

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

*Reporting period:
January 2024 –
December 2024*

CONTENT

Introduction.....	1
General objective 1.....	4
Special objective 1.1. Improved teaching and learning in pre-university education and training.....	4
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.....	5
Measure 1.1.2. Development of conditions and support to educational institutions in improving programs, teaching and learning in pre-university education and training	5
Measure 1.1.3. Support to educational institutions in strengthening the educational function	6
Special objective 1.2. Improved system for quality assurance in pre-university education and upbringing.....	8
Measure 1.2.1. Improving the system of self-evaluation and external evaluation of the work of institutions.....	10
Measure 1.2.2. Improving systems and processes for monitoring student progress	11
Special objective 1.3. Established foundations for the development of digital education at the sub-university level.....	12
Measure 1.3.2. Establishing the Unified Information System of Education (EMIS) and using data in making decisions about education.....	15
Special objective 1.4. Improved accessibility, fairness and openness of pre-university education and upbringing.....	15
Measure 1.4.1. Establishing new and improving existing support mechanisms for educational institutions in achieving openness, fairness and accessibility	16
Measure 1.4.2. Encouraging interculturality in education	18
Special objective 1.5. Improved quality of initial education of teachers and educators	19
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	19
Measure 1.5.2. Improving the concept of internship and introduction to the work of teachers and educators	20
Special objective 1.6. Improved quality of the system of continuous professional development of teachers, educators and professional associates	20
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	20
Measure 1.6.2. Development of the system of continuous professional development of directors and secretaries of institutions	20
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.....	21
Measure 1.7.1. Establishing cooperation mechanisms and providing support for nurturing the Serbian language and literature.....	22
Measure 1.7.2. Improving the quality of educational work in the Serbian language abroad	22
Special objective 1.8. Improved conditions for lifelong learning	22

Measure 1.8.1. Development of the system of recognition of prior learning, transparency and comparability of the system of qualifications	23
Measure 1.8.2. Encouraging dialogue and developing social partnership	23
Measure 1.8.3. Establishment of regional training centers	24
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	24
Measure 1.9.1. Improving the infrastructure of educational and educational institutions and institutions of student standards in pre-university education and upbringing	25
Measure 1.9.2. Further improvement of the network of education and training institutions and organizers of adult education	26
Measure 1.9.3. Improving the infrastructure of institutions of higher education and institutions of student standard.....	26
General objective 2.....	27
Special objective 2.1. Improved quality of offer, human resources and outcomes of higher education	27
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	27
Measure 2.1.2. Development and implementation of a financing model that promotes the quality of higher education, the efficiency and success of studies	27
Measure 2.1.3. Development, establishment and implementation of comprehensive processes and procedures related to the improvement of human resources in the VO	27
Special objective 2.2. Improved relevance of higher education at the national and international level	28
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	28
Measure 2.2.2. Support for the internationalization of higher education	28
Special objective 2.3. Improved inclusion and equity in higher education.....	28
Measure 2.3.1. Improving accessibility and supporting study success.....	29
Measure 2.3.2. Supporting HEIs in achieving continuous lifelong education	29
Special objective 2.4. Digitization of higher education.....	29
Measure 2.4.1. Introduction of digital platforms, electronic index and electronic register of students	29
APPENDIX 1 - TABLE OF THE ACHIEVEMENT OF THE ACTION PLAN FOR THE YEAR 2024.....	31

Introduction

General notes

The strategy for the development of education and upbringing in the Republic of Serbia until 2030 (SDES 2030) was adopted by the Government on June 3, 2021, with the accompanying Action Plan (AP) for the implementation of this strategy for the period 2021-2023. In the second half of 2022, the Ministry 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 SDES 2030. Bearing in mind all of the above, during the first months of 2023, a new Action Plan for achieving SDES 2030 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 SDES 2030, operationalizes the general and special goals set by the SDES 2030, 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 SDES 2030, 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 SDES 2030 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 2024 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 2024, the Ministry of Education considers it the fourth report on the implementation of AP for SDES 2030.

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 the fact that the target values are defined only for that year, the progress, decrease in value or stagnation in a certain year before the forecast do not necessarily have to speak about whether education in Serbia is well on its way to achieving its goals. For example, it is planned that the coverage of children aged 3 to 5.5 years old in 2026 will be 67%, and the value in 2024 has already reached 70%. 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. That is, for the indicator "The rate of those who are not in the process of education or training, who are not employed (15-24 years old)" the target value in 2026 should be 12 and in 2024 it was 13.¹ which may indicate that Serbia needs to intensify work in those aspects of education and training, as well as employment that lead to the reduction of the mentioned rate, but it may also be a reflection of the current situation in Serbia at the end of 2024 when the data was collected.

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 the availability of data is expected in 2026, when it will be possible to assess the achievement of the relevant indicators.

And finally, there are currently no data available 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 2024.	Accomplished value in 2024.	Status 0/1/2
The percentage of primary schools that receive a grade of 4 on general quality in the external evaluation	6	13	2
The percentage of elementary schools that receive a grade of 1 and 2 on general quality in the external evaluation	34	28	2
The percentage of secondary schools that receive a grade of 4 on general quality in the external evaluation	6	8	2
The percentage of secondary schools that receive a grade of 1 and 2 on general quality in the external evaluation	34	20	2

¹ Third quarter of 2024 - <https://stat.gov.rs/sr-latn/vesti/statisticalrelease/?p=15384>

The percentage of PUs that receive a grade of 3 and 4 on general quality in the external evaluation	52	66	2
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Based on the achieved values for all set indicators within this special goal, it can be concluded that all predicted values for 2023 have been achieved.

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

When it comes to the results achieved under Measure 1.1.1, the values achieved on the predicted four indicators show that they were partially achieved, while one was fully achieved. For one indicator, no target values for 2024 have been provided.

More specifically, the one related to the adoption of 25 qualification standards aligned with the needs of the individual, the labor market and society as a whole, which include digital and green skills, was partially fulfilled, as 24 of them were adopted (20 newly developed and 4 modernized in accordance with the new methodology for the development of qualification standards).

During 2023, 21 (out of the projected 24) teaching and learning programs based on achievement standards in primary education and upbringing have been developed and improved, of which 8 have been published, and 13 are programs for the fifth grade that have yet to receive the opinion of the National Education Council (NEC). At the same time, 15 (of the planned 16) general secondary education teaching and learning programs based on achievement standards were developed and improved, but none of them were published or submitted to the NEC. Having that in mind, these two indicators have been partially achieved.

The values on the indicator - Number of developed and improved plans and programs of teaching and learning of professional education, including artistic, based on qualification standards, were also met, because out of 176 planned plans and programs, 201 of them were developed/improved, which is a consequence of the adoption of a larger number of qualification standards than planned.

During the year 2024, it is not planned to work on the development and improvement of plans and programs of teaching and learning of general secondary education based on qualification standards.

For an indicator - Number of adopted new programs for Mother tongue/speech with elements of national culture, it should be emphasized that in the course of 2024, three new programs for Mother tongue/speech with elements of national culture, which were not included in the reform process in the period 2018 to 2023, were improved and adopted.

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

Based on the submitted values, the following two indicators have been fully realized - Number of trained teachers at all levels of pre-university education to work according to new teaching and learning programs (planned 18080/realized 24397) and Percentage of PUs who receive mentoring support from advisors-external collaborators in the implementation of the program concept (planned 25/achieved 35).

One of the possible reasons for exceeding the target value is that a one-day workshop was conducted in 2024, which aimed to improve the concept of mentoring by various actors in the process of implementing the Foundations of the PE program (PE) and defining criteria for the selection of institutions and facilities for providing mentoring support. After that, the preparation of school administrations for the selection of institutions that need priority support was carried out based on the

self-assessment of preschool institutions in relation to the areas/aspects of work in which priority support is needed.

However, the number of engaged advisors-external associates (AEA) in the system for providing mentoring support and horizontal learning support in PI is lower than planned (planned 50/realized 40) due to the fact that in 2024/25. In the school year, AEA funding for PEU from the funds of the Inclusive PEU Project (ECEC project) ended. That is, the achieved number of engaged AEA was financed in accordance with the funds in the RS budget.

The indicator related to the percentage of trained educational advisors, external evaluators and advisors of external collaborators for monitoring the application of achievement standards and qualification standards was not met, because the training was not implemented despite the set goal of 80% of those trained because the new achievement standards were not adopted. After the adoption of the new standards, a wide-scale implementation was planned, and a plan for the organization of training for teachers, professional associates and educational advisors was also prepared.

Work on training teachers at all levels of pre-university education to work according to the new student achievement standards was not planned for the reporting year.

The number of schools with a single-shift organization that implement an enriched program to support student development through educational work has also increased (planned 415/realized 423).

As the funds planned for the implementation of program activities were not provided by the Budget Law for 2024, the indicator Percentage of schools that received digital educational content/digital textbooks was not achieved.

In contrast, the predicted number of schools that implemented international mobility projects was significantly exceeded (out of the predicted 10, 124 schools participated in international mobility projects), and the percentage of FAE students who use digital technologies for learning also increased significantly (10/65).

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

The number of newly trained OVU representatives in the field of protection from violence, abuse and 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 in 2024 was 9,767, against 5,200 planned.

The increased number of people trained in the education and upbringing system during 2024 is a consequence of the tragic events of May 2023 and the need to provide support to employees in the field of improving the mental health of young people and more effective handling of crisis events. More specifically, immediately after the tragic events of May 2023, the Ministry of Education, in cooperation with experts from the Institute of Mental Health and the Institute for the Improvement of Education and Training, created a training program for employees in the education system "Improving the competencies of employees in the education system in the field of mental health protection of young people". (within the Project of Crisis Psychosocial Community Support of the Government of the Republic of Serbia). Thus, more than 2,400 professional associates - psychologists and pedagogues from all primary and secondary schools attended the mentioned training.

Implementation of the training "Improving the competencies of employees in the education system in the field of mental health protection of young people" for employees in the education system is also planned for 2025.

