

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Serbia



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

Convention on the Rights of the Child

Serbia has ratified the Convention on the Rights of the Child, thereby committing to fulfilling the obligations addressing the areas in which teaching competences should be raised, particularly Articles 2, 3, 12, 28, 42 and 45 ([Law on the Ratification of the United Nations Convention on the Rights of the Child](#), *Official Gazette of the Socialist Federal Republic of Yugoslavia – International Treaties*, No. 15/90 and *Official Gazette of the Federal Republic of Yugoslavia – International Treaties*, Nos. 4/96 and 2/97).

Strategy for Education Development in Serbia 2020

The Vision for Teacher Education Development by 2020 stipulates that all pre-primary, primary and secondary school learners, university students and all learners in all non-formal further education systems will be taught by qualified, modern and prepared teachers. Qualified means that teachers know and understand their profession and have all relevant teaching competences to support learning, affective and social development, co-operation in and outside institutions, etc. Training high-quality teachers means developing competences for educational work. Modern means that the teaching/learning concept is scientifically-based (in accordance with the latest scientific advances and professional knowledge, psychology of learning, development and motivation and teaching methodologies) and flexible. The teacher is capable of successfully adapting to new tendencies in education and improving in accordance with the new trends necessary for the future.

Teachers are able to establish a critical attitude to the prescribed and optional syllabus, to choose relevant materials and connect different subjects. Teachers have considerable autonomy in their work and successfully link curricular contents to real-life situations and circumstances. They have overall responsibility for learner achievement. The teaching profession, which is characterised by dignity and integrity, is recognised and included in the national qualifications framework with clearly defined levels of qualifications and corresponding competences. It is a highly respected and well-paid profession. This has created a climate for attracting capable, high-quality candidates to the teaching profession. The selection of students as future teachers is significantly better because the established system motivates the best in the field to enter the teaching profession. There is consensus on the number of candidates and the demand for them.

Undergraduate initial teacher education programmes allow for the acquisition of all professional competences based on the reflexive practice model. This has been achieved by reforming the existing teacher education system, resulting in professionalisation of the teaching profession. In initial teacher education, specific needs at all levels of education are taken into account, from pre-primary to primary and from secondary schools to university. In addition to superior theoretical knowledge,



Wider policy context

initial teacher education provides adequate practical knowledge gained through high-quality school practice.

The national doctoral school, where teaching methodology is predominant, successfully produces qualified personnel for research centres and projects that help to ensure high-quality initial education and professional development for teachers, primarily based on educational needs in the Republic of Serbia. Research in the field of methodology, designed according to high academic and professional standards, is the key driver of education development at all levels and the foundation for high-quality teacher education. It significantly affects the definition of educational policy.

The selection of future students, high-quality study programmes for future teachers and meeting market demands result in significant efficiency. Over 80% of students complete their teacher education studies. Upon graduation, during the recruitment process, teachers pass through a number of developmental and control phases that have been provided for by law: from an internship position, to acquiring a teacher's licence.

The professional-methodological part of the examination for obtaining the licence is organised at the faculty. Quality criteria in this process are uniform for the entire Republic of Serbia and thus prevent local differences based on improper criteria.

In-service teacher training consists of high-quality accredited and approved programmes through which the Republic of Serbia's education policy is implemented. A teacher (section of teachers, schools) chooses the programmes that contribute most to improving their teaching practice.

Professional promotion and evaluation of teachers are based on the findings of a comprehensive and systematic quality control of the teacher's professional work (educational inspection, professional-pedagogical supervision, advisory service, objective indicators of novelties introduced by the teacher in teaching practices, increased learner achievements compared to their initial level, papers, etc.), i.e. they are carried out according to the criteria for progress based on the professional competency standards and professional development of teachers. The criteria for all forms of teacher promotion are clear and the procedure for their implementation is transparent. ([Strategy for Education Development in Serbia 2020](#))

The Law on the Foundations of the Education System

Article 7

The education system must provide all children, learners and adults with the following:

- 1) equality and the right to education and an upbringing based on social justice and the principle of equal opportunities without discrimination;
- 2) education and upbringing focused on the child and the learner through various forms of learning, teaching and assessment that meet children's and learners' different needs, develop motivation for learning and raise the quality of achievement;



Wider policy context

- 3) respect for human rights and the rights of every child, learner and adult and respect for human dignity; education and upbringing in a democratic and socially responsible institution fostering openness, co-operation, tolerance, awareness of cultural and social cohesion in the world, commitment to basic moral values, justice, truth, solidarity, freedom, honesty and responsibility, fully respecting the rights of the child, the learner and the adult;
- 4) high-quality education and upbringing for all; quality and balanced education and upbringing, based on the attainments and achievements of modern science, the application of the achievements from scientific disciplines important for the process of education and upbringing and adapted to the age and personal educational needs of each child, learner and adult;
- 7) professional ethics and competence, which implies high professionalism of teachers, expert associates, principals and secretaries, continuing professional development (CPD) and a high level of professional responsibility and ethics.

Article 8

The basic objectives of education are:

- 1) ensuring well-being and providing support to the overall development of each child, learner and adult;
- 2) providing a supportive and safe environment for the full development of each child, learner and adult, developing non-violent behaviour and establishing zero tolerance for violence;
- 3) increased access to pre-primary services and comprehensive inclusion of learners in the education system;
- 4) developing and practising a healthy lifestyle, awareness of the importance of one's own health and safety and the need to nurture and develop physical abilities;
- 5) developing awareness of the importance of sustainable development, protection and conservation of nature and the environment, of environmental ethics, and animal protection and welfare;
- 6) continuous improvement of the quality of processes and outcomes of education and training based on proven scientific knowledge and educational practice;
- 7) developing competencies for becoming part of and actively participating in the changing modern society;
- 8) full intellectual, emotional, social, moral and physical development of each child, learner and adult, in accordance with their age, developmental needs and interests;
- 9) developing key competences for lifelong learning, cross-curricular and professional competences in accordance with occupational requirements, labour market demands and the development of modern science and technology;



Wider policy context

- 10) developing self-awareness, creative skills, critical thinking, motivation for learning, teamwork skills, self-evaluation, self-initiative and expressing one's own opinion;
- 11) training for making sound decisions about further education and the choice of profession, one's own development and future life;
- 12) developing positive human values;
- 13) developing a sense of solidarity, understanding and constructive co-operation with others, and fostering friendship and fellowship;
- 14) developing competencies for understanding and respecting the rights of the child, human rights, civil liberties and the capacity to live in a democratic and just society;
- 15) developing and respecting racial, national, cultural, linguistic, religious, gender, sexual and age equality and tolerance, and encouraging diversity;
- 16) developing personal and national identity, awareness and a sense of belonging to the Republic of Serbia, respecting and nurturing the Serbian language and one's mother tongue, the tradition and culture of the Serbian people and national minorities, developing interculturalism, respecting and preserving national and world cultural heritage;
- 17) fostering efficient use of educational resources, completing the course of education within the stipulated period of time, with minimum extension and reduced incidence of drop-out;
- 18) increasing the efficiency of education and improving the educational level of the population of the Republic of Serbia as a knowledge-based state.

[\(Law on the Foundations of the Education System\)](#)



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
<p>2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education</p>	<p>2.1.1.1</p> <p>The Strategy for Education Development in Serbia 2020 points out that high-quality teachers are undoubtedly the key factor in high-quality education. Therefore, a special strategy for teacher education has been devised. In addition to teachers' professional development, attention should be paid to their pedagogical, psychological and methodological education; development of the teaching career – from the induction phase, to the acquisition, renewal and loss of licences, to marking systems, monitoring, training, and all the way to rewarding, professionalisation and building reputation of the teaching profession.</p> <p>2.1.1.2</p> <p>On quality of the teaching and learning processes, the Strategy for Education Development in Serbia 2020 mentions 'support mechanisms for the inclusive approach in schools', such as 'further education of teachers towards understanding the inclusive approach, through training and ... programmes offered at teaching schools'. (Strategy for Education Development in Serbia 2020, 2012, p. 66)</p> <p>2.1.1.3</p> <p>The Action Plan for Implementation of the Strategy for Education Development in Serbia 2020 (2012–2020) refers to inclusive education as an education subsystem. The progress report mentions 'Further development of inclusive education competencies of employees in educational</p>



