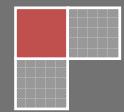


**2012**

# SOCIAL DIMENSION OF HIGHER EDUCATION IN SERBIA

Baseline Study

EQUI-ED  
Nenad Popović, editor  
Translated from Serbian by Saša Trenčić





# Table of Contents

List of Tables.....	6
INTRODUCTION.....	8
About the EQUI-ED Project .....	8
About the Baseline Study: Purpose, Content and Organization .....	9
Inherited Inequalities (unequal chances for higher education caused by social and economic inheritance/heritage).....	10
Measures for Equal Chances.....	11
Study Sources and Methodology .....	12
STUDENT POPULATION IN SERBIA.....	14
Student Population in Serbia by University .....	16
Significant Factors for the Social Dimension of Higher Education.....	17
Socio-economic Status .....	17
Household Income .....	17
Occupation of Parents.....	19
Parents' Education .....	22
The Region from Which the Student Comes.....	26
Previous Schooling .....	28
Higher Education Inclusion of the Generation in Different Parts of the Republic of Serbia.....	30
Higher Education Inclusion and Previously Completed School.....	34
Students with Disabilities .....	35
Students Who Use Wheelchairs.....	37
Physically Impaired Students .....	37
Visually Impaired Students.....	38
Blind Students .....	38
Hearing Impaired Students.....	38
Deaf Students .....	38
Students with Chronic Diseases.....	39
Students with Speech and Language Impairment.....	39
Students with Learning Disabilities.....	39
Ethnicity .....	40
Student Population: Main Findings .....	43
Increase in Participation in Higher Education: .....	43
Social Background of Students.....	43
Territorial Differences .....	43
Roma in the Student Population .....	43
Students with Disabilities .....	43
REGULATIONS FOR THE ACTIVITIES OF HIGHER EDUCATION AND STUDENT STANDARD.....	44
Constitutional Framework of Education .....	44
Legal Framework of the High School Education System .....	45
An Overview of Legal Regulations.....	45
A List of General Legal Regulations .....	48
Legal Framework of Higher Education System.....	49
An Overview of Legal Regulations.....	49

A List of General Legal Regulations in the Area of Higher Education .....	52
Pupil and Student Standard.....	52
Regulations in the Area of Pupil and Student Loans, Scholarships and Awards.....	54
An Overview of Legal Regulations in the Area of Pupil and Student Loans, Scholarships and Awards.....	54
A List of General Legal Regulations.....	58
Regulations in the Area of Accommodation, Nutrition, Transportation Provision and Help in Career Development.....	58
An Overview of Legal Regulations in the Area of Accommodation, Nutrition, Transportation Provision and Help in Career Development.....	58
A List of General Legal Regulations.....	61
Special Measures for Certain Underrepresented Groups .....	62
A List of General Legal Regulations .....	64
Anti-Discrimination Regulations.....	64
An Overview of Regulations in the Area of Realization and Protection of Equality .....	64
A List of General Legal Regulations .....	67
Concluding Part: Problems Visible at First Sight.....	68
<b>SYSTEMIC SUPPORT MEASURES TO HIGHER EDUCATION.....</b>	<b>69</b>
The Expenses of Higher Education .....	70
Studying Expenses .....	71
Students' Living Expenses.....	73
The Value of Missed Opportunities (so-called opportunity costs) .....	78
Systemic Support Measures to Higher Education in Serbia.....	79
Financing of Higher Education from the State Budget.....	79
Subsidizing of Accommodation Expenses .....	80
Subsidizing Nutrition Expenses .....	82
Financial Support for Students.....	84
Measures for the Protection of Especially Sensitive Parts of Population .....	86
Recommendations to Higher Education Institutions for the Exemption from Tuition Fee Payment.....	87
Up to 10% of the Accommodation Capacities in Dormitories for the Students from the Sensitive Social Groups .....	88
Up to 10% of the Loans and Scholarships for the Students from the Sensitive Social Groups .....	89
Main Findings and Issues Visible at First Sight.....	93
<b>DATA COLLECTION ON STUDENTS, STUDENT STANDARD AND HIGHER EDUCATION IN THE REPUBLIC OF SERBIA .....</b>	<b>96</b>
Data on the Students of Universities, Faculties and University Colleges in Serbia.....	97
Statistical Office of the Republic of Serbia.....	97
Data on Enrolled Students .....	98
Data on the Students who Graduated .....	99
Data Processing .....	99
Analysis of Collected Data .....	99
Publication of Data .....	99
Universities .....	100

Other Higher Education Institutions .....	100
Data on Higher Education Institutions.....	101
Statistical Office of the Republic of Serbia.....	101
Ministry of Education and Science.....	102
Data on Student Standard Institutions .....	102
Data on the Measures for the Improvement of the Social Dimension of Higher Education .....	103
Financial Support Measures .....	103
Data on the Affirmative Action Measures (or positive discrimination) .....	103
Main Findings and Problems Visible at First Sight.....	104
APPENDIX I.....	105
The Criteria for Determining the Placement of Candidates for the Reception in a Student Accommodation Institution .....	105
APPENDIX II.....	107
Institutions of Student Accommodation.....	107
APPENDIX III.....	114
The Expenditure of Households in Serbia on Education in the Total Expenditure....	114
APPENDIX IV.....	116
The Structure of the Student Population by the Occupation of their Parents.....	116
APPENDIX V.....	120
The Structure of the Student Population According to the Education of their Parents .....	120
APPENDIX VI.....	121
The Structure of the Student Population by Gender .....	121
APPENDIX VII.....	123
The Structure of the Student Population by the Place of Residence .....	123
REFERENCES.....	124

## List of Tables

---

Table 2.1 Students of the basic (academic and professional) studies in comparison to the number of people in Serbia who were 20-24 years old between 2007 and 2010 .....	15
Table 2.2 Students divided by universities and the type of ownership of the university (school year 2010/2011).....	16
Table 2.3 Households with or without a member who was 18-25 years old, grouped by their material position .....	18
Table 2.4 Households which had/did not have a member who was a student, according to material position .....	18
Table 2.5 Households which had/did not have a member who was a student, according to material position .....	19
Table 2.6 Students according to parents'/guardians' occupation .....	20
Table 2.7 Employed people in Serbia, aged 15 to 64, according to occupation in 2010.20	
Table 2.8 Employed people in Serbia according to their occupation in 2010 – reclassified .....	21
Table 2.9 Employed people in Serbia and parents/guardians of students in 2010 by occuparion (students who provided the occupation of a parent/guardian) .....	21
Table 2.9.a Employed people in Serbia and parents/guardians of students in 2010 by occupation.....	22
Table 2.10 Level of education of students' parents.....	23
Table 2.11a Educational structure of male Serbian population according to 2002 Census, 2007 Living Standards Measurement Survey and 2010 Labor Force Survey (in percents) .....	24
Table 2.11b Educational structure of female Serbian population according to 2002 Census, 2007 Living Standards Measurement Survey and 2010 Labor Force Survey (in percents) .....	24
Table 2.12a Education of students' fathers and the education of employed males in Serbia in 2010.....	25
Table 2.12b Education of students' mothers and the education of employed females in Serbia in 2010.....	25
Table 2.13 The share of students in the population aged 20-24 in different parts of Serbia .....	26
Table 2.14 Districts with higher education inclusion above and below average (the Table presents only the districts with the highest and lowest inclusion).....	27
Table 2.15 Comparative overview of the number of students and residents aged 20-24 according to the place of residence .....	27
Table 2.16 Students according to the place of residence and the level of studies .....	28
Table 2.17 Higher education inclusion in Central Serbia and Vojvodina of the generation born in 1991 .....	30
Table 2.18 Higher education inclusion in the North and South of Serbia of the generation born in 1991 .....	31
Table 2.19 Higher education inclusion of the generation born in 1991 in Serbian regions .....	31
Table 2.20 Higher education inclusion of the generation born in 1991 given by district .33	
Table 2.21 Fourth-year high school students by the type of school they went to and the first-year students (freshmen) by the type of high school they graduated from .....	34

Table 2.22 First-year students of academic and professional studies by the type of high school they graduated from .....	35
Table 2.23 Distribution of students by the type of disability.....	37
Table 2.24 Distribution of students with disabilities according to the type of disability and the university at which they studied .....	40
Table 2.25 Distribution of students with disabilities not included in the previous table ...	40
Table 2.26 Students by nationality.....	41
Table 2.27 A total number of Roma according to 2002 Census and the number of Roma students by region.....	42
Table 4.1 Tuition fees of all students in Serbia in the school year 2010/2011 .....	72
Table 4.2. Prices of private accommodation in cities. ....	74
Table 4.3. An overview of the reduced student prices for the local (suburban) transportation, as well as the discounts for the intercity transportation. ....	77
Table 4.4 An estimate of average yearly expenses of higher education in Serbia (rounded up amounts) .....	78
Table 4.5. Number of students who paid the tuition fees at state and private universities in school year 2010/2011 .....	79
Table 4.6. An overview of the number of students accommodated at the student centers in the school year 2010/2011. ....	81
Table 4.7 Meal tickets issued in student restaurants in the school year 2010/2011.....	82
Table 4.8 Number of students, meal tickets issued and available spots in dormitories ..	83
Table 4.9 The number of applicants and the number of approved loans and scholarships for the academic year 2011/2012. ....	85
Table 4.10 An estimate of higher education expenses in Serbia in 2010.....	94
Table IV - 1 The distribution of students in relation to the occupation of their parents and the manner of financing of the studies.....	117
Table IV - 2 The distribution of students in relation to the occupation of their parents and the type of university (private – state).....	117
Table V-3 The distribution of students according to the level of education of the student's mother in 2010, and the level of education of women in the general population according to the Census from 2002 .....	120
Table VI-1 The distribution of students by gender and the manner of financing of the studies.....	122
Table VI-2 The distribution of students by gender and the type of university .....	122
Table VII-1 Students by the place of residence and the manner of financing of the studies.....	123
Table VII-2 Students by the place of residence and the type of university college .....	123

# INTRODUCTION

---

## About the EQUI-ED Project

“Equal access for all: strengthening the social dimension for a stronger European higher education area” is a structural TEMPUS project whose *main objective* is to ensure that the preconditions are met for the creation of equal chances for obtaining higher education at the universities in Serbia. The project is directed towards the improvement of the systemic conditions under which students get higher education in Serbia. The project will offer the changes of the legislative solutions, university procedures, the system of data collection and dissemination in order to enhance the system of stimuli for entering and remaining in the system of higher education and in order to achieve a higher level of equality for all high school students in Serbia. That means that the objective of this project is not merely to improve the position of certain groups, to reach some partial improvement in the area of “student standard” or to find some new possibilities for funding higher education and giving scholarships to students. These improvements will certainly happen as a consequence of the implementation of measures that will be started, designed and proposed by this project; however, the focus of this project, as well as of other structural TEMPUS projects, is on the development and reform of educational institutions and educational system on the national level.

The realization of the main objective of the project is planned through the realization of three *specific objectives*:

- a. To increase the number of state measures (and improve the legal framework for the implementation of these measures) directed at creating more equal chances for all groups of potential students and enhancing the scope of the existing measures to include the groups that are currently not able to use these measures.
- b. To establish and institutionalize the practice of data collection and analysis in the area of social dimension of higher education.
- c. To establish the network of student support services for potential and current students at the universities in Serbia.

By fulfilling these specific objectives, the conditions will be met that would allow for the enrollment in higher education, completion of the study program and graduation not to depend on circumstances related to the social and economic background of the student – the access to, participation in and the outcome of higher education should strictly depend on individual capabilities and on the invested effort. This would contribute to the strengthening of the *social dimension* of higher education, which mostly implies that the composition of the student body entering, participating in and completing higher education at all levels reflects the diversity of the population from which potential students come to a greater extent.

*The expected results* the project is supposed to fulfill until October 2014 are:

- an all-inclusive proposal of measures for equal inclusion of all groups of potential students in higher education;
- a draft proposal of a new law and related regulations on pupil and student standards;
- enhanced system of data collection about the social dimension of higher education through the new methodology, indicators and procedures;
- established student support network at universities in Serbia that would be coordinated from the national coordinating center;
- introduced and improved assistive technologies at the universities.

The project is implemented through four groups of *project activities*:

1. *Analysis of the existing system* of student support. This group of activities implies:
  - a. Creation of the Baseline Study,
  - b. Analysis of the regulations which regulate the higher education system,
  - c. Analysis of the existing student support measures,
  - d. Analysis of the existing methodology for the collection and analysis of data on higher education and student population.
2. *Proposal of measures* for a wider inclusion of underrepresented groups in higher education involves:
  - a. draft proposal of a new Law on Pupil and Student Standards and corresponding regulations,
  - b. proposal for the improvement of the system of collection, analysis and dissemination of data on higher education and student population that would allow to monitor the social dimension of higher education, creation of a good evidence-based foundation for passing state measures in this area and allow the evaluation of these measures based on the systemic evidence.
3. *Establishment of the student support services* and the definition of their scope of work and ways of coordination.
4. *Piloting (implementation and monitoring)* the proposed measures and work of the established services in the last two years of project implementation, on the specimen of about 50 students from the marginalized social groups.

This Baseline Study represents the result of the first of the enlisted activities and it presents the results of the examination (survey) of the state that was determined at the beginning of work on the realization of this project.

## **About the Baseline Study: Purpose, Content and Organization**

The Baseline Study has a dual purpose. Primarily, it has to allow a clear *insight* into unequal participation and inclusion in higher education of different parts of population of the Republic of Serbia and to register the measures the state of Serbia and other actors take in order to decrease the noticed inequalities. The Study registers the measures whose goal is to make the access to higher education easier to all who are interested,

and also the measures directed at especially delicate groups of population. Despite the fact that the Study is particularly focused on certain groups (for example, the Roma population or students with disabilities), it is focused on the entire population of the Republic of Serbia.

Secondly, the Study needs to set a foundation for tracking the progress in the realization of the project goals (monitoring) and for the final assessment of the effects of applied measures (evaluation). In that sense, it will be an important instrument that will be used by the project management to manage the project, and the other interested actors to assess the efficiency of the measures initiated by the project.

The Study is based on the assumption that the current (unequal) inclusion in higher education is a result of the activity of two groups of factors. The first group includes the inherited inequalities (social and economic) which are being reproduced through the educational system and which lead toward making social divisions more deep. The second group of factors is represented by the organized social effort to neutralize the activity of the factors from the first group through the educational policy measures and to decrease the differences in chances for higher education.

### ***Inherited Inequalities***

***(unequal chances for higher education caused by social and economic inheritance/heritage)***

Continuation of education on the level of higher education supposes that a person enrolling in a faculty or a university college has passed a whole series of obstacles on the way to an index or a diploma. Some of these obstacles are equal for all and their overcoming represents a proof that the candidates are prepared for the higher education level of schooling. These types of obstacles represent lower levels of education students should pass as a precondition for getting higher education. By passing these types of obstacles, the candidates prove their personal capability and readiness to master a desired study program by investing certain efforts. A pathway or a *trajectory* by which the student arrived at the *doorstep of higher education* also modifies the chances for enrollment, progress and graduation. Grammar school graduates and graduates of respectful high schools have much greater chances to enroll in and later complete more popular study programs than their peers who graduated from professional and vocational high schools, or from high schools which do not have a high reputation.

However, there is another kind of obstacles which are not equally easy for the candidates of different backgrounds to pass. The largest part of these obstacles finally comes down to unequal costs of higher education, that is, unequal availability of higher education considering the ability of an individual and his/her family to materially deal with the weight/ issue of higher education. This type of obstacles primarily happens to young people from *families with lower economic status*, but they are not the only ones for whom this obstacle is unsurmountable. Studying, for a lot people, means leaving parenting home and renting a special flat in a place of studying, separate fulfillment of everyday needs (nutrition, hygiene) that are usually fulfilled in a family, and traveling (at least a few times a year) from the place of residence to the place of studying, and vice versa. It all implies a significant increase of expenses. If we add the tuition fees, it can be concluded that many families that do not fall into the category of families with lower

economic status are also not able to cover all these additional expenses from the family budget, so the chances for higher education for one part of young people who live *outside and relatively far from the headquarters of their higher education institutions* are significantly lower than for their peers who live in the university centers.

Independently of income, *lower education of parents* represents yet another obstacle on the way to higher education. Family culture in which education is not appreciated, in which the ambitions for an educational achievement are not cherished, or in which higher education is seen as something unreachable may greatly lower the aspirations and motivation of young people to enroll in and get higher education.

For the members of ethnic minorities, *education in a non-mother tongue* represents an additional obstacle they should pass, and which is not even noticed by the majority of people from the dominant population. To make things even more difficult, different languages usually imply different cultural standards, so the young people who are the members of ethnic minorities, apart from study programs and a non-mother tongue, also have to acquire cultural standards different from the ones acquired in their family and primary environment, standards which are seen as "normal" in the educational system.

Finally, for *people with disabilities*, students-to-be, mastering study programs implies mastering additional obstacles – in movement, communication, being accepted in a new environment, institutional rules created "to meet the requirements" of participants who do not have any additional difficulties or disabilities, etc.

## **Measures for Equal Chances**

The Republic of Serbia implements systemic measures with a purpose to also make the higher education available for those who, on their own, would not be able to afford higher education for themselves or for the members of their household. The most significant state measures are: financing higher education with a special budget item from which higher education institutions founded by the Republic of Serbia are being funded, financing the student (and pupil) standard, giving scholarships to students with above-average results, and giving cheap loans to students through the system of so called student loans. Apart from these measures designed for the entire student population, the Republic of Serbia also has some affirmative action measures for certain categories of students who, by the assessment of the state authorities, need special attention and special protection. These categories include people with special needs<sup>1</sup> and the members of minority groups. These categories have special benefits when enrolling, paying tuition fees, and getting subsidized accommodation and nutrition.

Apart from measures adopted and implemented by the Republic of Serbia, other actors also take certain steps in creating equal chances for higher education. Local self-governments often make efforts to make studying easier by giving scholarships or providing assistance in special cases. In the main location of higher education institutions and especially in university centers, considerable measures are being implemented in order to make the stay of the students in these places easier and more

---

<sup>1</sup> "People with special needs" is a term used by the state organs of the Republic of Serbia. Different terms, their adequacy, potential stigmatizing and discriminatory effects will be additionally discussed in the analysis after this Study.

comfortable. Universities and faculties also do a lot to help students overcome the obstacles on the way to the faculty diploma. We should not neglect the stimuli of the economic organizations that give scholarships to certain categories of students, as well as the foundations and other associations who often play an important role in providing support to students.

Having all that in mind, the Study contains:

- a) *A description of the student population* which was, whenever possible, *compared with the population of the Republic of Serbia in the age group 19-24*. Whenever this comparison was not possible, the structure of the student population was compared with the structure of the entire population. The purpose of this description was to notice, describe and document inequalities in the inclusion in higher education.
- b) *An overview of regulations* that regulate the activities of higher education and student standard.
- c) *An overview of measures* implemented by the Republic of Serbia to enhance the social dimension of higher education.
- d) *A description of living conditions of students* in the university centers in Serbia, and
- e) A description of the ways in which the *data* on higher education and student standard is being *collected, processed, analyzed and published*.

The result of the Baseline Study is a *snapshot* of the state, and not its analysis. The Study does not analyze the causes, it does not assess, nor does it offer solutions, it only presents the current state. That, of course, does not mean that the project team does not want to analyze the problems in great detail or to avoid the assessment of the current state. All that will be done in the next step. *The Baseline Study* is designed to provide the description of the state which all the project participants and interested parties will evaluate as being credible.

## **Study Sources and Methodology**

In the creation of this Study, we primarily used the data from official, reliable, and easily-accessible sources. We had in mind that every future evaluation of the conditions will have to be based on comparable data, so we strived to put the data in our study that will most probably be available in the future.

The Statistical Office of the Republic of Serbia (SORS in further text) was the main source of data on student population and on services the student get through the state system of student standard protection. The Office allowed us to directly use their data on the students enrolled in some of the higher education institutions in Serbia in 2010 that were collected via the "ŠV20" form ("Application form for student enrollment"). The analysis of these data was the basic mean for the creation of the snapshot on student population in Serbia. In order to compare the student population with the total population in Serbia, SORS made an estimate, for the purposes to this study, of the number of inhabitants older than 19 and 20-24 years old for 2010 grouped by municipalities and gender. For all the other information we used regular publications of the Office.

Valuable sources of data were also the surveys conducted by the Statistical Office of the Republic of Serbia (Living Standards Measurement Survey from 2007 and Labor Force Survey from 2010). These surveys contain a lot of information we used when we needed to compare the student population with the entire population of the Republic of Serbia. Namely, whenever we were unable to directly compare the data on the entire population (in the years between the two Censuses or the data which are not collected in the Census), we compared the data on the student population with the data gained in these surveys.

We also relied on the data from state and higher education institutions, data of the Provincial Secretariat for Education, Administration and National Communities from Novi Sad, and the information we received from the local self-governments and student associations. We strived to collect the latest data and the data which are collected regularly and systematically.

When it was not possible to find reliable and systematically-gathered data, we relied on the secondary sources, the data which relate to the period from a couple of years ago, and on the data of research and non-governmental organizations.<sup>2</sup>

---

<sup>2</sup> Every individual source of data is indicated in the text where this data is being quoted or mentioned.

## STUDENT POPULATION IN SERBIA

---

In the school year 2010/2011, according to the Statistical Office of the Republic of Serbia, the student population in Serbia was composed of 127,154 female and 101,377 male students, or 228,531 people in total enrolled in some of the higher education institutions in Serbia. Female students made 55.6% of the student population.<sup>3</sup>

The largest portion of students (90% of all students at the first (bachelor) level of higher education studies) was between 19 and 26 years old<sup>4</sup>. Three quarters of the students at the basic academic studies were between 18 and 22 years of age, and two thirds of the students at the basic professional studies were between 18 and 25. The students at the master academic studies usually were between 20 and 26 (75% of all students), and 90% of them were younger than 31. Students of the specialist academic studies were between 24 and 34 years old (75% of all students), while 90% of students were younger than 39. Three quarters of the students at the specialist professional studies were between 22 and 37 years old, while 90% of them were younger than 44. PhD students had between 24 and 33 years of age in 75% of the cases, and 90% of them were younger than 39. Approximately 21,000 students, or 9% of the whole student population, were older than 30. Slightly more than 1% of the students were over 40. The oldest registered student was 81.

*Basic (bachelor) studies*, both academic and professional, were enrolled by 184,237 or 80.6% of all enrolled students. *Master academic studies* were enrolled by 26,996 or 11.8% of the students. *Specialist*, academic and professional studies, were enrolled by 2,475 or 1.1% of the students. *PhD studies* were enrolled by 5,206 or 2.3% of all students. The remaining 9617 or 4.2% of all students were at different levels of study as a part of the pre-Bologna programs.

189,438 or 83% of all students were studying at the universities and university colleges whose *founder is the Republic of Serbia*. The largest number of students was studying at the University of Belgrade (73,480), then at the University of Novi Sad (35,331), University of Niš (18,973), University of Kragujevac (13,743), and the University of Novi Pazar (2,403). 2,235 students were studying at the University of Arts in Belgrade. The Criminal Sciences and Police Academy was being studied by 2,083 students. The university colleges were being studied by 41,190 students of professional studies. The state budget financed 97,790 or 42.8% of the students, while the remaining 130,741 or 57.5% paid the tuition fees on their own.

---

<sup>3</sup> The number of students higher education institutions in Serbia have is always larger than the number of students registered by SORS. The reason is that SORS only registers active students, students enrolled in the current semester, while the higher education institutions keep track of the students who did not leave the studies although they did not enroll in the current semester (so called "passive students") or the students who have not yet graduated (final-year students).

<sup>4</sup> In 2010, a small number of students (56) were enrolled in Serbian higher education institutions at the age of 17, and a larger number of students (2,179) at the age of 18. According to the rule, the first level of studies is enrolled by 19-year-old candidates.

In the academic year 2010/2011, a total number of 39,093 students or 17% of the total number of students in Serbia were enrolled in private universities. Most of them enrolled in *Singidunum* (8,928) and *Megatrend* (7,177). *The Business Academy* was being studied by 4,781 students. Between 2,000 and 2,500 students were studying at the *Union University*, *Edukons University*, *European University* and the *International University* in Novi Pazar. The remaining 6,500 students (approximately) were studying at private university colleges or faculties that were not a part of a university.

A relatively small number of foreign students were studying at Serbian universities. As much as 96.4% of the students were the citizens of the Republic of Serbia. The largest number of foreign students came from Bosnia and Herzegovina (4,797) and Montenegro (2,622)<sup>5</sup>. Regarding the ethnicity, 86% of the students declared themselves as Serbian, 9% did not declare, and in the remaining 5% the largest number of students declared themselves as Hungarian (3,170 or 1.4%), Bosniaks (2,253 or 1%) and Montenegrins (1,196 or 0.5%).

After joining the “Bologna process” in 2003, a new chapter has started in the history of higher education in the Republic of Serbia. The new *Law on Higher Education* was adopted in 2005 and was directly influenced by the official joining of Serbia to this wider process of higher education reform and restriction. This Law introduced numerous and significant changes into the higher education system which were, primarily, related to the study regime, organization of the teaching process and the duties of various social actors who participate in it, a part of which are the students. One of the most significant changes was the introduction of three cycles of studies (basic/bachelor, master and doctoral), and the studies were divided into academic and professional studies. However, one of the most striking changes can be observed in the number of students, which is constantly growing in comparison to the participation of students in the same age group (of those who had between 20 and 24 years of age) as a part of the total Serbian population.

Table 2.1 Students of the basic (academic and professional) studies in comparison to the number of people in Serbia who were 20-24 years old between 2007 and 2010

	Year			
	2007	2008	2009	2010
Number of people in Serbia in the age group 20-24	500,542	492,718	480,717	467,866
Number of students at the bachelor level at Serbian higher education institutions	145,493	161,038	174,777	184,237
Percentage of the students at the bachelor level in Serbian population in the age group 20-24	29%	32.7%	36.4%	39.4%

Source: Statistical Office of the Republic of Serbia

<sup>5</sup> Apart from the students from the former SFRY countries and from the neighboring countries, the citizens of other countries, such as Albania, Algeria, Andorra, Argentina, Australia, Austria, Bahamas, Belarus, Chad, Denmark, Eritrea, France, Ghana, Iraq, Iran, Italy, Israel, Yemen, Jordan, Canada, Caribbean, China, Cyprus, Lebanon, Morocco, Mauritania, Moldova, Germany, Nigeria, Norway, Poland, Reunion, Rwanda, Romania, SAD, Sierra Leone, Syria, Sudan, Suriname, Spain, Switzerland, Sweden, Turkey, Ukraine and the Great Britain also studied in Serbia.

As it may be seen from Table 2.1, in the last few years in Serbia, there has been a continual trend of growth of the number of students, which is expressed both in absolute and in relative numbers (the percentage of participation of students in Serbian population aged 20-24). Therefore, the inclusion of the population in higher education in the last five years has risen from 29% in 2007 to 39.4% in 2010.

## **Student Population in Serbia by University**

Parallel with the increase in the number of students, the network of university colleges has also significantly branched in Serbia, on the one hand, by opening a significant number of private universities, and on the other, by converting a large number of former junior colleges into faculties and university colleges for professional studies. However, in Serbia, still the largest number of students, as much as 82.89%, were studying at state universities, while only 17.10% of students were studying at private universities (see Table 2.2).

Table 2.2 Students divided by universities and the type of ownership of the university  
(school year 2010/2011)

STATE UNIVERSITIES		PRIVATE UNIVERSITIES	
University	Number of students	University	Number of students
University of Belgrade	73,480	Megatrend	7,177
University of Arts in Belgrade	2,235	European University	2,167
University of Novi Sad	35,331	Metropoliten	745
University of Kragujevac	13,743	Singidunum	8,928
University of Niš	18,973	Edukons	2,717
State University of Novi Pazar	2,403	Union	2,596
State university colleges	41,190	Alfa	1,359
Criminal Sciences and Police Academy	2,083	International University in Novi Pazar	2,051
		Business Academy	4,781
		Private university colleges	5,979
		Faculties outside the jurisdiction of a university	593
Total number of students at state universities	189,438	Total number of students at private universities	39,093
<b>TOTAL</b>			<b>228,531</b>

Source: Statistical Office of the Republic of Serbia

## **Significant Factors for the Social Dimension of Higher Education**

This section presents the characteristics of student population which are considered to be significant for the social dimension of higher education. When comparing the distribution of these characteristics in the student population with the distribution of the same characteristics in Serbian population from 20 to 24 years of age, we will get a clearer picture about the unequal inclusion in higher education of different categories of Serbian population. Characteristics which are relevant for the social dimension of higher education and which will be presented are: socio-economic status, previous schooling, disability and ethnicity (ethnic belonging). The socio-economic status is presented in this Study by the total income of the household, education and occupation of parents and the region in which the family of the student lives.

### **Socio-economic Status**

Although based on the available empirical material (gathered via the ŠV20 form), it is not possible to have a direct insight into the socio-economic status of the families of the students, based on the data about the occupation and education of their parent, as well as the data about the place where the student lives, it is possible to draw certain conclusions in an indirect way about the social milieu from which the enrolled students originate. We tried to reconstruct the missing data on the economic status of the family of origin based on the data from other sources.

#### *Household Income*

Household incomes in Serbia are one of those data about which there are more speculations and estimates than reliable information. Even when, in various surveys, the data on household income are being collected, they are usually incomplete (many participants refuse to respond to questions on income) or unreliable (participants often, for different reasons, present higher or lower income than the household actually makes) (Mijakovac 2008: 30). The most information about the household income in Serbia is gathered during the *Living Standards Measurement Survey* which was conducted in 2007 by the Statistical Office of the Republic of Serbia in cooperation with the World Bank. Although, based on the collected data, both people between 19 and 24 years of age and people who study can be identified respectively, the specific organization of collected data (several files, data in different files, identification of households by using several variables) makes the analysis of the inclusion in higher education in different social categories of the population really demanding. Since there were no data on income collected via ŠV forms, we were forced to form the picture about the inclusion in higher education of different social layers based on the data from research that covered a smaller number of participants, but, on the other hand, they had all the relevant data and allowed a relatively simple analysis.

One such research is the one conducted by the Institute for Sociological Research of the Faculty of Philosophy in Belgrade (in further text ISR) in 2007 on a sample of 1992 households that was entitled '*Socio-economic strategies of households in Serbia*'. According to the methodology of the Institute, the households were divided, based on a larger number of indicators, into five categories of different material positions: low, lower middle, middle, higher middle, and high. In addition, it was relevant to easily extract the

households that have members between 18 and 25 years of age and the ones that have members who are students. These data are sufficient for an estimate of the relationship between the material position and the chances to be a student.

Table 2.3 Households with or without a member who was 18-25 years old, grouped by their material position

<b>Material position</b>	<b>Household member who was 18-25 years old</b>				
	<b>No income</b>		<b>With income</b>		<b>Total</b>
Low	83	5.7	11	2.1	94 4.7
Lower middle	537	36.6	162	30.8	699 35.1
Middle	409	27.9	151	28.7	560 28.1
Higher middle	276	18.7	132	25.1	408 20.5
High	161	11.0	70	13.3	231 11.6
Total	1,466	100	526	100	1,992 100

The sample registered 526 (26.4%) households with members who were between 18 and 25. If we compare the households that had at least one member who was 18-25 years old with the households without such member, it can be concluded that the material position of the households that had at least one member who was 18-25 years old was generally a little better than the material status of other households (Table 2.3).

Among the households with a student member, there was proportionally more of those that belonged to the categories above the middle material position (38.4 : 29.7%), and proportionally less of those that belonged to the categories below the middle material position (32.9% : 42.3%).

If we take a look at merely 526 households with the student-age members, divided into two groups according to the existence of students and compare these two groups according to material position, we may conclude that the households that had at least one member who was a student had a higher material position than the households without students (Table 2.4.).