In cooperation with the International Organization for Migration, with the aim of empowering employees for early recognition of risk factors in students that can lead to human trafficking and dealing with situations of suspicion or knowledge about the potential involvement of students in the trafficking chain, with a focus on the migrant population, a distance training was implemented, which was gathered 1200 participants. The training was also created with the aim of continuing the implementation in schools of the revised List of indicators for the preliminary identification of students who are potential victims of human trafficking for the education system. Examples of good practice are available to employees at https://remis.rs/dobre_prakse/3311/.

During the reporting period, in cooperation with the Center for Interactive Pedagogy, a video training "Education and social-emotional learning in the function of well-being and comprehensive development of children" was created. The content of the video training contributes to a better understanding of the concept of social-emotional learning and indicates the importance of social-emotional skills in students, through the creation of a learning environment in which students are encouraged to cooperate, work in a team, dialogue, mutual respect and acceptance. Part of the content of the training also refers to empowering parents to raise children by providing love and support and introducing rules, without punishment. The basis for the preparation of the training was the initially prepared manual "Education as a function of the well-being and comprehensive development of children", which was prepared in 2023 and forwarded to all primary and secondary schools - [Guide for school employees - "Education as a function of the well-being and overall development of children" - Ministry of Education, Science and Technological Development](#).

In the course of 2024, employees who attended the "Skills for Adolescence" training began the implementation of workshops with their students (about 10,000 from 180 elementary schools) with the aim of developing students' socio-emotional skills.

The number of students and parents who accessed content in the field of protection from violence, abuse and neglect, discrimination was also exceeded - instead of 3,000, the number of participants in 2024 was 10,400, because the Ministry of Education continuously participates in the creation of the informative and educational part of the platform "Čuvam te" ("I'm watching you") and content of trainings for employees, parents and students in the field of violence and discrimination prevention. Currently, there are 20 trainings on the Platform, and more than 400 informative and educational contents have been published, which are available to the general public, in the area of prevention of violence, discrimination and risky behavior of children, ways of providing support to children and ways of reacting in situations when a specific situation of violence/discrimination occurs - [I am guarding you, a national platform for the prevention of violence involving children](#).

The situation is similar with the number of employees in the education system who have improved their competencies to support families to strengthen parental competencies and overcome stress - planned 270 employees versus 1505 trained. The result is a consequence of the fact that, after prepared procedures and recommendations for action during 2023, and after the tragic events of May when topics related to mental health and dealing with crisis situations gained importance, in 2024 the Ministry continued with activities that contribute to the empowerment of employees in the education system for dealing with crisis events. In cooperation with the United Nations Population Fund, in November 2024, trainings were held for 35 managers and educational advisors from all 17 school administrations, who are the first to provide support to schools when a crisis event occurs, and two online trainings for 1,200 principals of all primary and secondary schools for more efficient handling of crisis events. Close to 1,200 directors had the opportunity to improve their knowledge and skills to strengthen the resilience and readiness of institutions to deal with a crisis event by providing guidelines for the formation of a crisis event team and the development of a crisis event action plan (as part of the annual program for

protection against violence, abuse and neglect), as well as actions after of a crisis event and creating a statement about a crisis event for children, parents, employees and the media. In the coming year, activities will continue with the aim of further strengthening school teams for crisis events, trainings will be organized at the level of each school administration.

However, the situation is different when it comes to the indicators – Number of trained representatives of OVU to carry out activities related to education for sustainable development (planned 560 trained representatives of OVU/trained 452) and Number of trained representatives of schools to implement activities of professional orientation and career guidance and counseling of primary and secondary school students in accordance with the standards of CGC services (planned 200/trained 140) which were partially achieved. Nevertheless, even though they were not planned for 2024, 15 promotions of the Rulebook on Standards of Career Guidance and Counseling Services were achieved.

The number of girls and boys participating in sports competitions (by competition level) in 2024 was 128,159, which makes this indicator partially fulfilled.

Results on the indicator - The number of trained representatives of OVU for the implementation of activities aimed at developing the entrepreneurial and financial competence of students was partially achieved because instead of the planned 5000, 3669 of them were trained.

The assessment of the achievement of indicators - 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 cannot be determined because there are no available data.

Also, functional software for monitoring the physical and motor development of students in primary and secondary education was established, and the value of the indicator Number of students participating in one of the levels of competitions organized by the Ministry of Justice and professional associations (school, municipal, district and republic) was exceeded, given that the number of students in 2024 was 310,680 (planned 30,8700). This result may be a consequence of the fact that, compared to the previous school year, in the 2023/2024 school year In 2018, there was an increase in funds intended for competitions, but also due to the fact that certain competitions (foreign languages, biology, geography) are being organized for all high school classes from this school year.

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 2024.	Accomplished value in 2024.	Status 0/1/2
Percentage of schools applying diagnostic assessment (initial testing)	25	42,06	2
Serbia continuously participates in international examinations of the assessment of student achievements (<i>PISA</i> , <i>PIRLS</i> , <i>TIMSS</i>)	YES	YES	2
Serbia continuously participates in the assessment of the competences of adults (<i>PIAAC</i> , national surveys)	Partially	NOT	0

Percentage of schools receiving the lowest scores on the standard – Evaluation that is in the function of learning ²	7	0	2
A monitoring and evaluation system of the National Dual Education Model has been established	/	/	/
The foundations for the new national testing system have been established	/	YES	2
Improved framework for quality assurance in non-formal education	/	/	/
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)	YES	NOT	0

Of the nine indicators of this special goal, five refer to the realization foreseen in 2024. The indicator related to the percentage of schools that apply diagnostic assessment (initial testing) has been fulfilled, as well as the one related to the continuous participation of Serbia in international examinations for the assessment of student achievements (*PISA*, *PIRLS*, *TIMSS*).

However, Serbia has not yet taken part in the assessment of the competences of adults (*PIAAC*, national research) although a set of report tables on the adult education system was prepared for the needs of the Open Data Portal of the Ministry of Education. The implementation of the Methodology for monitoring the effects of the application of new qualifications on employment and lifelong learning based on data from the sector profile has not been started either (although the development of the methodology is in the final stage).

The percentage of schools that receive the lowest scores on the standard - Evaluation that is a function of learning is barely above zero, so this indicator is met.

When it comes to the indicator - Established system of monitoring and evaluation of the National Dual Education Model, it is important to point out that its implementation is not planned for 2024 because it is planned to be implemented in the previous period. However, as explained in the text related to measure 1.2.4, the system has not yet been established, although the establishment is in the final phase. In this sense, achievement was not assessed at the level of indicators of a special goal, but only at the level of measures, i.e. indicators of results.

The situation is similar with the indicator - Improved framework for quality assurance in non-formal education, because although it is planned that all activities leading to the realization of this indicator will be implemented in the previous period, they have not yet been completed. However, it should be emphasized that in the reporting period, a proposal for by-laws was prepared, which more closely regulates the issues of program accreditation, self-evaluation and external evaluation of the quality of the work of PROAEA, as well as the training of personnel engaged in the adult education system. In support of the accreditation of training programs and PPU, market-relevant qualification standards were adopted, and proposals were prepared for the improvement of records and public documents in the adult

² The IEQE report refers only to schools that received a grade of 1 on the external evaluation.

education system, a proposal for the improvement of the PROAEA Sub-Register, as well as the digitization procedure for the accreditation of adult education activities.

The indicator related to the establishment of the basis for the new national testing system, although it was planned to be implemented in 2023, was only partially implemented in that year and fully implemented in 2024, as shown in the table above.

As the final exam at the end of primary education was revised and implemented in the previous period, this indicator was achieved and is not shown in the table above or in the table attached to this report.

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

Out of the planned 225, 500 schools received support and implemented activities to improve self-evaluation, which significantly exceeded the values achieved on this indicator. More specifically, within the process of external evaluation and professional-pedagogical supervision (especially in the field of providing professional assistance), educational advisors and AEA provided support to institutions and for the self-evaluation process. Additionally, during 2024, the Handbook for Self-Evaluation of School Work was published and the Application for Self-Evaluation of School Work was established (available at - <https://asskola.rs>) which contains illustrative examples for each indicator that represent examples of good practice and facilitate common understanding and evaluation of the indicators.

At the same time, only six external evaluations of the quality of PROAEA's work were carried out and six reports were prepared after the trainings for self-evaluation and external evaluation of the quality of PROAEA's work (planned 30). The deviation from the plan happened because the providers could not provide the conditions for conducting the external evaluation.

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 been partially developed. That is, in 2024, the Qualifications Agency continued with the consultation process and implementation of the development process of the Methodological Framework for the Evaluation of the National Qualifications Framework in the Republic of Serbia, which also includes indicators of the effects of new qualifications on employment and lifelong learning. Accordingly, in cooperation with partners, 3 focus group discussions were organized in order to confirm the evaluative matrix, that is, to recommend the key evaluative criteria and related evaluative questions. In cooperation with partners, a consultative process was carried out and a proposal for the Methodological Framework for the Evaluation of the National Qualifications Framework in the Republic of Serbia was prepared.

Although it is planned that the number of schools applying elements of the European dimension of quality (national *peer review*) in secondary vocational education will be 10, and currently not a single school does this, this indicator is considered partially achieved because the Methodology was only created in 2024 and preparations for implementation began. It is planned to be implemented in 3 vocational schools in the second half of 2024. The implementation had to be abandoned due to the beginning of protests/blockades that also affected part of secondary vocational schools. As an additional activity, research was conducted to assess the relevance of the framework *EQUAL* in our education system. The questionnaire was sent to the addresses of 120 schools, and 90 vocational schools responded. Implementation is expected in the first half of 2025.

