

**THIRD REPORT ON THE
IMPLEMENTATION OF THE
ACTION PLAN OF THE
Strategy for Development of
Education in Serbia by 2030**

***REPORTING PERIOD
- JANUARY 2023 –
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Introduction

General notes

The strategy for the development of education and upbringing in the Republic of Serbia until 2030 (SDES2030) 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. year. In the second half of 2022, the Ministry made a decision to prepare and adopt a new action plan for the implementation of the Strategy earlier. 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 the year 2023, the level of planning for this year, in the period of its preparation, could not be as detailed as for the first two years of the Action Plan's validity and 2. Analysis of the report on the implementation of the previous In the action plan, it was determined that it is necessary to foresee additional activities in 2023, as well as that some of the previously planned activities are no longer relevant for achieving the special and general goals of SDES2030. Bearing in mind all of the above, during the first months of 2023, a new Action Plan for achieving SDES2030 for the period 2023 was finalized. - 2026, which was adopted in October 2023 and on the basis of which this report was prepared.

The Action Plan (AP) comprehensively presents specific measures and activities that should lead to the achievement of the general and special goals defined by the SDES2030, operationalizes the general and special goals set by the SDES2030, defines priorities regarding the timing of the implementation of specific measures and activities, and specifies the necessary financial resources for their implementation and funding sources.

Monitoring the achievement of AP

The action plan, following the structure of SDES2030, specifies indicators and expected values for two special goals, special goals and measures within special goals. That is, the monitoring of the implementation of measures and activities, as well as the monitoring of the achievement of special and general goals, is carried out on the basis of indicators of results (measures), indicators of outcomes (special goals) and indicators of effects (general goals), which are specified in SDES2030 and in the Action Plan, with the note that the indicators of effects will report only after the expiry of the validity of the Action Plan, i.e. in 2026.

Therefore, this report is also structured in such a way as to assess and describe progress based on the mentioned indicators of outcomes and results with a brief review of the situation when it comes to indicators of effects.

The data on the basis of which this report was compiled were collected by the sector of the Ministry of Education and other institutions, organizations and bodies (e.g. institutes, Qualifications Agency, Office for Dual Education and NOK, etc.) responsible for the implementation of individual measures, i.e. the bearers of individual activities as stated in the AP.

In addition, different statistical and other data were used to assess the achievement, such as those of the Republic Institute of Statistics, data resulting from various international researches in which the Republic of Serbia participates, but also data and analyzes within the framework of studies and reports produced by domestic and international institutions, organizations and bodies. Also, the assessment of the achievement of the indicator (achieved, partially achieved and not achieved) depends on the percentage that the competent institutions have decided to represent the parameter for achievement/non-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 that value deviations different) and it was given by those who also 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 there are no available data, but also that the data for a certain number of indicators were not submitted in the time period specified for reporting.

Also, the monitoring of the implementation of the Action Plan will be enabled by the Unified Information System for planning, monitoring of implementation, and coordination of public policies, in which the content of the Action Plan is entered and through which its implementation is monitored, and the effects of the implementation of the Action Plan are reported, in accordance with Article 47 of the Law on the Planning System 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 day of adoption.

An integral part of this report is a tabular presentation that shows indicators, predicted and achieved values as well as estimates of achievement for the year 2023 within each specific goal and measure.

Dynamics of reporting

So far, four reports on the implementation of the existing Action Plan have been drawn up - one half-yearly - covering the period from June 2021, when the Strategy was officially adopted, to the end of 2021, the second annual, which refers to the year 2022, and the third, which contains data for the year 2023.

As this report refers to the year 2023, the Ministry of Education considers it the third report on the implementation of AP for SDES2030.

The annual reports on the implementation of the new Action Plan will continue, as before, with the aim of enabling overview of everything that was done, what was not done and why, therefore - how far the implementation of each activity has come and to what extent the implementation of existing activities contributed to the realization of the planned measures, and thus - to what extent it contributed to the realization of the special and general goals of the Strategy through the realization indicators at the level of special and general goals.

Meaning of terms contained in the Action Plan

The following acronyms are used in the Action Plan:

- AP – Action plan
- BRA –Business Registers Agency
- CGC – Career Guidance and Counseling
- QA – Agency for Qualifications
- HEI – Higher Education Institutions
- AMAE – Annual Monitoring Of Adult Education
- LBETS – Law on the Basics of the Education and Training System
- EU – European Union
- IEQE – Institute for Evaluation of the Quality of Education and Training
- IIE – Institute for the improvement of education and upbringing
- IPA – Instrument for EU Pre-Accession Assistance
- EMIS – Unique Education Information System
- PROAEA – Publicly recognized organizers of adult education
- CACS – Conference of Academies and Colleges of Serbia
- MoE – Ministry of Education
- NEAQA – National Body for Accreditation and Quality Assurance in Higher Education
- NEC – National Education Council

- NQF – National Qualification Framework
- EI – Educational Institutions
- PROAEA – Publicly Recognized Organizers of Education of Adults
- PI – Preschool Institution
- RPL – Recognition of Prior Learning
- RTC – Regional Training Centers
- RS – Republic of Serbia
- FAE – Functional Adult Education
- SA – School Administration

General objective 1

As stated in the introductory part, the fulfillment of the indicators of the general goal (effect indicators) will be reported in the last year of validity of the Action Plan because, apart from being targeted values defined only for that year, progress, reduction in value or stagnation in a certain year before the forecast do not necessarily have to speak about whether education in Serbia is on the right track to achieve the set goals. For example, it is planned that the coverage of PE children aged 3 to 5.5 years in 2026 will be 67%, and the value in 2024 has already reached 68.6%. However, this does not mean that this value will remain the same after two years and that it is not necessary to further invest in activities that lead to increased coverage.

Additionally, part of the data related to students from Roma settlements is collected within the framework of the Multiple Indicator Survey - MICS (*Multiple Indicator Cluster Survey*) which was last implemented in Serbia in 2019. The seventh cycle of MICS in Serbia will be conducted in 2025 so that availability data is expected during 2026, when it will be possible to assess the achievement of the indicators in question.

And finally, right now Not there are available data to assess the achievement of a certain number of indicators, and for some the base value has not yet been established. The situation is a consequence of the fact that the data of schools that are entered into EMIS is insufficient, but it is expected that this challenge will be completely overcome by the end of 2026.

Special objective 1.1. Improved teaching and learning in pre-university education and training

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Achieved value in 2023.	Status 0/1/2
The percentage of primary schools that receive a grade of 4 on general quality in the external evaluation	3	14	2
The percentage of elementary schools that receive a grade of 1 and 2 on general quality in the external evaluation	36	28	2
The percentage of secondary schools that receive a grade of 4 on general quality in the external evaluation	3	25	2
The percentage of secondary schools that receive a grade of 1 and 2 on general quality in the external evaluation	36	61	0
The percentage of PUs that receive a grade of 3 and 4 on general quality in the external evaluation	48	/	/

Regarding the special objective 1.1. "Improved teaching and learning in pre-university education and upbringing" can be stated as a certain success. Three out of five indicators indicate that the planned progress has been exceeded. Achieved is an exceptional success, and instead of the expected 3% of schools, 14% of primary schools and 25% of secondary schools received a grade of 4. The percentage of primary schools rated 1 and 2 decreased from 36% to 28%, so this indicator was also achieved.

On the other hand, one result indicates a worrying situation. Based on a high percentage middle ones schools that receive a grade of 1 and 2 on the external evaluation for general quality, it can be concluded that the quality in 61% of secondary schools is very poor.

As for the quality of work of preschool institutions, the sample of evaluated PUs is small - only one PU which received a grade of 3, since during 2023 priority was placed on providing support in the implementation of new program foundations in preschool education and education within the "Years of Takeoff" Project.

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

Regarding the number of developed qualification standards aligned with the needs of the individual, the labor market and society as a whole, which include digital and green skills, the target value of 25 was achieved and slightly exceeded. 26 proposals for qualification standards were made. Of this number, 9 are qualifications for which qualification standards have been updated in accordance with the Methodology for the Development of Qualification Standards, while 17 are new qualifications, developed within 6 sectors.

At level 3 of NQF, 5 proposals for qualification standards were developed, at level 4 of NQF 19 proposals for standards, and at level 6 (sub-level 6.1 of NQF, basic vocational studies) 3 proposals for qualification standards. It is important to note that standards were developed for the first time in higher education.

The new qualification standards within the framework of knowledge, skills, abilities and attitudes contain defined statements related to digital and green skills aligned with the modern needs of the individual, society and the labor market. The Waste Management Technician qualification standard has also been developed. It is expected that these positive trends will continue, especially considering that the Qualifications Agency continuously monitors current events in the field of the digital and green agenda and is involved in various development activities and projects that promote this agenda.

In terms of teaching and learning programs, the situation is not so favorable. The development of new teaching and learning programs directly depends on the dynamics of adoption and publication of achievement standards. Thus, on the one hand, the number of developed and improved vocational education teaching and learning plans and programs, based on qualification standards, including artistic ones, exceeded the target value, and instead of the planned 151 in 2023, their number was 163. On the other hand, the number of developed and improved teaching and learning programs based on achievement standards in primary education and upbringing, instead of the expected 23, only 2 were developed, and in general secondary education, instead of the expected 15, not a single one was developed, primarily due to a certain delay in the adoption of achievement standards.

Indicator - The number of developed and improved plans and programs of teaching and learning of general secondary education based on qualification standards is planned for realization in 2025

The action plan is the planned development two programs (two grades) in 16 languages (32 in total) per year for primary schools and one program for secondary schools in 7 languages. This indicator was partially achieved because in the reporting period, 12 programs for the mother tongue were reformed with elements of national culture, so that they were aligned with the new educational paradigm.

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

Achieving activities that lead to the achievement of indicators - The number of trained teachers at all levels of pre-university education to work according to the new student achievement standards is not foreseen for 2023.

The implementation of this measure is monitored through a large number of indicators, and progress has been made on many indicators that often exceed the planned results.

Thus, the number of trained teachers at all levels of pre-university education to work according to the new teaching and learning programs is higher than planned, 10,646 instead of 6,080.

Also, the percentage of PUs that receive mentoring support from advisors-external associates (SSS) in the implementation of the program concept is higher than expected, 33 instead of 20, since the list of SSS for the area of PE was supplemented in 2023. However, the number of SSS engaged in the system for providing mentoring support and horizontal learning support in PU is lower than planned, 40 instead of 50. This deviation occurred because in 2023/24. In 2008, the funding of SSS for PE from the funds of the Project Inclusive Preschool Education and Education ceased, and the number of SSS engaged was aligned with the funds in the RS budget for that purpose. The engaged SSS will continue with the implementation of mentoring support.

Educational advisers, external evaluators and external associate advisers were not trained in 2023 to monitor the application of achievement standards and qualification standards, due to the delay in the adoption of the achievement standards by the NEC, which were handed over to this body at the end of 2022. That makes this indicator unrealized. However, IEQE has prepared a training organization plan, which enables the wide dissemination of achievement standards and qualification standards. Also, during 2023, work continued on the development of student achievement standards for the end of the 1st cycle of basic education and upbringing in anticipation of the adoption of the previously completed standards.