Table 2.4 Households which had/did not have a member who was a student, according to material position

<b>Material position</b>	<b>Households with student-age members</b>				<b>Total</b>
	<b>No students</b>		<b>Had students</b>		
Low	11	4.2	0	0.0	11 2.1
Lower middle	102	39.2	60	22.6	162 30.8
Middle	76	29.2	75	28.2	151 28.7
Higher middle	49	18.8	83	31.2	132 25.1
High	22	8.5	48	18.0	70 13.3
Total	260	100	266	100	526 100

Among the households that had at least one member aged 18-25 and in which *no one was a student*, there were 43.3% of those *below* the middle material position and 27.3% of households that were *above* the middle material status. Among the households with at

least one student, 22.6% were *below* the middle material position, and 49.2% were *above* the middle material position.

Table 2.5 Households which had/did not have a member who was a student, according to material position

<b>Material position</b>	<b>Households with student members</b>				
	<b>No students</b>	<b>Had students</b>	<b>Total</b>		
Low	11	100.0	0	0.0	11
Lower middle	102	62.9	60	37.1	162
Middle	76	50.3	75	49.7	151
Higher middle	49	37.1	83	62.9	132
High	22	31.4	48	68.6	70
Total	260	49.4	266	50.6	526
					100

Another way to look at the relationship between the material position of the household and the inclusion in higher education of the members of these households aged 18-25 is the comparison of chances to be a student if a person in that age group comes from the households with different material positions (Table 2.5).

If a person aged 18-25 lives in a household with *low* material position, his/her chances not to be a student are practically infinitely greater than the chances to be a student. If such a person lives in a household of lower middle material position, his/her chances not to be a student are 1.7 *times greater* than the chances to be a student. If a person lives in a household of middle material position, the chances to be a student or not to be a student are almost *equal*, the ratio is 0.99. That relationship is changed already with *higher middle* material position, and such a person has 1.7 times bigger chances to study than not to study. If a person aged 18-25 lives in a household with *high* material status, his/her chances to study are 2.2 *times bigger* than not to study.

Based on the data gained in the research of ISR, it can be reliably concluded that the inclusion in higher education, including the chances of an individual to enroll in a faculty of a university college, decreases with lower material status of the household in which that person lives. Almost none of the people who lived in the households with lower material status were students, while the inclusion in higher education of people who lived in the households with higher material status was almost 70%.

### *Occupation of Parents*

The data on the occupation of the parents or guardians of the students were taken from the ŠV20 form the students filled-in when they enrolled in the winter semester of 2010/2011 academic year. These data were available for 130,752 students (57%). In the forms of some students these data were missing (28%), and for a certain number of students the occupation of their parents remained unknown (15%). The data on occupation are shown in Table 2.6.

Table 2.6 Students according to parents'/guardians' occupation

<b>Occupation of parents/guardians</b>	<b>Number</b>	<b>%</b>
Owners, officials and managers	8,778	6.7
Experts	72,167	55.2
Clerks, police, military	15,356	11.7
Service provision workers	11,023	8.4
Qualified workers and craftsmen	10,333	7.9
Manual workers, farmers	13,095	10.0
<b>TOTAL</b>	<b>130,752</b>	<b>100.0</b>

Source: SORS

The most striking finding is a large number of students whose parents were experts. Based on the data from ŠV20 forms, 55.2% of students who provided the information about the occupation of their parents/guardians wrote that their parents/guardians were experts. Even when we include the students who did not provide the information on parent/guardian occupation, the percentage of students whose parents/guardians were experts (31.6%) is much higher than the percentage of students whose parents belonged to any other category of occupation.

In order to make an estimate of inequalities in the participation of students whose parents have different occupations in the entire student population, we compared the data on the occupation of parents with the occupational structure data of the entire population from which the students who are the subjects of our analysis came. According to the data from the Labor Force Survey, in 2010, in the Republic of Serbia, there were about 2.8 million (2,841,355) employed people, 568,723 of whom were unemployed. Employment structure according to occupation is presented in Table 2.7.

Table 2.7 Employed people in Serbia, aged 15 to 64, according to occupation in 2010

<b>Occupation</b>	<b>Number</b>	<b>%</b>
Legislators, officials and executives – managers	123,849	5.4
Experts	271,757	11.9
Associate experts and technicians	348,145	15.3
Clerks	149,279	6.6
Service provision workers and salespersons	329,991	14.5
Qualified workers (agriculture and fishing)	357,104	15.7
Craftsmen and similar workers	303,769	13.4
Machine and device handlers, installers	183,229	8.1
Basic – simple occupations	196,142	8.6
Military personnel	10,209	0.4
<b>Total</b>	<b>2,273,473</b>	<b>99.9</b>

Source: Labor Force Survey, 2010

In order to compare these data with the data from ŠV20 forms, it was necessary to join together certain categories of occupation in order to have an equal number of categories in both tables. Expert associates and technicians were added to experts, military personnel was added to clerks, qualified workers, craftsmen and machine handlers were classified into one category – qualified workers and craftsmen. In that way, Table 2.8 was created which can now be compared with the occupational structure of parents and guardians of the students from 2010.

Table 2.8 Employed people in Serbia according to their occupation in 2010 – reclassified

<b>Occupation of parents/guardians</b>	<b>Number</b>	<b>%</b>
Owners, officials, managers	123,849	5.4
Experts	619,902	27.3
Clerks, police, military	159,488	7.0
Service provision workers	329,991	14.5
Qualified workers and craftsmen	844,102	37.1
Manual workers, farmers	196,142	8.6
<b>TOTAL</b>	<b>2,273,473</b>	<b>99.9</b>

When the structure of the employed by occupation obtained this way is compared with the structure of parents/guardians of students by occupation which the students provided in ŠV20 forms, the results presented in Table 2.9 will be gained.

Table 2.9 Employed people in Serbia and parents/guardians of students in 2010 by occupation (students who provided the occupation of a parent/guardian)

<b>Occupation</b>	<b>Employed</b>		<b>Parents of students</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Owners, officials, managers	123,849	5.4	8,778	6.7
Experts	619,902	27.3	72,167	55.2
Clerks, police, military	159,488	7.0	15,356	11.7
Service provision workers	329,991	14.5	11,023	8.4
Qualified workers and craftsmen	844,102	37.1	10,333	7.9
Manual workers, farmers	196,142	8.6	13,095	10.0
<b>TOTAL</b>	<b>2,273,473</b>	<b>99.9</b>	<b>130,752</b>	<b>100.0</b>

What may first be noticed is an apparent disproportion in the representation of children of experts and of qualified workers and craftsmen. There were twice as many students in relative numbers who provided the information that their parent was an expert than there were employed experts in Serbia. On the other hand, there were almost five (4.7) times more qualified workers and craftsmen among the employed population than among the parents of students who enlisted these occupations as the occupations of their parents. In this way, in student population, the children of company owners, officials and managers, clerks, members of the military and police and, a bit surprising, of unqualified workers and farmers were also overrepresented. On the other hand, apart from children

of qualified workers and craftsmen, there was a relatively smaller number of students who gave the information that their parents/guardians worked in service provision.

The picture, however, drastically changes if the relative numbers are calculated in relation to the entire student population, and not just in relation to the students who provided the information about the occupation of their parents/guardians. Proportions are calculated in that way are given in Table 2.9a.

Table 2.9.a Employed people in Serbia and parents/guardians of students in 2010 by occupation

<b>Occupation</b>	<b>Employed</b>		<b>Parents of students</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Owners, officials, and managers	123,849	5.4	8,778	3.8
Experts	619,902	27.3	72,167	31.6
Clerks, police, military	159,488	7.0	15,356	6.7
Service provision workers	329,991	14.5	11,023	4.8
Qualified workers and craftsmen	844,102	37.1	10,333	4.5
Manual workers, farmers	196,142	8.6	13,095	5.7
Unknown, no data	-	-	97,779	42.8
Total	2,273,473	99.9	228,531	100.0

It is interesting that two fifths of students did not provide the occupation of their parents. If we leave aside all the speculations about the reasons for not responding to this question in the ŠV20 form and about how the missing responses were distributed, a fact remains that the experts were the only overrepresented group and that the qualified workers and craftsmen, together with service provision workers, were noticeably underrepresented among the parents of the students. The differences do not seem so large now when the percentages are calculated in relation to the number of given responses, but it is evident that the differences exist.

With the increase in the level of studies, the percentage of students who gave the answer "expert" as the occupation of their parents also increases. For example: there were 63.5% of such students at the specialist professional studies, 69% at master studies, as much as 84.0% at specialist studies, and 88% at PhD level.

Since 90% of experts graduated from a junior college or a university college, and that two thirds of associate experts and technicians also have college or university education, the inequalities produced together by the social status (assets), occupation and education should be subjected to special analysis.

### *Parents' Education*

The data about the education of students' parents (especially father and mother) are regularly collected via ŠV20 forms at the beginning of each semester. The education of students' parents at the beginning of 2010/2011 academic year is presented in Table 2.10.

Table 2.10 Level of education of students' parents

<b>Level of education</b>	<b>Father</b>		<b>Mother</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
No schooling	174	0.1	381	0.2
Incomplete elementary education	613	0.3	975	0.4
Elementary school	8,616	3.8	13,423	5.9
High school	118,370	51.8	126,780	55.5
Junior college	31,273	13.7	28,347	12.4
University education	56,075	24.5	47,023	20.6
Other	13,410	5.9	11,602	5.1
Total	228,531	100.0	228,531	100.0

Source: Statistical Office of the Republic of Serbia

In order to assess the extent to which the children of differently educated parents are included in student population, we should compare the educational structure of parents of current students with the educational structure of parents whose children are now between 19 and 24 years old. Since such data are not directly available, we will compare the educational structure of students' parents with the educational structure of the entire Serbian population. The data on the educational structure of Serbian population can be extracted from three sources: Serbian Census from 2002, Living Standards Measurement Survey from 2007, and Labor Force Survey from 2010. The data from 2002 Census are complete, reliable and also very obsolete, so we used the data from recent surveys to get an insight into potential changes in educational structure of Serbian population. Since these surveys were conducted on very large samples (more than 5500 households in the Living Standards Measurement Survey and over 17000 households in the Labor Force Survey), their findings may be considered as a very reliable and very precise assessment of the educational structure of Serbian population. Outlined in tables, the findings about the educational structure of Serbian population are given in Tables 2.11a and 2.11b.

Table 2.11a Educational structure of male Serbian population according to 2002 Census, 2007 Living Standards Measurement Survey and 2010 Labor Force Survey (in percents)

<b>Level of education (men)</b>	<b>Census from 2002</b>	<b>Living Standards Measurement Survey from 2007</b>	<b>Labor Force Survey from 2010</b>
No schooling	2.5	2.3	0.6
Incomplete elementary education	13.5	8.1	3.5
Elementary school	23.0	22.9	21.9
High school	46.1	54.1	60.9
Junior college	4.9	5.5	5.0
University education	7.3	7.1	8.3
Other	2.6	-	-
Total	99.9	100	100.2

Table 2.11b Educational structure of female Serbian population according to 2002 Census, 2007 Living Standards Measurement Survey and 2010 Labor Force Survey (in percents)

<b>Level of education (women)</b>	<b>Census from 2002</b>	<b>Living Standards Measurement Survey from 2007</b>	<b>Labor Force Survey from 2010</b>
No schooling	8.5	7.8	1.0
Incomplete elementary education	18.6	12.5	5.6
Elementary school	24.7	26.6	25.9
High school	36.4	42.0	51.6
Junior college	4.1	5.2	5.6
University education	5.8	5.9	10.3
Other	1.8	-	-
Total	99.9	100	100.0

Differences in educational structure were not only the result of the passage of time but also a result of different inclusion of population whose educational structure is presented. Both the Census and the Living Standards Measurement Survey include the entire Serbian population over 15 years of age, regardless of their employment status. The Labor Force Survey includes only the active population between the age of 15 and 64. That is why there was a relatively small number of people without schooling or with incomplete elementary education, and a relatively larger number of people with high school or higher education. Since the parents of students were mostly employed, the data from 2010 Labor Force Survey will be used for comparison. The results of comparison are presented in Tables 2.12a and 2.12b.

Table 2.12a Education of students' fathers and the education of employed males in Serbia in 2010.

<b>Completed education</b>	<b>Father of the student, 2010</b>	<b>Percent</b>	<b>Employed males in 2010, in percents</b>
No schooling	174	0.1	0.6
Incomplete elementary education	613	0.3	3.5
Elementary school	8,616	3.8	21.9
High school	118,370	51.8	60.9
Junior college	31,273	13.7	5.0
University education	56,075	24.5	8.3
Other	13,410	5.9	-
Total	228,531	100.0	100.2

Source: Statistical Office of the Republic of Serbia (ŠV20 forms and Labor Force Survey, 2010)

Table 2.12b Education of students' mothers and the education of employed females in Serbia in 2010.

<b>Completed education</b>	<b>Mother of the student, 2010</b>	<b>Percent</b>	<b>Employed females in 2010, in percents</b>
No schooling	381	0.2	1.0
Incomplete elementary education	975	0.4	5.6
Elementary school	13,423	5.9	25.9
High school	126,780	55.5	51.6
Junior college	28,347	12.4	5.6
University education	47,023	20.6	10.3
Other	11,602	5.1	-
Total	228,531	100.0	100.0

Source: Statistical Office of the Republic of Serbia (ŠV20 forms and Labor Force Survey, 2010)

As it may be seen from Tables 2.12a and 2.12b, the largest number of employed people, both men and women, had high school education. Among the students, there was also the largest number of people whose parents completed high school education (52% of students gave the information that their father graduated from high school, and 55% of students claimed that their mother had a high school diploma). Disproportions in relation to the employed population were seen in students whose parents had a lower or higher education than high school education. In comparison with 26% employed males with elementary education, only 4.2% of students claimed that their father had a lower-than-high-school education. A similar situation was with employed women and students' mothers. Among the employed women, 32.5% have lower-than-high-school education, and students claim that their mothers have such a level of education in only 6.5% of cases. On the other hand, although there were 13.3% employed males with college or university education, there were 38.2% of students who said that their fathers had

college or university education. Regarding the employed females and mothers of students, the ratio is 15.9% of employed women with college or university education in comparison with 33% of students who claimed that their mothers had college or university education.

All things considered, a child of a father without elementary education has 5 times less chance to be a student in relation to a child whose father has high school education and 18 times less chance in relation to someone whose father has faculty education. As far as the mothers are concerned, the ratio of children whose mother has elementary, high school and university education to become students is 1 : 5 : 10.

### *The Region from Which the Student Comes*

Even the distribution of students by the place of residence is not equal. In the entire Republic of Serbia, the average number of students in 100 citizens aged 20-24 was slightly more than 46. The largest concentration of students was in Belgrade where in 100 people of this age range there was as much as 68 students. If we leave out Belgrade, the republic average is lowered to 41, with a slightly larger inclusion in Vojvodina (43) in relation to Central Serbia without Belgrade (40).

Table 2.13 The share of students in the population aged 20-24 in different parts of Serbia

Territory	Population aged 20-24	Number of students	The share of students in the population aged 20-24
Republic of Serbia	467,866	217,630	0.465
City of Belgrade	98,829	67,402	0.682
Serbia without Belgrade	369,037	150,228	0.407
Vojvodina	130,462	55,665	0.427
Central Serbia	238,575	95,190	0.399

The districts show even larger differences in the number of students in 100 citizens aged 20-24. The districts which had a proportionally larger number of students in the student population (aged 20-24) than the republic average were: the City of Belgrade, South Bačka District, Nišava District and Zlatibor District. In contrast, the districts which had the share of students in the student population that was more than 10% smaller than the republic average were: North Bačka District, South Banat District, Toplica District, Podunavlje District, Pomoravlje District, Srem District, North Banat District, Braničevo District, and Pčinja District.

Living in Belgrade meant that a person had 1.7 times more chances to be a student than an average citizen of the Republic of Serbia. Compared to the districts with the lowest inclusion, these chances were almost twice as large.

The regional distribution of students is possible to be followed in relation to whether the student was living in a university center, a place of university college location, or some other place in Serbia or even outside of Serbia (see Table 2.15).

Table 2.14 Districts with higher education inclusion above and below average (the Table presents only the districts with the highest and lowest inclusion)

<b>Territory</b>	<b>Population aged 20-24</b>	<b>Number of students</b>	<b>The share of students in the population aged 20-24</b>
City of Belgrade	98,829	67,402	0.682
South Bačka District	39,489	22,749	0.576
Nišava District	22,940	11,611	0.506
Zlatibor District	20,106	9,705	0.483
...	...	...	...
North Banat District	10,027	3,164	0.315
Braničevo District	11,522	3,615	0.314
Pčinja District	17,575	4,197	0.239

Table 2.15 Comparative overview of the number of students and residents aged 20-24 according to the place of residence

<b>Place of residence</b>	<b>Population aged 20-24</b>		<b>Student population</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
University centers	155,805	33.3	99,615	43.6
University colleges' main location	136,427	29.2	61,900	27.1
Other places in Serbia	175,634	37.5	58,083	25.4
Places outside of Serbia	-	-	8,933	3.9
<b>TOTAL</b>	<b>467,866</b>	<b>100</b>	<b>228,531</b>	<b>100</b>

Source: Statistical Office of the Republic of Serbia

As is may be seen from Table 2.15, the probability of becoming a student was larger if a person lived in some of Serbian university centers than if a person lived in a smaller place, no matter if it was a university college's main location or not.

Percentage of participation of students who lived in university centers was larger especially at the level of specialist academic and PhD studies (see Table 2.16).

Table 2.16 Students according to the place of residence and the level of studies

Level of studies	Place of residence					Total
	University centers	Main location of HEI	Other places	Outside of Serbia		
Basic academic (bachelor)	43.0	27.3	25.8	3.8	100.0 135,477	
Basic professional	42.4	28.1	27.1	2.5	100.0 48,760	
Master	43.5	26.3	23.7	6.5	100.0 26,996	
Specialist professional	41.2	27.1	21.9	9.7	100.0 1,744	
Specialist academic	62.1	14.2	15.3	8.3	100.0 731	
PhD	66.9	14.4	13.8	4.8	100.0 5,206	
Other	44.5	28.3	23.8	3.4	100.0 9,617	
Total	43.6 99,615	27.1 61,900	25.4 58,083	3.9 8,933	100.0 22,8531	

Source: Statistical Office of the Republic of Serbia

### ***Previous Schooling***

Education is an area in which social inequalities are manifested very clearly in several different ways. They are firstly manifested as unequal chances for the access to a certain level of education, unequal chances for getting a certain educational profile or for enrolling in a certain type of school, and then as unequal achievements (completion of a certain school, formal school success or rank in the generation). These differences are cumulated during the transfer from the elementary to the high school and higher level of education in order to achieve its final form when one generation completes its formal education. The journey a person completes through the educational system to enroll in a college, academy or a faculty, on the one hand, represents the realization of educational chances and, on the other, is a factor which determines the course of further schooling. Because of that, the analysis of inequalities in higher education should include previous schooling, that is, the description of the journey covered by current students in order to enroll in a faculty. Unfortunately, the data on previous schooling are only available for the students who enroll in the first year of studies for the first time. That is why we are going to discuss the previous schooling as an inequality factor by taking into consideration only the first-year students of basic academic (bachelor) and basic professional studies.

More detailed examination of students who enroll in the first year for the first time gives us a possibility to form a picture about whether a new contingent of students creates any changes in the structure of the student body and in what direction these changes move.

In 2010 in Serbia, there were 87,519<sup>6</sup> people born in 1991. That is the age in Serbia when the high school is completed and people enroll in faculties if their schooling was realized normally and without any disruptions. In this part of the Study, we will describe how the schooling of this generation was realized, what portion of that generation managed to enroll in higher education institutions and to what extent the road to the index differed for different parts of this generation. If the academic achievement is not just a result of the individual efforts of a person, if these achievements are also being influenced by the conditions in which a person lives, then the inequality in reaching different levels of education may point out some systemic factors which shape the educational chances of different population groups. Unequal chances in access to higher education will be illustrated by the experience of this generation.

In 2010 in Serbia, there were 56,524<sup>7</sup> fourth-year high school students in total. That number represents approximately 65% of all the members of the generation born in 1991. One third of that generation dropped out, stopped or finished its schooling prior to coming to the fourth year of high school. Most of them finished three-year vocational or professional high schools, a small number of them left school before graduation, and some of them did not even enroll in a high school.

Among those who, in the academic year 2010/2011, enrolled in some of the higher education institutions in the Republic of Serbia, there were 34,025<sup>8</sup> persons, citizens of the Republic of Serbia, over 19 years old, who enrolled for the first time in the first year of the basic academic (bachelor) or basic professional studies. That means that 38.6% of the generation which turned 19 in 2010 was included in higher education. If we compare that number with the number of students who graduated from four-year high schools, we will see that almost 60% of four-year high school graduates continued their schooling at universities, academies and colleges.

Although the higher education inclusion of this generation in the entire Republic of Serbia was close to 40% and although 60% of four-year high school graduates continued with their schooling, that neither means that the inclusion was equal in all parts of the Republic of Serbia nor that the same percent of different high school graduates continued their schooling at universities and colleges in Serbia. Further in the text, the differences in higher education inclusion in different parts of the Republic of Serbia and the differences in the share of high school graduates who continue with their schooling will be presented.

---

<sup>6</sup> Estimate of the Statistical Office of the Republic of Serbia based on their own methodology and conducted for the needs of the EQUIED project

<sup>7</sup> *Regular high school education*, Bulletin 520 of the Statistical Office of the Republic of Serbia, Belgrade, 2010.

<sup>8</sup> We got this number from the database created from ŠV20 forms when we picked out the students according to the enlisted criteria

## *Higher Education Inclusion of the Generation in Different Parts of the Republic of Serbia*

The Republic of Serbia is *administratively* divided into Central Serbia, AP Vojvodina and AP Kosovo and Metohija<sup>9</sup>. Each of these parts is divided into administrative regions and local self-government units, cities and municipalities. Five cities are divided into (city) municipalities, 18 municipalities have the status of a town, and the rest are simply municipalities. *Territorially*, and statistically, the Republic of Serbia (NUTS0)<sup>10</sup> is divided into territorial units North and South (NUTS1). The territorial unit North covers the regions of Vojvodina and Belgrade, while the territorial unit South covers the regions of Šumadija and Western Serbia and the region of Southern and Eastern Serbia (NUTS2). The regions are divided into districts (NUTS3), and the districts into municipalities. When the basic units of division are taken into consideration, the administrative and territorial divisions match in most cases. Cities, as a part of the territory, match with cities as administrative units, city suburbs as territories match with municipalities as administrative units. The Belgrade Region and the Belgrade area are, actually, the same territory governed by the City of Belgrade as the administrative unit.

The usual, *administrative division* immediately uncovers the first inequalities on the largest level: higher education inclusion in Central Serbia was 5% larger than in Vojvodina (Table 2.17).

Table 2.17 Higher education inclusion in Central Serbia and Vojvodina of the generation born in 1991

	19-year-old population	Number of students enrolled in the fourth year of high school	% in relation to 19-year-old population	Number of newly-enrolled students	% in relation to 19-year-old population	% in relation to the number of people who graduated from high school
Central Serbia	63,154	42,457	67.4	25,247	40.0%	59.5%
Vojvodina	24,365	14,386	59.0	8,557	35.1%	59.5%
REPUBLIC OF SERBIA	87,519	56,843	64.9	33,804	38.6%	59.5%

If we look at the largest division *by territory*, we may notice quite an unexpected fact: that the higher education inclusion was larger in the North which also includes Vojvodina, than in the South whose largest part is Central Serbia (Table 2.18).

<sup>9</sup> The data for Kosovo and Metohija are not available, so they will not be presented in this report.

<sup>10</sup> *Nomenclature of territorial units for statistics (NUTS)*, hierarchical territory division system used by EUROSTAT for socio-economic analyses of regions and the formulation of regional politics and policies.

Table 2.18 Higher education inclusion in the North and South of Serbia of the generation born in 1991

Territorial units (NUTS1)	19-year-old population	Number of students enrolled in the fourth year of high school	% in relation to 19-year-old population	Number of newly-enrolled students	% in relation to 19-year-old population	% in relation to the number of people who graduated from high school
NORTH	41,562	27,961	67.3	17,506	42.1%	62.6%
SOUTH	45,957	28,882	62.8	16,298	35.5%	56.4%
REP. OF SERBIA	87,519	56,843	64.9	33,804	38.6%	59.5%

This alleged inconsistency is simply clarified when we take a look at the higher education inclusion of the generation by region (Table 2.19). In the Belgrade Region, higher education included 52% of the generation, while the inclusion in the remaining three regions was 34.5% (Eastern and Southern Serbia), 35.1% (Vojvodina) and 36.3% (Šumadija and Western Serbia). Since, in the administrative division, the Belgrade Region belongs to Central Serbia, and in the territorial division this region belongs to the territorial unit North, that is Central Serbia, significantly raises the higher education inclusion in the administrative and territorial unit to which it is being attached.

Table 2.19 Higher education inclusion of the generation born in 1991 in Serbian regions

Region (NUTS2)	19-year-old population	Number of students enrolled in the fourth year of high school	% in relation to 19-year-old population	Number of newly-enrolled students	% in relation to 19-year-old population	% in relation to the number of people who graduated from high school
Vojvodina	24,365	14,386	59.0	8,557	35.1%	59.5%
Belgrade	17,197	13,575	78.9	8,949	52.0%	65.9%
Western Serbia	25,502	16,392	64.3	9,248	36.3%	56.4%
Eastern Serbia	20,455	12,490	61.1	7,050	34.5%	56.4%
REP. OF SERBIA	87,519	56,843	64.9	33,804	38.6%	59.5%

A third larger higher education inclusion in Belgrade still does not imply that all regional differences may be reduced to the difference between the metropolis and province. Within each region, there can be identified areas with relatively high and areas with relatively low higher education inclusion. In Vojvodina, for example, it can be noticed a high difference between the South Bačka District (whose capital is Novi Sad) in which

the higher education inclusion was 45.3% and North Banat District in which the higher education inclusion was only 28.7%<sup>11</sup>. In the Šumadija and Western Serbia region, Zlatibor and Moravica districts had the higher education inclusion of over 40%, while the inclusion in the Pomoravlje District was only 28.2%. In Southern and Eastern Serbia, the higher education inclusion in the Nišava District was 43.2%, while in the Pčinja District the inclusion was less than a half of that number, only 21.3%<sup>12</sup>. If we take districts into consideration, the inclusion varies between 21.3% and 52%. When going one level lower, to the level of municipalities, the inequalities become even larger: in some city municipalities in Belgrade, the inclusion went over 70%, while in the underdeveloped municipalities the inclusion was lower than 20%.

---

<sup>11</sup> When talking about the North Banat District in which a large number of Hungarians live, it is possible that one part of high school graduates study abroad (in Hungary). Such an assumption is supported by the closeness of the university centers (Budapest and Szeged) and the benefits Hungary provides for their citizens who live on the territory of other states.

<sup>12</sup> What was said for the North Banat District and Hungary can be applied for the Pčinja District and Kosovo. A large concentration of ethnic Albanians in the Pčinja District (Preševo, Bujanovac) and the closeness of Priština, in which a certain number of students is studying about whom the Statistical Office of the Republic of Serbia does not have data, leads to the fact that a part of young people who study (in Priština) is not included in this report.

Table 2.20 Higher education inclusion of the generation born in 1991 given by district

<b>District</b>	<b>Region</b>	19-year-old population	Number of students enrolled in the fourth year of high school	% in relation to 19-year-old population	Number of newly-enrolled students	% in relation to 19-year-old population	% in relation to the number of people who graduated from high school
South Bačka		2,304	1,583	68.7	728	31.6%	46.0%
Central Banat		2,449	1,344	54.9	935	38.2%	69.6%
North Banat		1,832	1,014	55.3	526	28.7%	51.9%
South Banat		3,876	1,987	51.3	1,125	29.0%	56.6%
West Bačka		2,369	1,402	59.2	739	31.2%	52.7%
South Bačka		7,170	5,060	70.6	3,246	45.3%	64.2%
Srem		4,365	1,996	45.7	1,258	28.8%	63.0%
<b>Vojvodina</b>		24,365	14,386	59.0	8,557	35.1%	59.5%
<b>Belgrade</b>		17,197	13,575	78.9	8,949	52.0%	65.9%
Mačva		3,965	2,245	56.6	1,254	31.6%	55.9%
Kolubara		2,099	1,140	54.3	774	36.9%	67.9%
Šumadija		3,487	2,501	71.7	1,127	32.3%	45.1%
Pomoravlje		2,566	1,668	65.0	723	28.2%	43.3%
Zlatibor		3,895	2,489	63.9	1,658	42.6%	66.6%
Moravica		2,559	1,743	68.1	1,032	40.3%	59.2%
Raška		4,164	2,740	65.8	1,525	36.6%	55.7%
Rasina		2,767	1,866	67.4	1,155	41.7%	61.9%
<b>Šumadija and Western Serbia</b>		25,502	16,392	64.3	9,248	36.3%	56.4%
Podunavlje		2,594	1,385	53.4	806	31.1%	58.2%
Braničevo		2,286	991	43.3	627	27.4%	63.3%
Bor		1,533	840	54.8	540	35.2%	64.3%
Zaječar		1,230	823	66.9	486	39.5%	59.0%
Nišava		4,143	3,137	75.7	1,789	43.2%	57.0%
Toplica		1,220	789	64.7	376	30.8%	47.6%
Pirot		1,008	550	54.6	385	38.2%	70.0%
Jablanica		2,809	1,890	67.3	1,125	40.0%	59.5%
Pčinja		3,632	2,085	57.4	774	21.3%	37.1%
<b>Southern and Eastern Serbia</b>		20,455	12,490	61.1	7,050	34.5%	56.4%
REPUBLIC OF SERBIA		87,519	56,843	64.9	33,804	38.6%	59.5%

## *Higher Education Inclusion and Previously Completed School*

The road to higher education leads through high schools, so it is possible to point out some visible differences. Graduates of various four-year high schools in Serbia have unequal chances for continuing with their schooling. And when they do, their chances to be on academic or professional studies, as well as enrolling in desired schools, are far away from even getting close to equal. In that respect, the grammar school students have the most privileged status. The students of schools of economy, management and administration were equally represented both in the graduate population and freshmen population, while the students of other high schools were proportionally less represented in the first-year student population (Table 2.21).

Table 2.21 Fourth-year high school students by the type of school they went to and the first-year students (freshmen) by the type of high school they graduated from

<b>Fourth-year students by school and Freshmen by previously completed school</b>	<b>Fourth-year high school students</b>		<b>Students who came from high schools</b>	
Grammar schools	16,318	28.9%	12,763	37.5%
Economy, law, administration	9,257	16.4%	5,569	16.4%
Health care and social protection	5,690	10.1%	2,072	6.1%
Commerce, catering and tourism	3,209	5.7%	1,089	3.2%
Culture, arts and public information	1,331	2.3%	459	1.3%
Technical schools	20,607	36.5%	8,592	25.2%
Other four-year high schools	54	0.1%	3,055	9.0%
Other	58	0.1%	426	1.2%
<b>TOTAL</b>	<b>56,524</b>	<b>100%</b>	<b>34,025</b>	<b>100%</b>

If we consider the type of studies they enrolled in, the differences become even more apparent. Grammar school students who only made 29% of the fourth-year high school students in the Republic of Serbia, made almost half (46.4%) of the first-year students of the *academic* studies. Among the students of professional studies, they were represented with 12%. The students of the schools of economy, management and administration in this respect kept their proportional share among the first-year students of both academic and professional studies. Proportionally more students of all the other schools went to professional studies (Table 2.22).

Table 2.22 First-year students of academic and professional studies by the type of high school they graduated from

Previously competed school	Type of study			TOTAL	
	academic	professional			
Grammar school	11,697	46.4%	1,066	12.1%	12,783 37.5%
Economy, law, administration	4,200	16.6%	1,369	15.5%	5,569 16.4%
Health care and social protection	1,217	4.7%	910	10.3%	2,127 6.4%
Commerce, catering and tourism	511	2.0%	578	6.5%	1,089 3.2%
Culture, arts and public information	378	1.5%	114	1.2%	492 1.4%
Agriculture, and chemistry and technology	968	3.9%	669	7.6%	1,637 4.8%
Electrical engineering	999	4.0%	572	6.5%	1,571 4.6%
Metallurgy and mechanical engineering	521	2.0%	475	5.3%	996 3.0%
Civil engineering, architecture, surveying engineering	248	0.9%	245	2.8%	493 1.4%
Transport and traffic engineering	121	0.5%	179	2.1%	300 0.9%
Other technical schools (without departments)	2,282	9.1%	1,354	15.3%	3,636 10.7%
Other four-year high schools	1,860	7.4%	1,195	13.6%	3,055 9.0%
Other	150	99.00%	50	98.80%	200 0.993
No data	50		26		76
<b>TOTAL</b>	<b>25,223</b>		<b>8,802</b>		<b>34,025 100%</b>

We do not possess the information about the material status of the students (the statistics does not have it, but the data on the material status of a limited number of students is collected by the Ministry of Education and Science when the students apply for student loans) nor the information about the origin of students from village and city areas (the statistics does not code them and does not register this kind of data, although the data about the place of residence can be found in the ŠV20 form). That is why it is impossible to analyze the transfer from high schools to faculties for the groups of students we would form based on these criteria.

