

# *The* **SECRET FORMULA OF EDUCATION IN SERBIA**



Diplomacy&Commerce

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# WE ARE ON A GOOD WAY

If we do all of what we have planned, we will create an environment in which students will get obtain knowledge in the future that will open the door to good jobs. This will be the result of a changed paradigm of learning and working methods

**M**inister of Education, Science and Technological Development, Mladen Šarčević expects that this year's PISA results of students in Serbia will be better than at the last testing in 2012, and that we will jump a few places on the rankings, primarily because we have introduced financial literacy into primary schools.

"We expect serious and much greater progress in 2021, because, within the framework of the reformed curriculum, which began to be applied on September 1st, with grades 1 and 5, we have started change the paradigm of learning and working methods," our interlocutor says.

**In addition to reading, mathematical and scientific literacy, financial literacy has also been tested last year. To what extent can our children gain such knowledge with the help of the current curricula?**

— Bearing in mind that financial literacy did not exist in our education system, two years ago I enhanced all the processes with the view of introducing financial literacy at all levels of education. We have also introduced this subject to high schools, and we are not only talking high schools that focus mainly on teaching economics. We did this through cross-curricular connections, that is, we have introduced financial models in Mathematics and other subjects.

A lot of companies contacted us, like Visa, to help us with elevating all of this to a higher level.

**Often we can hear that children must acquire strong entrepreneurial skills, which have not been nurtured in our**

**country for decades. How much is this knowledge represented in education?**

— Entrepreneurial skills are the most represented in dual education, or in vocational high schools. We felt that it was necessary to impart this knowledge into younger children too, and, to that end, we re-designated the curriculum for 5th grade of primary school, during the so-called pre-reform phase, two years ago.

At that time, we established a link between sporting competencies and health, through the Technical Education subject, and formed a new subject called Technology with Entrepreneurship. We have also done the same with all other interdisciplinary competencies. In this way, children learn about entrepreneurship through everything they do.

Now, we are focusing on student co-operatives and companies. They exist in some schools, and we insist on forming them in schools where they don't exist. In vocational high schools, which have not yet implemented the dual model, we work on specific models of practice. At the same time, we are finishing the draft Law on Dual Studies.

This systemic approach encompasses all levels of education in terms of acquiring entrepreneurial competencies and skills.

**How present are companies today in shaping teaching and extracurricular content in our country and will you welcome even more of them?**

— Our doors are wide open to all companies. We have a very successful cooperation and regular meetings with the Chamber of Commerce and Industry of Serbia, entrepreneurial and various other associations, chambers of commerce of Germany, Austria, Switzerland,



## INTERVIEW



### MLADEN ŠARČEVIĆ

Minister of Education,  
Science and Technological  
Development

The gist here is achieving good, balanced relations both in the field of general and vocational education

Italy, United States, etc.

In the part that relates to student practice, we are monitoring how well that practice is executed. For example, recently we have found out that the student practice in freight forwarding was excellently executed, while mechatronics is not because the theory-to-practice ratio is not set at the right level.

**The public often wonders whether the education system needs to be fully harmonized with the needs of businesses and produce future workers as if on a production line, or maybe it has to maintain its strong academic capacity. What is your view of this?**

— The Ministry of Education, Science and Technological Development is not turning the future workers into 'semi-robots', so to speak, but into sufficiently educated and aware people who take destiny into their own hands.

There has never been the strong academic capacity, as you call it, because so far, all that was done was simply relaying the content which was very soon forgotten, students caring only about grades and as a result, achieving success that is somehow rigged because it is not corroborated by knowledge.

That is why we are now changing the paradigm of the learning and work-



ing ways, working towards the ultimate learning and introducing an external assessment, that is, a system where competencies will be acquired for life. This will include all students, even those who are taught in line with the dual education model.

The gist here is achieving good, balanced relations both in the field of general and vocational education.

Take lifelong learning, for example. If you have decided to start working immediately after graduating, and notice that employees who have finished additional schooling are better paid and enjoy a better status, our current laws are such that they facilitate your progress and enable lifelong learning. We have even made non-formal education equal to formal.

**How much are we, as a country, able to use the opportunities that our participation in European educational projects gives us?**

— We fully utilize the opportunities for participation in European educational projects, i.e. those financed by the IPA, and the loans from the European Investment Bank (EIB), the World Bank, and the Council of Europe Development Bank (CEB). When I took over the Ministry, most of the projects and loans were falling through.

We have managed to reinstate everything and implement them within reasonable deadlines, while some we completed even before the deadlines. We have received a lot of recognition for implementing everything in a quality manner and to the full capacity.

This has also enabled us to apply new development lines that primarily relate to infrastructure in student standard and higher education.

**The new Law on Science again raises questions about how important are young university staff to the state and whether we have a consistent policy of keeping them in the country or not. What is your message to researchers after some of them voiced their doubts about this law?**

— The law is excellent and a public debate has shown that it has many new, good solutions. A great shift was made, because so far, everything that was done in that area was covered only by ordinances.

The most controversial article was Article 126, which, although stipulating a rather creative way for young researchers (there are about 1,500 of them working at universities), is misinterpreted.

A Part of the academic community, which disputes this article, ignores the fact that we need implement the solutions regarding the issues faced by the researchers at universities that

have been applied in all European countries with a developed science. Last year, we included 1,000 young university researchers in the work done by institutes. They got the means and a way to officially work on existing projects. This endeavour was incredibly successful and we have even expanded it. Currently, over 100 registered students at doctoral studies are given the same opportunity. In regard to Article 126, the Ministry has devised a modified proposal that will satisfy all researchers and create more favourable conditions than before.

For the most part, the university and vocational education are teaching processes first, and research processes second. These two processes cannot be separated. The fact is that a number of faculties have not employed new assistants for years, which sends a bad message to young people.

The analysis of the work done by vocational schools, which is almost finished and which will bring about a comprehensive reform and a new model of organization through vocational academies, has shown us that working pensioners and people who work almost 130% of their norm are employed in more than 400 job posts. This also creates space for employing young people.



**What is your Ministry's role in preventing brain drain? How harmonized are relevant policies with education of young people that will enable them to find jobs as soon as they graduate?**

— We are working on systemic solutions primarily through devising laws and other regulation.

We are also working on this through dual education, which educates students to find jobs immediately after graduating, but also forcing them to stay in Ser-

Our goal is the ultimate learning, not a mere transfer of knowledge from teachers to students, but rather students obtaining knowledge that is implementable

bia for a few years and in the company that provided them with scholarships.