The number of schools with a single-shift organization that implement an enriched program to support the development of students through educational work is slightly higher than planned. By decision for the school year 2023/24. 415 schools (versus the planned 410) were determined for the year, which will implement different models of programs and activities in a single-shift organization of work. In accordance with the funds from the budget of the RS, which are intended for the financing of teachers who carry out activities in the OJR, it is planned to increase the number of these schools.

The planned project of supplying schools with digital educational content/digital textbooks was not implemented, and not a single school received these teaching aids. The funds planned for the implementation of the project were provided by the Budget Law for 2023, but were returned to the current budget reserve.

In contrast, the participation of schools in international mobility projects exceeded the planned framework many times over, and instead of the planned 10 schools, 106 schools participated in international mobility projects.

Although the achievement of the indicator - Percentage of VET students who use digital technologies for learning in 2023 was not foreseen, the implemented activities led to its not only being achieved, but also significantly exceeding the values. Namely, we are talking about 64.5% of students who satisfactorily use digital technologies for learning, because currently all schools that implement the FBEA program have the equipment needed to implement the Digital Literacy course. Educational standards for digital literacy in FBEA are defined for the end of the first cycle and for the end of the

third cycle, and shared are in three areas: Operating System, Communication, and Data Creation. Most of the participants of the FBEA program achieved the prescribed competencies within the Digital Literacy course.

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

U view of these measures, on most indicators many times higher values than planned were achieved.

The results for this reporting period are higher than planned, which speaks of the efforts of the system of education to adequately respond and provide support to employees in a crisis situation after the tragedy at the Vladislav Ribnikar school on May 3, 2023.

During the reporting period, the number of newly trained EI representatives in the field of protection from violence, abuse and neglect, discrimination, promotion of gender equality, preservation of mental of health, trafficking in human beings, improvement of reproductive health and prevention of other risky forms of behavior of children and young people exceeded the planned number, amounting to 8,243. A large number of institutions were involved in these activities. Thus, in cooperation with the Institute for the Improvement of Education and Training, trainings were implemented for 360 employees in the field of violence and discrimination prevention and the creation of a safe and stimulating school environment. In cooperation with the United Nations Office on Drugs and Crime, the implementation of the "Skills for Adolescence" program began. The training program was attended by 366 department heads (6th and 7th grade elementary schools) and professional associates of elementary schools from the territory of 17 school administrations. In the following period, employees who attended this training will implement project activities with their students in 180 elementary schools through a series of workshops where they will cover topics related to: *Adolescence journey, Confidence and communication skills, emotional regulation, peer relationships, family relationships, healthy choices and goal setting, etc.* It is planned that the topics will be covered through 37 workshops with about 10,000 students. In cooperation with Center For interactive pedagogy, a Guide was created with the aim of strengthening the educational role of educational institutions and parents by encouraging positive disciplining of children, which is distributed to all primary and secondary schools at the beginning of the 2023/2024 school year. year.

The number of students and parents who accessed content in the field of protection from violence, abuse and neglect, discrimination is many times higher than the planned number - 8,700 users accessed these content instead of the planned 2,500.

The National Platform "Čuvam te", which started its work in 2021 with the aim of improving and coordinating the intersectoral cooperation of competent institutions in the prevention of violence involving children, includes trainings for employees, parents and children that deal with topics in the field of protection from violence, discrimination, recognition, ways of reacting and providing support in situations when a situation of violence occurs. From the very beginning of the work of the National Platform, the Ministry of Education has intensively participated in the creation of informative and educational content, as well as training content. At the moment, there are 20 trainings on the National Platform related to the areas of prevention and protection from violence, procedures for handling and providing support to children. During 2023, 6,200 parents and students were introduced to the content of the training. The mentioned number of parents and students attended several training contents that were available on the Platform during 2023.

There is a large number of employees in the education system who have improved their competences for supporting families to strengthen parental competences and overcome stress - 2,602 instead of the predicted 170. More specifically, in cooperation with UNICEF, 10 webinars were held for all

educational institutions with the aim of empowering employees to react in crisis situations within the project "Response to crisis situations and traumatic events". More than 2,600 employees (primarily directors and professional associates) improved their knowledge and skills in this area. Within the project of the same name, video materials were created for parents and employees with the aim of empowering them to provide support to children/students in overcoming crisis and of traumatic events, which were sent to all institutions:

- The video material for parents "Parents with children in crisis situations" was viewed by nearly 56,000 parents - <https://youtu.be/nXJqqt4PVmE> ;
- The video material for employees "Teachers with children in crisis situations" was viewed by nearly 5,600 employees - <https://youtu.be/P9O5iN7LOcU>

In cooperation with UNFPA, the procedures for the behavior of education and upbringing institutions in crisis events were defined, which became part of the Rulebook on the protocol of behavior in the institution in response to violence, abuse and neglect (amendments adopted in 2024). A manual "Procedure of educational institutions in crisis events" was also created with specific guidelines and recommendations for actions and support for children, parents and employees when a certain crisis event occurs.

Most of the other indicators within this measure, which are not related to the prevention of violence, were partially achieved or achieved, but at the level of planned values.

Thus, the number of trained representatives of EI to carry out activities related to education for sustainable development is 318 instead of 360.

The number of trained school representatives for the implementation of professional orientation activities and career guidance and counseling of primary and secondary school students in accordance with the standards of CGC services is 155, while 150 are planned.

10 promotions of the Rulebook on the Standards of Career Guidance and Counseling Services were held, as planned. Also, numerous workshops and meetings were organized with a focus on the promotion of the adult education system, covering various topics, including career guidance and counseling.

The number of girls and boys participating in sports competitions is lower than the projected value for 2023 (155,000) and amounts to 114,282 students.

As for the number of trained representatives of EI for the implementation of activities aimed at developing the entrepreneurial and financial competence of students, the plan was almost achieved because slightly fewer representatives of educational institutions were trained, 2,974 instead of 3,000.

Regarding the 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 made at the national level, there is no available data.

In terms of software for monitoring the physical and motor development of students in primary and secondary education, there was a partial development as planned, which makes this indicator achieved. In the following years, it is planned to continue the activities until the full functionality and use of this software.

The indicator related to the number of students participating in one of the levels of competitions organized by the Ministry of Justice and professional associations (school, municipal, district and national) for secondary schools has almost been achieved, instead of the expected 8,700, 7,623 students

participated in national competitions (only this level is monitored for secondary schools) competitions), while 300,000 students took part in the elementary school competitions, as predicted.

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

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Achieved value in 2023.	Status 0/1/2
Percentage of schools applying diagnostic assessment (initial testing)	15	39,12	2
Serbia continuously participates in international assessments of student achievement (PISA, PIRLS, TIMSS).	YES	YES	2
Serbia continuously participates in the assessment of adult competences (PIAAC, national research)	/	/	/
Percentage of schools receiving the lowest scores on the standard – Evaluation that is in the function of learning	8	0	2
A monitoring and evaluation system of the National Dual Education Model has been established	YES	Partially	1
Revised and implemented final exam at the end of primary education	YES	YES	2
The foundations for the new national testing system have been established	YES	Partially	1
Improved framework for quality assurance in non-formal education	/	Partially	1
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 on the labor market and continuing education)	Partially	NOT	0

Of the 9 indicators that testify to the improvement of the quality assurance system in pre-university education, 4 have been achieved, while 3 have been partially achieved, and one has not been achieved. Achievement of one indicator is not planned for this reporting period.

Based on these indicators, it can be concluded that in 2023, schools applied diagnostic testing significantly more than expected (39.12%, instead of 15%), that Serbia participated in the foreseen relevant international examinations of student achievement and that the final exam at the end of primary education was revised and implemented. The percentage of schools that receive the lowest marks on the standard - Evaluation that is a function of learning is barely slightly higher than zero, so this indicator is also met.

and that the framework for quality assurance in non-formal education has been improved.

On the other hand, a system for monitoring dual education has been partially established, as well as the foundations for a new system of national testing and improvement of the framework for quality assurance in non-formal education (eg the Law on NQF was amended).

The methodology for monitoring the effects of the application of new qualifications on employment and lifelong learning has not been implemented because it is still under development.

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

Indicators that talk about the implementation of measures from this group have only been partially achieved. Only the number of schools that received support and implemented self-evaluation improvement activities was higher than expected, 220 instead of 175, considering that educational advisors and SSS provided support to institutions in the self-evaluation process as well. Also, in preschool institutions, SSS intensified support in the field of self-evaluation and application of the new "Guide for employees in preschool institutions - Self-evaluation".

On the other hand, only 10 of the planned 30 external evaluations of the quality of PROAEA work and ten reports were carried out, since the providers could not provide the conditions for conducting the external evaluation. It is necessary to develop procedures, organizational solutions and strengthen capacities that will ensure the implementation of external evaluation in the planned scope.

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 on the labor market and continuing education) has only been partially developed. In 2023, activities were started on the development of proposals for indicators for monitoring the effects of NQF on lifelong learning, and a consultative process was carried out, as well as the piloting of the methodological framework for the evaluation of the NQF system through 3 focus group discussions, in order to confirm the evaluative matrix, i.e. to recommend the key evaluative criteria and related to them evaluative questions.

Also, the application of elements of the European dimension of quality (national *peer review*) in secondary vocational education has not been started. At the end of 2023, a competition was announced for the preparation of the national methodology *peer review-a*, and implementation at the school level is expected to begin at the end of 2024.

Measure 1.2.2. Improving systems and processes for monitoring student progress

There is a greater number of trained representatives of EI in the area of test development, differentiation of teaching and formative assessment compared to the planned. The total number of participants in the accredited trainings "Development of knowledge tests and application in differentiating learning and teaching" and "Development and evaluation of reading literacy in the first cycle of elementary school" is 3,454 instead of the planned 2,500 trained. In 2024, the second training cycle "Development and evaluation of reading literacy in the first cycle of primary school" is planned.

In terms of providing support to schools in the application of diagnostic assessment (initial testing), the plan was achieved - 40 schools, as many as planned, received support from educational advisors and SSS in the area of diagnostic assessment.

The indicator related to the establishment of the state matriculation system is not planned for implementation in 2023. However, since it will have an impact on the reporting for the next year, it should be noted that in the previous period tasks were prepared, conversations with rectors and deans were held, a state matriculation exam was held and all activities were presented to the broadest public. however, at the end of May 2023, changes to the Law on Secondary Education postponed the state graduation for the 2025/26 school year. a year. Based on experiences from piloting and trial testing, it was concluded that additional preparations are necessary - to strengthen the capacities of the

Examination Center, to finalize the software, to prepare collections of tasks as well as by-laws and to conduct teacher training.