### **Students with Disabilities**

At Serbian universities and university colleges, there are a number of students who have to overcome an additional obstacle during their studies in comparison with their peers. They are students with inborn or gained disabilities because of which they have additional difficulties during their studies. Such people, according to all the relevant estimates, are proportionally less represented among students in relation to their inclusion in the entire population or in the part of the entire population from which the largest number of students are being recruited.

Any attempt to estimate the higher education inclusion of people with disabilities is faced with a number of obstacles some of which are conceptual, some practical and some purely technical.

Firstly, there is no universally accepted term for these people. In the documents of the Republic of Serbia they are mentioned as “the people with special needs”. The statistics of 2011 Census noted “special difficulties in everyday life” without characterizing the persons who had such difficulties. The traditional term “invalids” has been criticized a lot because of the alleged discriminatory and stigmatizing effect. Associations established by these people most often have the term disability in their name, the use of which suffers from similar objections for the same reasons. Dilemmas about the term are related to the dilemmas about who should be considered as a person with disability (invalidity) and what kind of benefits should be given to them. It is clear that all of them should be allowed to fully claim their rights and fulfill their potentials. It is not an issue that both the state and institutions are obliged to adjust the life and working environment in that direction. Many states, as well as the Republic of Serbia, implement measures which guarantee special benefits (positive discrimination) for people with disabilities in order to allow them to fully participate in the life of the community. When it comes to the issues of acknowledgement and realization of the rights on disability bases, then a whole string of technical issues are opened to which we did not get clear and satisfactory answers. What is considered as disability? Should disability be proven? Who is in charge of that? What is the procedure? There is now consensus even among the associations of students with disability that exist in every university center in Serbia, the doctors who most often decide on the status, nor among the political actors who decide about the measures.

In this report we used the data of the Statistical Office of the Republic of Serbia although, whenever necessary, we will point out the inconsistency with the data of the associations of students with disability.

On the issue of the representation of students with disabilities, the data can be found in literature that the minimal frequency rate of appearance of children with special educational needs on the level of general population was 7% (Institute of Psychology of the Faculty of Philosophy in Belgrade and *Save the children* 2005: 4). Based on the data gained from ŠV20 forms, only 0.5% of students had some kind of disability. Table 2.23 shows the distribution of students by the type of disability they had.

Table 2.23 Distribution of students by the type of disability<sup>13</sup>

Type of disability	Number	% of the total number of students
Wheelchair users	10	
Physically impaired	84	
Visually impaired	473	0.2
Blind	21	
Hearing impaired	77	
Deaf	13	
Chronic diseases	449	0.2
Speech and language impairment	36	
Learning disabilities	34	
Total	1,197	0.5

Source: Statistical Office of the Republic of Serbia

### *Students Who Use Wheelchairs*

In 2010, there were 10 registered wheelchair users – 7 male and 3 female students. Seven of them were at basic (bachelor) academic studies, two of them at the basic professional studies, and one person was at PhD academic studies. Five of them were studying at the University of Belgrade, two of them at the university colleges whose founder was the Republic of Serbia, two at the (private) Metropolitan University, and one at the University of Novi Sad. Only two out of ten of them were on the state budget (financed/funded by the state budget) while the rest of them were in the category of students who financed their own studies.<sup>14</sup>

### *Physically Impaired Students*

A total of 84 people<sup>15</sup>, 44 male and 40 female students, said that they had difficulties due to physical impairment. Most of them were the students at the first (basic) level of studies, academic (37) and professional (35). Six of them were at the master studies, two at the specialist professional studies, and one person was at the PhD studies. The remaining three persons were post-graduates on pre-Bologna study programs. Most of them were at state universities (72), while only 12 of them were at private universities. The largest number of physically impaired students was studying at the University of Belgrade (28) and at the state university colleges (24). If they enrolled in private universities, the most common choice was the Megatrend University (4 people). The

---

<sup>13</sup> The data based on which this report was written were provided by the students themselves when filling-in the ŠV20 form. The registered students were the ones who declared on their own that they have some of the enlisted disabilities or some of the enlisted health problems.

<sup>14</sup> Associations of students with disabilities had the information that there were five times more wheelchair users in that period of time at Serbian universities.

<sup>15</sup> Out of 84 persons who stated that they were physically impaired, three persons said they also used wheelchair. Hence, 81 persons were registered as having physical impairment and not using a wheelchair as an aid.

state budget funded less than a quarter of this group of students (19 out of 84). The rest of them paid for their studies on their own.

### *Visually Impaired Students*

There were 473 registered people who enrolled in some of the higher education institutions in 2010 and who stated they had difficulties because of visual impairment. The majority of them were female students (287) in comparison to male students (186). Most of them were at basic academic studies (279), and then at basic professional studies (126). There were 44 visually impaired students at master studies. More than ninety percent studied at the state universities and that number was proportional in relation to the total number of students. From the budget of the Republic of Serbia the schooling of 190 visually impaired students was being financed while 283 such students paid the tuition fees on their own.

### *Blind Students*

There were thirteen female and eight male blind students (21 students in total) who studied at Serbian universities in 2010. Eleven of them were at the basic academic studies, seven at the basic professional studies and three of them at master studies. Almost all of them studied at the University of Belgrade (11) or at state university colleges (7). There was one person who studied at the University of Arts, one at the Megatrend University and one at the Edukons University. Eight of them were financed by the state budget, while twelve of them financed their studies on their own.

### *Hearing Impaired Students*

Difficulties in performing daily activities due to hearing impairment had 32 male and 45 female students, or 77 students enrolled in faculties, academies and university colleges in 2010. These people studied at the basic professional studies (34), basic academic studies (33), master studies (7) and PhD studies (1). Two of them were postgraduates at some of the pre-Bologna programs. Hearing impaired students were proportionally represented at all universities: most of them were at the University of Belgrade (24), and the majority of them (65) studied at state universities. The state budget financed 29 of them, while the remaining 48 paid the tuition fees on their own.

### *Deaf Students*

Six male and seven female students declared that they were completely deaf. Four of them were enrolled at the basic (bachelor) academic studies, six of them at the basic professional studies and three of them at the master academic studies. Six of them studied at the state university colleges, four of them at the University of Belgrade, one at the University of Arts, one at the University of Novi Sad and one at the private Alfa University. Eight students were financed by the state budget, and five deaf students paid the tuition fees on their own.

### *Students with Chronic Diseases*

When enrolling in faculties in 2010, 263 female and 186 male students (449 in total) named chronic diseases as the source of difficulties in performing daily activities. The largest number of these students was enrolled in the basic academic studies (235), and then the basic professional studies (160). Thirty one students with chronic diseases were enrolled in the master academic studies, five were at PhD studies, and six were at some of the pre-Bologna study programs. The allocation by universities was mostly proportional to the total number of students. The number of students with chronic diseases at state universities was 401, while the remaining 48 studies at private universities.

### *Students with Speech and Language Impairment*

Twenty male and sixteen female students named speech and language impairment as the reason for having difficulties when performing everyday activities. Seventeen of the students were at the basic professional studies, fifteen at the basic academic studies and four at master studies. Most of them studied at the state university colleges (16) and at the University of Belgrade (7). Eight students with speech and language impairment studied at private universities. Twelve were financed by the state budget while 24 of them paid the tuition fees on their own.

### *Students with Learning Disabilities*

Learning disabilities (dyslexia and dysgraphia) were enlisted by 22 male and 12 female students as being the source of difficulties in performing everyday activities. Nineteen enrolled in the basic (bachelor) academic studies, ten in the basic professional studies, three in the master studies, one in the PhD studies, while one person enrolled in a pre-Bologna postgraduate program. Eight of them were studying at the state university colleges, five of them at the University of Belgrade and five at the University of Niš, four at the University of Arts and four at the "Singidunum" University. In total, 25 persons with learning disabilities studied at the state universities while 9 studied at private universities. Twelve of these students were financed by the budget of the Republic of Serbia, and the remaining twenty two paid the tuition fees on their own.

Of course, this type of data should be analyzed with caution because there were indications that not all students would like to speak about this type of disability or they simply refused to share this type of data with the higher education they enroll in. In that sense, it is essential to present the data gained from alternative sources, such as the Association(s) of students with disabilities in order to complete this partial image. According to the data of the Association of students with disabilities from Belgrade, Kragujevac, Niš and Novi Sad, the distribution of students with disabilities at the four state universities looked like this:

Table 2.24 Distribution of students with disabilities according to the type of disability and the university at which they studied

	University				<b>Total</b>
	<b>Beograd</b>	<b>Novi Sad</b>	<b>Niš</b>	<b>Kragujevac</b>	
Use wheelchair	31	18	0	0	49
Physically impaired (cannot walk without aid)	16	12	13	2	43
Hearing impaired	10	3	1	0	14
Blind	6	10	1	2	43 <sup>16</sup>
Visually impaired	26		1	2	
Learning disabilities	0	0	2	0	2
Chronic diseases	26	0	1	0	27
Extremity loss/lack	4	0	2	0	6
Difficulty moving arm/hand	2	0	0	4	6
Requires somebody else's aid	-	6	-	-	6

Source: Associations of students with disabilities from Belgrade, Kragujevac, Niš and Novi Sad

The Belgrade Association of Students with Disabilities also registered the students with the following disabilities/difficulties:

Table 2.25 Distribution of students with disabilities not included in the previous table

Depression	1
Students with one kidney/lack of kidney	1
Deformed spine	1
Short people/dwarfism	4

Source: Association of Students with Disabilities from Belgrade

### **Ethnicity**

Nationality can also be one of the markers for monitoring social inequalities in higher education. Table 20 presents the distribution of students enrolled in 2010/2011 academic year by their nationality.

---

<sup>16</sup> In Belgrade, two students had visual and hearing impairments at the same time.

Table 2.26 Students by nationality

Nationality	Number of students	Percentage
Serbian	197,775	86.50
Hungarian	3,170	1.40
Bosniak	2,253	1.00
Montenegrin	1,196	0.50
Croatian	604	0.30
Slovak	597	0.30
Muslim	513	0.20
Rusyn	297	0.10
Macedonian	220	0.10
Roma	204	0.10
Romanian	200	0.10
Yugoslavian	148	0.10
Others <sup>17</sup>	870	0.30
Did not declare	3,315	1.50
Unknown	17,169	7.50
Total	228,531	100.0

As it can be seen from this Table, expectedly, the highest percent of students were those who declared themselves as Serbs. After them, there were the members of the ethnic communities with whose home countries Serbia shares the geographical border – Romanians, Hungarians, Croats, Bosniaks, Montenegrins, Macedonians, and also the members of certain ethnic and national minorities who remained from the former Yugoslavian state – Yugoslavs and Muslims.

The distribution of students, in percents, who declared as being the members of certain national minorities, revealed that they were, if we compare it with the percentage of the participation of these national minorities in the entire Serbian population, underrepresented in student population. For example, the Hungarians made 3.9% of Serbian population in 2002 and 1.4% of the student population in Serbia in 2010, and that means that their participation in student population was 2.8 times smaller than the participation in the entire Serbian population. The Croats in 2002 made 0.9% of Serbian population and 0.26% of the student population in Serbia. The share of the Croats in the student population was 3.5 times smaller than their share in the entire Serbian population. The Bosniaks made 1.8% of Serbian population in 2002 and 1% of the Serbian student population. Their share in the entire population was 1.8 times larger than the share in the student population. However, in the case of the students who belong to these different national minorities with whose home countries Serbia shares the geographical border, it should be good to also collect additional data, for example, how many of them studied in their home countries in order to realistically see the phenomenon of their underrepresentation in the student population, for example, in the case of the Hungarian minority in border areas.

---

<sup>17</sup> Albanian, Ašaklja, Belgian, Bulgarian, Bunjevac, Vlach, Gorani, Greek, English, Italian, Jewish, Chinese, German, Norwegian, Polish, Russian, Slovenian, Turkish, Ukrainian, Czech, Swedish, Šokac, some of the regional identities.

Of course, this logic cannot be applied to the Roma students who were represented in the student population with only 0.09% in contrast to their participation in the general population which was 1.44% (according to 2002 Census). The share of Roma in the student population was 16 times smaller than their participation in the entire Serbian population. With all the reserves that relate to the way in which the participation of Roma in the entire Serbian and in the student population were compared, more than five times smaller participation in the student population in relation to the other minorities clearly points out the insufficient inclusion of Roma in higher education. Nevertheless, also in the case of the Roma students, it would be good to gather the data from alternative sources (for example, NGOs) because there are indications that many of these students do not include their (Roma) identity in their ŠV20 forms.

In spite of an almost symbolic representation of Roma in higher education, even when the representation is so small, the regional differences may be large (see Table 2.27).

Table 2.27 A total number of Roma according to 2002 Census and the number of Roma students by region

	All Roma in 2002		Roma students in 2010	
Vojvodina	29,057	26.8%	102	50.5%
Belgrade	19,191	17.7%	29	14.2%
Šumadija and Western Serbia	13,614	12.6%	22	10.8%
Southern and Eastern Serbia	46,331	42.8%	49	24.3%
Republic of Serbia	108,193		202	

As it may be seen from this Table, the distribution of the Roma students in university centers in relation to the regional distribution of the Roma citizens in the Serbian regions was also not equal. The Roma students were underrepresented in student population in all regions except in Vojvodina. The largest number of the Roma students, 186 out of 204 or 91.2%, studied at the state universities. There were more Roma female students (53.9%) in the Roma student population as it was the case in the entire student population.

An attempt to get the data about the number of minority students who studied in home countries from the national council was not successful. Many of them did not reply to our memo, and those who did, did not keep the record about the students who studied outside of Serbia, and some of them redirected us to the data about the national composition of students kept by the republic or the provincial (Vojvodina's) statistics.

## **Student Population: Main Findings**

### ***Increase in Participation in Higher Education:***

- In 2007, higher education included 29% of the generation, in 2010 – 39.4%.
- The increase in the inclusion of the female part of population is even more apparent: in 2007 it included 31% of the generation, in 2010 – 44% of the generation.
- The participation of women in the Serbian student population was 55.6%.

### ***Social Background of Students***

- There was no data based on which we could *directly* illustrate the relationship between the material status and higher education. All the necessary indicators showed that in the families of lower material position, there were proportionally less students than in the families with average (middle) or higher material position.
- Children whose parents had lower-than-high-school education were almost not present among the students, both among the students of final years and among the newly-enrolled students. As much as 38% of the students had parents with higher than high school education.

### ***Territorial Differences***

- Higher education inclusion and participation was different from one region to another. The differences were decreasing, but slowly.
- Young people who lived in the university centers and in the cities in which there were higher education institutions enrolled in the faculties and university colleges more often than the young people who lived in smaller places.
- These differences were increasing when the level of study was increased: the smallest were at the basic professional studies, and the largest were at PhD academic studies.

### ***Roma in the Student Population***

- Roma represent the least educated segment of Serbian population. They were represented among the students with less than one per mill.
- The largest part of the Roma students (50%) studied in Vojvodina.

### ***Students with Disabilities***

- There was not enough data to assess the trends in higher education inclusion of the persons with disabilities.

# **REGULATIONS FOR THE ACTIVITIES OF HIGHER EDUCATION AND STUDENT STANDARD<sup>18</sup>**

---

## **Constitutional Framework of Education**

The *Constitution of the Republic of Serbia*<sup>19</sup> guarantees the right to education to all, and states that primary education is mandatory and free, while secondary education is free (Article 71, paragraphs 1 and 2). For the level of higher education, the Constitution guarantees that all citizens shall have access under equal conditions to this level of education (Article 71, paragraph 3). Free higher education is not included in the constitutional rights. This is a special measurement prescribed by the Constitution, thus regulating the possibility to provide free education on this level to successful and talented students of lower financial status and, in that way, to effectively secure equal opportunities in access to higher education (paragraph 3). The law, to which the Constitution strictly refers to (paragraph 3), closely regulates the way of exercising this right in accordance with the Constitution.<sup>20</sup>

From the aspect of the access to education, the general constitutional principles on equality and the prohibition of discrimination described in Article 21 of the Constitution of the Republic of Serbia are significant. From paragraph 1 of this Article, the equality of all is guaranteed before the Constitution and law, as well as the right to equal legal protection without discrimination for all people (paragraph 2). In paragraph 3, any kind of discrimination, direct or indirect, is strictly prohibited based on any grounds, particularly on race, gender, nationality, social origin, birth, religion, political or other belief (or opinion), financial status, culture, language, age, mental or physical disability. In relation to the prohibition of the direct or indirect discrimination is the Article on the indiscriminative character of special measures which can be introduced by the Republic of Serbia in order to reach the full equality of people or a group of people who are essentially in an unequal position in comparison to other citizens. Special measures are an instrument the state also uses to govern the equal opportunity policy, decrease and eliminate factual inequalities, and their implementation is the constitutional obligation of the state, in accordance with the social justice principle (Article 1 of the Constitution of the Republic of Serbia).

The Constitution of the Republic of Serbia also has a special Article which guarantees the equality of women and men and determines the obligation of the state to govern, in

---

<sup>18</sup> The data on the regulations were taken from the legal base *Paragraf lex*, according to the legislative state on 31/12/2011. Other data were gathered from the web sites of the relevant organs and institutions.

<sup>19</sup> *Constitution of the Republic of Serbia* ("Official Gazette of the Republic of Serbia", no. 98/2006)

<sup>20</sup> According to Article 18, paragraph 2 of the Constitution of the Republic of Serbia, the law can prescribe the manner of the implementation of these rights only if explicitly stipulated in the Constitution or necessary to exercise a specific right owing to its nature, whereby the law may under no circumstances influence the essence of the relevant guaranteed right.

the area of gender equality, the policy of equal opportunities (Article 15 of the Constitution of the Republic of Serbia).

Moreover, a special Article of the Constitution prohibits every kind of discrimination on the grounds of affiliation to a national minority (Article 76, par. 2 of the Constitution of the Republic of Serbia). Also, the possibility of implementation of special measures is also defined or the adoption of special regulations for eliminating factual inequalities and achieving full equality for the members of national minorities in the economic, social, cultural and political life (Article 76, par. 2 of the Constitution of the Republic of Serbia). The Constitution explicitly determines the indiscriminate character of the special regulations and measures that are implemented for creating equal opportunities and ensuring the equality of the members of national minorities.

Article 72 of the Constitution of the Republic of Serbia guarantees the autonomy of universities and other higher education and scientific institutions, whereas the universities and other higher education institutions, including the scientific institutions, have a guaranteed right to freely decide on their work and organization.

## **Legal Framework of the High School Education System**

### ***An Overview of Legal Regulations***

The educational system of the Republic of Serbia is organized through the mandatory and free education, which includes pre-school and elementary education, and the education that is not mandatory – high school and higher education. The *Law on the Fundamentals of the Educational System*<sup>21</sup> prescribes that all people are equal in exercising their right to education and pedagogy, regardless of their gender, race, national, religious and language background, social and cultural background and origin, financial status, age, physical and psychological constitution, developmental impairments or disabilities, political opinion or another personal trait (Article 6).

In high school education, as the rights of general interest, the *High School Law*<sup>22</sup> defines: the education of full-time students which lasts for three or four years, education of students with special capabilities and skills, gifted and talented students; high school education, education and training for work of the full-time students with developmental impairments and disabilities; education of full-time students in the language of their nationality, that is, bilingual education; education of full-time (regular) students for work which lasts for two years; parallel high school education of students who achieve extraordinary academic achievements and the pedagogical work in the dormitory (Article 11).

---

<sup>21</sup> *Law on the Fundamentals of the Education System* ("Official Gazette of the Republic of Serbia", no. 72/2009 and 52/2011)

<sup>22</sup> *High School Law* ("Official Gazette of RS", no. 50/92, 53/93, 67/93, 48/94, 24/96, 23/2002, 25/2002 corr., 62/2003 – diff. law, 64/2003 – corr. of diff. law, 101/2005 – diff. law and 72/2009 – diff. law).

The *Law on the Fundamentals of the Educational System* from 2009 introduced some novelties into the educational system that are supposed to improve the fairness and equity of education, that is, the right to education and accessibility of education without discrimination and selection of students/pupils on any level, which allowed for the educational system to be directed toward the needs of the students/pupils. This law states that higher education and pedagogy last for three or four years, and they are carried out in high schools in which the school program of general, professional or vocational, and artistic education is implemented, as well as other programs. Secondary (high school) education is realized with the respect to educational and pedagogical needs of the students with developmental disabilities as well as the exceptionally gifted students. For the students who, due to social deprivation, developmental impairments, disability or other reasons, require additional educational and pedagogical support, the institution should eliminate all the physical and communicational obstacles and should deliver an individual education curriculum.<sup>23</sup>

The activities of higher education are performed in a high school such as: a grammar school, which can be general or specialized, vocational (or professional) high school, mixed school which can be a grammar school and a vocational or artistic school, artistic school, high school for adult education and high school for students with disabilities.<sup>24</sup>

After the completion of elementary education, an eight-grade pupil takes the final exam that gives him/her the right to enroll in a high school, whereas the pupils with disabilities take the final exam in accordance with their capabilities. The ranking of the candidates for the enrollment in high schools is determined on the basis of the number of points in the final exam, average grade in the previous schooling and the results from competitions, as well as the number of points in the entrance exam for those schools which require it. When a larger number of candidates than available for the enrollment into a school has the same number of points, the candidates with the "Vuk Karadžić" diploma<sup>25</sup> have the advantage in the ranking until the vacancies are filled, then the candidates who have a larger number of points in contests in mother tongue and mathematics, the candidates who have a larger number of points in contests in other subjects and the candidates who scored a larger number of points in the final exam<sup>26</sup>. In special cases, some individuals or groups of individuals can enroll in a high school under

---

<sup>23</sup> The individual educational curriculum for students and adults with developmental disabilities, individual program of the Serbian language or a language of a national minority for students who are not familiar with the language of instruction spoken in courses, music and ballet education curriculum, adult education curriculum, a pedagogical program for students living in dorms (dormitories within schools), curriculum for specialist and artisan education, practical skills training curriculum, professional skills training, trainings and other programs in accordance with the special law.

<sup>24</sup> According to the data of the Ministry of Education and Science for the school year 2010/11, there were 586 high schools in Serbia (542 state and 44 private schools). There were 345 vocational schools (317 state and 28 private), 124 grammar schools (109 state and 15 private), 46 mixed (vocational and grammar and vocational and artistic schools), 29 high schools for students with disabilities and 41 art schools. Internet presentation of the Ministry of Education and Science, <http://www.mpn.gov.rs/prosveta/page.php?page=77>, data retrieved on March 22, 2012.

<sup>25</sup> "Vuk Karadžić" diploma is awarded to a high school student if he/she achieves best grades in all subjects in all four years and in the graduation exam, that is the final exam, and has a good conduct.

<sup>26</sup> *Rules and Regulations on the Enrollment of Students in a High School* ("Official Gazette of RS", no. 37/2011)

privileged conditions for achieving full equality in schooling, in accordance with the indicators and with the procedures prescribed by the Minister authorized for education.<sup>27</sup>

Secondary education and pedagogy is free for full-time and part-time students, whereas the first-year students have to be younger than 17, because students who are older than 17 can only have the status of part-time students. However, a person from the sensitive social groups and with extraordinary capabilities although younger than 17, can acquire secondary education as a part-time student if he/she can justify the inability to attend the classes regularly and with the agreement of the minister.<sup>28</sup>

After the fourth grade, students take general, vocational or artistic graduation, and the students with disabilities take the graduation in accordance with their capabilities, with a possibility that they can be excused from taking a part of the graduation related to the subject for which the achievement standards were adjusted or adapted during the schooling. The student can enroll in a corresponding higher education institution only after the gradation is passed.<sup>29</sup>

The *Law on Textbooks and other Teaching Materials*<sup>30</sup> regulates the issues of preparation, approval, publication and selection of textbooks and textbook sets for primary and secondary school, as well as their monitoring and evaluation of their use in the educational work, which is the task of the Bureau for the Improvement of Education and Pedagogy based on the prescribed standards. The above-mentioned regulations relate to all the other teaching materials and aids, including the ones used in the work with developmentally impaired and disabled students (Articles 1 and 2). In order to fulfill this goal to train the teacher and expert associate for the independent educational and pedagogical work, that is to get the working licence, a special program of work introduction was created which also contains the part related to the ability to work with children and students with disabilities.<sup>31</sup>

State administration activities in education are carried out by the *Ministry of Education and Science* which also include research, planning and development, supervision, participation in the construction, equipment and maintenance of educational institutions, improvement of social care for talented pupils and (high school and university) students, improvement of social care for pupils and (high school and university) students with disabilities, and other activities.<sup>32</sup>

---

<sup>27</sup> Out of 20 most wanted four-year educational profiles, 13 were in the health area, four in the area of economy, two in traffic and one in civil engineering and construction, and the first grammar school profile was on the 21<sup>st</sup> spot. The capacity of the schools of medicine and economy was 100% full, of the grammar school 95% full, and the capacity of the artistic school was 88% full. A large interest was for the area of traffic where the capacities were 90% full, whereas the capacities in the textile area were less than 70% full, and generally the interest for four-year education is much larger than for the three-year education – 93.4% in comparison to 72.9%. Internet presentation of the Ministry of Education and Science, <http://www.mpn.gov.rs/prosveta/page.php?page=108>, data retrieved on March 21, 2012.

<sup>28</sup> Article 91 of the *Law on the Fundamentals of the Education System* ("Official Gazette of the Republic of Serbia," no. 72/2009 and 52/2011)

<sup>29</sup> Ibid. Articles 83– 86.

<sup>30</sup> *Law on Textbooks and other Teaching Materials* ("Official Gazette of RS", no. 72/2009)

<sup>31</sup> *Rules and Regulations on the Working Licence for Teachers, Educators and Expert Associates* ("Official Gazette of RS", no. 22/2005 and 51/2008)

<sup>32</sup> *Law on Ministries* (Official Gazette of RS, no. 16/2011) – The Ministry of Education and Science of the Republic of Serbia carries out state administration activities in relation to: research, planning and

Apart from the Ministry of Education and Science, a very important role in education is played by the *National Educational Council* which legally supervises the area of development and improvement of the educational system through the monitoring and the analysis of the state of education and its compatibility with the European principles and values, determination of developmental direction and improvement of the quality of education, participation in the preparation of the educational strategy, provision of opinions to the Ministry of Education and Science in the process of regulation adoption, and other.

A significant role belongs to the *Bureau for the Improvement of Education and Pedagogy*<sup>33</sup> which was established to carry out developmental, advisory, research and other expert activities to monitor, secure and enhance the quality and the development of the system of education and pedagogy, whereas for the completion of expert activities in the area of monitoring, evaluation and implementation of general principles, of achievement of educational and pedagogical goals, achievement standards by levels and types of education the *Office for the Evaluation of the Quality of Education and Pedagogy* was established.<sup>34</sup>

### ***A List of General Legal Regulations***

<b>LEGAL REGULATION</b>	<b>Official Gazette of the Republic of Serbia</b>	<b>Date</b>
Law on the Fundamentals of the Educational System	72/2009 and 52/2011	11/09/2009
High School Law	72/2009	11/09/2009
Law on Textbooks and other Teaching Materials	72/2009	11/09/2009
Decision on the Establishment of the Bureau for the Improvement of Education and Pedagogy	73/2004	03/07/2004
Decision on the Establishment of the Office for the Evaluation of the Quality	73/2004	03/07/2004

---

development of the pre-school, primary, secondary, and higher education and pupil and student standard; additional education of the children of citizens living abroad; administrative supervision in pre-school, primary, secondary, and higher education and pupil and student standard; participation in the development, equipping and maintaining of pre-school, primary, secondary, and higher education and pupil and student standard facilities of interest to the Republic of Serbia; professional teaching supervision in pre-school, primary, and secondary education and pupil standard; supervision of professional activities in higher education; organization, evaluation and supervision of the professional training for the employees in education; nostrification and equivalence of public certificates obtained abroad; improving social care for talented pupils and students; improving social care for pupils and students with special needs; creating the conditions for the access and realization of project from the domain of that ministry which are funded from the pre-accession EU funds, donations and other forms of developmental help, as well as other activities prescribed by the law. The Ministry of Education and Science carries out state administration activities in the areas of science and research in the function of the scientific, technological and economic development, as well as other activities prescribed by the law.

<sup>33</sup> *Decision on the Establishment of the Bureau for the Improvement of Education and Pedagogy* ("Official Gazette of RS", no. 73/2004)

<sup>34</sup> *Decision on the Establishment of the Office for the Evaluation of the Quality of Education and Pedagogy* ("Official Gazette of RS", no. 73/2004)

of Education and Pedagogy		
Rules and Regulations on the Working Licence for Teachers, Educators and Expert Associates	51/2008	20/05/2008
Rules and Regulation on Diplomas for the Exceptional Achievements of High School Students	37/1993	03/06/1993
Rules and Regulations on Basics of the School Program	P 5/2004	07/03/2004
Rules and Regulations on the Enrollment of Students in a High School	37/2011	08/06/2011

## Legal Framework of Higher Education System

### An Overview of Legal Regulations

The *Law on Higher Education*<sup>35</sup> regulates the system of higher education, prescribes the conditions and the ways of carrying out higher education activities, financing, as well other issues of importance for the performance of these activities.

All persons who have completed the secondary education have the right to higher education, regardless of the race, skin color, gender, sexual orientation, ethnicity, national origin or social background, language, religion, political or any other opinion, birth, existence of a sensory or motor disability or financial status. In addition, the right to higher education has a person who applies for the enrollment in the study programs in the artistic areas under the conditions determined by the Statute of the higher education institution even without the completion of secondary education.

Higher education is realized through the academic studies at which the academic study program is carried out for enabling students to develop and apply scientific, professional and artistic achievements, as well as through the professional studies at which the professional study program is carried out for enabling students to apply the knowledge and skills necessary for the inclusion in the working process.

The activities of higher education are performed by the university, faculty, and artistic academy respectively (which is a part of the university), academy of professional studies, university college and university college of professional studies. The university, academy of professional studies, university college and university college of professional studies are independent higher education institutions. A higher education institution is funded from tuition fees on the bases of the decision on the amount of tuition fees for students who pay the tuition fees on their own (self-funded students), whereas the criteria for determining the amount of tuition fees are defined by the general regulation of the high school institution. A higher education institution, whose founder is the Republic of Serbia, independently manages its funds which are acquired from various sources,

---

<sup>35</sup> *Law on Higher Education* ("Official Gazette of RS", no. 76/2005, 100/2007 – authentic interpretation, 97/2008 and 44/2010)

primarily from the founder, tuition fees, donations (gifts and endowments), then from the funds aimed at financing the scientific and research, artistic and professional work, from the payments for commercial services, from projects and contracts related to the realization of the teaching process, research and consulting services, and other.

The studies can be the studies of the first degree which include the basic (bachelor) academic studies and the basic professional studies, then the studies of the second degree, that is, the master academic studies, specialist professional studies and specialist academic studies, and the third degree studies, that is, the PhD (doctoral) studies. In the approved, that is accredited, study programs organized by the higher education institution, the candidates can be enrolled under the terms and conditions prescribed by the Law on Higher Education and the general act of the independent higher education institution, and the candidate enrolled in study programs gets the status of the student who is financed by the state budget or of the student who pays the tuition fees on his/her own.