Measure 1.2.2. Improving systems and processes for monitoring student progress

Fulfillment of indicators - The number of trained OVU representatives in the area of test development, teaching differentiation and formative assessment is partial (planned 3500/achieved 748). That is,

during 2024, the Center for Quality Assurance of the Institutions of the Institute for the Evaluation of the Quality of Education and Training implemented two accredited trainings "Development of knowledge tests and application in differentiating teaching and learning" and "Development and evaluation of reading literacy in the first cycle of primary school" for a total of 57 schools in accordance with the budget, so the reason for the deviation from planned values, lack of financial resources.

Support to schools in the application of diagnostic assessment (initial testing) was provided to schools in the planned percentage (45/45). This means that within the process of external evaluation and professional-pedagogical supervision (especially in the field of providing professional assistance), educational advisors and AEA provided support to institutions in the field of diagnostic evaluation, which will continue in the future.

The state matriculation system has been partially established, so the implementation of the state matriculation has been postponed. The following are the reasons for such a situation: 1. As a prerequisite for the high-quality implementation of exams that end secondary education and upbringing (state graduation), it is necessary to fully ensure the conditions for their implementation. It is necessary to implement additional activities in the coming period, and first of all to strengthen the capacities of the Center for Examinations (spatial, personnel and material). 2. In order to realize the rights from the Law on Secondary Education and Upbringing to enroll in a higher education institution without taking an entrance exam after passing the state matriculation exam, it is necessary for the higher education institution to declare under the Law on Higher Education which general, professional and artistic matriculation exams are evaluated when enrolling in studies and what the criteria are based on of which the classification and selection of candidates for enrollment in studies is carried out. 3. The software, whose role is to support all tasks related to the implementation of the state matriculation examination and the enrollment of students in higher education institutions, is still in the phase of development and connection with the registers maintained within the framework of EMIS.

Additionally, collections of tasks aimed at practice and helping students prepare for the state matriculation exam are still being prepared, work is being done to select the tasks that would most relevantly check the achievements of students in secondary education. The preparation of the collections is also the responsibility of the Examination Center and financial resources are required, which will be provided in the Law on the Budget of the Republic of Serbia for a specific year. By-laws and instructions are also being prepared to inform all participants in detail about the procedures and activities in the implementation of the state matriculation exam, through parent meetings, meetings with students and teacher training for the implementation of the state matriculation exam. At the same time, the questions of who will print the tests, how and where they will be packaged and distributed to schools, and the cost of performing these tasks are also analyzed. Additional trial tests are also planned for students who will take the state matriculation exam, with prepared collections and logistics that accompany the implementation of the state matriculation exam, in order to prepare all participants as well as possible. Cooperation with higher education institutions and additional regulation of all acts that are applied in the procedure of conducting the state matriculation examination is also continuing.

Certainly, until the transition to the new regime of taking the general, professional and artistic matriculation exams and the final exam in secondary education and upbringing, all the preparation work for taking the state matriculation exam will be carried out continuously, and additional trial tests will be carried out for students who will take the state matriculation exam, with prepared collections of tasks and logistics that accompany the implementation state graduation, in order to prepare all participants as well as possible.

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

No values were achieved on the indicator - Number of schools where monitoring and evaluation of the National Dual Education Model was achieved (30/0). That is, in 2024, the Framework for monitoring and evaluating dual education was finalized (additional standards and indicators of the quality of vocational education were developed with a special focus on dual education and its specificities, as well as a set of instruments for collecting data in an objective and valid way). 80 external evaluators were trained to apply the Framework in the external evaluation process. About 30 schools that implement dual education are in the plan for external evaluation of the 2024/2025 school year.

The revision of two rulebooks in the field of quality assurance is also expected - the Rulebook on the quality standards of the institution's work and the Rulebook on the evaluation of the quality of the institution's work.

The writing of national reports on the evaluation of the implementation and effects of teaching and learning programs in pre-university education and training is not planned for this year.

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 2024.	Accomplished value in 2024.	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 OVUs improving digital capacities based on self-assessment results	40	32,5	1
The development of digital education is continuously monitored	YES	Partially	1

Of the five indicators planned for this special goal, one is considered to have been achieved in the previous period (Established and put into operation the Unique Information System of Education), and one is planned for a later period (Established state online elementary school and state online high school) so they are not even presented in the table above. The remaining three are planned for implementation in 2024, one of which has been fully implemented (Percentage of schools that meet the necessary conditions for the implementation of hybrid and online education) and two partially (Percentage of OVUs that improve digital capacities based on self-evaluation results and Development of digital education is continuously monitored).

During reporting the following long-term goals for the improvement of digital education in educational institutions were formulated:

- Increasing the level of students' digital competences through the implementation of course curricula *Digital world And Informatics and computing*;
- Increasing the level of students' digital competence as a key cross-curricular competence, through all subjects;
- Increasing the number of schools that regularly implement Selfie self-evaluation;
- Increasing the number of schools that have developed the digital segment of the institution's Development Plan;
- Increasing the number of schools that meet the necessary conditions for the implementation of hybrid teaching, through the improvement of infrastructure and the application of adequate pedagogical methods;
- Increasing the level of digital competences of teachers;
- Increasing the level of digital competencies of directors;

- An increase in the number of schools that have elaborate Bring Your Own Device (BYOD) policies.

It is important to point out that long-term goals in the field of digital education are the basis for further discussion with employees in the education system, including teachers, professional associates and school administrations. These goals, although defined in terms of strategic guidelines, have not yet been quantified through concrete indicators or performance measures, which represents the next step in the process of their implementation and monitoring.

In order to improve digital education and align it with the Action Plan for Digital Education 2021-2027 of the European Commission, a comparative review of national and European policies was prepared in November 2024, on the basis of which the strategic framework in this area will be improved in 2025.

Among other things, the European Commission attaches strategic importance to the international examination of computer and information literacy of eighth-grade students (*ICILS - International Computer and Information Literacy Study*) which measures the level of competence necessary for functioning in the modern digital environment. Developing and improving digital competence is a prerequisite for quality education, employment and active participation in modern society. The previous one *ICILS* the results show that additional effort is needed to get closer to the ambitious goal of the European Union — to reduce the share of students with low achievement in computer and information literacy to less than 15% by 2030.

The Republic of Serbia participated in the survey for the first time in 2023. National report on the participation of the Republic of Serbia in *ICILS* research was published at the end of 2024. This report shows the results of eighth grade elementary school students, compares them with international and regional averages, and provides recommendations for improving digital competence in the education system.

The Republic of Serbia also participated in the collection of data for the report "*Structural indicators for monitoring education and training systems in the area of digital competence*", which was carried out by the European Agency for Education and Culture (*EACEA - European Education and Culture Executive Agency*) within the network *Eurydice*. The report refers to the 2022/2023 school year. year and includes 6 indicators from four key areas of educational policy: teaching and learning programs, teachers, assessment, digital educational ecosystem.

Based on the collected and analyzed data, it was concluded that the educational policy of the Republic of Serbia in the domain of digital education is aligned with the priorities and recommendations listed in this report. It refers to the following four aspects:

1. Recommendation: Facilitate the acquisition of basic digital competencies from an early age through teaching and learning programs. Republic of Serbia: Teaching subjects *Digital world* And *Informatics and computing* are compulsory in primary schools. The focus is on developing ICT skills, information literacy and algorithmic thinking. Digital competence is defined as a general and key cross-curricular competence, which is developed through all subjects.
2. Development of IT education and encouragement of logical and algorithmic way of thinking. Republic of Serbia: Teaching includes visual and textual programming (for example, *Scratch* And *Python*).
3. Supporting teachers and professional staff through the development of digital competences and strengthening their confidence in using technology in teaching. Republic of Serbia: Professional development programs have a basis in the modern Framework of Digital Competences - Teacher for the Digital Age 2023, which includes areas such as hybrid teaching, artificial intelligence and the well-being of students in the digital age.
4. Effective planning and development of digital capacities within institutions, including improvement of organizational capabilities and infrastructure. Republic of Serbia: the application of the Selfie

instrument and the development of the digital segment of the institution's Development Plan are being promoted.

The Republic of Serbia participated in the report "*OECD Western Balkans Competitiveness Outlook 2024: Serbia profiles*", which also includes a section devoted to the development of digital skills (*QL9. Digital skills development*). Within this report, an assessment matrix in the field of digital competence development is presented, which contributes to a comprehensive assessment of Serbia's progress in the digital transformation of the education system.

The report shows that the Republic of Serbia has an established national framework for the development of students' digital competences, which includes the integration of digital technologies and skills into the curricula and programs of primary and secondary education. Within this framework, equipping schools with computers and access to the Internet, as well as ensuring continuity in the development of digital competences through all levels of education - from primary to higher education, is foreseen.

It was positively assessed that teachers have opportunities for improving digital competences and support for the implementation of teaching aimed at acquiring digital competences of students. However, the report points to several areas where challenges exist:

- All schools are still not fully equipped with adequate ICT infrastructure.
- Monitoring and evaluation of activities are carried out, but they are not systematic and regular.
- Schools' plans for improving digital capacities are not subject to regular external evaluation.
- The results of evaluations are not sufficiently used for policy improvement.

The overall assessment of the development of digital competences in Serbia on a scale from 0 to 5 is 2.5, which indicates the progress achieved, but also the need for further improvement of system support and monitoring.

Participation in these international initiatives represents a significant step in the further integration of the Republic of Serbia into the European educational space, as well as support for the realization of the goals of the Action Plan for Digital Education (2021-2027), of the European Commission.

Measure 1.3.1. Development of digital education

The number of school employees who received training for the application of innovative pedagogical approaches that integrate ICT into the educational process, based on the Digital Competition Framework - Teacher for the Digital Age 2023, exceeded the target value in 2024 and amounts to more than 72,325 school employees.

There is currently no precise data on the number of schools that implement hybrid teaching using the learning management system Moodle.

Bearing in mind that the Selfie self-evaluation of schools is carried out on a European online platform, right now there is none precise information on the total percentage of schools applying this instrument because the platform is in the process of migration. For the stated reason, IEQE conducted a survey in order to collect data on the percentage of schools that apply the Selfie instrument in the process of self-evaluation and assessment of the digital capacities of the educational institution. That percentage is slightly lower than predicted (67% compared to 75%), so it can be considered that the indicator was partially achieved. Given that this is an important indicator of the development of the digital capacities of educational institutions, it is necessary to consider the possibility of changing the methodology of data collection during the preparation of the next action plan. The indicator itself is defined.

