

Appendix 1

Country Name: **Republic of Serbia**

Country team (names, positions, email addresses, telephone numbers):

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p>Geography</p> <p>Serbia is located in the central part of the Balkan Peninsula, on the most important route linking Europe and Asia, occupying an area of 88,361 square kilometres. It is divided into 29 administrative districts, with 194 municipalities, 6,169 settlements, 207 city settlements and 5,962 other settlements; in 5 statistical regions.</p> <p>Demography*</p> <p>The total population of the Republic of Serbia by last Census in 2002 was 7.498.001 and the total number of children and young people in 2002 (age range 15-29) was 1.512.646 or 20,2% of the total population. Within this number (1.512.646), in 2002 there were 768.221 boys between 15-29 (10,24% of total population) and 744.425 girls in the same age range (9,93% of total population). Estimates show continuous decline in population.</p> <p>Labour market*</p> <p>According to the Labor Force Survey (April, 2011): the unemployment rate was 22.2% (women: 22,5%; youth(age:15-24): 18,7%), and the rate of employment is 36.2% (women: 29,8%; youth(age:15-24): 5,3%). Women are more affected by unemployment than men despite higher educational level and youth unemployment rate is rising. Most of the youngsters have lack work experience. The percentage of informal employment is increasing (19.9%). NES has a lot of the subsidized programs for self-employment, employment of vulnerable target groups and programs for additional education and training.</p> <p>Education*</p> <p>The education system covers preschool, primary, secondary and higher education. Total number of children who enrolled any of the levels of education in the school year 2009/10. was 1.250.672. Preschool (lasts at least six months) and a primary education (lasts eight years) are compulsory.</p>	

Secondary schools carry out programs of general, vocational and artistic education. All the objects and scope of studies at university degree are expressed through the ECTS credits.

The selection is introduced in enrollment in secondary and higher education. Educational reform is taking place in the fields of decentralization, democratization and professionalization. Total investing in Serbian education is lower than average investing in education in EU members (3.3% in 2009 as opposed to 5% GDP).

Main national career guidance services*

National Employment Service has a long tradition of career guidance and counseling (in 30 Branch offices, 57 counsellors). Within the system of education, professional orientation is provided at the primary and secondary school levels, implemented by psychologists and pedagogues. Every state founded and some private universities have their centres for career development. MoYS coordinates and supports career guidance services in local youth offices and the Centre for Career Guidance of Young Talents. During 2005, first activities in the field of career guidance and counselling emerged in secondary vocational schools, implemented by the Belgrade Open School – civil society organization, that still organizes many programs on career guidance at national level.

***data without the AP Kosovo and Metohia**

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
The Strategy of Career Guidance and Counseling is adopted, and a Working group for implementing the Strategy and its Action Plan is established.	Lack of financial and human resources, especially due to transition and economic crisis.	
Strength 2	Weakness 2	
New networks are forming at all levels through a number of projects for all target groups.	Networking is still unsystematic, without enough coordinated action.	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	
Strength 1	Weakness 1
<p>NAD* document describing national needs in HRD and there is a possibility of using IPA funds.</p> <p>* Need Assessment Document (Serbian European Integration Office; www.seio.gov.rs)</p>	<p>No NQF for all education levels.</p> <p>There is no systematic cooperation between education and labor market.</p>
Strength 2	Weakness 2
<p>There is connection of public institutions and civil society.</p>	<p>Practices and policies related to guidance are still not generally perceived as valuable sources for unemployment prevention and mitigation.</p> <p>System of recognition of prior learning is still developing.</p>
Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	
Strength 1	Weakness 1
<p>The awareness of the importance of career guidance and counselling is rising.</p> <p>There are accredited programs for non-formal education of guidance practitioners.</p>	<p>There is no possibility of formal education advisor for career planning.</p>
Strength 2	Weakness 2
<p>The number of projects for developing the key competences for lifelong learning is increasing.</p>	<p>The system of quality assurance for work, practitioners and programs is missing.</p>

Theme 4: Evidence-based practice; evidence-based policies	
Strength 1	Weakness 1
Strategy of Career Guidance and counselling additionally encouraged initiatives from official institutions, funding agencies and civil society organizations. There are significantly more actions in the field of practice.	Lacks of standards in the career guidance practice.
Strength 2	Weakness 2
Action plan for Implementation of the Strategy of Career guidance and counselling is realistic, with clear indicators to measure upon.	No comprehensive date-base about activities related to career guidance and counseling.

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 <u>3</u> 4</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;"><u>1</u> 2 3 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 <u>2</u> 3 4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 <u>4</u></p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1	Establishing the National Resource Center for career guidance and counselling.
Linked most closely to Theme ...	2
High-level key public policy/practice initiative 2	Initiatives in working with vulnerable groups (PWA and talents).
Linked most closely to Theme ...	1
High-level key public policy/practice initiative 3	Devolving career guidance services at the local level through the Local Youth Offices.
Linked most closely to Theme ...	3

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
<ul style="list-style-type: none"> • National Resource Centre • Standards for career guidance and counselling • Quality Assurance • Programs for practitioners and education and training of the practitioners • More funds raised through projects 	