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

2 national reports on the evaluation of the implementation and effects of teaching and learning programs in pre-university education and training were published, although these activities are not planned to be realized in 2023. Evaluated are Civic Education and Religious Education programs in primary and secondary schools, with the aim of providing data on the degree of achievement of the goals and outcomes of the aforementioned programs, the quality of textbooks, as well as the satisfaction of students and teachers. Based on the findings, measures and recommendations were proposed, and it is expected that, based on them, the teaching programs of the subject of Religious Education in primary and secondary schools will be improved, professional development programs for teachers who teach this subject will be designed and additional professional support will be provided in the function of ensuring the quality of this subject.

Monitoring and evaluation of the National Model of Dual Education has not been achieved in any school, although it is planned to do so in 10 schools. After consultations with the relevant institutions, it was determined that the Monitoring and Evaluation Framework of the National model of dual education, very suitable for application to the entire system of professional education, and that it is important to harmonize it with the existing quality standards, given that dual education is part of professional education, and that there are no special standards and indicators for professional education.

Special objective 1.3. Established foundations for the development of digital education at the sub-university level

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The percentage of schools that meet the necessary conditions for the implementation of hybrid and online education	100	100	2
Percentage of EIs improving digital capacities based on self-assessment results	35	32,5	1
The development of digital education is continuously monitored	Partially	Partially	2

Indicators testifying to the effects of this special goal have been mostly partially achieved. Only the indicator that talks about meeting the necessary conditions for the realization of hybrid and online education is fully fulfilled, with 100% of schools, while digital capacities based on self-evaluation are being improved in 32.5% of schools instead of the planned 35%.

Within this special goal, there was also an indicator - Established and put into operation the Unified Information System of Education, which was stated in the previous period to have been achieved. However, the EMIS has been established, but it can only be considered partially functional, so for the purpose of future reporting, the standards according to which the EMIS can be considered functional in relation to the needs of the education sector should be considered.

Indicator - The development of digital education is continuously monitored and was fully achieved because the target value implied partial realization, which was done.

Measure 1.3.1. Development of digital education

The planned target value was achieved only in terms of the number of employees in schools who underwent training for the application of innovative pedagogical approaches that integrate ICT into the educational process, based on the Framework for digital teacher competitions - 68,216 employees underwent this training instead of the planned 65,000.

According to the data collected by IEQE by surveying schools, the percentage of schools that apply the Selfie instrument in the process of self-evaluation and evaluation of the digital capacities of the educational institution is lower than planned (66 instead of 70), and the goal was partially achieved. It would be important to ensure a greater degree of mandatory use of this instrument in the future, as well as a more efficient way of collecting data on the use of the SELFIE instrument.

The digital segment of the institution's Development Plan was identified in 32% instead of the planned 40% of schools, so this indicator was only partially achieved. In addition, this data is not based on sufficiently reliable research, but only on the survey of schools at the end of 2023.

Values for several indicators within this measure are missing. There is no precise data on the number of schools that implement hybrid teaching using the Moodle learning management system, since no review of digital education for the year 2023 in pre-university education in the Republic of Serbia has been prepared, i.e. the Ministry of Finance has not given consent for the implementation of this scientific-research service.

For the indicator related to the number of teachers who have undergone training for the implementation of distance learning in the case when direct work with students has been suspended (organization of online and hybrid classes), no target value for 2023 is provided because it is planned for implementation in the following period. The situation is the same with the indicators related to the establishment of the state online elementary school and high school for students who face temporary or permanent barriers during regular schooling.

Measure 1.3.2. Establishing the Unified Information System of Education (EMIS) and using data in making decisions about education

The Unified Information System of Education (EMIS) has been established, and is continuously filled with data used in making decisions about education. However, many analyzes indicate that the EMIS is not fully functional, that a part of the data has not been submitted by school, and that not all relevant reports can be generated based on EMIS. Before that, the indicator was partially achieved.

Special objective 1.4. Improved accessibility, fairness and openness of pre-university education and upbringing

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
A developed system of data collection and monitoring of the implementation of inclusive education	1	1	2
Number of schools and preschool institutions with pedagogical assistants	255	240	1
Number of schools implementing a system for identifying students at risk of dropping out and providing support to students	360	450	2

The percentage of adult students who drop out of the system of functional basic education for adults	39	35,4	2
The number of established functional resource centers for additional support for children, students, parents and employees in educational institutions	3	10	2
Percentage of educational institutions supported by resource centers	10	10	2
The number of employees in education and training who improved their competences for working in an inclusive environment	2.200	8.367	2
Percentage of students with developmental disabilities and disabilities included in regular primary education	Established initial value	No initial value has been established	0
Percentage of students with developmental disabilities and disabilities included in regular secondary education	Established initial value	No initial value has been established	0

Regarding the general objective 1.4. most of the indicators point to the realization of the predicted results, with the fact that the data for two important indicators do not exist. It is about the percentage of students with developmental disabilities and disabilities included in regular primary or secondary education.

There is a monitoring system for inclusive education and an annual national report on IO is published; the number of schools in which the dropout prevention system is used is higher than planned (450 schools instead of 360); the dropout percentage from FBEA is decreasing (35.4% of adult participants dropped out, and the goal was to drop the dropout rate to at least 39%); the number of resource centers for additional support for children, students, parents and employees in educational institutions was also increased to 10, instead of the planned 3.

Only in terms of the number of schools and preschool institutions with pedagogical assistants, the goal was partially achieved - pedagogical assistants were hired in 240 instead of the planned 255 schools.

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

The target value was fully achieved, i.e. significantly exceeded, in terms of training in the field of inclusive pedagogy and inclusive practice and providing additional support to students. The number of employees in education included in these trainings is 13,291 instead of the planned 4,500. Of these, 3,207 participants were included in the accredited trainings of IIE (area in the Catalog: Children/students who need additional support in education), while the trainings from the List of Programs of Public Interest included 5-160 participants, most of which are part of the "Learning Together" project. To this number were added teachers who attended trainings within the framework of horizontal exchange in candidate schools for model institutions, counselors, external collaborators who attended a special training program, as well as employees of resource centers for which a special training program was created.

Also, the target value in terms of the improvement of knowledge and external advisors was fully achieved, that is, exceeded associate in the field of protection against violence and discrimination, education in the languages of national minorities and inclusion. During 2023, two trainings were held in which 151 external advisors participated, instead of the planned 100.

The target value regarding the partial establishment of the PROAEA support system for the acquisition of the first qualification for FBEA participants was also achieved, as planned.

Also, the plan was realized in terms of the number of trained teachers and andragogical assistants according to the prescribed program for the implementation of FBEA, 510 people have been trained, and 500 are planned. It is about two-day and three-day trainings, through 2 modules. Module 1 (basic andragogic skills) was attended by 378 teachers from 58 schools in 56 cities/towns from the territory of 12 school administrations. Module 2 (for the subjects Entrepreneurship, the module Basic Life Skills and the subject Responsible Living in Civil Society) was attended by 132 teachers, from 54 schools and 51 cities/towns, from the territory of 15 school administrations.

Although no target values have been set in terms of the number of completed VET participants who obtained a qualification at PROAEA, within the measures of the active employment policy implemented by the NES, 3 participants were included in training programs after attending the VET program.

The goal was partially achieved in terms of coverage through training to raise sensitivity and competence for recognizing students with exceptional abilities within regular classes and regular school activities. The number of trained teachers and professional associates is 4,882 compared to the planned 7,000. This data includes all employees who have undergone accredited training and public interest training. However, the number of trained people may be higher, since data on trainings that include segments of importance for the mentioned area (planning and implementation of educational work, individualization, differentiation, etc.) are not included.

The target values were not achieved regarding several indicators.

Thus, the indicator Number of engaged pedagogical assistants to support children and students with developmental disabilities and disabilities and trained pedagogical assistants for Serbian sign language and Braille has not been achieved. Namely, the necessary regulations for hiring assistants for students with developmental disabilities and disabilities (Regulation on the catalog of jobs and Regulation on coefficients for salary calculation) were not adopted. At the initiative of the Ministry of Education, the Ministry of State Administration and Local Self-Government has prepared a Proposal for a Regulation on Amendments to the Regulation on the Catalog of Jobs in Public Services and Other Organizations in the Public Sector, a Proposal for a Regulation on Amendments to the Regulation on Coefficients for Calculation and Payment of Salaries of Employees in Public Services, a Proposal for a Regulation on the termination of the Regulation on the Code of Workplaces and the Proposal for the Regulation on the Code of Workplaces, which determine the codes of workplaces for users of public funds. The aforementioned acts were forwarded to the competent authorities on June 22, 2023, but they were not adopted during 2023.

During 2023, six candidate schools for the IO model institution were supported through mutual horizontal exchange, which was their preparation and empowerment for one of the key roles of the model institution - the horizontal exchange of experiences in the IO field. However, the predicted number of these schools was 30, which makes this indicator unfulfilled.

Indicators - Established interdepartmental coordinating body for monitoring and improving inclusive education, Establishing model institutions with good practice in working with students with exceptional abilities, Number of children who were provided with support in the form of a pedagogical assistant with knowledge of Serbian sign language and Braille, Number of employees in the system of education and training who improved their knowledge for the desegregation process and the establishment of a portal to support families of children and students from vulnerable social groups are not planned for implementation in 2023.

Measure 1.4.2. Encouraging interculturality in education

In the field of intercultural education, all but one indicator has been partially achieved.

Thus, the number of trained teachers for the implementation of the Serbian as a foreign language program is lower than planned, 443 instead of 500.

For an indicator - The number of trained teachers who teach the optional program Romani language with elements of culture, planned for training was 45, and 49 teachers were trained.

The revised Rulebook on criteria and standards for the financing of institutions that perform the activity of basic education and upbringing was adopted, although it was not planned in the reporting period. For an indicator - the Revised Rulebook on criteria and standards for financing institutions that perform secondary education and upbringing does not have a target value for the year 2023.

Special objective 1.5. Improved quality of initial education of teachers and educators¹

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of accredited study programs for the education of teachers and educators according to the revised standards for evaluating the quality of study programs	/	/	/
The number of apprentices who completed the apprenticeship period based on the new concept of introduction to work and with the support of trained mentors	/	/	/

Within this special objective, there were no predicted values for 2023, nor data on the stated outcomes.

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

Data on whether a base value has been established for the indicator - The number of students enrolled in teacher education programs for subjects/fields in which an insufficient number of teachers is recorded, is missing, or not submitted.

Qualification standards for the qualifications of teachers, subject teachers and educators at the national level have not yet been developed, although the Qualifications Agency provides continuous support to the Sectoral Council for the Education and Training Sector in the development of the Initiative for the aforementioned qualifications. It came to a standstill and ended in 2023 the mandate of the sectoral councils, which caused a pause in the work on the development of the Initiative for the aforementioned qualifications.

Regarding the number of accredited study programs for education of teachers and educators based on the qualification standards for teachers and educators, the values for 2023 are not predicted.

¹By teachers is meant classroom teachers, subject teachers, teachers in schools for adult education, while by teachers we mean teachers in pre-school institutions and student dormitories.

Measure 1.5.2. Improving the concept of internship and introduction to the work of teachers and educators

The number of trained mentors in accordance with the new concept of introduction to work is 135 instead of the planned 90. Due to the great interest in this training, two additional trainings were implemented.