Policy priorities	Findings
	<p>institutions through various training programmes’. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Country priorities)</p> <p>2.1.1.4</p> <p>The Strategy for the Social Inclusion of Roma 2016–2025 aims to strengthen education for all minority groups, particularly Roma. It states:</p> <p><i>The education system in Serbia should ensure the full involvement of Roma children and young people in quality pre-primary, primary and secondary education and greater inclusion of Roma in the learner population. It should also ensure support for the education of young people and adults who have not been educated or who left school, through the introduction of effective and efficient anti-discrimination mechanisms and the fulfilment of conditions for the exercise of all minority rights for Roma in the education system.</i></p> <p>Therefore, it aims to:</p> <ul style="list-style-type: none">• ‘Optimise the work of pedagogical assistants’.• ‘Prevent discrimination against Roma children in the education system through ... training for educators’.• ‘Adopt new procedures for adult education that will contribute to a further increase in the coverage of adult Roma, through ... improving the professional capacities of teaching staff’. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Country priorities)



Policy priorities	Findings
<p>2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education</p>	<p>2.1.2.1</p> <p><i>According to Article 137 of the Law on the Foundations of the Education System:</i></p> <p><i>The task of teachers is to ensure that their competences achieve the goals of education and care and standards of achievement, taking into account the principles of education, interests and the specific potential of students and adults.</i></p> <p><i>The task of pre-school teachers is to ensure that their competences respect the principles of education, to achieve the goals of education and to promote educational work with children. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 1.7, Finding 1.7.1)</i></p> <p>2.1.2.2</p> <p><i>The task of the teacher defectologist (special education teacher working in a special education group within a mainstream pre-school) in a development group in a pre-primary institution and in schools for the education of pupils with developmental impairments and disabilities is to ensure the achievement of the goals of education and standards of achievement, in accordance with the individual education plan and the educational programme.</i></p> <p><i>Teachers and educators perform tasks based on established standards of competence. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 1.7, Finding 1.7.2)</i></p>



Policy priorities	Findings
	<p data-bbox="757 308 853 336">2.1.2.3</p> <p data-bbox="757 363 2027 472"><i>According to the Rulebook on Standards of Competencies of Principals of the Education Establishments (Official Gazette of the Republic of Serbia, No. 38/2013), 1.1: Handling the Process of Education and Learning 1: ...</i></p> <p data-bbox="757 496 1534 528">'Providing an inclusive approach in the educational process'</p> <p data-bbox="757 552 2000 624">'Providing and monitoring the well-being and development of a child'. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 7.2, Finding 7.2.1)</p> <p data-bbox="757 647 853 676">2.1.2.4</p> <p data-bbox="757 700 1955 809">The following (among others) are the priority areas for approving professional development programmes for pre-primary and school teachers and expert associates for the 2018/2019, 2019/2020 and 2020/2021 school years:</p> <ul data-bbox="801 833 2027 1082" style="list-style-type: none"><li data-bbox="801 833 2027 941">• methodology for working with children/learners in need of additional educational support (working with children from vulnerable background, children with disabilities, migrants, etc.)<li data-bbox="801 965 2027 1082">• strengthening the educational institution's educational role by developing programmes to prevent violence, discrimination, abuse and neglect. (Institute for the Improvement of Education) <p data-bbox="757 1106 853 1134">2.1.2.5</p> <p data-bbox="757 1158 2027 1310">Article 7 of the Law on the Foundations of the Education System specifically mentions that the education system must provide professional ethics and competence, which implies high professionalism of teachers, expert associates, principals and secretaries, continuing professional development (CPD) and a high level of professional responsibility and ethics.</p>



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	2.1.3.1 <i>The Law on the Foundations of the Education System ensures that all people with disabilities have access to inclusive and quality primary, secondary and tertiary education and that reasonable accommodation, in accordance with established individual education plans, is provided in mainstream education. Teachers and other education professionals receive training on inclusive education.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia , Measure 1.2, Finding 1.2.4).

Evaluative comments for 'Policy vision'

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2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	2.2.1.1 Priorities in the area of education of members of national minorities mention the need for teachers' professional learning, such as: <ul style="list-style-type: none"> • 'Securing conditions for improving the competencies of teachers (4,400) who teach in national minority languages:' • 'Improving the availability of education for Roma learners and reducing attrition by means of expanding the network of educational assistants and improving their competencies'. (European Agency, 2019. Country Policy Review and Analysis: Serbia , Country priorities)



Policy priorities	Findings
	<p>2.2.1.2</p> <p>A person can work as a pre-primary teacher if they fulfil the conditions prescribed by the Law and possesses the appropriate education, namely (among other things):</p> <ul style="list-style-type: none"> • with children with disabilities in the educational group – a person who fulfils the requirements stipulated in points 1) and 2) of this Article who, during professional development or under the prescribed programme, is qualified to work with children with disabilities – pre-primary teacher; • with children with disabilities in the developmental group – a person with an appropriate university degree (graduate academic studies – master and specialist academic studies) and a person with appropriate undergraduate university degree (at least four-year undergraduate studies: special education teacher in pre-primary) in accordance with the Law; • with children from national minorities – a person who fulfils the conditions stipulated in points 1) to 6) of this Article, if they have received appropriate education in the language of the educational work or have passed the examination in said language and methodology at the appropriate higher education institution – the pre-primary teacher, in accordance with the Law. (Law on Pre-Primary Education, Article 39, Pre-primary teacher education)
<p>2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education</p>	<p>2.2.2.1</p> <p>The teacher’s roles are manifold. The teacher needs to:</p> <ul style="list-style-type: none"> • develop learners’ key competencies that empower them for living and work and provide them with a basis for further learning;



Policy priorities	Findings
	<ul style="list-style-type: none"> • provide additional support to learners from vulnerable backgrounds, talented learners and learners with disabilities, to achieve their educational potential according to their own capabilities. <p>This document, which provides guidance to employees and institutions, should support, among other things, the improvement of teacher professional development practices from initial education, induction, licensing, professional development, career advancement, monitoring and evaluation of teacher work, and defining national priorities. (Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development)</p>
<p>2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.3.1</p> <p><i>Induction programme lasts from one to two years. During this time a teacher has the status of a trainee teacher. The trainee teacher is assigned a mentor – another teacher who already works at the school, or alternatively an external consultant (education specialist). The mentor supervises the trainee’s work and provides any necessary support. Mentors are distinguished licensed teachers with at least 5 years’ working experience or external consultants (education specialists).</i> (Eurydice, National Education Systems, Serbia, Conditions of Service for Teachers Working in Early Childhood and School Education)</p> <p>2.2.3.2</p> <p>At the end of the induction phase, the teacher should (among other things):</p> <ul style="list-style-type: none"> • be able to work with learners with disabilities; • understand the importance of the effects of peers and the environment on the development and education of learners with disabilities; • understand the importance of creating an atmosphere of respect for diversity; • know how to involve learners with disabilities in educational work;



Policy priorities	Findings
	<ul style="list-style-type: none">• be able to organise activities to engage learners with disabilities in educational work;• understand the importance of the principle of individualisation in the learning process for learners with disabilities;• recognise the importance of monitoring the individual advancement and achievement of learners with disabilities;• understand the importance of providing an adequate physical environment for proper engagement of learners with disabilities in educational work. (Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development) <p>2.2.3.3</p> <p><i>Teachers working in early childhood and school education must pass a licensing exam after the one-year induction period during their first employment to continue their teaching career. For tertiary education teaching staff, there is no such requirement. (Eurydice, National Education Systems, Serbia, Key Features of the Education System)</i></p> <p>2.2.3.4</p> <p>The Induction Programme for Pre-Primary and School Teachers, and Expert Associates – Trainees, which also contains references to the competences for working with children and learners with disabilities, is published simultaneously with this rulebook and forms an integral part. (Induction Programme for Pre-Primary and School Teachers, and Expert Associates – Trainees, Article 2)</p>



Policy priorities	Findings
<p>2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.4.1</p> <p><i>Serbia has both direct and indirect legislative support for inclusive education. ... The indirect legislative support concerns, for instance ... prioritising inclusive education in in-service teacher training (Friedman, E., Pavlović Babić, D. and Simić, N., 2015. Inclusive Education in Serbia: policies, practice and recommendations. Unpublished report, p. 16). (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 1.9, Finding 1.9.1)</i></p> <p>2.2.4.2</p> <p><i>Professional development of teachers is required and specified by law. Teachers have to dedicate a certain part of their working time to professional development training in order to keep their position and license. Professional development of academic staff is not required or regulated by law, but it is necessary for career progression and is mostly based on scientific work. (Eurydice, National Education Systems, Serbia, Key Features of the Education System)</i></p> <p>2.2.4.3</p> <p><i>As required by the Law on the Education System Foundations, all teachers – licenced and non-licenced alike - are obligated to participate in the continuing professional development process in order to improve their teaching methods and other competences.</i></p> <p><i>Teachers and preschool teachers who work full time are required to complete 68 hours of different kinds of CPD each year and these hours are counted as paid work hours. Within this number of hours, 24 hours are to be dedicated to the completion of approved CPD programmes outside the school. The rest is spent on CPD programmes organised by the institution. (Eurydice, National Education Systems, Serbia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p>