We have dual education both in high schools and higher education. All technical studies are already dual. Companies are already queuing to hire students that have graduated electrical engineering, mechanical engineering, technology and similar.

In the following period, we will create a system which will identify jobs that are in demand, our recommendations for school enrollment, etc.

We have a new model of student funding. The first option is that students receive a salary from the company during their studies. In this way, this makes it mandatory for them to start working for that company once they graduate. For example, Austrian, German and Swiss companies in Serbia require experts from our country, and these are the companies that already employ around 100,000 people here. Bear in mind that they have enough workforce in their home countries. If they have facilities here, they will give a proportionately similar salary to those in their countries. If, for instance, in Germany, a dual education student has the salary of 1,000 euro, and bear in mind that living costs are much higher in Germany, than in Serbia, students could receive 600 euro which would be an equivalent to German salary. We are currently negotiating about this option.

The second option is that the state provides scholarships to best students, regardless of their worker profile. The result of this is good grades and efficient studies.

And thirdly, we have created a fund by amending of the Law on Student Standard. In this way, the state authorities suggest what students will get scholarships according to what prospects for the future and how much in demand is their field of study after they graduate.

We have also established the Science Fund which, through cooperation with other ministries and businesses, will have much bigger resources. This is one way how we can create employment for the brightest graduates and creating job opportunities for them here, so that they don't have to leave the country.

Furthermore, we have established cooperation with many countries and scientists from all over the world. We are implementing many projects with them, with the view of eliminating the reasons for our scientists to leave the country.

The fact is that the brain drain of doctors and other professions will not stop immediately, as did not happen in other countries that are members of the European Union either.

**REFORM**

**NEW FORMULA**

We are implementing a comprehensive reform of higher education and science, which will offer meaningful and sustainable solutions in the long run.



## COMMENT

**T**en or so years ago, a survey was conducted at the faculty I work at that contained one question: "Do you think that graduate economists need more specialized or theoretical knowledge to obtain through curriculum?" The answers of the three surveyed groups were quite diverse. Employers and students answered the survey question with "specialized knowledge", while my peers, unfortunately, answered with "theoretical knowledge", for the most part. Even back then I recognized the gap between supply and demand for knowledge that economists should possess, or rather a gap between supply and demand in terms of what is usually being taught and what employers actually need. In the meantime, this gap widened, the economy barged forward with its changes, while the curriculum, unfortunately, is still stagnating, with very few notable exceptions.

From my daily conversations with business people, one really does have an impression that that is the current situation. Entrepreneurs are justifiably so dissatisfied with graduates' knowledge, while most state-run universities are in a big problem when it comes to changing the curriculum due to their quasi-self-governing decision-making system. My experience with universities from neighbouring countries, as well as my productive stay with several successful Chinese universities, have just solidified my belief that we need to make three crucial changes in order to build a new foundation for Serbia's higher education in the next decade:

**1** Compulsory, continuous, and annual adjustment of curricula at faculties and universities to the real needs of the Serbian economy, with the active role of employers, who would have some



Professor  
**SLOBODAN  
ACIMOVIĆ, PhD,**

University of Belgrade's  
Faculty of Economics

In the end,  
there is no  
better stimulus  
for productive  
changes and  
advancements  
in any segment  
of society than  
ranking and  
comparing

# ECONOMY DEMANDS FASTER CHANGES IN HIGHER EDUCATION

Higher education is unable to follow in the footsteps of economic changes (even if we are talking about top universities in the world) and this imbalance has to be reduced

kind of a veto to changes in curricula;

**2** A stronger internationalization in higher education; namely setting up benchmarks for the improvement and harmonization of curricula at faculties in line with the needs of the international labour market, while raising the level of teaching process through an even broader (and even obligatory) international exchange of professors and students;

**3** Introduction of a more rigorous ranking system for universities and faculties in Serbia, through an optimal benchmarking process. This is necessary especially in the process EU accession because our universities will soon face the stiff competition from foreign universities, with the best students wanting to study in one of the EU countries rather than in Serbia (the examples of Romania and Bulgaria, and even Croatia best illustrate the process of mass "outflow" of students).

Higher education is unable to follow in the footsteps of economic changes (even if we are talking about top universities in the world) and this imbalance has to be reduced. Our universities follow the rule whereby curricula are created adhering to what university professors think is required in a certain segment of knowledge, and not what employers really need. In order to illustrate this, let's take an example of faculties of economics (state and private ones). It is quite evident that macro-economic knowledge dominates over real labour market needs in their curricula (a minor number of economists find employment in institutions where such knowledge has practical applications), while future economists are still taught mathematics that is too comprehensive and inadequate, for instance.

Therefore, the value of the curriculum for each subject should be tested by employers, who are members of a business council of a faculty/university, at least once a year. The criterion would be simple - if a subject or a certain lesson in textbooks is something that businesses need, than it will stay. If something is not needed, is obsolete or overly extensive, it should be abolished or adapted (reduced) to fit the labour market. Accordingly, the state accreditation process should be changed in a way that curricula would be accredited at least once every three years, and minor changes (up to 40%) between two accreditation cycles would be allowed.

The next important correction in curricula should come from "the outside", through the internationalization of our universities' operations. This would complete the three essential corrective factors in curricula: the real needs of the domestic economy, trends in the international labour market and curricula at benchmarking universities (in order to do this, we should implement the best global practices in regard to comparison criteria at faculties).

In the end, there is no better stimulus for productive changes and advancements in any segment of society than ranking and comparing. It is a demanding but necessary change in the higher education system which would encourage positive competition among faculties. There would be a clear distinction between those who offer quality education and those who offer only a diploma. Students would know what kind of quality of knowledge they would get depending on the investments and what kind of prospects they would have in the labour market. Quid pro quo! Because we're not all the same...



# QUALITY SETS US APART

Teachers have recognized our textbooks as of highest quality and the proof of this lies in their market presence. Biology, The World Around Us, Computer Science, History and Fine Arts textbooks are especially recognized

**C**onsidering that education system is constantly improving, we have asked our interlocutor, Marija Živković, what latest trends should be followed.