For now, there is no sufficiently precise data on the percentage of schools that have a defined digital segment of the institution's Development Plan, because the implementation of the planned scientific and research service *An overview of digital education* was not implemented.

Based on the survey conducted by IEQE, it was determined that 32% school have defined this segment in their Development Plans, which means that the indicator can be considered partially achieved.

IEQE published two publications in this area: *Digital school And Digital Competence Framework - Teacher for the Digital Age 2023*, then conducted two trainings of smaller scope: training *Digital school* (314 educational advisors, external evaluators and advisors - external collaborators from all school administrations participated) and training *Online and hybrid teaching in a digitally competent institution* (67 teachers, professional associates and directors participated).

The establishment of state online elementary schools and high schools for students who face temporary or permanent barriers during regular schooling is planned for a later period.

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) is continuously filled with data that are used in making decisions about education. A Functional Specification Document has been prepared and its adoption is in progress. Implementation of the solution will follow in 2025. At the same time, it is necessary provide more regular filling of EMIS, because although there are functionalities, that is, the possibility of generating reports for various indicators, there is a lack of data because not all schools have entered them. Also, bearing in mind the specificity of the educational system and the dynamics of changes, it is necessary to conduct additional analyzes in order to determine which indicators or reports should be implemented in EMIS.

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 2024.	Accomplished value in 2024.	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	/	250	2
Number of schools implementing a system for identifying students at risk of dropping out and providing support to students	460	466	2
The percentage of adult students who drop out of the system of functional basic education for adults	38	35	1
The number of established functional resource centers for additional support for children, students, parents and employees in educational institutions	3	3	2
Percentage of educational institutions supported by resource centers	13	18	2
The number of employees in education and training who improved their competences for working in an inclusive environment	3.000	22.249	2

Percentage of students with developmental disabilities and disabilities included in regular primary education	1% increase	No base value has been established	0
Percentage of students with developmental disabilities and disabilities included in regular secondary education	1% increase	No base value has been established	0

Of the nine indicators, five were fully achieved, two partially, and for two the base value has not yet been determined, although it should have been determined the previous year. It should be noted that the latter two indicators were formulated while EMIS was still in operation phase development and that in the future it is important to think about changing the wording of the indicators because there is no unified demographic data for calculating coverage, i.e. there is no database outside the education system that collectively records children from this category in order to know how many of them are in the education system.

When it comes to the indicator - Number of schools and preschool institutions with a pedagogical assistant, the value (255) was transferred from 2023 and fulfilled in 2024.

What is important to point out as a great success is that, cumulatively, 22,249 representatives of employees in education and training improved their competencies for working in an inclusive environment during 2022, 2023 and 2024. In 2024, three more resource centers for additional support for children, students, parents and employees were established in educational institutions, and the total number of functional resource centers in 2024 was 13.

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

The Working Group formed at the level of the Government of the Republic of Serbia, developed professional instructions for the recognition, monitoring and support of students with exceptional abilities, which has been implemented since school year 2023/24. In 2024, as many as 14,896 teachers were included in the training aimed at raising sensitivity and competence for recognizing, monitoring and supporting students with exceptional abilities, which exceeded the target value for this year.

The working group for the drafting of the proposal for the improvement of the legal framework of inclusive education for amendments to the regulations relevant to inclusive education (decision no. 119-01-00209/2023-16) proposed a new article of the Law on the Basics of the Education and Training System as a legal basis for the formation of the Interdepartmental Body for Coordination, Monitoring and harmonizing the work and supervising the work of interdepartmental commissions. After the adoption of this proposal, conditions will be created for the formation of an interdepartmental coordinating body for monitoring and improving inclusive education.

The number of employees in education who attended training in the field of inclusive pedagogy and inclusive practice and providing additional support to students was significantly exceeded during 2024, and thus cumulatively, and amounts to 20,493. Employees of OVU attended various accredited trainings of IIE (area in the Catalog: Children/students who need additional support in education), but also trainings from the List of programs of public interest, of which the largest part of those trained in 2024 was within the project "Let's learn together". Also, during 2024, 660 participants from 325 schools took part in horizontal exchanges (24 meetings) organized by candidate schools for the model institution (6 schools), and 157 employees in resource centers participated in training related to the use of assistive technologies.

Indicators within this measure (1.4.1), 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 and Number of children who received support in the form of a pedagogical assistant with knowledge of Serbian sign language and Braille, were not achieved.

The reason for this is that astraddling pedagogical assistants for children and students with developmental disabilities and disabilities is not possible before the adoption of *Uregulations on the catalog of jobs in public services and other organizations in the public sector and Regulations on coefficients for calculation and payment of salaries of employees in public services*. The planned employment dynamics of PA for children with developmental disabilities and disabilities has been questioned, especially taking into account that the employment procedure involves submitting a request to the school and obtaining the consent of the Ministry of Education, and the publication of the competition, the selection of candidates and the appeal period, require a period of two months. Achieving the results planned through SBS is also questioned. Also, the activities that will contribute to the achievement of this indicator are included in the Action Plan for the implementation of the Government program 2024-2027.

For the establishment of a portal to support the families of children and students from vulnerable social groups, no planned donor funds were provided, but the activity will mostly be realized within the project "Support to educational policy" (REDIS 2, Complementary measures) in the coming period.

In 2024, the procedure for acquiring the status of a model institution was launched.

The number of advisors of external associates who improved their knowledge and skills in the field of protection from violence and discrimination, education in the languages of national minorities, inclusion and democratic culture is 151, which achieved the indicator. Trained counselors and external collaborators provided intensive support for a total of 196 primary and secondary schools and 10 preschool institutions.

Activities to improve the knowledge of employees in the education and training system for the process of desegregation were not started due to the lack of donor funds, so the corresponding indicator remained unfulfilled. In the period 2025 - 2027, through the REDIS 2 Program - Complementary measures - Component 2, the Ministry of Education will work on the systematic improvement of the availability of the education system for all children, with a focus on children from vulnerable social groups. The subcomponent related to improving the education of vulnerable social groups also includes an activity that will map the occurrences of segregation in the education system and conduct an analysis with recommendations for measures for desegregation with a road map to a sustainable transition.

A PROAEA support system has been partially established for the provision of first qualification services to FAE participants for the purpose of employment, which makes this indicator achieved considering that its partial establishment was the goal for the year 2024. As part of the IPA2020 Project, the Activity Plan was revised and an activity was added - Establishment of prerequisites for system support of PROAEA for providing services for obtaining the first qualification for participants of the FAE Program. In the reporting period, 9 secondary vocational schools accredited 24 non-formal education programs that represent the offer for participants of the FAE program.

Teachers who participate in the implementation of the FAE Program have undergone training to acquire competences for working with adults and with special target groups. The trainings were conducted through three modules: Module 1 - Basic andragogic skills (120 teachers trained), Module 2 - Training for the implementation of individual subjects in the FAE program (600 teachers were trained) and Module 3 - Training of andragogic assistants (55 assistants trained), which exceeded the target value for the indicator: Number of trained teachers and andragogic assistants according to the prescribed program for implementation.

Indicator - The number of completed VET participants who obtained a qualification at PROAEA has been partially achieved because the number of participants is only 16 and it is planned to be 500. It is planned that through the IPA 2020 Project, work will be done on the realization of this activity, through the establishment of prerequisites for systematic support of PROAEA for provision of services for obtaining the first qualification for participants of the FAE Program.

Measure 1.4.2. Encouraging interculturality in education

Within this measure, the indicator - Number of trained teachers for the implementation of the Serbian as a foreign language program was fully achieved. Instead of the planned 300 teachers (initial value 400 teachers, cumulative value for the year 2024 – 700), 593 teachers were trained, which means that the total number of trained teachers is 993.

Regardless of the fact that within this measure, the indicator - Number of trained teachers who teach the optional program Romani language with elements of national culture does not have a target value in 2024, 14 more teachers who teach this subject were trained.

Also, during 2024, the Ministry of Education supported the holding of the Summer School of the Romani language, in which 36 teachers who teach this optional program in elementary schools participated. The organizers of the training are: University of Belgrade, Faculty of Teacher Education, National Council of the Roma National Minority and Association of Roma Writers. The participants of this two-week training dealt with current theoretical-methodological problems of the study of the Romani language, contemporary study of Romani literature (methodological, theoretical, comparative approach), as well as current problems of teaching the Romani language and literature.

The Rulebook on criteria and standards for the financing of an institution that performs primary education activities was revised in 2023, although the revision is planned for 2024. In contrast to this, the Rulebook on criteria and standards for the financing of an institution that performs secondary education has not been revised and the formation of a working group for drafting the rulebook is underway.

Special objective 1.5. Improved quality of initial education of teachers and educators³

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2024.	Accomplished value in 2024.	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	12	0	0
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	/	/	/

The only indicator within this special goal that is planned to be achieved in 2024, which is the number of accredited study programs for the education of teachers and educators according to the revised standards for assessing the quality of study programs, was not achieved.

³ Teachers are understood to mean classroom teachers, subject teachers, teachers in adult education schools, while educators are teachers in pre-school institutions and student dormitories.

The second indicator, 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, is planned to be realized in 2026.

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

For an indicator - Number of students enrolled in teacher education programs for subjects/areas where an insufficient number of teachers was recorded, no data was provided.

During the reporting period, the Agency for Qualifications provided support to the Sectoral Council for the Education and Training Sector in the development of the Initiative for the Qualifications of Teachers, Subject Teachers and Educators. More specifically, for the preparation of initiatives in higher education, the working groups of the Sectoral Council for the education and training sector were formed and they continued their work on the preparation of the Initiative for the qualifications of Educator, Teacher and Teacher of subject classes, and this sectorial council started work in the new convocation in March 2024. Although the process is ongoing, the indicator - Developed qualification standards for the qualifications of teachers, subject teachers and educators at the national level has not been met.