A higher education institution determines the enrollment conditions for the students and selects the candidates based on that, whereas the number of enrolled students has to be in accordance with the available staff, space and technical and technological capabilities. A candidate for the enrollment in the first degree studies takes the entrance exam of the scholastic aptitude test in accordance with the Statute of the higher education institution, while the order of candidates is determined on the basis of the overall high school grades and the results at the entrance exam, that is, the scholastic aptitude test.<sup>36</sup>

An independent higher education institution announces the admission competition which should contain the number of students for particular study programs, admission conditions, criteria for the ranking of the candidates, procedure for carrying out the competition, manner and deadlines for appealing to the suggested ranking, as well as the amount of the tuition fees paid by the students who are not financed from the state budget.

An independent high school institution determines the number of students it enrolls in its study programs, and the decision on the number of students for the enrollment in the first year of the study program financed by the state budget (for the higher education institution whose founder is the Republic of Serbia) is passed by the Government of the Republic of Serbia, upon receiving advice from higher education institutions and the National Council not later than two months prior to the competition announcement.

A student who collects the necessary number of credits (60 ECTS) in the current academic year has the right to be financed in the next/following academic year from the state budget if he/she is ranked within the total number of students who are financed by the state budget. This type of student ranking includes the students enrolled in the same academic year in a particular study program, and it is based on the collected number of ECTS credits and the success in completion of the study program, in the way and by the procedure determined by the general act of the higher education institution. The student, who does not claim the right to be ranked within the total number of students whose

---

<sup>36</sup> Rules and Regulations on the Standards and Procedure for Accreditation of Higher Education Institutions and Study Programs ("Official Gazette of RS", no. 106/2006, 112/2008 and 70/2011).

studies are financed from the state budget, continues his/her schooling in the following academic year with the status of the self-financed student.

State administration activities in the area of higher education are performed by the Ministry of Education and Science. In order to assure the development and improve the quality of higher education, the *National Council for Higher Education* was established, whose aim is to monitor the development of higher education and its adjustment to the European and international standards, suggest the policy of higher education to the Ministry of Education and Science, provide opinion on the higher education institution enrollment policy, and also provide opinion in the process of the adoption of regulations in this area, etc.

National Council for Higher Education also forms a special working body – the *Commission for Accreditation and Quality Assurance*, which is in charge of carrying out the tasks relating to accreditation, quality assurance of the higher education institutions and their units and evaluation of the study programs. Important roles in the higher education system are given to the *Conference of Universities* and the *Conference of Academies of Professional Studies* which coordinate the activities of the higher education institutions and inform the National Council for Higher Education about the attitudes of the academic community. In order to fulfill the common interests of students, the Student Conference of Serbian Universities and the Student Conference of Serbian Academies of Professional Studies were established.

## **A List of General Legal Regulations in the Area of Higher Education**

<b>LEGAL REGULATION</b>	<b>Official Gazette of RS</b>	<b>Date</b>
Law on Higher Education	44/2010	01/07/2010
Rules and Regulations on the Content and the Way of Record-Keeping by the Higher Education Institution	21/2006	22/03/2006
Rules and Regulations on the Standards and Procedure for Accreditation of Higher Education Institutions and Study Programs	70/2011	01/10/2011
Rules and Regulations on the Standards and Procedure for External Quality Control of Higher Education Institutions	73/2011	08/10/2011
Rules and Regulations on Self-evaluation and Quality Review of Higher Education Institutions	106/2006	24/11/2006
Rules and Regulation on the Registry of Higher Education Institutions, Study Programs, Teachers, Associates (Academic Staff) and other Employees	21/2006	14/03/2006
Rules and Regulations on the Scientific, Artistic, that is, Expert Areas in the Educational and Scientific, that is, Educational and Artistic Fields	72/2009	03/09/2009
Rules and Regulations on the List of Professional, Academic, and Scientific Titles	39/2011	03/06/2011
Rules and Regulations on the Content of the Public Certificates Issued by the Higher Education Institution	69/2011	19/09/2011

## **Pupil and Student Standard**

The regulations which secure the pupil and (high school and university) student standard include the regulations on the loans, scholarships and rewards for pupils and (high school and university) students, regulations for their accommodation, nutrition, transportation and aid provision in career development, as well as the regulations about the special measures for students from socially deprived and underrepresented groups.

The *Law on Pupil and Student Standard*<sup>37</sup> defines the rights and responsibilities of pupils and (high school and university) students and the conditions under which they are

---

<sup>37</sup> *Law on Pupil and Student Standard* ("Official Gazette of RS", no. 18/2010).

achieved, as well as the ways in which the state takes care of the development of the exceptionally talented pupils and students, as well as pupils and students from sensitive social groups. One of the basic goals of this law is to secure the accessibility of high school and higher education under most favorable conditions to all pupils and students without discrimination, through acknowledging their needs, securing accommodation and hiring expert associates to support and help the pupils and students from the sensitive social groups and encourage the successful pupils and students.<sup>38</sup> The law regulates the supervision and care for the development of the talented students and pupils for the scientific and artistic work, whereas the realization of rights of pupils and students from the sensitive social groups is prescribed in the area of pupil and student standard under the most favorable conditions and the application of lenient criteria.<sup>39</sup>

The Law on Pupil and Student Standard defines as sensitive social groups families of lower financial background, children without parental care, single-parent families, the Roma national minority, persons with disabilities, persons with chronic diseases, people whose parents went missing or were kidnapped on the territory of Kosovo and Metohija and on the territory on one of the republic of the former SFRY, refugees and displaced persons, returnees under the Readmission Agreement, deported pupils and (high school and university) students, and others (Article 4).

A high school student has the right to accommodation, nutrition and education/pedagogy, student loan, student scholarship, scholarship for exceptionally talented students, rest and recovery, as well as to cultural, artistic, sport and leisure activities and the right to be informed (Article 3).

Institutions of high school student standard are the dormitories (accommodation, nutrition and education/pedagogy), student centers (accommodation, nutrition, education and rest), student resorts (rest and recovery) and student cultural centers (cultural, artistic, sport and leisure activities and the right to be informed).

University students have the right to accommodation, nutrition, student loan, student scholarship, scholarship for exceptionally gifted students, rest and recovery, as well as to cultural, artistic, sport and leisure activities and the right to be informed, so the student standard institutions include the student center (for accommodation and nutrition), student resort (for rest and recovery) and student cultural center (for cultural, sport and leisure activities and the right to be informed) – Article 3.

Realization of rights in the area of pupil and (high school and university) student standard for pupils and (high school and university) students from sensitive social groups, with developmental impairments and disabilities, is achieved with special affirmative measures, that is, by the application of milder criteria (Article 4).<sup>40</sup>

---

<sup>38</sup> Database of legal regulations *Paragaf Lex*, commentary of the Law on Pupil and Student Standard – “Official Gazette of RS”, no. 18/2010.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

## ***Regulations in the Area of Pupil and Student Loans, Scholarships and Awards***

### *An Overview of Legal Regulations in the Area of Pupil and Student Loans, Scholarships and Awards*

#### National level

The Law on Pupil and Student Standard states that closer conditions, ranking criteria, ways of realization of rights to pupil and (high school and university) student loans and scholarships as well as the way of keeping record about the approved loans and scholarships are prescribed by the Minister of Education and Science (Articles 9-12) which was the basis for the adoption of the Rules and Regulations on the Pupil and Student Loans and Scholarships.<sup>41</sup>

The students of high schools whose founder is the Republic of Serbia, the autonomous province or a unit of the local self-government, who are enrolled for the first time in the current school year in a particular grade, whose schooling is financed from the budget of the Republic of Serbia, who are the citizens of the Republic of Serbia, who are being schooled for an educational profile for a profession in high demand, who did not fail any of the grades and whose parent, that is, guardian, resides on the territory of the Republic of Serbia, have the right to pupil/high school student loans (Article 2). The criteria for determining the ranking of the candidates for pupil/high school student loans are the success in previous schooling and the signed contract about the future employment with a profession in high demand (Articles 3-5). The high school students have the right to pupil/high school student loans on the basis of the competition announced by the Ministry of Education and Science, and the decision about the allocation of the pupil/high school student loans for the current school year is reached by the Minister of Education and Science based on the final ranking. Based on the decision about the allocation of the loans, the parent or guardian of the student signs the loan contract with the Ministry of Education and science which more closely defines the rights and commitments in relation to the usage and the payment of the loan (Articles 6-11).

The right to pupil/high student scholarships is given to the high school students under the same conditions as for the loan, except that instead of the schooling for the educational profile for the profession in high demand, it is required from the students to constantly achieve excellent marks and exemplary behavior. The criteria for determining the ranking of the students for the scholarships are defined on the basis of the success in previous schooling and socio-economic status of the family that is determined on the basis of the average monthly income per student family member (Articles 14-19). The above-mentioned right is realized by the high school student based on the contest announced by the Ministry of Education and Science and the Minister issues a decision about the allocation of pupil/high school student scholarships for the current school year based on which the student, that is, the parent or guardian of the student, signs the scholarship contract with the Ministry of Education and Science (Articles 20-25).

---

<sup>41</sup> Rules and Regulations on Pupil and Student Loans and Scholarships ("Official Gazette RS", no. 46/2010 and 47/2011)

The students of higher education institutions, whose founder is the Republic of Serbia, the autonomous province or a unit of the local self-government, who are enrolled in the current academic year for the first time in the studies of the first, second or third level (degree), whose schooling is financed from the budget of the Republic of Serbia, who have the citizenship of the Republic of Serbia, who are enrolled in the winter semester for the first time, and whose residence is on the territory of the Republic of Serbia have the right to student loans (Article 28). The criteria for determining the ranking for the allocation of the student loans are the success in previous schooling and the socio-economic status of the family (Articles 28-32).

The students have the right to student scholarships under the same conditions as for the student loans, and under the condition that the student has never failed a year during the studies, and that the student has passed all the exams from the previous years with the lowest average grade of 8.50. The criteria for determining the ranking of the students for the allocation of the student scholarships are the success in previous schooling and the efficiency of studying (Articles 42-44).

The right to student loans and scholarships is realized in the same way as in the case of the rights to pupil/high school student loans and scholarships, with one difference – the contract about the student loan/scholarship is signed by the student with the Ministry of Education and Science (Articles 33-40 and 45-52).

The Ministry of Education and Science has a commitment to allocate 10% of the total number of pupil and (high school and university) student loans and scholarship for pupils and students from the sensitive social groups, which are ranked based on milder criteria in regard to the success and without taking into consideration the socio-economic status of the family (Articles 53-55).

The Ministry of Education and Science keeps the record of the approved pupil loans, pupil scholarships, (high school and university) student loans and scholarships for the appropriate school year, and these records are filled with data based on the personal documents and other appropriate data.

In order to realize the support in the financing of the schooling and the professional training of young talents, the *Fund for Young Talents of the Republic of Serbia* was established, which gives scholarships to university and high school students under certain conditions.<sup>42</sup> The conditions vary depending of the scholarship type and the common requirements which the student has to meet in order to be able to apply for the scholarship are that he/she has the citizenship of the Republic of Serbia or has the status of a refugee, that he/she is the resident of the Republic of Serbia, that he/she is among the top students, that is, if the applicant is a high school student, that he/she was successful at some national and international competitions recognized by the Ministry. Moreover, in certain situations even the age matters, as well as the fact that the student has already completed at least one year of studies at a higher education institution whose founder is the Republic of Serbia. The students who receive this financial support have the obligation to work in Serbia for at least five years after their graduation.

---

<sup>42</sup> Decision about the Creation of the Fund for Young Talents of the Republic of Serbia ("Official Gazette of RS", no. 71/2008, 44/2009, 37/2011 and 19/2012).

As a part of its tasks, the Fund for Young Talents gives the scholarships to up to 500 best final-year students of the first level of studies, as well as to students who are at the studies of the second and third level at the universities in the countries which are the members of the European Union and the European Fee Trade Association (EFTA) and at leading world universities, in the amount of up to 1,250,000 Serbian dinars (RSD) for each student during one school year. The Fund for Young Talents gives scholarships to up to 1,000 best final-year students of the basic (bachelor) academic studies and final-year students of the master academic studies from the higher education institutions whose founder is the Republic of Serbia in the monthly amount of up to 25,000 dinars (net) per student. In addition, it participates in the funding of the internship programs (study travel) during one school year for up to 500 best university and high school students in the amount of up to 415,000 dinars per student in the European Union or European Fee Trade Association countries, and it also gives awards to high school students for the successful results achieved at the national and international competitions recognized by the Ministry.<sup>43</sup>

#### Provincial Level (The Level of the Autonomous Province of Vojvodina)

The provincial scholarship has been also established in order to improve the administrative capacities of the provincial governing organs (organizations and services) and to secure the appropriate representation of the members of national minorities in them.<sup>44</sup> Based on the manifested needs of the provincial organs, the number of students who receive scholarships is determined for each year, as well as the type of the faculty and the amount of the scholarship. A half or the total number of scholarships is given to the students who are the members of national minorities<sup>45</sup> who actively use the language of their national minority (with the fulfillment of other conditions), and one scholarship is reserved for the member of the Roma national minority. A student can apply for this scholarship under the condition that he/she is the citizen of the Republic of Serbia, with the place of residence on the territory of Vojvodina, that he/she studies at a faculty which was formed, registered and accredited in accordance to the law, that he/she is a third- or fourth-year student (at the bachelor level) or a first- or second-year student (at the master level), that his/her schooling is financed by the state budget in the year of application, that he/she has never failed a year during the studies, that he/she has the minimum average grade of 8.50 in previous schooling and that he/she does not receive a scholarship on any other grounds.

An additional affirmative measure for the Roma students is to accept their application as valid despite the fact that it does not fulfill all the criteria, that is, the application is valid even if the student is not excused from paying the tuition fees on his/her own for the school year during which the student is applying to the contest. Moreover, the repetition of a year of the studies and a minimum average grade of 8.50 are not eliminating factors, that is, they are not obligatory criteria. The applications are ranked in the procedure prescribed by the Decision on the Provincial Scholarship, after which the Commission for the Allocation of the Provincial Scholarship determines the list of approved scholarships. When making the list for the allocation of the scholarships to the

---

<sup>43</sup> Ibid.

<sup>44</sup> *Decision on the Provincial Scholarship* ("Official Journal of the Autonomous Province of Vojvodina", no. 4/2008).

<sup>45</sup> A half of the total number of scholarships is given to students who are the members of national minorities determined by the Statute of the Autonomous Province of Vojvodina.

students who are the members of national minorities, the Commission for the Allocation of the Provincial Scholarship has in mind the percent of the representation of national minorities in the total number of the citizens of Vojvodina. The students who get scholarships have the right, during their studies, to receive a monthly amount of money, to have a monthly training, as well as the internship at a provincial organ, and after that they may be employed by the provincial organ. Students can lose the right to receive the scholarship if their average grade in the previous years of study falls below 8.00 or if they fail a year. The student of the Roma nationality loses the right to receive the scholarship if he/she fails the same year of study for two times. The receiver of the scholarship stays employed at the provincial organ for the same amount of time as when he/she was receiving the scholarship.

The Autonomous Province of Vojvodina (APV) established the procedures of proposing and allocating diplomas and awards to gifted students with the residence on the territory of APV and to their mentors, and as candidates for the award, the gifted students can be suggested who won the first place, that is, the gold medal at the contests in the area of education, science, culture and sport in the country or abroad and their mentors.<sup>46</sup> The criteria for the selection between the candidates for the awards are the first prize/gold medal, the number of points scored in the competition (if there is more than one candidate who won the first prize/gold medal), the level of the competition (in the area for which the award is given), the continuity of success at the contests and the general success in the regular schooling. The Commission for the Allocation of Rewards to Gifted Students analyzes the suggestions and makes the selection the applied candidates in accordance with the described criteria.<sup>47</sup>

Awards in the form of certificates and gifts were established on the level of the Autonomous Province of Vojvodina for giving social recognition to gifted children who achieved outstanding results at the provincial, national and international competitions in the area of education, science, culture and sport. The awards are given to students who reside on the territory of APV in order to encourage their further creativity and activities.<sup>48</sup>

### Local Level

The overview of the regulations regarding the scholarships and other types of support on the local level is presented in a special chapter of this report. Here, we will just state the fact that there is no joint record of measures which are prescribed by the units of local self-governments in order to improve the pupil and (high school and university) student standard. The contests for scholarships are, usually, announced on the internet presentations of the municipalities, that is, of the cities. Although there are certain specificities regarding the conditions which are required by the contests, a general overview of the available contests shows that the local self-governments mostly support successful and talented pupils and (high school and university) students, who are among

---

<sup>46</sup> Decision on Giving Rewards to Gifted Pupils and High School Students ("Official Journal of the Autonomous Province of Vojvodina", no. 17/2005).

<sup>47</sup> Provincial Secretariat for Sport and Youth, Rules and Regulations on the Criteria and the Ways of Giving Rewards to Gifted Students no. 116-17-7/2010-02 from September 10, 2010, with changes and additions of the Rules and Regulations no. 116-17-7/2010-02 /2 from November 17, 2010 – proof-read.

<sup>48</sup> Decision on the Establishment of the Award for Gifted Children, Students and Youth ("Official Journal of the AP of Vojvodina", no. 6/97)

the best by the success in the previous schooling (certain high school or faculty average grade, awards on competitions) and who reside on the territory of the municipality or the city in question. The advantage is often given to pupils and (high school and university) students who picked out some of the professions in high demand, and there is often the condition of age group (for example, not older than 26 for the master studies). A relatively small number of local self-governments give the advantage to underrepresented groups when defining the conditions for the scholarship.

### *A List of General Legal Regulations*

LEGAL REGULATION	Official Gazette/ Official Journal	Date
Law on Pupil and Student Standard	Official Gazette of RS 18/2010	03/04/2010
Rules and Regulations on Pupil and Student Loans and Scholarships	Official Gazette of RS 46/2010 i 47/2011	04/07/2011
Decision on the Establishment of the Fund for Young Talents of the Republic of Serbia	Official Gazette of RS 37/2011	08/06/2011
Decision on Giving Rewards to Gifted Pupils and High School Students	Official Journal of APV 17/2005	30/11/2005
Decision on the Provincial Scholarship	Official Journal of APV 4/2008	19/03/2008
Decision on the Establishment of the Award for Gifted Children, Students and Youth	Official Journal of APV 6/1997	24/06/1997

### ***Regulations in the Area of Accommodation, Nutrition, Transportation Provision and Help in Career Development***

#### *An Overview of Legal Regulations in the Area of Accommodation, Nutrition, Transportation Provision and Help in Career Development*

In order to exercise the rights and interests in the area of education determined by the law, institutions which work with assets that can be in every form of ownership, and which can be established by the Republic of Serbia, autonomous province, city, municipality and other legal and natural persons.<sup>49</sup>

*The Republic Fund for the Development of Scientific and Artistic Young Researchers* was established in order for the Republic of Serbia to take care of the development of the exceptionally gifted pupils and (high school and university) students for the scientific and artistic work in a systemic and organized way. The task of the Fund is to provide the scholarships for exceptionally gifted pupils and (high school and university) students, to provide them with the material aid for education, that is, for professional development in the successful scientific centers (located outside of the permanent place of residence in

---

<sup>49</sup> Law on Public Services ("Official Gazette of RS", no. 42/91, 71/94, 79/2005 – other law, 81/2005 – correction of the other law and 83/2005 – correction of the other law).

the country and abroad), to provide material aid for participation at competitions, knowledge Olympiads and other activities whose goal is the affirmation of scientific, that is, artistic skills and to provide material aid for the publication of scientific and professional papers and presentation of artwork.

The Law on Pupil and Student Standard prescribes that the funds for the realization of rights in the area of pupil and (high school and university) student standard are allocated in the budget of the Republic of Serbia, whereas a part of the accommodation expenses and nutrition of pupils, that is, of (high school and university) students are covered by its parent or guardian. The sources of financing of the work of the institution are the funds which are provided by the founder, the funds which are provided with the participation of pupils, that is, (high school and university) students in the accommodation and nutrition expenses, the funds from donations, gifts and endowments, the funds acquired by performing some other activities and providing services from other sources, in accordance with the law.<sup>50</sup>

Closer conditions, criteria for determining the ranking and the ways of fulfilling the rights of pupils and (high school and university) students to accommodation and nutrition in the apartments of the pupil and (high school and university) student standard are determined by the *Rules and Regulations on the Accommodation and Nutrition of Pupils and Students*,<sup>51</sup> and it also determines the lenient criteria for the pupils and (high school and university) students from the sensitive social groups.

It is determined that the students of high schools whose founder is the Republic of Serbia, the autonomous province or a unit of a local self-government, who are enrolled in a certain grade for the first time in the current school year, whose schooling is being financed from the state budget, who have the citizenship of the Republic of Serbia and whose place of residence is not at the main location of their school have the right to accommodation and nutrition in the institutions of student standard (dormitories) (Article 2). The placement of the candidates for the reception to a dormitory is determined on the basis of the success in previous schooling (average grade, results at competitions and the behavior of students in a dormitory) and the socio-economic status of the family which is determined based on the average of the total monthly income per family member, while the ranking is performed on all basis that are considered for the reception in a home. When a large number of applicants than the available number have the same number of points, the advantage in the ranking until all the available vacancies are filled has the candidate: with one parent or without parental care, who has a larger number of points based on the average grade in the previous schooling, and the candidate who was, for the work and activities in the dormitory during the previous school year, awarded or praised by the decision of the pedagogical council (Article 3).

For the university students, it is determined that the students of higher education institutions whose founder is the Republic of Serbia, the autonomous province or a unit of the local self-government, who are enrolled for the first time in a current school year at the studies of the first, second or the third level, whose schooling is financed from the state budget, who have the citizenship of the Republic of Serbia and whose place of

---

<sup>50</sup> Database of legal regulations *Paragaf Lex*, Commentary of the Law on Pupil and Student Standard – “Official Gazette of RS”, no. 18/2010.

<sup>51</sup> *Rules and Regulations on the Accommodation and Nutrition of Pupils and Students* (“Official Gazette of RS”, no. 36/2010)

residence is not on the territory of the main location of their higher school institution have the right to accommodation and nutrition at a student center. The placement of the candidates is determined based on the success in previous schooling (previous year) and the socio-economic status of the family, which is also determined based on the average of the total monthly income per family member, whereas the ranking is performed according to the number of points collected on all basis that are considered for the reception in a student center. The advantage in the ranking until all the available vacancies are filled has the candidate with a higher average grade who is enrolled in the higher year of studies and who has a lower income per family member (Articles 14-19).

A high school, and a university student respectively, from the sensitive social groups realizes the right to accommodation and nutrition under the determined conditions and by applying lenient criteria, whereas the dormitory, that is, the student center deliberately dedicates up to 10% of its capacity for the accommodation of high school or university students from the sensitive social groups. The candidates from the sensitive social groups, in case they did not get the accommodation in the regular contest, have the right to file a request to be specially ranked for the allocated capacities of the dormitory, that is, the student center, and a special ranking list is formed for every sensitive social group.<sup>52</sup>

On the national level, the students who meet the following criteria have the possibility to exercise their right to vacation and recovery at a student resort: students of higher education institutions whose founder is the Republic of Serbia, the autonomous province or a unit of the local self-government, who are enrolled for the first time in a current school year, whose schooling is financed from the budget of the Republic of Serbia and who have the citizenship of the Republic of Serbia, whereas the student participates in the payment of the expenses of the vacation or recovery in the amount of 30% of the economic price.<sup>53</sup> The ranking of students for the reception in a resort is determined on the basis of the success in previous schooling (presented in the number of points) and if a larger number of candidates have the same number of points, the advantage in ranking have the candidates from the sensitive social groups and the candidates who have a higher average grade.

On the level of the autonomous province, the way of working of the dormitories, high schools with a dormitory and the student centers with the main location on the territory of the Autonomous Province of Vojvodina (APV) are regulated, as well as the criteria and the way of division of vacancies at the homes, that is, centers.

Some local self-government have adopted special acts and regulations about the beneficial transport of students<sup>54</sup>, whereas some local self-governments have at their disposal children summer resorts and resorts.

---

<sup>52</sup> *Rules and Regulations on the Accommodation and Nutrition of Pupils and Students* ("Official Gazette of RS", no. 36/2010)

<sup>53</sup> *Rules and Regulations on the Vacation and Recovery of Students* ("Official Gazette of RS", and no. 63/2011)

<sup>54</sup> See, for example, the *Decision of the City of Kragujevac on the Realization of the Right of Children of the Preparatory Preschool Program, Pupils/students and the Employed People in Elementary and High Schools to Use the Public Transportation* ("Official Journal of the City of Kragujevac, 11/2010)

An overview of regulations that regulate the work of the student centers which provide the services of accommodation and nutrition to students of the state universities, as well as the work of the centers for career development and student counseling, which perform their activities as a part of a state university, is presented in a special part of this report.

### *A List of General Legal Regulations*

LEGAL REGULATION	Official Gazette/Official Journal	Date
Law on Public Services	Official Gazette of RS no. 79/2005	21/09/2005
Law on Pupil and Student Standard	Official Gazette of RS 18/2010	03/04/2010
Rules and Regulations for the Categorization of the Objects of Pupil and Student Standard	Official Gazette of RS 1/12	17/01/2012
Rules and Regulations on the Closer Conditions for the Establishing, Beginning of Work and Performing Activities in respect to Space and Equipment for the Dormitories and Student Centers	Official Gazette of RS 90/11	02/12/2011
Rules and Regulations on the Content and the Way of Record Keeping and Publishing of High School and University Student Cards at a Dormitory and a Student Center	Official Gazette of RS 29/11	06/05/2011
Rules and Regulations on the Student Vacation and Recovery	Official Gazette of RS 63/2011	03/09/2011
Rules and Regulations on the Type of Professional Education of Teachers and Expert Associates at a Dormitory	Official Gazette of RS 21/1986	24/06/1986
Rules and Regulations on the Closer Measures and Additional Criteria for the Selection of Programs of Student Associations for the Allocation of Funds from the Budget of the Republic of Serbia	Official Gazette of RS 18/12	09/03/2012
Decision about the Network of the Student Standard Institutions	Official Gazette of RS 97/2005	19/11/2005
Decision about the Network of the Pupil/High School Student Standard Institutions in the Republic of Serbia	Official Gazette of RS 106/2005	10/12/2005
Rules and Regulations on the Accommodation and Nutrition of Pupils and Students	Official Gazette of RS 36/2010	05/06/2010
Rules and Regulations on the Quality Standards of Nutrition of Pupils and Students	Official Gazette of RS 67/2011	21/09/2011
Decision about the Ways of Working of the Student Centers Situated on the Territory of the Autonomous Province of Vojvodina	Official Journal of APV 18/2009	14/12/2009
Decision about the Way of Working of the High School Student Dormitories and High Schools with a Dormitory Situated on the Territory of APV	Official Journal of APV 8/2006	08/06/2006
Rules and Regulations about the Way and	Official Journal of	26/10/2006

Procedure of the Allocation of Free-Spots and Subsidizing Meal Tickets at Student Centers Situated on the Territory of APV	APV 15/2006	
Rules and Regulations about the Way and Procedure of the Allocation of Free-Spots in Dormitories and High Schools with a Dormitory on the Territory of APV	Official Journal of APV 19/2007	30/10/2007

## Special Measures for Certain Underrepresented Groups

By adopting the Law on the Basics of the System of Education and Pedagogy (2009), which is based on the contemporary models of education and pedagogy, a large step was made towards the provision of equal opportunities for all pupils and (high school and university) students. Based on this Law, the Rules and Regulations about the Additional Educational, Health and Social Support for Children and Students were passed<sup>55</sup>, which more closely determines the conditions for the estimate of the needs for the provision of additional educational, health and social support for children and students, as well as the composition and the way of work of the inter-departmental commission – composed of the representatives of the system of education, health and social protection. Additional support is provided, without discrimination, to every child and student from the sensitive social groups, who requires, due to social deprivation, developmental impairments, disabilities, learning disabilities or any other reason, additional support in education, health or social protection. It includes all services from these three areas which are provided to a child and which allow full social inclusion and advancement, and by which a child overcomes physical and social obstacles when performing daily life activities<sup>56</sup>.

Pedagogical assistants were introduced into the educational system for the first time, in charge of providing assistance and additional support to children and students in accordance with their needs, and also of providing assistance to teachers, educators and expert associates in order to improve their work with children and students who require additional educational support. *The Rules and Regulations about the Training Program for a Pedagogical Assistant* were adopted<sup>57</sup>, which prescribes the training program for a pedagogical assistant as well as that a person who wants to take the training program for a pedagogical assistant must have a high school education and a knowledge of the Roma language if he or she works with students and families from the Roma community.

A child, that is, a student, with a need for additional support in education due to difficulties in access, inclusion, participation or advancement in the educational work, and when these difficulties influence the realization of general outcomes of education and pedagogy, has the right to individual educational plan. The Rules and Regulations

<sup>55</sup> *Rules and Regulations on the Additional Educational, Health and Social Support for Children and Students* ("Official Gazette of the Republic of Serbia", no. 63/2010).

<sup>56</sup> Database of legal regulations *Paragraf Lex*, Commentary on the Rules and Regulations on the Additional Educational, Health and Social Support for Children and Students – "Official Gazette of RS", no. 63/2010

<sup>57</sup> *Rules and Regulations on the Training Program for a Pedagogical Assistant* ("Official Gazette of RS – Educational Journal", no. 11 /2010)

about the Closer Instructions for the Determination of Rights to Individual Educational Plan, its Application and Assessment<sup>58</sup> prescribes the closer instructions for the determination of this right, its application and assessment in education and pedagogy (until the end of high school), all in order to have an optimal inclusion of students into the regular educational and pedagogical work, their advancement and independence in the peer collective<sup>59</sup>. Especially the students with learning disabilities (due to specific difficulties in learning or problems in behavior or emotional development), who have difficulties in development or disability (bodily, motor, hearing, intellectual or multiple impairments or impairments from the specter of autism), students who originate from, that is, live in a socially unstimulating environment (socially, economically, culturally, linguistically poor environment or who spend a lot of time at a health, that is, social institution) or students who from other reasons have the right to support in education have the right to an individual educational plan.

In order to operationalize the support provision in education, the commissions for the assessment of the needs for the provision of additional educational, health and social support to children and students have been formed on the level of local self-governments, starting from 2010.<sup>60</sup>

A lot of rules and regulation documents determine the degree and the type of education of teachers, educators and expert associates in high schools for the work with particular categories of children with disabilities. Moreover, rules and regulation documents have been passed dealing with the space and equipment and the teaching aids in high schools which were enrolled by certain categories of children with disabilities.

Some local self-governments have also adopted a special act which expresses their orientation to and advocation of the realization of equal rights to education of all children.<sup>61</sup>

Some local self-governments have passed special action plans for the improvement of the position of the Roma, which also determine special measures in the area of education.<sup>62</sup> In some cities, these action plans also include other marginalized groups, such as refugees and displaced persons.<sup>63</sup> An overview of special measures on the level of local self-governments is given in a special part of this report.

At some universities, there are centers for students with disabilities and other types of associations which provide the material aid and other types of support to students with

---

<sup>58</sup> *Rules and Regulations on the Closer Instructions for the Determination of Rights to Individual Educational Plan, its Application and Evaluation* ("Official Gazette of RS", no. 76/2010).

<sup>59</sup> Exceptionally gifted students also have the right to adjusted and enriched way of education by the individual educational plan.

<sup>60</sup> Decisions about the formation of the commissions for the assessment of the needs for the provision of additional educational, health and social support to children and students were adopted by the authorized organs in Novi Sad, Niš, Zaječar and in other municipalities.

<sup>61</sup> For example, the City of Niš adopted the *Declaration on the Realization of Equal Rights to Education for All Children* ("Official Journal of the City of Niš", 81/2007)

<sup>62</sup> Such plans were adopted by, for example, the municipalities of Čačak, Kraljevo, Kruševac, Smederevo, and other.

<sup>63</sup> See, for example, the *Program for the Implementation of the Local Action Plan for the Roma, Refugees and Displaced Persons for 2011* which was adopted by the City of Kragujevac ("Official Journal of the City of Kragujevac", 1/2011)

disabilities and students of lower financial status. An overview of these associations and the legal framework or their activities is given in a special part of this report.