Special 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 2023.	Accomplished value in 2023.	Status 0/1/2
Published Catalog of continuous professional development aligned with the new concept of training employees in education	/	/	/
Percentage of educational institutions that apply horizontal learning	10	10	2
The number of employees in educational institutions who have advanced to higher positions	700	No data available	/

Indicator values indicating the outcomes of this special objective are not fully available. The expected values were achieved in terms of creating a catalog of continuous professional development that is aligned with the new concept of professional development. The catalog was adopted in the 2022/2023 school year, year and is valid for three years.

Also, the plan of 10% of EIs applying horizontal learning was achieved. However, there is a lack of information on the number of employees in educational institutions who have advanced to higher positions.

Measure 1.6.1. Improvement of the system of continuous professional development of teachers, educators and professional associates and development of the system of advancement in the titles of employees in education and training

Within this group of indicators, both were fully achieved.

More specifically, the indicators - Revised prerequisites, content, method of implementation, minimum requirements and evaluation system when taking the exam for the license to work as teachers, professional associates and educators and Developed normative and institutional framework and established system of continuous professional development of staff in the system of adult education and lifelong learning were partially achieved as was planned.

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

Of all the indicators within this measure, only the planned number of trained directors and secretaries of education and training institutions was achieved - 1,759 trainees from this category of employees participated in continuous professional development, instead of the planned 1,600.

For the other two indicators, no target values for 2023 are foreseen. This refers to the number of trained directors and secretaries of institutions of pre-university education and upbringing (self-verification of the fulfillment of the requirements from the checklist/self-assessment of risk - separately stated 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), as well as the number of trained authorities management and secretaries of higher education institutions and institutions of pupil and student standards (self-verification of the fulfillment of the requirements from the checklist/self-assessment of risk - separately stated 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.).

Special 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 2023.	Accomplished value in 2023.	Status 0/1/2
The number of activities carried out to foster the Serbian language and literature at the national level	12	12	2
The percentage of hours within the framework of educational work in the Serbian language abroad that were evaluated as successful during the professional-pedagogical supervision for the work as a whole (teaching and extracurricular activities), evaluated with grades 3 and 4	90	0	0
Standardized Serbian sign language	YES	NOT	0

According to the report of the Scientific-Educational Cultural Center Vuk Karadžić (in Tršić), the number of implemented activities for fostering the Serbian language and literature at the national level in 2023 was 12, thus achieving this indicator of a special goal.

During the same year, as part of educational work in the Serbian language abroad, evaluation was not carried out during professional-pedagogical supervision (teaching and extracurricular activities), so the planned value of the indicator was not achieved - 90 hours, which during the evaluation were evaluated with grades 3 or 4.

Also, during 2023, the Serbian sign language was not standardized, which makes this indicator unrealized.

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

For the year 2023, the realization of the only indicator within this measure - Number of activities of the inter-sectoral and inter-institutional body in the field of fostering the Serbian language and literature is not planned.

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

All teachers who work in the Serbian language abroad were included in professional training, which achieved the target value (100%) and achieved the indicator. The training of teachers for teaching in the Serbian language abroad has the status of a program of public interest and is intended for all teachers who, by the decision of the minister, are engaged to teach in the Serbian language abroad.

As part of the work of the Scientific and Educational Cultural Center Vuk Karadžić (Tršić), 3 educational visits of supplementary school students to Serbia were organized, thus the indicator was partially achieved because the number of planned visits was 5.

No data has been provided for the indicator - the number of supported Serbian language proofreaders abroad.

Special objective 1.8. Enhanced conditions for lifetime

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of approved Erasmus+ projects in which R. Serbia	600	734	2
Number of implemented procedures for recognition of prior learning at PROAEA ²	40	21	1
Number of programs offered by PROAEA ³	1.015	2.631	2
Number of developed and updated market relevant qualification standards (for all NQF levels) ⁴	/	/	/
Number of trained, professionally qualified and prequalified and additional qualified persons in regional training centers	1000	No data available	/

The indicator related to the number of approved Erasmus+ projects in which the Republic of Serbia participates was achieved, or more precisely, exceeded, given that there were 734 projects (600/734) in the reporting period.

The indicator related to the number of implemented procedures for recognition of prior learning at PROAEA (implies the number of documents issued through the RPL procedure) was not fully achieved (40/21). On the other hand, the indicator related to the number of programs offered by PROAEA was achieved and significantly exceeded (1015/2631).

Achievement of indicators - The number of developed and modernized market-relevant qualification standards (for all levels of NQF is planned for the next period).

There is no data available for the indicator Number of trained, professionally qualified and prequalified and additional qualified persons in regional training centers, so it is not possible to assess the status of the achievement of this indicator.

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

PROAEA approval for RPL was received by only 3 PROAEA, and this indicator was only partially achieved (15/3), more precisely accreditation and verification of extended activities for RPL activity were received by the Technical School of Valjevo, the Technical School of Požega and the Polytechnic School from Subotica. The main reason for the deviation from the plan is that the more intensive accreditation of secondary vocational schools for the RPL activity is planned within the implementation of IPA 2020.

² It implies the number of documents issued through the RPL procedure

³ It includes the number of documents issued through the training program

⁴ It includes the number of qualifications in the NOKS system (partial, micro-credentials) for lifelong learning and employment.

As for the number of qualifications and non-formal education programs entered in the NQF Register and visible on the European qualifications portal, this indicator was fully achieved (25/25), because 26 qualification standard proposals were made (of which 9 were updated in accordance with the Methodology for the Development of Qualification Standards) and 25 were adopted and for them adopted decision of the minister.

Indicator The number of recognized qualifications within the ENIC/NARIC Center was significantly exceeded - out of the planned 2,000, even 7,075 were realized (2000/7,075). The main reason for the significant deviation is that the work of the e-platform for the recognition of foreign school documents was improved in order to increase the number of requests submitted electronically, and in this way the work of both the registry office and the ENIC/NARIC center was facilitated, and 2487 decisions were issued for the recognition of foreign primary school documents, 2517 decisions for recognition of foreign high school diplomas and 2071 solutions for recognition of foreign higher education diplomas. Also, QA will continue with the improvement of procedures, organization, and the improvement of the electronic platform both from the aspect of user interface, functionality, and information security of data.

The number of implemented promotional activities of the RPL was fully achieved, that is, it was also exceeded (10/15 achieved).

Measure 1.8.2. Encouraging dialogue and developing social partnership

Regarding the number of held conferences and round tables on dual education, the dual model of studies in higher education, the implementation of the Law on Dual Education in Serbia, the National Framework of Qualifications, the indicator was achieved and exceeded (planned 10/13 achieved). The reason for the deviation in terms of exceeding the set target values is that QA organized several additional events (conferences, national dialogues, two-day workshops) for relevant actors not only from the world of education but also with representatives of the labor market, local employers, trade unions, etc.

Indicator The number of employers involved in dual education participating in the implementation of the non-formal education program at PROAEA was also exceeded (planned 5/9 achieved) - in 2023 there were 9 employers involved in dual education participating in the implementation of the non-formal education program for a total of 5 PROAEA.

The number of newly developed training programs in accordance with the qualification standard offered by PROAEA is an indicator where the achieved value is also exceeded (25/86), more precisely, of the 25 planned, as many as 86 PROAEA programs are accredited based on the qualification standard (the programs are accredited both for the qualification as a whole, as well as for competencies and occupations, and for individual outcomes, and PROAEA issues certificates, certificates and confirmations after the implementation of training).

The number of held workshops with employers in the process of developing qualification standards is 30 (25/30 completed). More precisely, over 30 meetings were held with interested proponents of initiatives for the development of qualification standards.

Reporting on the percentage of trainees who are employed within 6 months of completing the training based on the qualification standard is not even foreseen in 2023.

Measure 1.8.3. Establishment of regional training centers

Indicator - The number of established regional training centers was partially realized (planned 6/4 realized). In addition to the work started on the training centers in Vlasotinac and Pancevo, in the coming period, work is planned to start in Užice, Vranje, Požega, Subotica and Vršac.

No data is available for the indicator Number of users of regional training centers, by services.

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

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The percentage of educational institutions and institutions of student standard that meet the criteria of technical equipment	Established initial value	No data available	/
The percentage of educational institutions, higher education institutions and institutions of pupil and student standards that are accessible to employees and students with disabilities in accordance with the Accessibility Standards	Established initial value	No data available	/
The percentage of HEIs and institutions of student standard that meet the criteria of spatial conditions and technical equipment	Established initial value	No data available	/

It is not possible to assess the realization of the indicators shown above because there is no available data since no MoE report was prepared on the basis of which the data would be entered. The report of the MoE should contain the ratio of institutions that meet the criteria and all institutions of which there are more than 2,000 (primary and secondary schools and student dormitories).

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

For the indicators Percentage of equipped digital classrooms and Percentage of modernized computer cabinets, there is no available data on the basis of which the assessment of achievement would be made.

Although the indicator - Percentage of equipped natural science cabinets in high schools did not have a target value for 2023.

Indicator - The percentage of educational groups within pre-school institutions equipped for the needs of the implementation of the new Foundations of the PVE program has been achieved (30/30).

Although the indicator - Percentage of elementary schools (without separate classes) with single-shift organization of work is not planned for 2023, the value of the indicator has reached 28% (compared to the initial value of 26.7%), primarily due to the inclusion of a certain number of schools in the Enriched single-shift work project. Also, although the indicator Percentage of secondary schools with one-shift organization of work is not planned for 2023, the value of the indicator reached 11% (initial value was 10.7) for the same reason.

Within the indicator - The number of modernized and accessible primary and secondary schools and facilities of the student standard predicted an additional 70 institutions in 2023, however, there is no available data on the achievement.

The percentage of pre-university education institutions whose offices are fully equipped is an indicator that did not have a target value for the year 2023, however, an initial value should have been determined in that year, for which no data is available, so that it would be possible to monitor progress from 2024.

For the indicator - Number of established, built and equipped educational and scientific centers, it was planned that 2 additional ones would be established and 2 built and equipped, however, this value was not achieved, but the process of creating project-technical documentation was initiated.

As for the indicators - the number of established and equipped student cooperatives, it has been partially achieved. More precisely, of the 30 planned, 5 were established and 36 were equipped (30/5). The Ministry of Education has prepared Professional Guidelines for the establishment and operation of student cooperatives in order to support schools in this process, and examples of good practice were presented at the Education Fair. Also, the Ministry announced a public call for the allocation of funds to student cooperatives to improve working conditions, given that it is the school that is the founder of the student cooperative, that is, it initiates the establishment procedure in accordance with the Rulebook on student cooperatives.

The implementation of activities that lead to the achievement of the following indicators is foreseen in the coming years - Percentage of equipped natural science classrooms in elementary schools, Percentage of equipped natural science classrooms in high schools, Percentage of elementary schools that are profiled and equipped for the development of basic sports (athletics, gymnastics, martial arts, swimming), Percentage of pre-university institutions of education and training whose offices are fully equipped and Implementation of the program of improvement of capital investments in the infrastructure and network of pre-university education.