For over a decade now, BIGZ Školstvo has been publishing textbooks for students and teachers. In this process, we closely monitor all innovations in the field of education and digitization that are implemented in developed countries and adapted to the peculiarities of our market," says Marija Živković, Editor-in-Chief of BIGZ Školstvo and adds: "Our goal is to create textbooks which structural components support active and meaningful learning and respect the developmental abilities and needs of students. By trying to continuously improve the quality of our textbooks and other teaching materials, together with teaching staff, we have significantly raised the bar of the educational system in Serbia. Accomplishing this goal fills us with motivating energy that unites all of us involved in the educational process. By continuously monitoring quality and evaluating textbooks, we continually perfect concepts and content, while applying all the suggestions from education professionals, who are greatly helping us by sharing their experiences."

## How stimulating and motivating can a good textbook be for children, and how much for teachers?

— The best results are achieved through the synergy of good textbooks and quality teaching. It is therefore important, through textbooks, to bring learning content closer to students, and by doing so, facilitate learning. It is extremely important for us to get students interested and motivated, and this is achieved through a specially designed methodical-didactic apparatus, which is created for each textbook separately. In this

## CORPORATE



### MARIJA ŽIVKOVIĆ

Editor-in-Chief of BIGZ  
Školstvo



way we encourage the creative activities and mental processes of the students. Richly illustrated, with a variety of graphic solutions and icons, our textbooks allow students to easily see the connection between concepts and practice their functional literacy. On the other hand, a good textbook is also an important support tool for the teacher when preparing and conducting classes. Good textbooks provide the teacher with a logical structure with the help of which they can further build up the procedures to use in teaching. Teachers have recognized our textbooks as of highest quality and the proof of this lies in their market presence. Biology, The World Around Us, Computer Science, History and Fine Arts textbooks are especially recognized. It makes us happy when we receive such feedback, i.e. that we have made it easier for our end users - students and teachers - to improve the educational process.

## Digitization is becoming increasingly implemented in education. Can e-textbooks completely push out print ones? What are the advantages of e-textbooks?

— Digitization has become part of everyday life, including education. It is very important to use all of its opportunities in the teaching process. A few years ago, our company digitized all the textbooks for elementary school, even before the

Law on Textbooks became mandatory for publishers. It has been demonstrated in practice that e-textbooks are a great support to teachers in the teaching process, while giving pupils the opportunity to learn and check their knowledge in a fun and interesting way, using ICT. In order to further improve e-textbooks and give maximum support to students and teachers, starting with this school year, we have decided to upload all the textbooks published under the new Teaching and Learning Curriculum on the MozaBook platform. This regional state-of-the-art solution offers a variety of animations, 3D models, virtual tours, quizzes, and tests, while monitoring and evaluating the individual work of students as well as the whole class. Also, this year, we are going to hold our traditional competition "Digital Treasure of Knowledge", which rewards the most innovative teaching solutions in preparation for digital teaching. We are grateful that the competition was recognized and supported by the Ministry of Education, Science and Technological Development and the Ministry of Trade, Tourism and Telecommunications. We are also significantly contributing to the digitization process and believe that the use of digital textbooks will continue to grow. However, numerous studies done around the world show that print textbooks remain a basic and irreplaceable teaching tool.

## FACT

### MOZABOOK

Starting with this school year, all textbooks, published under the new Teaching and Learning Curriculum, are uploaded on the MozaBook platform.



**D**ynamic changes in the environment require educational institutions to transform themselves and, in addition to scientific research activities, to achieve better cooperation with the economy so that students can obtain the required knowledge through the teaching process, which will help them to get adequate jobs for what they are being trained as, and to have the opportunity to gain international experience that can help them to better understand cultural milieu and implement good practices, while adapting solutions to the local market.

In terms of higher education in Serbia and secret formulas for success, I am going to try to illustrate them on a realistic example in order to demonstrate that you can be successful at the European and global level equally.

The students at the Faculty of Organizational Sciences (FOS) have been given an opportunity to compete in solving case studies since 2011, while achieving great successes on the global scale. In-

vesting in talent positively contributes to the Faculty, University of Belgrade and Serbia occupying a good position in the eyes of professional educators and business people in Europe and internationally, on the world scale.

How can this be achieved? How do you become a world champion in solving business problems and how does the Belgrade Business International Case Competition (BBICC – [www.bbicc.org](http://www.bbicc.org)) become the top 10 global competition in business problem solution?

When we decided to embark on the international stage, we had a really difficult time. We were invited to participate in the first world competition in Seattle in 2011 after I had sent a bulk of emails and was persistent in getting us invited to participate. It was very difficult for us to be granted participation when we compared ourselves to Ivy League colleges (Berkeley, Auckland, CBS) and when we fully grasped how much work we had to do to reach that level. The jury, consisting of company representatives, wanted to see not only innovative

# NEW APPROACH TO ELITE EDUCATION

Focusing on elite education, the ABC approach and learning from the best will give us an opportunity to position ourselves globally

## COMMENT



**VESNA  
DAMJANOVIĆ**

Full-time Professor at Faculty  
of Organizational Science

ideas but the way in which you make more money for the company and how you implement a strategy from the beginning to the end. When I returned to Belgrade, I gathered the FOS' alumni – successful managers and peers – who, through various workshops after classes, transferred concrete experiences from the markets of various disciplines. It is important to note that educational institutions are not able to transfer knowledge to students only through formal education. Hence, it is vital to develop strong relations with companies and know exactly who should be hired to work in which segment, industry or market, as well as to find people who are better than you. This is the key to creating a successful team that makes world champions.

All these years, I have constantly been hearing that I am wasting my time with students. Teachers need to understand that we are here with a mission to be partners to students, that it is our obligation that apart from classes that we hold, we also need to build relations

Teachers need to understand that we are here with a mission to be partners to students







with them and help them to develop what they are best at (specialization and clear focus) in order to position themselves well in the market. The good thing about the FOS is that we have management and information technology students who make great teams because they observe business problems from different angles.

The time of the superior-subordinate relationship, so typical of the ex-cathedra style, is long gone. New time requires new professors, willing to learn and work on themselves in order to give their best to their students. In Australia, one of the promotion criteria for teachers is teacher's contribution to students establishing contact with companies and

how much did a teacher do in their classes that later helped the student to find a job. Universities in the US and Canada are at the forefront of practical teaching. Europe and Serbia's advantage is that we are innovative, while people in Serbia are also team players and have extremely good energy in communicating with business people which is a reflection of our culture. Educational practice in Asia is also very progressive because over there, they are working hard on increasing student competencies through theory, case study competitions and projects with companies, while certain students also have to do a mandatory international practice.

