

ANALYSIS OF EDUCATION OF TEACHERS AND EDUCATORS IN SERBIA

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Abstract: Since democratic changes in the 1990's, labour market has become significantly modified. Some calls at social scale have become valued, and others have lost their primacy. During the crisis, the biggest threat is unemployment, i.e. loss of employment. The least educated layers of population is the most exposed to this threat. For that reason, parents wish to provide their children as higher level of education by providing financial support to acquiring college degree. Time which is spent at high schools and faculties provides a small retreat in relation to threat of unemployment to the new generation.

Key words: Education, teacher, educator.

1. INTRODUCTION

Education of teachers in Serbia has a long tradition. Back in 1870, the first Law on organizing a teachers' school in Serbian Dukedom. And in the city of Kragujevac, the first teachers' school was opened on 27th January 1871. After three years, it was moved to Belgrade. Education lasted three years, and since 1877 it has lasted four years. When the school celebrated 25 years of existence, it was moved to Aleksinac. Half century was marked by a lot of changes, the First World War ended. Dozens of teacher's schools were built. Since 1925 to 1950, there were 49 teacher's schools, in Belgrade there were male and female teachers' school.

History of educating the teachers has begun a whole century earlier for the Serbs above Sava and Danube, i.e. on the 1st May 1778 Norma was established, the first institution for education of teachers in Serbian in Habsburg monarchy. Its first manager Avram Mrazović, son of a priest from Sombor – Georgije, educator and humanist, as well as writer and translator of classicist-educational manner, was one of the pioneers of modern epoch in Serbian education system, with two other prominent educators of that time – Stefan Vujanovski and Teodor Janković Mirijevski. Szentendre is, after Sombor, significant town in Serbian cultural history and education history. The next step in modernization of Serbian teachers was made in it, when Uroš Stefan Nestorović, a learned Serb, philosopher and jurist, born in Buda, founded in 1812 the first Serbian teachers' school, whose official name King pedagium of Illyrian people remained in writings of former state administration. Nestorović was set to perform the reform of orthodox schools in the empire. In 1815, the school was extended to two years, and in 1816 it was moved to Sombor where it existed until 1973 and then it has grown into Pedagogical academy, which stopped working in 1993 when Faculty of Education was established.

Assembly of the Republic of Serbia has adopted on 1st July 1993, the Law on teachers' colleges in the Republic of Serbia, due to which, in the same year, pedagogical academies have grown into teachers' faculties at all universities in Serbia.

In Serbia, there are 6 teachers' faculties: (University of Novi Sad), Belgrade (University of Belgrade), Užice (University of Kragujevac), Jagodina (University of Kragujevac, too), Vranje (University of Niš) and Leposavić (University of Priština, with headquarters in Kosovska

Mitrovica). In addition, Faculty of Education in Sombor has a branch in Subotica, Faculty from Vranje in Negotin, faculty from Belgrade in Vršac and Novi Pazar. The list can be found on Internet page www.mps.sr.gov.rs.

Something above 700 students enrolls these faculties annually, which roughly corresponds to the number of teachers who retire each year. Admission is not highly competitive (except the Faculty of Education in Belgrade) – faculties enrol almost everyone applied. This is also a good indicator of low general interest of future students for this profession. Faculty of Education of the University of Belgrade began to work on 30th September 1993, and the first generation of graduates has left the faculty in October 1997. Faculty has two departments: for education of classroom teachers and education of educators in preschool institutions. Department for education of educators was established in 2004, and in 2009, when 200 years since the introduction of higher education in Serbia were celebrated, the first diplomas were distributed. Faculty of Education in Belgrade has its departments in Vršac and Novi Pazar [3-11].

Faculty of Education in Vranje (University of Niš), has classes in two departments: for teachers and educators. Branch of this faculty is opened in 1998 in Negotin, at the department for teachers.

University of Novi Sad includes Faculty of Pedagogy in Sombor and Faculty of Education in Subotica, where classes are conducted in Hungarian. While in Subotica there is only teachers' department, students in Sombor can choose among four educational profiles: teacher, media designer in education, educator and school librarian.

Within the University of Kragujevac, there are Faculty of Education in Užice and Faculty of Pedagogy in Jagodina. In Užice, there are three departments at undergraduate level: teacher, educator in preschool institutions and educator in homes.