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

Adoption of new acts on the network of institutions of pupil and student standards is not planned for this reporting period.

The indicator related to the number of PROAEA was achieved. 162 schools/other organizations (out of the planned 152) for a total of 697 programs received accreditation to acquire PROAEA status.

The number of students attending classes in the Serbian language abroad increased to 9,162 students, and the action plan predicted a value of 7,100 students, which achieved this indicator.

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

For three indicators within this measure, there are no target values for the year 2023, that is, their realization is not foreseen, and for two indicators: Number of adapted, extended, reconstructed and newly built student standard facilities and Number of equipped student standard facilities, no data is available.

General objective 2

The same as for general objective 1, the fulfillment of indicators will be reported in the last year of validity of the Action Plan.

Special objective 2.1. Improved quality of offer, human resources and outcomes of higher education

Indicators within Special Objective 2.1 are not planned for achievement in 2024, with the exception of the indicator - Percentage of employees at the Higher Education Institution who are included in professional training based on the new rulebook, for which no data has been submitted.

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

Achieving indicators - The number of improved educational policies in the area of HE based on the situation and needs recognized in the MFE reports is not planned for 2023.

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

Adoption of amendments to the Law on Higher Education in the field of financing and development and harmonization of corresponding by-laws is not scheduled for 2023.

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

Achieving the indicators related to the Rulebook on professional development and selection of employees at the Higher Education Institution is not planned for 2023.

Special 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 2023.	Realized value in 2023.	Status 0/1/2
Percentage of students attending study programs in newly identified priority areas for the labor market and development of the country	/	/	/
The number of students attending study programs that are realized according to the dual model	550	574	2
Number of students enrolled in study programs in foreign languages (live and online)	2000	No data provided	/
Number of students enrolled in a specific joint international study program	50	No data provided	/
Number of students in study programs with international accreditation	130	No data provided	/
Developed a model of intellectual property management at the Higher Education Institution, which will include the commercialization of the results	Partially	No data provided	/

Within Special Objective 2.2, only one indicator was achieved: The number of students attending study programs that are realized according to the dual model, where the target value was exceeded and is 574 compared to the planned 550 students.

Indicator - The percentage of students attending study programs in the newly identified priority areas for the labor market and development of the country is not even planned for realization, and no data has been submitted for the other indicators.

Measure 2.2.1. Encouraging the cooperation of the Higher Education Institution with employers, business and public sector and strengthening the entrepreneurial component of higher education

An indicator related to study programs that are realized according to the dual model has been achieved. The number of such programs is 46, although 35 are planned for the reporting period.

Although no study programs are planned for the year 2023 that are realized according to the dual model in accordance with qualification standards, 3 study programs that are realized according to the dual model have been developed.

For the remaining indicators (Percentage of HEIs that have established organizational units (centers) dealing with innovation and technology transfer and Number of HEIs that have established organizational units that implement CGC services) no data was provided.

Measure 2.2.2. Support for the internationalization of higher education

It is not possible to assess the status of achievement for the indicators - Number of accredited study programs in foreign languages at all study levels and Number of accredited joint international study programs at all study levels because no data has been submitted.

Special objective 2.3. Improved inclusion and equity in higher education

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Percentage of students who received support based on the new Rulebook on financial support for students	/	/	/
Percentage of students from vulnerable social groups (persons of Roma nationality, persons with disabilities, persons of low socio-economic status) who enroll in studies	/	/	/
The number of persons participating in short cycles at the Higher Education Institution	200	No data provided	/
The number of students who received support in the form of an interpreter for Serbian sign language	/	/	/

For three indicators, there are no target values in 2023, and for the indicator - Number of persons participating in short cycles at the Higher Education Institution, no data has been submitted.

Measure 2.3.1. Improving accessibility and supporting study success

For indicators: Improved legal framework that regulates the social dimension of higher education and Percentage of students at the Higher Education Institution who study while working, no data was submitted.

Measure 2.3.2. Supporting HEIs in achieving continuous lifelong education

In 2023, it is not planned to achieve the indicators - Adoption of amendments and additions to the legal framework with the aim of increasing the passability of students to HE and harmonizing the higher education system with the NQF system.

Special objective 2.4. Digitization of higher education

The only indicator of Special Objective 2.4 was not achieved because the conditions for digitalization of higher education were not established

Measure 2.4.1. Introduction of digital platforms, electronic index and electronic register of students

Within this measure, the indicator related to the percentage of HEIs using the "Online Learning Agreement" platform was partially achieved (26.5% compared to the planned 35%). Of the 49 HEIs that are holders of the Erasmus Charter for Higher Education (ECHE), 34 HEIs are connected to the network, and 14 HEIs actively signed online learning contracts for outgoing students (28.6%), and 12 HEIs for incoming mobility participants (24.5%) - the percentages are calculated in relation to the number of ECHE holders.

The value of the indicator was significantly exceeded - The percentage of HEIs that are part of the Erasmus paperless digital network (EBP) Out of 49 HEIs that are holders of the Erasmus charter for higher education, 36 HEIs are connected to the Erasmus paperless network, which represents 73.5%, and the action plan planned 35 HEIs that are connected to Network. Of the remaining 13 HEIs, only 3 have active mobility projects, and it is expected that they will be connected to the Network in the coming period. – the percentages are calculated in relation to the ECHE number of the holder.

Indicator - The adopted legal framework governing the use of the electronic index and electronic registers at the Higher Education Institution has not been implemented.

ATTACHMENT 1 - TABLE OF THE ACHIEVEMENT OF THE ACTION PLAN FOR THE YEAR 2023

JP document:	EDUCATION AND EDUCATION DEVELOPMENT STRATEGY 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 EDUCATION 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 training							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Achieved value in 2023.	Status 0/1/2
The percentage of primary schools that receive a grade of 4 on general quality in the external evaluation	% (cumulative)	IEQE 's report after the second round of external evaluation	0	2020.	3	14	2
The percentage of elementary schools that receive a grade of 1 and 2 on general quality in the external evaluation	% (cumulative)	IEQE 's report after the second round of external evaluation	0	2020.	36	28	2
The percentage of secondary schools that receive a grade of 4 on general quality in the external evaluation	% (cumulative)	IEQE 's report after the second round of external evaluation	0	2020.	3	25	2
The percentage of secondary schools that receive a grade of 1 and 2 on general quality in the external evaluation	% (cumulative)	IEQE 's report after the second round of external evaluation	0	2020.	36	61	0
The percentage of PUs that receive a grade of 3 and 4 on general quality in the external evaluation	% (cumulative)	IEQE report	0	2022.	48	/	/

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: 2023.				Type of measure: Regulatory			
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
The number of developed qualification standards aligned with the needs of the individual, the labor	Number	Published solutions	44	2022.	25	25	2

market and society as a whole, which include digital and green skills							
The number of developed and improved teaching and learning programs based on achievement standards in primary education	Number	Published regulations	12	2022.	23	2	1
Number of developed and improved plans and programs of teaching and learning of general secondary education based on achievement standards	Number	Published regulations	11	2022.	15	0	0
Number of developed and improved plans and programs of teaching and learning of general secondary education based on qualification standards ⁵	Number	Published regulations	0	2022.	/	/	/
The number of developed and improved plans and programs of teaching and learning of professional education, including artistic, based on qualification standards	Number (cumulative)	Published regulations	136	2022.	151	163	2
Number of adopted new programs for Mother tongue/speech with elements of national culture ⁶	Number	Published regulations	2	2022.	32+7	12	1

Measure 1.1.2: Development of conditions and support to educational institutions in improving programs, teaching and learning in pre-university education and training							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023.		Type of measure: Regulatory, Informative-educational and Institutional management-organizational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of trained teachers at all levels of pre-university education to work according to the new student achievement standards ⁷	Number (cumulative)	List of trained teachers - Records of IEQE	0	2023.	/	/	/

⁵ Planned for realization in 2025.

⁶ Two programs (two grades) in 16 languages (32 in total) per year for primary schools and one program for secondary schools in 7 languages.

⁷ It is not intended to be realized in the reporting year.

The number of trained teachers at all levels of pre-university education to work according to the new teaching and learning programs	Number (cumulative)	List of trained teachers - Records of IIE	580	2022.	6.080	10.646	2
The percentage of PUs that receive mentoring support from advisors-external collaborators in the implementation of the program concept	%	Report of the MoE	0	2022.	20	33	2
The number of engaged advisers-external associates in the system for providing mentoring support and support for horizontal learning in PU	Number	List of external advisors	11	2022.	50	40	1
Percentage of trained educational advisors, external evaluators and external advisors to monitor the implementation of achievement standards and qualification standards	%	IEQE report, QA report	0	2022.	20	0	0
The number of schools with a single-shift organization that implement an enriched program to support the development of students through educational work	Cumulative number	Monitoring and evaluation reports on the work of schools with a single-shift organization, which refer to the implemented activities and student participation	398	2022.	410	415	2
Percentage of schools that received digital educational content/digital textbooks	Percentage	Report of the MoE and publisher	100	2022.	100	0	0
The number of schools that have implemented international mobility projects	Number	Report of the MoE	90	2022.	10	106	2
Percentage of VET students who use digital technologies for learning ⁸⁹	%	Report of the MoE	0	2022.	/	64,6	2

Measure 1.1.3: Support to educational institutions in strengthening the educational function							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.		Type of measure: Regulatory, Informative-educational and Institutional management-organizational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Achieved value in 2023	Status 0/1/2
Number of newly trained EI representatives in the field of protection from violence, abuse and	Number (cumulative)	List of EI representatives; training reports	4300	2022.	4.800	8.243	2

⁸ From the total number of students enrolled in FBFA in all three cycles, per school year.