Work on activities that lead to the fulfillment of the indicators The number of accredited study programs for the education of teachers and educators based on the standards of qualifications for teachers and educators is not even planned for 2024. However, it should be emphasized that the development of a special methodology for the development of standards for higher education is in progress (QA and the Office for Dual Education and NQF, with consultative cooperation with NEAQUA). After the adoption of the qualification standards, NEAQUA will propose to the National Council for Higher Education appropriate amendments to the Rulebook on Standards and the Accreditation Procedure of Study Programs.

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

Indicator - The number of trained mentors in accordance with the new concept of introduction to work has been fully achieved because instead of the planned 90, 142 mentors have been trained. At the insistence of the employees who work with the trainees, additional trainings were implemented in order to meet current needs.

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 2024.	Accomplished value in 2024.	Status 0/1/2
Percentage of educational institutions that apply horizontal learning	15	15	2
The number of employees in educational institutions who have advanced to higher positions	750	No data available	/

The first indicator within this measure - the published Catalog of continuous professional development aligned with the new concept of training employees in education was fulfilled in the previous period, the second - the percentage of educational institutions that apply horizontal learning was fulfilled, while

for the third it is still not possible to give an assessment because the part of EMIS with this data is not yet fully functional.

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

Due to amendments to the Law on the Basics of the Education and Training System in the past period, the new Rulebook on the work permit for teachers, educators and professional associates will be adopted in 2025, which will also achieve the indicator – Revised prerequisites, contents, method of implementation, minimum requirements and evaluation system when taking the exam for the work permit for teachers, professional associates and educators. As the predicted value of this indicator was "partial", this indicator is considered achieved for this reporting period.

The indicator was also achieved – The normative and institutional framework was developed and the system of continuous professional development of staff in the system of adult education and lifelong learning was established. In the reporting period, a proposal for a program - module for the professional development of teachers who participate in the implementation of the FAE program in KPZ and VPU was prepared, as well as a proposal for amending and supplementing the accompanying by-law.

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

Based on the accredited Training Program for Directors and Secretaries of Education and Training Institutions in the Areas of Assessment and Self-Assessment, which was adopted by the Institute for the Improvement of Education and Training by Decision No. 1179-1/2024 of 6 September 2024. In 10 trainings, a total of 997 directors and secretaries attended continuous professional development training for directors and secretaries of institutions in sub-university education and training.

Values on the indicator - The number of trained directors and secretaries of educational institutions (continuous professional development) is 997. Instead of the planned 1900, 997 directors and secretaries were trained.

Based on the accredited Training Program for Directors and Secretaries of Education and Training Institutions in the Areas of Assessment and Self-Assessment, which was adopted by the Institute for the Improvement of Education and Training by Decision No. 1179-1/2024 of 6 September 2024. In ten trainings, a total of 997 directors and secretaries of pre-university education institutions were trained to self-verify the fulfillment of requirements from the checklist/risk self-assessment.

Values on the indicator – The number of trained directors and secretaries of educational institutions (self-verification of fulfillment of requirements from the checklist/self-assessment of risks) is 997. Instead of the planned 1000, 997 directors and secretaries were trained.

Number of trained management bodies and secretaries of higher education institutions and institutions of pupil and student standard (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.).

Value in the indicator: Due to the lack of a legal basis and pending changes to the laws governing higher education and student and student standards, the indicator is zero in 2024.

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 2024.	Accomplished value in 2024.	Status 0/1/2
The number of activities carried out to foster the Serbian language and literature at the national level	15	15	2
The percentage of classes attended as part 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	120	100	1
Standardized Serbian sign language	/	/	/

The indicator related to the number of activities carried out to nurture the Serbian language and literature at the national level was fully fulfilled (15/15), while the fulfillment of the indicator Percentage of classes attended in the framework of educational work in the Serbian language abroad, which during the professional-pedagogical supervision for the work as a whole (teaching and extra-curricular activities) was evaluated as successful was evaluated with grades 3 and 4 in progress. It should be noted here that this indicator is wrongly formulated in terms of the unit of measure, so the figures shown refer to numbers, not percentages.

Although planned for 2023, Serbian sign language has not been standardized either then or in 2024, so it is important to update the timelines for this indicator and related activities.

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

Indicator - The number of activities of the inter-sectoral and inter-institutional body in the field of fostering the Serbian language and literature was not realized because the said body was not even established.

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

Indicator - The percentage of teachers included in the professional training of teachers who carry out work in the Serbian language abroad has been achieved (planned 100/98 achieved), while the indicator - Number of organized educational visits by students of supplementary schools to Serbia has been partially achieved (5/3). These visits are organized based on the interest of the students, in accordance with the capacities of the Scientific and Educational Cultural Center Vuk Karadžić (Tršić).

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

Special objective 1.8. Improved conditions for lifelong learning

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
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The number of approved Erasmus+ projects in which R. Serbia	650	684	2
Number of implemented procedures for recognition of prior learning at PROAEA ⁴	40	17	1
Number of programs offered by PROAEA ⁵	1115	2133	2
Number of developed and updated market relevant qualification standards (for all NQF levels) ⁶	2	0	0
Number of trained, professionally qualified and prequalified and additional qualified persons in regional training centers	1.100	No data available for 2024	/

Indicator - Number of approved Erasmus+ projects in which R. Serbia has been achieved, as well as the one related to the number of programs offered by PROAEA.

Work on reaching the predicted number of implemented procedures for recognition of prior learning at PROAEA is ongoing, which makes this indicator partially achieved.

Although the report refers to the year 2024, it is worth recalling that in 2023 a comparative study of different models of inclusion of (partial) qualifications acquired outside of formal education in the National Qualifications Framework of the Republic of Serbia was made – as part of the study, an analysis of the framework in the Republic of Serbia and a comparative analysis of the approach of four EU countries (Denmark, France, Poland and Slovenia) were carried out. Based on the results of the analysis, legislative possibilities for the improvement of the NQF system were proposed. The continuation of activities is expected within the framework of the IPA 2020 Project in the sense of conducting a consultative process, so that the interested parties (including the economy) become more familiar with the concept and see the possibilities for its application.

It is not possible to give an estimate of the indicators - The number of trained, professionally qualified and prequalified and additional qualified persons in regional training centers, given that there is no available data.

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

3 PROAEA out of the originally planned 5 received approval for PPU, which partially achieved the indicator. The verification of the extended activity for the activity of recognition of prior learning until December 2024 was received by the Technical School from Požega, the Technical School from Valjevo and the Economic and Commercial School from Zaječar.

Indicator - The number of qualifications and non-formal education programs entered into the NQF Register and visible on the European qualifications portal has been achieved. Namely, during the year 2024, 24 qualification standards and 141 non-formal education programs were developed. The number of qualifications and mentioned programs visible on the European qualifications portal is more than

⁴ It implies the number of documents issued through the RPL procedure

⁵ It includes the number of documents issued through the training program

⁶ It includes the number of qualifications in the NOKS system (partial, micro-credentials) for lifelong learning and employment.

500, and the process of translation and uploading to the European qualifications portal is a continuous activity, and therefore this number is expected to increase over the years.

The number of recognized qualifications within the ENIC/NARIC Center was 7001 in 2024 against the planned 2000. More specifically, in 2024, 2011 decisions were issued for the recognition of foreign primary school documents, 2450 decisions for the recognition of foreign secondary school documents and 2540 decisions for the recognition of foreign higher education documents. The work of the e-platform for the recognition of foreign school documents was also improved in order to increase the number of requests submitted electronically, thus facilitating the work of both the registry office and the ENIC/NARIC center.

Values on the indicator - The number of implemented promotional activities of the RPL was exceeded (planned 10, against 15 realized).

Measure 1.8.2. Encouraging dialogue and developing social partnership

A total of 11 gatherings, conferences and round tables were held 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, which achieved an indicator related to the number of these events. The Qualifications Agency hosted the ETF Forum for Quality Assurance in Vocational Education (VET) with a focus on quality assurance of career guidance and counseling services, as well as the development of career practitioner competencies as a key element in vocational education and the lifelong learning system. The event brought together experts, decision makers and representatives of the member countries of the Forum and all relevant actors in the field of CGC in Serbia. The Qualifications Agency will continue to implement various activities with the aim of promoting NQF, social partnership, the need to harmonize education and employment needs, and harmonization with the European qualifications framework, the quality of career guidance and counseling, activities to promote qualification standards and the quality assurance system of non-formal adult education, as well as support PROAEA in quality assurance processes

In 2024, there were 9 employers involved in dual education participating in the implementation of the non-formal education program at a total of 5 PROAEA. This means that the indicator Number of employers involved in dual education participating in the implementation of the non-formal education program at PROAEA has been achieved (5 employers planned).

In accordance with the qualification standard offered by PROAEA, 82 training programs were developed and accredited, out of the planned 25. The programs were accredited both for the qualification as a whole, as well as for competencies and occupations, and for individual outcomes. After the training, PROAEA issues certificates, certificates and certificates.

For the indicator related to the percentage of trainees who are employed within 6 months of completing the training based on the qualification standard, it is not possible to give an estimate because there is no available data. Here it should be pointed out that in the Adult Education Act, PROAEA are obliged to enter data into EMIS, but this functionality is still not fully functional. The reports on the open data portal on adult education only contain schools that are pursuing OO, but no employment reports exist for the other levels.

In the process of developing qualification standards, 25 workshops were held with interested proponents, employers and institutions from the field of education, which reached the planned number of meetings. The Qualifications Agency will continuously support employers, both directly and through the use of online tools, in understanding the NQF, the process of submitting initiatives for the development of new qualification standards and the modernization of existing qualifications.