Policy priorities	Findings
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1 See 2.2.4.3.</p>
<p>2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy</p>	<p>2.2.6.1 <i>Teacher educators in initial education for teachers are higher education teachers. There are no special requirements for academic staff engaged in initial education for teachers.</i> <i>Mentors for teachers during their induction period are distinguished licensed teachers with at least 5 years' working experience.</i> (Eurydice, National Education Systems, Serbia, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>2.2.6.2 <i>Mentoring support became mandatory for teachers during the induction programme in 2005. The programme more clearly regulated:</i></p> <ul style="list-style-type: none">• <i>the role of the mentor;</i>• <i>their responsibilities;</i>• <i>work methods;</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>requirements and conditions for becoming a mentor.</i> (Eurydice, National Education Systems, Serbia, Conditions of Service for Teachers Working in Early Childhood and School Education) <p>2.2.6.3</p> <p>More generally, CPD also applies for teacher educators and mentoring teachers. Country Policy Review and Analysis mentions:</p> <p><i>Under Article 6 of the Law on the Foundations of the Education System, Quality of Education, the competences and professional development of teachers, educators and professional associates, principals and secretaries are a key part of the quality of the education system.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.2, Finding 10.2.1)</p> <p>Furthermore:</p> <p><i>Article 151 of the Law on the Foundations of the Education System clearly states the obligations of teachers regarding professional development:</i></p> <p><i>A teacher, educator and professional associate, with a licence and without a licence, is obliged to continually improve in order to successfully realise and improve educational work and to acquire or improve the competencies necessary for work, in accordance with the general principles, and to achieve the goals of education, care and standards of achievement.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.2, Finding 10.2.2)</p>



Policy priorities	Findings
	<p>2.2.6.4</p> <p>The Law on Higher Education states:</p> <p>Aims of higher education, Article 3: to provide equal opportunities for acquiring higher education and lifelong learning.</p> <p>Principles of higher education, Article 4: respect for the humanistic and democratic values of national and European traditions and the values of cultural heritage; respect for human rights and civil liberties, including the prohibition of all forms of discrimination.</p> <p>Academic integrity, Article 7: academic integrity is the foundation of the preservation of the following: the dignity of the profession, the promotion of moral values, the protection of knowledge as a value, the raising of awareness of the responsibility of all members of the academic community, and the promotion of human rights and freedoms.</p>

Evaluative comments for 'Main principles'

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1</p> <p>The Strategy for Education Development in Serbia 2020 states:</p> <p>The Vision for Teacher Education Development by 2020 stipulates that all pre-primary, primary and secondary school learners, university students and all learners in all non-formal further education systems will be taught by qualified, modern and prepared teachers. Qualified means that teachers know and understand their profession and have all relevant teaching competences (needed to support learning, affective and social development, co-operation in and outside institutions, etc.). Training high-quality teachers means developing competences for educational work. Modern means that the teaching/learning concept is scientifically-based (in accordance with the latest scientific advances and professional knowledge, psychology of learning, development and motivation and teaching methodologies) and flexible. The teacher is capable of successfully adapting to new tendencies in education and improving in accordance with the new trends necessary for the future.</p> <p>3.1.1.2</p> <p><i>For preschool teachers, there is no requirement for specialisation or Master programmes. Teachers in primary and secondary education must hold a Master degree, whereas those involved in tertiary education teaching processes are required to hold a PhD.</i> (Eurydice, National Education Systems, Serbia, Key Features of the Education System).</p>



Policy priorities	Findings
	<p>University teacher colleges within the study programme for a specific subject in a course methodology of work or didactics deal with the various issues that are important for the realisation of inclusive education.</p> <p>3.1.1.3</p> <p><i>Initial education of preschool teachers engaged in early childhood education is provided at:</i></p> <ul style="list-style-type: none">• <i>secondary medical schools [four years];</i>• <i>colleges of applied studies (Teacher Training Colleges) [three-year bachelor's degree and one-year specialisation] or</i>• <i>universities (Teacher Faculties) [four-year plus one-year master's degree study]. ...</i> <p><i>School teachers obtain their qualifications at universities. Undergraduate studies last 4 years (240 ECTS [European Credit Transfer and Accumulation System credit]) and are certified with a Bachelor degree. Graduate Master studies last 1 year (60 ECTS). Starting with 2009, master studies are mandatory for entering a teaching career. ...</i></p> <p><i>Subject teachers (stage 2 of primary education and entire secondary education) complete their studies at faculties specialised in the field of study they teach (e.g. Faculties of Biology, Mathematics, Philology etc.). While these faculties do not primarily specialise in teacher training, they offer subjects relevant to teachers' education either throughout the programme or during a part of it (e.g. students may choose to specialise as teachers at their last year of studies). (Eurydice, National Education Systems, Serbia, Initial Education for Teachers Working in Early Childhood and School Education)</i></p> <p>3.1.1.4</p> <p><i>With the exception of colleges of applied studies and faculties that provide education-related programmes (special education, psychology, pedagogy, adult education), higher institutions</i></p>



Policy priorities	Findings
	<p><i>do not generally focus on teacher education, although students who graduate from those faculties often become teachers.</i></p> <p><i>As of 2009 a new requirement was introduced for everyone who wants to pursue a teaching career in a school, needs to obtain 36 ECTS credits in the fields of psychology, pedagogy and teaching methodology, as well as in practical work at educational institutions. This rule does not apply to academic staff. For them the most important competencies are mainly scientific engagement and research work. (Eurydice, National Education Systems, Serbia, Teachers and Education Staff)</i></p>
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1 The Instrument for Pre-accession Assistance (IPA) II Sector Reform Contract 2014–2020 aims to assist ‘the Government of Serbia in implementing the reform of the education and training system by improving the quality, equity and relevance of education and training’. It includes several steps, such as to ‘improve the professional capacities of teachers in pre-university education for realisation of curriculum based on learning outcomes, in order to improve learners’ knowledge and competence’. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Country priorities)</p> <p>3.1.2.2 Among the support mechanisms for the inclusive approach in schools, ‘further education of teachers towards understanding the inclusive approach’ is highlighted, ‘through training and through the programmes offered at teaching schools’. (Strategy for Education Development in Serbia 2020, 2012, p. 66).</p> <p>3.1.2.3 <i>Teacher competences are determined in relation to the goals and outcomes of learning and should provide professional standards on what kind of teaching is considered successful.</i></p>



Policy priorities	Findings
	<p><i>They relate to competencies for:</i></p> <ul style="list-style-type: none">• <i>module, subject and teacher training;</i>• <i>teaching and learning;</i>• <i>supporting the personal development of learners;</i>• <i>communication and co-operation (Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development: Official Gazette of the Republic of Serbia, Educational Gazette, No. 5/2011). (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 1.7, Finding 1.7.3)</i> <p>3.1.2.4</p> <p>The Law on the Foundations of the Education System stipulates measures for improving the quality of teaching and sets goals and general outcomes in line with the vision of education as a basis for a ‘knowledge-based society’. In defining goals and outcomes of education, the emphasis is on general competencies and development of specific knowledge and skills for life in contemporary society. Therefore, the teacher’s role is multi-faceted, as they should (among other things) provide additional support to learners from socially disadvantaged backgrounds, talented learners and learners with disabilities, to achieve their own educational potential. In order to contribute to the efficiency, equality and accessibility of schooling for all learners, the teacher should also have competencies in preventing violence in schools, learner motivation for learning, building tolerance, preventing discrimination and more. (Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development)</p> <p>3.1.2.5</p> <p><i>According to the Rulebook on Standards of Competencies of Principals of the Education Establishments (Official Gazette of the Republic of Serbia, No. 38/2013), standards for head teachers are formulated in six areas of work. The area entitled ‘The management of the</i></p>



Policy priorities	Findings
	<p><i>process of upbringing and learning of a child in a pre-school institution’, that is, managing the educational process in the school, contains the standard ‘Ensuring an inclusive approach in the educational process’.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 7.2, Finding 7.2.2)</p> <p>3.1.2.6</p> <p><i>As a part of their professional training during their studies, students who plan to work in the teaching profession have to complete at least 30 ECTS in the fields of psychology, pedagogy and teaching methodology and at least 6 ECTS of practical work in an educational institution.</i> (Eurydice, National Education Systems, Serbia, Initial Education for Teachers Working in Early Childhood and School Education).</p> <p>3.1.2.7</p> <p><i>As stated in the Bylaw on Standards of Competences in the Teaching Profession and Their Professional Development, competences that are necessary for the teaching profession after the initial education has been completed are divided into 4 categories:</i></p> <ul style="list-style-type: none">• <i>competences regarding the field of study knowledge (teaching field), subject and teaching methodology;</i>• <i>teaching and learning competences;</i>• <i>competences in terms of providing support to student development;</i>• <i>communication and collaboration competences.</i> (Eurydice, National Education Systems, Serbia, Initial Education for Teachers Working in Early Childhood and School Education)



