

**Fifth Report on the Implementation
of the Action Plan for Achieving
SDES 2030**

*Reporting Period:
January – December
2025*

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Introduction

General notes

The Strategy for the Development of Education in the Republic of Serbia until 2030 (SDES 2030) was adopted by the Government on June 3, 2021, with the accompanying Action Plan (AP) for the implementation of this strategy for the period 2021-2023. In the second half of 2022, the Ministry of Education (MoE) decided to earlier draft and adopt a new action plan for the implementation of the Strategy. The reasons for this decision were as follows - 1. Based on the analysis of the existing Action Plan, it was determined that, although it also covers 2023, the level of planning for this year, during the period of its preparation, could not be as detailed as for the first two years of the Action Plan's validity and 2. An analysis of the report on the implementation of the previous Action Plan determined that it was necessary to foresee additional activities in 2023, as well as that some of the previously planned activities were no longer relevant for achieving the specific and general objectives of the SDES 2030. Taking into account all of the above, during the first months of 2023, a new Action Plan for the implementation of the SDES 2030 for the period 2023 - 2026 was finalized, which was adopted in October 2023 and on the basis of which this report was prepared.

The Action Plan comprehensively presents specific measures and activities that should lead to the achievement of the general and specific goals defined by the SDGs 2030, operationalizes the general and specific goals set by the SDGs 2030, defines priorities in terms of the timing of the implementation of specific measures and activities, and specifies the necessary financial resources for their implementation and sources of financing.

Monitoring the implementation of the Action Plan

The Action Plan, following the structure of the SDES 2030, specifies indicators and expected values for two specific objectives and measures with indicators within the specific objectives. That is, implementation monitoring is carried out on the basis of result indicators (measures), outcome indicators (specific objectives) and impact indicators (general objectives), which are listed in the SDES 2030 and in the Action Plan, with the note that impact indicators will be reported only after the expiry of the Action Plan, i.e. in 2026.

Therefore, this report is structured in a way that assesses and describes progress based on the aforementioned outcome and result indicators without reference to the state of play when it comes to impact indicators.

The data on which this report was compiled were collected by the sectors of the Ministry of Education and other institutions, organizations and bodies (e.g. institutes, the Qualifications Agency, the Dual Education Office and the NOC, etc.) responsible for the implementation of individual measures, i.e. the bearers of individual activities and the sources of verification defined by them as stated in the AP and rely exclusively on these data, in accordance with the reporting methodology of the Republic Secretariat for Public Policies (RSP). The exception is the data relating to the achievement of general objectives, where the sources of verification mainly use data from the Republic Statistical Office (RSZ) (e.g. annual reports, the Labor Force Survey, etc.), surveys conducted by the RSZ and partner organizations (e.g. *Multiple Indicator*

Cluster Surveys conducted by UNICEF and RSZ), data collected through international surveys (e.g. PISA, PIRLS, TIMSS) and the Eurostat database.

The assessment of the achievement of the indicator (achieved, partially achieved and not achieved) also depends on the percentage that the competent institutions have decided to represent the parameter for achievement/not achievement (e.g. in some cases, the indicator is considered achieved if the achieved value does not deviate by more than 20%, while in other cases the deviation value is different) and was provided by those who submitted the data for this report.

It should also be emphasized that for a certain number of indicators it was not possible to assess the achievement because for a certain number of indicators the data will be available only in the first quarter of 2026, in accordance with the defined dynamics of reporting on planning documents and the requirements of the PPS. An additional reason is that certain functionalities of the Education Management Information System (EMIS) are still not sufficient to enable data collection for some of the indicators, while for a certain number of indicators (after changes in the organizational structure of the education system which implied the establishment of new sectors within the Ministry of Education, the establishment of new institutions and bodies, etc.) different methods of data collection prevent consistent reporting in relation to the period when the initial values were established in the Action Plan. Also, monitoring of the implementation of the Action Plan is carried out through the Unified Information System for Planning, Monitoring of Implementation, and Coordination of Public Policies, which contains the content of the Action Plan and through which its implementation is monitored, and reports are made on the effects of the implementation of the Action Plan, in accordance with Article 47 of the Law on the Planning System of the Republic of Serbia. The results of the implementation of the Action Plan are reported within 120 days after the end of each calendar year from the date of adoption, which is the responsibility of the Ministry of Education.

An integral part of this report is a table that, within each specific objective and measure, shows indicators, predicted and achieved values, as well as achievement estimates for 2025.

Reporting dynamics

So far, four reports have been produced on the implementation of the existing Action Plan – one semi-annual – covering the period from June 2021, when the Strategy was officially adopted, until the end of 2021, the second annual one covering 2022, the third containing data for 2023, and the fourth covering 2024.

As this report refers to 2025, the Ministry of Education considers it the fifth report on the implementation of the AP for SDES 2030.

The annual reports on the implementation of the new Action Plan will continue, as before, to aim to enable reviewing everything that has been done, what has not been done and why, therefore - how far each activity has been implemented and to what extent the implementation of existing activities has contributed to the achievement of planned measures, and thus - to what extent it has contributed to the achievement of the specific and general objectives of the Strategy through the achievement of indicators at the level of specific and general objectives.

Meaning of terms contained in the Action Plan

The following acronyms are used in the Action Plan:

- AP - Action Plan
- SBRA – The Serbian Business Registers Agency
- QA – Qualifications Agency
- HEI – Higher Education Institutions
- AMAE – Annual Monitoring of Adult Education
- LFES – Law on the Foundations of the Education System
- EU - European Union
- IEQE – Institute for the Evaluation of the Quality of Education and Upbringing
- IIE – Institute for the Improvement of Education and Upbringing
- IPA - EU Instrument for Pre-Accession Assistance
- EMIS – Education Management Information System
- PRAEO – Publicly Recognized Adult Education Organizers
- CAASS – The Conference of Academies for Applied Studies of Serbia
- ODENQF – Office for Dual Education and the National Qualifications Framework
- MoE – Ministry of Education
- NEAQA - National Body for Accreditation and Quality Assurance in Higher Education
- NEC – National Education Council
- EI – Educational Institutions
- PE – Preschool Education
- PI – Preschool Institution
- RPL – Recognition of Prior Learning
- RTC – Regional Training Centers
- RS - Republic of Serbia
- PPS – Public Policy Secretariat
- SASA – Serbian Academy of Sciences and Arts
- AEA - Advisors-external associates
- FEEA - Functional Adult Education
- SA – School Administration

Executive summary

Fifth report on the implementation of the Action Plan for the Implementation of the Strategy for Development of Education in Serbia by 2030 (SDES 2030) covers the period from January to December 2025 and presents an overview of progress in the reporting year in the implementation of measures and activities defined by the Action Plan for the period 2023–2026.

Overall, in 2025, out of a total of 212 indicators defined by the Action Plan, almost 37% were fully achieved, 26% partially, 21% were not achieved, while 8.5% of the indicators were not planned for this reporting period. For 7.5% of the indicators, it was not possible to provide an assessment of achievement because the data that should be used for the assessment have yet to be systematized in accordance with the dynamics of reporting according to the PPS, certain functionalities of the EMIS are still not optimal, and the methodology for collecting and processing data between the MoE sectors and other organizations and institutions is not always harmonized.

When summarizing the achieved results, the report shows that in 2025, progress was made in several key areas of the education system, especially in the strengthening of the educational function of schools, professional development of employees, internationalization of education, development of qualification standards and support for lifelong learning. At the same time, in the narrative part, the report provides an explanation of the challenges that influenced the partial or unrealized realization of certain indicators, which primarily relate to external factors such as interruptions in external evaluation due to the suspension of work in schools, but also systemic ones that imply limitations in financing and the postponement of legal deadlines for certain systemic reforms.

Within **Overall Goal 1 – Improved quality, equity and accessibility of pre-university education**, progress is particularly noticeable in:

- training of teachers and professional associates, with planned values significantly exceeded in certain segments (educational work, violence prevention, mental health, entrepreneurial and financial competencies);
- strengthening the educational function of schools through systemic programs of violence prevention, socio-emotional learning and support for parents, with widespread use of the National Platform "I Protect You";
- improving teaching and learning programs and developing qualification standards, where most of the planned activities are ongoing or implemented;
- the development of digital competencies, especially in the system of functional basic adult education, and the increased use of digital technologies in learning.

At the same time, certain indicators have not been achieved or have been postponed, especially those related to:

- training teachers to implement new achievement standards (due to insufficient financial resources);

- the implementation of external evaluation and self-evaluation of institutions, which is a consequence of interruptions in evaluation cycles and organizational constraints;
- improving the framework for quality assurance in non-formal education and Serbia's participation in international surveys of adult competencies (PIAAC).

Within **Overall objective 2 – Improved quality, relevance and equity of higher education**, activities are mostly ongoing or partially completed, with particular progress in the areas of internationalization, cooperation with industry and digitalization of higher education.

However, some systemic reforms, including the introduction of the state-level high school diploma and the full development of new models of financing and evaluating the quality of higher education, have been postponed in line with changes to the legal framework.

Considering the above, it can be concluded that the implementation of the activities from the Action Plan in 2025, despite the challenges, continued with noticeable positive trends, but also with the need for additional investments, better interdepartmental coordination and a stable financial framework in order to ensure the full achievement of the set goals of the SDES 2030 in the coming period.

General objective 1

Specific objective 1.1. Improved teaching and learning in pre-university education and upbringing

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of primary schools that receive a grade of 4 for overall quality in external evaluation	8	0	1
Percentage of primary schools that receive grades 1 and 2 in general quality in external evaluation	32	30 ¹	1
Percentage of secondary schools that receive a grade of 4 for overall quality in external evaluation	8	0 ²	1
Percentage of secondary schools that receive grades 1 and 2 in overall quality in external evaluation	32	0	1
Percentage of preschool institutions that receive grades 3 and 4 in overall quality in external evaluation	54	86	1

Based on the achieved values for all the indicators set within this specific objective, it can be concluded that the achievement of the values on the set indicators is ongoing. Such a situation is a consequence of the influence of various external factors that have acted and are acting on the education system. Namely, the second cycle of external evaluation began in October 2019, was interrupted in March 2020 and continued in the 2022/2023 school year. There is continuity until December 2024 and then an interruption until October 2025, with the exception of preschool institutions. Overall, so far in this cycle, there has been only one full school year in which external evaluation was carried out smoothly, while all the others have been interrupted or there were no conditions for its implementation. For this reason, the Report of the Institute for the Evaluation of the Quality of Education (IEQE) was not prepared after the second cycle of external evaluation, but rather data collected directly from school administrations (SA) were presented, which is why the status on certain indicators is assessed as partial.

Measure 1.1.1. Developing new and improving existing qualification standards and achievement standards, teaching and learning programs in pre-university education and upbringing

When it comes to the results achieved under Measure 1.1.1, the achieved values for the four planned indicators show that they have been partially achieved, while one indicator has not been achieved, and one indicator cannot be reported.

The indicator relating to the adoption of 25 qualification standards aligned with the needs of the individual, the labor market and society as a whole, which include digital and green skills, has been partially achieved, as 11 of them have been adopted. More specifically, as of 31

¹On a sample of 32 schools.

²On a sample of 2 schools.

December 2025, the Minister of Education has issued 11 decisions on the adoption of qualification standards. Also, 6 more qualification standard proposals are in the adoption procedure, which is expected in April 2026. A total of 69 sessions of sector councils were held in 2025. The Qualifications Agency mapped qualifications and prepared analytical data for the working groups of sector councils formed with the aim of modernizing qualification standards, i.e. data for qualifications that are in the education system and for which teaching and learning plans and programs are not based on qualification standards.

Of the planned 25 developed and improved teaching and learning programs based on achievement standards in primary education, 38 programs were submitted to the Ministry of Education by the Institute for the Improvement of Education (IIE), but some of them have not yet received a positive opinion from the National Education Council (NEC). The same situation is with the indicator Number of developed and improved teaching and learning plans and programs for general secondary education based on achievement standards, where IIE developed 31 (instead of the planned 16), but some have not yet been discussed at the NEC. Given this, these two indicators have been partially achieved.

The values for the indicator - Number of developed and improved curricula and programs for teaching and learning in vocational education, including arts, based on qualification standards, have been partially met, as out of the planned 211 curricula and programs, 203 have been developed/improved.

Namely, based on the NQF Law and [Rules on the methodology for the development of qualification standards](#)" Official Gazette of the Republic of Serbia", No. 156 of December 25, 2020. The Qualifications Agency has developed 150 qualification standards for which the Minister of Education issued a Decision on the adoption of qualification standards at levels 3, 4, 5 and 6.1 of the NQF. The qualification standards were published in [NQF Register National Qualifications Sub-Register](#). The Agency explains the difference in the number of planned and developed PPNUs by the fact that since 2012, the IIE has been developing qualification standards and teaching and learning curricula based on them. Since 2020, the Agency has prepared analytical documentation for the working groups of sector councils, which it coordinated and provided support to the applicants for modernization initiatives in the process of modernizing qualification standards developed in the period from 2012 to 2019, and has developed qualification standards in accordance with the aforementioned Regulation on the Methodology for the Development of Qualification Standards.

In this process, a certain number of teaching and learning plans and programs developed on the basis of the qualification standards from 2012 to 2019 were put out of force. QA prepared analytical documentation and supported sector councils in forming working groups that are currently working on the development of the Qualification Standards Initiative and provided support to other Initiative applicants for the remaining 35 qualifications for which the IIE developed qualification standards in the period from 2012 to 2019 ("old qualification standards"). It should also be noted that this process is not linear. The needs of the labor market and the education sector have changed since 2012 and it does not mean that the process of analysis and work on modernization of each of the aforementioned 39 "old standards" will result in "new" 39 qualification standards. Also, the process of developing qualification

standards is not linear with the development of curricula. The Agency develops qualification standards on the basis of which curricula are developed, some exclusively for non-formal adult education, which can also be a reason for the discrepancy.

The indicator Number of developed curricula and programs of teaching and learning in general secondary education based on qualification standards was not achieved, while reporting on the indicator Number of adopted new programs for Mother Tongue/Speech with elements of national culture was left for the next period after specifying the indicator itself in the new Action Plan for 2027.

Measure 1.1.2. Development of conditions and support for educational institutions in improving programs, teaching and learning in pre-university education and upbringing

The values for the indicator Number of trained teachers at all levels of pre-university education to work according to the new standards of student achievement were not achieved because not a single teacher out of the planned 12,000 was trained. The reason for this situation is rational and justified - the Institute for the Evaluation of the Quality of Education and Upbringing has prepared a plan for the implementation of the new standards of student achievement and presented the necessary funds for the implementation of the training in the Request for Additional Funding, however, it did not receive the necessary funds in 2025. In the coming period, the Institute will submit a request for additional funding to the Ministry of Education in 2026.

Based on the values provided, the following two indicators have been fully achieved - Number of trained teachers at all levels of pre-university education to work on new teaching and learning programs (planned 30,080/achieved 32,609) and Percentage of preschool institutions (PU) that receive mentoring support from advisors-external collaborators in the implementation of the program concept (planned 30/achieved 30).

