
- Opportunity to enrol the courses which they could not attend at home universities (interdisciplinary courses, courses from other faculties outside the home institution);
- Practical and applicable knowledge acquired, development of entrepreneurial skills and skills for work in a business environment.
As for the teaching staff, the exchange networks contributed to building and strengthening relations with their colleagues in the EU in terms of educational and scientific work.

It is also worth mentioning that a significant number of students from the EU came for an exchange period to universities in Serbia through EM Action 2 projects.

Apart from student exchanges, Erasmus Mundus Action 2 networks provided graduates from higher education institutions in Serbia with an opportunity to apply for a scholarship and enrol a Master or PhD programme at one of the EU universities from the network.

Furthermore, there were over 150 joint Erasmus Mundus Master and some 40 joint PhD programmes for which students could apply within Erasmus Mundus Action 1. All these programmes lead towards joint or multiple diploma. During the past seven years, more than 400 students from Serbia were awarded scholarships for attending EM joint Master and PhD courses at prestigious EU universities.

Institutions from Serbia also participated in four small Erasmus Mundus projects aimed at the improvement and promotion of European Higher Education Area which were coordinated by prominent universities in the EU (University of Bordeaux 1, Technical University of Vienna, "La Sapienza", University of Rome and Catholic University of Porto).
Erasmus Mundus Action 1: scholarship holders from Serbia per year

Number of mobility scholarships RS-EU through exchange networks per year

Number of mobility scholarships EU-RS through exchange networks per year
In cooperation with the EU Delegation to the Republic of Serbia, Foundation Tempus has established the Erasmus Mundus alumni network for present and former students who received the Erasmus Mundus scholarships. The aim of setting up the network was to mediate in establishing contacts between potential employers in Serbia and Erasmus Mundus students and graduates. Currently, Erasmus Mundus alumni network in Serbia has 563 members.

An important event for Erasmus Mundus alumni in 2013 was the pre-departure event for a new generation of Erasmus Mundus scholarship holders. The aim of the event was to prepare new students for the challenges and opportunities of the Erasmus Mundus studies, as well as to share experiences of the Erasmus Mundus alumni members. A similar event will be organized in June 2014.

In January 2014, a career event for Erasmus Mundus alumni was organized, where they had an opportunity to network with representatives of three large companies: Public Enterprise “Elektromreza Srbije”, NIS – Gazprom Neft, and HR company “Manpower”.

The cooperation with the Ministry of Youth and Sports of the Republic of Serbia and several chambers of commerce has also been established in order to explore new opportunities to promote Erasmus Mundus alumni to employers in Serbia. The plans for recent future include the launch of an initiative for the organization of internships in the public sector.
Lifelong Learning Programme = Extending Cooperation to Other Levels of Education

At the end of 2011, the institutions from Serbia became eligible to take part in projects of the Lifelong Learning Programme (LLP). After signing the Memorandum of Understanding, Serbia was allowed to participate in the centralized actions of the programme and submit applications to the Executive Agency in Brussels, in two Calls for proposal - in 2012 and 2013. The most important novelty which ensued from Serbia's joining the Programme, was an opportunity for participation of all types of institutions of formal and informal education - kindergartens, preschool institutions, elementary schools, secondary vocational schools, grammar schools, universities and colleges of applied studies, adult education centres, special schools, non-governmental organizations, enterprises, parents and students associations and other interested organizations in the field of education.

Participation in LLP, which was originally intended only for the institutions from the EU member states, meant a step forward in Serbia's position in EU cooperation programmes. Unlike the participation in Tempus and Erasmus Mundus programmes, which were assistance programmes, where the participating institutions from partner countries (such as Serbia) were not expected to be leaders in a field, in LLP the transfer of knowledge was supposed to be reciprocal. All partners, and not just those from Serbia, were expected to actualize changes at their institutions and beyond, as well as to share expertise in the area that was the subject of the project.

With its title, this programme emphasized the need of a modern man to deepen his knowledge by learning throughout life. The European Union sees itself in the future as a “knowledge society”, and therefore, it gives a significant role to quality education and training in creation of a competitive and dynamic economy. Some of the important objectives addressed through a variety of LLP projects were: improvement of the quality of education, expanding access to formal and informal learning to people of all ages and all social groups, the increase in the general level of education of the population, learning foreign languages and acquisition of skills that lead to greater employment and awakening of the entrepreneurial spirit.
The programme enabled the presentation of good practice results from educational institutions across Europe to the general public. Great attention has been paid to strengthening European dimension in education through understanding, dialogue and respect among cultures. Communication, learning foreign languages, calling for greater social responsibility and gender equality, tolerance and building awareness of active civil society, have also been highlighted.