The key thing to do is to be competent, apply the ABC model in higher education and work on focus in education, in accordance with the strengths that each individual has. What is the ABC model?

„A“ stands for „academy“, meaning writing scientific papers. „A“ is also for professors who are the best researchers. „B“ stands for business and it relates to classes fitting the needs of companies and professors who are the best teachers. „C“ is for consultancy services rendered through case study competitions and projects focused on business and foreign countries.

#### THE KEY

### HOW TO CREATE CHAMPIONS?

**In order to have a successful approach to education, it is important to develop strong relations with companies and know exactly who should be hired to work in which segment. This is the key to creating a successful team that makes world champions.**



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The event was opened by Mirjana Kovačević, head of the Centre for Education and Dual Education and Director of the Business Academy of the Chamber of Commerce and Industry of Serbia, Gabrijela Grujić, Assistant Minister of Education, Science and Technological Development, and the representatives of the Klett DUAL School - Ferdinand Ayen, CEO Stuttgart, and Jelena Jakovljević, Director of Ernst Klett Präsenzlernen Osteuropa GmbH - Belgrade Branch (Klett DUAL School). During the event, the guests were able to hear more information about the experiences and advantages of dual education, as well as about the accredited mechatronics curriculum taught at the Klett DUAL School. We would especially like to single out the professional segment of the event, during which the lecturers and the first generation of students, of whom we are particularly proud, presented the potential for automation of technical systems and the results of the Ready for Industry 4.0 training.

#### ABOUT KLETT DUAL SCHOOL AND ITS CURRICULUM

The Klett DUAL School for Vocational and Dual Adult Education teaches curriculum tailor-made to companies. The Klett DUAL School's target group is high school graduates, age 18 and over. Students can be unemployed persons, but also those who have a job but need professional training. The development

of the curriculum is based on identified needs, or rather identified know-how and skills that employees in companies lack. The dual education and training programme at the Klett DUAL School is adapted to the market and specific employers, since the content of the work practice is defined based on the input from companies. The company in which the work practice will take place is the only one that can inform of the devices and machines it uses, which is directly reflected on students' results in learning.

The dual approach in the implementation of the school's programme entails a combination of theoretical lectures with exercises at the school and practice in companies, which has been tried and tested during the long German tradition. Programmes are accredited by the Ministry of Education, Science and Technological Development, and additional licenses have been provided for the translation and publication of German textbooks on the topic of mechatronics, which will be used by our students. The equipment and software used in teaching is of high quality and the latest generation.

Considering that, after the conducted research of companies' needs, it was ascertained that our production companies, especially in the industry, need mechatronics the most, the Klett DUAL School is starting its operations by teaching mechatronics. We offer three programmes:

# KNOWLEDGE AND SKILLS FOR MODERN DAY AND AGE

Klett DUAL opened the door to its school and on that occasion, held a special event called 'Breakfast with Mechatronics Professionals' on February 27th at the Chamber of Commerce and Industry of Serbia

## CORPORATE



### KLETT DUAL SCHOOL

- The Alphabet of Mechatronics lasts 98 hours and is taught 100% at the school,
- Maintenance of Mechatronic Systems lasts 498 hours and 47% of it is taught at the school, 53% in a company
- Higher Mechatronics Technician lasts 2,784 hours and 46% of it is taught at the school and 54% in a company

For more information, please go to Klett DUAL School's official website - [www.klett-edu.rs](http://www.klett-edu.rs)

The knowledge of mechatronics is required in the automotive industry, machinery and plant production, electrical industry, food processing, etc. Mechatronics workers are mechanics, electronics professionals and advanced IT experts, all rolled into one person, who are able to assemble, dismantle and maintain mechatronic machines, plants and systems in any production segment.

#### FIRST TRAINING SESSION - READY FOR INDUSTRY 4.0 - HELD AT KLETT DUAL SCHOOL

The first training session, Ready for Industry 4.0 was held from February 11th to 22nd, 2019, at the Klett DUAL School and was aimed at senior students of technical high schools. By using the approach based on active learning and problem solving, the students had the opportunity to upgrade the didactic mechatronic equipment designed to simulate the production line of Industry 3.0 to reflect Industry 4.0. Throughout eight learning situations, the students constructed their own knowledge by drawing conclusions from concrete work activities about what they should do and in which way, or rather, they abstracted reality by themselves.

The Klett DUAL School's target group is high school graduates, age 18 and over





# STRIVING FOR EXCELLENCE IN EDUCATION

Our mission is to inspire learners to become honorable, principled, knowledgeable and caring individuals. Students educated in the IB programmes we offer, complete college faster than their peers, and feel more prepared for demanding workloads and time-management challenges



## CORPORATE



**IVANA VUKMIRICA  
BAĆANOVIĆ**

Head of Secondary  
Department, Rudjer Bošković  
School

In the short period of time, Rudjer Bošković School made the significant progress towards the excellence in education by delivering extensive plan of activities fulfilling its mission that is inspiring learners to become honorable, principled, knowledgeable and caring individuals, capable and willing to make considerable contributions to their local and world-wide communities.

Since its foundation "Rudjer" promoted contemporary approaches to teaching and learning. Within the school community, very soon the programmes of the International Baccalaureate Organization were soon recognized for its unique educational philosophy and rigorous assessment at the end of the secondary school. In 2006 IB Diploma Programme was implemented, aimed at students aged 16 to 18.

From 2016, Rudjer Bošković School is the candidate school for the IB Primary Programme (ages 5 -12) and the IB Middle Years Programme (ages 11-16). The introduction of these programmes

implied the rigorous process of implementing standards and practices that assure high quality education. Classes at Rudjer Bošković School are sized optimally (approximately 20 students), which gives additional opportunities for teachers to meet students' individual learning habits and needs.

"Classrooms, laboratories and other school facilities are designed so that they motivate students to explore, investigate, experiment, create and search for new and different paths thorough knowledge, skills and attitudes", says Ms Ivana Vukmirica Baćanović, Head of Secondary Department, Rudjer Bošković School. "The variety of learning experiences such as school trips, student exchange programs, interdisciplinary projects and global engagement encourage students to become independent and versatile learners."

### What are the benefits for students educated in the IB programmes?

— The findings from the IBO indicate that Diploma Programme (DP) gradu-

ates complete college faster than their peers, feel more prepared for college-level coursework involving research, and are more able to cope with demanding workloads and time-management challenges. Also, IB Diploma programme students are more likely to enroll top universities and students who attend Primary and Middle Years Programme outperform in many areas compared to other students. At the same time, the comprehensive and modern program of professional development makes sure that all teachers are the role models for their students. They are knowledgeable in their fields but also about developing skills in students, they are inquirers, caring, and great communicators, principled, open minded and reflective. These characteristics are also fostered in total student cohort through the process of teaching planning.