The indicator Number of engaged advisors-external associates (AEAS) in the system for providing mentoring support and support for horizontal learning in PU is considered fulfilled, although instead of 50, the number of engaged AEAS is 45. More specifically, in accordance with Article 172 of the Law on the Foundations of the Education System, the institute of advisors-external associates has been established. To provide advisory and professional assistance to teachers, educators and professional associates, and for the purpose of better performing educational work, the Ministry determines the list of advisors-external associates for subjects, groups and subject areas, activities and professional tasks each school year, and in 2025/26, 393 advisors-external associates were appointed, of which 45 for preschool education (PE) because (13 AEAS were dropped). Based on the report of the external advisors in the field of professional assistance in the development and implementation of action plans for the development and improvement of the institution, we can conclude that the indicator has been achieved.

The indicator relating to the percentage of trained educational advisors, external evaluators and advisors of external associates for monitoring the implementation of achievement standards and qualification standards has been met. The trainings were implemented in cooperation with the Institute for Quality Assessment of Education and Upbringing, within the project "Support

to Educational Policies of the Republic of Serbia", funded by the European Union, and implemented in cooperation with the Ministry of Education. A total of 176 educational advisors, advisors-external associates of the Ministry of Education, external evaluators, as well as advisors of IEQE and IIE, participated in the series of trainings held in Niš, Kraljevo, Belgrade and Novi Sad. In addition, for monitoring the implementation of qualification standards, QA trained 10 educational advisors.

The number of schools with a single-shift organization that implement an enriched program of support for student development through educational work has also increased (planned 420/achieved 428). The project further envisages the planning and development of various activities and programs that can be implemented through a new approach to organizing the school's single-shift work, within which students are provided with various types of educational and educational support in learning, progress and overall personal and social development. These activities and programs should contribute to the development of key competences for lifelong learning and general cross-curricular competences, and in particular: achieving better educational achievements of students and overcoming obstacles to learning, developing students' health and hygiene habits and their active attitude towards preserving and developing health, quality planning of learning, free activities and free time of students, developing social skills and teamwork of students, developing the entrepreneurial spirit of students, promoting the activities of the student cooperative (if it exists in the institution) and developing a higher quality educational offer of the institution.

Since the funds planned for the implementation of the program activity were not provided by the Budget Law for 2025, the indicator Percentage of schools that received digital educational content/digital textbooks was not achieved.

In contrast, the planned number of schools that implemented international mobility projects was significantly exceeded (out of the planned 10, 139 schools participated in international mobility projects), and the percentage of students in functional basic adult education (FEA) programs who use digital technologies for learning also increased significantly (20/62).

It should also be mentioned here that the educational standards for digital literacy in the FEEA are defined for the end of the first cycle and for the end of the third cycle. The educational standards within the subject Digital Literacy are divided into three areas in both the first and third cycles: 1. Operating system - The standards in this area test how well the student has mastered the basics of using the operating system. The student's ability to use software and hardware as efficiently as possible is tested. The student's ability to apply the acquired knowledge in other operating systems and in other versions of a particular operating system is also tested; 2. Communication - The standards in this area test how well the student has mastered the basics of using the global network and email; 3. Data creation - The standards in this area test how well the student has mastered the basics of word processing programs. The standards are classified into basic and advanced levels within each area. All schools implementing the FEEA Program have the equipment necessary to implement the NPP of the Digital Literacy subject, and based on the fulfillment of the NPP and the achievement of the outcomes from this subject, the participants of the FEEA Program have achieved the prescribed competencies within the Digital Literacy subject. For the sake of further improvement, schools

are continuously working on training teachers and motivating students to use digital technologies, recognizing their importance for acquiring key competencies in accordance with the goals of the SDES 2030.

Measure 1.1.3. Support to educational institutions in strengthening their educational function

The values for the indicator Number of newly trained representatives of educational institutions (EOI) in the areas of protection from violence, abuse and neglect, discrimination, promotion of gender equality, preservation of mental health, human trafficking, promotion of reproductive health and prevention of other risky forms of behavior of children and youth have been exceeded (cumulative value (2023/25) 10,921 instead of the planned 5,700).

This means that during the reporting period, the Ministry of Education worked intensively to improve the competencies of employees for the implementation of preventive activities with students in order to create an accepting and supportive school environment. During 2025, in cooperation with the Institute for the Improvement of Education, 1,670 employees improved their knowledge and skills in the field of protection from violence and discrimination and 454 in the field of improving the mental health of young people, a total of 2,071. In addition, the video training "Upbringing and social-emotional learning in the function of the well-being and comprehensive development of children", which was posted on the National Platform "I Care for You" in the section related to training for school employees, was attended by 4,788 employees in educational institutions. The video training was created in collaboration with the Center for Interactive Pedagogy, and based on the manual "[Education for the well-being and comprehensive development of children](#)".

In addition to the above, the Ministry worked intensively during the study period on the development of students' socio-emotional skills. In cooperation with the United Nations Office on Drugs and Crime (UNODC), the implementation of the "Skills for Adolescence" program was completed, within which nearly 6,800 students in grades 6 and 7 of primary schools, within civic education classes and class teacher classes, worked on improving their socio-emotional skills: self-awareness, responsible decision-making, emotional self-regulation, awareness of others and interpersonal relationships.

Also, within the project "Together and Safely Through Childhood", which has been successfully implemented for the third school year, in cooperation with the Ministry of Internal Affairs, the Commissioner for the Protection of Equality and other partners, 2,503 workshops entitled "Prevention of Peer Violence in the Real and Digital Environment" were implemented for 51,234 5th grade students during the 2024/25 school year.

Considering that the Ministry of Education has continued the implementation of activities that were initiated after the tragic events of May 2023, the number of people trained in the education system in the field of violence prevention and improving the mental health of young people is higher than planned and all activities to improve the competencies of employees in the education system in the aforementioned areas will be continued in the coming period.

The indicator Number of students and parents who accessed content in the field of protection from violence, abuse and neglect, discrimination was achieved because the number of

participants in 2025 was 3,493 (cumulatively for the period from 2023 13,893). More specifically, the Ministry of Education, in addition to monitoring reports of violence received through the National Platform "I Protect You" and providing the necessary support to schools in acting in accordance with the procedures, is intensively involved in the development of training, information texts and educational material for employees, students and parents in the field of violence and discrimination prevention. Considering that continuous work is being done to improve the information and educational part of the platform, the number of newly registered students, i.e. children and parents for 2025 is 3,493, among whom are 1,423 parents and 2,070 students.

Currently, the Platform has 23 training courses, and more than 450 pieces of informational and educational content have been published, which are available to the general public, in the field of prevention of violence, discrimination and risky behavior of children, ways of providing support to children and ways of reacting in situations when a certain situation of violence/discrimination occurs -<https://cuvamte.gov.rs/>

In order to empower parents to face the challenges that exist in the digital space, as well as other adults involved in the upbringing and education of children, three publications were published in 2025 as part of the "Digital Compass for Parents" edition: "Digital Literacy", "Social Networks" and "Artificial Intelligence" (Ministry of Education, Ministry of Information and Telecommunications, Center for Educational Policies, UNICEF and Yettel). The brochures are designed to empower parents to actively support children in the constructive use of information and communication technologies and in the prevention of risky behavior in the digital environment. The brochures contain clear explanations of key terms, forms of digital violence, practical advice, pointing out the risks, but also the potential of social networks, artificial intelligence tools and the importance of digital literacy. The publications are also published on the website of the Ministry of Education ([Publications - Ministry of Education](#)).

In addition, during October and November 2025, two new trainings were created for children and parents on responsible behavior in the digital space and on social networks, emphasizing the constructive use of digital and artificial intelligence tools, which will be posted on the Platform. The trainings were created based on the content of publications published within the "Digital Compass for Parents" edition.

In the coming period, the Ministry of Education will continue to make efforts to improve preventive activities implemented in schools with a focus on developing students' socio-emotional skills, a responsible attitude towards health, and creating an environment for students that promotes the well-being and well-being of all students. The Ministry will also strive to continue working on improving the informational and educational part of the National Platform in order to make educational content more accessible to students, parents, and school employees.

The situation is similar with the number of employees in the education system who have improved their competences in supporting families to strengthen parenting competencies and overcome stress - 370 employees planned compared to 5,707 trained. The Ministry of Education continued the activities that were initiated in 2023 in response to the tragic events of May and during the reporting period, in cooperation with the United Nations Population

Fund (UNFPA), continued the implementation of the training "Education System Response in Crisis Events" for school members of the crisis response team. To date, 4,200 employees from schools across the country have attended the training, and the implementation of the training continues until the end of 2025.

Considering that the Ministry continued to implement activities in 2025 aimed at empowering employees to act more effectively in crisis events and provide support in overcoming traumatic and crisis events, the number of people trained in the education system is higher than planned.

The Ministry of Education will continue to monitor the implementation of the training content and continue to empower employees to provide support to children and parents in overcoming various developmental phases and crisis events. Also, in the coming period, the Ministry will work on improving the competencies of SOS counselors who will provide free psychosocial support to children, parents and employees via the SOS telephone line.

When it comes to the indicator - Number of trained representatives of OVU to carry out activities related to education for sustainable development (planned 760 trained representatives of OVU/trained 620), its implementation is ongoing.

As the indicator was not achieved during the previous year, 16 promotions of the Regulation on Standards for Career Guidance and Counseling Services were carried out during 2025. That is, the Qualifications Agency held trainings for all members of sector councils (282 members) on the topic of the quality of career guidance and counseling services. 12 such trainings were implemented. 2 meetings of the cross-sectoral Working Group for the Improvement of Career Guidance and Counseling Services were held. The focus of the spring international online meeting held in early March 2025 was on the standards and competencies of career practitioners and the establishment of ethical principles. In addition to the members of the Working Group, this meeting was also attended by experts from the European Training Foundation and an expert from the E2E project. The autumn meeting was held in September and featured the presentation of the Code of Ethics, which was developed by the Agency with the support of the E2E project and in cooperation with *Euroguidance* Tempus Foundation office in Serbia. As part of the Expert Forum of the Qualifications Agency held on 8 and 9 October 2025 in Vrnjačka Banja, a panel discussion was held with representatives of local governments, regional development agencies, civil society organizations, representatives of PRAEO and educational institutions on the topic of career guidance and counselling standards and ensuring sustainable financing of career guidance and counselling services. The Agency presented the importance of standardized career guidance and counselling services within the framework of defining the objectives of the project funded by the OECD. The Agency prepared a questionnaire, coordinated it and distributed it in cooperation with the Ministry of Education to primary schools and is currently preparing a Report on the implementation of career guidance activities in primary schools in Serbia.

The indicator Number of trained school representatives to implement professional orientation and career guidance and counseling activities for primary and secondary school students in accordance with the standards of KViS services has been partially achieved (planned 250/trained 274).

Namely, IIE reports that 117 representatives of OVU attended training on these topics from the Catalogue, while QA reports that in the period from 2021 it has worked intensively on establishing an institutional framework for the implementation of training for the acquisition of career practitioner competencies. In cooperation with the European Training Foundation, a roadmap for the certification/licensing of career practitioners has been developed. The Agency has held a series of discussions with institutions of the system regarding the establishment of the training concept – the Ministry of Education, the Ministry of Labor, Employment, Veterans and Social Affairs, the Ministry of Youth, the IIE, the Office for Dual Education and the NQF, other institutions and organizations and with the Tempus Foundation Office - Euroguidance in Serbia, the Belgrade Open School, the Youth Umbrella Organization in Serbia, the Faculty of Philosophy of the University of Belgrade, the Chamber of Social Workers and other stakeholders. The Agency has developed a framework for intervention and the definition of by-laws that will enable the establishment of a system for ensuring the quality of career practitioners' competencies and a framework for the implementation of training, including for school representatives. In its financial planning documents and program documents for 2024, 2025, 2026 and 2027, the QA has expressed the need for financial resources to begin establishing a system for certifying/licensing career practitioners. This concept also includes school representatives who would be trained in professional orientation and career guidance and counseling activities for primary and secondary school students in accordance with the standards of the KViS services.

Since special financial resources were not approved, the Agency, within the available financial framework, trying not to jeopardize the financial stability and regular functioning of institutions, continued its activities and decided to develop online training for the implementation of the KViS Standard. The training was attended by 157 representatives of primary and secondary schools and representatives of the PRAEO. Information about the training was distributed to secondary schools and the PRAEO, access to the training is free and anonymous.

Currently, QA is working on implementing and improving software solutions and a training platform, as well as building an internet security system.

Within the determined budget for the next year, the Agency has allocated funds in the Financial Plan for the development of the concept of monitoring the implementation of the Q&A Standard and the implementation of developed solutions for ensuring the quality of career practitioners' competencies.

Due to reduced interest from participants, despite the fact that all planned competitions were held, the number of girls and boys participating in sports competitions (by competition level) in 2025 was 102,741 (planned 165,000), which makes this indicator partially met.

Results on the indicator - The number of trained representatives of the OVU for the implementation of activities aimed at developing entrepreneurial and financial competence of students was achieved because instead of the planned 5000, 5600 were trained.

It is not possible to determine the assessment of the achievement of the indicator - Number of trained teachers for the implementation of activities aimed at the development of school sports

in accordance with the implementation of general and specific recommendations adopted at the national level, as there is no available data.

The indicator Number of students participating in one of the levels of competitions organized by the Ministry of Education and professional societies (school, municipal, district and republican) has been partially achieved - planned 300,000 (primary) 8,700 (secondary) / achieved 150,000 (primary) and 1,696 (secondary). The situation is a consequence of the fact that due to the specifics of the school year and the unequal position of individual students due to the inability to continuously attend the educational process, the organizers of some competitions and festivals canceled the implementation of all or individual levels of the competition/festival.

Specific objective 1.2. Improved quality assurance system in pre-university education and upbringing

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of schools that implement diagnostic assessment (initial testing)	35	35	2
Serbia continuously participates in international student achievement assessments (PISA, PIRLS, TIMSS)	YES	YES	2
Serbia continuously participates in the assessment of adult competencies (PIAAC, national research)	Partially	NOT	0
Percentage of schools receiving the lowest scores on the standard–Assessment that serves the purpose of learning	6	No data available	/
A system for monitoring and evaluating the National Dual Education Model has been established.	Not achieved in the previous period	YES	2
Revised and implemented final exam at the end of primary education	Achieved in the previous period	/	/
Foundations established for a new national testing system	Achieved in the previous period	/	/
An improved framework for quality assurance in non-formal education	Planned for realization in the previous period	NOT	0
Implementation of the Methodology for monitoring the effects of the application of new qualifications on employment and lifelong learning based on data from the sector profile (data on the movement of students in the labor market and further education)	YES	Partially	1

Of the nine indicators of this specific objective, two were achieved in the previous period, three were achieved, one was partially achieved, two were not achieved and there is no data available for one.