Institutions from Serbia have participated in each segment of the programme, i.e. in several Comenius projects aimed at primary and general education, Leonardo da Vinci projects which have initial and continuing education and training in their focus, Erasmus projects which are focused on higher education, Grundtvig projects where the goals are set according to the needs of adult education, as well as several types of projects in the Transversal sub-programme (learning foreign languages, development of educational policies, information technologies, support to Roma education, and dissemination of good practices).
Three universities from Serbia (University of Belgrade, University of Novi Sad, and University of Nis) have been participating in several Jean Monnet Modules related to the topics and lectures in the field of EU integration, which is also a part of LLP.

During two years of participation the institutions from Serbia have participated in a total of 46 projects. In the 2013 Call for proposal, two projects with the coordinating role of Serbian institutions were funded. This programme, like other EU programmes for cooperation in the field of education, was succeeded in 2014 by Erasmus+ programme.

Some of the topics covered by the LLP projects in which Serbian institutions participated were: innovative methods of learning foreign languages by identifying the logic structure of language and new ways of assessment of learning, science camps, earth architecture, children’s rights academic network, financial literacy among Roma population, networking of institutions in the field of chemical engineering, building social and creativity competencies through games, strengthening productivity through private-public partnership, improving educational effectiveness of primary schools, implementing creative strategies into science teaching, entrepreneurial pedagogy, horizons in physics education, comparative analysis of regional policies for adult education etc.

These projects have contributed to spreading the interest to numerous other institutions from Serbia, apart from universities, to participate in the international cooperation projects in the field of education with the EU countries.
Tempus Foundation was established in 2002 by the largest state universities in Serbia. The reason for establishment of the Foundation was the inclusion of the Republic of Serbia in the Tempus programme, or more precisely - the need to establish the national office for this programme in Serbia.

Today, the main objectives of the Foundation are:
- Promotion and support for the implementation of EU education programmes and support to young people in the Republic of Serbia, through the development, design and implementation of projects aimed at improving the quality of education;
- Contribution to the development of European standards in education and to the introduction of the European dimension in education;
- Contribution to the development of human resources in education and other areas of economic and social life through implementation of new projects in line with trends and standards that exist in the European Union;
- Promotion and popularization of the issues related to the field of education and educational policies and informing professionals as well as the general public about trends in this area;
- Contribution to the development of theoretical and practical knowledge in the field of education and educational policies.

The work of the Foundation is therefore focused on the promotion of the Tempus programme and monitoring of the implemented projects. To achieve these objectives, in line with the available resources, the Foundation Tempus takes the necessary actions, the most common of which are those related to the provision of support for the preparation of project applications, monitoring of approved projects and addressing challenges in their implementation, as well as informing the public about projects. The Foundation also provides support to the Team of experts for the reform of higher education, as well as to corresponding ministries in the implementation of educational and other policies.
As from 2008, when the scope of its work has been extended to the promotion of the Erasmus Mundus programme, the Foundation has been organizing events and consultations for students to improve their chances of getting scholarships for master or doctoral programmes or participating in a student exchange.

Since 2009 the Foundation has promoted Jean Monnet programme among members of university teaching staff interested in teaching, research and reflection in the field of European integration studies, while in 2011 it launched promotional activities for Lifelong Learning Programme and held a significant number of consultative meetings with participants of the approved projects as well as those interested in submitting applications for this programme.

Serbia joined the Euroguidance network in 2013, and the National Euroguidance centre was established within the Foundation to support career guidance and counselling.

In terms of specific activities, along with consultations for project preparation for institutions and consultations for students, Foundation Tempus has organized a series of informative events on a large number of higher education institutions in Serbia, to promote the aforementioned programmes.

As a part of its activities, Foundation Tempus published over 20 publications and a number of promotional materials for all programmes. Furthermore, as the Foundation follows the EU projects related to education, it has been well versed for many years in the process of development of the education system in Serbia.