Policy priorities	Findings
	<p>3.1.2.8</p> <p><i>Special education teachers complete their studies at the Faculty of Special Education and Rehabilitation or Faculty of Medicine, which also last 5 years (4 years of undergraduate studies and one year of Master studies). These faculties offer subjects relevant to teaching and work with children with disabilities throughout their study programmes. (Eurydice, National Education Systems, Serbia, Initial Education for Teachers Working in Early Childhood and School Education).</i></p>
<p>3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education</p>	<p>3.1.3.1</p> <p><i>Curricula and learning outcomes for programmes attended by future teachers are established at higher education institutions. A curriculum contains mandatory and elective courses.</i></p> <p><i>According to the requirement in the initial education of teachers introduced in 2011, as stated in the Law on the Foundations of the Education System, students who plan to work in the teaching profession have to complete at least 30 ECTS in the fields of psychology, pedagogy and teaching methodology and at least 6 ECTS of practical work in an educational institution. (Eurydice, National Education Systems, Serbia, Initial Education for Teachers Working in Early Childhood and School Education).</i></p> <p>3.1.3.2</p> <p>According to the Rulebook on Professional Licences for Pre-Primary and School Teachers and Expert Associates and the Programme of Induction to the Job of Pre-Primary and School Teachers and Expert Associates:</p> <p>During the induction programme, an aspirant pre-primary or school teacher or expert associate acquires knowledge and develops skills necessary for educational work that can be classified as follows:</p>



Policy priorities	Findings
	<p data-bbox="757 323 1379 355"><i>Tracking learner development and achievement</i></p> <p data-bbox="757 379 1541 411">At the end of the training period, the school teacher should:</p> <ul data-bbox="801 435 2029 1233" style="list-style-type: none"><li data-bbox="801 435 1563 467">• understand how learners develop and how they learn;<li data-bbox="801 491 1928 563">• be familiar with different methods of monitoring, evaluating and assessing learner achievement;<li data-bbox="801 587 1861 619">• be able to monitor and evaluate learner achievement in the learning process;<li data-bbox="801 643 1816 675">• monitor the development of individual learners and the group as a whole;<li data-bbox="801 699 1816 730">• understand the evaluation of achievement in supporting learner progress;<li data-bbox="801 754 2029 786">• support learner initiative, their motivation for work and spontaneous creative expression;<li data-bbox="801 810 1518 842">• regularly provide feedback on the results achieved;<li data-bbox="801 866 1917 898">• respect the personality of a learner in providing feedback on the results achieved;<li data-bbox="801 922 2007 954">• help a learner to recognise their needs and emotions and to express them appropriately;<li data-bbox="801 978 2029 1010">• be familiar with the ways and techniques of stimulating learners' self-assessment process;<li data-bbox="801 1034 1659 1066">• know how to create an atmosphere of respecting differences;<li data-bbox="801 1090 1973 1161">• respect the initiative and freedom of learners to express their thoughts, attitudes and beliefs;<li data-bbox="801 1185 1749 1217">• develop a habit in learners for careful handling of teaching materials. <p data-bbox="757 1273 1518 1305"><i>Collaboration with colleagues, family and local community</i></p> <p data-bbox="757 1329 1541 1361">At the end of the training period, the school teacher should:</p>



Policy priorities	Findings
	<ul style="list-style-type: none">• create an atmosphere of mutual trust for all the participants in educational work;• know and apply the principles of successful communication with all the participants in educational work;• understand the importance of fostering partnership with learners' families;• respect the principle of privacy in co-operating with family and colleagues;• respect the personality of parents when giving feedback;• regularly exchange information about a learner with the parents;• be familiar with the various forms of co-operation with the family to provide support to learner development;• maintain good professional relations with colleagues;• understand the importance of teamwork in the institution;• exchange observations and experiences with colleagues;• be familiar with different forms of co-operation with the local community in order to achieve educational goals and objectives;• participate in organising presentations of various forms of learner creativity;• understand the importance of co-operation with professional institutions. <p><i>Working with learners with disabilities</i></p> <p>At the end of the training period, the school teacher should:</p> <ul style="list-style-type: none">• understand the importance of the influence of peers and the environment on the development and education of learners with disabilities;



Policy priorities	Findings
	<ul style="list-style-type: none">• understand the importance of creating an atmosphere of respecting diversity;• know how to involve learners with disabilities in educational work;• be able to organise activities for inclusion of learners with disabilities in educational work;• understand the importance of individualisation of the learning process of learners with disabilities;• recognise the importance of monitoring, individual advancement and achievement of learners with disabilities;• understand the importance of providing beneficial physical environments for adequate inclusion of learners with disabilities in educational work. <p><i>Professional development</i></p> <p>At the end of the training period, the school teacher should:</p> <ul style="list-style-type: none">• understand the importance of continuing professional development;• be familiar with different forms and methods of professional development;• understand the ways and techniques of planning one's own professional development;• be familiar with the structure of expert bodies at the institutional level;• know the elements for planning their own professional development;• participate in various forms of professional development;• follow the development of contemporary literature and educational technology.



Policy priorities	Findings
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>3.1.4.1</p> <p>Among the support mechanisms for the inclusive approach in schools, the following strategies are mentioned:</p> <p><i>... cooperation between the ministries of education, health, social affairs and public administration and local governments in monitoring and improving the implementation of the inclusive approach and informing the public of the same; obtaining systematic assistance from professional staff organised in aid centres and mobile teams; establishing a network of institutions and partners in local communities for informing and dealing with problems which may arise; planning and providing administrative, financial and personnel support for the planned activities.</i> (Strategy for Education Development in Serbia 2020, 2012, p. 66)</p>
<p>3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education</p>	<p>3.1.5.1</p> <p><i>The Rulebook on Continuing Professional Education and Career Progression of Teachers and Professional Counsellors (Official Gazette of the Republic of Serbia, No. 81/2017) clearly states that the professional development of teachers, educators and professional associates of institutions is planned in accordance with the needs and priorities of education and care of learners. These are priority areas that shall be determined by the minister in charge of education affairs and on the basis of perceiving the level of development of all competencies for the profession of teachers, educators and professional associates in the institution (Article 3).</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.1, Finding 10.1.1)</p> <p>3.1.5.2</p> <p><i>The Ministry of Education, Science and Technological Development prescribes the priority CPD topics each 3 years, as well as forms and procedures of CPD realisations, programmes, conditions of CPD-based promotions, certification and all other regulations. ...</i></p>



Policy priorities	Findings
	<p>The 2012–2015 priority topics included:</p> <ul style="list-style-type: none"> • <i>Prevention of violence, harassment and neglect;</i> • <i>Prevention of discrimination;</i> • <i>Inclusion of children from vulnerable groups; ...</i> • <i>Strengthening professional capacities of teachers, especially regarding teaching methods and class management;</i> • <i>Collaboration with parents, students and student parliaments;</i> • <i>ICT.</i> (Eurydice, National Education Systems, Serbia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
<p>3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education</p>	<p>3.1.6.1</p> <p><i>Self-evaluation is a process that leads to the strengthening of institutions and encourages quality improvement by giving teachers a very active role. It is a process that evaluates a teacher’s or school’s own practice by defining objectives, priorities and monitoring the achievement of these objectives using appropriate instruments. Self-evaluation and the development plan provide information about institutions and their work and the achievement of goals (Rulebook on the Evaluation of the Quality of Work of Educational Institutions, Official Gazette of the Republic of Serbia, Nos. 72/09 and 52/11). (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 3.7, Finding 3.7.1)</i></p> <p>3.1.6.2</p> <p><i>The needs and priorities of professional development of institutions are also planned based on:</i></p>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>the presented personal plans for the professional development of teachers, educators and professional associates;</i>• <i>the results of self-evaluation and evaluation of the quality of the work of the institution;</i>• <i>reports on the achievement of standards and other indicators of the quality of educational work. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.1, Finding 10.1.2)</i> <p><i>'The personal plan for the professional development of teachers, educators and professional associates is based on the self-assessment of the level of development of all competencies for the profession' and on external evaluation. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.1, Finding 10.1.3)</i></p> <p><i>'Teachers, educators and professional associates use data from expert pedagogical supervision and external evaluations in the creation of personal development plans for professional development'. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.1, Finding 10.1.34)</i></p> <p>3.1.6.3</p> <p><i>At school level, school CPD plan is required. At individual teacher's level, teachers ought to have a personal CPD plan (portfolio), based on the self-evaluation of their competences.</i></p> <p><i>Since 2012, the CPD training plan is an integral part of school development plan and annual plan. In-school CPD programmes are determined by the school professional development plan. This plan is issued by the school management board as a regular part of the school annual plan, in line with school development plan and based on the school's priorities and educational goals, and standards prescribed by the Ministry of Education, Science and Technological Development. School priorities are specified by taking into account the teachers' personal professional development plans and self-evaluation results, evaluation of</i></p>