### CONTACT

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## THE CURRICULUM

At our school, the IB Primary Programme is offered to students from the age of 5. Student is in the centre of the learning process and the curriculum is transdisciplinary and flexible enough to accommodate the national curricula. Knowledge is acquired through six transdisciplinary themes: Who we are, Where we are in space and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the planet. MYP is a framework that encourages students to create practical connections between what they learn in school and the world in which they live. The content of the Middle Years Programme is divided into eight subject groups, so that students are provided with sufficiently broad and balanced education. MYP subject groups are: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Design, Arts, Physical and Health Education. The final two years, the Diploma Programme, result with final, external examinations after two years programme study. I can proudly say that our graduates continue their education at top universities such as UCL, Warwick University, London School of Economics, Honk Kong University, Bocconi.

# WE ARE SETTING HIGH STANDARDS

The vision of our school's director, professors, teaching and non-teaching staff is for the College of Applied Health Sciences (CAHS) in Čuprija become the leading internationally accredited school for medical nurses and other health care professionals



Република Србија  
Висока медицинска школа  
струковних студија  
Ћуприја

**T**he College of Applied Health Sciences in Čuprija was founded in 1998 as a Medical College with three majors: Senior Nurse Technician, Senior Physiotherapist and Senior Radiologist. In the period from 2007 to 2017, the school enrolled students to the accredited study programme of basic vocational studies Professional Beautician & aesthetician, and from 2012 to 2016, to accredited study programmes of specialist vocational studies: Professional Nurse - specialist - field: gerontology, Specialist Professional Nurse - field: clinical practice, Specialist Professional Nurse - field: public health area, Specialist Professional Nurse - midwife - field: nursing in gynecology, and Specialist Professional Physiotherapist - field: rehabilitation of neurological patients.

Today, the CAHS Čuprija is the leading internationally accredited school for medical nurses and other health care professionals with a 20-year-long tradition. In this, jubilee year, when the school is celebrating its 20th anniversary, we have talked to MA Zorana Jurinjak, the school's International Cooperation Coordinator.

## What benefits do the College of Applied Health Sciences and its students have from the European Nursing Module (ENM) membership?

— The European Nursing Module is an association that brings together institutions from different European countries that educate nurses. In March 2007, the official delegation of our school attended the annual ENM Convention in Portugal where we were officially accepted as a member. The main characteristic of this organization is the international

exchange of nurses which provides students with the opportunity to improve their knowledge in the member schools, as well as provide accommodation for some of the students. In 2011, our school hosted a conference attended by the representatives of more than twenty European schools.

The benefits of exchange and the cooperation with similar schools are multiple. It is important to conclude bilateral agreements, such as the cooperation agreement that our school has with the Sor-Trondelag University College Nursing School from Trondheim in Norway, which stipulates specialist studies for staff that work at senior citizens' homes, primarily because of the development of intercultural competencies of both students and teachers.

## Which other international institutions are you cooperating with?

— As a member of the COHEHRE consortium of health care and rehabilitation higher education institutions, which has headquarters in Denmark, the CAHS Čuprija has established bilateral cooperation with the Nursing College from Celje, Slovenia. Under the framework of ERASMUS, we have participated in the exchange of professors for a period of one year.

We are also a partner in a Tempus IV project with the schools that are academy members - i.e. the academies from Belgium, Norway and Portugal, EACEA-517200. In September 2018, we signed a contract with the Association of Medical Nurses, Midwives and Technicians of Russia in Sankt Petersburg, and in December, with the Red Cross from Bonn, Germany.

Thanks to a developed international



## CORPORATE



### ZORANA JURINJAK

MA, International  
Cooperation Coordinator at  
the College of Applied Health  
Sciences Čuprija

In order to additionally train nurses and other health care workers with high school, college or university degrees, our school provides continuous education

cooperation, we are continuously working on improving our research and expert work, while the research results are implemented in the teaching process. We are also proud of the international projects that we have implemented, and which results have been directly incorporated into the accreditation of new specializations. As an example, I would like to mention a project that we did with the aforementioned school from Trondheim in Norway called "Specialization in Gerontology and Care for the Elderly", which has 60 ECTS credits according to their curriculum and programme, and which has been adapted to our conditions.

## How much does the curriculum and requirements that your students have to face have changed as a result of medical development?

— We are continuously working on improving our expert and research work, we encourage teachers and students, and strive to provide the best possible conditions and to incorporate the research results into the teaching process.

In terms of equipment and teaching aids, we are trying not to lag behind global trends. We can boast new cabinets and multimedia classrooms, and as of recently, a server room with an optical link so that students can master the IZIS programme. Recently, we have built a simulation centre, the first of its



kind in the region. Mannequins Juno and Chloe help students to familiarize themselves with real-life situations through various health care scenarios.

**Ten years ago, you embarked on a project of complying with the acquired professional title. How mobile are your students in terms of their knowledge and diplomas being recognized abroad?**

— In 2008, the College of Applied Health Sciences in Čuprija started implementing the project „Compliance with Acquired Professional Title“ during which students, who had graduated from the Medical College and have fulfilled certain obligations, can obtain 180 ESPB and the legality of obtaining higher education for health care workers for which the College of Applied Health Sciences in Čuprija has accredited programmes.

In order to additionally train nurses and other health care workers with high school, college or university degrees, our school provides continuous education in the form of one-day courses, which are accredited by the Health Council of Serbia. In the period from 2011 to 2016, the school accredited 27 continuous education programmes.

**Tell us something about your staff and what accredited programmes do you offer? How compliant are these programmes with the international ones?**

— The school has highly professional teaching staff in the ranks of academics, doctors of science, Master's graduates and specialists, who work regularly at school as well, as well as eminent teachers from other schools, faculties and the Military Medical Academy. At the moment, the CAHS Čuprija is enrolling students in five accredited study programmes of basic vocational studies: Professional Nurse, Professional Physiotherapist, Professional Medical Radi-



ologist, Professional Midwife and Professional Pharmacist.

We are currently undergoing accreditation for our Master's studies, that will last two years. They bring 120 ESPB points and once our students finish their Master's studies, they obtain the title of the nurse-organizer in the health care system. We also have a series of short study programmes that last two semesters in the segment of anesthesia and reanimation, domiciliary care, rehabilitation, dermatological cosmetology and interventional radiology.