Therefore, the Foundation is often included in organizing events, conferences and releasing publications that aim to contribute to the development of the educational system in Serbia, primarily at the level of higher education.
So far, the Tempus Foundation has:
So far, the Tempus Foundation has:  

- Organized 15 large informative days with over 150 participants per event as well as 91 smaller ones  
- Organized 23 workshops for Tempus projects applicants and 77 informative events for students  
- Organized 168 monitoring visits of the projects, 260 meetings for additional project monitoring and 7 coordinating meetings for the projects  
- Issued 25 publications to provide information about the programmes of education and the results of projects  
- Provided support for students who apply for scholarships through 830 individual consultations  
- Organized 22 events for the Team of higher education reform experts
An important segment of the Foundation Tempus is monitoring of the ongoing projects. In addition to regular monitoring visits to projects, based on which detailed reports are submitted to the Education, Audiovisual and Culture Executive Agency in Brussels (EACEA), the following coordination meetings were organized:

- 1st Coordination meeting (on financial issues specific to the Tempus Project), March 2010;
- 2nd Coordination meeting (on the overall progress of projects and examples of good management), May 2011;
- 1st Thematic Meeting (on curriculum reform and quality culture), June 2011;
- Meeting with the financial services of the Universities, October 2011;
- 3rd Coordination meeting (preparation of mid-term and final reports), October 2012;
• 4th Coordination meeting (financial management on projects), November 2012;
• 2nd Meeting of financial departments within the universities and colleges responsible for monitoring the Tempus projects regarding the offsetting, equipment procurement and audits, December 2013;
• 3rd Meeting of financial departments within the universities and colleges responsible for monitoring the Tempus projects, December 2013;
• 5th Coordination meetings (preparation of the final report), February 2014;
• Workshop for the financial departments of universities and colleges responsible for monitoring Tempus projects (on gathering documentation for the final project reports), April 2014.
Support to the Higher Education Reform Expert Team

The Team of experts for the reform of higher education (HERE team) is an advisory body composed of individuals who are interested in the reform and improvement of higher education. HERE team also contributed to the preparation of national reports for the Ministerial Conference on Higher Education, the preparation of national annual reports on higher education and related analysis. As a result of its engagement, the connections with government agencies, chambers of commerce and companies were established in order to better define learning outcomes of study programmes, recognition of the Diploma Supplement and the importance of internships.

Some of the events organized at the initiative of the team HERE, with Foundation support were:

- A national conference on the reform of study programmes in the field of management and economics (Kragujevac, November 2008);
- Round table on the implementation of the ECTS (Belgrade, December 2008);
- National Conference on Improving the implementation of the Bologna process (Belgrade, December 2008);
- Regional seminar on relationship between the development of curricula and ECTS, quality culture and learning outcomes in higher education (Belgrade, April 2009);
- Several meetings with student representatives at major state universities on the subject of the survey on the participation of students in higher education institutions (Belgrade, Nis, Novi Sad, Kragujevac, December 2010);
- Meeting "Doctoral Studies in Serbia" (Novi Sad, September 2011);
- Round table: Industry and Higher Education - Diploma Supplement (January 2012);
- Seminar on the outcomes of the courses for the Education of Teachers (Novi Sad, March 2012);
- Round table: Industry and Higher Education - Education for the acquisition of entrepreneurial skills, student internships and career guidance (Belgrade, April 2012);
- Round table: Industry and Higher Education - Pharmacy (Belgrade, October 2012);
- Panel and open-space conference on the following topic: "Competences of University Teachers in Serbia" (Belgrade, January 2013);
- Round table: Higher Education and the Economy - Transport (Belgrade, December 2013);
- Round table: Statistics in Higher Education (Belgrade, December 2013);
- Conference: What Kind of Initial Education is Required for the Subject Teachers? (Belgrade, December 2013);
- Meeting for discussing the vocational education and higher education in the Republic of Serbia (Nis, April 2014);
In more recent events, HERE team has focused its activities to the field of cooperation between industry and higher education because it is one of the priorities of the European Higher Education Area. Due to the fact that the modern economy is based on the knowledge economy and the mobility of highly qualified, professional individuals, it is necessary for graduate students to have the knowledge and skills that meet the needs of employers. The knowledge and skills acquired through a study programme need to be accomplished both through the contents of the programme and through clearly defined outcomes of individual subjects and the study as a whole as well.

Another important segment of HERE team is directed at connecting higher education with the pre-university education in order to properly promote the concept of lifelong learning, as well as to highlight the importance of teacher competencies at all levels of education.