Policy priorities	Findings
	<p><i>education quality in the school, pupils' and parents' opinion on the school work and other indicators of teaching quality.</i> (Eurydice, National Education Systems, Serbia, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p> <p>3.1.6.4</p> <p>The institution plans the professional development of pre-primary and school teachers and expert associates in accordance with educational needs and priorities, priority areas identified by the education minister and based on the level of development of all competences for pre-primary and school teachers and expert associates in the institution. (Article 3 of the Rulebook on Continuing Professional Development and Career Promotion of School Teachers, Pre-Primary Teachers and Expert Associates)</p>
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

Evaluative comments for 'Goals'

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3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1</p> <p>The focal point of the teacher education development strategy is the requirement for full professionalisation of the teaching occupation at all stages of their career.</p> <p>‘It will be achieved through:’</p> <ol style="list-style-type: none">1) beneficial initial education of all teachers and continuous development of teachers’ professional competences to produce ‘teachers with considerable autonomy’ and ‘a high degree of responsibility’ in their work;2) high-quality ‘scientific and expert research in the field of teaching methodology’;3) ‘the formation of interdisciplinary university centres’. (Strategy for Education Development in Serbia 2020, 2012, p. 183) <p>3.2.1.2</p> <p>The basic policy for teacher education is to ‘build a national system of teacher professional development at all levels of education, and to establish’ (or upgrade some parts of the education system) ‘a defined quality evaluation system for teachers, which should provide clear indicators on the basis of which a good teacher should be recognised’, i.e. one who provides a key contribution to learners’ high educational achievements.</p> <p><i>The strategic policy will allow the system comprehensively to solve the problems of:</i></p> <ol style="list-style-type: none">(a) recruitment of students entering study programmes in teacher education;(b) initial teacher education;(c) the introduction of new teachers to work (internships, licensing);(d) professional development of teachers;(e) evaluating the quality of teachers’ work;



Policy priorities	Findings
	<p><i>(f) professional advancement of teachers. (Strategy for Education Development in Serbia 2020, 2012, p. 183)</i></p> <p><i>In the initial education of teachers in grades 1–4, special attention should be paid to training teachers for the work in small groups (given the large number of small schools in Serbia) and/or in languages of national minorities, as well as in inclusive education. The same goes for subject teaching (grade 4 to grade 8) in some parts of Serbia, where it is necessary carefully to resolve the problem of introducing dual-subject studies which would be conducted at the respective faculties for each of the subjects. In this manner, the problem of education of teachers who teach Serbian as the second language to minority groups, and minority languages to students whose native language is Serbian may be resolved. (ibid., p. 185)</i></p>
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>3.2.2.1</p> <p><i>According to the Rulebook on Standards of Competencies of Principals of the Education Establishments (Official Gazette of the Republic of Serbia, No. 38/2013), 1.1: Handling the Process of Education and Learning 1:</i></p> <p><i>1.1.4 Providing an inclusive approach in the educational process ...</i></p> <p><i>1.1.5 Providing and monitoring the well-being and development of a child. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 7.2, Finding 7.2.1)</i></p> <p>3.2.2.2</p> <p><i>Teachers in school are supported in their work by the following professionals:</i></p> <ul style="list-style-type: none"> • <i>Psychologists and pedagogues play an important role in the improvement of teaching and other educational activities. They provide support to teachers regarding:</i> <ul style="list-style-type: none"> ○ <i>teaching methods,</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> ○ <i>developing Individual Education Plans,</i> ○ <i>work with children/pupils/students who need additional learning support,</i> ○ <i>communication with parents and</i> ○ <i>other important aspects of the teaching-learning process.</i> <p><i>Moreover, their duty is to organize professional development of teachers within the school. ...</i></p> <ul style="list-style-type: none"> ● <i>Adult education assistants have the equivalent role in work with adult learners.</i> ● <i>Educational advisor is an external consultant. He/she is chosen by the Ministry of Education, Science and Technological Development. His/her duty is to evaluate different aspects of school affairs and teachers' work. He/she also provides support to teachers to improve teaching quality according to determined standards. (Eurydice, National Education Systems, Serbia, Conditions of Service for Teachers Working in Early Childhood and School Education)</i>
<p>3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education</p>	<p>3.2.3.1</p> <p><i>Coordinators for Roma integration and inclusive education in school authorities – every school authority includes a person in charge of monitoring all training courses, participates in the selection and monitoring of schools, acts as a contact person for any inquiries and dilemmas, and who has over the years become a resource person for this field of education. (Monitoring Framework for Inclusive Education in Serbia, 2014, p. 20)</i></p> <p>3.2.3.2</p> <p><i>The Law on the Foundations of the Education System obliges schools to prepare an Annual School Work Plan every year, where teachers, based on development planning and internal and external evaluation, propose areas for vocational training for the entire school and for</i></p>



Policy priorities	Findings
	<p><i>their individual plans.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 7.4, Finding 7.4.1)</p> <p>Schools get support from the school administration. The school administration checks the Annual School Work Plan, its accuracy and quality and sends its suggestions for further improvement.</p>
<p>3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities</p>	<p>3.2.4.1</p> <p><i>Since 2015, there have been significant reforms concerning initial teacher education provided in higher education institutions. Links between schools and universities are reinforced, as teachers from schools take part in implementing initial teacher education. The larger universities also provide lifelong learning courses</i> (European Commission, 2016). (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.3, Finding 10.3.1)</p>

Evaluative comments for 'Continuum of support'

Inclusive education is the focus of the annual professional development, only if the school, based on the self-evaluation, recognises the need to continue professional development in this area or if in the external evaluation process, it receives recommendations that teachers should further develop in the field of inclusive education.



SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
<p>4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education</p>	<p>4.1.1.1</p> <p>‘The introduction of inclusive education has been supported by several national projects’ since 2009. These include the Delivery of Improved Local Services (DILS) project in co-operation with the World Bank, which provided:</p> <ul style="list-style-type: none">• national training for 18 project ‘schools in the first half of 2010 (two-day training for five participants from each school)’;• staff training in 300 ‘grant schools (4–5 three-day modules, half ... with school representatives and the other half with the entire school)’. (Monitoring Framework for Inclusive Education in Serbia, 2014, p. 18) <p>4.1.1.2</p> <p>The IPA project entitled ‘Improvement of Preschool Education in Serbia’ (IMPRES22), launched in 2010, aimed to expand the network of pre-primary institutions in 15 municipalities. It included:</p> <ul style="list-style-type: none">• training of municipal authorities to increase the coverage of children from vulnerable groups by pre-primary education;• development of new flexible curricula and training of pre-primary teachers. <p>4.1.1.3</p> <p><i>The IPA project titled Second Chance, launched in 2010, aspires to expand the network of schools providing functional education to adults who dropped out of the education system</i></p>



Policy priorities	Findings
	<p><i>before they finished primary schools. The project includes:</i></p> <ul style="list-style-type: none"> • <i>80 primary schools, several dozens of secondary schools, about 4,000 beneficiaries (mostly young Roma persons);</i> • <i>Development of new curricula and teacher training;</i> • <i>Engagement of adult education assistants to work with project beneficiaries.</i> (Monitoring Framework for Inclusive Education in Serbia, 2014, p. 19) <p>4.1.1.4</p> <p><i>Since 2009, Serbia has provided in-service professional training for approximately 20,000 teachers to work in classrooms in which learners with disabilities are present (UNESCO Institute for Statistics and UNICEF, 2015). (European Agency, Country information for Serbia, Teacher education for inclusive education)</i></p> <p>4.1.1.5</p> <p>Schools for the education of learners and adults with disabilities and institutions for children and learners with disabilities provide additional support in accordance with the capacities available, e.g. to employees through various forms of professional development. (Rulebook on the criteria and standards for providing additional support in the education of children, learners and adults with disabilities in an educational group, or other school and family, Provider of additional support, Article 3)</p> <p>4.1.1.6</p> <p>In implementing the principles, particular attention shall be paid to:</p> <ul style="list-style-type: none"> • career guidance and counselling for employees, learners and adults aimed at personal development of individuals and their advancement in educational and professional terms;