**What other educational resources are at the disposal to your students?**

— In addition to textbooks, our school also publishes two specialist magazines. The first is “Zdravstveni Radnik” (“Health Care Worker”), which is founded and published by the CAHS Čuprija. This is a specialist magazine which aim is to publish scientific papers which contribute to the quality of work in all study groups

We encourage teachers and students, and strive to provide the best possible conditions and to incorporate the research results into the teaching process

at our school, as well as to inform students and professors about novelties in scientific and other achievements relative to health care workers. In 2018, our school co-launched a specialized medical magazine called PONS in cooperation with the Pomoravlje Public Health Institute from Čuprija.

At the school's premises, our students can use a library where they can use KOBSON and the Internet, reading rooms, the script book, the multimedia classroom and the pharmacy block with galenic pharmacy and and chemical laboratory.

**Where do your students carry out their practice and where do they usually find employment?**

— They usually have their practice teaching bases such as: General Hospital Čuprija, KBC in Belgrade, VMA (Military Medical Academy), Čuprija Health Centre, Čuprija Public Health Institute and numerous spa and wellness centres in Serbia, including the Sokobanja Special Hospital, Gamzigradska Spa, Vrnjačka Spa, Ribarska Spa, Niška Spa, etc.

Our students usually find employment in the aforementioned teaching bases. However, quite a few of them are working abroad.

**What values are you promoting and nurturing in your students?**

— Apart from the traditional educational values that teachers instil in their students, we also remind them of the humane and moral values they have to have as caregivers, as well as the patient confidentiality they are obligated to keep. We also strive to raise awareness that their future profession is one of the noblest and most responsible professions around and, accordingly, that they develop a relation with their future vocation.

#### FACT

#### VISION

We want to increase and enrich our knowledge fund, promote high ethical moral values in doing business, and promote accountability to employees and the community.



# PRESCHOOL AT EFB: A REAL SCHOOL FROM THE AGE OF 3!

Thanks to a high-quality education in line with the standards of the French curriculum, to advanced teaching techniques and a child-centred approach, our graduating pupils easily continue their studies in France and elsewhere.

This is why Serbian, French and parents of many other nationalities choose our school for their children, starting from the age of 2 up to 18.



## WHY CHOOSE US?

We stimulate the sensory, motor, cognitive and social development and foster self-esteem

We develop a desire to learn and pleasure of learning in different languages

We encourage the overall child development

We prepare children to become students

## HOW DO WE DO IT ?

By conceiving rhythms suitable for very young children

By learning through play (practice, object handling control, experiments...)

By creating various situations stimulating language development

By using appropriate and motivational pedagogical practices

By working with specific equipment and materials

Our school is part of the renowned French schools network

## UNIQUE IN THE WORLD

made up of 496 schools in  
137 countries: AEFÉ



## WHICH PROGRAM?

The school follows the French National Curriculum to promote:

Language skills (French, English, Serbian)

Physical and artistic activities

Numbers and sizes

World discovery

Becoming a student and a citizen of tomorrow



## WHO?

A qualified and trained teacher who attends specific and regular professional trainings

A trained teaching assistant who helps the teacher and the child with daily care and hygiene

## AND WE ENCOURAGE...

Regular positive assessment that values achievements

Records of assessment that accompany the children throughout the preschool years

Validation of the acquired knowledge for entry into primary school

Daily contact with parents

Regular parent-teacher meetings

After-school canteen and day care service



# SUCCESS – SHARING – INFLUENCE – VALUES:

The EFB was established in 1951 and has the longest tradition among all the international schools in Serbia. Today the school brings a true melting pot in the heart of Belgrade with its students representing diverse cultural and national backgrounds.

We nurture a French curriculum program starting from the age of 2 and which goes all the way to baccalaureate: by the time they enter the primary school, our students read, write and speak several languages.

Our programs are inspiring, student-centered and individualized and open doors to the most prestigious universities in Europe and beyond.

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# ON A PAR WITH WORLD UNIVERSITIES

Today, Singidunum University is a higher-education institution characterised by high-quality teaching processes, within both English and Serbian-taught study programmes

**T**he studies conducted at Singidunum University are comparable to the studies available at universities around the world. "The very structure and content, enriched with the most up-to-date teaching methods and materials we use, put the study programmes conducted at Singidunum University on a par with the study programmes belonging to reputable world universities", says Svetlana Stanišić, PhD, professor at Singidunum University. "Once we add the fact that all the teaching-learning processes take place on fully-equipped University premises meeting the highest standards, to the above mentioned, we come to conclusion that one can enjoy studies that, in any aspect, do not lag behind the studies related to corresponding fields of science outside the borders of Serbia".

**The phenomenon of internationalisation plays an important role in the field of higher education – how do you regard it and does it find its place in the work and life of Singidunum University?**

— As a mechanism the goal of which is to enable synergy within European education area, internationalisation is, undoubtedly, a vital segment in the future of higher education – and Singidunum University, as an educational institution in the sphere, holds the internationalisation process in high regard and actively participates in it. Not only do we provide joint study programmes, with partner institutions from both the region and the world, but we also continuously enable and support the mobility of our students and teachers. In this regard, we are especially proud of the fact that Singidunum University, with its spectrum of English-taught study programmes, has become an institution of choice for a number of international students coming from different parts of the globe.

**Labour market demands are becoming more and more challenging and versatile – what are, in your opinion, the skills and knowledge students**

**need in order to be able to meet them and achieve success in contemporary world?**

— Modern labour market, no doubt, has become extremely testing for both its participants and those who strive to become its part. In this regard, educational institutions, especially universities, illustrating a step next to the market entrance, are those that should accept the responsibility for preparing their students for all the potential challenges they might face in the future. Being fully aware of the mentioned responsibility, we have created not only study programmes that enable our students to acquire competitive knowledge and skills needed for the market, but also a rather significant portion of practical activities, the goal of which is to map the real-life business environment.

**How would you define the mission of Singidunum University – what are the characteristics that make it recognisable in the higher education sphere in the country/region?**

— From the very first steps that we made



— we have been striving to achieve one goal – to provide the best possible environment for education for both the young coming from the country and abroad. For that very reason, without compromising at any point, students have always been the focus of our attention and work. Today, Singidunum University is a higher-education institution characterised by: high-quality teaching processes, within both English and Serbian-taught study programmes and the option to learn several world language all



## CORPORATE



**SVETLANA  
STANIŠIĆ, PhD**

Head of Master's Degree  
Department  
Singidunum University

throughout the course of chosen studies; the experts in various fields of science, ready not only to share their experience and knowledge with their students, but also to meet all their needs and support their progress.