⁹ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

neglect, discrimination, promotion of gender equality, preservation of mental health, human trafficking, improvement of reproductive health and prevention of other risky forms of behavior of children and young people							
The number of students and parents who accessed content in the field of protection from violence, abuse and neglect, discrimination	Number	Number of visits to the "Cuvam te" portal	2000	2022.	2.500	8.700	2
The number of employees in the education system who improved their competences for supporting families to strengthen parental competences and overcome stress	Number (cumulative)	Reports of the MoE	70	2022.	170	2.600	2
The number of trained representatives of EI to carry out activities related to education for sustainable development	Number (cumulative)	List of EI representatives; training reports	60	2022.	360	318	1
The number of trained school representatives for the implementation of activities of professional orientation and career guidance and counseling of primary and secondary school students in accordance with the standards of CGCservices	Number	List of trained school representatives; training reports	382	2022.	150	155	2
Number of promotions of the Rulebook on standards of career guidance and counseling services	Number	QA report on promotions	10	2022.	10	10	2
Number of girls and boys participating in sports competitions (by competition levels)	Number (cumulative)	Report of the Association for School Sports of Serbia	150.000	2022.	155.000	114.282	1
The number of trained representatives of EI for the implementation of activities aimed at developing the entrepreneurial and financial competence of students	Number	Report on the trainings carried out	260	2022.	3.000	2.974	2
The 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 made at the national level	Number	Report on the trainings carried out	0	2022.	6.000	No data available	/
Established and functional software for monitoring the physical and motor development of students in primary and secondary education	Accomplished activity	IEQE server	NOT	2022.	Partially	Partially	2

The number of students participating in one of the competition levels organized by the MoE and professional societies (school, municipal, district and republic)	Number	Report of the organizers of competitions and reviews on realized competitions and reviews by level	305.000 ¹⁰	2022.	300,000 (basic) 8,700 (medium)	300.000 (basic) 7,623 (medium)	2
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Special objective 1.2: Improved quality assurance system in pre-university education and training							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Achieved value in 2023.	Status 0/1/2
Percentage of schools applying diagnostic assessment (initial testing)	% (cumulative)	Report of educational advisors and external advisors	5	2022.	15	39,12	2
Serbia continuously participates in international assessments of student achievement (PISA, PIRLS, TIMSS).	Accomplished activities	Reports on the results of Serbian students on international student achievement tests	YES	2022.	YES	YES	2
Serbia continuously participates in the assessment of adult competences (PIAAC, national research) ¹¹	Accomplished activity	National PIAAC Report	NOT	2022.	/	/	/
Percentage of schools receiving the lowest scores on the standard – Evaluation that is in the function of learning ¹²	Percentage	IEQE 's report at the end of the second round of external evaluation	8,6	2018.	8	0	2
A monitoring and evaluation system of the National Dual Education Model has been established	Conducted activity	Report of the MoE and the Commission for the Development and Monitoring of Dual Education	NOT	2022.	YES	Partially	1
Revised and implemented final exam at the end of primary education	Conducted activity	Rulebook on the final exam at the end of elementary school	NOT	2022.	YES	YES	2

¹⁰ The number of students for secondary schools refers only to national competitions because there is a monitoring methodology for them.

¹¹ It is not planned to be realized in the reporting period.

¹² The IEQE report refers only to schools that received a grade of 1 on the external evaluation.

The foundations for the new national testing system have been established	Conducted activity	Modified LBES	NOT	2022.	YES	Partially	1
Improved framework for quality assurance in non-formal education	Conducted activity	Amended Adult Education Act and NQF Act	YES	2022.	/	Partially	1
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 on the labor market and continuing education)	Conducted activity	Report of QA	NOT	2022.	Partially	NOT	0

Measure 1.2.1: Improving the system of self-evaluation and external evaluation of the work of institutions							
Institution responsible for monitoring and control of implementation: Institute for Evaluation of the Quality of Education and Training							
Implementation period: 2023.				Measure type: Informative and educational			
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Number of schools that received support and implemented self-evaluation improvement activities	Number (cumulative)	Reports of educational advisors and external advisors	125	2022.	175	220	2
Number of reports in the external evaluation of PROAEA work	Number	Report of QA	0	2022.	30	10	1
Developed 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 on the labor market and continuing education)	Conducted activity	Report of QA	NOT	2022.	YES	Partially	1
The number of schools that apply elements of the European dimension of quality (national <i>peer review</i>) in secondary vocational education	Number (cumulative)	Report of the MoE	0	2022.	3	0	1

Measure 1.2.2: Improving systems and processes for monitoring student progress¹³	
Institution responsible for monitoring and controlling implementation: Ministry of Education	
Implementation period: 2023.	Type of measure: Regulatory and informative and educational

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

Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Number of trained representatives of EI in the field of test development, differentiation of teaching and formative assessment	Number	List of EI representatives; training reports	5.000	2022.	2.500	3.454	2
Percentage of schools that were supported in the application of diagnostic assessment (initial testing)	% (cumulative)	Report of educational advisors and external advisors	30	2022.	40	40	2
State matriculation system established ¹⁴	Accomplished activity	Report of the MoE and IEQE	NOT	2022.	/	/	/

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 control of implementation: Institute for Evaluation of the Quality of Education and Training							
Implementation period: 2023.		Type of measure: Informative and educational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	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 training ¹⁵	Number	Report on national testing - IEQE	0	2022.	0	2	2
The number of schools in which the monitoring and evaluation of the National Model of Dual Education was carried out	Number	Reports of the MoE and the Commission for the Development and Monitoring of Dual Education	0	2022.	10	0	0

Special objective 1.3: Established foundations for the development of digital education at the sub-university 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	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The percentage of schools that meet the necessary conditions for the implementation of hybrid and online education	%	Report of the MoE	100	2020.	100	100	2

¹⁴ Planned for next reporting period.

¹⁵ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

Percentage of EIs improving digital capacities based on self-assessment results	% (cumulative)	Development plan of the institution with a defined digital segment, IEQE reports	31	2022.	35	32,5	1
The Unified Education Information System was established and put into operation ¹⁶	Conducted activity	Generated reports	YES	2022.	/	/	/
A state online elementary school and a state online high school were established ¹⁷	Number (per year)	Register of institutions within EMIS	0	2022.	/	/	/
The development of digital education is continuously monitored	Conducted activity	Annual report of the MoE	Partially	2022.	Partially	Partially	2

Measure 1.3.1: Development of digital education							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.		Type of measure: Regulatory, Informative-educational, Institutional management-organizational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of schools implementing hybrid teaching using the Moodle learning management system	Number	Report of the MoE	30	2022.	40	No data available	/
The number of teachers who have undergone training for the implementation of distance learning in the case when direct work with students has been suspended (organization of online and hybrid classes) ¹⁸	Number	Reports on completed trainings	0	2022.	/	/	/
The number of employees in schools who have undergone training for the application of innovative pedagogical approaches that integrate ICT into the educational process, based on the Framework for Digital Teacher Competencies	Number (cumulative)	List of trained school representatives; training reports	62.900	2022.	65.000	68.216	2
The percentage of schools that apply the Selfie instrument in the process of self-evaluation and	% (cumulative)	Reports of IEQE	65	2022.	70	66	1

¹⁶ It is not expected to be realized in the reporting period.

¹⁷ It is not expected to be realized in the reporting period.

¹⁸ It is not expected to be realized in the reporting period.

evaluation of the digital capacities of the educational institution							
The percentage of schools that have a defined digital segment of the institution's Development Plan	% (cumulative)	Reports of the Ministry of Justice and IEQE	31	2022.	40	32	1
Established state online elementary school for students who face temporary or permanent barriers to regular schooling ¹⁹	Accomplished activities	Defined in LBES; Act on the establishment of the state online primary school	NOT	2022.	/	/	/
Established state online high school for students who face temporary or permanent barriers during regular schooling ²⁰	Accomplished activity	Defined in LBES; Act on the establishment of the state online high school	NOT	2022.	/	/	/

Measure 1.3.2. Establishing the Unified Information System of Education (EMIS) and using data in making decisions about education							
Institution responsible for monitoring and controlling implementation: Office for Electronic Administration and Information Technologies, Ministry of Education							
Implementation period: 2023. ²¹				Measure type: Informative and educational			
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The Unified Information System of Education (EMIS) is continuously filled with data that are used in making decisions about education	Conducted activity	EMIS	YES	2022.	YES	Partially	1

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	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
A developed system of data collection and monitoring of the implementation of inclusive education	Number	Annual national report on the implementation of inclusive education	0	2022.	1	1	2
Number of schools and preschool institutions with pedagogical assistants	Number	EMIS	230	2022.	255	240	1

¹⁹ It is not expected to be realized in the reporting period.

²⁰ It is not expected to be realized in the reporting period.

²¹ EMIS development activities and initial use are planned for the period from 2020 to 2022, but the use of EMIS should be continuous not only until the end of the validity of the Action Plan, but also in the period after. The same applies to the maintenance of EMIS, which is a continuous activity.

Number of schools implementing a system for identifying students at risk of dropping out and providing support to students	Number	Reports of the MoE	250	2020.	360	450	2
The percentage of adult students who drop out of the system of functional basic education for adults	%	Reports on the implementation of GPOO	40	2022.	39	35,4	2
The number of established functional resource centers for additional support for children, students, parents and employees in educational institutions	Number	Reports of the MoE	0	2022.	3	10	2
Percentage of educational institutions supported by resource centers	% (cumulative)	National Report on Inclusive Education	10	2022.	10	10	2
The number of employees in education and training who improved their competences for working in an inclusive environment	Number (cumulative)	Report of IIE	1660	2022.	2.200	8.367	2
Percentage of students with developmental disabilities and disabilities included in regular primary education	%	EMIS	There is no initial value	2022.	Established initial value	No initial value has been established	0
Percentage of students with developmental disabilities and disabilities included in regular secondary education	%	EMIS	There is no initial value	2022.	Established initial value	No initial value has been established	0

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: 2023.			Type of measure: Regulatory, Informative-educational and Institutional management-organizational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
The number of teachers and professional associates who attended trainings aimed at increasing sensitivity and competence for recognizing students with exceptional abilities within regular classes and regular school activities	Number (cumulative)	Lists of trained professionals; training reports	822	2022.	7.000	4.882	1

An interdepartmental coordinating body was established to monitor and improve inclusive education ²²	Accomplished activity	Decision of the Ministry of Justice	NOT	2022.	/	/	/
Establishing model institutions with good practice in working with students with exceptional abilities ²³	Accomplished activity	Decisions on establishment	NOT	2022.	/	/	/
The number of employees in education who attended training in the field of inclusive pedagogy and inclusive practice and providing additional support to students	Number (cumulative)	Report of the MoE and IIE	4000	2022.	4.500	13.291	2
The number of PAs hired to support children and students with developmental disabilities and disabilities and trained teaching assistants in Serbian sign language and Braille	Number (cumulative)	Report of the MoE	0	2022.	10	0	0
The number of children who received support in the form of a pedagogical assistant with knowledge of Serbian sign language and Braille ²⁴	Number	Report of the MoE	0	2022.	/	/	/
A portal was established to support families of children and students from vulnerable social groups ²⁵	Number of users	Report of the MoE	0	2022.	/	/	/
Number of institutions supported through horizontal learning by Model Institutions	Number of supported institutions	Report of the MoE	6	2022.	30	6	0
The number of advisors of external associates who improved their knowledge and skills in the field of protection against violence and discrimination, education in the languages of national minorities, inclusion	Number (cumulative)	Report of the MoE	60	2020.	100	151	2
The number of employees in the education system who improved their knowledge for the desegregation process ²⁶	Number	Report of the MoE, SA	0	2022.	/	/	/

²² It is not expected to be realized in the reporting period.

²³ It is not expected to be realized in the reporting period.

²⁴ It is not expected to be realized in the reporting period.

²⁵ It is not expected to be realized in the reporting period.

²⁶ It is not expected to be realized in the reporting period.