Policy priorities	Findings
	<ul style="list-style-type: none">• co-operation with learners in order to successfully achieve the set goals of education, as well as to carry out the appropriate activities, programmes and projects to improve the quality of education. (Law on the Foundations of the Education System, 2019, General principles of education, Article 7) <p>4.1.1.5</p> <p>In collaboration with the Ministry of Education, Science and Technological Development (MoESTD) and the Petnica Science Centre, the United Nation Children’s Fund (UNICEF) has initiated three consultative workshops aimed at university professors involved in teacher education programmes. The workshops are based on inclusive education modules developed by the UNICEF Regional Office in collaboration with the Zurich University of Teacher Education. This is also the first step towards building a network of university professors to support inclusive education.</p> <p>With the aim of strengthening competences of employees in the education system for inclusive education, accredited trainings were included in the list of trainings of public interest, namely:</p> <ul style="list-style-type: none">• the training themed ‘Pre-school/school teachers as providers of quality education for all children’ – 300 advisors in the capacity of external associates, 150 employees from pre-primary institutions and 120 expert associates from primary and secondary schools;• the training of teachers to work with children/learners with visual impairment, by supporting them through learning Braille – 14 teachers who have learners using Braille in the classroom;• the training on planning, implementing and monitoring drop-out prevention measures – 250 participants from 50 primary schools who hired pedagogical assistants in 2018. (National Report on Inclusive Education)



Policy priorities	Findings
	<p data-bbox="757 308 853 336">4.1.1.6</p> <p data-bbox="757 363 1928 472">Further competence development for employees in educational institutions for inclusive education was carried out through various training programmes directly supported by the MoESTD:</p> <ul data-bbox="801 499 2029 1305" style="list-style-type: none"><li data-bbox="801 499 2029 571">• Training on planning, implementing and monitoring school drop-out prevention measures ‘from the list of trainings of public interest for representatives of 50 primary schools’.<li data-bbox="801 595 1861 667">• Training of operators ‘at the SOS help-line for reporting violence in schools’ – 50 newly-appointed telephone counsellors trained.<li data-bbox="801 691 2007 799">• As part of the ‘To Succeed Together’ project, 30 volunteers trained for carrying out activities in six primary schools in Belgrade, Novi Sad, Niš, Kragujevac, Leskovac and Novi Pazar.<li data-bbox="801 823 2018 932">• Training for teachers from schools participating in the ‘Cross-Border Intercultural Co-operation Between Educational Institutions of the Republic of Serbia and the Republic of Croatia’ project – 50 participants.<li data-bbox="801 956 1951 1064">• As part of the ‘Kindergarten as a Safe and Enabling Environment for Learning and Development’ project, training for 100 employees from four pre-primary institutions (Belgrade, Sombor, Zaječar and Vranje).<li data-bbox="801 1088 1944 1166">• Training for ‘employees in eight primary schools’ under the ‘Gender Mainstreaming, Prevention of Violence and Discrimination in Schools’ project.<li data-bbox="801 1190 2029 1305">• Training for employees of pre-primary institutions and primary schools as part of the ‘Safe Internet for the Whole Family’ pilot project implemented in Belgrade, Užice, Niš and Kragujevac.



Policy priorities	Findings
	<ul style="list-style-type: none">• In co-operation with the Veljko Ramadanović special school (Belgrade), teacher training for working with children/learners with visual impairments and for supporting them in learning to read and write Braille, which has the status of a programme of public interest.• ‘School and Pre-Primary Teachers as Proponents of Quality Education for all Children’ training for 90 teachers and expert associates from pre-primary institutions.• The MoESTD and UNICEF jointly organised ‘training for quality education for all children’. MODULE 2 ‘Activities to Support All Learners – Differentiated Instruction’ was held for 22 future trainers.• ‘Early Intervention and a Routine-Based Approach’ training for professionals working in the pre-primary system, ‘health care and social protection in Leskovac and Kragujevac’.• The ‘Inclusive Education – the Way of Developing Education in Serbia’ conference, organised by the MoESTD, UNICEF and the Social Inclusion and Poverty Reduction Unit, supported by the Swiss Agency for Development and Cooperation. The conference brought together 277 participants from the education sector: policy-makers, practitioners and representatives from academic, research, international and non-governmental organisations, ‘as well as parents and young people, motivated to learn and share their experiences of inclusion in policies and practice’. (Annual Progress Report on the Action Plan for Implementation of the Strategy for Education Development in Serbia 2020, 2018, pp. 27–28) <p>4.1.1.7</p> <p>As of 2015, the professional development system for teachers has not changed significantly, aside from the innovation of introducing online training in the legislation. Since then, online training has become an increasingly popular form of professional training, often organised by state authorities.</p>



Policy priorities	Findings
	<p>In recent years, large numbers of teachers have attended professional development programmes facilitated by several national initiatives. The most comprehensive initiative of this kind was launched in 2018. It involved the teacher training programme for the implementation of outcome-oriented learning. By mid-May 2018, 215 trainings had been delivered, attended by 6,389 trainees. Around 20,000 teachers, expert associates and principals were expected to have received the training by the end of 2018. (Action Plan for Implementation of the Strategy for Education Development in Serbia 2020)</p>
<p>4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all</p>	<p>4.1.2.1 The national DILS project, implemented in 2009, provided ‘training of inter-sectoral committees’ permanent members (around 600 persons)’ (Monitoring Framework for Inclusive Education in Serbia, 2014, p. 18). The IPA project, ‘Improvement of Preschool Education in Serbia’, launched in 2010, included ‘training of municipal authorities to increase the coverage of children from vulnerable groups by preschool education’ (ibid., p. 19).</p> <p>4.1.2.2 <i>Improving the Quality of the Education System of the Republic of Serbia through Improving the Effectiveness of the External Evaluation System of Schools and the Development of Horizontal Learning between Schools (SHARE) is a project devoted to improving the system of external evaluation of school work and the development of horizontal learning between schools. Co-operation between schools is aimed at raising the competences of teachers, directors and professional associates in evaluating the quality of teaching and learning, effective communication and reflective practices.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 7.1, Finding 7.1.1)</p> <p>4.1.2.3 At the initiative of the MoESTD, a new Joint Body was formed in February 2017. This was based on the Agreement on the Establishment of a Joint Body for Supporting Social Inclusion and</p>



Policy priorities	Findings
	<p>Co-ordination of the Supervision of Work of the Inter-Sectoral Committees for Estimating the Needs for Additional Educational, Health and Social Support to Children and Learners. The Agreement was concluded by the MoESTD, the Ministry of Health, the Ministry of Labour, Employment, Veterans' and Social Affairs and the Ministry of State Administration and Local Self-Government.</p> <p>The Joint Body was established to provide continuous inter-sectoral co-operation and co-ordinate the activities of ministries in the field of social inclusion. The Joint Body members are the secretaries of the four ministries, representatives of the Office for Human and Minority Rights, the Social Inclusion and Poverty Reduction Unit of the Government of the Republic of Serbia, the National Institute for Social Protection, the Permanent Conference of Cities and Municipalities, UNICEF, the parents' association and other civil society organisations contributing to social inclusion through social action. (National Report on Inclusive Education)</p>
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>4.1.3.1</p> <p><i>The Teaching and Learning section of the Rulebook on Standards of the Quality of Work of Educational Institutions contains a set of indicators for achieving the standards of teachers' competence in adapting work to the educational needs of learners. It also includes the standards for effective management of the learning process, evaluation procedures for further learning and creating a stimulating environment for timely work.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 6.3, Finding 6.3.1)</p> <p>4.1.3.2</p> <p>Aiming to provide professional support to teachers and educational institutions, activities were carried out to strengthen horizontal support within the education system. By compiling a list of 47 practitioners, in July 2018, the Support Network of Pre-Primary Practitioners was established, as a result of the joint initiative of the MoESTD, the Institute for the Improvement of Education, the</p>