Measure 1.8.3. Establishment of regional training centers

Out of the planned 8, 4 regional training centers were established. Work has begun on training centers in Užice, Vranje, Požega, Subotica and Vršac. Work started on the training centers in Vlasotinac and Pancevo will be completed at the beginning of 2025. In the following period, it is planned to establish training centers in Svilajnac, Kragujevac, Čačak, Niš, Vrnjačka banja and Kula.

For now, there is no available data on the number of users of regional training centers by services, so it is not possible to assess the realization of the predicted indicator.

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 2024.	Accomplished value in 2024.	Status 0/1/2
The percentage of educational institutions and institutions of student standard that meet the criteria of technical equipment	+5% compared to the 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	+5% compared to the initial value	No data available	/
The percentage of HEIs and institutions of student standard that meet the criteria of spatial conditions and technical equipment	+5% compared to the 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 MoE report 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, it is not possible to give an estimate due to lack of data. It should also be noted that these indicators are planned for realization in 2023.

Indicator - The percentage of fully equipped natural science classrooms in high schools is expected to be fully realized in 2025.

The indicator related to the percentage of educational groups within preschool institutions equipped for the needs of the implementation of the new Basics of the PE program has been fully realized.

Compared to the previous year, the percentage of primary schools (without separate classes) increased to 30% in the project of Enriched single-shift work, while the percentage of secondary schools with single-shift organization increased to 11%, although there were no projected values for 2024 for both indicators. An increase in the number of schools is planned 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.

Due to the lack of data, it is not possible to estimate the number of modernized and accessible primary and secondary schools and facilities of the student standard, and thus the achievement of that indicator.

Realization of the indicator related to the number of profiled and equipped primary schools for the development of basic sports (athletics, gymnastics, martial arts, swimming) is planned for financing from donor funds, which have not been provided for now.

Achievement of indicators - The percentage of pre-university education institutions whose offices are fully equipped cannot be estimated due to the lack of data, but it is known that the base value has not yet been established because the criterion of fully equipped offices has not been defined.

Indicator The number of established, built and equipped educational and scientific centers was not achieved. There were no activities to establish and equip the centers, but the procedures for creating project and technical documentation are underway.

5 new cooperatives were founded within elementary schools and a public call was announced for the allocation of funds to student cooperatives for improving working conditions, on the basis of which 50 student cooperatives were equipped. In total, it was planned to establish and equip 30 cooperatives, which means that the indicator was partially achieved. A conference was held, where examples of good practice were presented, which were also presented at the Education Fair.

Although the indicator - Realization of the program to improve capital investments in the infrastructure and network of pre-university education was not planned for 2024, it was achieved. Namely, the cumulative percentage is 79% against the planned 50% in 2025.

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

The new act on the network of student institutions is not scheduled for adoption in 2024, and the new act on the network of student standard institutions has not been adopted, which makes this indicator unrealized.

By December 2024, 183 schools/other organizations have received PROAEA status, of which 31 are secondary vocational schools and 151 other organizations (companies, business associations, people's workers' universities, institutes, etc.), for a total of 840 programs, which achieved the predicted value of the Number of PROAEA indicator.

The number of students attending classes in the Serbian language abroad was exceeded (7600/9204), and the Ministry of Education continued to organize educational work in the Serbian language abroad in accordance with the Law on the Basics of the Education and Training System, the Law on Basic Education and Training and the Rulebook on the Implementation of Educational Work in the Serbian Language Abroad.

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

There is no data available for the indicators Number of adapted, extended, reconstructed and newly built higher education facilities, Number of equipped higher education facilities, Number of adapted, extended, reconstructed and newly built student standard facilities and Number of equipped student standard facilities.

Activities to fulfill the indicators - The implementation of the program for the improvement of capital investments in the infrastructure of the Higher Education Institution and institutions and student standard institutions should begin in 2025.

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

Indicator(s) at the level of the specific objective (outcome indicator)	Target value in 2024.	Realized value in 2024.	Status 0/1/2
MEF established	YES	NOT	0
The percentage of employees at the Higher Education Institution who are included in professional training based on the new rulebook	20	0	0
Percentage of scholarships awarded to support the study of low SES students (based on the new funding model)	/	/	/

MEF has not been established.

The indicator related to the percentage of employees at the Higher Education Institution who are included in professional training based on the new rulebook was not achieved because the rulebook in question was not even adopted.

Indicator - The percentage of scholarships awarded to support the study of low SES students (based on the new funding model) is not planned for realization in 2024.

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

The only indicator within this measure (Number of improved educational policies in the area of HE based on the situation and needs recognized in MEF reports) is planned for implementation only in 2026.

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

Indicator - Adopted amendments to the Law on Higher Education for the area of financing and development and harmonization of corresponding by-laws are not planned for implementation in the reporting period.

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

The new Rulebook on professional development and selection of employees at the Higher Education Institution was not adopted, which makes this indicator unrealized.

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 2024.	Realized value in 2024.	Status 0/1/2
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Percentage of students attending study programs in newly identified priority areas for the labor market and development of the country	5	No data provided.	/
The number of students attending study programs that are realized according to the dual model	650	674	2
Number of students enrolled in study programs in foreign languages (live and online)	2200	No data provided.	/
Number of students enrolled in a specific joint international study program	70	No data provided.	/
Number of students in study programs with international accreditation	160	No data provided.	/
Developed a model of intellectual property management at the Higher Education Institution, which will include the commercialization of the results	YES	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

In 2024, the number of study programs implemented according to the dual model was higher than planned (38 versus 54), and although no increase in study programs implemented according to the dual model was planned in accordance with the qualification standards, their number was 3 in the reporting year.

For the indicators - Percentage of HEIs that have established organizational units (centers) that deal 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 2024.	Realized value in 2024.	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	250	No data provided.	/

The number of students who received support in the form of an interpreter for Serbian sign language	10	No data provided.	/
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Indicators - The percentage of students who received support based on the new Rulebook on financial support for students and the percentage of students from vulnerable social groups (persons of Roma nationality, persons with disabilities, persons of low socio-economic status) who enroll in studies are expected to be realized in the following period.

Measure 2.3.1. Improving accessibility and supporting study success

Achievement of indicators - Improved legal framework that regulates the social dimension of higher education and the percentage of students at the Higher Education Institution who study while working cannot be estimated because no data has been submitted.

Measure 2.3.2. Supporting HEIs in achieving continuous lifelong education

Amendments and additions to the legal framework were adopted with the aim of increasing the possibility of students to HE and harmonizing the system of higher education with the NQF system. More specifically, within the SBS and Growth Plan, one of the goals is to develop standards for 60 qualifications in the higher education system by the end of 2027. In order to achieve the stated goal, activities have been started to improve the Methodology for the development of qualification standards so that it corresponds to the higher education system to a greater extent, after which its piloting is also planned. At the same time, activities were started on the preparation of initiatives and accompanying studies for the development of standards for the qualifications Educator, Teacher, Andragogist and Pedagogue at all levels of NQF.

Special objective 2.4. Digitization of higher education

There are no indicators of a special goal foreseen for achievement during 2024.

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

The legal framework governing the use of the electronic index and electronic registers at the Higher Education Institution does not yet exist, so this indicator has not been achieved.

Achievement of indicators - The percentage of HEIs using the "Online Learning Agreement" platform is partial because instead of the predicted 50%, this platform is currently used by 37.8% of HEIs. Also, the percentage of HEIs that are part of the Erasmus paperless digital network (EBP) was exceeded - out of the planned 50%, 73.5% of them are part of the mentioned digital network.

It is important to emphasize that out of 49 HEIs that are holders of the Erasmus Charter for Higher Education (ECHE), 34 HEIs are connected to the network, and 20 HEIs actively signed online learning contracts for outgoing students (40.8%), and 17 HEIs for incoming mobility participants (34.7%). Also, out of the mentioned 49 HEIs, 36 HEIs are connected to the Erasmus paperless network, which represents 73.46% of HEIs that are connected to the Network. Of the remaining 13 HEIs, only 4 have active mobility projects, and it is expected that they will be connected to the Network in the coming period.

APPENDIX 1 - TABLE OF THE ACHIEVEMENT OF THE ACTION PLAN FOR THE YEAR 2024

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 2024.	Accomplished value in 2024.	Status 0/1/2
The percentage of elementary 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.	6	13	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.	34	28	2
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.	6	8	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.	34	20	2
The percentage of PUs that receive a grade of 3 and 4 on general quality in the external evaluation	% (cumulative)	IEQE report	0	2022.	52	66	2

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: 2024.				Type of measure: Regulatory			
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Realized value in 2024.	Status 0/1/2
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	Number	Published solutions	44	2022.	25	24	1
The number of developed and improved teaching and learning programs based on achievement standards in primary education	Number	Published regulations	12	2022.	24	21	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.	16	15	1
Number of developed and improved plans and programs of teaching and learning of general secondary education based on qualification standards ⁷	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.	176	201	2
Number of adopted new programs for Mother tongue/speech with elements of national culture ⁸	Number	Published regulations	2	2022.	32+7	3	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

⁷ Not foreseen in the reporting year.

⁸ Two programs (two grades) in 16 languages (32 in total) per year for primary schools and one program for secondary schools in 7 languages.