However, Serbia has not yet participated in the assessment of adult competences (*PIAAC*, national research) although a set of reporting tables on the adult education system was prepared in the previous reporting period for the needs of the Open Data Portal of the Ministry of Education. The implementation of the Methodology for Monitoring the Effects of the Application of New Qualifications on Employment and Lifelong Learning Based on Data from the Sector Profile has not yet begun (although the development of the methodology is in the final stage).

As the second round of external evaluation has not been completed, it is not possible to report on the values for the indicator Percentage of schools receiving the lowest grades on the standard – Evaluation that is in the function of learning.

The monitoring and evaluation system of the National Dual Education Model has been established, and the indicator Percentage of schools implementing diagnostic assessment (initial testing) has been achieved. Serbia has also continued to participate in international student achievement assessments (PISA, PIRLS, TIMSS).

When it comes to the indicator - Improved framework for quality assurance in non-formal education, although it is planned that all activities leading to the achievement of this indicator will be implemented during 2023, they have not yet been completed. However, it should be emphasized that in the previous reporting period, a draft of by-laws was prepared that more closely regulates the issues of program accreditation, self-evaluation and external evaluation of the quality of the work of the PRAEO, as well as the training of personnel engaged in the adult education system. In support of the accreditation of training and RPL programs, market-relevant qualification standards have been adopted, and proposals have also been prepared for improving records and public documents in the adult education system, a proposal for improving the PRAEO Sub-Registry, as well as the process of digitizing the accreditation procedure for adult education activities.

Measure 1.2.1. Improving the system of self-evaluation and external evaluation of the work of institutions

None of the planned 275 schools received support and implemented self-assessment improvement activities because during the reporting period, a large number of schools were on strike or suspended classes, so there was no possibility to organize training.

At the same time, only eight reports on the external evaluation of the work of the PRAEO were produced (30 planned). In order to achieve the defined value of the indicator, the QA, in agreement with the Office for Dual Education and the NQF, submitted a request to the IPA 2020 project for the development of a training concept for the inclusion of educational advisors in the external evaluation process, which was agreed upon by the Ministry of Education, Department for Coordination of the Work of School Administrations. In this way, a significant body of experts - educational advisors - would be included in the external evaluation process and it was planned to reach the target value of 30. The IPA 2020 project initially started work on this activity, but after a few months they decided not to provide support in this segment. This wasted valuable time, which led to the failure to achieve the defined value.

QA is currently independently developing a training program for educational counselors, which it will implement in 2026, and this will provide a corps of experts for conducting the external evaluation of the PRAEO.

The methodology for monitoring the effects of the implementation of new qualifications on employment and lifelong learning based on data from the sector profile (data on the movement of students in the labor market and further education) has been partially developed. More specifically, in the previous period as part of the project *Erasmus EQF IBA 2023* The Office for Dual Education and the National Qualifications Framework, which is responsible for this, has initiated activities to develop a proposal for indicators for monitoring the effects of NQF on lifelong learning and has developed an initial version of the Methodology. A consultation process with stakeholders is underway and, according to the project plan, the final version of the Methodology will be developed in the first half of 2026.

Indicator Number of schools implementing elements of the European quality dimension (national *peer review*) in secondary vocational education is fulfilled. That is, through activities to promote the goals and principles *EQUALITY* at meetings of vocational school communities, the implementation of international peer counseling involving representatives of a large number of vocational schools and the activity of Collaborative Learning in Vocational Education and Training, the target value (20 schools) was achieved during 2025. It should also be noted that for the first half of 2026, the implementation of the collaborative learning model in 7 vocational schools is planned, using the methodology adopted at the national level. An introductory workshop with school teams was held in November 2025. By the end of 2025, all schools involved will, in accordance with the Collaborative Learning Methodology, prepare Self-Assessment Reports on selected topics. These Reports will be the starting point for the activities of teams of experts who will visit schools during the spring of 2026 for the purpose of joint reflection with school representatives. After this phase, a corresponding Report with recommendations for development in the selected area will be prepared for each school.

Measure 1.2.2. Improving systems and processes for monitoring student progress

Indicator fulfillment The number of trained representatives of the OVU in the field of test development, differentiation of teaching and formative assessment is partial (planned 3500/achieved 300). As part of the project "Support to the development of mechanisms for improving the quality of school work" that the Institute is implementing with UNICEF, OVU employees participate in accredited training in Formative Assessment. In the Request for Additional Funding, the Institute requested additional funds to implement training on a larger scale, but received them.

Unlike the previous reporting period, when the indicator related to support for schools in the implementation of diagnostic assessment (initial testing) was fully achieved, this was not the case this year. Namely, during the 2024/2025 school year, a large number of schools were on strike or suspended classes, so educational advisors did not organize professional and pedagogical supervision and provision of professional assistance in this area.

The state matura has not yet been introduced. That is, due to the postponement of the deadlines for the implementation of the general and artistic matura, and in accordance with the Independent Articles of the Law on Amendments and Supplements to the Law on the

Foundations of the Education System ("Official Gazette of the Republic of Serbia", No. 129/2021, 92/2023 and 19/2025), Article 50, financial resources for the preparation of the matura have not been allocated, so it was not possible to implement the planned activities. Thus, the implementation of the state matura (vocational, artistic and general) was postponed to the 2028/2029 school year by Article 8 of the Law on Amendments and Supplements to the Law on Secondary Education ("Official Gazette of the Republic of Serbia", No. 19/25).

It should also be noted that a prerequisite for the quality implementation of the exams that complete secondary education (state matura) is to fully ensure the conditions for their implementation. In the previous period, numerous different tasks and activities were carried out with the aim of ensuring the conditions for the implementation of the state matura: regulations in the field of education were amended to define the tasks of the Examination Center at the Institute for the Evaluation of the Quality of Education and Upbringing, tasks from the subjects that are taken at the state matura were prepared, discussions were held with rectors and deans, state matura test sessions were conducted through which teachers and students of all secondary schools were familiarized with the method and procedures for implementing the state matura, with the tests, and all activities were presented in the media. However, in order for the state matura to be implemented at full capacity and to enable the exercise of all the rights of candidates who take the exam and all the functions of the matura exam (certification, selection and evaluation), additional work needs to be carried out in the coming period. It is necessary to strengthen the capacities of the Examination Center (spatial, personnel and material), on which much has been done so far, but additional efforts are needed. Then, in order to exercise the rights under the Law on Secondary Education and Upbringing to enroll in a higher education institution without taking an entrance exam after passing the state matura, it was necessary for higher education institutions to declare, in accordance with the Law on Higher Education, which general, vocational and artistic matura exams are evaluated when enrolling in studies and the criteria on the basis of which the classification and selection of candidates for enrollment in studies is carried out, by 31 August 2022, which most higher education institutions did not comply with within the given deadline. Most higher education institutions that are introducing aptitude tests for the first time have not publicly announced what these exams entail or what their content is. Also, the software developed by Comtrade, whose role is to support all tasks related to the implementation of the state matriculation exam and the enrollment of students in higher education institutions, is still in the development phase and is being connected to the registers maintained within the EMIS, where situations that complicate the work of the software are being resolved on a daily basis.

Collections of tasks aimed at practicing and helping students prepare for the State matura exam are still being prepared, and work is underway to select tasks that would most relevantly test students' achievements in secondary education. The preparation of the collections is also within the competence of the Examination Center and requires financial resources, which will be provided in the Law on the Budget of the Republic of Serbia for a specific year. By-laws and instructions are also being prepared for detailed familiarization of all participants with the procedures and activities in the implementation of the State matura exam, through parent meetings, meetings with students and training of teachers for the implementation of the State matura exam. At the same time, the questions of who will print the tests, how and where they

will be packaged and distributed to schools, and the cost of performing these tasks are being analyzed.

Measure 1.2.3. Development, establishment and implementation of a framework for monitoring and evaluating new teaching and learning programs

Within the project "Support to the reform of the dual system of secondary vocational education and the National Qualifications Framework in the light of lifelong learning", implemented by the Office for Dual Education and the National Qualifications Framework, with the support of the Swiss Agency for Development and Cooperation, a Framework for Monitoring and Evaluation of Dual Education (Framework) has been developed. The Framework was developed with the active participation and consultation of all relevant institutions, including the Ministry of Education, IIE, IEQE, the Chamber of Commerce of Serbia, as well as representatives of secondary vocational schools. Evaluators have also been trained to apply this methodology.

The goal of the evaluation is to determine the current state of the quality of dual education in the Republic of Serbia, as well as to identify advantages and challenges.

Due to social circumstances, the implementation of a number of activities during the 2024/25 school year was postponed. The time was used to hold information meetings in order to better prepare schools for the upcoming evaluation. The aim of these meetings was to prepare schools for the evaluation process, as well as to ensure the efficient and successful implementation of this process. During the meetings, participants were introduced to the Framework, additional standards and indicators, instruments and other sources of evidence for evaluation, as well as the process of evaluating learning through work itself.

The first information meeting was held in Belgrade on September 30, 2025. The meeting was attended by principals and representatives of 16 schools and representatives of school administrations of Belgrade, Požarevac, Valjevo. The second information meeting was held in Novi Sad on October 3, 2025 and was attended by principals and representatives of 19 schools and representatives of school administrations of Sombor, Zrenjanin, Novi Sad. The third was held in Niš on October 7, 2025, where principals and representatives of 15 schools and representatives of school administrations of Zaječar, Niš, Jagodina and Leskovac were present. The fourth information meeting was held in Kraljevo with principals and representatives of 15 schools and representatives of school administrations of Užice, Čačak, Kruševac, Kraljevo and Kragujevac.

The implementation of the Framework is planned during the external evaluation of secondary vocational schools, in accordance with the Annual External Evaluation Plan for the 2025/2026 school year. The evaluation began in twenty-one schools, and the initial plan to cover 40 schools was increased to 65.

Specific objective 1.3. Foundations established for the development of digital education at the pre-university level

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
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Percentage of schools that meet the necessary conditions for implementing hybrid and online education	100	100	2
The Unified Education Information System was established and put into operation.	Achieved in the previous period	/	/
Percentage of OVEs that improve digital capacities based on self-assessment results	45	35	1
The development of digital education is continuously monitored.	YES	YES	2

Of the three indicators planned for achievement in this period, two were achieved in full, one was achieved partially, and one was achieved in the previous reporting period.

Measure 1.3.1. Development of digital education

The number of school employees who have received training in the application of innovative pedagogical approaches that integrate ICT into the educational process, based on the Digital Competencies Framework - Teacher for the Digital Age 2023, exceeded the target value in 2024, so there was no additional training in 2025.

There is no precise data on the number of schools implementing hybrid teaching using the Moodle learning management system because funds have not been approved for the implementation of the research: Review of digital education with the aim of redefining existing and adopting new measures for the development of pedagogical application of digital technologies and digital competence, as subject and general cross-curricular competence, of students in pre-university education.

For the indicator Number of teachers who have undergone training for the implementation of distance learning in cases where direct work with students has been suspended (organization of online and hybrid teaching), it is not possible to report because all stakeholders have declared themselves not responsible for its monitoring.

Considering that the Selfie self-assessment of schools is carried out on a European online platform, the percentage of schools implementing it is slightly lower than expected (80% expected compared to 70% achieved), so it can be considered that the indicator has been partially achieved. The situation is a consequence of schools failing to log in to the Selfie instrument. That is, the new way of accessing schools' Selfie profiles is made more difficult by the introduced two-factor authentication process. During the last quarter of 2025, IEQE is providing support to schools from the Kragujevac and Kruševac Schools to overcome the problem. Starting next year, the schedule of ZKOV assistance to schools from other school administrations will be publicly presented, all in accordance with the personal and financial capabilities of the Institute.

In the previous reporting period, it was stated that there was not sufficiently precise data on the percentage of schools that had a defined digital segment of the Institution's Development Plan, because the implementation of the planned scientific and research service Digital Education Review was not carried out, while for this reporting period, the IEQE stated that it was focused

on providing targeted support to schools in accordance with its personal and financial capabilities without referring to the achievement of indicators.

The establishment of a state online primary school has not been achieved, while the establishment of a state online high school for students who face temporary or permanent barriers during regular schooling is planned for a later period. However, it should be emphasized that the concept of online schools in the education system of the Republic of Serbia has been prepared: Primary online school (second cycle) and online high school, but that the indicator has not been achieved because funds for the elaboration have not been approved.

Measure 1.3.2. Establishment of the Education Management Information System (EMIS) and use of data in making decisions about education

Education Management Information System (EMIS) is continuously being filled with data that is at the correct level depending on the level of education. Currently, work is underway on recommendations for improving the monitoring and reporting system within the EMIS; recommendations for possible scenarios for the unit under whose jurisdiction the EMIS will be located; recommendations for improving the open data portal; training needs analysis tools (general and specialized according to the roles of stakeholders) and recommendations for strengthening the quality and quantity of data and reporting mechanisms with recommendations with a roadmap for implementing the proposed improvements through the EU project Support to Education Policy in the Republic of Serbia.

Specific objective 1.4. Improved accessibility, equity and openness of pre-university education and upbringing

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Developed system for collecting data and monitoring the implementation of inclusive education	1	1	2
Number of schools and preschools with a pedagogical assistant	Achieved in the previous period	(267)	/
Number of schools implementing a system for identifying students at risk of dropping out and providing support to students	560	481	1
Percentage of adult learners who drop out of the functional adult basic education system	35	37	2
Number of established functional resource centers for additional support to children, students, parents and employees in educational institutions	4	Achieved in the previous period	/
Percentage of educational institutions supported by resource centers	15	26	2

Number of education employees who have improved their competences for working in an inclusive environment	3.500	23.831	2
Percentage of students with developmental disabilities included in regular primary education	2% increase	Baseline not determined	0
Percentage of students with developmental disabilities enrolled in regular secondary education	2% increase	Baseline not determined	0

Of the nine indicators planned for achievement in this reporting period, five were fully achieved, two partially, and two were achieved in the previous period.

It should be emphasized that although the value of the indicator Number of schools and preschool institutions with a pedagogical assistant was achieved in the previous period, the table above shows the current number of schools with pedagogical assistants because there is an increase in their number compared to the previous year. Also, when it comes to the indicator Number of established functional resource centers for additional support to children, students, parents and employees in educational institutions, although its achievement was planned consecutively during the previous two years and in 2025, it was fully achieved in the previous reporting period when the total number of these centers reached 13.

Measure 1.4.1. Establishing new and improving existing mechanisms to support educational institutions in achieving openness, fairness and accessibility

Training aimed at raising awareness and competence for identifying, monitoring and supporting students with exceptional abilities during 2025 included as many as 25,769 teachers, thus exceeding the target value.