Policy priorities	Findings
	<p>Institute for Education Quality and Valuation (IEQV), UNICEF and the Institute for Pedagogy and Andragogy at the Faculty of Philosophy of the University in Belgrade.</p> <p>The network of practitioners was established to:</p> <ul style="list-style-type: none">• contribute to improving quality and equity in pre-primary education;• support institutions to further develop different segments of quality and equity in pre-primary education;• support the development of quality programmes and policies;• support the spread of good innovative practices among institutions;• support the development of inclusive practice in pre-primary institutions, educational groups and at local level. <p>Continued strengthening of the Support Network of Pre-Primary Practitioners is also planned through Component 2 of the Inclusive Early Childhood Education and Care project.</p> <p>In primary and secondary education:</p> <p><i>... based on the 2016 competition, the MoESTD has selected 200 advisers – external associates tasked with providing professional support to educational advisers and their peers in kindergartens and primary and secondary schools. Additionally, there are 70 IEQV advisers selected within the project “Improving the Quality of the Education System of the Republic of Serbia by improving the effectiveness of the system of external evaluation of school performance and the development of horizontal learning between schools” implemented by IEQV, Centre for Education Policies (CEP) and UNICEF. During 2018, advisers were engaged in various development initiatives in the system. (Annual Progress Report on the Action Plan for Implementation of the Strategy for Education Development in Serbia 2020, 2018, p. 18)</i></p>



Policy priorities	Findings
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	<p>4.1.4.1</p> <p>The Rulebook on the criteria and standards for providing additional support in the education of children, students and adults with developmental difficulties and disabilities in the educational group, or other school and family replaced the technical instructions on co-operation between schools for learners with disabilities and mainstream schools. The Rulebook established the criteria and procedures for professionals working outside the institutions to support children, learners and employees. (National Report on Inclusive Education)</p> <p>4.1.4.2</p> <p><i>The Rulebook on the criteria and standards for providing additional support in the education of children, students and adults with developmental difficulties and disabilities in the educational group, or other school and family was adopted. This Rulebook regulates the criteria and standards of providing additional support in the education of children, students and adults with developmental difficulties and disabilities within the educational group or other school and family by the school for education of students and adults with developmental disabilities, as well as institutions taking care of children and students with developmental disabilities. (Annual Progress Report on the Action Plan for Implementation of the Strategy for Education Development in Serbia 2020, 2018, pp. 25–26)</i></p> <p>4.1.4.3</p> <p>Based on the experience of schools in the second half of the 2016/2017 school year, in the same year, the Education Minister issued Expert Instructions for the Inclusion of Refugees/Asylum Seekers in the Education System, marking the starting point of institutional treatment for the inclusion of migrant/asylum seeker children.</p> <p>In 2017/2018, in co-operation with UNICEF and the non-governmental sector, the MoESTD implemented several cycles of professional development for teaching staff for providing learning support to migrant children, which included information on the implementation of this document.</p>



Policy priorities	Findings
	<p>Two handbooks were prepared for teachers: ‘School Handbook on the Implementation of Professional Instruction’ and ‘From Serbian as a Foreign Language to Serbian as the Language of the Environment: Framework for Language Support’. (National Report on Inclusive Education)</p> <p>4.1.4.4</p> <p>In 2016–2018, the MoESTD and UNICEF initiated, and the VelikiMali inclusion initiative implemented the project ‘Support to Improve the Quality of Educational Work with Children with Disabilities’. As part of the project, a model framework was developed to include children with disabilities in the pre-primary system. The model framework was piloted in three pre-primary schools in 2018, in collaboration with UNICEF and the Institute for Pedagogy and Andragogy at the Faculty of Philosophy, University of Belgrade. The publication <i>A Guide for Inclusion of Children with Disabilities in the Preschool System</i> presents the inspirational practices documented during the pilot study. (National Report on Inclusive Education)</p>
<p>4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education</p>	<p>4.1.5.1</p> <p>In co-operation with foreign partners, the MoESTD, as part of the ‘Improvement of Preschool Education in Serbia’ (IMPRES) project, developed the Guide for Self-Evaluation in Preschool Institutions to help pre-primary teachers, teaching assistants and leaders understand the essence of self-evaluation and its roles in the development of practice. It pays particular attention to:</p> <ul style="list-style-type: none"> • offering some procedures, processes and resources that can assist them in the self-evaluation process, but also encourage them to further develop their practice; • encouraging them to rethink their usual ways and routines, the way they understand children and their needs, the context in which they act, their role in kindergarten, but also their own determination to self-evaluate and change practices; • helping employees to accept and view self-evaluation, to understand and develop their practice. (Guide for Self-Evaluation in Preschool Institutions)



Policy priorities	Findings
	<p data-bbox="757 308 853 336">4.1.5.2</p> <p data-bbox="757 363 2011 472">The Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development defines teachers' competences and determines competences against learning goals and outcomes. As such, it provides professional standards for successful teaching.</p> <p data-bbox="757 496 1200 525">Teachers should be competent in:</p> <ul data-bbox="875 555 1644 751" style="list-style-type: none"><li data-bbox="875 555 1644 584">• their teaching area, subject and teaching methodology;<li data-bbox="875 608 1211 636">• teaching and learning;<li data-bbox="875 660 1509 689">• supporting learner personality development;<li data-bbox="875 713 1368 742">• communication and collaboration. <p data-bbox="757 778 2033 967">The Law on the Foundations of the Education System stipulates measures for improving the quality of teaching and sets goals and general outcomes in line with the vision of education as the basis for a 'knowledge-based society'. In defining goals and outcomes of education for learners, the emphasis is on general competences and the development of specific knowledge and skills for life in contemporary society.</p> <p data-bbox="757 991 1671 1019">Therefore, the role of teachers is multi-faceted, because they need to:</p> <ul data-bbox="808 1050 2033 1254" style="list-style-type: none"><li data-bbox="808 1050 2033 1118">• develop key competencies in learners to prepare them for life and work and thus provide them with a basis for further learning;<li data-bbox="808 1142 2033 1254">• provide additional support to learners from vulnerable backgrounds, talented learners and learners with disabilities in order for them to reach their educational potential in line with their own capabilities.



Policy priorities	Findings
	<p>To contribute to efficiency and equal access to schooling for all learners, teachers should also have competencies related to preventing violence in schools, learner motivation for learning, building tolerance, preventing discrimination, etc.</p> <p>This document, which provides guidance to employees and institutions, should support:</p> <ul style="list-style-type: none"> • self-assessment and personal orientation of teachers in planning their own professional development; • creation of vocational training plans in educational institutions; • the improvement of teacher professional development practices starting from initial education, induction, licensing, professional development, career advancement, monitoring and evaluation of teachers' work, and defining national priorities. (Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development)
<p>4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda</p>	<p>4.1.6.1</p> <p><i>The Rulebook on the Training Programme and the Examination for the Licence for the Principal of the Institution of Education (Official Gazette of the Republic of Serbia, No. 63/2018) states that the training programme aims to train candidates to gain the competencies of directors in accordance with the standards of competence appointed by the Rules. (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 7.2, Finding 7.2.2)</i></p> <p>Within the standards, the following apply, among others:</p> <ul style="list-style-type: none"> • <i>Providing a quality context for learning</i> • <i>Monitoring achievement and encouraging learner development</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>Development of an inclusive policy, culture and practice in the institution.</i> (ibid.) <p>4.1.7.2</p> <p>The principal of an education institution is to form the following teams:</p> <ul style="list-style-type: none">• the team for inclusive education;• the team for protection against discrimination, violence, abuse and neglect;• the self-evaluation team. (Law on the Foundations of the Education System, 2019, Professional bodies, teams and pedagogical committees in an education institution, Article 130)
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	<p>4.1.7.1</p> <p><i>The monitoring of school and preschool teachers' participation in professional development programmes is done through a scoring system. According to this system, each hour of professional development is worth one credit, and so is a one-day professional meeting. One ECTS acquired through an accredited higher institution programme is worth 25 credits. Teachers have to gather at least 120 credits by participating in different kinds of CPD programmes over a 5-year period. At least 30 credits have to be acquired through programmes focusing on priority topics, determined by the Ministry of Education, Science and Technological Development.</i></p> <p><i>Promotion of school and preschool teachers on the basis of CPD participation is possible and it requires (among other conditions) at least 170 CPD credits over the period of 5 years.</i> (Eurydice, National Education Systems, Serbia, Continuing Professional Development for Teachers Working in Early Childhood and School Education).</p>



Policy priorities	Findings
	<p>4.1.7.4</p> <p>The task of an expert associate is to contribute to the following, within their own spheres:</p> <ul style="list-style-type: none"> • promoting educational work in the institution; • monitoring, encouraging and supporting the overall development of children’s and learners’ physical, intellectual, emotional and social capacities and proposing measures to enhance their development and well-being; • providing professional support to pre-primary and school teachers and principals for: <ul style="list-style-type: none"> ○ creating an encouraging environment for learning through modern science-based knowledge; ○ enhancing the competencies and professional development of pre-primary and school teachers and expert associates; ○ developing competencies for achieving goals and general outcomes of education; ○ developing inclusiveness in the institution; ○ professional activities in protecting against violence, creating a safe environment for children’s and learners’ development, and protecting against discrimination and social exclusion of children and learners. (Law on the Foundations of the Education System, 2019, The tasks of expert associates, Article 138)
<p>4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools</p>	<p>4.1.8.1</p> <p>Article 4 of the Rulebook on the criteria and standards for providing additional support in the education of children, students and adults with developmental difficulties and disabilities in the educational group, or other school and family states: ‘The School for the Education of Learners</p>