**It has been two decades since Singidunum University took its first steps – how do they seem now in retrospect?**

— We are immensely proud of the fact that we have been a part of Serbia higher education system for two decades, as a university providing English and Serbian-taught both under and post-graduate study programmes pertaining to three fields of science. When we reminisce about the years that have passed, during which we have faced numerous challenges, we can say that we have remained faithful to the very first postulates that lie in the foundation of our institution – the postulates being our responsibility towards our society in general, as well as towards our students. What makes us very proud today is the fact that there are thousands of our alumni being proud ambassadors of the University in the world of business.

**How do you foresee the future of higher education in Serbia – what are Singidunum University aspirations?**

— Keeping pace with the modern world demands, higher education both in Serbia and around the globe is, inevitably, changing its form and characteristics. As a player in the field, Singidunum University will continue its walk on the path we created two decades ago and strive to develop its work, by creating new study programmes, aimed at future leaders in labour market, and expanding its network of its partners from not only European but also world educational area.

From the very first steps that we made, we have been striving to provide the best possible environment for education





## WELCOME TO SINGIDUNUM UNIVERSITY



Singidunum University, founded in 1999, is the very first private university accredited by the Ministry of Education, Science and Technological Development to award Bachelor, Master's and Doctoral degrees in three scientific fields - natural sciences, engineering and technology, social sciences and humanities. Our three-cycle spectrum is composed of both Serbian and English-taught study programmes.

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# IT LITERACY IS NECESSARY

Nowadays, the Filipović Academy is recognizable throughout the region and is a leader in informal education. Through thirteen accredited seminars, we motivate teachers to think about the rapid development of technologies and software as learning tools



**"T**oday, the status of informal education in Serbia, in all social segments, is quite high, much higher than in most countries that made the former Yugoslavia", says Bratislav Filipović, MSc.oec. Director and Proprietor of the Filipović Academy, and adds: "The Filipović Academy gave a significant contribution to that and in the last 15 years, has educated over 30,000 students."

"When we started our work, our mission, informal education was a taboo topic. We have come across many obstacles and misunderstandings (read: ignorance). At that time, we set ourselves a task or rather a goal that we have been successfully accomplishing for over a decade and a half now," Mr Filipović adds.

**Who needs continuous professional development? Which professions are you focusing on?**

— Continuous training is definitely mandatory for everyone, regardless of the profession. The Filipović Academy is recognized for its training of education workers, although at the very beginning of our work, we were very active in education and re-training of the beneficiaries of the National Employment Service. However, at one point, we made the decision to base our work and activities exclusively on the education system, and expand into digitization, and promotion and application of modern technology. Today, we educate teachers through thirteen of our accredited seminars - we introduce them to modern technology, and motivate them to think about in line with the times in which we live, where the rapid development of technology and accompanying software is very pronounced.

We motivate them and to move them to unconditionally and on a daily basis apply all aspects of didactic materials



## CORPORATE



**Msc.oec. BRATISLAV  
FILIPOVIĆ**

Director and Proprietor of the  
Filipović Academy



and to understand that their curricula can no longer be realized exclusively through traditional teaching without the use of contemporary teaching aids and programmes.

**How much is the knowledge that educational experts have to possess changing and what new trends have you observed?**

— Teachers possess a very good knowledge but they have to supplement their knowledge via various training, seminars, and courses and to differently articulate this acquired knowledge, as well as to use newly obtained skills and use and implement contemporary technology. Elsewhere in the world, education is the top priority in a society or a state. Nursery, elementary and high school teachers and university professors have huge importance for our society and the state of Serbia. The society that we live in depends on them, their work and their effort.

This is something that they have to understand, as well as those that run this country. Our state has an evident problem in not understanding the importance of teaching staff, hence, they treat them very superficially with educational staff often feeling degraded and neglected. Nobody is asking for their opinion, they have been stripped off many rights and burdened with unnecessary bureaucratic activities.

**Which seminars are you planning in the next period? How willing are your students to perfect their knowledge and accept innovation?**

— The seminars that we are preparing for the next period of accreditation re-

Today, you cannot have quality teaching without using contemporary technology



late to the improvement of computer literacy in teaching staff because this is still the sorest part of our educational system. Although, I have to say that IT literacy of employees in education in the regional countries in it is no better, nor is it at a higher level than in Serbia. Inclusion and inclusive education, integration of migrants, refugees, and asylum seekers in the education system of Serbia are inevitable topics that will be covered by our seminars.

### Are contemporary forms of teaching and IT a precondition for the success of teachers and students?

— Today, in our country, there cannot be quality teaching without the use of modern technology, starting with basic things such as the projector, interactive whiteboard, and presentation software. It has been proven that students are more active, more interested and better at mastering teaching materials if teachers apply IT in the learning process. This is their time, the time of IT development, their needs, the time of our children, the way they perceive the environment in which they live, the way in which they learn, the time for fulfilling the basic needs of children, which we must accept unconditionally and without discussion.

Teachers have to adapt to the time in which we live, to give their best, to improve and to transfer their knowledge to students in a way that is consistent with the current time and best suits the children.

### How is the process of digitization in schools developing? What is what you would like to single out from your offer and is, in your opinion, indispensable?

— The process of digitization in schools is not carried out in a planned, but rather a more improvised manner, with the desire to arrive at some predicted results as soon as possible, which are definitely needed. Not all the basic factors of the digitization process are considered, starting from the technical equipment in schools, and more importantly, the degree of IT literacy of teachers is not ascertained. The Filipović Academy has been working on digitization in schools since 2008 when we were among the first in Serbia to create an electronic grade register.

Teachers, their resistance and refusal to cooperate in the implementation of the programmes were the biggest obstacle that we have encountered and this problem persists until today. In addition to the electronic grade register, the Filipović Academy has developed a complete school information system consisting of Electronic Library, Electronic Portfolio for Educators, Teachers, Students and School Directors, Electron-

ic Pedagogical Notebooks for primary and secondary music, ballet and specialized schools, platforms for creating school websites, and the programme for school pedagogues and psychologists. Many schools are happy to use our contemporary applications.