Indicator - An interdepartmental coordination body for monitoring and improving inclusive education has been established has not been achieved. During the previous period, it was stated that the working group for the development of the Proposal for the Improvement of the Legal Framework for Inclusive Education for Amendments and Supplements to Regulations Relevant to Inclusive Education (Decision No. 119-01-00209/2023-16) proposed a new article of the Law on the Foundations of the Education System as the legal basis for the formation of an interdepartmental body for coordination, monitoring and harmonization of work and supervision of the work of interdepartmental commissions. After the adoption of this proposal, the conditions will be created for the formation of an interdepartmental coordination body for monitoring and improving inclusive education.

The number of education employees who attended training in the field of inclusive pedagogy and inclusive practice and providing additional support to students was significantly exceeded during 2025, and thus cumulatively. The trainings were implemented through the Catalogue of Professional Development 2022/23, 2023/24, 2024/25 area: Children/students who need additional support in education, trainings approved by the Minister and through various projects implemented with the support of the Ministry of Education. More specifically, in 2025, the number of participants who attended trainings from the Catalogue within the aforementioned area was 1145; trainings on preventing dropout were attended by 229

participants, while the three-modular training accredited by the Minister and implemented by the Center for Interactive Pedagogy was attended by 108 participants. The implementation of training will continue in the coming period.

Since at the time of establishing these indicators, the EMIS was in the development phase, and initial values had not been determined, the indicator Percentage of students with developmental disabilities and disabilities included in regular primary education in 2025, the percentage of students attending typical primary schools and educated according to IOP1 and IOP2 was taken to be 3.79% in relation to the percentage of students attending primary education in the 2024/25 school year, while for the indicator Percentage of students with developmental disabilities and disabilities included in regular secondary education, the value achieved was 1.7% in relation to the percentage of students attending secondary education.

The indicators under this measure (1.4.1), Number of pedagogical assistants engaged to support children and students with developmental disabilities and disabilities and trained pedagogical assistants for Serbian Sign Language and Braille and Number of children who received support in the form of a pedagogical assistant with knowledge of Serbian Sign Language and Braille, were not achieved.

The reason for this is that the hiring of these pedagogical assistants is not possible before the adoption of the Regulation on the Catalogue of Job Positions in Public Services and Other Public Sector Organizations and the Regulation on Coefficients for the Calculation and Payment of Salaries of Employees in Public Services. The Ministry of Education submitted a new initiative to amend the Regulation on 23.10.2025. to the Ministry of State Administration and Local Self-Government.

Therefore, the indicator Number of children who were provided with support in the form of a pedagogical assistant with knowledge of the Serbian language and Braille was not achieved.

A portal for supporting families of children and students from vulnerable social groups was established and the number of users was 121,000 – incomparably more than the planned 2,000. More specifically, the web platform “Resource Centers in the Republic of Serbia” contains information on assistive technology and resource centers in Serbia, as well as the Catalog of Assistive Technology, EASTIN, which can be helpful to interested parties, and especially professionals, in considering new solutions for supporting inclusive education of children with disabilities. A separate section is dedicated to resource centers, with a database on the availability of AT and the possibilities of providing it to students. The platform also contains a number of useful materials on inclusive education, additional educational support for children and students who need it, assistive technology, resource center services, and other topics of importance for the implementation of inclusive education. The web platform is available at:<https://at.zuov.gov.rs/>.

In the coming period, through activities within the EU project Support to Educational Policy in the Republic of Serbia, a new page will be created, which will be linked to the current one, on the website of the Ministry of Education with additional information for parents about available services and rights in the field of education.

No model institutions with good practice in working with students with exceptional abilities have been established, but the Secondary Education Sector has developed a measure to group students with exceptional abilities into specialized high schools and departments and art schools.

During 2025, 4 schools gained the status of a model institution for inclusive education: Primary School "8. Oktobar" Vlasotince, Primary School "Sveti Sava" Vrčin, Belgrade, Primary School "Kosta Trifković" Novi Sad, Primary School "Jovan Jovanović Zmaj" Svilajnac. During the second half of 2025, these schools began providing additional support to other schools through the development of action plans and so far 11 institutions have been supported, which makes this indicator partially achieved.

This practice will be continued in the coming period, and the Ministry of Education will prepare additional guidelines for submitting uniform reports to model institutions for inclusive education.

The number of external advisors who have improved their knowledge and skills in the areas of protection from violence and discrimination, education in national minority languages, inclusion and democratic culture is 200 (cumulative), thus achieving the indicator. That is, during 2025, within the framework of the horizontal exchange on the topic: "Safe and Inclusive Education System", 49 external advisors improved their knowledge in the aforementioned areas. As the external advisors are also representatives of the OVU, this number is presented within the scope of measure 1.3.1. and is not part of the cumulative value reported for specific objective 1.4.

The indicator relating to the number of employees in the education system who have improved their knowledge of the desegregation process has been achieved (planned 90/achieved 100). The Ministry of Education has mapped educational segregation in primary schools in 17 school administrations. The results of the mapping were presented to representatives of school administrations, educational advisors, republican and city inspectors during an expert meeting in Tršić and at a conference in Belgrade (17.11. and 24.11. 2025). In the coming period, the Ministry of Education will work on systematically improving the accessibility of the education system for all children, with a special focus on schools in which educational segregation has been mapped.

The PRAEO support system for providing services for acquiring the first qualification for FEEA participants for the purpose of employment has been partially established. In the reporting period, 1 secondary vocational school accredited 1 non-formal education program that represents an offer for FEEA program participants, while 19 other organizations did so for 39 programs (of which 10 were new organizations).

Within the framework of the IPA2020 Project, the Activity Plan has been revised in the part related to the addition of one activity - Establishing prerequisites for PRAEO system support for the provision of services for acquiring the first qualification for participants of the FEEA Program.

The indicator Number of trained teachers and andragogical assistants according to the prescribed program for the implementation of the FEEA has been achieved. Teachers

participating in the implementation of the FEEA Program have undergone training that provides them with competencies for working with adults and with special target groups. The training was conducted through three modules: Module 1 - Basic andragogical skills (724 teachers trained), Module 2 - Training for the implementation of individual subjects in the FEEA program (565 teachers trained) and Module 3 - Training of andragogical assistants (46 assistants trained), which exceeded the target value for the indicator: Number of trained teachers and andragogical assistants according to the prescribed program for implementation.

Indicator - The number of completed FOO students who have acquired a qualification at PRAEO has been partially achieved because the number of students is 300, and it is planned to be 1000. Through the IPA 2020 project, it is planned to provide support to FOO students in acquiring their first qualification by connecting primary schools implementing the FEEA program with PRAEO (within Component 2).

Measure 1.4.2. Encouraging interculturality in education

Within this measure, the indicator - Number of trained teachers for the implementation of the Serbian as a foreign language program, was fully achieved. Instead of the planned 800 teachers, 845 were trained.

Indicator - The number of trained teachers teaching the elective program Romani language with elements of national culture was achieved in the previous period.

The Rulebook on Criteria and Standards for Financing Institutions Providing Primary Education was revised in the previous period, but the same rulebook for institutions providing secondary education was not revised.

Specific objective 1.5. Improved quality of initial teacher and educator education³

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of accredited study programs for teacher education and preschool education according to the revised standards for assessing the quality of study programs	20	39	2
Number of trainees who completed their traineeship period based on the new concept of job introduction and with the support of trained mentors	/	/	/

The only indicator within this specific goal planned for achievement in 2025, namely the number of accredited study programs for teacher education and preschool education according to the revised standards for assessing the quality of study programs, has been achieved because the number of mentioned programs has been greatly exceeded.

³Teachers include classroom teachers, subject teachers, and teachers in adult education schools, while educators refer to educators in preschools and student dormitories.

The second indicator, the number of trainees who completed the traineeship period based on the new concept of job introduction and with the support of trained mentors, is planned for achievement in 2026.

Measure 1.5.1. Improving the quality of study programs for initial education of teachers and educators and ensuring quality personnel for work in education

For the indicator - Number of students enrolling in teacher education programs for subjects/areas in which an insufficient number of teachers has been recorded, the achievement rating is partial. Such an assessment of achievement is based on the fact that, despite the fact that the number of those enrolling in teacher education programs is relatively large (931), a small number of them decide to apply for scholarships for missing professions in education (at the level of several dozen students, according to the latest available data from 2024, only 30).

During the reporting period, the Qualifications Agency provided expert support to the working groups of the Sector Council for Education and Training, as well as to other interested initiators of the qualifications of teachers, subject teachers and educators. Namely, the initiators did not officially submit an initiative for the development of standards for the qualifications of teachers, subject teachers and educators. Although the process is ongoing, the indicator - Developed qualification standards for the qualifications of teachers, subject teachers and educators at the national level has not been met.

The Agency will continue to provide expert support to the working groups of the Sector Council for Education and Training, as well as to other interested applicants for teacher, subject teacher and educator qualifications, and advocate for the importance of developing these qualification standards at the national level. During 2026, it is planned to continue the consultative process with higher education institutions and finalize the Teacher, Teacher and Educator Qualifications Initiative.

The indicator The number of accredited study programs for teacher education based on teacher and educator qualification standards is planned for the coming period.

Measure 1.5.2. Improving the concept of apprenticeship and induction into the work of teachers and educators

For the indicator - Number of trained mentors in accordance with the new concept of job introduction:

During the 2025 school year, in accordance with the new concept of onboarding employees in education, 126 new mentors were trained. Of these, 86 mentors are employed in primary and secondary schools. Given that the mentor training program for employees in preschool institutions was also completed in 2024, an additional 40 preschool teachers and professional associates from preschool institutions were trained.

When selecting interested candidates, consideration was given to their motivations for applying, as well as to geographical representation. In this regard, priority was given to candidates who emphasized that attending the training was important due to their recognition of the importance of mentoring work and the insufficient attention it receives in their institutions, as well as to ensuring the most balanced possible territorial coverage (in this sense, participants came from Novi Sad, Kula, Kikinda, Zrenjanin, Šabac, Titel, Srbobran, Belgrade,

Obrenovac, Lazarevac, Mladenovac, Kragujevac, Kruševac, Kraljevo, Niš, Vrnjačka Banja, Negotin, Požarevac, Jagodina, Ivanjica, Pirot, etc.).

Specific objective 1.6. Improved quality of the system of continuous professional development of teachers, educators and professional associates

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
The Catalogue of Continuing Professional Development has been published, aligned with the new concept of training for education employees.	1	1	2
Percentage of educational institutions that implement horizontal learning	20	1,7 %	0
Number of employees in educational institutions who have been promoted to higher positions	800	95	0

The indicator Published Catalogue of Continuing Professional Development aligned with the new concept of training for education employees has been fulfilled.

During the 2024/2025 school year in the reporting period (from January 2025), a large number of schools were on strike or suspended classes, so horizontal exchanges were not organized, except within the framework of the Improving Schools for the 21st Century project implemented by UNICEF and NELT, where 30 schools organized horizontal exchanges.

The values for the indicator Number of employees in educational institutions who have been promoted to higher ranks have not been achieved.

Measure 1.6.1. Improving the system of continuous professional development of teachers, educators and professional associates and developing a system of advancement in the ranks of employees in education and upbringing

The draft Regulation on the work permit for teachers, educators and professional associates is in the final phase of adoption, which will also achieve the indicator - Revised prerequisites, content, method of implementation, minimum requirements and evaluation system when taking the exam for the work permit for teachers, educational associates and educators. Since the predicted value for this indicator was "partially", this indicator is considered achieved for this reporting period.

The development of the Rulebook on the work permit for teachers, educators and professional associates is in the final phase of adoption, which makes this indicator achieved.

The indicator - A developed normative and institutional framework and an established system of continuous professional development of personnel in the adult education and lifelong learning system has also been achieved, as partial achievement was planned. More specifically, the Office for Dual Education and the National Qualifications Framework and the Ministry of Education have established cooperation with experts to prepare a study on the analysis of the state and needs of education and continuous professional development of personnel engaged in the adult education and lifelong learning system within the framework of the Erasmus

Agenda IBA 2024 project. The study is currently being finalized, as well as the proposal for a Competence Framework for Personnel Engaged in the Adult Education and Lifelong Learning System in the Context of New Developmental National and EU Policies. The above activities will be implemented by the end of 2025.

Under the auspices of the same project, the Office for Dual Education and the NOC and the Ministry of Education engaged experts who developed a Framework for Assessing Human Resources Capacity for Implementing Training Not Based on Qualification Standards, as well as an implementation plan for the aforementioned framework.

Additionally, within the new two-year Erasmus+ project *AL-Agenda-2025-RS* The project, which is expected to start in January 2026, includes the following activities: development of training packages in andragogy competencies for staff involved in adult education and lifelong learning and their implementation for a certain number of participants; development of a mapping tool designed to identify the current educational needs of staff in the field of adult education; as well as development of a software solution for recording all existing training for staff engaged in adult education, through which users could access all training materials and accompanying information about the training.

Measure 1.6.2. Development of a system of continuous professional development for directors and secretaries of institutions

Values on the indicator - The number of trained directors and secretaries of educational institutions (continuous professional development) is 2197, instead of the planned 2200, which makes it achieved.

In 2025, 583 (cumulative value 1580) directors and secretaries of pre-university education institutions (self-check of compliance with the requirements from the checklist/self-risk assessment - specifically assessed critical and high risk of the supervised entity, in regular supervision in accordance with the provisions of the law regulating inspection supervision, Article 14) were trained in accordance with the indicators of this measure, which, due to the planned 2000 employees, makes this indicator partially achieved.

The number of trained management bodies and secretaries of higher education institutions and institutions of pupil and student standard (self-check of compliance with the requirements from the checklist/self-assessment of risk - especially the estimated critical and high risk of the supervised entity, in regular supervision in accordance with the provisions of the law regulating inspection supervision, Article 14) has not been achieved. The Inspection Sector will, given that the number of management bodies and secretaries of higher education institutions and institutions of pupil and student standard in the target value is significantly lower than the number of directors and secretaries in pre-university education and upbringing, in 2026 undertake activities in accordance with the indicator of this measure.

Specific objective 1.7. Improved attitude towards the Serbian language and literature as basic elements of national and cultural identity and improvement of education in the Serbian language in the diaspora and the region

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of activities carried out to foster the Serbian language and literature at the national level	17	17	2
The percentage of classes attended within the framework of educational work in the Serbian language abroad that were assessed as successful during professional and pedagogical supervision for the work as a whole (teaching and extracurricular activities) with grades 3 and 4 ⁴	150	24	1
Standardized Serbian Sign Language	Not achieved in the previous period	NOT	0

The indicator relating to the Number of activities carried out to foster the Serbian language and literature at the national level has been fully met (17/17), while the indicator - Percentage of classes within the framework of educational work in the Serbian language abroad that were assessed as successful with grades 3 and 4 during professional and pedagogical supervision for the work as a whole (teaching and extracurricular activities) has not been fully met. Although all classes attended were rated 3 or 4, the achieved result (24 classes) reflects the scope of supervision, not the quality of the teaching implemented.

