



Република Србија
МИНИСТАРСТВО ПРОСВЕТЕ



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Sustainability of Higher Education in Serbia **Presentation of THE REPUBLIC OF SERBIA and FOUNDATION** **TEMPUS**

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Education for Sustainable Development

- **UNESCO-led strategy**, supported by EU member states, emphasizes the need for sustainability education to equip students with the critical thinking, problem-solving, and innovation skills necessary to address global challenges like climate change.
- Universities are expected to **incorporate sustainability** across disciplines, not only in environmental sciences but also in areas like economics, law, and social sciences.



Education for Sustainable Development

European Higher Education Area (EHEA) and Bologna Process

- The EHEA promotes higher education reforms across Europe to ensure quality and cooperation between universities. **Sustainability** is increasingly part of the reforms, aiming to develop learning outcomes aligned with sustainability goals.
- The Bologna Process, through tools like the European Qualifications Framework (EQF), **integrates sustainability competencies**, encouraging universities to foster both green skills and sustainable campus operations.



Education for Sustainable Development

Erasmus+ Program and Sustainability

- Erasmus+, the EU's program for education, training, and innovation, now emphasizes **sustainability in mobility** and project funding.
- It supports universities in creating partnerships for sustainable innovation in education, ensuring that students gain hands-on experience in sustainability projects.



National Strategy for Development of Education in Serbia by 2030

The goals set by **SDES 2030** can be achieved through various approaches or options, of which the following have been particularly considered:

1. An approach focused on each level of education separately through the lens of improving **quality, coverage, relevance, and efficiency** (status quo),
2. An approach focused on each level of education separately,
3. An approach focused on achieving quality, coverage, relevance, and efficiency,
4. An approach focused on programmatic content, and
5. An approach focused on programmatic content with respect to the specifics of tertiary education. The comparison of the aforementioned approaches was carried out using a multi-criteria analysis method, with the following criteria: relevance, efficiency, effectiveness, and **sustainability**.



National Context in teaching and learning of HE

Analysis as input for the strategy

- Erasmus+ project "Development and implementation of system for performance evaluation for Serbian HEIs and system - **PESHES**" had **wider implications for educational policy** in Serbia
- Objective was to define indicators and measures for **performance based evaluation of HE institutions** as a basis for value based management in Serbian HEIs
- Final results were used by the Ministry of Education as **basis for development of directives** and **document for defining funding** of HE system in Serbia

Broader strategy framework

- Two measures for achieving the specific goals of the **recently adopted Strategy for Education Development** in the Republic of Serbia by the year 2030 were set:
 - Development of the **HE Quality Monitoring and Evaluation Framework** ("Quality Indicators") and the application of the obtained results in the HE policy formulation;
 - Development and implementation of a **financing model** that encourages the quality of HEs, efficiency and success of studies, for which the working group was established



National Strategy for Development of Education in Serbia by 2030

The goals set by SDES 2030 also include that:

- Higher education should **directly contribute to the sustainable development** of a just society, based on knowledge and innovation, the development of culture, technology, and critical thinking, as well as the fostering of cultural diversity.
- It remains necessary to carry out activities that contribute to increasing the number of highly educated citizens, considering the significance of education for overall economic and social development, and the relatively unfavorable educational structure of the population,



National Strategy for Development of Education in Serbia by 2030

- The goals set by SDES 2030 also include developing the **Monitoring and Evaluation Framework (MEF)** for the quality of higher education (“quality indicators”) and the application of obtained results in the formulating of HE policies.
- **MEF** will certainly include the following areas: student-centred learning, teaching and learning quality, teacher competences and development, quality and relevance of study programs, “quality” of students, modernisation of management, transparency and integrity and other areas important to ensure the quality of higher education.



Monitoring and Evaluation Framework (MEF)

Based on the analyses, developing, piloting, and finalising the **MEF** for Higher Education, its activities will include:

- Adopting of the Rulebook on MEF in HE;
- Building the capacity of representatives of the MoE and HEIs for the application of the MEF and analysis of the obtained results;
- Continuous monitoring and drafting of MoE's annual reports based on the implemented MEF; and
- Improving educational policies in HE based on the situation and needs recognised in the reports developed based on the MEF.



Monitoring and Evaluation Framework (MEF) in future practice

will in part rely on Profformance+ assessment tools, i.e. **Profformance survey**, including:

- Developing a framework for the evaluation and assessment of academic staff;
- Student evaluation of university professors;
- Peer and stakeholder assessments of HEI teachers' performance;
- Defining what competencies are needed for 21st-century teachers to fulfil their various and wide-ranged tasks and activities in their academic life, and
- Developing a coherent system of follow-up measures.



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