Implementation period: 2024.		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 2024.	Accomplished value in 2024.	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	Number (cumulative)	List of trained teachers - Records of IEQE	0	2023.	2.500	0	0
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.	18.080	24.397	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.	25	35	2
The number of hired 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	Percentage	IEQE report, QA report	0	2022.	80	0	0
The number of schools with a single-shift organization that implement an enriched program of support for student development through educational work	Cumulative number	Monitoring and evaluation reports on the work of schools with a single-shift organization, which refer to the implemented activities and student participation	398	2022.	415	423	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	124	2

Percentage of VET students who use digital technologies for learning ⁹	%	Report of the MoE	0	2022.	10	65	2
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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: 2024.		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 2024.	Accomplished value in 2024.	Status 0/1/2
Number of newly trained OVU representatives in the field of protection from violence, abuse and 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	Number (cumulative)	List of EI representatives; training reports	4300	2022.	5200	9.767	2
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 "Čuvam te" portal	2000	2022.	3000	10.400	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.	270	1.505	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.	560	452	1
The number of trained school representatives for the implementation of activities of professional orientation and career guidance and counseling of	Number	List of trained school representatives; training reports	382	2022.	200	140	1

⁹ From the total number of students enrolled in FOOO in all three cycles, per school year.

primary and secondary school students in accordance with the standards of CGC services							
Number of promotions of the Rulebook on standards of career guidance and counseling services	Number	QA report on promotions	10	2022.	/	15	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.	160.000	128.159	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.	5.000	3.669	1
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.	6000	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.	YES	YES	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) 10,680 (medium)	2

Special objective 1.2: Improved quality assurance system in pre-university education and training

Institution responsible for monitoring and controlling implementation: Ministry of Education

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

Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
Percentage of schools applying diagnostic assessment (initial testing)	% (cumulative)	Report of educational advisors and external advisors	5	2022.	25	42,06	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)	Accomplished activity	National PIAAC Report	NOT	2022.	Partially	NOT	0
Percentage of schools receiving the lowest scores on the standard – Evaluation that is in the function of learning ¹¹	Percentage	IEQE's report at the end of the second round of external evaluation	8,6	2018.	7	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 Implementation of Dual Education	NOT	2022.	/	/	/
The foundations for the new national testing system have been established	Conducted activity	Modified LBETS	NOT	2022.	/	YES	2
Improved framework for quality assurance in non-formal education ¹²	Conducted activity	Amended Adult Education Act and NQF Act	YES	2022.	/	/	/
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.	YES	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

¹¹ The IEQE report refers only to schools that received a grade of 1 on the external evaluation.

¹² Planned for implementation in the previous period; in the reporting period there are ongoing activities, but the time dynamics have not been updated.

Implementation period: 2024.				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 2024.	Realized value in 2024.	Status 0/1/2
The number of schools that received support and implemented self-evaluation improvement activities	Number (cumulative)	Reports of educational advisors and external advisors	125	2022.	225	500	2
Number of reports in the external evaluation of PROAEA work	Number	Report of QA	0	2022.	30	6	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.	/	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.	10	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: 2024.			Type of measure: Regulatory and informative and educational				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
Number of trained representatives of OVU in the field of test development, differentiation of teaching and formative assessment	Number	List of OVU representatives; training reports	5.000	2022.	3.500	748	1
Percentage of schools that were supported in the application of diagnostic assessment (initial testing)	% (cumulative)	Report of educational advisors and external advisors	30	2022.	45	45	2
State matriculation system established	Accomplished activity	Report of the MoE and IEQE	NOT	2022.	YES	Partially	1

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: 2024.			Type of measure: 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 2024.	Accomplished value in 2024.	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 ¹⁴	Number	Report on national testing - IEQE	0	2022.	/	/	/
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.	30	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 2024.	Accomplished value in 2024.	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
Percentage of OVUs improving digital capacities based on self-assessment results	%	Development plan of the institution with a defined digital segment, IEQE reports	31	2022.	40	32,5	1
The development of digital education is continuously monitored	Conducted activity	Annual report of the MoE	Partially	2022.	YES	Partially	1

Measure 1.3.1: Development of digital education

Institution responsible for monitoring and controlling implementation: Ministry of Education

Implementation period: 2024.

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 2024.	Accomplished value in 2024.	Status 0/1/2
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¹⁴ Not foreseen in the reporting year.

The number of schools implementing hybrid teaching using the Moodle learning management system	Number	Report of the MoE	30	2022.	50	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)	Number	Reports on completed trainings	0	2022.	11.000	No data provided.	
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.	70.000	72.325	2
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	% (cumulative)	Reports of IEQE	65	2022.	75	67	1
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.	50	32	1
Established state online elementary school for students who face temporary or permanent barriers to regular schooling	Accomplished activities	Defined in LBETS; Act on the establishment of the state online primary school	NOT	2022.	NOT	/	/
Established state online high school for students who face temporary or permanent barriers during regular schooling	Accomplished activity	Defined in LBETS; Act on the establishment of the state online high school	NOT	2022.	NOT	/	/

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: 2024. ¹⁵	Measure type: Informative and educational

¹⁵ JISP development activities and initial use are planned for the period from 2020 to 2022, but the use of JISP should be continuous not only until the end of the validity of the Action Plan, but also in the period after. The same applies to the maintenance of JISP, which is a continuous activity.

Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	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 2024.	Accomplished value in 2024.	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 ¹⁶	Number	EMIS	230	2022.	/	250	2
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.	460	466	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.	38	35	1
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	3	2
Percentage of educational institutions supported by resource centers	% (cumulative)	National Report on Inclusive Education	10	2022.	13	18	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.	3.000	22.249	2
Percentage of students with developmental disabilities and disabilities included in regular primary education	%	EMIS	There is no initial value	2022.	1% increase	No base value has been established	/

¹⁶ AP was planned for 2023.

Percentage of students with developmental disabilities and disabilities included in regular secondary education	%	EMIS	There is no initial value	2022.	1% increase	No base value has been established	/
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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: 2024.			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 2024.	Realized value in 2024.	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.	14.000	14.896	2
An interdepartmental coordinating body was established to monitor and improve inclusive education	Accomplished activity	Decision of the Ministry of Justice	NOT	2022.	YES	NOT	0
Establishing model institutions with good practice in working with students with exceptional abilities	Accomplished activity	Decisions on establishment	NOT	2022.	NOT	/	/
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.	5.000	20.493	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.	20	0	0
The number of children who received support in the form of a pedagogical assistant with knowledge of Serbian sign language and Braille	Number	Report of the MoE	0	2022.	11	0	0
A portal was established to support families of children and students from vulnerable social groups	Number of users	Report of the MoE	0	2022.	1.000	0	0

Number of institutions supported through horizontal learning by Model Institutions	Number of supported institutions	Report of the MoE	6	2022.	40	325	2
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.	150	151	2
The number of employees in the education system who improved their knowledge for the desegregation process	Number	Report of the MoE, SA	0	2022.	50	0	0
A PROAEA support system has been established for the provision of first qualification services to FAE 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 FAE	Number	Report of the MoE	0	2023.	500	700	2
The number of completed vocational training students who obtained a qualification at PROAEA	Number	Report of the MoE	0	2024.	500	16	1

Measure 1.4.2: Encouraging interculturality in education							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2024.			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 2024.	Accomplished value in 2024.	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.	700	993	2

The number of trained teachers who teach the optional program Romani language with elements of national culture ¹⁷	Number	Lists of trained teachers; training reports	87	2022.	/	50	2
Revised Rulebook on criteria and standards for the financing of an institution that performs the activity of basic education and upbringing ¹⁸	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.	/	/	/
Revised Rulebook on criteria and standards for the financing of an institution that performs the activity of secondary education and upbringing	Accomplished activity	The new Rulebook on criteria and standards for the financing of an institution that performs the activity of secondary education and upbringing	NOT	2022.	YES	NOT	0

Specific objective 1.5: Improved quality of initial education of teachers and educators¹⁹

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 2024.	Accomplished value in 2024.	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	Number (cumulative)	NEAQUA report	0	2022.	12	0	0

¹⁷ Indicator achieved in 2023. There are no target values for 2024.

¹⁸ The indicator was achieved ahead of schedule, in 2023.

¹⁹ 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.

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 ²⁰	Number	MoE report, lists of trained mentors; mentor's reports on mentoring implementation	0	2022.	/	/	/
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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: 2024.			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 2024.	Accomplished value in 2024.	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.	100	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 MP	Partially	2022.	Partially	NOT	0
Number of accredited study programs for teacher and educator education based on teacher and educator qualification standards ²¹	Number	NEAQUA report	0	2022.	/	/	/

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: 2024.			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 2024.	Accomplished value in 2024.	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	142	2

²⁰ Not foreseen in the reporting year.

²¹ Not foreseen in the reporting year.

Specific objective 1.6: Improved quality of the system of continuous professional development of teachers, educators and professional associates²²							
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 2024.	Accomplished value in 2024.	Status 0/1/2
Published Catalog of continuous professional development aligned with the new concept of training employees in education ²³	Number	IIE web page	1	2022.	/	/	/
Percentage of educational institutions that apply horizontal learning	% (cumulative)	Reports of educational advisers	5	2022.	15	15	2
The number of employees in educational institutions who have advanced to higher positions	Number (cumulative)	Reports of educational advisers	665	2022.	750	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: 2024.		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 2024.	Accomplished value in 2024.	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	Partially	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	Partially	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							

²² In the context of this special goal and associated measures, continuous professional development also includes staff engaged in adult education.

²³ Completed in the previous period.

Implementation period: 2024.		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 2024.	Realized value in 2024.	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.	1.900	997	1
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.)	Number (cumulative)	Lists of trained directors and secretaries; Training reports	0	2022.	1.000	997	1
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 - 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.)	Number (cumulative)	Lists of trained management bodies and secretaries; Training reports	0	2022.	100	0	0

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 2024.	Accomplished value in 2024.	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.	15	15	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 ²⁴	Number	Reports of the MoE	0	2022.	120	100	1
Standardized Serbian sign language ²⁵	Accomplished activity	Rulebook on standards	NOT	2022.	/	/	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: 2024.			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 2024.	Accomplished value in 2024.	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	Number	Joint body reports	0	2022.	2	0	0

Measure 1.7.2: Improving the quality of educational work in the Serbian language abroad							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2024.			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 2024.	Accomplished value in 2024.	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	98	2

²⁴ A wrongly defined indicator. The unit of measure is a number, not a percentage.

²⁵ Although the achievement of the indicator was planned for 2023, when it was not achieved, this indicator was not achieved in 2024 either, so the timeline for its achievement needs to be updated.