Although planned for 2023, Serbian Sign Language was not standardized either then or in 2025, so it is important to update the timelines for this indicator and related activities. It should also be noted that during the reporting period, there was an obstacle to potential partner higher education institutions engaging in these tasks due to the circumstances in which they carried out higher education activities in the 2024/2025 school year. The plan is certainly to start discussions with SASA, higher education institutions and civil society organizations in the future in order to define the framework within which the activity can be implemented.

Measure 1.7.1. Establishing cooperation mechanisms and providing support for the promotion of the Serbian language and literature

The indicator - Number of activities of the inter-sectoral and inter-institutional body in the field of fostering the Serbian language and literature was not achieved because the aforementioned body was not even established. In this sense, it was not possible to achieve the indicator - Number of activities of the inter-sectoral and inter-institutional body in the field of fostering the Serbian language and literature.

⁴Incorrectly formulated indicator – instead of a percentage, the unit of measurement should be a number.

Measure 1.7.2. Improving the quality of educational work in the Serbian language abroad

The indicator - Percentage of teachers covered by professional development of teachers who implement work in the Serbian language abroad was partially achieved (planned 100/76,39 achieved), while the indicator - Number of organized educational visits of students of supplementary schools to Serbia was partially achieved (7/3). These visits were organized based on the interest of students, in accordance with the capacities of the Scientific and Educational Cultural Center Vuk Karadžić (Tršić).

The deviation from the planned coverage of teachers results from the fact that not all part-time teachers were able to attend the professional development program due to objective circumstances, such as time constraints and overlapping training dates with regular obligations in the host country. The plan is to improve the professional development program for teachers who carry out educational work in the Serbian language abroad in the future, both in person and online, with the aim of ensuring full coverage of teachers.

The indicator Number of supported Serbian language proofreaders abroad was achieved as 11 proofreaders were hired instead of the planned ones.

Specific objective 1.8. Improved conditions for lifelong learning

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of approved Erasmus+ projects in which the Republic of Serbia participates	680	614 ⁵	2
Number of procedures for the recognition of prior learning conducted at PRAEO ⁶	40	13	1
Number of programs offered by PRAEO ⁷	1215	2601	2
Number of developed and updated market-relevant qualification standards (for all NQF levels) ⁸	5	0	0
Number of trained, professionally qualified and requalified and additionally qualified persons in regional training centers	1.200	No data available	/

The indicator - The number of approved Erasmus+ projects in which the Republic of Serbia participates has been achieved, as well as the one relating to the number of procedures for the recognition of prior learning carried out at the PRAEO.

⁵It is expected that the target value will be achieved after the selection of projects from the second competition round is completed.

⁶It implies the number of documents issued through the RPL procedure

⁷It implies the number of documents issued through the training program

⁸It implies a number of qualifications in the NQF system (partial, micro-credentials) for lifelong learning and employment.

The indicator relating to the number of programs offered by PRAEO was achieved, exceeding the projected values.

Although the target value for 2025 was not met for the indicator Number of developed and modernized market-relevant qualification standards (for all levels of the NOQS), there are plans to amend the legislative framework to improve the NOQS system, which will enable the inclusion of qualifications acquired outside the formal education system in the NOQS system. In the previous period, a comparative study of different models of inclusion of (partial) qualifications acquired outside the formal education system in the National Qualifications Framework of the Republic of Serbia was carried out. As part of the study, an analysis of the framework in the Republic of Serbia and a comparative analysis of the approaches of four EU countries (Denmark, France, Poland and Slovenia) were conducted. Continuation of activities is expected within the IPA 2020 Project in terms of implementing the consultative process, so that stakeholders (including the economy) can become more familiar with the concept and consider the possibilities for its application.

It is not possible to provide an estimate of the indicator - the number of trained, professionally qualified, requalified and additionally qualified persons in regional training centers, given that there is no available data.

Measure 1.8.1. Development of the system of recognition of prior learning, transparency and comparability of the qualifications system

One PRAEO out of the originally planned 30 received approval for RPL, thus the indicator was not achieved. Support to schools for RPL activities was planned within the IPA project. Project activities were not carried out as planned, so the expected values have not been met for now.

Indicator - The number of qualifications and non-formal education programmes entered into the NQF Register and visible on the European Qualifications Portal has been partially achieved. Namely, 38 non-formal education programmes and 11 qualification standards were entered into the NQF Register as of 31.12.2025. The QA has delivered to the Office for Dual Education and NOC translations for all developed qualification standards and non-formal education programmes in the previous year. Until 18.11.2025. these data are not visible on the European Qualifications Portal. The Agency also sent an inquiry regarding the resolution of the non-functionality to the Ministry of Education, the Office and Comtrade regarding the aforementioned problem, and requested support from the European Training Foundation in seeking a permanent solution in order to establish an API connection with the registers and automate the process, and so that the Agency, as the competent body, would have direct access to updating data.

The number of recognized qualifications within the ENIK/NARIK Center in 2025 was 6259 compared to the planned 2000. More specifically, in 2025, there was a significant increase in the number of requests submitted for the recognition of foreign school documents, primarily due to the current war events and the increased influx of people from the affected areas. These circumstances directly affected the workload and the dynamics of processing requests. In order to maintain the efficiency of the procedure, an internal reorganization of work was carried out, responsibilities were redistributed and employees were engaged in an increased workload

regime, including overtime. In this way, timely processing of requests and continuity of work were ensured. In the coming period, further improvement of procedures and digital tools is planned to relieve the burden on administrative processes, as well as periodic training of employees to strengthen their capacity to handle increased requests.

Values on the indicator - The number of promotional activities carried out by the RPL was exceeded (planned 10, compared to 15 achieved).

Measure 1.8.2. Encouraging dialogue and developing social partnership

A total of 15 meetings, conferences and round tables were held on dual education, the dual model of studies in higher education, the implementation of the Law on Dual Education in Serbia, the National Qualifications Framework, thus achieving the indicator relating to the number of these events. The activities carried out by the Office for Dual Education and the National Qualifications Framework are the raising of a national campaign for dual education and upbringing, the dual model of studies in higher education in the Republic of Serbia, the Master Plan for the Implementation of the Law on the Dual Model of Education in Serbia, the National Qualifications Framework and career guidance and counseling, the topic of professional orientation, the presentation of study results from various development areas of dual education and different paths to achieving qualifications. At all promotional events (15), the QA promoted the importance of the National Qualifications Framework and the role of the QA in its implementation.

Although the report for 2024 stated that there were 9 employers involved in dual education participating in the implementation of non-formal education programs at a total of 5 PRAEOs, in this reporting period, the QA states that it does not have data on employers involved in the implementation of dual education in formal education institutions. They also state that 194 PRAEOs have been accredited (164 other organizations and 30 secondary schools) and that the QA maintains the PRAEO Register, in which, among other data on PRAEOs, data is entered on employers involved in the implementation of PRAEO activities, and that this data can be downloaded and counted from [PRAEO Register](#).

The indicator Number of newly developed training programs in accordance with the qualification standard offered by PRAEO was partially achieved because instead of 25, the number of newly developed training programs was 15.

For the indicator relating to the percentage of trainees employed within 6 months of completing training based on a qualification standard, it is not possible to provide an estimate due to the lack of available data. It should be noted here that in the Law on Adult Education, PRAEO are obliged to enter data into EMIS but this functionality is not yet fully functional. Reports on the open data portal on adult education only contain schools that conduct OO but there are no employment reports that exist for other levels. It should also be noted that the Office for Dual Education and NQF also do not have this data.

In the process of developing the qualification standards, 27 workshops were held with interested proposers, employers and educational institutions, exceeding the planned number of meetings (25). The Qualifications Agency continuously supports employers, both directly and through the use of online tools, in understanding the NO, the process of submitting initiatives

for the development of new qualification standards and the modernization of existing qualifications. Also, the Qualifications Agency has developed procedures and materials for working with employers through internal organizational processes. The capacities of employees have been strengthened to establish cooperation with employers and collect relevant data for defining the outcomes of the skills, abilities and attitudes qualification.

Measure 1.8.3. Establishment of regional training centers

All 7 regional training centers have been established. Upon obtaining a usage permit for each of the training centers, the procedures for accreditation of the training centers will begin.

There is currently no data available on the number of users of regional training centers by service, as the training centers are expected to begin operating.

Specific objective 1.9. Improved infrastructure and network of institutions in pre-university education and upbringing, higher education and institutions of pupil and student standard

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of educational institutions and student standard institutions that meet the technical equipment criteria	+10% compared to the base value	14%	1
Percentage of educational institutions, higher education institutions and institutions of pupil and student standard that are accessible to employees and students with disabilities in accordance with the Accessibility Standards	+10% compared to the base value	10%	1
Percentage of higher education institutions and student standard institutions that meet the criteria for spatial conditions and technical equipment	+10% compared to the base value	10%	1

The values for all three indicators were partially achieved.

Measure 1.9.1. Improving the infrastructure of educational institutions and institutions of student standard in pre-university education and upbringing

For the indicators - Percentage of equipped digital classrooms and Percentage of modernized computer labs, it is not possible to provide an estimate due to lack of data. It should also be noted that these indicators are planned to be achieved in 2023.

Indicator - The percentage of equipped science classrooms in high schools has been partially achieved, out of 100 planned, 86.3% of the classrooms have been equipped. Namely, a total of 66 high schools and secondary schools with high school departments participated in the public call, of which the Commission proposed a ranking list based on predefined criteria for the allocation of financial resources. Based on the Commission's proposal, the Minister of Education made a Decision on the selection of 28 schools that will receive financial resources in the amount of 500,000.00 dinars each. The reason for the slightly smaller number than

planned is that some schools that have not been equipped so far did not participate in the public call this year either, and therefore could not receive financial resources. Schools that have been equipped this year will, within three months of the date of availability of funds, submit to the Ministry of Education a narrative and financial report on the funds spent, based on which it will be determined whether there have been additional deviations from the plan.

When it comes to the indicator relating to the percentage of educational groups within preschool institutions equipped for the implementation of the new Basics of the PE program, it can be stated that it was achieved in the previous period, i.e. in 2024 (and as stated in the Fourth Report on the Implementation of the Action Plan for the Implementation of the SDES 2030, for the period January-December 2024).

Compared to the previous year, the percentage of primary schools (without separate classes) in the Enriched Single-Shift Work project increased to 29%, while the percentage of secondary schools with a single-shift organization increased to 13. That is, in the 2025/2026 school year, 428 schools were included, including 374 primary schools and 54 secondary schools. Special attention was paid to separate classes of parent schools, where the project has a compensatory role and contributes to a better educational impact on children. The project was supported by local government units that participated in providing meals for students and better working and learning conditions. Funds for additional norms (salaries) for teachers were provided by the Financial Plan in an amount sufficient for about 400 full norms for executors. Within each school, the determined norms are distributed in accordance with the adopted elaboration. In the event that the Ministry of Finance approves the funding, a larger number of schools will be included.

Indicator: The number of modernized and accessible primary and secondary schools and student standard facilities is 1063 (planned 783), which makes this indicator achieved. The Ministry of Education allocates investment funds in accordance with the approved financial resources for each budget year within the framework of the "Investment Fund Allocation Program", but insufficiently secured financial resources, delays in the transfer or approval of budget funds, delays in the work of contractors, delays in obtaining public procurement, consents, permits and supervision make it difficult to meet this indicator. In the future, it is necessary to clearly define priorities and criteria for the allocation of funds, implement preventive activities, more frequent controls and reporting on progress.

The implementation of the indicator relating to the number of profiled and equipped primary schools for the development of basic sports (athletics, gymnastics, martial arts, swimming) is planned to be financed from donor funds, which have not been secured for now. Within the framework of the EU project Support to Educational Policy in the Republic of Serbia, Activity 2.10.2 is envisaged. Contribute to the improvement of physical education teaching in primary schools through the proposal of a mechanism for defining schools that will specialize in specific basic sports with an even geographical distribution, the result of which is the proposal of a mechanism for sports specialization.

Achievement of the indicator - The percentage of pre-university education institutions whose classrooms are fully equipped has been partially achieved (+14% on the baseline compared to

the planned +30%). The progress achieved is in line with the approved financial resources for each budget year.

The indicator Number of established, built and equipped educational and scientific centers has not been achieved. Unresolved property and legal relations, preparation of an assessment of the purposefulness of the investment are the reasons for non-achievement.

When it comes to the indicator Number of established and equipped student cooperatives, it can be considered achieved (30/65 equipped and three established).

The indicator Implementation of the program for improving capital investments in the infrastructure and network of pre-university education has been partially achieved. Namely, the cumulative percentage is 24% compared to the planned 50%. That is, a significant part of the planned construction work on the reconstruction, adaptation and expansion of school buildings has been completed. Priority was given to projects that directly affect student safety, energy efficiency of buildings and improvement of teaching conditions. Activities were carried out to improve the network of school institutions with the aim of more rational use of space and improving conditions. The funds spent follow the dynamics of the works, without deviating from the adopted financial plan. Financing is carried out within the approved budget, which confirms that the activities were carried out as planned and in accordance with applicable procedures.

Future steps include a public call for proposals for the new budget year, launching new phases of projects, improving technical documentation, continuing the procurement of priority equipment, monitoring funding dynamics, enhanced supervision and coordination, and identifying possible risks.

The indicator Percentage of equipped digital classrooms is an indicator planned for achievement in 2023, but achievement data for that and subsequent years are not available. Similarly, there is no data for the indicator Percentage of modernized computer capacities or for the indicator Percentage of equipped science classrooms in primary schools.

Measure 1.9.2. Further improvement of the network of educational institutions and adult education organizers

The new act on the network of institutions of the student standard as well as the new act on the network of institutions of the student standard have been adopted, which makes these indicators achieved.

By the time of reporting, 164 other organizations and 30 high schools had received PRAEO status, for a total of 880 programs, thus partially achieving the target value for the Number of PRAEO indicator.

The number of students attending classes in the Serbian language abroad has been exceeded (8100/8405), and the Ministry of Education has continued to organize educational work in the Serbian language abroad in accordance with the Law on the Foundations of the Education System, the Law on Primary Education and the Regulation on the Implementation of Educational Work in the Serbian Language Abroad.

Measure 1.9.3. Improving the infrastructure of higher education institutions and student standard institutions

Due to unresolved legal and property relations, the indicators - Number of adapted, extended, reconstructed and newly built higher education facilities and Number of equipped higher education facilities - were not achieved.

The indicator Number of adapted, extended, reconstructed and newly built student-standard facilities was partially achieved (4/2), while the indicator Number of equipped student-standard facilities was fully achieved (4/4).

The indicator Implementation of the program for improving capital investments in the infrastructure of higher education institutions and student standard institutions has been achieved.

General objective 2

As with general objective 1, the fulfillment of the indicators will be reported in the last year of the Action Plan's validity.