Policy priorities	Findings
	<p>and Adults with Disabilities (referred to as the ‘Additional Support Provider’) provides additional support in accordance with its capacities’.</p> <p>When the Additional Support Provider is an institution with children and learners with disabilities, it must meet the following criteria:</p> <ul style="list-style-type: none">• to have reached at least level three of introducing all the standards in the area of learner support and/or child and family support;• at least 80% of its employees have completed vocational training in the field of inclusive education;• to be engaged in educational work with children, learners and adults with disabilities for least five years;• to co-operate with institutions and organisations in promoting inclusive education. (Rulebook on the criteria and standards for providing additional support in the education of children, students and adults with developmental difficulties and disabilities in the educational group, or other school and family, Official Gazette of the Republic of Serbia, no. 70, 21 September 2018) <p>4.1.8.1</p> <p>Among the national projects implemented in 2009, the DILS project provided ‘training for special education schools and grants for 20 special education schools for piloting new special education services’.</p> <p>The IPA project, Education for All (2009–2011), provided:</p> <ul style="list-style-type: none">• <i>Selection and initial training of 170 teaching assistants (further training was financed from various donor funds);</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>Training for all schools and kindergartens included in the project (in which a teaching assistant is employed).</i> (Monitoring Framework for Inclusive Education in Serbia, 2014, p. 18)
<p>4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)</p>	<p>–</p>
<p>4.1.10 There are competences for professional learning in inclusive education for all teachers</p>	<p>4.1.10.1</p> <p><i>The National Education Council adopted the Standards of Competencies for the Profession of Teachers and their Professional Development in April 2011. According to the stipulated standards of competence, teachers plan their professional development, self-evaluate and choose vocational training programmes. The fulfilment of conditions for promotion in the profession depends on the possession of a certain degree of competence.</i> (European Agency, 2019. Country Policy Review and Analysis: Serbia, Measure 10.2, Finding 10.2.5)</p>



Evaluative comments for 'Capacity building'

High-quality teaching staff is of great value for improving the quality of educational outcomes. Quality teaching staff primarily depends on the effectiveness of the professional development system. In the reporting period, there were no significant breakthroughs in terms of improving initial teacher education. Finding a formula that would provide a systemic development of modern teacher competencies, without undermining the autonomy of the university, after many years still remains without results. Innovation in teacher education still mostly relies on individual initiatives (institutions, departments, university teachers) and participation in international development projects.

The primary role or competence of the Inter-Sectoral Committee, according to the Rulebook, is to assess the child's, learner's or adult's need for additional support. Based on the Committee's assessment and according to the Rulebook, the recommended support measures may be to provide training for pre-primary and school teachers and professional assistants directly engaged in educational work with a child, learner or adult with a disability, to acquire specific skills and strategies for working with children, learners and adults for the use of Braille, sign language, other alternative means of communication, independent movement, the use of assistive technology, etc. The Inter-Sectoral Committee only gives a recommendation; it does not provide training. Once the school receives these recommendations, it organises training, and local government funds the training.

4.2 Funding

Policy priorities	Findings
<p>4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion</p>	<p>4.2.1.1 National projects, such as DILS, following the introduction of inclusive education, provided:</p> <ul style="list-style-type: none"> • Grants for about 300 'school-based inclusion projects' and 'staff training' modules • <i>Grants for 56 municipalities for projects aimed at including Roma children in the education system (local governments, at least half of the schools in a municipality, Roma CSOs [civil society organisations], a mentor for each municipality – usually a Roma person).</i> <p>(Monitoring Framework for Inclusive Education in Serbia, 2014, p. 18)</p>



Policy priorities	Findings
	<p>Current financial incentives for schools to promote inclusive practice continue to be implemented through school grants (Roma inclusion, interculturalism, pre-primary inclusive education, improving inclusive school climate).</p> <p>4.2.1.2</p> <p><i>According to the Amendments to the Law on the Education System Foundations (2013), accredited CPD programmes are financed or co-financed by the state budget and local authorities' budget. Some courses are also offered free of charge. (Eurydice, National Education Systems, Serbia, Continuing Professional Development for Teachers Working in Early Childhood and School Education).</i></p>
<p>4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues</p>	<p>–</p>
<p>4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level</p>	<p>4.2.3.1</p> <p>The Institute for the Improvement of Education has built a database of teachers' good practice and knowledge (database prominent case studies: The Creative School project, Database on practical examples: Learned at the seminar – apply in practice, Database of examples of successful extra-curricular activities, as well as training bases homework Digital Classroom). The National Education Portal, an online platform on which numerous open educational resources will be systematically deployed, is also being prepared.</p> <p>4.2.3.2</p> <p>According to Article 4 of the Rulebook on Continuous Professional Training and Promotion in the Titles of Teachers, Tutors and Professional Assistants, teacher professional development is</p>



Policy priorities	Findings
	<p>achieved through activities that the institution undertakes as part of its development activities, namely:</p> <ul style="list-style-type: none">• conducting reputable, experimental lessons and activities with discussion and analysis;• presenting at the meetings of professional bodies and bodies related to advanced professional development programmes or other forms of professional development outside the institution, with obligatory analysis and discussion;• presenting a professional book, manual, didactic material, professional article, research, study tour and professional visit with mandatory analysis and discussion;• participation in research, educational projects in the institution, programmes of national importance in the institution, international programmes, conferences, seminars and networks, a programme of experiments, model centre work.

Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
<p>4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities</p>	<p>4.3.1.1</p> <p>The Monitoring Framework for Inclusive Education in Serbia (2014) was developed to identify and monitor input, process and output factors and indicators at national, municipal and school level. As such, it includes a set of instruments to assess and monitor human resources in education that reflect the inclusive approach to education.</p> <p>4.3.1.2</p> <p>In providing conditions for children, learners and adults to exercise their rights to free education and other rights established by this Law, the MoESTD takes all necessary measures to secure full observation of these rights. The MoESTD ensures the functioning of the education system in accordance with the general principles and objectives of education, and performs the following functions in particular:</p> <ul style="list-style-type: none">• planning, co-ordinating and organising continuing professional development training for employees in institutions;• verifying the results of the achievement of education goals at national level;• specifically planning and monitoring the implementation of measures with the aim of increasing access to education at all levels to children, learners and adults, and preventing them from dropping out of the system;• establishing international co-operation in developing the education system, performing analysis and using foreign experience and European programmes and achievements. (Law on the Foundations of the Education System, Responsibilities of the MoESTD, Article 30)



Policy priorities	Findings
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	<p>4.3.3.1</p> <p>Teacher, educators and expert associates apply the standards of competences in the self-evaluation and planning process for their professional development.</p> <p>Teachers, educators and associates systematically monitor, analyse and evaluate their educational work, competence development, advancement and professional development. They keep in some form the most important examples from their practice and examples of application learned during professional development in a personal plan for professional development (referred to as a portfolio).</p> <p>In drawing up a portfolio, teachers, educators and professional associates also use information from professional-pedagogical supervision and external evaluation.</p> <p>At the request of the principal, expert associate, educational advisor or advisor – external associate, teachers, educators and associates must give insights into their professional development portfolio. (Rulebook on Continuous Professional Training and Promotion in the Titles of Teachers, Tutors and Professional Assistants, Article 16)</p>



Policy priorities	Findings
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–



Evaluative comments for 'Monitoring'

One of the primary goals at all levels of education, defined by both the [Strategy for Education Development in Serbia 2020](#) and the Action Plan for Implementation of the Strategy for Education Development in Serbia 2020, is to improve the quality of the education process and outcomes. The prerequisite for this to happen is continuous orientation of the education system towards developing learners' key competences by improving the quality of curricula, so they can contribute to development and quality of the learning outcomes. So far, this element has not been present in the system to a great extent.

In addition, external school evaluation reports indicate the need to support teachers in terms of developing their competencies, enabling them to provide learners with the kind of support they need to develop their key competencies and achieve educational standards. This demands continued work on improving the teacher education system so as to ensure the proper level of teacher education both in terms of academic disciplines and in terms of psychological, pedagogical and methodological competencies.

The teacher continuing professional development system and the trainings offered are still based on market demands and do not comply with teachers' actual needs. In addition, there is no efficient system for monitoring the effects of professional development; therefore, it is recommended that such a system be established as soon as possible. ([Third National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia](#))