A PROAEA support system has been established for the provision of first qualification services to FBEA participants for the purpose of employment	Accomplished activity	Report of the MoE	0	2022.	Partially	Partially	2
The number of trained teachers and andragogic assistants according to the prescribed program for the implementation of FOO	Number	Report of the MoE	0	2023.	500	510	2
The number of completed vocational training students who obtained a qualification at PROAEA ²⁷	Number	Report of the MoE	0	2024.	/	3	1

Measure 1.4.2: Encouraging interculturality in education							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.			Type of measure: Informative and educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The 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.	500	443	1
The number of trained teachers who teach the optional program Romani language with elements of culture	Number	Lists of trained teachers; training reports	87	2022.	45	49	2
Revised Rulebook on criteria and standards for the financing of an institution that performs the activity of basic education and upbringing ²⁸	Accomplished activity	Revised Rulebook on criteria and standards for the financing of an institution that performs the activity of basic education and upbringing	NOT	2022.	/	YES	2
Revised Rulebook on criteria and standards for the financing of an institution that performs the	Accomplished activity	The new Rulebook on criteria and standards for the financing of an institution that performs	NOT	2022.	/	/	/

²⁷ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

²⁸ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

activity of secondary education and upbringing ²⁹		the activity of secondary education and upbringing					
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Specific objective 1.5: Improved quality of initial education of teachers and educators³⁰							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of accredited study programs for the education of teachers and educators according to the revised standards for evaluating the quality of study programs ³¹	Number (cumulative)	NEAQA report	0	2022.	/	/	/
The number of apprentices who completed the apprenticeship period based on the new concept of introduction to work and with the support of trained mentors ³²	Number	MoE report, lists of trained mentors; mentor's reports on mentoring implementation	0	2022.	/	/	/

Measure 1.5.1: Improving the quality of study programs for the initial education of teachers and educators and ensuring quality staff for work in education							
Institution responsible for monitoring and controlling implementation: Ministry of Education and National Accreditation Body							
Implementation period: 2023.		Type of measure: Regulatory and Informative-educational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Number of students enrolling in teacher education programs for subjects/fields where insufficient number of teachers is recorded	Number	Reports of the Higher Education Institution	No baseline has been established	2022.	Baseline established	No data provided.	
Developed qualification standards for the qualifications of teachers, subject teachers and educators at the national level	Accomplished activity	Report of QA and MoE	Partially	2022.	Partially	NOT	0

²⁹ It is not expected to be realized in the reporting period.

³⁰ By teachers is meant classroom teachers, subject teachers, teachers in schools for adult education, while by teachers we mean teachers in pre-school institutions and student dormitories.

³¹ It is not expected to be realized in the reporting period.

³² It is not expected to be realized in the reporting period.

Number of accredited study programs for teacher and educator education based on teacher and educator qualification standards ³³	Number	NEAQA report	0	2022.	/	/	/
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Measure 1.5.2: Improving the concept of internship and induction into the work of teachers and educators							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.			Type of measure: Regulatory and Informative-educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of trained mentors in accordance with the new concept of introduction to work	Number	Lists of trained mentors; training reports	52	2022.	90	135	2

Specific objective 1.6: Improved quality of the system of continuous professional development of teachers, educators and professional associates³⁴							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Published Catalog of continuous professional development aligned with the new concept of training employees in education ³⁵	Number	IIE web page	1	2022.	/	/	/
Percentage of educational institutions that apply horizontal learning	% (cumulative)	Reports of educational advisers	5	2022.	10	10	2
The number of employees in educational institutions who have advanced to higher positions	Number (cumulative)	Reports of educational advisers	665	2022.	700	No data available	/

Measure 1.6.1: Improvement of the system of continuous professional development of teachers, educators and professional associates and development of the system of advancement in the titles of employees in education and training							
Institution responsible for monitoring and controlling implementation: Ministry of Education, Institute for the Improvement of Education							
Implementation period: 2023.			Type of measure: Regulatory and Informative-educational				

³³ It is not expected to be realized in the reporting period.

³⁴ In the context of this special goal and associated measures, continuous professional development also includes staff engaged in adult education.

³⁵ Completed in the previous period.

Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	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	Accomplished activity	The new regulation on the work permit for teachers, educators and professional associates	NOT	2022.	Partially	YES	2
A normative and institutional framework has been developed and a system of continuous professional development of staff in the system of adult education and lifelong learning has been established.	Accomplished activity	Report of the MoE	NOT	2022.	Partially	YES	2

Measure 1.6.2: Development of a system of continuous professional development of directors and secretaries of institutions							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.		Type of measure: Regulatory and Informative-educational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	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.	1.600	1.759	2
Number of trained directors and secretaries of institutions of pre-university education and upbringing (self-verification of the fulfillment of the requirements from the checklist/self-assessment of risk - separately stated 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.) ³⁶	Number (cumulative)	Lists of trained directors and secretaries; Training reports	0	2022.	/	/	/
The number of trained management bodies and secretaries of higher education institutions and institutions of pupil and student standard (self-verification of the fulfillment of requirements from the checklist/self-assessment of risk -	Number (cumulative)	Lists of trained management bodies and secretaries; Training reports	0	2022.	/	/	/

³⁶ It is not expected to be realized in the reporting period.

separately stated 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.) ³⁷							
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Special objective 1.7: Improved attitude towards the Serbian language and literature as the 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	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The 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) MoE	0	2022.	12	12	2
The percentage of hours within the framework of educational work in the Serbian language abroad that were evaluated as successful during the professional-pedagogical supervision for the work as a whole (teaching and extracurricular activities), evaluated with grades 3 and 4	% (cumulative)	Reports of the MoE	0	2022.	90	0	0
Standardized Serbian sign language	Accomplished activity	Rulebook on standards	NOT	2022.	YES	NOT	0

Measure 1.7.1: Establishing cooperation mechanisms and providing support for nurturing the Serbian language and literature							
Institution responsible for monitoring and controlling implementation: Ministry of Education, Ministry of Culture and Information							
Implementation period: 2023.		Type of measure: Regulatory and Institutional management organization					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of activities of the inter-sectoral and inter-institutional body in the field of fostering the Serbian language and literature ³⁸	Number	Joint body reports	0	2022.	/	/	/

Measure 1.7.2: Improving the quality of educational work in the Serbian language abroad
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³⁷ It is not expected to be realized in the reporting period.

³⁸ It is not expected to be realized in the reporting period.

Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.			Type of measure: Regulatory and Informative-educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The percentage of teachers included in the professional training of teachers who carry out work in the Serbian language abroad	%	Lists of training participants; training reports	100	2022.	100	100	2
The number of organized educational visits of supplementary school students to Serbia	Number (per year)	Records of the Ministry of Justice and the Scientific and Educational Cultural Center Vuk Karadžić (Tršić)	3	2022.	5	3	1
Number of supported Serbian language lecturers abroad	Number	Report of the MoE	5	2022.	6	No data provided	

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	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of approved Erasmus+ projects in which R. Serbia	Number	Report of the MoE and the Tempus Foundation	561	2022.	600	734	2
Number of implemented procedures for recognition of prior learning at PROAEA ³⁹	Number	Report of the Ministry of Justice - EMIS	69	2022.	40	21	1
Number of programs offered by PROAEA ⁴⁰	Number	Report of the Ministry of Justice - EMIS	916	2022.	1.015	2.631	2
Number of developed and updated market relevant qualification standards (for all NQF levels) ^{41,42}	Number	NOX register	0	2024.	/	/	/
Number of trained, professionally qualified and prequalified and additional qualified persons in regional training centers	Number (cumulative)	MoE report based on RTC records	268	2022.	1.000	No data available	/

³⁹ It implies the number of documents issued through the RPL procedure.

⁴⁰ It includes the number of documents issued through the training program.

⁴¹ It includes the number of qualifications in the NOKS system (partial, micro-credentials) for lifelong learning and employment.

⁴² It is not expected to be realized in the reporting period.

Measure 1.8.1: Development of a system of recognition of prior learning, transparency and comparability of the qualification system							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.			Type of measure: Regulatory and Informative-educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Number of PROAEAs that have RPL approval	Number	Decisions of the Ministry of Justice	4	2022.	15	3	1
The number of qualifications and non-formal education programs entered in the NQF Register and visible on the European qualifications portal	Number	Report of QA	85 qualification standards according to the new methodology 364 program	2022.	25 qualification standards	25	2
Number of recognized qualifications within the ENIC/NARIC Center	Number	QA solutions	4000	2022.	2.000	7.075	2
Number of implemented promotional activities of RPL	Number	Reports on promotional activities held	10	2022.	10	15	2

Measure 1.8.2: Encouraging dialogue and developing social partnership							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.			Type of measure: Regulatory and Informative-educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The number of held conferences and round tables on dual education, the dual study model in higher education, the implementation of the Law on Dual Education in Serbia, the National Framework of Qualifications	Number	Reports of the Office for Dual Education and NQF, MP, QA, IIE, PROAEA	10	2022.	10	13	2
The number of employers involved in dual education that participate in the implementation of the non-formal education program at PROAEA	Number	Reports of the MoE and QA	8	2022.	5	9	2

Number of newly developed training programs in line with the qualification standard offered by PROAEA	Number	Reports of the MoE and QA	50	2022.	25	86	2
Percentage of trainees who are employed within 6 months of completing the training based on the qualification standard ⁴³	Percentage	EMIS	/	2024.	/	/	/
The number of workshops held with employers in the process of developing qualification standards	Number	Report of QA	25	2022.	25	30	2

Measure 1.8.3: Establishment of regional training centers							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2023.			Type of measure: Regulatory and Informative-educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Number of established regional training centers	Number (cumulative)	Decisions on the establishment of regional training centers	4	2022.	6	4	1
Number of users of regional training centers, by services	Number (cumulative)	Office report based on RTC/EMIS records	268	2022.	1.000	No data available	/

Special objective 1.9. Improved infrastructure and network of institutions in pre-university education and upbringing, higher education and institutions of student 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	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The percentage of educational institutions and institutions of student standard that meet the criteria of technical equipment	%	Report of the MoE	No initial value has been established	2022.	Established initial value	No data available	/
The percentage of educational institutions, higher education institutions and institutions of pupil and student standards that are accessible	%	Report of the MoE	No initial value has	2022.	Established initial value	No data available	/

⁴³ It is not expected to be realized in the reporting period.

to employees and students with disabilities in accordance with the Accessibility Standards			been established				
The percentage of HEIs and institutions of student standard that meet the criteria of spatial conditions and technical equipment	%	Report of the MoE	No initial value has been established	2022.	Established initial value	No data available	/

Measure 1.9.1: Improving the infrastructure of educational and educational institutions and institutions of student standards in pre-university education and upbringing							
Institution responsible for monitoring and controlling implementation: Ministry of Education and NEAQA							
Implementation period: 2023.			Measure type:				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Percentage of equipped digital classrooms	% (cumulative)	Records of the Ministry of Justice	50	2022.	100	No data available	/
Percentage of modernized computer cabinets	% (cumulative)	Records of the Ministry of Justice	28	2022.	50	No data available	/
Percentage of equipped natural science classrooms in elementary schools ⁴⁴	% (cumulative)	Records of the Ministry of Justice	16,5	2022.	/	/	/
Percentage of equipped natural science classrooms in gymnasiums ⁴⁵	% (cumulative)	Records of the Ministry of Justice	23	2022.	/	/	/
The percentage of educational groups within preschool institutions equipped for the needs of the implementation of the new Fundamentals of PE program	% (cumulative)	Report	25	2022.	30	30	2
Percentage of elementary schools (without separate classes) with single-shift work organization ⁴⁶	% (cumulative)	Records of the Ministry of Justice	26,7 (349 out of 1305 schools)	2022.	/	28	2

⁴⁴ It is not expected to be realized in the reporting period.