### ***A List of General Legal Regulations***

Rules and Regulations on the Additional Educational, Health and Social Support to Children and Students	Official Gazette of RS 63/2010	16/09/2010
Rules and Regulations on the Training Program for a Pedagogical Assistant	Official Gazette of RS-P 11/2010	14/12/2010
Rules and Regulations on the Closer Instructions for the Determination of Rights to Individual Educational Plan, its Application and Evaluation	Official Gazette of RS 76/2010	30/10/2010
Rules and Regulations on the Assessment of Students in High Schools	Official Gazette of RS 108/2003	12/11/2003

### **Anti-Discrimination Regulations**

#### ***An Overview of Regulations in the Area of Realization and Protection of Equality***

Apart from the constitutional prohibition of discrimination, the Law on Prohibition of Discrimination<sup>64</sup>, general and basic antidiscrimination law, defines discrimination as every unjustified difference making or unequal treatment, that is, omission in relation to individuals or groups, as well as the members of their families or persons close to them, in a direct or indirect way (be it overt or covert), on the grounds of race, skin color, ancestors, citizenship, national affiliation or ethnic origin, language, religious or political beliefs, gender, gender identity, sexual orientation, financial position, birth, genetic characteristics, health, disability, marital and family status, previous convictions, age, appearance, membership in political, trade union and other organizations and other real or presumed personal characteristics.<sup>65</sup>

The Law on Prohibition of Discrimination, as a special case of discrimination, enlists the discrimination in the area of education and professional training, as it is prescribed that every person has the right to education (pre-school, primary school, secondary school and higher education) and professional training under equal circumstances (Article 19, paragraph 1). It is forbidden to obstruct or prevent the enrollment in an educational institution to an individual or a group of persons on the grounds of his/her or their personal characteristics, or to exclude them from these institutions, to obstruct or prevent their attendance of classes and participation in other educational activities (paragraph 2). Moreover, it is forbidden to categorize pupils/students on the basis of personal characteristics, to maltreat them and make unjustified differences among them in any other way, and to treat them in an unequal manner (paragraph 3). Also, it is

---

<sup>64</sup> Law on Prohibition of Discrimination ("Official Gazette of RS", no. 22/2009)

<sup>65</sup> Ibid. Article 2

prohibited to discriminate against educational institutions and against persons who use or who used the services of these institutions.<sup>66</sup>

The *Law on Prevention of Discrimination against Persons with Disabilities*<sup>67</sup> prohibits the discrimination on the basis of disability, which is at the same time one of the basic principles of this law, together with the respect of the human rights and dignity of persons with disabilities, their inclusion on equal basis in all spheres of social life and in all processes in which the decisions are reached about their rights and obligations.<sup>68</sup> This law, under special discrimination cases, also regulates the discrimination related to the provision of services and use of objects and spaces, that is, forbids the discrimination of the basis of disability in regard to the availability of services and access to public objects and spaces.<sup>69</sup> As a part of the special cases, the discrimination relating to pedagogy and education is also regulated, where the discrimination because of disability on all levels of education is prohibited. Discrimination because of disability in the area of education includes the deprivation of enrollment (of a child of pre-school age) of pupils, that is, students with disabilities in the educational institution which corresponds to his/her previously gained knowledge, that is, educational opportunities, exclusion from the educational institution which is already enrolled in (a child or pre-school age) by a pupil, that is, a student with a disability because of his/her disability, as well as to require the lack of disability as a special condition for the enrollment in a educational institution.<sup>70</sup>

The *Law on Gender Equality*<sup>71</sup>, by which the constitutional principle of equal opportunities as the foundation of gender equality is concretized, apart from prohibiting indirect and direct discrimination based on gender and sex, in Article 30, among other things, prescribes that the educational institutions as well as the institutions for professional training cannot perform any form of discrimination based on gender, especially in relation with the conditions for the admission to the institution or admission rejection, conditions and possibilities of access to constant education, including all programs for the education of the elderly and the programs of functional literacy, in relation with the conditions for the exclusion from the process of education and professional training, the way of service provision and giving benefits and announcements, knowledge assessment and evaluation of achieved results, conditions for getting scholarships and other types of aids for schooling and studies, professional direction, professional training and getting a diploma, conditions for the advancement, additional qualification or requalification, and other.

The provisions of Article 33 prescribe the framework for the implementation of special measures in order to create the conditions for the advancement and a more complete inclusion in the process of education and professional training. It is prescribed that the organs of public authority in charge of education are obliged to take special measures for the inclusion into these processes of students or groups of students who, because of their culture, tradition and socio-economic conditions, drop out of school early. Also, it is determined that the measures can also be implemented for the special support to

---

<sup>66</sup> Ibid. Article 19

<sup>67</sup> *Law on Prevention of Discrimination against Persons with Disabilities* ("Official Gazette of RS", no. 33/2006)

<sup>68</sup> Ibid. Article 2

<sup>69</sup> Ibid. Article 13

<sup>70</sup> Ibid. Article 20

<sup>71</sup> *Law on Gender Equality* ("Official Gazette of RS", no. 104/2009)

students or groups of students for the transition from a lower to a higher level of education, that is, the continuation of schooling, and that the organs of public authority in charge of education determine special programs aimed at returning the students from the marginalized social groups into schools and other educational institutions, with a possibility of the implementation of other special measures, especially those which stimulate informational, technical and technological education of the underrepresented gender.

*The Law on the Protection of Rights and Freedoms of National Minorities*<sup>72</sup> prohibits any form of discrimination on national, ethnic, racial, and linguistic grounds toward the persons belonging to national minorities. It is prescribed that the members of national minorities have the right to pedagogy and education in their own language in the educational institutions (pre-school, elementary school and secondary school pedagogy and education). If there is no organized education in the language of the national minority in question, it is prescribed that the state is obliged to create the conditions for the organization of education in the language of the national minority, and by that time to provide the bilingual teaching process or the study of the language of the national minority with the elements of national history and culture for the members of the national minority. Education in the language of the national minority does not exclude the obligatory learning of the Serbian language.<sup>73</sup>

For the requirements of education in the languages of national minorities in college and university education, the state should provide the chairs/departments and faculties that will, in the languages of national minorities or bilingually, educate the pedagogues, educators and teachers of the languages of national minorities. It is also prescribed that the faculty is supposed to organize language courses in the languages of national minorities where the students could master the professional terms in the language of the national minority. The state should also help the professional education and vocabulary improvement of the teachers for the needs of the education in the language of the national minority, as well as to encourage international cooperation with a goal to enable the members of national minorities to study abroad in the mother tongue, and to acknowledge such diplomas in accordance with the law.

The members of national minorities have the right to establish and maintain private educational institutions, schools, or a university, where the education is organized in the languages of national minorities or bilingually. Domestic and foreign organizations, foundations and private persons can also take part in financing the education in the languages of national minorities, and in such donations, the state should ensure some concessions or discharge from duties.<sup>74</sup>

*The Law on National Councils of National Minorities*<sup>75</sup>, which determines the authorizations of national councils of national minorities in the areas of culture, education, information and official use of language, prescribes that the national council can establish the institutions of pedagogy, education, pupil and (high school and

---

<sup>72</sup> *Law on the Protection of Rights and Freedoms of National Minorities* ("Official Gazette of the Federal Republic of Yugoslavia", no. 11/2002, "Official Gazette of Serbia and Montenegro", no. 1/2003 – Constitutional Charter and "Official Gazette of the Republic of Serbia", no. 72/2009 – other law)

<sup>73</sup> Ibid. Article 13

<sup>74</sup> Ibid. Articles 14 and 15

<sup>75</sup> "Official Gazette of RS", no. 72/2009

university) student standard and exercise the rights and commitments of the founder (on its own or together with the Republic of Serbia, the autonomous province, a unit of the local self-government or other legal entities, in accordance with the law)<sup>76</sup>.

National councils have an important role<sup>77</sup> in the field of education of the members of national minorities because they suggest to the National Educational Council the basic principles of the pre-school program, teaching plans and programs of elementary and high school education and pedagogy and the basics of the pedagogical program for the contents which conceive the uniqueness of a national minority, especially in the areas of history, music education and fine arts. They also suggest the program of elementary and high school education and pedagogy for the language of a national minority, that is, the speech of a national minority with the elements of national culture, provide opinion on the teaching plans of the Serbian language, as well as the second language, suggest measures and the program of pedagogical work with pupils/students in the institutions of the student standard which relate to the affirmation of the interethnic tolerance and multiculturalism, and other things.

Also, national councils provide their opinion in the procedure of determination of networks of high schools institutions of pupil and (high school and university) student standard, in the procedure of determination of the number of students for the enrollment in a high school, as well as in the procedure of giving agreements to the number of students for getting professional training, requalification, additional qualification and specialization. Moreover, they provide the opinion to the institutions of pupil and (high school and university) student standard in the procedure of allocation of free spots in these institutions, and they can also establish scholarships from their own funds, as well as to prescribe with their own acts the criteria and decision procedures on scholarship allocation (Article 15).

### **A List of General Legal Regulations**

<b>LEGAL REGULATION</b>	<b>Official Gazette/Official Journal</b>
Law on Prohibition of Discrimination	Official Gazette of RS, 22/2009
Law on Prevention of Discrimination against Persons with Disabilities	Official Gazette of RS, 33/2006
Law on Gender Equality	Official Gazette of RS 104/2009
Law on the Protection of Rights and Freedoms of National Minorities	Official Gazette of FRY, no. 11/2002, Official Gazette of SUSM <sup>78</sup> , no. 1/2003 – Constitutional Charter and Official Gazette of RS, no. 72/2009
The Law on National Councils of National Minorities	Official Gazette of RS, no. 72/2009
Decision on the Establishment of the Provincial Council of National Minorities	Official Journal of APV, 21/2010
Decision of the Provincial Assembly about the Council of National Minorities	Official Journal of APV, 4/2010

<sup>76</sup> Ibid. Article 11

<sup>77</sup> Ibid. Articles 13 and 15

<sup>78</sup> The official name was the State Union of Serbia and Montenegro (SUSM), but the shorter name Serbia and Montenegro has more commonly been used

## **Concluding Part: Problems Visible at First Sight**

- The inexistence of a transparent and easily-accessible unique informative center about scholarships, loans and other types of support during the schooling.
- There is no clear legislative framework form the application of the affirmative measures on the level of the entire country for the enrollment in the first year of studies and the accommodation in the dormitories of the students belonging to the “sensitive” groups.
- There are no regulations about the provision of the assistive technology.
- The authorities are behind schedule with the adoption of bylaws (application of anti-discrimination laws in schools, categorization of persons with disabilities).
- Regulations on data collection are not well-organized and they are not fully harmonized.

# SYSTEMIC SUPPORT MEASURES TO HIGHER EDUCATION

---

One of the important goals which govern the European educational policy is “ensuring to all people, regardless of their personal, social or economic circumstances, to acquire, update and develop throughout their life the skills they need for work, as well as the key competences required for employment and for the improvement of further learning, active citizenship and intercultural dialogue”<sup>79</sup>.

The OECD in their documents considers as equitable higher education systems those systems which “ensure that the access to, participation in and outcomes of higher education are based only on an individual’s innate ability and invested study effort. These systems ensure that the achievement of educational potential at tertiary level is not the result of personal and social circumstances, including factors such as socio-economic status, gender, ethnic origin, immigration status, place of residence, age, or disability”.<sup>80</sup>

In the context of the Bologna process, or in the European higher education zone, the term social dimension implies that “the structure of the student body entering, participating in and completing higher education on all levels should reflect the diversity of the population,” so it is very important in that sense that the students are “capable to finish their studies without obstacles which originates from their social and economic origin”.<sup>81</sup>

The issue of the social dimension is essentially inseparable from the issue of higher education funding and these two things cannot be considered or treated separately. No matter what the circumstances are that create additional obstacles to individuals or entire categories of population, in access to higher education or for the successful completion of faculties, eliminating obstacles and changing unfavorable circumstances require the investment of a large amount of financial means. Without an organized support and public financing, higher education remains a closed area for a large number of young people who would generally be capable of obtaining a higher education diploma and thus significantly increasing their chances on the labor market which is becoming more and more demanding.

That is why it is very important to pay special attention to the financial and economic aspects of higher education. In a country such as Serbia, with huge expectations and a modest budget, it should be sought for such a model of higher education financing that would give optimal effects both in terms of efficiency and quality of the studies, as well as in terms of allowing equal access to higher education.

---

<sup>79</sup> Council conclusions of 11 May 2010 on the social dimension of education and training, OJ C 135, 26.05.2010, page 2

<sup>80</sup> OECD (2008). *Tertiary Education for the Knowledge Society*, Vol. 2, Paris: OECD page 14

<sup>81</sup>London Communiqué 2007, page 5, <http://bit.ly/XxKITQ>

This Chapter has the following structure. In the first part, the expenses of higher education are described and estimated, regardless of who covers them and in what way. In the estimation of the costs of higher education, we used the data about the scholarships at the public and private universities, the data on the prices of the rent of rooms and apartments in the university centers in Serbia, and the data about the prices of accommodation and nutrition in the student centers in Serbia. Moreover, we also used the results of the Living Standards Measurement Survey to estimate other expenses about which there is no systemic evidence (expenses of textbooks and accessories, transport, medical care, etc.). In this part, we also gave an estimate of the total expenses of higher education for all students in the Republic of Serbia.

In the second part, we made an overview of measures which the Republic of Serbia uses to systemically support higher education. We described different support measures, the number of students included in these measures and the total funds allocated for each of these measures.

In the end, we tried to make an overview of the expenses in total and to show who and in what degree participates in the coverage of the expenses of higher education. In that way, it can be seen in a better way what portion of higher education expenses is covered from the state budget and who are the end-users of these funds. This insight can be very significant when assessing the social dimension of higher education in Serbia.

## The Expenses of Higher Education

Higher education costs, regardless of who covers the expenses of it and to whom and how these expenses are paid. That is why, before we begin to consider different measures and different models of higher education financing, it is necessary to determine first how much this education really costs. In determining the price of higher education, three factors are usually taken into consideration:

- Studying expenses,
- Living expenses during the studies, and
- The amount of income that could be earned if someone chose to work instead of to acquire higher education (so called ‘opportunity costs’).<sup>82</sup>

We will firstly define each of these factors which altogether make the studying expenses, and afterwards we will try, by using the data on current prices on the one hand, and by using the data on the expenditure from the *Living Standards Measurement Survey* on the other hand, to estimate the amount of these expenses in Serbia and the total amount of funds spent by the Republic of Serbia on higher education, regardless of the sources from which these funds are being allocated.

---

<sup>82</sup> “The opportunity cost of an item is determined on the basis of what you give up in order to get that item” (Mankiw, 2004: 6).

## ***Studying Expenses***

This category includes the costs of the studies themselves, that is, the money collected by the higher education institution from the tuition fees and administrative expenses, then the money spent on textbooks, equipment, and accessories necessary to successfully master the study program.

The tuition fee is the amount which the higher education institution collects for the services of education and training. Tuition fees cover the expenses of the education process (facilities, equipment, teaching aids and materials, maintenance) and the salaries of the teaching and non-teaching staff. Many different factors may influence the level of tuition fees, such as: reputation and rank of the higher education institution, number of students interested for the studies, material studying expenses at the individual higher education institution (faculties of medicine have tuition fees that are several times larger than the tuition fees at faculties of literature), availability of other sources of income (donations, grants and the like), etc.

Private higher education institutions collect the tuition fees from all students (by the rule), whereas at the higher education institutions whose founder in the Republic of Serbia one part of the students does not pay the tuition fees (so called 'students on the budget') but the expenses of their studies are covered from the budget of the Republic of Serbia. The other students of state universities (so called 'self-financing students') pay the tuition fees like the students at the private universities do. The costs of tuition are determined by the higher education institutions on their own. In that respect, there are no limits and boundaries neither in respect to the tuition costs nor in the respect of the way they are determined. In the case of the institution whose founder is the Republic, the approval of the tuition costs should be given by the authorized ministry.

The tuition costs in Serbia varied from 30,000 RSD/285 EUR (Technical faculties at the University of Kragujevac and Kosovska Mitrovica) up to 4,500 EUR (Faculty for TV Directors at the private ALFA University). The tuition fees are, by rule, higher at private universities (in relation to state universities) and at the University of Belgrade (in relation to other state universities). The highest tuition fees were at the ALFA University where the tuition fees at Faculty for TV Directors cost 4,500 EUR per year, whereas the studies at several other study programs cost 4,000 EUR each. Among the state universities, the highest tuition fees were at the University of Belgrade where the tuition fees at the Faculty of Architecture and the Faculty of Dentistry were 240,000 RSD/2,280 EUR per year.

At the private universities, the tuition costs for a large number of study programs exceed the highest tuition at the state universities (2,700 EUR at the faculties of Banking and Computer Science – UNION, 2,900 EUR at the Faculty of Economics, Finance and Administration – Singidunum, 3,500 EUR at the Faculty of Art and Design – Megatrend, 4,000 EUR at several programs at the ALFA University).<sup>83</sup>

---

<sup>83</sup> The enlisted prices in RSD and their equivalents in EUR relate only to the citizens of the Republic of Serbia. Foreign students at state universities pay the tuition fees in EUR and the amount of tuition is higher than for the domestic students. Private universities do not make a difference in the amount of tuition fees paid by domestic and foreign students.

Since there is no systemic record about the number and the amount of *paid* tuition fees at the faculties and universities in Serbia, it is only possible to give an estimate of the amount spent for that purpose in Serbia during one year. In 2007, when the tuition fees were in the range from 300 to 3,000 EUR, 437 students who participated at the *Living Standards Measurement Survey*<sup>84</sup> paid the tuition fees in the amount of 20,891,899 RSD, and that was approximately 47,800 RSD per student (LSMS). According to the exchange rates valid at that time (81 RSD for 1 EUR), that was approximately 600 EUR per student.

When talking about the tuition fees as a part of the studying expenses, we must mention a large number of students (97,790 or 42.8% of all students) whose tuition fees were paid from the budget of the Republic of Serbia. The amount the Republic of Serbia paid for their schooling to the higher education institutions in 2010 was close to 30 billion Serbian dinars (RSD) or about 280 million EUR (Law on the Budget of the Republic of Serbia). If that amount is divided by the number of students, we get the amount of about 300,000 RSD (2,850 EUR) or the average schooling expenses of one student financed from the state budget. If we add to the amount allocated from the budget of the Republic of Serbia for the schooling of 97,790 students the average tuition costs multiplied by the number of self-financing students, we will get the amount of approximately 360 million EUR or the yearly amount paid for the schooling of all 228,531 students (Table 4.1).

Table 4.1 Tuition fees of all students in Serbia in the school year 2010/2011

Manner of financing	Number of students	Tuition fee	Total amount of tuition fees in 000 EUR
From the budget	97,790	2,850	280,000
Self-financing	130,741	600	78,445
Total	228,531	1,570	358,445

When all the facts are taken into consideration, it can be estimated that the yearly schooling expenses at the higher education institutions in Serbia were about 1,600 EUR per student.

Apart from tuition fees, higher education institutions also charge for various services. These services usually include the enrollment, exam application (registration), issuing diplomas and other certificates, the change of the examiner at the exam, etc. The prices of these and other services are also not prescribed and they vary even among the members of the same university. The research of the Center for Education Policy called Financing Higher Education in the Countries of South-Eastern Europe (Vukasović, 2009) provides the information that at some universities the students paid the enrollment fees for each year of study in the amount of 75 EUR which is added to the regular tuition fees. However, here there is also no precise record, and the data from the mentioned

---

[http://prijemni.infostud.com/upisne\\_kvote\\_skolarine\\_prvi\\_rok\\_2011/18/](http://prijemni.infostud.com/upisne_kvote_skolarine_prvi_rok_2011/18/)

<sup>84</sup> In 2007, the Statistical Office of the Republic of Serbia and the World Bank. The sample included 5,557 households 735 of which had students as members. A total of 17,375 persons participated in the survey. The complete database along with all the accompanying documentation is available on the address <http://go.worldbank.org/8XI2AXPP00>. In further text, the data from this survey will be referred to with the acronym LSMS (Living Standards Measurement Study).

survey show that in 2007, for administrative costs, 292 students (out of 735) paid on average 2,840 RSD or 35 EUR.

Expenses for textbooks, handbooks, accessories, equipment, various educational materials, excursions that are a part of the curriculum and other expenses directly related with the studies, can significantly vary from one faculty to another. Some higher education institutions have better equipment (have richer libraries, more contemporary study aids, better IT support) so they have lower expenses of this kind, some institutions invest the funds from the tuition fees into the modernization of equipment so the tuition fees cover one part of these expenses, and there are also the institutions at which the largest part of the study materials the students get on their own, and that may significantly increase the studying costs. The data on this type of expenses are not systematically collected, so we have to rely on indirect sources when making estimates. Based on the Living Standards Measurement Survey from 2007, it can be estimated that the education expenses in the households with members who were students were about 9,600 dinars or approximately 120 EUR. The expenses of additional education (private tutoring) should also be added to this amount because 77 participants spent on them on average 5,000 dinars (60 EUR) per year.

Based on these data, we can make a very certain estimate that the average amount the students pay for the studying expenses (tuition fees plus textbooks and accessories) in Serbia was not lower than 1,800 EUR per year.

### ***Students' Living Expenses***

The expenses which the students might have during their studies, and which are not necessarily related with the studies, are classified in the category of students' living expenses. These expenses are also considered to be the expenses of higher education, despite the fact they almost always get neglected in the discussion on the studying costs in Serbia. Here, we refer to the costs of:

- Accommodation
- Nutrition
- Health care
- Transportation
- Clothes
- Social life, entertainment, traveling, etc.

As far as the accommodation is concerned, the students in Serbia live with parents, in dormitories or in rented rooms or apartments. We do not have the precise data about how many students live in their own flat, and how many of them rent a flat or a room. The only known data is the number of students living in dormitories during their studies. If we consider the data from the Living Standards Measurement Survey from 2007, between 60 and 65% of the students lived with their parents (at their parents' house), cousins or in their own apartment. Approximately one third of the students lived in a rented flat or a room, and between 4 and 7% of the students lived in dormitories. The latest data (2012) show that 16,433 students lived in dormitories, or 7.2% of the entire student population.

Room or apartment rental prices are formed on the market and their amount is usually higher in Belgrade, while the prices in the other university centers are usually lower. The rent of a room in Belgrade may be from 80 to 180 EUR per month, depending of the part of the city and category. The cheapest accommodation was in Bor, where the accommodation could be found for 40 EUR per month (see Table 4.2).

Based on the answers from the Living Standards Measurement Survey, the accommodation in a rented room/flat was paid 7,300 RSD (90 EUR) on average per month (LSMS 2007).

When speaking about the dormitories, the price of a bed at a dormitory in 2012 was from 700 to 1,900 dinars per month (from 6 to 16 EUR) and it depends on the home category and the number of beds in a room. The categorization of accommodation is given in the Rules and Regulations on the Standards for the Categorization of Pupil and Student Standard Facilities ("Official Gazette of RS", number 1/12), according to which the prices of accommodation are the same all around Serbia for the rooms of the same category with the same number of beds/spots. Prices of accommodation and nutrition are regulated with the all-inclusive decision issued by the Minister on the basis of the Law and corresponding rules and regulations. For illustration purposes, in block "A" of the dormitory "4. april", the accommodation in a three-bedded room (triple room) for one month cost 1,392 Serbian dinars, whereas the price of the same room in block "B" was 1,069 dinars. The price of accommodation in a double room in block "A" was 1,481 dinars.<sup>85</sup> Based on the answers from the Living Standards Measurement Survey from 2007, the average price of a spot in a dormitory was about 2,000 RSD (25 EUR).

Table 4.2. Prices of private accommodation in cities.

CITIES	Minimal monthly rent of rooms/apartments in EUR
Beograd	80/180
Kragujevac	70/150
Vrnjačka Banja	70/120
Novi Sad	60/120
Pančevo	60/120
Niš	60/110
Jagodina	60/100
Čačak	60/100
Kraljevo	60/90
Novi Pazar	50/120
Zrenjanin	50/100
Užice	50/100
Subotica	50/90
Vranje	50/90

<sup>85</sup> The data were obtained from the dormitory "4. april" on April 5, 2012

Sombor	50/80
Leskovac	50/80
Bor	40/80

Source: SKONUS

When we compare these prices with the prices of private accommodation, we come to a conclusion that the lowest price of accommodation for the students who paid for the accommodation in a private arrangement in Belgrade was 8 times bigger than the price of accommodation for the students who lived in dormitories.

If students live during the studies with parents or cousins, then the price of their accommodation is not shown anywhere and it is not registered as the expense of higher education. A part of these expenses, as well as the expenses of nutrition, health care, and the like are “invisibly” covered by the student’s family. Based on the data from the Living Standards Measurement Survey, accommodation costs in Serbia were slightly higher than 4,200 RSD or 50 EUR per month per equivalent adult.

If we sum up the information on accommodation prices and the number of students, we will get the following image:

- 63% of the students lived with their parents or cousins and it cost their parents 600 EUR per year. If we multiply that amount with the number of students who lived with their parents, we will get the amount of nearly 86.4 million EUR;
- 30% of the students paid for the accommodation to private landlords by the average yearly price of 1,000 EUR, which was about 68.5 million EUR in total;
- 7% of the students paid for the accommodation in the facilities of the student standard by the yearly price of 100 EUR, or 1.6 million EUR in total for all students (the accommodation of this category of students is being subsidized by the state with about 8 million EUR).

Yearly accommodation expenses for all students in total were 164.5 million EUR or approximately 720 EUR per student.

How much money the students spend on nutrition and who covers these expenses can be only estimated in an indirect way. The data based on which it is able to estimate the nutrition expenses are the expense data from the Living Standards Measurement Survey, the data on nutrition prices in student restaurants and the data about the budget allocations for the student standard.

To the question of how much money they spent on food, 76% of the surveyed students responded they did not spend any money. They fed at home (62%) or brought their own food from home (14%). If they bought food (about 24% of the surveyed), they spent on average about 16,000 RSD per year. The range for these 24% (175 households) was from 1,000 to 120,000 RSD (LSMS). It is apparent that if the students did not eat at parents’ home, they usually lived from the food packages they received from home. That is another significant expense of studying that could not be precisely noted. According to the Living Standards Measurement Survey, the average amount spent in Serbia for food per equivalent adult was about 7,400 dinars (91 EUR) per month. The yearly nutrition

expenses of students could be estimated at 900 EUR, or 205.5 million EUR for the entire student population.

During their studies, the students can eat at student restaurants (so called 'student cafeterias'), at their parents' house or on their own. When we talk about the nutrition in the student cafeterias, it is available only in student restaurants with the possession of the subsidizing meal tickets. Only the students financed by the state budget have the right to subsidizing meal tickets, and that includes three meals per day for the students who come from some other town or live in a home or rent an apartment, that is, two meals a day for students who come from the city in which they study. The students who are not financed from the state budget can use the services of the student restaurants by paying the reduced (subsidized) prices.

The subsidized meal price at student cafeterias is the same in the entire country:

- Breakfast – 31 RSD
- Lunch – 55 RSD
- Dinner – 46 RSD

In other words, a student who consumes all three meals at a student restaurant gives a daily amount of 132 dinars for regular nutrition, that is, less than 40 EUR for the nutrition during the entire month.

Circa 21.8 million EUR is spent from the public funds for the nutrition of students. If we divide that amount with the number of student restaurant users (43,553 or 19% of the entire student population), we will get the amount of about 500 EUR per student that is allocated yearly from the state budget for the subsidization of the nutrition expenses. If we add to that the amount which the students pay (40 EUR per month, that is, 400 EUR per year), we will get the student nutrition price that matches the amount estimated on the basis of the data from the Living Standards Measurement Survey.

When we consider the medical care, the students younger than 26 years whose at least one parent has medical insurance has the right to receive medical care. If a student is older than 26 and if none of the parents has paid medical insurance, that student does not have the right to receive medical care covered by the state budget. The data about how many students use this right and how many students pay for the medical care or receive medical care in private institutions are not gathered. According to LSMS, the expenses of medical care per equivalent adult in 2007 were slightly higher than 900 dinars or slightly under 12 EUR per month. On yearly level, that amount is 140 EUR.

Table 4.3. An overview of the reduced student prices for the local (suburban) transportation, as well as the discounts for the intercity transportation.

CITIES	Reduced student prices (in RSD) for		Discount for the intercity transportation
	local transportation	intercity lines	
Beograd	1,100	1,730	25-50%
Novi Sad	740	740	25-50%
Niš	1,260	2,520	25-50%
Kragujevac	850	1,050	25-50%
Novi Pazar	-25%	-25%	25-50%
Subotica	1,371	1,371	25-50%
Zrenjanin	700	1,100	25-50%
Užice	-25%	-25%	25-75%
Jagodina	Students do not pay for the transportation	Students do not pay for the transportation	25-50%
Čačak	1,180	1,350	25-50%
Pančevo	-	2,002	20-40%
Sombor	-	-	25-50%
Leskovac	-	-	20-30%
Vranje	-	-	25-50%
Kraljevo	-	-	25-50%
Vrnjačka Banja	-	-	25-50%
Bor	No discount	-	25-50%

Source: SKONUS

According to LSMS, an average monthly amount spent in Serbia on transportation was 1700 dinars per person, what yearly made about 18500 RSD or 225 EUR. The students, and especially the students who studied outside of the permanent place of residence, spent on transportation more than the average amount spent by the entire population. If we would only calculate the average expenses, more than 50 million EUR are allocated yearly for the transportation of students. A large portion of that amount is covered by the students themselves, by paying the transportation (even the reduced price), whereas one part of these expenses is covered by the local self-governments and the transportation companies by subsidizing the expenses of the student transport. The Student Conference of Serbian Universities (SKONUS) conducted a survey which provides an overview of the reduced student prices for the local (suburban) transportation, as well as the discounts for the intercity transportation (Table 4.3).

When taking into consideration the social life, travelling and the way and the quality of student life in general, the official data also do not exist for these categories. As it is the case with the expenses of students' books, there is also no systemic collection of data on these expenses, if we do not count the Living Standards Measurement Survey and the Household Budget Survey, which are not focused on student population.

## ***The Value of Missed Opportunities (so-called opportunity costs)***

In the case of students, this type of higher education price is related to the lost profit the student would acquire if he/she decided to, do some profitable activity/work/job instead of studying, or to do some other activity which is not higher education and which would provide some immaterial benefit.

This amount is very difficult to be estimated due to several reasons. Firstly, high unemployment rates, especially among young people, employment and income from the employment turn into an abstract possibility. Secondly, a significant number of young people work in a so-called gray area, without official employment contracts, without paying the official taxes (social security and medicare) and for a salary whose amount is often impossible to determine. Thirdly, although they are employed, and although they have regular work contracts, the income level for this category of employed people (high school graduates, defined age category) is not separately monitored. All that makes a precise estimate of these expenses almost impossible. If we would estimate (very optimistically) that at least a quarter of students could find a job and earn at least an average salary (in December 2010 in Serbia the average salary was close to 40,000 RSD), then we would get an amount of 2,285,310,000 RSD (nearly 22 million EUR) of the lost net monthly salary of all students, or monthly about 95 EUR per student, that is, nearly 1,140 EUR per year. Of course, this does not include the immaterial effects of the missed opportunities which are also included in the “price” the student would pay in order to study.

If we sum up the expenses of education, we get the following image:

Table 4.4 An estimate of average yearly expenses of higher education in Serbia (rounded up amounts)

<b>Expense type</b>	<b>Expenses per student (in EUR)</b>	<b>Expenses of all students in 2010 (in millions of EUR, rounded up)</b>
<b>Studying expenses</b>	<b>1,785</b>	<b>409</b>
Tuition fee	1,570	360
Administrative expenses	35	8
Textbooks and accessories	180	41
<b>Living expenses</b>	<b>1,985</b>	<b>454</b>
Accommodation	720	164
Nutrition	900	206
Transportation	225	52
Medical care	140	32
<b>Opportunity costs</b>	<b>1,140</b>	<b>260</b>
<b>TOTAL</b>	<b>4,940</b>	<b>1,123</b>

## **Systemic Support Measures to Higher Education in Serbia**

When talking about the systemic measures, we primarily refer to the measures designed for the level of higher education system, and which are developed and implemented by the institutions and structures on that level. Here we primarily refer to the ministry authorized for education (at the moment of writing this text, it was the Ministry of Education, Science and Technological Development, shorten in further text: MES). In this part, we will talk about the financial and other types of support which are allocated from the budget of the Republic of Serbia for higher education. Usually, in the implementation of different measures for the improvement of the social dimension, there is a balance between two principles, that is, the principle of need and the principle of merits, and we will observe through this prism the measures in question.