In addition, the Team of experts highlights the significance of the education system statistics, which should be the basis for evidence-based policy making.
In 2013, the Foundation Tempus became the host of the National Euroguidance Centre of the European Network to Support Guidance and Counseling. At the time, the network was a part of the Lifelong Learning Programme, and from 2014 it is a part of the Erasmus+ programme. Euroguidance centres exist in thirty-four European countries.

Euroguidance network collects and publishes information on the results of projects, innovative methods and examples of good practice in the field of lifelong career guidance. It enables the exchange of information on education systems in Europe, opportunities for international mobility, as well as European initiatives and programmes in the areas of education, career guidance and mobility.

In cooperation with other national centres, the Euroguidance Centre in Serbia supports networking of career practitioners and advisors in the field of career guidance and counselling, by organizing seminars, trainings and study visits at national and international level. It promotes cooperation among all stakeholders in the field of career guidance and counselling at the national level. In addition, the Euroguidance Centre emphasizes the particular importance of promoting the development of the European dimension in the national systems of career guidance and counselling through close cooperation with other relevant European networks, such as the European Lifelong Guidance Policy Network (ELGPN).

One of the important tasks of Euroguidance network is to publish the content and update the database of learning opportunities at the European portal - Ploteus (Portal on Learning Opportunities throughout the European Space), where it updates information on education systems in Europe, the costs of living, housing during the study, scholarships and other useful information related to mobility and exchange programmes, available scholarships, etc..
The primary target group of the Euroguidance centre are practitioners in the field of career guidance and counselling, including career advisors, policy makers at national and local level, educators and psychologists, teachers and educational institutions that implement programmes of career guidance and counselling.

Services of the Euroguidance Centre can also be used by all interested students, pupils, teachers, as well as employed or unemployed persons. In this way, through information provided by Euroguidance network, they can find education or training programmes in Europe, useful information about the career guidance and counselling services within the country and education systems in other European countries.

More information about the Euroguidance centre can be found at: www.euroguidance.rs
Euroguidance Conference on Career Guidance and Counselling

National centre of the Euroguidance network, in cooperation with the Ministry of Education, Science and Technological Development and Ministry of Youth and Sports, organized in December 2013 the first Euroguidance conference on career guidance and counselling. The event was attended by more than 150 career practitioners, teachers and representatives of organizations and institutions dealing with career guidance and counselling.

The participants were informed about the best practices from Germany, Croatia, Denmark and Bulgaria, and in the two parallel panel sessions they discussed the further development of career guidance and counselling in Serbia. Furthermore, the publication “Overview of Career Guidance and Counselling in the Republic of Serbia” and newsletter “Career and Mobility” were presented.

The following day, Euroguidance centre in Serbia organized a seminar for teachers - career practitioners from high schools. Through lectures and workshops, the participants got acquainted with the career guidance and counselling in Denmark. They were also informed about the recommendations of the Belgrade Open School for development of career guidance and counselling programmes in secondary schools in Serbia.
Database of Educational Opportunities for International Students

Euroguidance centre in Serbia has launched StudyInSerbia.rs – a new database of educational opportunities in Serbia available in English language, with the aim of enabling students from abroad, who are interested in studying or being a part of an academic exchange with Serbia, to obtain information about relevant study programmes. By searching the database, foreign students will have the opportunity to obtain information about all accredited higher education institutions in Serbia and all accredited programmes at these institutions, with the links to websites of universities and colleges of applied studies, where they will be able to find additional information. Having in mind that the majority of international students are interested in programmes that are available in foreign languages, filtering programmes accredited in foreign languages or those which provide additional opportunities, such as consultations or mentoring in a foreign language for exchange students will also be provided.

Besides, StudyInSerbia.rs will provide foreign students with practical information in order to help them get around the country, get information on cost of living, accommodation during their studies, visas, employment opportunities, learning the Serbian language, etc.

The database of learning opportunities for international students would contribute to the internationalization of higher education in Serbia, having in mind the possibility of enhanced mobility within the Erasmus+ programme. The database provides information about the education and training system in Serbia in order to integrate Serbia into the common European Higher Education Area in a better way. StudyInSerbia.rs, would act as a national database on learning opportunities, providing content and updating information on the European portal Ploteus (Portal on Learning Opportunities throughout the European Space).

In addition to the initial data on higher education institutions and their programmes, it has been planned that the portal StudyInSerbia.rs also provides information on other levels of education. Data on study programmes posted on the portal will be regularly updated in cooperation with higher education institutions.