⁴⁵ It is not expected to be realized in the reporting period.

⁴⁶ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

Percentage of secondary schools with single-shift work organization ⁴⁷	% (cumulative)	Records of the Ministry of Justice	10,7 (49 out of 457 schools)	2022.	/	11	2
Number of modernized and accessible primary and secondary schools and facilities of student standard	Number (cumulative)	Report of the MoE Project Report "School Modernization Program"	573	2022.	643	No data available	/
Percentage of primary schools profiled and equipped for the development of basic sports (athletics, gymnastics, martial arts, swimming) ⁴⁸	%	Records of the Ministry of Justice	0	2022.	/	/	/
The percentage of pre-university education institutions whose offices are fully equipped	% (cumulative)	Records of the Ministry of Justice	A base value should be established	2022	/	/	/
Number of established, built and equipped educational and scientific centers	Number	Records of the Ministry of Justice	8 established, 1 equipped	2022.	2 established and 2 built and equipped	0	0
Number of established and equipped student cooperatives	Number	Records of the Ministry of Justice	120	2022.	30	5 established and 36 equipped	1
Realization of the program to improve capital investments in the infrastructure and network of post-university education	% (cumulative)	Records of the Ministry of Justice	0	2024.	/	/	/

Measure 1.9.2: Further improvement of the network of education and training institutions and organizers of adult education							
Institution responsible for monitoring and controlling implementation: Ministry of Education and NEAQA							
Implementation period: 2023.			Measure type:				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
The new act on the network of institutions of student standards ⁴⁹	Adopted act	Act of the Ministry of Education on the network	NOT	2022.	/	/	/

⁴⁷ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

⁴⁸ It is not expected to be realized in the reporting period.

⁴⁹ It is not expected to be realized in the reporting period.

		of institutions of student standards					
The new act on the network of institutions of student standard ⁵⁰	Adopted act	Act of the Ministry of Justice on the network of institutions of student standard	NOT	2022.	/	/	/
PROAEA number	Number (cumulative)	Records of the Ministry of Justice	122	2022.	152	162	2
The number of students attending classes in the Serbian language abroad	Number (cumulative)	Records of the Ministry of Justice	6600	2022.	7.100	9.162	2

Measure 1.9.3: Improving the infrastructure of institutions of higher education and institutions of student standard							
Institution responsible for monitoring and controlling implementation: Ministry of Education and NEAQA							
Implementation period: 2023.		Measure type:					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2
Number of adapted, extended, reconstructed and newly built higher education facilities ⁵¹	Number	Records of the Ministry of Justice	18	2022.	/	/	/
Number of equipped higher education facilities ⁵²	Number	Records of the Ministry of Justice	14	2022.	/	/	/
The number of adapted, extended, reconstructed and newly built buildings of student standard	Number	Records of the Ministry of Justice	40	2022.	4	No data available	/
Number of equipped facilities of student standard	Number	Records of the Ministry of Justice	12	2022.	4	No data available	/
Realization of the program to improve capital investments in the infrastructure of the Higher	% (cumulative)	Records of the Ministry of Justice	0	2024.	/	/	/

⁵⁰ It is not expected to be realized in the reporting period.

⁵¹ It is not expected to be realized in the reporting period.

⁵² It is not expected to be realized in the reporting period.

Education Institution and institutions and institutions of student standard ⁵³							
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⁵³ It is not expected to be realized in the reporting period.

Special objective 2.1. Improved quality of offer, human resources and outcomes 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	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
MFE established ⁵⁴	Accomplished activity	Report of the MoE	NOT	2022.	/	/	/
The percentage of employees at the Higher Education Institution who are included in professional training based on the new rulebook	% (cumulative)	Reports of the Higher Education Institution	10	2022.	15	No data provided	
Percentage of scholarships awarded to support the study of low SES students (based on the new funding model) ⁵⁵	% (cumulative)	Annual report of the MoE	0	2022.	/	/	/

Measure 2.1.1: Development of a framework for monitoring and evaluation (MOE) of the quality of higher education ("quality indicators") and application of the obtained results in the formulation of the HE policy							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023.	Type of measure: Regulatory, Informative-educational and Institutional management-organizational						
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
The number of improved educational policies in the area of HE based on the situation and needs recognized in MFE reports ⁵⁶	Number	Report of the MoE	0	2024.	/	/	/

Measure 2.1.2: Development and implementation of a financing model that promotes the quality of higher education, the efficiency and success of studies							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023.	Type of measure: Regulatory, Informative-educational and Institutional management-organizational						

⁵⁴ It is not expected to be realized in the reporting period.

⁵⁵ It is not expected to be realized in the reporting period.

⁵⁶ It is not expected to be realized in the reporting period.

Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Adopted amendments to the Law on Higher Education for the area of financing and development and harmonization of the corresponding by-laws ⁵⁷	Conducted activity	Official Gazette of RS	NOT	2022.	/	/	/

Measure 2.1.3: Development, establishment and implementation of comprehensive processes and procedures related to the improvement of human resources in HE							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023-2026.		Type of measure: Regulatory, Informative-educational and Institutional management-organizational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
The new Rulebook on professional development and selection of employees at the Higher Education Institution was adopted ⁵⁸	Conducted activity	Consolidated report of the MoE based on the data of the Higher Education Institution	NOT	2022.	/	/	/
Rationale for progress made: Reasons for deviation from the plan and measures taken: Future steps:							

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	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Percentage of students attending study programs in newly identified priority areas for the labor market and development of the country ⁵⁹	%	Reports of the Higher Education Institution	0	2022.	/	/	/
The number of students attending study programs that are realized according to the dual model	Number (cumulative)	Reports of the Higher Education Institution	267	2022.	550	574	2

⁵⁷ It is not expected to be realized in the reporting period.

⁵⁸ It is not expected to be realized in the reporting period.

⁵⁹ It is not expected to be realized in the reporting period.

Number of students enrolled in study programs in foreign languages (live and online)	Number (cumulative)	Reports of the Higher Education Institution	1703	2022.	2000	No data provided
Number of students enrolled in a specific joint international study program	Number (cumulative)	Reports of the Higher Education Institution	30	2022.	50	No data provided
Number of students in study programs with international accreditation	Number (cumulative)	Reports of the Higher Education Institution	102	2022.	130	No data provided
Developed a model of intellectual property management at the Higher Education Institution, which will include the commercialization of the results	Accomplished activity	Report of the MoE	NOT	2022.	Partially	No data provided

Measure 2.2.1: Encouraging the cooperation of the Higher Education Institution with employers, business and public sector and strengthening the entrepreneurial component of higher education							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023.	Type of measure: Regulatory, Informative-educational and Institutional management-organizational						
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
The number of study programs that are realized according to the dual model	Number	Reports of the MoE	32	2022.	35	46	2
The number of study programs that are realized according to the dual model in accordance with qualification standards ⁶⁰	Number	EMIS	0	2022.	/	3	2
Percentage of HEIs that have established organizational units (centers) dealing with innovation and technology transfer	%	Reports of the Higher Education Institution	1	2022.	2	No data provided	
The number of HEIs that have established organizational units that implement CGCservices	Number	Career development centers at universities	1	2022.	2	No data provided	

Measure 2.2.2: Support for the internationalization of higher education
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education

⁶⁰ Although it was not planned to be realized in the reporting year, the value shown in the table was realized.

Implementation period: 2023.	Type of measure: Regulatory, Informative-educational and Institutional management-organizational						
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Number of accredited study programs in foreign languages at all study levels	Number (cumulative)	NEAQA report	290	2022.	300	No data provided	
Number of accredited joint international study programs at all study levels	Number (cumulative)	NEAQA report	8	2022.	9	No data provided	

Special objective 2.3: 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	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 1/2/3
Percentage of students who received support based on the new Rulebook on financial support for students ⁶¹	% (cumulative)	Report of the Ministry of Justice based on data from the Higher Education Institution and data from EMIS	0	2024.	/	/	/
Percentage of students from vulnerable social groups (persons of Roma nationality, persons with disabilities, persons of low socio-economic status) who enroll in studies ⁶²	%	Report of the Ministry of Justice based on data from the Higher Education Institution and data from EMIS	Baseline established	2025.	/	/	/
The number of persons participating in short cycles at the Higher Education Institution	Number (cumulative)	Reports of the Higher Education Institution	112	2022.	200	No data provided	
The number of students who received support in the form of an interpreter for Serbian sign language ⁶³	Number	Reports of the Higher Education Institution	0	2023.	/	/	/

Measure 2.3.1: Improving accessibility and supporting study success	
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education	
Implementation period: 2023.	Type of measure: Regulatory, Informative-educational and Institutional management-organizational

⁶¹ It is not expected to be realized in the reporting period.

⁶² It is not expected to be realized in the reporting period.

⁶³ It is not expected to be realized in the reporting period.

Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Improved legal framework that regulates the social dimension of higher education	Accomplished activity	Official Gazette of RS	NOT	2022.	Partially	No data provided	
The percentage of students at the University of Applied Sciences who study while working	Percentage (cumulative)	Reports of the Higher Education Institution	10,54	2022.	12	No data provided	

Measure 2.3.2: Supporting HEIs in achieving continuous lifelong education							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023.		Type of measure: Regulatory, Informative-educational and Institutional management-organizational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Adopted changes and additions to the legal framework with the aim of increasing the passability of students to HE and harmonizing the higher education system with the NQF system ⁶⁴	Accomplished activity	Official Gazette of RS	NOT	2022.	/	/	/

Special objective 2.4: Digitization 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	Source of verification	Initial value	Base year	Target value in 2023.	Realized value in 2023.	Status 0/1/2
Established conditions for digitalization of higher education	Accomplished activity	Adopted legal acts	Partially	2022.	YES	NOT	0

Measure 2.4.1: Introduction of digital platforms, electronic index and electronic register of students							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2023.		Type of measure: Regulatory, Informative-educational and Institutional management-organizational					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2023.	Accomplished value in 2023.	Status 0/1/2

⁶⁴ It is not expected to be realized in the reporting period.

A legal framework was adopted that governs the use of the electronic index and electronic registers at the Higher Education Institution	Accomplished activity	Official Gazette of RS	NOT	2022.	YES	NOT	0
Percentage of HEIs that use the "Online Learning Agreement" platform	% (cumulative)	Reports Tempus Foundation	31	2022.	35	26,5	1
Percentage of HEIs that are part of the Erasmus paperless digital network (EBP)	% (cumulative)	Reports Tempus Foundation	31	2022.	35	73,5	2