### How are you going to further develop the Academy's capacities?

— Digitization remains our priority, and by that, we mean raising IT awareness and IT literacy of education staff through careful planning, and certainly not through improvisation. Our wealth of experience shows that this has to be taken seriously, but also that there is an interest shown by teachers for additional training and acquiring skills in this field, except in some extreme cases that should not be rejected, but tactically resolved.

As the pioneers and advocates of the application of modern technology in teaching, last year, the Filipović Academy started producing portable interactive boards and accompanying software, which, in addition to schools in Serbia, are distributed in schools in Montenegro and the Republic of Srpska.

Portable interactive boards are very popular with teachers, they are appli-

time in which we live, as well as reassuring teaching staff that all of these resources can be easily used, that highly developed IT literacy is not needed, they do not have to be programmers or IT teachers, but only have basic IT knowledge, and that it is the duty of everyone to engage in the digitization process, teachers easily accept new challenges.

We are still focusing on further improvement of software, in particular, the Electronic Portfolio, over 8,000 teachers in Serbia use, and the Electronic Pedagogical Notebooks, namely the programmes that are recognized by the Ministry of Education of Montenegro. The Filipović Academy was also the recipient of the Diskobolos Award in 2015 in the category of education for use of the E-portfolio of teachers web application. The e-portfolio, devised by the Filipović Academy, is of the highest quality and one of the most useful tools in the educational system in Serbia, which is validated by a large number of users and their positive comments and praise.

Our recent application (dating back to October 2017) has been translated into multiple languages, and it is also used by teachers from other neighbouring countries. We are negotiating with the



### INFO

## PORTABLE INTERACTIVE BOARD

As the pioneers and advocates of the application of modern technology in teaching, last year, the Filipović Academy started producing portable interactive board.

cable in every classroom and are very easy to use. In many schools, we have activated the already existing interactive boards, which were donated. We have also educated and still are educating teachers on how to use and implement these boards in the teaching. Furthermore, we equip schools with modern teaching tools that include the aforementioned interactive boards (portable, static, touch displays, projectors, ...) and 3D presentation software, MozaBook.

With our adequate education, moral support and explanation that the use of these resources is an imperative in the

Ministry of Education of Montenegro on the implementation of the application in their education system.

Our plan is also to expand our operations to North Macedonia and Slovenia. We have been setting high standards since the first day, we continuously improving, we are working on personal education and thanks to the team of professionals who make the Filipović Academy, we have earned recognition, both in Serbia and in the neighbouring countries. Digital transformation is in line with our mission and vision and perfectly fits into our motto that is „A STEP AHEAD OF EVERYONE“.



**P**rofessor Dragan Domazet, President and Rector of the Belgrade Metropolitan University, is one of the initiators of the advocacy of introducing dual education into the Serbian higher education system through the DualEDU project.

#### Can you tell us more about the DualEDU project?

— In the IT business and education sector, we have been facing various challenges such as this one - due to a high demand and lack of IT graduates, IT companies are recruiting IT students, and, as a result, many of them stop studying and never graduate. In the long run, this negatively affects their career, as most of them will not be able to take more complex engineering jobs while continuing to be programmers only. Faculties with IT degree programmes have high dropout rates, as many students start working, after the year 2 or 3 of their studies. The number of students and graduates has been significantly reduced in the last two years. Although public universities are overbooked, they cannot satisfy the high demand for IT engineers. Private universities, such as the Belgrade Metropolitan University, also offer degree programmes in IT and have the capacity and resources to significantly increase the number of IT graduates. But they face another problem. Students enrolling private universities are not eligible for any financial support from public funds. As their families have problems to pay the tuition of approximately 2,000 EUR per year,

students start studying something else at public universities, not IT.

For instance, the Belgrade Metropolitan University could enroll 200 more students in its degree programmes in IT, software engineering, information systems, or in computer games since its campuses in Belgrade and Niš have an excellent IT infrastructure.

A few years ago, I came up with the idea that dual higher education could be a win-win-win solution for students, companies and universities. Students can work and study at the same time and get paid to cover their tuition fees, obtain scholarships and get a good job after graduation. IT companies, which are financially supporting their “dual students”, get a stable source of IT graduates, 100% ready for the job, as they become familiar with technologies implemented in the companies since they have been working for them during their studies. Private faculties implementing dual education can significantly reduce their dropout problems, as dual students are, by contract, obliged not to abandon their studies and to graduate. As an overall result, the number of IT graduates could increase significantly, as can their quality and readiness to work.

We have initiated the project proposal for Erasmus+ DualEdu project, the Ministry of Education and five public universities and schools in Serbia supported it, and we got an EU grant. We now expect the new legislation on dual higher education to be adopted in Serbia.

**What are the benefits for businesses**

# WIN-WIN STRATEGY FOR IT RESOURCES

Our University is ready to sign contracts with interested companies on annual “production” of IT and software engineers and game developers. The idea is that students, parallel with studying, work for four years in companies and learn about their technologies so that, once they graduate, they are ready to work

## CORPORATE



### Professor DRAGAN DOMAZET

President and Rector of the  
Belgrade Metropolitan  
University

#### and what for students?

— Students working four years in companies learn about their technologies and when they graduate, they are ready to work. Companies get graduates they need, both in quality and quantity. I carried out a financial analysis and found that this was also a good HR investment for companies. By working in a company 900-1,100 hours per year, a dual student “pays back” everything the company invested in their education.

#### Which countries are implementing this model and how does it work?

— We visited our partner universities and companies in Austria, France and Spain which are all implementing dual higher education. We will visit our partner in Germany this year. We have learned a lot from them and we saw many good cases of implementation of dual education.

#### What do you think of the existing dual education model in Serbia?

— We are at the very beginning. The Belgrade Metropolitan University is the pioneer in implementation of dual higher education in Serbia. We have several foreign companies with “dual students”, but we expect to have more of them once we get the new legislation for dual higher education in a few months. The Belgrade Metropolitan University is now ready to sign contracts with interested companies on annual “production” of IT and software engineers, and game developers. We can also offer them an office space in our Business and Education Centre in Niš, spanning 800 square metres. Students can then study and work under one roof, in the same building. We are targeting companies in the IT sector, but we are also open for other companies, as we have many different degree programmes.

We have prepared a very flexible model for implementation of dual higher education in order to satisfy different requirements of companies





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MARCH, APRIL AND MAY 2019:

Dates vary according to interest  
(Culinary Arts or Pastry and Chocolate)



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