Most faculties of education in Serbia experimentally carry out the programme of Distance Learning System – DLS on their web pages, which enables availability of materials and content necessary for learning to students – always and everywhere.

2. SOME INDICATORS OF SERBIAN EDUCATIONAL SYSTEM

Educational system of Serbia, country with 7 million and 650 thousand inhabitants, covers about 1.2 million of children and youth, from preschool to higher education and employs about 120 thousand persons [3-11].

Ministry of Education and Sports and Provincial Department for Education of Vojvodina manages the educational system, which has been delegated a part of educational and managerial tasks since 2002. In addition to these, there are two recently established institutions (Institute for Advancement of Education and the Institute for Evaluation) with responsibilities for development of education established by the Law. MES has 13 regional administrative units (school administration), and each municipality has a small unit which covers the issues referring to education. Decentralization process was initiated through strengthening of pedagogical, administrative and financial autonomy of schools and responsibilities of municipalities for public supervision, for establishing network of schools for mandatory education, as well as financing, maintenance, investments and costs of training the teachers. However, property of schools is still not the property of state at republican level, salaries are financed from republican budget based on the number of approved classes and teachers (not on the number of students), school administrations are only separated units of

central administration, and municipal units miss human and institutional resources. In addition, planning at municipal and regional level is not mandatory yet.

Private sector is almost non-existing in Serbian education, especially at the level of primary education. Private primary schools were allowed for the first time by the Law from 2003, but only one requirement of this kind was processed so far. At the level of high school education, there are 15 private schools – 4 general high schools, 2 specialized gymnasiums (computer and sports gymnasium) and 9 vocational schools (of economy, business, school for beauty care, etc.). At preschool level, private initiatives are more frequent, but in majority of cases they are not adequately regulated. At the level of high and higher education, there is also a growing but insufficiently regulated private sector: 10 universities function, and lately numerous faculties are rapidly established, whether as independent institutions, whether within the existing universities [3-11].

Education is free in public schools, according to the law. Salaries and investments are financed from republican budget, but maintenance, equipment and adaptations are covered from local revenues. Parents, however, cover the costs of purchasing the textbooks and other school supplies for children, as well as lunches, snacks and additional activities, and the contributions from parents are often required for supporting the renovation of school. Taking the additional classes is widespread, especially in cities, and they are paid by parents who can afford it. About 30 % of students from high schools in big cities and about 10% of students of primary schools use private classes. In addition to these costs, make-up exams are also charged, and students who are registered as part-time (possibility at the level of secondary school education) are charged tuition fee. High and higher education is nominally free of charge, although the universities are allowed to increase the number of accepted students above the level funded by the state and charge fee to the students from extended lists, which is done by majority of faculties.

Education is currently provided in 4 cycles (preschool, primary, secondary and high and higher education). Education is mandatory up to the age of 16. Primary education (from the 1st to 8th grade) is general, selection is introduced when enrolling secondary and high and higher education through entrance exams and/or grade average. Difference between academic and vocational education begins after mandatory education, in secondary schools. About 90 % of the cohort who complete mandatory education enrol secondary schools and about 25% of those who complete secondary education continue the education at high or higher level. However, dispersal is great at all levels, and it grows at higher levels of education, among people in villages, children of parents with low socio-economic status, Gypsy population and girls.

Figure 1 shows a scheme of educational system.