Systemic support measures to higher education in Serbia include:

- Financing of higher education from the state budget
- Subsidizing living expenses through the accommodation in dormitories and nutrition in student restaurants
- Financial support of students through student scholarships and loans

### ***Financing of Higher Education from the State Budget***

It is estimated that Serbia allocates for higher education from its budget about 0.7% of GNP. The financing of teaching activities of state institutions (funds received from the state budget) is regulated by the bylaw on financing and defined on the basis of the entering parameters (mostly according to the number of enrolled students). The way of spending these funds is determined by the state.

Based on the Government's Bylaw on Norms and Standards, the Ministry "pays" the tuition fees for a certain number of students at state faculties through the funds which are transferred from the budget of the Republic of Serbia to state faculties for salaries and expenses of maintenance. In the academic year 2010/2011, 130,741 students paid the tuition fees, some on private and some on state faculties, whereas 97,790 students studied on the expense of the budget of the Republic of Serbia, that is, 42.8% of all students or 51.6% of students who studied at faculties/universities the founder of which is the Republic of Serbia.

Table 4.5. Number of students who paid the tuition fees at state and private universities in school year 2010/2011

<b>Founder of the faculty</b>	<b>Payment type/method</b>		<b>Total</b>
	<b>budget</b>	<b>self-financing</b>	
The Republic of Serbia	97,790	91,648	189,438
Private founders	0	39,093	39,093
<b>Total</b>	<b>97,790</b>	<b>130,741</b>	<b>228,531</b>

The allocation of so called “budget spots” is performed by the faculties individually based on the rules determined by the Ministry that guarantees these spots to students with better success in high school and better results at the entrance exam, for the first-year students. For the students of other years, what is scored is the success in the previous years of study. So, the condition for the financial support is meritocratic and totally insensitive to the socio-economic characteristics of students.

### ***Subsidizing of Accommodation Expenses***

The accommodation expenses of students during their studies are subsidized by the state through the student standard institutions among which the student centers have the most significant role. Student centers are the institutions which are, by rule, established by the Republic<sup>86</sup>. The basic activities of student centers are accommodation and nutrition of students whose schooling is financed from the budget of the Republic of Serbia. Apart from the basic activities, the centers can also provide commercial services to students and citizens, as well as organize nutrition and accommodation in the international student exchange.

On the territory of the Republic of Serbia, excluding AP Kosovo and Metohija, there were 8 student centers the capacities of which varied depending on the size of the city in which they are located. Their work is regulated by the Law on Pupil and Student Standard from 2010 as well as with the corresponding bylaws. These bylaws (decisions, rules and regulations, and administrative acts) more closely determine the categorization of accommodation capacities, nutrition quality, accommodation prices, nutrition prices and similar issues.

The accommodation of students, at the prices that are significantly lower in comparison with the market prices of rent of rooms and apartments, is provided in dormitories, facilities which provide the students with satisfactory (sometimes even comfortable) living and studying conditions. By their capacities, dormitories vary from about one hundred (“Feješ Klara” Dormitory in Novi Sad) up to several thousand available spots (Student town in Belgrade). Dormitories have at their disposal single (a small number), double, triple and quadruple rooms. In newer dormitories (built after 1970), each room has a bathroom, whereas in older dormitories, the residents of several rooms share one bathroom. Better-equipped dormitories have a separate space for studying, entertainment and recreation, telephones in rooms, internet access points which are free in some dormitories, whereas the access to the internet is separately paid in some dormitories. Depending on the comfort they provide, the rooms are divided into categories (I to IV) and a monthly fee is paid for their use in the amount from 700 to 1,900 Serbian dinars (RSD). The dormitories in Serbia have at their disposal slightly more than 16,000 available spots and the number of students accommodated in dormitories by city is given in Table 4.6.

---

<sup>86</sup> Although there is a legal possibility, there are still no student centers whose founder is some other legal entity.

Table 4.6. An overview of the number of students accommodated at the student centers in the school year 2010/2011.

<b>City</b>	<b>Number of students who applied for the dormitory</b>	<b>Number of students in dormitories</b>
Student center Beograd	12,760	9,558
Student center Novi Sad <sup>87</sup>	3,945	2,648
Student center Niš	1,373	914
Student center Kragujevac	935	634
Student center Subotica	654	651
Student center Čačak	412	275
Student center "Bor" Bor	283	322
Student center Užice	174	118
<b>TOTAL</b>	<b>20,536</b>	<b>15,120</b>

Source: Ministry of Education, Science and Technological Development

Apart from these centers, the Republic of Serbia, in the school year 2010/2011, provided the accommodation for 1,184 students at the "T. Milićević" Dormitory in Kosovska Mitrovica. There were 2007 applicants for the accommodation at this Dormitory.

Students centers provide the accommodation for approximately one quarter of students who need the accommodation during their studies (do not live with their parents or cousins, study outside of their place of permanent residence). Despite that fact, in the school year 2010/2011, 22,500 students applied for a spot in a desired dormitory, and that number is slightly larger than the number of students who got the accommodation (16,304 or 72% of students who applied). The reason for such a "small" interest in accommodation at student centers could be found in the very strict criteria for applying. Namely, in order to be able to apply for a free spot in a dormitory, the student has to:

- Study at a high school institution the founder of which is the Republic of Serbia, the autonomous province or a unit of the local self-government;
- Study on the expense of the budget of the Republic of Serbia;
- Have a residence outside of the main location of the higher education institution he/she is studying at;
- Enroll for the first time in the current study year.<sup>88</sup>

(Law on Pupil and Student Standard, "Official Gazette of the Republic of Serbia", number 18/10 and Rules and Regulations on the Accommodation and Nutrition of Pupils and Students, "Official Gazette of the Republic of Serbia", number 36/10).

<sup>87</sup> The number for the University of Novi Sad is given for the academic year 2011/2012.

<sup>88</sup> As a condition, the law also enlists the citizenship of the Republic of Serbia, but the same Article allows the citizens of the neighboring countries in the region to apply for the accommodation in the dormitories.

In addition, one of the main criteria for the ranking of candidates who meet the requirements for the accommodation at student centers is the success in the previous year(s) of study, and that discourages the students to apply for the accommodation in dormitories. Lenient criteria are applied for the students from the “sensitive” social groups.

### ***Subsidizing Nutrition Expenses***

The students who are financed from the state budget have the right to nutrition in student restaurants at subsidized prices, whereas the self-funded students can buy the meal tickets in cafeterias at the reduced (subsidized) price. The students who study in their place of residence can only buy the meal tickets for lunch. In order to be able to buy the meal tickets, the student must possess the subsidizing meal tickets or the chip-card.

In the school year 2010/2011, over 40000 students used the benefits of subsidized nutrition. Apart from 42,053 meal tickets issued in student centers in the Republic of Serbia, 1,500 more meal tickets were issued to students who studied in Kosovska Mitrovica.

Table 4.7 Meal tickets issued in student restaurants in the school year 2010/2011.

<b>2010/2011</b>	<b>Number of meal tickets issued</b>
Student center Beograd	22,000
Student center Novi Sad <sup>89</sup>	9,000
Student center Niš	6,786
Student center Kragujevac	2,700
Student center Subotica	1,005
Student center Čačak	334
Student center Užice	148
Student center “Bor” Bor	80
<b>TOTAL</b>	<b>42,053</b>

Source: Ministry of Education, Science and Technological Development

Although there are no data about the amount allocated from the budget of the Republic of Serbia for the subsidy of nutrition expenses of students (a total amount of 2.2 billion RSD was allocated in 2011 budget for nutrition and accommodation of students), that amount can be estimated at slightly more than 12 million EUR.

If we consider the number of students who realized the right to meal tickets in student cafeterias and the number of students who got the accommodation in a dormitory in comparison with the total population in the academic 2008/2009, 2009/2010, 2010/2011

---

<sup>89</sup> The number for the University in Novi Sad in the academic year 2011/2012.

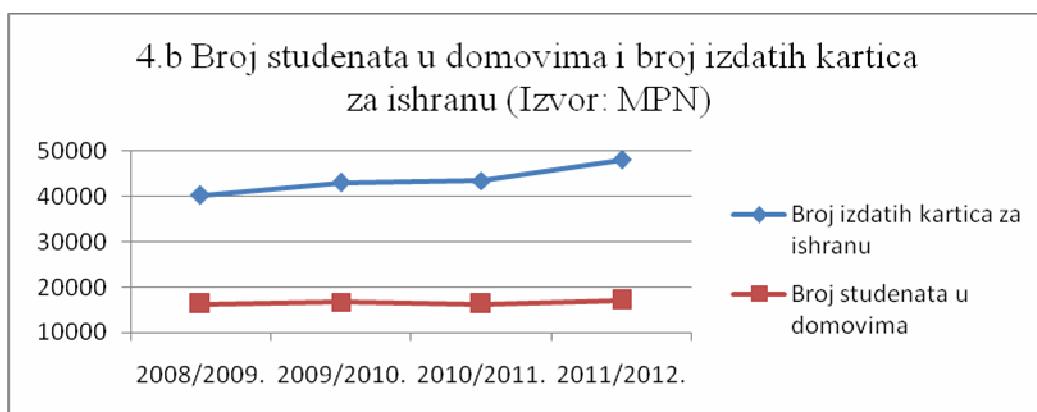
and 2011/2012<sup>90</sup>, we will notice that the number of students who exercised the right to nutrition is significantly increasing, whereas the number of students in dormitories is only slightly increasing (Table 4.6 and Chart 4.b). However, the number of students who own the meal tickets does not correlate with the number of students who actually used this benefit (a fact that a student owns a meal ticket does not mean that the student is actually using it). This can point out the material status of the student, that is, it can be used as an indicator of the student's interest in the cheaper way of nutrition; however, it is necessary to perform a deeper analysis and collect additional data to get more information on this aspect of social dimension.

Table 4.8 Number of students, meal tickets issued and available spots in dormitories

	<b>Students in total</b>	<b>Number of meal tickets issued</b>	<b>Students who own a meal ticket (%)</b>	<b>Number of students in dormitories</b>	<b>Students in dormitories (%)</b>
2008/2009	235,940	40,269	17.07	16,304	6.91
2009/2010	226,772	43,019	18.97	16,728	7.38
2010/2011	228,531	43,553	19.06	16,304	7.13
2011/2012	No data	48,134	/	17,059	/

Source: Ministry of Education, Science and Technological Development

It is important to notice here that, from 2008 to 2011, the number of students was decreasing, and we can expect for this trend to continue, having in mind the decrease in the entire population aged 20-24. In that sense, an increase in the number of students included in some of the mentioned measures is expected not only because of the increase in the number of (absolute) available spots in dormitories and the number of subsidized meal tickets issued, but also because of the decrease in the total number of students.



<sup>90</sup> The data collected by the Statistical Office of the Republic of Serbia, which relate to the entire population are still not available for the current academic year.

## ***Financial Support for Students***

Apart from financing the studying of some students from the budget, providing subsidized accommodation and nutrition, the Republic of Serbia also provides for the students the financial support in the form of scholarships and student loans. The students of higher education institutions the founder of which is the Republic, the autonomous province or a unit of the local self-government, whose studying is financed from the budget of the Republic of Serbia, have the right to this kind of support. In addition, the candidate for the scholarship or student loan has to be enrolled in the current study year for the first time. The basic criterion for getting the scholarship or loan is the success during the studies (general success in the form of the average grade and the efficiency of studying in the form of the efficiency coefficient). The socio-economic status of the family is also used as an additional criterion for the allocation of student loans.

Scholarships are financial support paid to students with excellent success during the studies (without losing a year and with the average of over 8.50). The number and the amount of allocated scholarships are determined every year on the basis of the available funds in the budget of the Republic of Serbia. The scholarships are given without any obligation to be paid back.

Student loans are a form of financial support for which the academic success is not the necessary condition, although the successful completion of the previous year is a requirement for getting the loan. The success is also important for the ranking of the candidates, so that more successful students have the advantage in the allocation of the loans. The loan, in contrast to the scholarship, is supposed to be paid back after the completion of the studies. In case a student meets certain requirements – if a student graduates in the period determined in the contract with the average grade higher than 8.50 and notifies the authorized ministry about that, the student has the right to be exempt from paying back the loan or to pay back a smaller amount than it is required.

Both the scholarship and the loan are paid to students in ten monthly payments. In the school year 2011/2012, the monthly amount of scholarships and loans was 6,100 RSD (circa 60 EUR).

The number of students who used this type of support was between 22 and 25 thousand users and it represented about 15% of the students studying at higher education institutions the founder of which is the Republic of Serbia, that is, about 12% of the entire student population.

Table 4.9 The number of applicants and the number of approved loans and scholarships for the academic year 2011/2012.

Support type	Number of students who applied	Number of students who received the funds	Percent of students in relation to the number of applicants
Scholarships	14,248	13,289	93.3
Loans	19,584	13,368	68.2
Total	33,832	26,657	78.8

Source: Ministry of Education, Science and Technological Development

It can be seen from the Table that the rejection rate of students who applied for the scholarship was lower than the rejection rate of students who applied for the loan.

If we consider the entire student population in the academic year 2011/2012:

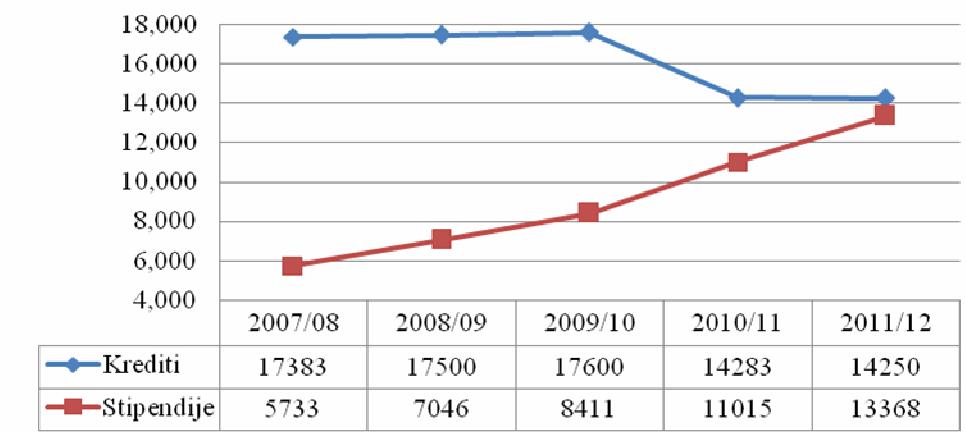
- About 6% of the students received the scholarship (6,100 RSD per month)
- About 6% of the students received the loan (6,100 RSD per month)

It can be assumed that the number of students who apply for the scholarship or loan is significantly lower than the number of students who need the financial support. On the other hand, there is also a possibility that many students who think that they have small odds to get the scholarship or the loan do not apply at all, despite the fact they need the financial support. This could, up to a certain point, answer the question why the number of students who applied for scholarships was slightly larger than the number of approved scholarships, and why the number of students who applied for the student loan was not larger than 20,000 (less than 10% of the student population).

In the school year 2011/2012, the amount of 1,626,077,000 RSD or close to 15.5 million EUR was allocated from the budget for the scholarships and student loans.

Chart 4.a shows the number of approved student loans and scholarships in the period 2007/2008 – 2011/2012. It can be seen that the number of scholarships has more than doubled, whereas the number of loans has decreased for several thousand after 2009. This trend leads to a conclusion that the student support policy is more governed by the success and studying efficiency than by the social dimension of higher education.

**4.a Broj dodeljenih studentskih kredita i stipendija  
2007/2008 - 2011/2012. (Izvor: MPN)**



### ***Measures for the Protection of Especially Sensitive Parts of Population***

All the measures we have presented so far have a goal to make the studying process easier to *all* persons interested to be educated at higher education institutions the founder of which is the Republic of Serbia, the autonomous province or a unit of the local self-government. Since the main criterion for getting these benefits (from tuition fees, accommodation and nutrition, to scholarships and loans) is the success in studying, these measures are equally related to all parts of population, so we can say that these measures do not have an influence on the social dimension of higher education, that is, that they were not specially designed to eliminate the unequal representation of some parts of the entire population in the student population. The measures especially aimed at so called "sensitive social groups" are designed to ease the access to higher education for some categories of population and contribute, in that way, to their larger participation in the student population. Groups targeted by these affirmative measures include:

- Persons from families with lower socio-economic background
- Persons without parental care
- Persons from single-parent families
- Persons who are the members of the Roma national minority
- Persons with disabilities, persons with chronic diseases and convalescents
- Persons whose parents went missing or were kidnapped on the territory of Kosovo and Metohija or on the territory of one of the republics of the former SFRY
- Refugees and displaced persons
- Returnees under the Readmission Agreement and deported students
- Persons from families with lower socio-economic background and children without parental care

The Republic has developed special support measures for the higher education of these groups according to which:

- The ministry authorized for higher education gives recommendations to HE institutions for the students from certain categories to be exempt from paying the tuition fees: the members of Serbian national minority from the neighboring countries, displaced persons, persons with special needs, and members of minority groups.
- Student centers purposefully allocate up to 10% of their capacities for the accommodation of students from the sensitive social groups.
- The ministry authorized for higher education allocates up to 10% of the total number of loans and scholarships for the students from the sensitive social groups.

### *Recommendations to Higher Education Institutions for the Exemption from Tuition Fee Payment*

According to the "Instruction for the Implementation of the Joint Contest for the Enrollment of Students in the First Year of the Basic/Bachelor and Integrated Studies at Higher Education Institutions the Founder of which Is the Republic", which the Ministry sends to state higher education institutions and recommends to these institutions to exempt the members of certain categories from paying the tuition fees. The Ministry includes the following groups into these categories:

- Persons with special needs
- Members of minority groups.

The Instruction includes the following:

- **Persons with special needs.** *The Ministry of Education and Science decides on the potential enrollment in studies of persons with special needs on the basis of the affirmative action. The requests for the enrollment of persons with special needs should be submitted to the associations of students with disabilities, and they should submit these requests to the Ministry of Education and Science together with their recommendation. If the candidates from this group address directly to the higher education institution, they should be directed to the above-mentioned institution.*
- **Members of minority groups.** *The Ministry of Education and Science, in cooperation with the authorized ministry, reaches a decision about the potential enrollment of the members of minority groups within the budget quota on the basis of the affirmative action. For the enrollment of the members of minority groups, it is necessary to send the requests to the Ministry for Human and Minority Rights, state government and the local self-government, and they are supposed to send these requests together with their recommendation to the Ministry of Education and Science. If the candidates from this group address directly to the higher education institution, they should be directed to the above-mentioned institution.*

It is important to say that the higher education institutions do not have the obligation to accept the recommendations of the Ministry and that the data about the number of students who apply for these measures is not publicly available.

In practice, the sole procedure of being exempted from tuition fee payment is very complicated and, in addition, its outcome is very uncertain. Requests to be exempt from paying the tuition fees are handed in to the Association of Students with Disabilities (for the persons with special needs) or to the Ministry for Human and Minority Rights (for the members of minority groups) who submit these requests together with their recommendation to the Ministry of Education. The Ministry then reaches a decision to suggest to the higher education institution to exempt the applicant from paying the tuition fees. Apart from the fact that the request goes through three independent instances and three decision-making processes (recommendation of the association, recommendation of the ministry and the decision of the higher education institution), the decision-making process at each of these instances is not transparent, and the decisions (apart from the decision of HEI) are not obligatory to anyone. The expenses of schooling of the students enrolled in this way are completely transferred to the higher education institution, and that can, by itself, be a reason for the HEI not to follow the recommendation of the Ministry.

All things included (a complicated procedure, decision-making process which is not transparent and the decisions which are not obligatory) lead to the lack of any record on the number of students, the member of the "sensitive groups," who filed the requests and who were, on this bases, exempt from paying the tuition fees.

### *Up to 10% of the Accommodation Capacities in Dormitories for the Students from the Sensitive Social Groups*

Students from the sensitive social groups realize the right to accommodation and nutrition under the conditions determined by the Law on Pupil and Student Standard /Official Gazette of the Republic of Serbia number 18/10/, Rules and Regulations on the Accommodation and Nutrition of Pupils and Students /Official Gazette of the Republic of Serbia number 36/10/, Rules and Regulations on Pupil and Student Loans and Scholarships /Official Gazette of the Republic of Serbia number 46/10/ and by the application of lenient criteria. Concretely, the student center purposefully allocates up to 10% of its capacities for the accommodation of students from the sensitive social groups. In other words, the candidates from the sensitive social groups who, by their placement in the ranking, did not get the accommodation in the first allocation, have the right to file a request to the institution, that is, to the appropriate department, to be separately ranked for the purposefully allocated institution capacities.

Together with the request, the candidate also submits the documentation to prove the belonging to a sensitive social group:

- from a family with lower socio-economic background – certificate of the Center for Social Work that the family receives a regular social support,
- students without parental care – a certificate of the Center for Social Work that he/she receives a regular social support,
- from a single-parent families – death certificate for the deceased parent,

- from the Roma national minority – a certificate of the Roma National Minority Council, that is, the Office for Roma Inclusion,
- persons with disabilities, persons with chronic diseases and convalescents – decision of the commission formed by the institution in accordance with the Rules and Regulations on the Accommodation and Nutrition of Students and with this contest,
- persons whose parents went missing or were kidnapped on the territory of Kosovo and Metohija or on the territory of one of the republics of the former SFRY – certificate of the corresponding association of the families of kidnapped and missing persons,
- refugees and displaced persons – a valid refugee identity card (ID),
- returnees under the Readmission Agreement and deported students – certificate of the Ministry of Internal Affairs.

A separate ranking is formed for every sensitive social group based on the number of points from the final regular ranking.

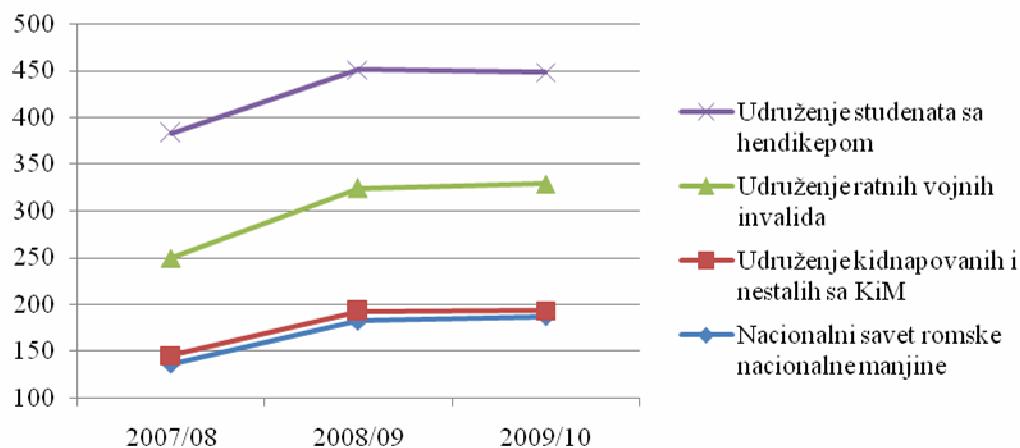
### *Up to 10% of the Loans and Scholarships for the Students from the Sensitive Social Groups*

In a similar way, the Ministry authorized for higher education allocates 10% of the total number of student loans and scholarships for the students from the sensitive social groups.

After the new law was passed in 2010, the way of ranking of the students who applied for the scholarships and loans remained unchanged, but the affirmative measures for the students who come from marginalized groups were introduced for the first time. The new law prescribes that all students apply to the regular contest for the student loans and scholarships, but 10% of the total number of provided loans and scholarships remain reserved for the students from the marginalized groups who did not manage to realize their rights in the first allocation. If these 10% are not used in full, the remaining loans and scholarships are given to the students who remained “below the line” during the regular allocation. An overview of allocated scholarships and loans in the current and the previous academic year is given in Charts 4.d and 4.e.

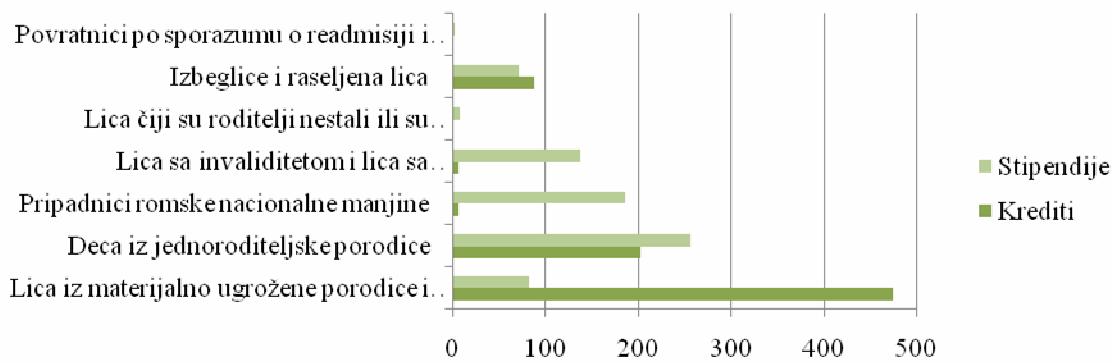
Although, until the adoption of the new Law on Pupil and Student Standard (2010), the affirmative measures aimed at students from the marginalized groups were not officially included in this law, the Ministry of Education managed to find modalities to, on the intervention of the Roma National Minority Council, Association of Kidnapped and Missing from Kosovo and Metohija, Association of Military War Disabled and Association of Students With Disabilities, approve a certain number of scholarships to these students. Chart 4.c presents the number of allocated scholarships on the basis of the intervention of some of the associations during the time when the old Law on Pupil and Student Standard was valid.

**4.c Broj dodeljenih stipendija na osnovu intervencije nekog od udruženja, a za vreme važenja starog Zakona o učeničkom i studentskom standardu (Izvor: MPN)**

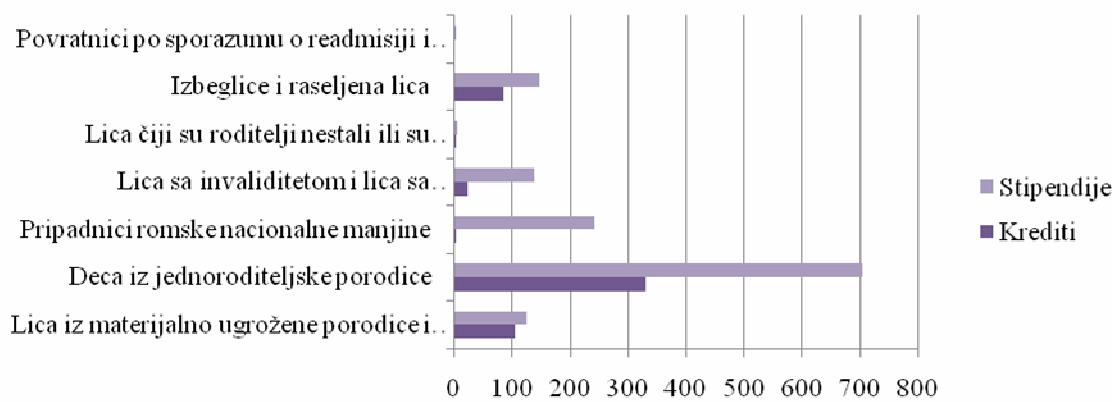


Since 2010, this measure has been systemically implemented, so there is a noticeable increase in the number of scholarships and loans given to the members of the “sensitive social groups.” The number of loans and scholarships allocated in the school year 2010/2011 and 2011/2012 is presented in Charts 4.d and 4.e.

**4.d Dodeljeni krediti i stipendije pripadnicima osetljivih društvenih grupa 2010/2011. (Izvor: MPN)**



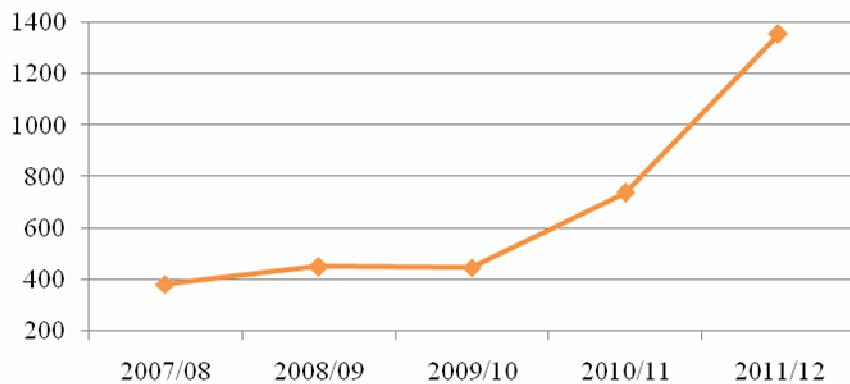
#### 4.e Dodeljeni krediti i stipendije pripadnicima osetljivih društvenih grupa 2011/2012. (Izvor: MPN)



It is interesting to notice here that the members of the Roma national minority, persons with disabilities and persons with chronic diseases (and, up to a certain point, children from single-parent families) stand out as the groups which usually get the support in the form of scholarships: in the current academic year, the ratio of approved loans to approved scholarships for the persons with disabilities was 1:6, whereas the ratio for the members of the Roma national minority was about 1:100. Also, the number of loans approved to the persons from the families with lower socio-economic background and children without parental care was four times smaller in 2011/2012 than it was last year, while the number of scholarships approved to children from the single-parent families doubled in the same period.

In total, the number of scholarships and loans for the members of the sensitive social groups increased in the academic year 2011/2012 in comparison with the last academic year from 1,512 to 1,899, or for about 25%. When we compare these measures with the number of students who were getting the scholarship prior to the introduction of the measures of affirmative action (Chart 4.c), and on the intervention of some of the above-mentioned associations, we may notice that the number of scholarships has increased. This year, the number of scholarships was about 3 times larger than it was in the academic year 2009/2010.

**4.f Stipendije dodeljene pripadnicima osetljivih društvenih grupa (Izvor: MPN)**



However, when we compare these numbers with the total number of approved scholarships and loans (Chart 4.g), we will see that, only in the academic year 2011/2012, the number of scholarships allocated to the students from the sensitive social groups reached 10% of all allocated scholarships. In the previous years, that percentage was 6% or lower. The number of student loans allocated on this basis was, in relative numbers, even lower (4-5%). The reason for this may be found in the fact that the measure is still relatively new, so the information about it has still not reached the necessary number of students. However, the reasons may also be of different nature.

**4.g Krediti i stipendije dodeljene pripadnicima osetljivih društvenih grupa u odnosu na ukupan broj dodeljenih (%) (Izvor: MPN)**



By combining the data collected by the Ministry of Education and Science and the data from the Statistical Office of the Republic of Serbia on the basis of the ŠV20 forms, we can identify the percent of students with disabilities who received the scholarship or loan in relation to the total number of these students enrolled in some year of the studies in a particular academic year. In case of the previous academic year (2010/2011), at higher education institutions in Serbia, 1,197 students, or 0.5% of the entire student population,

affirmed having one or more difficulties (as it was defined in the question in the ŠV20 form). In the same academic year, 160 persons with disabilities got the scholarship or loan based on the affirmative measure of the Ministry, that is, about 13% in relation to the total number of students who reported some type of disability when enrolling in some year of the studies. Since it is assumed that not all the students with disabilities reported their disability to the Statistical Office of the Republic of Serbia, this percentage could be even smaller.

On the other hand, by using the same method, we can notice that there were 204 students who were the members of the Roma national minority in the same academic year, whereas 242 students of the Roma national minority got the scholarship or loan in that same year. This paradoxical finding points to the possibility of the situation described in case of the students with disabilities – a certain number of students did not provide the information about their belonging to these categories when filling-in the ŠV20 form, but we should keep in mind that the number was probably larger in the case of the Roma students, because about 10% of all students did not declare their nationality.

It is important to say, when taking into consideration the support measures the Ministry applies based on the Law on Pupil and Student Standard, that almost 60% of the student population does not meet the requirements to use some type of support because they are not funded from the state budget, while the capacities in dormitories, according to the current population size, are not able to accommodate more than 8% of the student body. Only 25% of the student body eats in student cafeterias.