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.	7	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 2024.	Accomplished value in 2024.	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.	650	684	2
Number of implemented procedures for recognition of prior learning at PROAEA ²⁶	Number	Report of the Ministry of Justice - EMIS	69	2022.	40	17	1
Number of programs offered by PROAEA ²⁷	Number	Report of the Ministry of Justice - EMIS	916	2022.	1115	2133	2
Number of developed and updated market relevant qualification standards (for all NQF levels) ²⁸	Number	NOX register	0	2024.	2	0	0
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.	1.100	No data available	/

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: 2024.	Type of measure: Regulatory and Informative-educational

²⁶ It implies the number of documents issued through the RPL procedure

²⁷ It includes the number of documents issued through the training program

²⁸ It includes the number of qualifications in the NOKS system (partial, micro-credentials) for lifelong learning and employment.

Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
Number of PROAEAs that have RPL approval	Number	Decisions of the Ministry of Justice	4	2022.	5	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 SK according to the new methodology 364 program	2022.	25 SK	24 SC 141 program	2
Number of recognized qualifications within the ENIC/NARIC Center	Number	QA solutions	4000	2022.	2000	7001	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: 2024.

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 2024.	Accomplished value in 2024.	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	11	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 accordance with the qualification standard offered by PROAEA	Number	Reports of the MoE and QA	50	2022.	25	82	2

Percentage of trainees who are employed within 6 months of completing the training based on the qualification standard	Percentage	EMIS	/	2024.	40%	No data available	/
The number of workshops held with employers in the process of developing qualification standards	Number	Report of QA	25	2022.	25	25	2

Measure 1.8.3: Establishment of regional training centers							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Implementation period: 2024.			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 2024.	Accomplished value in 2024.	Status 0/1/2
Number of established regional training centers	Number (cumulative)	Decisions on the establishment of regional training centers	4	2022.	8	4	1
Number of users of regional training centers, by services	Number (cumulative)	Office report based on RTC/EMIS records	268	2022.	1100	No data available	/

Special objective 1.9. Improved infrastructure and network of institutions in pre-university education and upbringing, higher education and institutions of pupil and student standard							
Institution responsible for monitoring and controlling implementation: Ministry of Education							
Indicator(s) at the level of the specific objective (outcome indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	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.	+5% compared to the 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	%	Report of the MoE	No initial value has been established	2022.	+5% compared to the initial value	No data available	/

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.	+5% compared to the initial value	No data available	/
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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 National Accreditation Body							
Implementation period: 2024.			Measure type:				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
Percentage of equipped digital classrooms ²⁹	% (cumulative)	Records of the Ministry of Justice	50	2022.	/	No data available	/
Percentage of modernized computer cabinets ³⁰	% (cumulative)	Records of the Ministry of Justice	28	2022.	65	No data available	/
Percentage of equipped natural science classrooms in elementary schools ³¹	% (cumulative)	Records of the Ministry of Justice	16,5	2022.	/	/	/
Percentage of equipped natural science classrooms in gymnasiums ³²	% (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.	35	35	2
Percentage of elementary schools (without separate classes) with single-shift work organization	% (cumulative)	Records of the Ministry of Justice	26,7 (349 out of 1305 schools)	2022.	/	30	2
Percentage of secondary schools with single-shift work organization	% (cumulative)	Records of the Ministry of Justice	10,7	2022.	/	11	2

²⁹ The indicator is expected to be realized in 2023, but there is no data on its realization for that year, nor has the value been moved to 2024.

³⁰ The same.

³¹ The indicator is not intended for realization in the reporting period.

³² It is not planned for implementation in 2024.

			(49 out of 457 schools)				
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.	713	No data available	/
Percentage of primary schools profiled and equipped for the development of basic sports (athletics, gymnastics, martial arts, swimming)	%	Records of the Ministry of Justice	0	2022.	30	0	0
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	+15% on base value	No data available	/
Number of established, built and equipped educational and scientific centers	Number	Records of the Ministry of Justice	8 established, 1 equipped	2022.	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 50 equipped	1
Realization of the program to improve capital investments in the infrastructure and network of post-university education ³³	% (cumulative)	Records of the Ministry of Justice Report of the BDP Council December 2024	0	2024.	/	79	2

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 National Accreditation Body							
Implementation period: 2024.		Measure type:					
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
The new act on the network of institutions of student standards ³⁴	Adopted act	Act of the Ministry of Education on the network of institutions of student standards	NOT	2022.	/	/	/
The new act on the network of institutions of student standard	Adopted act	Act of the Ministry of Justice on the network of	NOT	2022.	YES	NOT	0Ve

³³ Although the indicator is not planned for realization in 2024, the values were achieved as shown in the table.

³⁴ It is not planned for realization in the reporting year.

		institutions of student standard					
PROAEA number	Number (cumulative)	Records of the Ministry of Justice	122	2022.	182	183	2
The number of students attending classes in the Serbian language abroad	Number (cumulative)	Records of the Ministry of Justice	6600	2022.	7600	9204	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 National Accreditation Body							
Implementation period: 2024.			Measure type:				
Indicator(s) at measure level (result indicator)	Unit of measure	Source of verification	Initial value	Base year	Target value in 2024.	Accomplished value in 2024.	Status 0/1/2
Number of adapted, extended, reconstructed and newly built higher education facilities	Number	Records of the Ministry of Justice	18	2022.	1	No data available	/
Number of equipped higher education facilities	Number	Records of the Ministry of Justice	14	2022.	1	No data available	/
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 Education Institution and institutions of student standard ³⁵	% (cumulative)	Records of the Ministry of Justice	0	2024.	/	/	/

³⁵ It is not planned 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 2024.	Realized value in 2024.	Status 0/1/2
MEF established	Accomplished activity	Report of the MoE	NOT	2022.	YES	NOT	0
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.	20	0	0
Percentage of scholarships awarded to support the study of low SES students (based on the new funding model) ³⁶	% (cumulative)	Annual report of the MoE	0	2022.	/	/	/

Measure 2.1.1: Development of a framework for monitoring and evaluation (MEF) 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: 2024.	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 2024.	Realized value in 2024.	Status 0/1/2
The number of improved educational policies in the area of HE based on the situation and needs recognized in MEF reports ³⁷	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

³⁶ The indicator is not intended for realization in the reporting period.

³⁷ The indicator is not intended for realization in the reporting period.

Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2024.		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 2024.	Realized value in 2024.	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 ³⁸	Conducted activity	Official Gazette of RS	NOT	2022.	NOT	/	/

Measure 2.1.3: Development, establishment and implementation of comprehensive processes and procedures related to the improvement of human resources in VO							
Authority responsible for implementation (coordination of implementation) of the measure: Ministry of Education							
Implementation period: 2024.		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 2024.	Realized value in 2024.	Status 0/1/2
The new Rulebook on professional development and selection of employees at the Higher Education Institution was adopted	Conducted activity	Consolidated report of the MoE based on the data of the Higher Education Institution	NOT	2022.	YES	NOT	0

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 2024.	Realized value in 2024.	Status 0/1/2
Percentage of students attending study programs in newly identified priority areas for the labor market and development of the country	%	Reports of the Higher Education Institution	0	2022.	5	No data provided.	
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.	650	674	2

³⁸ The indicator is not intended for realization 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.	2200	No data provided.
Number of students enrolled in a specific joint international study program	Number (cumulative)	Reports of the Higher Education Institution	30	2022.	70	No data provided.
Number of students in study programs with international accreditation	Number (cumulative)	Reports of the Higher Education Institution	102	2022.	160	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.	YES	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: 2024.		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 2024.	Realized value in 2024.	Status 0/1/2
The number of study programs that are realized according to the dual model	Number	Reports of the MoE	32	2022.	38	54	2
The number of study programs that are realized according to the dual model in accordance with qualification standards	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.	3	No data provided.	
The number of HEIs that have established organizational units that implement CGC services	Number	Career development centers at universities	1	2022.	3	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							
Implementation period: 2024.	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 2024.	Realized value in 2024.	Status 0/1/2
Number of accredited study programs in foreign languages at all study levels	Number (cumulative)	NEAQUA report	290	2022.	305	No data provided.	
Number of accredited joint international study programs at all study levels	Number (cumulative)	NEAQUA report	8	2022.	10	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 2024.	Realized value in 2024.	Status 0/1/2
Percentage of students who received support based on the new Rulebook on financial support for students ³⁹	% (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 ⁴⁰	%	Report of the Ministry of Justice based on data from the Higher Education Institution and data from EMIS	Baseline established	2025.	/	/	/

³⁹ The indicator is not intended for realization in the reporting period.

⁴⁰ The indicator is not intended for realization in the reporting period.

Number of persons participating in short cycles at the Higher Education Institution	Number (cumulative)	Reports of the Higher Education Institution	112	2022.	250	No data provided.
The number of students who received support in the form of an interpreter for Serbian sign language	Number	Reports of the Higher Education Institution	0	2023.	10	No data provided.

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: 2024.	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 2024.	Realized value in 2024.	Status 0/1/2
Improved legal framework that regulates the social dimension of higher education	Accomplished activity	Official Gazette of RS	NOT	2022.	YES	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.	13	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: 2024.	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 2024.	Realized value in 2024.	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	Accomplished activity	Official Gazette of RS	NOT	2022.	Partially	Partially	2

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 2024.	Realized value in 2024.	Status 0/1/2
Established conditions for digitalization of higher education ⁴¹	Accomplished activity	Adopted legal acts	Partially	2022.	/	/	2

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: 2024.		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 2024.	Accomplished value in 2024.	Status 0/1/2
A legal framework was adopted that governs the use of the electronic index and electronic registers at the Higher Education Institution ⁴²	Accomplished activity	Official Gazette of RS	NOT	2022.	/	/	/
Percentage of HEIs that use the "Online Learning Agreement" platform	% (cumulative)	Reports Tempus Foundation	31	2022.	50	37.8	1
Percentage of HEIs that are part of the Erasmus paperless digital network (EBP)	% (cumulative)	Reports Tempus Foundation	31	2022.	50	73.5	2

⁴¹ The indicator was achieved in 2023.

⁴² The indicator should have been achieved in 2023.