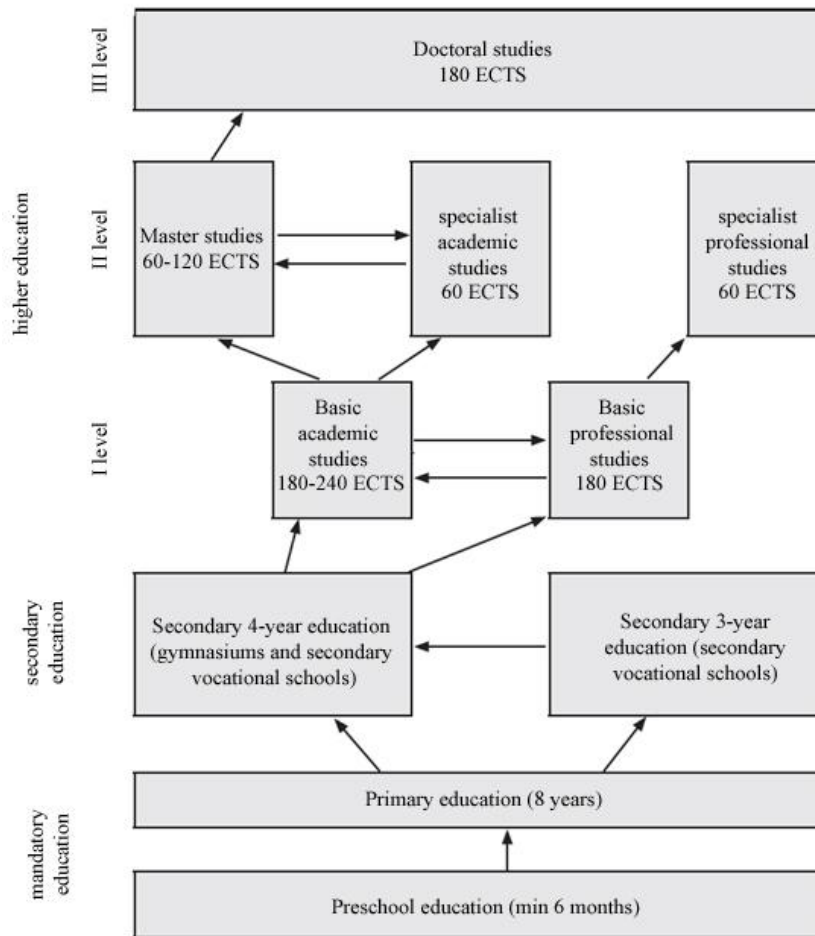


Figure 1: Scheme of educational system (According to: www.cep.edu.rs)

Preschool institutions. According to the data from Statistical yearbook from 2006, in Serbia there are 1.873 preschool institutions, of which 12 are private (10 in Belgrade and 2 in Čačak), which are verified by Ministry of Education. These institutions employ more than 18.000 persons, and total number of children in all preschool institutions is higher than 167.000 [3-11].

Primary schools. In Serbia there are 3.578 regular primary schools, 249 special and 16 primary schools for adult education. There are 5 private primary schools verified by the Ministry of Education (all of them situated in Belgrade). Total number of teachers in primary schools is 47.569, and the number of students who attend them is higher than 656.000. Primary education is mandatory and it lasts 8 years [3-11].

Table 1: Size of primary education system (from 1-8th grade) [3-11]

	Number of schools (including branches)	Number of classes	Number of students
Serbia, total	3.587	31.174	667.570
Central Serbia	3.052	22.735	487.752
Vojvodina	535	8.439	179.818

Secondary schools. According to the data of the Ministry of Education, in Serbia there are 548 secondary schools, of which 20 are private. Of this number, 332 schools are vocational (320 state and 12 private), 119 are gymnasiums (111 state and 8 private), 32 are mixed vocational-gymnasiums, 3 mixed vocational-art - 6 art schools, 26 music, 2 ballet and 28 schools for children with special needs. According to the data of Statistical Yearbook from 2006 in regular secondary schools there are about 300 000 students and in specialized about 1200, while total number of teachers is about 27 300 [3-11].

In Serbia, there are 107 gymnasiums, most of which offer two slightly different orientations, one based on social sciences and languages and other based on mathematics and natural sciences. There are four specialized gymnasiums (mathematical and linguistic gymnasium, both in Serbian and Hungarian). Recent processes of educational changes had the slightest impact on the level of general secondary education – schools have remained four-year, with competitive admission based on entrance exams, with high rates of dispersals and repetitions, teaching based on the given national programme that aspires to encyclopedia knowledge and it is carried out by traditional methods of teaching, non-existence of elective subjects and extracurricular activities based on needs and interests of students. Upcoming changes in organization of external graduation, as well as future restructuring of the network of secondary schools and creation of flexible options (such as economic gymnasium) will certainly influence the modernization of this part of the system, but it will most likely happen only when serious conservative obstacles are overcome.