Specific objective 2.1. Improved quality of higher education provision, human resources and outcomes

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Realized value in 2025.	Status 0/1/2
MEF (the Monitoring and Evaluation Framework) established	Not achieved in the previous period	NOT	0
Percentage of employees at Higher Education Institutions who are covered by professional development based on the new regulations	25	0	0
Percentage of scholarships awarded to support the study of low SES students (based on the new funding model)	10	0	0

The MEF was not established because, in the circumstances in which higher education activities were carried out in the 2024/2025 school year, it was not possible to complete consultations with stakeholders, and the indicator relating to the percentage of employees at higher education institutions who are covered by professional development based on the new regulation was not achieved because the relevant regulation was not even adopted.

Likewise, the indicator Percentage of scholarships awarded to support the study of low SES students (based on the new funding model) was not achieved.

Measure 2.1.1. Development of a framework for monitoring and evaluation (M&E) of the quality of higher education ("quality indicators") and application of the obtained results in the formulation of HE policy

The only indicator within this measure (Number of improved educational policies in the field of HE based on the status and needs identified in the MEF reports) was not achieved because the MEF was not adopted.

Measure 2.1.2. Development and implementation of a financing model that encourages the quality of higher education, efficiency and success of studies

Indicator - Adopted amendments and supplements to the Law on Higher Education in the area of financing and development and harmonization of relevant bylaws has been partially achieved. Namely, the Law on Amendments and Supplements to the Law on Higher Education was adopted in March 2025, but the adoption of norms and standards for the work of higher education institutions founded by the Republic of Serbia, in accordance with the amendments and supplements to the Law, is yet to be achieved.

Measure 2.1.3. Development, establishment and implementation of comprehensive processes and procedures related to the improvement of human resources in higher education

Due to the circumstances in which higher education found itself in the 2024/2025 school year, the new Regulation on professional development and selection of employees for positions at higher education institutions was not adopted, which makes this indicator unachievable.

Specific objective 2.2. Improved relevance of higher education at the national and international level

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Percentage of students attending study programs in newly identified priority areas for the labor market and country development	10	11,40	2
Number of students attending study programs implemented according to the dual model	750	708	1
Number of students enrolled in study programs in foreign languages (face-to-face and online)	2400	3.636	2
Number of students enrolled in a specific joint international study program	90	158	2
Number of students in study programs with international accreditation	190	>15.000*	2
A model for intellectual property management at the University of Applied Sciences has been developed, which will also include the commercialization of results.	Not achieved in the previous period	NOT	0

Of all the planned indicators, four were achieved, one partially and one not achieved.

When it comes to the indicator - Number of students in study programs with international accreditation, it should be added that the following faculties have international accreditation: Faculty of Organizational Sciences, Faculty of Economics, Faculty of Mechanical Engineering, Faculty of Civil Engineering and Faculty of Veterinary Medicine in Belgrade, and the number in the table above refers to students from these faculties. However, if we take into account the WFME accreditation of the National Academy of Medical Sciences, which is valid for all medical faculties, then the number of students exceeds 30,000.

Measure 2.2.1. Encouraging cooperation between higher education institutions with employers, the business and public sectors and strengthening the entrepreneurial component of higher education

The number of study programs implemented under the dual model in 2025 was higher than planned (56 versus 41), and the indicator Number of study programs implemented under the dual model in accordance with qualification standards was not met, given that, although 5 were planned, none were implemented in the reporting year.

The Office for Dual Education and the National Qualifications Framework will continue to promote study programs implemented according to the dual model in order to increase the number of study programs implemented according to the dual model, but also the number of students enrolling in this type of study program. The number of students studying according to the dual model is 708.

The values for the indicators Percentage of HEIs that have established organizational units (centers) dealing with innovation and technology transfer (planned 4/achieved 4.8%) and Number of HEIs that have established organizational units that implement Q&A services (planned 4/achieved 9) have been achieved.

Measure 2.2.2. Support for the internationalization of higher education

The number of accredited study programs in foreign languages at all levels of study and the number of accredited joint international study programs at all levels of study are indicators that have been achieved.

Special goal2.3. Improved inclusion and equity in higher education

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Percentage of students who received support based on the new Regulations on Financial Support for Students	10	0	0
Percentage of students from vulnerable social groups (Roma, people with disabilities, people of low socio-economic status) enrolling in studies	Established baseline value	0	0
Number of people participating in short cycles at higher education institutions	300	600	2
Number of students who received support in the form of Serbian Sign Language interpreters	20	0	0

The indicator Percentage of students who received support under the new Regulation on Financial Support for Students was not achieved, as was the indicator Percentage of students from vulnerable social groups (Roma, people with disabilities, people of low socio-economic status) who enroll in studies because the baseline value has not yet been established. In order to be able to report on the values for this indicator next year, it is necessary to establish a baseline value as soon as possible.

The indicator Number of people participating in short cycles at universities has been achieved (the number is twice as high as planned), while the indicator Number of students who have been provided with support in the form of interpreters for Serbian sign language has not.

Measure 2.3.1. Improving accessibility and supporting study success

The indicator Improved legal framework regulating the social dimension of higher education has not been achieved because the bylaws have not yet been harmonized with the amendments to the Law on Higher Education.

The indicator Percentage of students at higher education institutions who study while working has been achieved – instead of the planned 14%, the value of this indicator is 14.32%.

Measure 2.3.2. Supporting higher education institutions in achieving continuous lifelong education

The Methodology for the Development of Qualification Standards in Higher Education is being finalized, making this indicator partially achieved. A consultation process with relevant stakeholders is currently underway following the presentation of the initial version of the Methodology, followed by its piloting.

Amendments to the legal framework aimed at increasing the pass rate of students in higher education and harmonizing the higher education system with the NQF system have not been adopted because there is no consensus within the academic community.

Specific objective 2.4. Digitalization of higher education

There are no specific target indicators planned for achievement during 2025.

Measure 2.4.1. Introduction of digital platforms, electronic index and electronic student registry

The legal framework governing the use of electronic indexes and electronic registers at higher education institutions is still being developed. Namely, despite the fact that the Law on Higher Education has been amended, it is necessary to further harmonize the secondary legislation, which makes this indicator partially achieved.

Achievement of the indicator - The percentage of HEIs using the "Online Learning Agreement" platform is partial because instead of the planned 70%, this platform is currently used by 56.4% of HEIs. That is, out of 49 HEIs that are holders of the Erasmus Charter for Higher Education, 39 are connected to the Erasmus Paperless network. Of the 39 institutions listed, 25 (64.10%) approve online learning agreements for outgoing mobility, and out of these 25, a total of 19 institutions (48.72%) also approve online agreements for incoming mobility participants. The percentages are calculated in relation to the number of HEIs that are connected to the network. The average value of these two percentages is 56.41%.

The reason for the lower percentage than planned is that some HEIs only implement student mobility for the purpose of internships and/or employee mobility for the purpose of training, for which, according to the rules of the Erasmus+ programme, the Erasmus Paperless network is not used. HEIs are not obliged to sign inter-institutional agreements with the HEIs with which they implement these mobilities. For these mobilities, contracts with individuals are not prepared and signed via the network, i.e. the online learning contract platform.

The percentage of HEIs that are part of the Erasmus Paperless (EPB) digital network has also been exceeded – out of the planned 70%, 79.59% of them are part of the aforementioned digital network – out of 49 HEIs that are holders of the Erasmus Charter for Higher Education, 39

HEIs are connected to the Erasmus Paperless network. Erasmus Paperless Network statistical data processing platform. There is no information available on when the institution joined the network. Of the 39 listed HEIs, depending on the year of the Erasmus+ call, the number of institutions participating in mobility projects varies, ranging from 33 to 36. A total of 36 HEIs have signed inter-institutional agreements through the network.

ANNEX 1 - TABLE OF ACHIEVEMENTS OF THE ACTION PLAN FOR 2025

PE document:	STRATEGY FOR THE DEVELOPMENT OF EDUCATION AND UPBRINGING FROM 2020 TO 2030
Action plan:	ACTION PLAN FOR THE PERIOD FROM 2023 TO 2026 FOR THE IMPLEMENTATION OF THE STRATEGY FOR THE DEVELOPMENT OF EDUCATION AND UPBRINGING IN THE REPUBLIC OF SERBIA UNTIL 2030
Coordination and reporting	MINISTRY OF EDUCATION

Specific objective 1.1: Improved teaching and learning in pre-university education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of primary schools that receive a grade of 4 for overall quality in external evaluation	% (cumulative)	IEQE report after the second round of external evaluation	0	2020.	8	0	1
Percentage of primary schools that receive grades 1 and 2 in general quality in external evaluation	% (cumulative)	IEQE report after the second round of external evaluation	0	2020.	32	30	1
Percentage of secondary schools that receive a grade of 4 for overall quality in external evaluation	% (cumulative)	IEQE report after the second round of external evaluation	0	2020.	8	0	1
Percentage of secondary schools that receive grades 1 and 2 in overall quality in external evaluation	% (cumulative)	IEQE report after the second round of external evaluation	0	2020.	32	0	1
Percentage of PUs that receive grades 3 and 4 for overall quality in external evaluation	% (cumulative)	IEQE report	0	2022.	54	86	1

Measure 1.1.1: Developing new and improving existing qualification standards and achievement standards, teaching and learning programs in pre-university education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.			Type of measure: Regulatory				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of developed qualification standards aligned with the needs of the individual, the labor market and society as a whole, including digital and green skills	Number	Published solutions	44	2022.	25	8	1

Number of developed and improved teaching and learning programs based on achievement standards in basic education	Number	Published regulations	12	2022.	25	38	1
Number of developed and improved general secondary education teaching and learning plans and programs based on achievement standards	Number	Published regulations	11	2022.	16	31	1
Number of developed and improved general secondary education curricula and programs based on qualification standards	Number	Published regulations	0	2022.	5	/	/
Number of developed and improved curricula and programs of teaching and learning in vocational education, including arts, based on qualification standards	Number (cumulative)	Published regulations	136	2022.	211	203	1
Number of new programs adopted for Mother Tongue/Speech with elements of national culture ⁹	Number	Published regulations	2	2022.	32+7	/	/

Measure 1.1.2: Development of conditions and support for educational institutions in improving programs, teaching and learning in pre-university education and upbringing							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of trained teachers at all levels of pre-university education to work according to new standards of student achievement	Number (cumulative)	List of trained teachers – Records	0	2023.	12.000	/	0
Number of trained teachers at all levels of pre-university education to work with new teaching and learning programs	Number (cumulative)	List of trained teachers – Records	580	2022.	30.080	32.609	2
Percentage of PUs that receive mentoring support from advisors-external collaborators in the implementation of the program concept	%	MoE report	0	2022.	30	30	2

⁹ Two programs (two grades) in 16 languages (32 in total) per year for primary schools and one program for secondary schools in 7 languages.

Number of engaged advisors-external collaborators in the system for providing mentoring support and support for horizontal learning in the university	Number	List of external advisors	11	2022.	50	45	2
Percentage of trained educational advisors, external evaluators and advisors of external collaborators for monitoring the implementation of achievement standards and qualification standards (2)	Percentage	IEQE Report, QA Report	0	2022.	Not achieved in the previous period	186	2
Number of schools with a single-shift organization that implement an enriched program of support for student development through educational work	Cumulative number	Monitoring and evaluation reports on the work of schools with a single-shift organization relating to the activities carried out and student participation	398	2022.	420	428	2
Percentage of schools that received digital educational content/digital textbooks	Percentage	MoE and publisher report	100	2022.	100	0	0
Number of schools that have implemented international mobility projects	Number	MoE report	90	2022.	10	139	2
Percentage of FEEA students who use digital technologies for learning ¹⁰	%	MoE report	0	2022.	20	62	2

Measure 1.1.3: Support to educational institutions in strengthening their educational function							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of newly trained representatives of the OVU in the areas of protection from violence, abuse and neglect, discrimination, promotion of gender equality, preservation of mental health, human trafficking, promotion of reproductive health and	Number (cumulative)	List of OVU representatives; training reports	4300	2022.	5700	10.921	2

¹⁰Of the total number of students enrolled in FOOO in all three cycles, by school year.

	prevention of other risky forms of behavior of children and youth							
	Number of students and parents who accessed content in the field of protection from violence, abuse and neglect, and discrimination	Number	Number of visits to the "I'm Watching You" portal	2000	2022.	3500	3.493	2
	Number of employees in the education system who have improved their competences in supporting families to strengthen parental competences and overcome stress	Number (cumulative)	MOE reports	70	2022.	370	5.707	2
	Number of trained representatives of the OVU to carry out activities related to education for sustainable development	Number (cumulative)	List of OVU representatives; training reports	60	2022.	760	620	1
	Number of trained school representatives to implement professional orientation and career guidance and counseling activities for primary and secondary school students in accordance with the standards of KViS services	Number	List of trained school representatives; training reports	382	2022.	250	274	2
	Number of promotions of the Regulation on Standards of Career Guidance and Counseling Services	Number	QA report on implemented promotions	10	2022.	/	16	2
	Number of girls and boys participating in sports competitions (by competition level)	Number (cumulative)	Report of the Serbian School Sports Association	150.000	2022.	165.000	102.741 (primary and secondary school students)	1
	Number of trained representatives of OVU for the implementation of activities aimed at developing entrepreneurial and financial competence of students	Number	Report on implemented trainings	260	2022.	5.000	5600	2
	Number of trained teachers for the implementation of activities aimed at the development of school sports in accordance with the implementation of general and specific recommendations adopted at the national level	Number	Report on implemented trainings	0	2022.	6.000	No data provided.	/

Established and functional software for monitoring the physical and motor development of students in primary and secondary education	Activity accomplished	IEQE server	NOT	2022.	Achieved in the previous period	/	/
Number of students participating in one of the levels of competitions organized by the Ministry of Education and professional societies (school, municipal, district and republican)	Number	Report of the competition and review organizer on implemented competitions and reviews by level	305.000 ¹¹	2022.	300,000 (basic) 8,700 (medium)	150.000 basically 1696 medium	1

Specific objective 1.2: Improved quality assurance system in pre-university education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of schools that implement diagnostic assessment (initial testing)	% (cumulative)	Report of educational advisors and advisors of external associates	5	2022.	35	35	2
Serbia continuously participates in international student achievement assessments (PISA, PIRLS, TIMSS)	Accomplished activities	Reports on the results of Serbian students in international student achievement assessments	YES	2022.	YES	YES	2
Serbia continuously participates in the assessment of adult competencies (PIAAC, national research)	Activity accomplished	National PIAAC report	NOT	2022.	Partially	NOT	0
Percentage of schools receiving the lowest scores on the standard–Assessment that serves the purpose of learning ¹²	Percentage	IEQE report at the end of the second round of external evaluation	8,6	2018.	6	/	/
A system for monitoring and evaluating the National Dual Education Model has been established.	Conducted activity	Report of the Ministry of Education and the Commission for the Development and Monitoring of Dual Education	NOT	2022.	Not achieved in the previous period	YES	2
Revised and implemented final exam at the end of primary education	Activity carried out	Regulations on the final exam program in primary education	NOT	2022.	Achieved in the previous period	/	/

¹¹ The number of students for secondary schools only refers to national competitions because there is a monitoring methodology for them.