When taking into consideration the amount of support, it should be emphasized that the monthly amount of 6,100 dinars does not cover the realistic expenses, and that this amount is not changed on yearly level to follow the costs of living expenses, but it follows the prices of accommodation and nutrition at the student centers.

Also, the criteria for the allocation of free spots in dormitories, loans and scholarships take into consideration in relatively small extent the socio-economic background of the student and prioritize the criteria of excellence, so a question arises to what extent these measures improve the student standard on the level of the entire student population.

## Main Findings and Issues Visible at First Sight

In 2010, the total expense of higher education in Serbia was estimated at over one billion and one hundred thousand EUR. The largest part of this expense included the living expenses of the students (accommodation, nutrition, transportation, etc.), and they were much greater than the studying expenses.

The largest part of higher education funds was spent on the coverage of the schooling expenses (nearly 70% of these expenses were paid from the state budget). The benefit of free higher education was used by 43% of all students or slightly over a half of the state university students.

The participation of the state was a lot smaller in the coverage of the students' living expenses. Only 7% of these costs were covered from the public funds through the subsidization of the student centers. If the amount of the allocated scholarships and loans is included, then the percentage of the participation of public funds in the living expenses of the students increases to 10%. The expenses per student, higher education expenses in total for all students and the participation of public funds in the coverage of these expenses are presented in Table 4.9.

Table 4.10 An estimate of higher education expenses in Serbia in 2010.

Expense type	Per student (in EUR)	Total (in million EUR)	Participation of the state	Participation of the state in %
<b>STUDYING EXPENSES</b>	<b>1,785</b>	<b>409</b>	<b>280</b>	<b>68%</b>
Tuition	1,570	360	280	
Administrative expenses	35	8	0	
Textbooks and accessories	180	41	0	
<b>LIVING EXPENSES</b>	<b>1,985</b>	<b>454</b>	<b>30</b>	<b>7%</b>
Accommodation	720	164	8	
Nutrition	900	206	22	
Transportation	225	52		
Medical care	140	32		
<b>OPPORTUNITY COSTS</b>	<b>1,140</b>	<b>260</b>	<b>0</b>	
<b>TOTAL</b>	<b>4,910</b>	<b>1,123</b>	<b>310</b>	<b>28%</b>

If we add to this 15.5 million EUR, which is the yearly amount allocated for the scholarships and loans, the participation of the state in higher education funding will increase to 325 million EUR, that is, to nearly 29%. The remaining 70% of higher education expenses are covered by the students, that is, their parents/guardians. Moreover, one part of these expenses the students also cover from other sources, such as the local communities, scholarships of private companies, humanitarian organizations and foundations (about which we do not have the systemically collected data).<sup>91</sup>

Almost all of these funds are intended for the state university students and their allocation is primarily determined by the success (excellence criterion). A very small amount of these funds are intended for the enhancement of the social dimension of higher education (10% of the available spots in dormitories and 10% of the available scholarships and loans, and that in practice represents barely 1% of the total available funds). These investments from the public funds have an influence on the improvement of the social dimension because, with a larger coverage, the members of the "sensitive"

---

<sup>91</sup> According to the data from LSMS (on 735 households who had students as members): 58 households got the aid from a friend or a cousin from Serbia. On average, that aid was about 40,000 RSD yearly (between 2,000 and 280,000); 17 households got the aid from a cousin or a friend from abroad. On average 88,000 RSD (from 15,000 to 480,000); 1 household got the aid from a humanitarian organization in the amount of 15,000 dinars; 35 households got the scholarships from the state budget or from a company. The average of 31,000 (from 2,000 to 150,000); 13 households got some other kind of aid. The average of 23,000 (between 6,000 and 80,000); 621 households (out of 735, 85%) did not get any kind of unsystematic support for the coverage of the studying expenses of one of its members.

groups are also being progressively included, but it also seems that relatively little is being done to decrease the inequality in participation.

Expressed in the number of students, the systemic support of the living standards of students included 12% of the students who received the scholarships and loans, 7% of the students who used the benefit of the accommodation in a dormitory, and 20% of the students who used the subsidized nutrition in student restaurants. In total, 80% of the students did not use any type of systemic support for living standards, and 60% of the students did not qualify for receiving some type of support.

The data on the number of students who use the support measures are reliable because they were formed based on the record kept by the Ministry of Education and Science. The data on the studying expenses and the participation of public funds in the coverage of these expenses are based on the estimates because there were no compete and systemic data about that. On the other hand, no matter how high the participation of public finances in the coverage of studying expenses was, there was no systemic monitoring of the effects of the public financing on the social dimension of higher education.

# DATA COLLECTION ON STUDENTS, STUDENT STANDARD AND HIGHER EDUCATION IN THE REPUBLIC OF SERBIA

---

The general (wider) objective of the EQUIED project is to make the *access to higher education* easier for different strata of the Republic of Serbia, so that the structure of the student population would, in time, become proportional to the structure of the entire population of the Republic of Serbia.

One of the specific objectives of the project is *to establish and institutionalize the practice of the collection and analysis of data on the social dimension of higher education*. In order to realize the general objective of the project, it is necessary to create the possibility for the student population to be adequately *described*, for its structure to be *compared* with the structure of the entire population of the Republic of Serbia, and to allow the systemic *monitoring of changes* in the structure of the student population. Only when these specific objectives are realized will we be able to perform the final *evaluation* of the entire project, that is, the evaluation of policies and measures which the project initiated and the results achieved with these measures.

The main groups for which it was determined in the project preparation phase that they were disproportionately underrepresented in the student population in relation to the entire population of Serbia are:

- Students from families with lower *socio-economic background*
- Students whose parents have *lower education*
- Students from *rural* areas
- Students from *underdeveloped* regions
- Roma (*ethnic groups*)
- Students with *disabilities*
- Students who continue with their schooling after graduating from *professional and vocational high schools*.

Our focus is then on the collection, processing, analysis, dissemination and publishing of data based on which it is possible to identify, describe and systematically follow the share of only these groups in the entire student population of the Republic of Serbia. In addition, it is also necessary to determine the way in which to register and monitor the *measures* that are implemented in order to make the access to higher education easier.

In this part of the Baseline Study we will show how the data are collected in the Republic of Serbia on:

- Students
- Higher education institutions
- Student standard institutions

- Measures for the improvement of the social dimension of higher education

This part will include the information about:

- What kinds of data are collected,
- Which institution collects the data,
- What forms are used for the collection of data,
- What the data sources are,
- How are the data processed and kept,
- How are the data analyzed,
- What is being published from the data and analyses,
- What and under what conditions is available to researchers and *policy makers*.

## **Data on the Students of Universities, Faculties and University Colleges in Serbia**

The basic data on the students of universities, faculties and university colleges in Serbia are collected and processed by:

- The Statistical Office of the Republic of Serbia
- Universities and
- Higher education institutions

Apart from them, the data that could be useful for this project are collected by the Ministry of Education and Science, the National Employment Bureau and various institutions on the local level. It is described in this chapter what kinds of data and in what way each of the above-mentioned institutions collects, processes, analyzes and publishes.

### ***Statistical Office of the Republic of Serbia***

The Statistical Office of the Republic of Serbia (Office in further text) is a separate expert organization in the Republic of Serbia that performs expert tasks related to: creating programs, organizing and conducting statistical surveys, methodology defining, collecting, processing, statistical analysis, and statistical data publishing; preparing and creating unique statistical standards; as well as to their cooperation with international organizations for standardization and provision of data comparability.

The Office collects, processes, analyzes and publishes the statistical data on higher education system in the Republic of Serbia. The data on higher education are collected from the higher education institutions that represent the report units in charge of the collection of joint and individual reports and their delivery to the statistics. The observation unit is a student who fills-in individual surveys, such as: "Application form for student enrollment" – the ŠV20 form, that is filled-in by every student at the beginning of every school year and "Statistical form on the finished academic or professional studies

at higher education institutions” – the ŠV50 form, that is filled-in by every student after completing a certain level of studies, and it is delivered to the statistics at the end of every calendar year.

### *Data on Enrolled Students*

When talking about the data on the enrolled students, the Office collects the following information from every individual student during the process of enrollment in an academic year:<sup>92</sup>

- Gender
- Year and place of birth
- Place of permanent residence and place of residence during the studies
- Citizenship and nationality
- Method of financing of the studies
- Study year in which the student enrolls
- Year of the first enrollment in the higher education institution
- Data if the student repeats the year or enrolls for the first time
- Education of parents
- Employment status of the parent/foster parent
- Employment status of the student
- Occupation of the student if employed, that is, of the parent – foster parent, if the student is unemployed
- Data on the types of difficulties in performing everyday activities if the student has them.

This question was added to the questionnaire upon the request of the University Center for Students with Disabilities in the school year 2010/2011. The office of the Commissioner for the Information of Public Importance and Personal Data Protection immediately scheduled and performed the inspection of the implementation of the Law on Personal Data Protection. Namely, they requested the legal basis for revealing the data in the ŠV20 form that relate to the students' health. A question was also raised of why the questionnaire requires the information on the parents' level of education and their employment status.

The students who enroll in the first year for the first time are supposed to also provide the information on the previously completed school:

- Name of the previously completed school
- Place in which the student completed the previous school
- Year of completion of the previous school

---

<sup>92</sup> A complete list of questions and their form is not given here for practical reasons and it can be downloaded from the internet portal of the Office, from the following link:  
[http://webrzs.stat.gov.rs/WebSite/userFiles/file/Obrazovanje/OBR5/Obrazovanje\\_03\\_SV-20%202011.pdf](http://webrzs.stat.gov.rs/WebSite/userFiles/file/Obrazovanje/OBR5/Obrazovanje_03_SV-20%202011.pdf)  
(04/03/2012)

## *Data on the Students who Graduated*

When talking about the students who graduated, the Office collects the following data:<sup>93</sup>

- Gender
- Year and place of birth
- Place of residence
- Citizenship and nationality
- Method of financing of the studies
- Year of the first enrollment in the higher education institution at which the student has graduated
- Previously completed school
- Average grade during the studies
- Employment status of the student, that is, of the student's parent-foster parent
- Occupation of the student, that is, of the parent-foster parent, if the student is unemployed

## *Data Processing*

The collected data on the students are *coded* (application of standard classification and nomenclature) and input into the electronic database which is formed, maintained and administrated by the Office.

## *Analysis of Collected Data*

The data on students are *grouped* according to the modalities from the questionnaire (gender, age, status, method of financing, level of studies, study field and duration of the studies), *aggregated* at different levels, and *compared* with the state from the previous year. When the *territory* is considered, the lowest available level of aggregated data is the municipal level, and the following levels are above that level: the level of districts, the level of regions, the level of the territorial units North and South, that is, the level of the republic. When the organization of higher education institutions is considered, the data on higher education institutions are aggregated on the level of universities.

According to the prescribed standards, the Office can, upon the request of domestic or international users, provide various derived statistical indicators.

## *Publication of Data*

The data and indicators on higher education are published in the *Statistical Yearbook of the Republic of Serbia*, complex publications such as, for example, the *Regions and Municipalities in Serbia*, Thematic Releases, and Education Bulletins.

---

<sup>93</sup> A complete list of questions and their form is not given here for practical reasons and it can be downloaded from the internet portal of the Office, from the following link:

[\(04/03/2012\)](http://webrzs.stat.gov.rs/WebSite/userFiles/file/Obrazovanje/OBR5/Obrazovanje_03_SV-50-2010.pdf)

In these publications, the data on the students and the students who graduated are published by territory, method of financing and gender. After passing the Law on Higher Education (in the end of 2006, in which the decisions of the Bologna convention were applied and implemented), the Statistical Office of the Republic of Serbia has adjusted to these changes the keeping-track process of both the enrolled students and the students who graduated. Since the school year 2007/2008, the enrolled students and the students who graduated have been tracked by the type of the studies (academic and professional) and by the level of studies (first, second and third level), that is, basic (bachelor) academic, basic professional, master-specialist and PhD studies. The processing and publication of data is now performed by the Classification of scientific areas instead of by departments and profiles (that were previously used).

The publication of data in the Release on the newly-enrolled students started in the school year 2009/2010, and the release for the school year 2011/2012 has recently been published.

The publication of the results in the regular complex publications of the Office is late by rule. That is why the data on the students who graduated in 2009 and on the students enrolled in the school year 2009/2010 were published in the Yearbook for 2011. It is possible to get the latest data before the publication by following the prescribed procedures.

## ***Universities***

Universities publish the data on their students *based on the report* they get from higher education institutions – their members. Apart from the data on students and their personal attributes, the numbers of students by faculty and study program, the universities also publish the data on grades, number of passed exams, duration of studying and other indicators of the studying success.

Universities do not collect the data, but they form their records and reports based on the data they receive from their members.

Every university determines for itself the system of processing, analysis and publishing of these data, and that can sometimes cause the lack of accordance and comparability of the data the universities publish. Thus, for example, the universities regularly announce a larger number of students than the number of students registered by the Office. The reason for that is a different definition of the student population in which the Office includes only the students who *enrolled* in the current semester, whereas the higher education institutions and universities also include the final-year students who have not yet graduated and the students who, due to various reasons, did not enroll in the current semester, but they have neither graduated nor have they dropped out of the higher education institution.

## ***Other Higher Education Institutions***

Higher education institutions and their records are the place at which the largest amounts of data on students come into being. Processing, analysis and publication of

these data on the level of higher education institutions is not of great importance, but the institutions are the places from which these data are passed on and included in the reports of the university or the statistical system of Serbia. Higher education institutions collect and keep a lot of data on students – some of these data are collected in a standardized way, based on the standardized forms (ŠV20, ŠV50) and passed on for further processing to the national statistical service.

However, a significant number of information collected at higher education institutions remain almost unavailable to researchers, analysts and policy makers because these data are collected in unstandardized forms, and because they are kept and processed in information systems that are often incoherent and they already differ on the level of universities, not to mention the incoherence on the level of the entire country. On the one hand, all that leads to the unnecessary duplication of work (the data are once input at the higher education institutions, and then the same data, from the same questionnaires, are input in the Office; the data on the enrolled students are input again into the questionnaires on the students who graduated, etc.), and on the other hand, there are big problems when the data are aggregated (use of different software, different architectonics of databases and different ways in which the data are being defined) and when a detailed analysis of data is attempted.

At most universities, there are information systems that contain relevant data for all faculties that are a part of the university, such as the number of enrolled students in all years of studies and in all study programs, according to the manner of financing (state-financed, self-financed), the number of students enrolled for the first time, the number of students who repeat a particular year, the number of students who graduated, the number of graduated masters, specialists, and PhDs in total and by the school year. There are also records about the space capacities of the faculties, technical equipment and employees (teaching staff, professional staff and non-teaching staff).

There is no systemic record-keeping on the republic level of the data for the part of the higher education system related to university colleges of professional studies.

## **Data on Higher Education Institutions**

### ***Statistical Office of the Republic of Serbia***

The Office collects the data on higher education institutions, study programs and employees at higher education institutions. The basic instrument of data collection is the ŠV-21 form that is used for the collection of data on the study programs a particular higher education institution offers and on the teaching staff employed at that institution. The data on institutions are monitored at the beginning of every school year.

The financial indicators on higher education (that will be relevant for the EQUIED project in the analysis of the measures) are manifested in the monitoring of the income and expenses of the budget fund users. The incomes are presented by sources, and the expenses are presented by purpose. Apart from the current expenses, investment (capital) expenses are also registered, presented as the realized investments according

to the sources, type, and purpose. For the creation of all of the above-mentioned indicators, the Office uses, as a support, the statistical data of the national accounts and the data from the annual accounts of the Ministry of Finance budget fund users.

For the creation of the mentioned indicators, the Offices uses, as a support, the statistical data of the national accounts, as well as the data of the demographic statistics (Census, estimates and projections of the population by gender, age and type of settlement), and, if necessary, the Office also uses the data from the annual accounts of the Ministry of Finance budget fund users and from the databases of the National Employment Bureau. The Statistical Office of the Republic of Serbia maintains and updates the DEVINFO database for Serbia which was established by UNICEF.

### ***Ministry of Education and Science***

The Commission for Accreditation and Quality Assurance has the most complete data on higher education institutions. The Commission gets these data in the electronic form on standardized forms. Based on the collected data, the Commission reaches the decisions on the accreditation and publishes the Accreditation Reports.

### **Data on Student Standard Institutions**

The Department for Pupil and Student Standard of the Ministry of Education and Science has the complete documentation on dormitories for the accommodation of students, investments for the equipping of the schools and institutions arranged by the levels of education.

The Department for Pupil and Student Standard of the Ministry of Education and Science receives the data on the dormitories exclusively from the student centers.

The Ministry has the following data:

- Data on the capacity of dormitories in Serbia;
- Data on the available capacities after the contest (which are received from the student centers);
- Data on the number of students who use the student restaurants.

The data on the number of the student center service users (dormitories and restaurants), and the number of scholarships and loans are published in the Statistical Yearbook of the Republic of Serbia on the basis of the report of the Department for Investments, Pupil and Student Standard, and Public Procurement of the Ministry of Education and Science of the Republic of Serbia.

## **Data on the Measures for the Improvement of the Social Dimension of Higher Education**

The following measures belong to the measures for the improvement of the social dimension of higher education:

- Financial support measures: tuition fees and scholarships, subsidizing accommodation expenses, nutrition, transportation, procurement of teaching aids, free services (?)
- Additional education for students whose parents have lower education: preparation, additional and supplementary classes; communication skill training, training for the use of IT, etc.
- Additional education for students who attend the classes that are not in their mother tongue
- Measures for the inclusion of marginalized groups (affirmative action, positive discrimination)
- Measures for the inclusion of students with disabilities (measures for allowing the access, assistive technologies)

### ***Financial Support Measures***

The Ministry of Education and Science has the data on student loans and scholarships.

The Ministry collects the data on the income per household member from the contest for the student loan. Since this is not the criterion for the students who apply for the scholarship, there are no data for this group of students on this matter. The Ministry collects the data on the material status of the students who apply for the student loans directly from the application forms.

The Office publishes in the Statistical Yearbook the data on the number of student loan and scholarship users by region, based on the data of the Ministry.

### ***Data on the Affirmative Action Measures (or positive discrimination)***

The Ministry of Education and Science has at its disposal the data on the special (lenient) conditions/criteria for the enrollment in higher education institutions, on the exemption from the tuition fee payment, and on the special conditions for the use of student standard facilities (dormitories and student restaurants). The data on the students from the category of the Roma students, refugees, displaced persons or students with disabilities that get a spot in dormitories within a special quota, are collected only in the second round of the contest. The students from these categories who realize the right to be accommodated in a dormitory in the first round of the contest (when they apply with all the other students as equals) are not specially registered and the data on them are not collected.

A large number of measures for the improvement of the social dimension of education in general, including higher education, are undertaken on the local and regional level or

initiated and implemented by private subjects and institutions. That is how, for example, some companies give scholarships that have an emphasized social note. A lot of local self-governments give scholarships to students and pay their tuition fees. In some places, especially in university centers, measures are undertaken to make the stay and studying easier for students. Unfortunately, the data on these measures are very diverse, they are in different forms and scattered, so it is very difficult to collect and systematize them.

## Main Findings and Problems Visible at First Sight

In spite of some significant improvements, the official statistics still does not follow the higher education in a satisfying way. The following deficiencies were noticed in the methodology and procedure of data collection:

- some relevant aspects are not monitored (material status of the students);
- some data are collected in a way which does not guarantee that the data will be complete (the students are allowed not to provide the answer to the question on the nationality and on the difficulty in performing everyday activities);
- some data are not collected from all students (only the students who enroll in the first year for the first time provide the data on the previously completed school);
- sometimes the data are not complete because the students do not provide the complete information/data when filling-in the forms;
- the collected data are sometimes coded in a way that makes it impossible to use otherwise available information (place of residence is, for example, coded to the level of municipality);
- even when there are data, they often cannot be compared with the structure of the entire population, except in the Census years.

## **APPENDIX I**

---

### **The Criteria for Determining the Placement of Candidates for the Reception in a Student Accommodation Institution<sup>94</sup>**

After the contest application deadline, based on the received documentation, the placement (ranking) of the candidates for the reception in an institution is determined based on the success in previous schooling and the socio-economic status of the family:

#### **1) The success in previous schooling is calculated in the following manner:**

(1) for the students of the first year of the first level of studies, the number of points is calculated according to the following formula:

$$NP = AG \times 8$$

(NP = number of points rounded up to two decimals; AG = total average grade from all grades of high school on the scale from 2 to 5; 8 = corrective factor);

(2) for the students of other (higher) years of the first level of studies, the number of points is calculated according to the following formula:

$$NP = AG \times 8 - NECO \times 2$$

(NP = number of points rounded up to two decimals; AG = average grade during the studies; NECO = broj zaostalih ispita iz svih godina studija number of exams carried over (left) from the previous years of the studies; 8 = corrective factor);

(3) for the students of the first year of the second and third level of studies, the number of points is calculated according to the following formula:

$$NP = AG \times 8$$

(NP = number of points rounded up to two decimals; AG = average grade from the previously completed level of studies; 8 = corrective factor);

(4) for the students of other years of the second and third level of studies, the number of points is calculated according to the following formula:

---

<sup>94</sup> From the contest

$$NP = AG \times 8 - NECO \times 2$$

(NP = number of points rounded up to two decimals; AG = average grade from the level of studies in question; NECO = number of exams carried over (left) from all years of this level of studies; 8 = corrective factor);

(5) the additional number of points for a particular year of studies is:

- for the second-year students – 3 points,
- for the third-year students – 6 points,
- for every following year, 2 additional points are given,

(for the first-year master students, for the study programs 3+2 years – 8 points,

for the first-year master students, for the study programs 4+1 years – 10 points.)

(6) 2 points are deducted for every repeated year to students who repeated a year during the studies.

**2) The socio-economic status of the family is represented by the number of points for the average of the total monthly income per the student's family member for the period January-June of the current year, in the following manner:**

- 1) up to 50% of the average income without the official taxes per employee in the economy of the Republic of Serbia – 1 point;
- 2) up to 100% and higher than the average income without the official taxes per employee in the economy of the Republic of Serbia – 0 points;

The students who have the residence on the territory of the Autonomous Province of Kosovo and Metohija, and who are not able to get the certificate on the income per family member, get 1 point for the income per family member.

The average income without the official taxes per employee in the economy of the Republic of Serbia, for the period from January 1 to June 30 of the current year, is calculated according to the data of the Statistical Office of the Republic of Serbia.

## **APPENDIX II**

---

### **Institutions of Student Accommodation**

There are 8 student centers of different capacities on the territory of the Republic of Serbia without the AP Kosovo and Metohija, depending on the size of the university city in which they are located. Their work is regulated with the Law on Pupil and Student Standard adopted in 2010, as well as with the corresponding bylaws. These bylaws (decisions, rules and regulations, and directives) closely regulate the categorization of the accommodation capacities (first, second, third and fourth category), quality of nutrition, prices of accommodation, prices of nutrition, etc.

The students centers, the founder of which is the Republic of Serbia (although there is a legal possibility, there are no private student centers), work as public companies with a CEO (director) and a managing board which perform the function of the managing organs. The managing boards of these institutions, which have the accommodation capacities of up to 1,500 spots, have 9 members, four of which are the representatives of the founder, one of which is the representative of the university from the main location of this institution, two of which are the representatives of the students and two of which are the representatives of the institution's employees. The institutions with the capacity of over 1,500 spots have 13 members of the managing board, five of which are the representatives of the founder, two of which are the representatives of the university from the main location of this institution, three of which are the representatives of the students, and three of which are the representatives of the institution's employees.

The contest for the accommodation of students in these institutions is announced once a year in the period from September 1 to September 15 (except for the freshmen, because in their case, the competition and the allocation are performed separately, several months before the contest for older students).

#### **Belgrade SC**

The beginning of the care for students in Belgrade, in the sense of accommodation and nutrition, dates back to 1926, when the King Aleksandar I Karađorđević approved the building of the first dormitory. This dormitory was opened on April 1, 1928 and was able to receive 490 students from the entire Kingdom of SCS. The "Student house" of the King Aleksandar I Karađorđević, the dormitory known in one period under the name "Ivo Lola Ribar", is still located in the place in which it was built, at Kralj Aleksandar I's Boulevard, and it represents one of the most beautiful dormitories of the institution "Belgrade" Student Center. The dormitory for female students "Kraljica Marija" (today called "Vera Blagojević") was built in 1936. The other dormitories were built in the period after World War II, from 1948 to 1978, when the last dormitory in Belgrade was built, the "Karaburma" dormitory. Today, the network of dormitories of the BELGRADE Student Center includes 14 dormitories of the total capacity of over 10,000 spots for which more than 13,000 students apply every year.

#### *“4. april” Dormitory, Voždovac*

is located at 320 Vojvode Stepe Street, in Voždovac. It has the capacity of 857 spots in double and triple rooms, divided into two blocks, one of which is of the first and the other is of the second category.

#### *“Patris Lumumba” Dormitory*

is located at 1 Ljubica Luković Street, in Zvezdara. The capacity of the dormitory is 1,020 spots divided into single, double and triple rooms categorized from the first to the fourth category.

#### *“Karaburma” Dormitory*

is located at 76 Mija Kovačević Street, in Palilula. It has single and double rooms of the third category divided into blocks A and B. It can receive 1,170 students in total.

#### *“Žarko Marinović” Dormitory*

is located at 256 Cara Dušana Street, in Zemun. There are 155 available spots in single, double, triple and quadruple rooms of the fourth category.

#### *“Studentski grad” Student Complex*

is located at 143-151 Tošin bunar Street, in Novi Beograd (New Belgrade).

The structure of the dormitory includes the dormitory I, II, III and IV. The students have at their disposal double and triple rooms, and the first-category apartments. The capacity of the dormitory is 4,406 spots.

#### *“Košutnjak” Dormitory*

is located at 156 Blagoja Parovića Street, in Košutnjak. Single, double, triple and quadruple rooms of the first category are divided into two blocks. The capacity of the dormitory is 333 spots.

#### *“Vera Blagojević” Dormitory I i II*

“Vera Blagojević I” is located at 48 Kraljice Marije Street. “Vera Blagojević II” is located at 37 Dalmatinska Street. It disposes with double and triple rooms, and the first-category (“I”) and third-category apartments (“Vera II”). The capacity of the dormitory “Vera I” is 138, and the capacity of the dormitory “Vera II” is 178 spots.

#### *“Kralj Aleksandar I” Dormitory*

is located at 75 Kralj Aleksandar’s Boulevard. A total number of 526 students can be accommodated in single, double, triple and quadruple rooms of the first category.

### *“Slobodan Penezić” Dormitory*

is located at bb Bana Ivaniša Street, in Zvezdara. The dormitory is composed of block I, II and III with a total of 759 available spots. The rooms are single, double and triple and they are all of the second category.

### *“Rifat Burdžović” Dormitory*

is located at 77 Milan Rakić Street in Zvezdara. The dormitory has 367 available spots in single, double and triple second-category rooms.

### *“Mika Mitrović” Dormitory*

is located at 33 Kralja Vladimira Street. A total of 162 students can be accommodated in the single, double and triple rooms of the second category. It is currently being renovated. According to the project, “Mika Mitrović” Dormitory will have the accommodation units of different structures. The ground floor will have two-bedded apartments which are going to be fully adjusted for persons with an accompanying person, whereas the floors will have single and double apartments with one or two beds (per apartment). The vertical communication in the object is realized with three staircases and a hydraulic elevator. A downward staircase elevator-platform was created to allow to persons with disabilities to get out into the garden. All rooms will have a bathroom, a balcony, an internet access and a cable TV system. This object will also have a health care facility and three smaller air-conditioned rooms (reading-room, TV room, IT center). On the ground floor, there will also be a new distributive type restaurant with 44 available spots.

The dormitories “4. april”, “Patris Lumumba (block B)”, “Karaburma”, “Žarko Marinović”, “Vera Blagojević II” and “Slobodan Penezić” have joint floor bathrooms. All of these dormitories were renovated in the last couple of years, so the students may have maximum conditions for the maintenance of personal hygiene.

Free internet access is allowed to the students in all the dormitories that are connected to the internet via the Academic network. The ADSL system is installed in the dormitories “Kralj Aleksandar I”, “4. April” and “Studentski grad”, while other dormitories have LAN networks. An exception is the “Rifat Burdžović” Dormitory, in which the students may use the internet via the rented optic link. The price of this service is 300 Serbian dinars per month.

The student restaurant system of the institution Belgrade Student Center includes 14 student restaurants in Belgrade, seven of which are productional and the remaining seven are distributional. The students may have breakfast in three restaurants belonging to the commercial sector by using the student menu meals. Over 20,000 meals are delivered daily at the student restaurants of the “Belgrade” Student Center.

## **Novi Sad SC**

The people's committee of the city of Novi Sad established the Dormitory in Novi Sad, with the directive from 20/11/1954, as an institution with independent financing. Today, this is the second largest student center in the country, providing the accommodation for

3,064 students. Eight dormitories in Novi Sad can accommodate 2,713 students, the dormitory in Zrenjanin has 203 available spots at their disposal, whereas the dormitory in Sombor can provide the accommodation for 143 students.

#### *“Živojin Ćulum” Dormitory*

The dormitory is located at 5a Despot Stefan's Boulevard. The dormitory has only first-category double rooms with the total capacity of 372 spots.

#### *“Car Lazar” Dormitory*

The address of this dormitory is 7 Despot Stefan's Boulevard. The total capacity of this dormitory is 372 spots and it only has double rooms of the first category.

#### *“Nikola Tesla” Dormitory*

7a Despot Stefan's Boulevard, the capacity if the dormitory is 350 spots divided into 168 double and 14 single rooms of the first category.

#### *“Sajmište” Dormitory*

17 Slobodana Bajića Street, has the capacity of 262 spots divided into 107 double and 48 single rooms of the first category.

#### *“23. oktobar” Dormitory*

27 Danila Kiša Street. The dormitory has at its disposal 53 double and 32 single rooms of the first category, what makes the total capacity of 139 available spots.

#### *“Feješ Klara” Dormitory*

4 Alekse Šantića Street, there are 120 available spots of the first category, divided into 45 double, 8 triple and 6 single rooms.

#### *“Slobodan Bajić” Dormitory*

10 Dr. Sime Miloševića Street, has the capacity of 758 spots in double rooms of the second category (four rooms share one bathroom, whereas two rooms share one toilet).

#### *“Veljko Vlahović” Dormitory*

8 Dr. Sime Miloševića Street, with the capacity of 340 spots in double rooms of the second category (four rooms share one bathroom, whereas two rooms share one toilet).

#### *“Mihajlo Predić - dr Miša” Dormitory*

2c Jovana Popovića Street, Zrenjanin, has the capacity of 208 spots divided into 60 triple and 7 quadruple rooms of the second category (joint bathroom on each floor).

### *“Dr Zoran Đindjić” Dormitory*

Sombor, 143 available spots of the first category, 70 double and 3 single rooms.

The students with special needs have at their disposal 17 rooms in one dormitory adapted for the students with physical impairments and for the students who use wheelchairs. An access ramp was built at the entrance to this dormitory. The Accommodation Service and Nutrition Counter are accessible to students with disabilities, they have access ramps, the door of appropriate width, and the Accommodation Service has, in the waiting room, a toilet specially adapted for these students. Two out of three student restaurants have access ramps at the entrance. The students with special needs get the spots in dormitories based on the Contest of the Ministry of Education and they have to meet all the criteria required from all applicants. However, the students with special needs who do not get the accommodation in the regular allocation have the right to file a Request to be ranked again, this time in the category of students who are the members of the sensitive social groups (more precisely, in the group of students with disabilities, students with chronic diseases and convalescents), on the basis of the lenient criteria with an obligatory compliance of the medical commission.

At this moment, there are three student restaurants that work as a part of the Novi Sad SC. Nearly 9,000 meals are eaten every day in these restaurants.

### **Subotica SC**

“Subotica” Student Center was officially registered in court as a separate legal entity on 12/10/1970. However, from the moment of the establishment of the Faculty of Economics in Subotica in 1960, the organization of nutrition and accommodation of students has been in a different organizational form and under the patronage of the Faculty of Economics.

### *“Bosa Milićević” Dormitory*

“Bosa Milićević” Dormitory is located at the address 7 Marije Vonić Tošinice Street, nearby the Faculty of Economics. Three hundred students (300) are accommodated in double rooms of the first category.