Table 2: Secondary schools [3-11]

	Number of schools (including branches)	Number of classes	Number of students
Serbia, total	490	10.856	302.612
Central Serbia	366	7.919	223.641
Vojvodina	124	2.937	78.971

Higher school institutions – Higher school institutions are divided into the institutions of university (universities and faculties, i.e. art academies) and non-university education (academies of professional studies, high schools and high schools of professional studies). There are 7 state universities in Serbia, 86 of which are faculties, while 2 state faculties are not a part of university [3-11].

There are 10 private universities, with 50 faculties, while 5 private faculties are not part of a university (source: Ministry of Education). During 2007, the accreditation process for previous higher schools was completed. Total number of institutions of non-university education in Serbia, which have obtained Certificate of accreditation, is 49, while one high school has obtained accreditation for faculty. From the total number of accredited high schools, 50 are state and 22 are private. [3-11].

The most obvious problem of university education is non-efficiency and alienation from labour market. There is no student database. Several studies show that average time of studying at undergraduate studies is about 7-8 years instead 4-5.

New legislation introduces ECTS system of credit points, creates coherent system of academic and vocational studies at the level of bachelor, master and doctoral studies,

regulates the accreditation of study programmes, study obligations of students, teachers' fund of employees and students' grading. Restructured system of funding is not based and connection with labour market is not established [1, 2].

3. VIEW OF THE TEACHERS AND EDUCATORS

In the year 2003/04, primary and secondary schools have employed 71.022 teachers and professors. Of this number, 44.791 worked in primary and 26.231 in secondary schools. Unique database with all the information on teaching staff, schools and students is still being developed, so that classified data, which explain teachers' population, are still not available. [3-11].

In preschool institutions, 17.505 persons are employed, 8.715 educators, 2.797 medical staff who work in nurseries and 389 advisers [3-11].

Basic democratic statistics show that teaching staff in Serbia is mostly female. This trend is most expressed in preschool institutions and lower grades of primary education.

Table 3: Demographic characteristics of teaching staff in preschool education (2004.) [3-11]

	Total	Women	Men
Educators	8.715	8.612	103
Medical staff	2.797	2.770	27
Advisers	389	348	41
Others	5.604	4.921	683
Total	17.505	16.651	854

Table 4: Demographic characteristics of teaching staff in primary and secondary education [3-11]

Professors and teachers in Serbia	Men	Women	Total (2004.)
Professors and teachers in primary schools	12.618	32.173	44.791
Professors and teachers in secondary schools	10.106	16.125	26.231

In tables 5 and 6 we can see the employment in education and employment at all levels of educational system in Serbia.

Table 5: Employment in education [3-11]

	2006.	2007.	2008.
Serbia, total	1.471.750	1.432.851	1.428.457
Employment in education	125.437	129.421	132.982

Table 6: Employment at all levels of educational system [3-11]

Year	Preschool education	Primary education	Secondary school education	High schools and faculties	Students
2005.	1.962	48.194	27.565	12.466	229.355
2006.	2.062	49.233	28.367	12.884	238.710
2007.	2.253	50.546	29.092	11.772	237.598

In tables 7 and 8, there is a number of enrolled students and number of graduates at faculties of education.

Table 7: Review of students enrolled to teachers' faculties [3-11]

Year of enrolment	Department	University of Belgrade		University of Novi Sad		University of Niš		University of Kragujevac		University of Priština (Kosovska Mitrovica)	
		Teachers' Faculty in Belgrade		Teachers' Faculty with classes in Hungarian language		Teachers' Faculty in Vranje (Negotin)		Teachers' Faculty in Užice		Teachers' Faculty in Prizren - Leposavić	
		Budget	Fee-paying	Budget	Fee-paying	Budget	Fee-paying	Budget	Fee-paying	Budget	Fee-paying
2001.	Teachers										
	Educators										
2001.	Teachers	90	50								
	Educators										
2003.	Teachers	95	45	72	9	90	65				
	Educators										
2004.	Teachers	85	55			90	65				
	Educators										
2005.	Teachers			18	17						
	Educators										
2006.	Teachers	85	55			90	55				
	Educators	30	20								
2007.	Teachers	203	108					70	60		
	Educators							5	25		
2008.	Teachers	85	55	38	12	90	65				
	Educators	85	55			0	10				
2009.	Teachers	85	140	35	22	75	45	105	25	30	16
	Educators	85	140	10	1	19	4	15	15	20	13
2010.	Teachers	200	100	20	15	90	70	105	0	50	50
	Educators	85	55	15	5	20	30	15	15	25	25
2011.	Teachers			20	15	90	47	105	22	45	0
	Educators			14	4	20	30	15	15	25	3

Table 6 provides an overview of the number of graduate students at faculties of education.