¹²The ZVKOV report only applies to schools that received a grade of 1 in the external evaluation.

Foundations established for a new national testing system	Conducted activity	Amended ZOSOV	NOT	2022.	Achieved in the previous period	/	/
An improved framework for quality assurance in non-formal education	Conducted activity	Amended Adult Education Law and NQF Law	YES	2022.	/	/	0
Implementation of the Methodology for monitoring the effects of the application of new qualifications on employment and lifelong learning based on data from the sector profile (data on the movement of students in the labor market and further education)	Conducted activity	QA report	NOT	2022.	YES	Partially achieved	1

Measure 1.2.1: Improving the system of self-evaluation and external evaluation of the work of institutions							
Institution responsible for monitoring and controlling implementation: Institute for Quality Assessment of Education and Upbringing							
Implementation period: 2025.				Type of measure: Informative and educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of schools that received support and implemented activities to improve self-assessment	Number (cumulative)	Reports of educational advisors and advisors of external associates	125	2022.	275	0	0
Number of reports in the external evaluation of the work of PRAEO	Number	QA report	0	2022.	30	8	1
Developed Methodology for monitoring the effects of the implementation of new qualifications on employment and lifelong learning based on data from the sector profile (data on the movement of students in the labor market and further education)	Conducted activity	QA report	NOT	2022.	Partially achieved in the previous period	Partially achieved	1
Number of schools implementing elements of the European quality dimension (national <i>peer review</i>) in secondary vocational education	Number (cumulative)	MOE report	0	2022.	20	20	2

Measure 1.2.2: Improving systems and processes for monitoring student progress¹³	
Institution responsible for monitoring and controlling implementation: Ministry of Education	
Implementation period: 2025.	Type of measure: Regulatory and informational-educational

¹³In the context of this measure, the term students includes both participants and candidates in programs intended for adults.

Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of trained representatives of the OVU in the areas of test development, differentiation of teaching and formative assessment	Number	List of OVU representatives; training reports	5.000	2022.	3.500	300	1
Percentage of schools that received support in implementing diagnostic assessment (initial testing)	% (cumulative)	Report of educational advisors and advisors of external associates	30	2022.	60	0	0
State graduation system established	Activity accomplished	Report of the Ministry of Justice and the IEQE	NOT	2022.	Not achieved in the previous period	NOT	0

Measure 1.2.3: Development, establishment and implementation of a framework for monitoring and evaluating new teaching and learning programs							
Institution responsible for monitoring and controlling implementation: Institute for Quality Assessment of Education and Upbringing							
Implementation period: 2025.				Type of measure: Informational-educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of national reports on the evaluation of the implementation and effects of teaching and learning programs in pre-university education and upbringing ¹⁴	Number	National testing report	0	2022.	/	/	/
Number of schools in which monitoring and evaluation of the National Dual Education Model has been carried out	Number	Reports of the Ministry of Education and the Commission for the Development and Monitoring of Dual Education	0	2022.	40	21	1

Specific objective 1.3: Foundations established for the development of digital education at the pre-university level							
Institution responsible for monitoring and controlling implementation: Ministry of Education							

¹⁴Not foreseen in the reporting year.

Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of schools that meet the necessary conditions for implementing hybrid and online education	%	MOE report	100	2020.	100	100	2
The Unified Education Information System was established and put into operation.	Conducted activity	Generated reports	YES	2022.	Achieved in the previous period	/	/
Percentage of OVEs that improve digital capacities based on self-assessment results	%	Development plan of the institution with a defined digital segment, Reports of the IEQE and the Digitization Sector	31	2022.	45	35	1
The development of digital education is continuously monitored.	Conducted activity	Annual report of the Ministry of Justice	Partially	2022.	YES	YES	2

Measure 1.3.1: Development of digital education							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.			Type of measure: Regulatory, Informational-educational, Institutional-management-organizational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of schools implementing hybrid teaching using the Moodle learning management system	Number	MP's report	30	2022.	70	No data available.	/
Number of teachers who have undergone training for implementing distance learning in cases where direct work with students has been suspended (organization of online and hybrid teaching)	Number	Reports on implemented trainings	0	2022.	11.000	No data available.	/
Number of school employees who have received training in the application of innovative pedagogical approaches that integrate ICT into the educational process, based on the Digital Competencies Framework for Teachers	Number (cumulative)	List of trained school representatives; training reports	62.900	2022.	Achieved in the previous period	/	/

Percentage of schools that use the Selfie tool in the process of self-evaluation and assessment of the digital capacities of an educational institution	% (cumulative)	IEQE reports	65	2022.	80	70	1
Percentage of schools that have a defined digital segment of the Institutional Development Plan	% (cumulative)	Reports of the Ministry of Justice and the State Security Service	31	2022.	70	No data available.	/
Established state online primary school for students facing occasional or permanent barriers to regular schooling	Accomplished activities	Defined in ZOSOV; Act on the Establishment of a State Online Primary School	NOT	2022.	YES	NOT	0
State online high school established for students facing temporary or permanent barriers during regular schooling ¹⁵	Activity accomplished	Defined in ZOSOV; Act on the Establishment of a State Online Gymnasium	NOT	2022.	/	/	/

Measure 1.3.2. Establishment of the Education Management Information System (EMIS) and use of data in making decisions about education							
Institution responsible for monitoring and control of implementation: Office for Electronic Governance and Information Technologies, Ministry of Education							
Implementation period: 2025. ¹⁶				Type of measure: Informative and educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
The Unified Education Information System (JISP) is continuously updated with data used in making decisions about education.	Conducted activity	EMIS	YES	2022.	YES	YES	2

Specific objective 1.4: Improved accessibility, equity and openness of pre-university education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Developed system for collecting data and monitoring the implementation of inclusive education	number	Annual national report on the implementation of inclusive education	0	2022.	1	1	2

¹⁵Not foreseen in the reporting year.

¹⁶JISP development activities and initial use are planned for the period from 2020 to 2022, but the use of JISP should be continuous not only until the end of the Action Plan, but also in the period after. The same applies to the maintenance of JISP, which is a continuous activity.

Number of schools and preschools with a pedagogical assistant	Number	JISP	230	2022.	Achieved in the previous period	(267)	/
Number of schools implementing a system for identifying students at risk of dropping out and providing support to students	Number	MOE reports	250	2020.	560	481	1
Percentage of adult learners who drop out of the functional adult basic education system	%	Reports on the implementation of the GPOO	40	2022.	35	37	2
Number of established functional resource centers for additional support to children, students, parents and employees in educational institutions	Number	MoE reports	0	2022.	4	Achieved in the previous period	/
Percentage of educational institutions supported by resource centers	% (cumulative)	National Report on Inclusive Education	10	2022.	15	26	2
Number of education employees who have improved their competences for working in an inclusive environment	Number (cumulative)	IIE report	1660	2022.	3.500	23.831	2
Percentage of students with developmental disabilities included in regular primary education	%	EMIS	There is no base value.	2022.	2% increase	Baseline not determined	0
Percentage of students with developmental disabilities enrolled in regular secondary education	%	EMIS	There is no initial value.	2022.	2% increase	Baseline not determined	1

Measure 1.4.1: Establishing new and improving existing support mechanisms for educational institutions in achieving openness, fairness and accessibility							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.			Type of measure: Regulatory, Informational-educational and Institutional-management-organizational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1 /2

Number of teachers and professional associates who attended training aimed at raising sensitivity and competence in recognizing students with exceptional abilities within regular classes and regular school activities	Number (cumulative)	Lists of trained professionals; training reports	822	2022.	21.000	25.769	2
An interdepartmental coordination body has been established to monitor and improve inclusive education.	Activity accomplished	Solution MoE	NOT	2022.	Not achieved in the previous period	NOT	0
Establishing model institutions with good practices in working with students with exceptional abilities	Activity accomplished	Decisions on the establishment	NOT	2022.	Partially	0	0
Number of education employees who attended training in the field of inclusive pedagogy and inclusive practice and providing additional support to students	Number (cumulative)	Report of the Ministry of Interior and the IIE	4000	2022.	6000	23.731	2
Number of PAs engaged to support children and students with developmental disabilities and disabilities and trained pedagogical assistants for Serbian Sign Language and Braille	Number (cumulative)	MOE report	0	2022.	30	0	0
Number of children who received support in the form of a pedagogical assistant with knowledge of Serbian sign language and Braille	Number	MOE report	0	2022.	13	0	0
A portal has been established to support families of children and students from vulnerable social groups.	Number of users	MOE report	0	2022.	2000	121.000	2
Number of institutions supported through horizontal learning by the Model Institutions	Number of supported institutions	MOE report	6	2022.	50	11	1
Number of external advisors who have improved their knowledge and skills in the areas of protection from violence and discrimination, education in national minority languages, inclusion	Number (cumulative)	MOE (SA) Report	60	2020.	200	200	2
Number of employees in the education system who have improved their knowledge for the desegregation process	Number	MOE report	0	2022.	90	100	2

PRAEO support system established to provide services for acquiring first qualification to FEEA participants for employment	Activity accomplished	MOE report	0	2022.	YES	Partially	1
Number of trained teachers and andragogical assistants according to the prescribed program for the implementation of FEEA	Number	MOE report	0	2023.	500	724	2
Number of FEEA graduates who have obtained a qualification from PRAEO	Number	MOE report	0	2024.	1000	300	1

Measure 1.4.2: Promoting interculturality in education							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.			Type of measure: Informational-educational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of trained teachers for the implementation of the Serbian as a Foreign Language program	Number (cumulative)	Lists of trained teachers; training reports	400	2022.	800	845	2
Number of trained teachers who teach the elective program Romani language with elements of national culture	Number	Lists of trained teachers; training reports	87	2022.	Achieved in the previous period	/	/
Revised Regulation on criteria and standards for financing institutions providing primary education and upbringing	Activity accomplished	Revised Regulation on criteria and standards for financing institutions providing primary education and upbringing	NOT	2022.	Achieved in the previous period	/	/
Revised Regulation on Criteria and Standards for Financing Institutions Providing Secondary Education and Training	Activity accomplished	New Regulation on criteria and standards for financing institutions providing secondary education and upbringing	NOT	2022.	Not achieved in the previous period	NOT	0

Specific objective 1.5: Improved quality of initial teacher and educator education¹⁷

¹⁷Teachers include classroom teachers, subject teachers, and teachers in adult education schools, while educators refer to educators in preschools and student dormitories.

Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of accredited study programs for teacher education and preschool education according to the revised standards for assessing the quality of study programs	Number (cumulative)	NEAQA report	0	2022.	20	39	2
Number of trainees who completed their traineeship period based on the new concept of job introduction and with the support of trained mentors ¹⁸	Number	MoE report, lists of trained mentors; mentor reports on the implementation of mentoring	0	2022.	/	/	/

Measure 1.5.1: Improving the quality of study programs for initial teacher education and providing quality personnel for work in education							
Institution responsible for monitoring and controlling implementation: Ministry of Education and National Accreditation Body							
Implementation period: 2025.			Type of measure: Regulatory and Informational-educational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of students enrolling in teacher education programs for subjects/areas where there is an insufficient number of teachers	Number	Reports of the Higher Education Institutions	No initial value established	2022.	200	931	1
Qualification standards developed for the qualifications of teachers, subject teachers and educators at the national level	Activity accomplished	QA report	Partially	2022.	YES	NOT	0

¹⁸Not foreseen in the reporting year.

Number of accredited study programs for teacher education based on teacher qualification standards ¹⁹	Number	NEAQA report	0	2022.	/	/	/
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Measure 1.5.2: Improving the concept of apprenticeship and induction into the work of teachers and educators							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.				Type of measure: Regulatory and Informational-educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of trained mentors in accordance with the new concept of job introduction	Number	Lists of trained mentors; training reports	52	2022.	90	/	/

Specific objective 1.6: Improved quality of the system of continuous professional development of teachers, educators and professional associates²⁰							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
The Catalogue of Continuing Professional Development has been published, aligned with the new concept of training for education employees.	Number	IIE website	1	2022.	1	1	2
Percentage of educational institutions that implement horizontal learning	% (cumulative)	Educational advisor reports	5	2022.	20	1,7	0
Number of employees in educational institutions who have been promoted to higher positions	Number (cumulative)	Educational advisor reports	665	2022.	800	95	0

¹⁹Not foreseen in the reporting year.

²⁰In the context of this specific objective and related measures, continuous professional development also includes staff engaged in adult education.

Measure 1.6.1: Improving the system of continuous professional development of teachers, educators and professional associates and developing a system of advancement in the ranks of employees in education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education, Institute for the Improvement of Education and Upbringing							
Implementation period: 2025.			Type of measure: Regulatory and Informational-educational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Revised prerequisites, content, method of implementation, minimum requirements and evaluation system when taking the exam for the work permit of teachers, professional associates and educators	Activity accomplished	New regulation on work permits for teachers, educators and professional associates	NOT	2022.	Partially	Partially	2
A developed normative and institutional framework and an established system of continuous professional development of personnel in the adult education system and lifelong learning	Activity accomplished	MoE report	NOT	2022.	Partially	Partially	2

Measure 1.6.2: Development of a system of continuous professional development for directors and secretaries of institutions							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.			Type of measure: Regulatory and Informational-educational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of trained directors and secretaries of educational institutions (continuous professional development)	Number (cumulative)	Lists of trained directors and secretaries; training reports	1300	2022.	2.200	2197	2
Number of trained directors and secretaries of pre-university education institutions (self-check of compliance with the requirements from the checklist/self-risk assessment - specifically assessed critical and high risk of the supervised entity, in regular supervision in accordance with the provisions of the law regulating inspection supervision, Article 14.)	Number (cumulative)	Lists of trained directors and secretaries; Training reports	0	2022.	2000	1580	1
Number of trained management bodies and secretaries of higher education institutions and	Number (cumulative)	Lists of trained management bodies and	0	2022.	229	0	0

institutions of pupil and student standard (self-check of compliance with the requirements from the checklist/self-risk assessment - specifically assessed critical and high risk of the supervised entity, in regular supervision in accordance with the provisions of the law regulating inspection supervision, Article 14.)		secretaries; Training reports					
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Specific objective 1.7: Improved attitude towards the Serbian language and literature as basic elements of national and cultural identity and improvement of education in the Serbian language in the diaspora and the region							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of activities carried out to foster the Serbian language and literature at the national level	Number	Reports of the Scientific and Educational Cultural Center Vuk Karadžić (Tršić) and MoE	0	2022.	17	17	2
The percentage of classes within the framework of educational work in the Serbian language abroad that were assessed as successful during professional and pedagogical supervision for the work as a whole (teaching and extracurricular activities) with grades 3 and 4 ²¹	Number	MoE reports	0	2022.	150	24	1
Standardized Serbian Sign Language	Activity accomplished	Standards Regulation	NOT	2022.	Not achieved in the previous period	NOT	0

Measure 1.7.1: Establishing cooperation mechanisms and providing support for the promotion of the Serbian language and literature							
Institution responsible for monitoring and control of implementation: Ministry of Education, Ministry of Culture and Information							
Implementation period: 2025.			Type of measure: Regulatory and Institutional Management Organizational				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2

²¹Incorrectly defined indicator. The unit of measurement is a number, not a percentage.