### *“Ivo Lola Ribar” Dormitory*

The Dormitory is located at the address 5 Feranca Sapa Street in the ambient of the Mulberry Forrest near the Faculty of Civil Engineering. The total capacity of 465 available spots is divided into four single, 17 double, 123 triple and 9 quadruple rooms.

There are two student restaurants that are a part of the Subotica SC – one with the capacity of 200 and one with the capacity of 150 available spots.

## **Čačak SC**

By the Decision of the People's Board of the Čačak Canton from December 1962, The Dormitory of Junior Colleges was established in Čačak (what is today the Student Center).

The Dormitory in Čačak is currently able to accommodate 200 students in rooms with one or more beds. The building has a ground floor, two floors and an attic, its own reading room, a drawing room, and a café. Significant funds have been invested for the improvement of the conditions of accommodation and stay of the Dormitory tenants. In the last couple of years, floor bathrooms and sanitary blocks have been adapted, a large part of the furniture and carpets have been replaced, the video surveillance system has been installed, as well as the heating system controlled from the newly-built natural-gas heating room. Every year, the measures of current and investment maintenance are implemented, and for the following development period, a preliminary design was created and the management made a contact with the authorized ministry for the construction of another pavilion (annex) of the Dormitory, next to the current building. Between 300 and 350 students apply every year for 200 available spots in the Dormitory.

About 1,200 meals are delivered daily at the student restaurant at the Čačak SC.

## **Niš SC**

In 1952, the dormitory, that used to work as the Dormitory for the students of the Junior College of Pedagogy in Niš, became a legal entity and started being under the jurisdiction of the People's Board of the City of Niš. The dormitory did not have a building for their purposes until 1963, and from 1964, it has been using four building for the accommodation of students, located at Trg oslobođenja in the "Union" restaurant, at Trg oktobarske revolucije in a private building, at Mramorska Street, and at Botanička Street (today called Velikotrvovska Street). On 24/09/1990, this institution got the current name – Niš Student Center.

### *Pavilions I and II*

are located at Topličina Street near the Faculty of Law. Pavilion I has 63 rooms (4 double and 59 triple rooms) and it accommodates 185 students. Pavilion II has 162 available spots (54 triple rooms).

### *Pavilion III*

Pavilion III is located at 2 Velikotrvovska Street, has 110 rooms (3 single, 90 double, 13 triple and 4 quadruple rooms) with 238 available spots in total.

### *Pavilion IV*

Pavilion IV at Gradsko polje (City Field) near the technical faculties was built in 1977, and the building was renovated in 2001, after the NATO bombing. This building has 184 rooms at its disposal (16 single, 167 double and one triple room). It accommodates 353

students. Every room has a bathroom, a telephone and an internet access point (which is available 24/7).

The Student Center provides nutrition services in three of their restaurants.

### **Užice SC**

Užice Student Center was established as an institution in 1993 by the Law on Pupil and Student Standard and the Decision on the Network of Student Standard Institutions, and it still works under that name.

The part for accommodation is composed of four pavilions with 112 beds in total. Each pavilion has the plumbing systems, as well as four bathrooms, each with 6 shower cabins, fore-rooms with lavatories and hot water 24 hours a day. There are single (4), double (12), quadruple (16) and quintuple (4) rooms.

The restaurant called "Student", which is a part of the Užice SC, has the capacity of 120 spots. The kitchen of this restaurant delivers 1,000 meals per day.

### **Bor SC**

Bor Student Center was established on 01/02/1962 under the name "Student Standard Institution, Dormitory in Bor". After the 1993 Decision of the Government of the Republic of Serbia on the Changes of the Network of Student Standard Institutions and on the Organization of this Institution, the establishing rights were transferred to the Republic of Serbia.

Bor Student Center offers to students 161 rooms of the first category, 148 of which are double and 13 of which are single, and thus the Center may provide its services to 309 users. Fifty (50) beds are separated in a detached internat part for the users of the pupil/high school student accommodation.

Bor Student Center has a restaurant for the nutrition of university and high school students.

### **Kragujevac SC**

"Vita Janić" Dormitory was established in Kragujevac for the accommodation and nutrition of students. It is the antecedent of the current institution which has been working under the name Student Center since 1990.

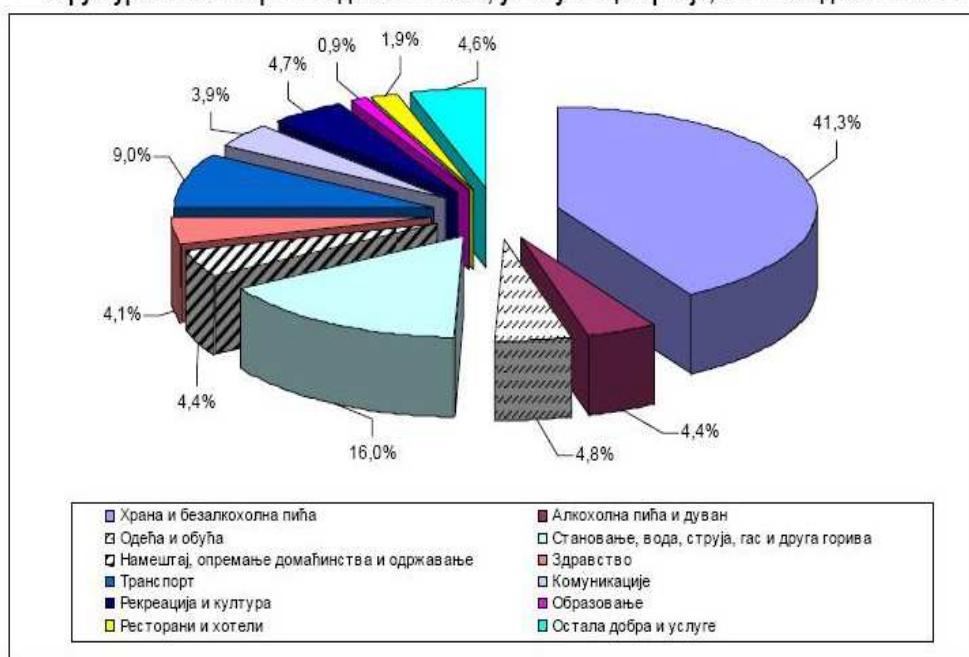
## APPENDIX III

### The Expenditure of Households in Serbia on Education in the Total Expenditure

In the last 20 years, the reality of the Serbian society has been marked by military and ethnic conflicts, alteration of the existing state borders, forced migrations of the members of different ethnic and social groups, destruction of the existing institutional system, etc. This destructive trend of social transformation led to significant *structural social changes*, and, above all, to the general pauperization of the widest layers of population. The consequences of this process are the most striking in the structure of the expenditure of the households (see Chart 1). As it can be seen from Chart 1, the largest part of the household income was spent on food (41.3%), accommodation expenses (16.0%) and transportation (9.0%). It is interesting to notice that the percentage of the income a Serbian household averagely spent on education was only 0.9%. As it can be seen in Chart 2, that percentage was slightly higher at city households (1.2%), or slightly lower at households living outside of the city areas (0.5%) (see Chart 3). The largest amount the households spent on education was intended for higher education (Household Budget Survey, 2010).

**Chart 1**

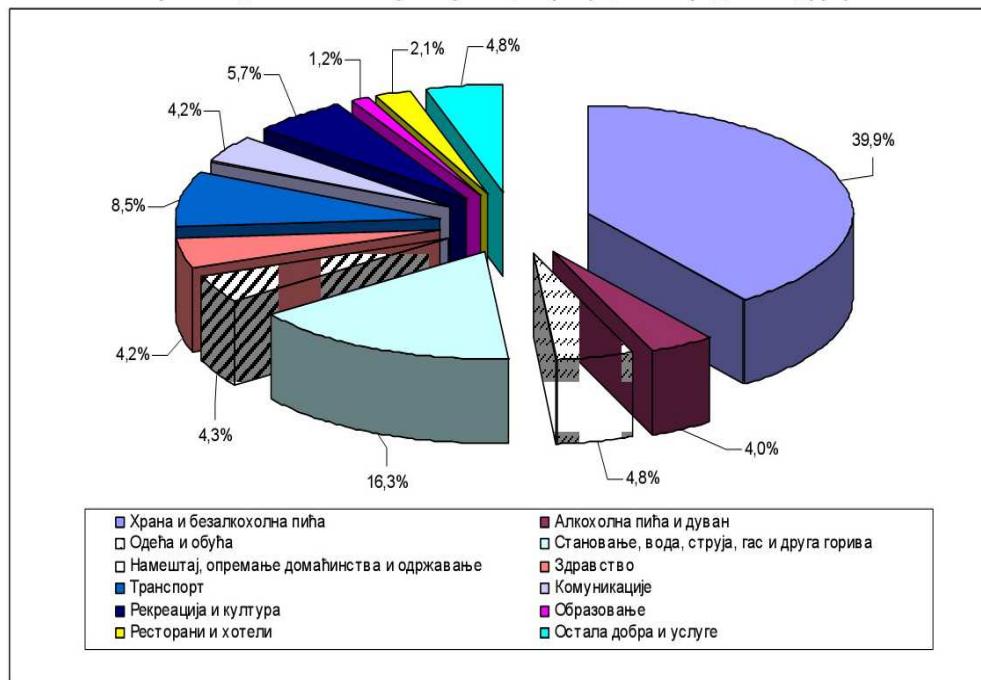
Структура личне потрошње домаћинстава, у Републици Србији, 2010. сва домаћинства



Source: Household Budget Survey, 2010, page 43

## Chart 2

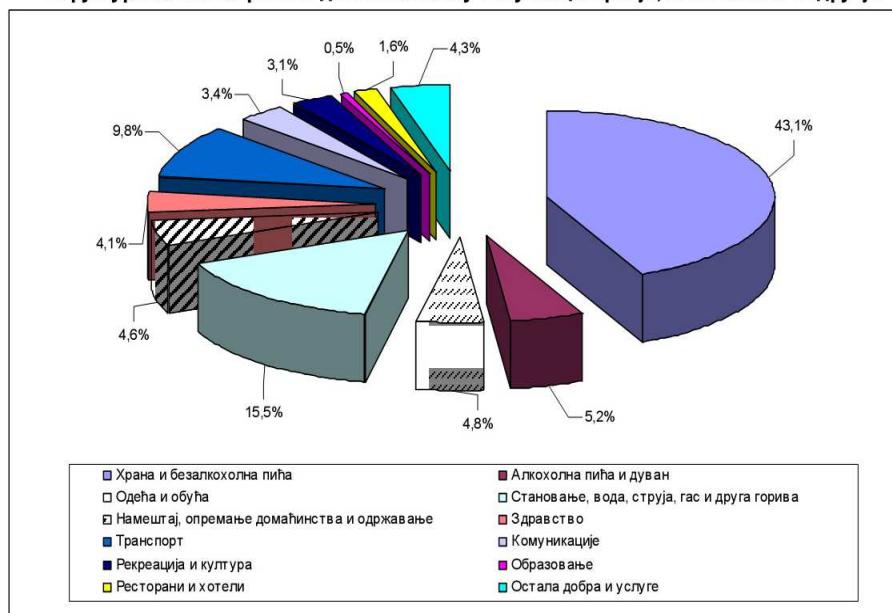
Лична потрошња домаћинства у Републици Србији, 2010. градско подручје



Source: Household Budget Survey, 2010, page 52

## Chart 3

Структура личне потрошње домаћинства у Републици Србији, 2010. остало подручје



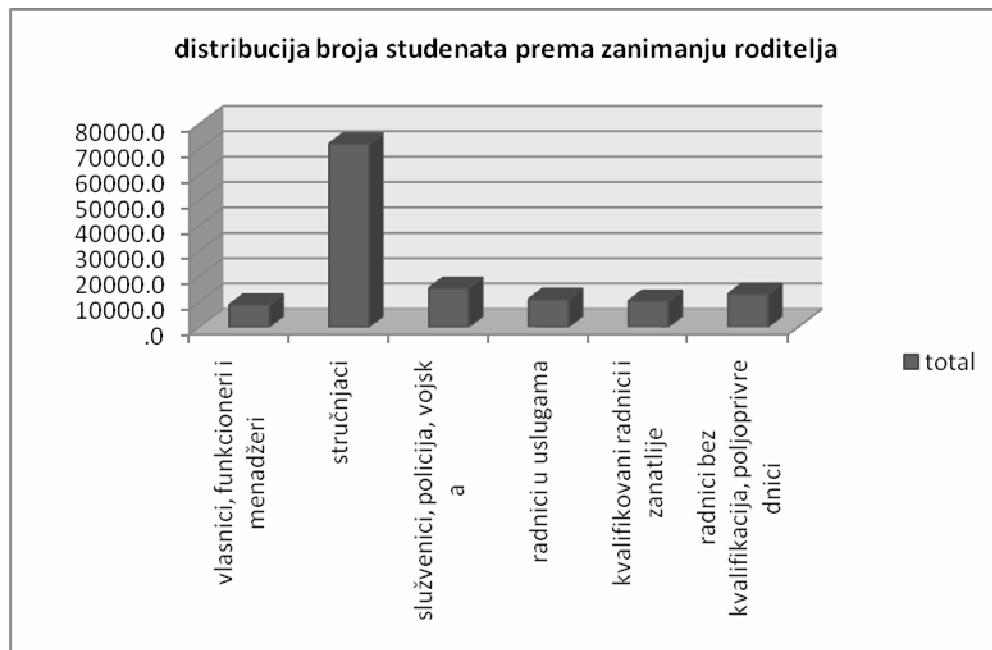
Source: Household Budget Survey, 2010, page 61

## APPENDIX IV

---

### The Structure of the Student Population by the Occupation of their Parents

Chart 4



Source: Statistical Office of the Republic of Serbia

Table IV - 1 The distribution of students in relation to the occupation of their parents and the manner of financing of the studies

<b>Occupation of the participant's parents</b>	<b>Manner of financing of the studies</b>		
	<b>State-funded</b>	<b>Self-funded</b>	<b>Total</b>
Owners, officials and managers	2,705 5.0%	6,073 7.9%	8,778 6.7%
Experts	30,502 56.2%	41,665 54.4%	72,167 55.2%
Clerks, police, military	5,146 9.5%	10,210 13.3%	15,356 11.7%
Service provision workers	4,230 7.8%	6,793 8.9%	11,023 8.4%
Qualified workers and craftsmen	5,222 9.6%	5,111 6.7%	10,333 7.9%
Manual workers, farmers	6,421 11.8%	6,674 8.7%	13,095 10.0%
<b>Total</b>	<b>54,226 100.0%</b>	<b>76,526 100.0%</b>	<b>130,752 100.0%</b>

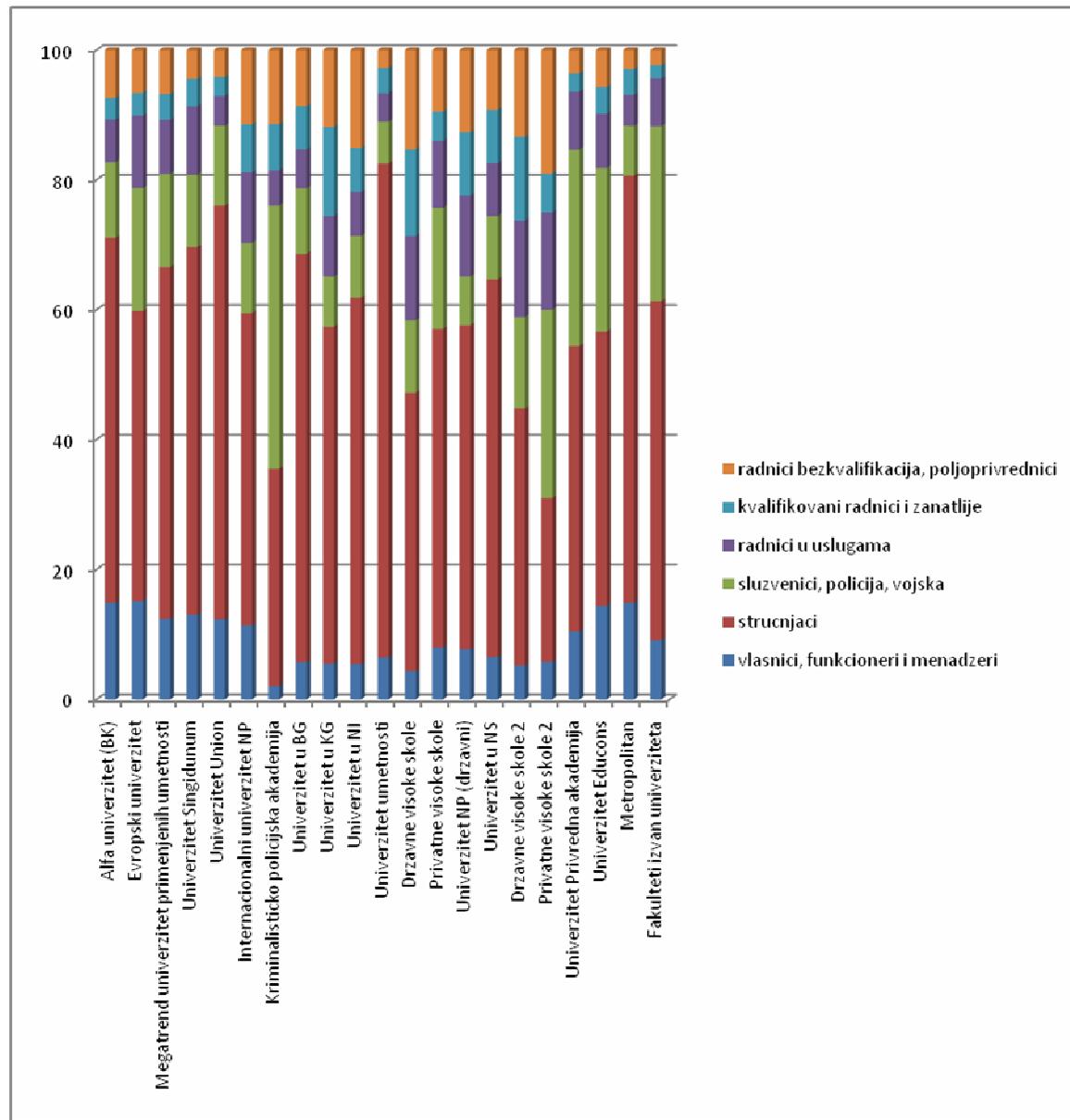
Source: Statistical Office of the Republic of Serbia

Table IV - 2 The distribution of students in relation to the occupation of their parents and the type of university (private – state)

<b>Occupation of the participant's parents</b>	<b>Founder of the university</b>		
	<b>private</b>	<b>state</b>	<b>Total</b>
Owners, officials and managers	2,875 11.9%	5,872 5.5%	8,747 6.7%
Experts	12,339 51.2%	59,650 56.1%	71,989 55.2%
Clerks, police, military	4,160 17.3%	11,104 10.4%	15,264 11.7%
Service provision workers	2,244 9.3%	8,754 8.2%	10,998 8.4%
Qualified workers and craftsmen	967 4.0%	9,359 8.8%	10,326 7.9%
Unqualified workers, farmers	1509 6.3%	11,578 10.9%	13,087 10.0%
<b>Total</b>	<b>24,094 100.0%</b>	<b>106,317 100.0%</b>	<b>130,411 100.0%</b>

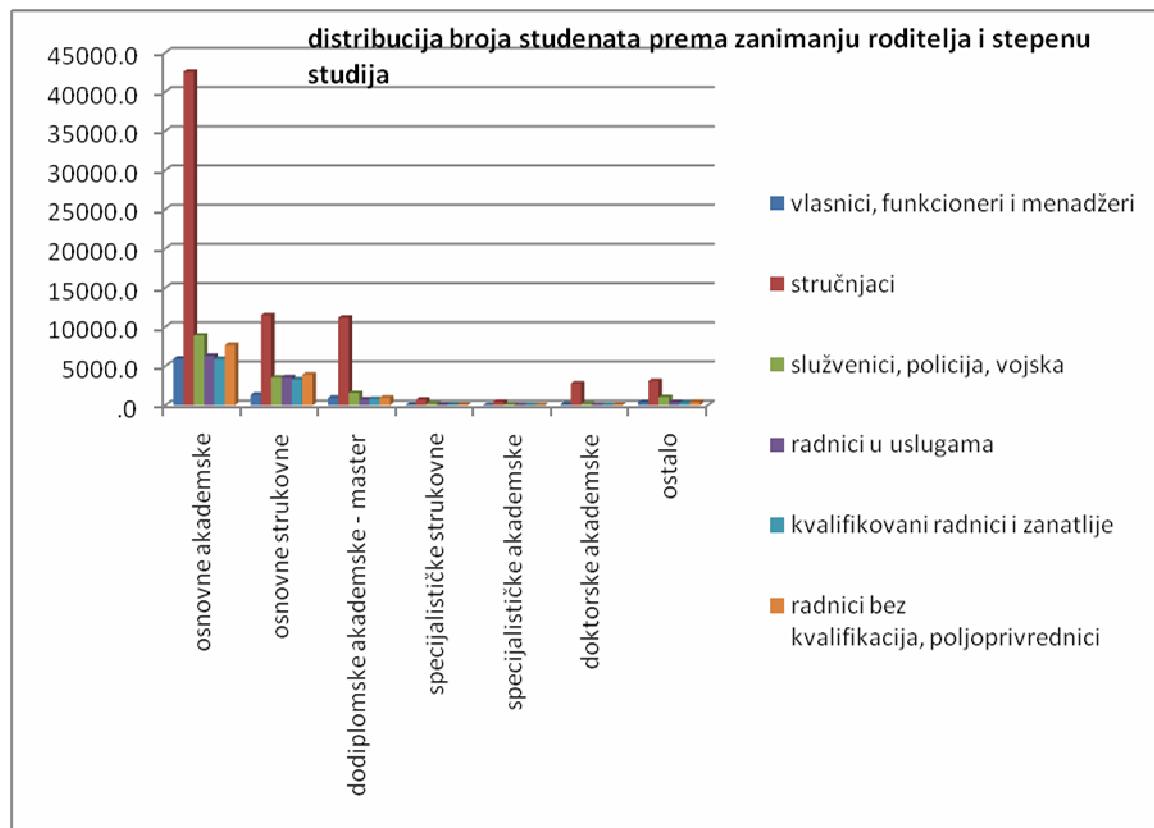
Source: Statistical Office of the Republic of Serbia

**Chart 5** The distribution of students by universities at which they study and the occupation of their parents, in percentages



Source: Statistical Office of the Republic of Serbia

**Chart 6**



Source: Statistical Office of the Republic of Serbia

## APPENDIX V

---

### The Structure of the Student Population According to the Education of their Parents

Table V-3 The distribution of students according to the level of education of the student's mother in 2010, and the level of education of women in the general population according to the Census from 2002

Type of school	Number of students in 2010	Percent	Female population in Serbia in 2002	Percent
No schooling	381	0.2	280,557	8.5
Incomplete elementary education	975	0.4	611,441	18.6
Elementary school	13,423	5.9	810,770	24.7
High school	126,780	55.5	1,194,665	36.4
Junior college	28,347	12.4	134,868	4.1
University education	47,023	20.6	188,847	5.8
Other	11,602	5.1	58,416	1.8
Total	228,531	100.0	3,279,564	99.9

Source: Statistical Office of the Republic of Serbia

## APPENDIX VI

---

### The Structure of the Student Population by Gender

Chart 7 The distribution of students by gender and the level of studies

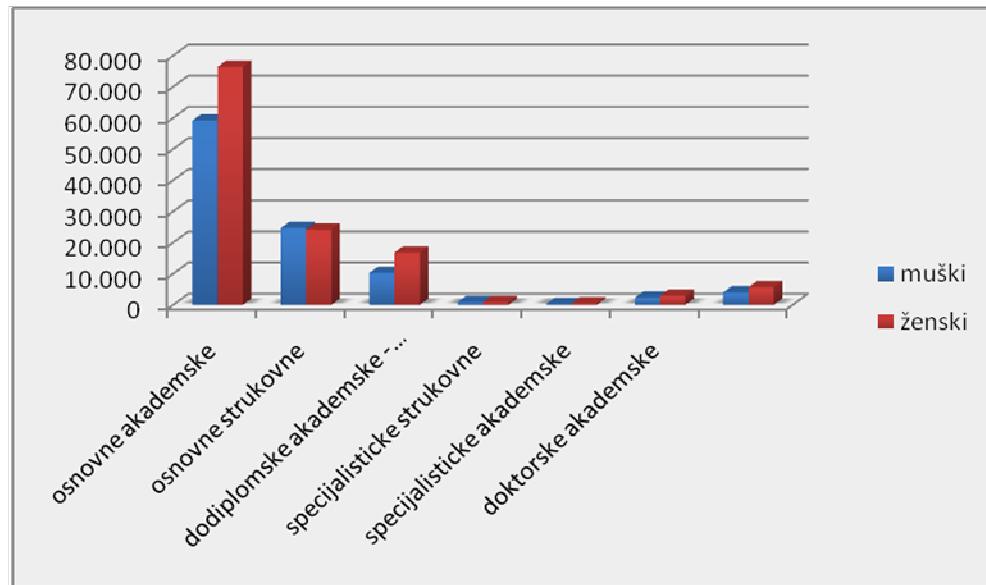


Chart 8 The distribution of students by gender and level of studies, in percents

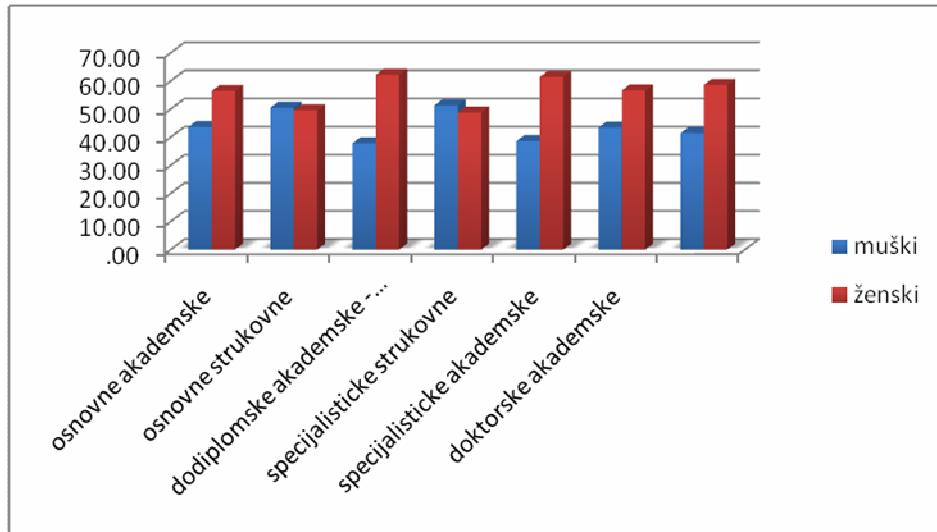


Table VI-1 The distribution of students by gender and the manner of financing of the studies

		<b>Manner of financing of the studies</b>		<b>Total</b>
		<b>state-funded</b>	<b>self-funded</b>	
<b>Student's gender</b>	male	39,939 40.8%	61,438 47.0%	101,377 44.4%
	female	57,851 59.2%	69,303 53.0%	127,154 55.6%
Total		97,790 100.0%	130,741 100.0%	228,531 100.0%

Table VI-2 The distribution of students by gender and the type of university

		<b>University</b>		<b>Total</b>
		<b>Private</b>	<b>State</b>	
<b>Student's gender</b>	male	19,124 49.7%	81,935 43.3%	101,059 44.3%
	female	19,376 50.3%	107,503 56.7%	126,879 55.7%
Total		38,500 100.0%	189,438 100.0%	227,938 100.0%

## **APPENDIX VII**

---

### **The Structure of the Student Population by the Place of Residence**

Table VII-1 Students by the place of residence and the manner of financing of the studies

<b>Place of residence</b>	<b>Manner of financing of the studies</b>		<b>Total</b>
	<b>state-funded</b>	<b>self-funded</b>	
University center	36,326 37.1%	63,289 48.4%	99,615 43.6%
University colleges' main location	30,731 31.4%	31,169 23.8%	61,900 27.1%
Other places in Serbia	27,894 28.5%	30,189 23.1%	58,083 25.4%
Places outside of Serbia	2,839 2.9%	6,094 4.7%	8,933 3.9%
Total	97,790 100.0%	130,741 100.0%	228,531 100.0%

Source: Statistical Office of the Republic of Serbia

Table VII-2 Students by the place of residence and the type of university college

<b>Place of residence</b>	<b>Founder of the university</b>		<b>Total</b>
	<b>Private</b>	<b>State</b>	
University center	20,364 52.9%	78,827 41.6%	99,191 43.5%
University colleges' main location	8,433 21.9%	53,427 28.2%	61,860 27.1%
Other places in Serbia	7,673 19.9%	50,332 26.6%	58,005 25.4%
Places outside of Serbia	2,030 5.3%	6,852 3.6%	8,882 3.9%
Total	38,500 100.0%	189,438 100.0%	227,938 100.0%

Source: Statistical Office of the Republic of Serbia

## REFERENCES

---

### 1. CITED LITERATURE

- Anketa o radnoj snazi (2011) Bilten 533 Republičkog zavoda za statistiku, Beograd.
- Babović, Marija (2009) *Post-socijalistička transformacija i socio-ekonomske strategije domaćinstava i pojedinaca u Srbiji*, Beograd, Filozofski fakultet, Institut za sociološka istraživanja
- Council conclusions of 11 May 2010 on the social dimension of education and training, OJ C 135
- London Communiqué 2007, str. 5, <http://bit.ly/XxKITQ>
- Mankiw, G (2004) *Principles of Economy*, Third edition
- Mijakovac, N (2008) "Mesečni prihodi i potrošnja domaćinstva" u: Vukmirović, Dragan i Govoni, Rachel Smith. (2008) *Studija o životnom standardu: Srbija 2002-2007*, Beograd, Republički zavod za statistiku, str. 29-42
- OECD (2008). *Tertiary Education for the Knowledge Society*, Vol. 2, Paris: OECD str. 14.
- Popis Stanovništva 2002 – Republički zavod za statitsku
- Redovno srednje obrazovanje (2010) Bilten 520 Republičkog zavoda za statistiku, Beograd.
- Institut za psihologiju Filozofskog fakulteta u Beogradu i Save the children 2005:4 (na 35. strani)
- LSMS 2007 World Bank Living Standards Measurement Survey Serbia 2007
- Vukasović, M (urednik) 2009 *Finansiranje visokog obrazovanja u Jugoistočnoj Evropi: Albanija, Crna Gora, Hrvatska, Slovenija, Srbija*, Beograd, Centar za obrazovne politike i Državni univerzitet u Novom Pazaru
- Zakon o budžetu Republike Srbije za 2010. godinu

### 2. UNPUBLISHED DATA USED IN THE CREATION OF THE STUDY

- Podaci o studentima prikupljeni pomoću ŠV20 obrasca 2010 godine – Republički zavod za statistiku
- Procenjeni broj stanovnika Srbije starih 19 godina za 2010 godinu – Republički zavod za statitsku
- Procenjeni broj stanovnika Srbije starih 20-24 godine za 2010 godinu – Republički zavod za statitsku
- Podaci iz evidencije Udruženja studenata sa hendiķepom iz Beograda, Kragujevca, Niša i Novog Sada

Podaci Studentske Konferencije Univerziteta Srbije (SKONUS) o studentskom standardu.

Podaci Ministarstva prosvete, nauke i tehnološkog razvoja o subvencijama (smeštaju, ishrani, stipendijama i kreditima).

### 3. REGULATIONS

Podaci o propisima preuzeti su iz pravne baze *Paragraf lex*, prema stanju zakonodavstva na dan 31. 12. 2011.

Spisak propisa se može naći u delu ove studije “*Propisi koji regulišu delatnost visokog obrazovanja i studentski standard*” na stranama: 46 (opšti propisi), 48 (propisi o visokom obrazovanju), 54 (studentski i učenički standard), 56 (obezbeđivanje ishrane, smeštaja, prevoza i karijernog savetovanja), 59 (posebne kategorije učenika i studenata), 62 (antidiskriminacioni propisi)