Table 8: Review of graduate students (2007.) [3-11]

University	Faculty	Graduate students
University of Belgrade	Teachers' Faculty in Belgrade	566
University of Novi Sad	Teachers' Faculty with classes in Hungarian language	69
University of Niš	Teachers' Faculty in Vranje (Negotin)	170
University of Kragujevac	Teachers' Faculty in Užice	364
University of Priština (Kosovska Mitrovica)	Teachers' Faculty in Prizren -Leposavić	
	Total	

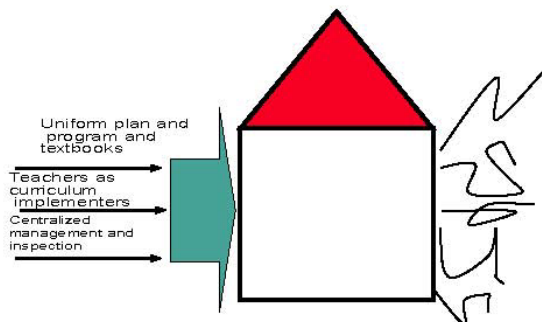
4. STRATEGIC PLANS AND ANALYSIS OF TEACHERS' EDUCATION

In the first period, up to 2004, big and rapid changes were developed at lower levels of education, drawing with them the priority of professionalization of teachers, while the reform of high and higher education lagged behind. In the second period, after 2004, changes at lower education levels and in professional improvement were lagging behind, and they were eliminated to some extent, while in higher education they were accelerated. [11].

Educational policy developed in early 2000's was focused on the need of developing human capital of a country through the improvement of education system. Teachers were considered a key contribution to this process and their professional improvement is seen as key element for better implementation of the goal of quality education and development of students. Later on, during 2004, orientation was changed once again towards seeing education as mechanism for maintenance of traditional values and their transfer to new generations. Figure 2 represents an illustration of these 2 models which exist parallely in Serbia today [11].

Two models of education policy

Education as transmission of knowledge and values:



Education as development of human capital and resources:

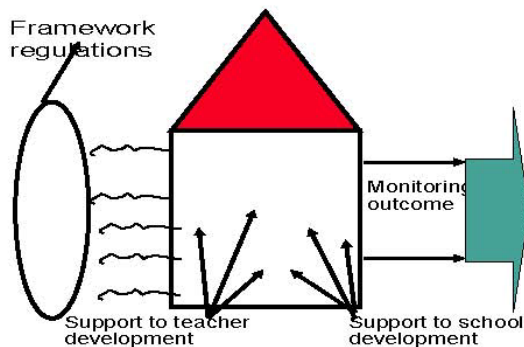


Figure 2: Two models of national education policy in Serbia [11]

It appears that development of teaching profession is not a priority today, nor even a significant integrative theme in education. Although several elements of the system exist or appear, there is no close relation with the system of professional improvement through renewal of licences; system of professional improvement is functional, but the interest of teachers will decrease in the lack of incentives; without new programme obligations at the level of school, newly established teachers' competences will not be adequately used; the possibility of progressing in profession is opened, but without the improvement and development of school it can easily create inappropriate competing atmosphere among teachers and become controversial; reform of high and higher education begins, but the need integrated education of teachers is not recognized; accreditation of study programme is due soon, but without required teachers' competences, study programmes of teachers' education will be postponed or unprofessionally processed [11].

4. CONCLUSION

In education, most employees are women, 85,1 %. According to the data of OECD, in countries of European Union, among active pedagogues, there are 64,0 % of women. Worldwide, we can speak about feminization of the profession, which is, most likely, related to the fact that working hours, school holidays, can fit into household and family duties of women [3-11].

On the other hand, poorer awards, relatively low salaries, are not good conditions for men, who are still traditionally viewed as the supporters of family, responsible for providing material security, due to which they choose jobs that are paid better.

It is obvious that increasing number of students enrolled at pedagogical faculties are recruited from families with lower educational status, i.e. parents have completed secondary school. Vocation of educational worker thus becomes a thicket for the first generation of intellectuals in these families.

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