Number of activities of the inter-sectoral and inter-institutional body in the field of fostering the Serbian language and literature	Number	Joint body reports	0	2022.	2	/	/
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Measure 1.7.2: Improving the quality of educational work in the Serbian language abroad							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.				Type of measure: Regulatory and Informational-educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of teachers covered by professional development of teachers who carry out work in the Serbian language abroad	%	Lists of training participants; training reports	100	2022.	100	76,39	1
Number of organized educational visits of students of supplementary schools to Serbia	Number (per year)	Records of the Ministry of Interior and the Scientific and Educational Cultural Center Vuk Karadžić (Tršić)	3	2022.	7	3	1
Number of supported Serbian language proofreaders abroad	Number	MoE report	5	2022.	8	11	2

Specific objective 1.8: Improved conditions for lifelong learning							
Institution responsible for monitoring and controlling implementation: Ministry of Education, Qualifications Agency							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of approved Erasmus+ projects in which the Republic of Serbia participates	Number	Report of the Ministry of Justice and the Tempus Foundation	561	2022.	680	614 ²²	2
Number of procedures for the recognition of prior learning conducted at PRAEO ²³	Number	MoE - EMIS Report	69	2022.	40	13	1
Number of programs offered by PRAEO ²⁴	Number	MoE - EMIS Report	916	2022.	1215	2601	2

²² The target value is expected to be achieved by the end of the year, after the selection of projects from the second competition round is completed.

²³It implies the number of documents issued through the RPL procedure

²⁴It implies the number of documents issued through the training program

Number of developed and updated market-relevant qualification standards (for all NQF levels) ²⁵	Number	NQF Register	0	2024.	5	0	0
Number of trained, professionally qualified and requalified and additionally qualified persons in regional training centers	Number (cumulative)	MoE report based on RTC records	268	2022.	1.200	/	/

Measure 1.8.1: Development of a system of recognition of prior learning, transparency and comparability of qualifications systems							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.				Type of measure: Regulatory and Informational-educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of PRAEOs that have approval for RPL	Number	MoE Solutions	4	2022.	30	1	0
Number of qualifications and non-formal education programmes entered in the NQF Register and visible on the European Qualifications Portal	Number	Report QA, NQF	85 SK according to the new methodology 364 program	2022.	25 qualification standards	38/11	1
Number of recognized qualifications within the ENIC/NARIC Center	Number	QA solutions	4000	2022.	2000	6259 ²⁶	2
Number of promotional activities carried out by the RPL	Number	Reports from promotional activities held	10	2022.	10	15	0

Measure 1.8.2: Encouraging dialogue and developing social partnership							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.				Type of measure: Regulatory and Informational-educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2

²⁵It implies a number of qualifications in the NQF system (partial, micro-credentials) for lifelong learning and employment.

²⁶Closing on 18.11.2025.

Number of conferences and round tables held on dual education, dual model of studies in higher education, implementation of the Law on Dual Education in Serbia, National Qualifications Framework (1)	Number	Reports of the Office for Dual Education and NQF, QA	10	2022.	10	15	2
Number of employers involved in dual education who participate in the implementation of non-formal education programs at PRAEO	Number	Office for Dual Education and NQF (ODENQF)	8	2022.	5	No precise data	/
Number of newly developed training programs in line with the qualification standard offered by PRAEO	Number	QA report	50	2022.	25	15	1
Percentage of trainees employed within 6 months of completing training based on a qualification standard	Percentage	Reports of the Office for Dual Education and NQF	/	2024.	50	/	/
Number of workshops held with employers in the process of developing qualification standards	Number	QA report	25	2022.	25	27	2

Measure 1.8.3: Establishment of regional training centers							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2025.				Type of measure: Regulatory and Informational-educational			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of established regional training centers	Number (cumulative)	Decisions on the establishment of regional training centers	4	2022.	10	7	2
Number of users of regional training centers, by services	Number (cumulative)	Reports of the Office for Dual Education and NQF based on RTC/EMIS records	268	2022.	1200	0	0

Specific objective 1.9. Improved infrastructure and network of institutions in pre-university education and upbringing, higher education and institutions of pupil and student standard

Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of educational institutions and student standard institutions that meet the technical equipment criteria	%	MoE report	No initial value has been determined.	2022.	+10% compared to the base value	14%	1
Percentage of educational institutions, higher education institutions and institutions of pupil and student standard that are accessible to employees and students with disabilities in accordance with the Accessibility Standards	%	MoE report	No initial value has been determined.	2022.	+10% compared to the base value	10%	1
Percentage of higher education institutions and student standard institutions that meet the criteria for spatial conditions and technical equipment	%	MoE report	No initial value has been determined.	2022.	+10% compared to the base value	10%	1

Measure 1.9.1: Improving the infrastructure of educational institutions and student standard institutions in pre-university education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education and National Accreditation Body							
Implementation period: 2025.			Type of measure:				
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Percentage of equipped digital classrooms ²⁷	% (cumulative)	MoE records	50	2022.	/	/	/
Percentage of modernized computer labs ²⁸	% (cumulative)	MoE records	28	2022.	80	/	/
Percentage of equipped science classrooms in primary schools	% (cumulative)	MoE records	16,5	2022.	100	/	/
Percentage of equipped science classrooms in high schools	% (cumulative)	MoE records	23	2022.	100	86,3	1

²⁷ The indicator is scheduled to be achieved in 2023, but there is no data on achievement for that year. Data for 2024 and 2025 are not available.

²⁸ Same.

Percentage of educational groups within preschool institutions equipped for the implementation of the new Basics of the PVO program	% (cumulative)	Report	25	2022.	Achieved in the previous period	/	/
Percentage of primary schools (without separate departments) with single-shift work organization	% (cumulative)	MoE records	26,7	2022.	28,7	29	2
Percentage of secondary schools with single-shift work organization	% (cumulative)	MoE records	10,7 (49 out of 457 schools)	2022.	12,7	13	2
Number of modernized and accessible primary and secondary schools and student-standard facilities	Number (cumulative)	MoE report Project Report "School Modernization Program"	573	2022.	783	1063	2
Percentage of primary schools that are profiled and equipped for the development of basic sports (athletics, gymnastics, martial arts, swimming)	%	MoE records	0	2022.	30	0	0
Percentage of pre-university education institutions whose classrooms are fully equipped	% (cumulative)	MoE records	A baseline value needs to be established.	2022	+30% to base value	14%	1
Number of established, built and equipped educational and scientific centers	Number	MoE records	8 established, 1 equipped	2022.	2 built and equipped	/	0
Number of established and equipped student cooperatives	Number	MoE records	120	2022.	30	3 established 65 equipped	2
Implementation of the program to improve capital investments in the infrastructure and network of pre-university education	% (cumulative)	MoE records GDP Council Report	0	2024.	50	24	1

Measure 1.9.2: Further improvement of the network of educational institutions and adult education organizers							
Institution responsible for monitoring and controlling implementation: Ministry of Education and National Accreditation Body							
Implementation period: 2025.				Type of measure:			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025	Achieved value in the year 2025.	Status 0/1/2
New act on the network of student standard institutions	Adopted act	Act of the Ministry of Education on the network	NOT	2022.	YES	YES	2

		of institutions for student standards					
New act on the network of student standard institutions	Adopted act	Act of the Ministry of Education on the network of student standard institutions	NOT	2022.	/	YES	2
PRAEO number	Number (cumulative)	MoE records	122	2022.	212	194	1
Number of students attending classes in Serbian abroad	Number (cumulative)	MoE records	6600	2022.	8100	8405	2

Measure 1.9.3: Improving the infrastructure of higher education institutions and student standard institutions							
Institution responsible for monitoring and controlling implementation: Ministry of Education and National Accreditation Body							
Implementation period: 2025.				Type of measure:			
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Number of adapted, expanded, reconstructed and newly built higher education facilities	Number	MoE records	18	2022.	2	0	0
Number of equipped higher education facilities	Number	MoE records	14	2022.	2	0	0
Number of adapted, extended, reconstructed and newly built student-standard buildings	Number	MoE records	40	2022.	4	2	1
Number of equipped student-standard facilities	Number	MoE records	12	2022.	4	4	2
Implementation of the program to improve capital investments in the infrastructure of higher education institutions and student standard institutions	% (cumulative)	MoE records	0	2024.	10	10	2

Specific objective 2.1. Improved quality of higher education provision, human resources and outcomes							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
MEF established	Activity accomplished	MoE report	NOT	2022.	Not achieved in the previous period	NOT	0

Percentage of employees at higher education institutions who are covered by professional development based on the new regulations	% (cumulative)	Reports of the Higher Education Institutions	10	2022.	25	0	0
Percentage of scholarships awarded to support the study of low SES students (based on the new funding model)	% (cumulative)	Annual report of the Ministry of Justice	0	2022.	10	0	0

Measure 2.1.1: Development of a framework for monitoring and evaluation (M&E) of the quality of higher education ("quality indicators") and application of the obtained results in the formulation of HE policy							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of improved educational policies in the field of HE based on the status and needs identified in the MEF reports	Number	MoE report	0	2024.	1	0	0

Measure 2.1.2: Development and implementation of a funding model that encourages the quality of higher education, efficiency and success of studies							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Adopted amendments to the Law on Higher Education in the area of financing and development and harmonization of relevant bylaws	Conducted activity	Official Gazette of the Republic of Serbia	NOT	2022.	YES	Partially	1

Measure 2.1.3: Development, establishment and implementation of comprehensive processes and procedures related to the improvement of human resources in HE							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2

New Rules on Professional Development, Selection for Higher Education Employees Adopted	Conducted activity	Consolidated report of the Ministry of Justice based on data from the Higher Education Institutions	NOT	2022.	Not achieved in the previous period	NOT	0
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Specific objective 2.2: Improved relevance of higher education at the national and international level

Institution responsible for monitoring and controlling implementation: Ministry of Education

Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Percentage of students attending study programs in newly identified priority areas for the labor market and country development	%	Reports of the Higher Education Institutions	0	2022.	10	11,4	2
Number of students attending study programs implemented according to the dual model	Number (cumulative)	Reports of the Higher Education Institutions	267	2022.	750	708	1
Number of students enrolled in study programs in foreign languages (face-to-face and online)	Number (cumulative)	Reports of the Higher Education Institutions	1703	2022.	2400	3.636	2
Number of students enrolled in a specific joint international study program	Number (cumulative)	Reports of the Higher Education Institutions	30	2022.	90	158	2
Number of students in study programs with international accreditation	Number (cumulative)	Reports of the Higher Education Institutions	102	2022.	190	>15.000	2
A model for intellectual property management at the University of Applied Sciences has been developed, which will also include the commercialization of results.	Activity accomplished	MoE report	NOT	2022.	Not achieved in the previous period	NOT	0

Measure 2.2.1: Encouraging cooperation between higher education institutions with employers, the business and public sectors and strengthening the entrepreneurial component of higher education

Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education

Implementation period: 2025. Type of measure: Regulatory, Informational-educational and Institutional-management-organizational

Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of study programs implemented according to the dual model	Number	Reports of the Office for Dual Education and NQF	32	2022.	41	56	2
Number of study programs implemented according to the dual model in accordance with qualification standards	Number	Reports of the Office for Dual Education and NQF	0	2022.	5	0	0

Percentage of higher education institutions that have established organizational units (centers) dealing with innovation and technology transfer	%	Reports of the Higher Education Institutions	1	2022.	4	4,80	2
Number of higher education institutions that have established organizational units that implement Q&A services	Number	Career development centers at universities	1	2022.	4	9	2

Measure 2.2.2: Support for the internationalization of higher education							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Number of accredited study programs in foreign languages at all levels of study	Number (cumulative)	NEAQA report	290	2022.	310	357	2
Number of accredited joint international study programs at all levels of study	Number (cumulative)	NEAQA report	8	2022.	12	13	2

Special goal2.3: Improved inclusion and equity in higher education							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025	Realized value in 2025.	Status 1/2/3
Percentage of students who received support based on the new Regulations on Financial Support for Students	% (cumulative)	Ministry of Justice report based on data from the Higher Education Institutions and data from the EMIS	0	2024.	10	0	0

Percentage of students from vulnerable social groups (Roma, people with disabilities, people of low socio-economic status) enrolling in studies	%	Ministry of Justice report based on data from the Higher Education Institutions and data from the EMIS	Initial value established	2025.	Baseline established	NOT	0
Number of people participating in short cycles at universities	Number (cumulative)	Reports of the Higher Education Institutions	112	2022.	300	600	2
Number of students who received support in the form of Serbian Sign Language interpreters	Number	Reports of the Higher Education Institutions	0	2023.	20	0	0

Measure 2.3.1: Improving accessibility and supporting study success							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					
Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Improved legal framework regulating the social dimension of higher education	Activity accomplished	Official Gazette of the Republic of Serbia	NOT	2022.	Not achieved in the previous period	NOT	0
Percentage of students at higher education institutions who study while working	Percentage (cumulative)	Reports of the Higher Education Institutions	10,54	2022.	14	14,32	2

Measure 2.3.2: Supporting higher education institutions in achieving continuous lifelong education							
Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education							
Implementation period: 2025.		Type of measure: Regulatory, Informational-educational and Institutional-management-organizational					

Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Adopted amendments to the legal framework with the aim of increasing the pass rate of students in higher education and harmonizing the higher education system with the NQF system	Activity accomplished	Official Gazette of the Republic of Serbia	NOT	2022.	YES	NOT	0

Specific objective 2.4: Digitalization of higher education

Institution responsible for monitoring and controlling implementation: Ministry of Education

Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Realized value in 2025.	Status 0/1/2
Conditions established for the digitalization of higher education ²⁹	Activity accomplished	Adopted legal acts	Partially	2022.	/	/	/

Measure 2.4.1: Introduction of digital platforms, electronic index and electronic student registry

Body responsible for implementing (coordinating the implementation of) the measure: Ministry of Education

Implementation period: 2025.

Type of measure: Regulatory, Informational-educational and Institutional-management-organizational

Measure level indicator(s) (result indicator)	Unit of measure	Verification source	Initial value	Base year	Target value in 2025.	Achieved value in the year 2025.	Status 0/1/2
Adopted legal framework regulating the use of electronic index and electronic registry books at universities	Activity accomplished	Official Gazette of the Republic of Serbia	NOT	2022.	Not achieved in the previous period	Partially accomplished	1
Percentage of higher education institutions using the "Online Learning Agreement" platform	% (cumulative)	Reports Tempus Foundation	31	2022.	70	56,41	1
Percentage of HEIs that are part of the Erasmus Paperless (EPS) digital network	% (cumulative)	Reports Tempus Foundation	31	2022.	70	79,59	2

²⁹The indicator was achieved in 2023.