The site is available in English at: www.studyinserbia.rs
Within the period 2014 - 2020, the programmes of institutional cooperation in the field of education, youth and sports will be under the umbrella of a single EU programme entitled Erasmus+. The European Commission has planned as much as 14.8 billion euro budget for the entire period of the programme, for projects involving institutions from the EU and other countries in the world. The first calls for proposals were published at the end of 2013 and early 2014.

Erasmus+ programme has been divided into three major parts or key activities related to education and youth: KA1, which is related to the mobility of individuals based on the inter-institutional agreements; KA2, which deals with capacity building of institutions and cooperation in the field of innovation and exchange of best practices, and KA3, which includes support to education policy reform. Two separate parts of the programme are Jean Monnet activities dealing with European integration, as well as activities intended for sports.

The new programme has inherited four education programmes in which Serbia has participated until now - Tempus, Erasmus Mundus and the Lifelong Learning Programme, as well as the Youth in Action programme, whereas the area of sports has been newly added. Three levels of Serbian participation in the Erasmus+ have been defined, out of which the first two are about to start the implementation in the second half of 2014 and they can take place simultaneously, whereas the third level of Serbian participation in the programme is in a preparatory phase.

The first level implies primarily the participation of academic institutions in the projects similar to former Tempus and Erasmus Mundus projects. The focus is on further modernization of higher education and more intensive incoming and outgoing mobility of students, teaching and administrative staff. For this level of participation, the financing has been provided through IPA funds allocated by the European Union to the Western Balkans countries as a part of the donation.
In the current status, the participation of Serbian institutions in different types of projects of the Erasmus+ programme, such as Knowledge Alliances, Sector Skills Alliances and Strategic Partnerships is possible, but it is limited to the possibility of joining a consortium only as a partner, and conditioned by appropriate explanation how the institutions from Serbia can bring an added value to the consortium. Consequently, the participation of primary and secondary schools and institutions of informal education remains limited.

After signing the agreement with the European Commission and payment of the national contribution, Serbia will be allowed to participate in Erasmus+ networks which significantly support the development of educational policies, as well as allowed to access to e-platform for cooperation between schools and other stakeholders in the field of education. Although, unlike in the field of the justice or agriculture, the EU does not impose so many rules that all member states have to follow, in terms of education, the Union seeks to reach higher education policy compliance. This is why the European Commission has formed the working groups within the framework of these networks such as Euroguidance network for career guidance and counselling, Eurydice network for data collection and analysis of educational systems of European countries, EQF network for cooperation and coordination of the national qualifications frameworks, Agenda for Adult Education, and others.

The third level of participation in the Erasmus+, will enable full participation of Serbian institutions in all parts of the programme, on equal basis with the EU Member States, and establishment of procedures for decentralized management of funds. An important requirement on this level is the payment of the national contribution for participating in the programme, which is compulsory until the country joins the EU.
The Importance of Participation in Decentralized Actions of the Programme

The underlying assumption of the future programme is that investment in education and training is crucial to developing the potentials of people regardless of their age or background. The programme can support activities that lead to development, acquiring new skills and increased employment prospects. Some of the goals are strengthening of lifelong learning, deepening of structural cooperation and improvement of budgetary planning in order to achieve better effects as well as internationalization, especially at the level of higher education.

Full participation in the programme would increase the number of students and teachers as a circulation of highly educated people within the European Higher Education Area. In this regard, it is necessary that higher education institutions increase the number of study programmes in foreign languages.

It is also of great importance to make possible that the pre-university levels of education to participate in cooperation projects for schools, teachers and pupils, tailored to their direct needs. Mobility of pre-university teachers and pupils and of adult learners in Serbia was very limited in the previous period.
Foundation Tempus - National Erasmus+ Office

Resavska 29, 1st floor, 11000 Belgrade, Serbia
Phone/Fax: +381 11 33 42 430, +381 11 33 42 432
www.tempus.ac.rs
www.erasmusplus.rs
www.euroguidance.rs

You may forward your respective enquiries at the following e-mail addresses:

**Applying for the Erasmus+ projects** eplus_serbia_cbhe@tempus.ac.rs
**On-going projects** projects@tempus.ac.rs
**Scholarships for teaching staff and students** scholarships@tempus.ac.rs
**Euroguidance center** euroguidance@tempus.ac.rs
**Erasmus Mundus Alumni** alumni@tempus.ac.rs

**All other enquiries** office@tempus.ac.rs