

SECURITY STUDIES IN SERBIAN HIGHER EDUCATION SYSTEM

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Abstract: Academic programs of security studies in former Yugoslavia were organized within the Faculty of People's Defence in Belgrade and Faculty of Security in Skopje, as well as at colleges of professional police studies in Belgrade, Zagreb, and Ljubljana, all of them state-owned and aimed at schooling professionals in the national security sector. Following the Yugoslav dissolution, Western Balkan countries have continued development of their own higher education system synchronized with their European integration orientations. The cornerstones of European Union accession process in the area of higher education are mechanisms based on the Bologna Declaration, later institutionalized through the European Higher Education Area, which all the Western Balkan countries adopted and modified their higher education systems accordingly. The appearance of private higher education institutions was one of the first steps in the overall national reforms of these systems, where the Republic of Serbia is amongst regional countries with the biggest number of private universities, faculties, and colleges, especially in the social sciences and humanities. At the same time, the national security sectors went through the process of decentralization and privatization. These external and internal factors, combined with the global rise of importance of security-related phenomena, especially after the 9/11 events, brought the security studies in these countries in focus of interest of the existing and rising higher education institutions. Conflict heritage, the existing local security threats like extremism and terrorism, and a vast number of experienced national security officers with university titles, led to the appearance of various academic programs on terrorism, national security, national defence, and private security studies both on the existing state-owned and private universities and faculties. At the moment, the Republic of Serbia offers several dozens of higher education programs in security, on all the existing study cycles, within three different types of studies, and both for academic and professional levels. The paper will provide an overview of the existing higher education programs in the field of security and analyze the main discourses, directions and possible perspectives.

KEY WORDS: SECURITY STUDIES, HIGHER EDUCATION, REPUBLIC OF SERBIA, UNIVERSITY, EUROPEAN UNION, EHEA

Introduction

Serbian higher education system is relatively new in comparison to majority of Western universities, and it can be traced back to the beginning of the 19th century, when the first College was founded in 1808 by Dositej Obradović, Serbia's first Minister of Education. The College was a basis for establishment of the Lyceum, founded in 1838 in the city of Kragujevac, and later moved to Belgrade in 1841, where the Department of Law was established along with the existing Department of Philosophy. After the new Law on Founding Higher Education was adopted, in 1863 Lyceum became a Higher School, which had been recognized throughout Europe at the time, mainly because teaching staff consisted of professors schooled at the top European universities. In 1905, when the new Law on Universities was adopted, the University of Belgrade has been established as the first university in Serbia (University of Belgrade, 2018).

After the Second World War, the University of Belgrade influenced the establishment of other major universities in Serbia, Montenegro, Bosnia and Herzegovina, and Macedonia, then-republics in former Yugoslavia. The number of enrolled students increased rapidly after the war, with approximately 50,000 students in the early 1960s: "The influx of students was encouraged by the liberalisation of enrolment procedure and the possibility of part-time studies. Later on, the enrolment quotas became limited for each Faculty" (University of Belgrade, 2018). The influence of the University of Belgrade was not only limited to higher education, but also stretched to wider social and political movements. From demonstrations in 1968 to the ousting of the regime of Slobodan Milošević in 2000, the University of Belgrade, along with other universities in country and region, have had an important role for development and progress.

The turbulent history of Serbia marked with numerous wars, uprisings, turmoil, several economic decays, and continuity in authoritarianism, has put security in the centre of everyday life, especially in the last decades of the 20th century. The main pillars of the socialist-era political system, when Serbia was part of Yugoslavia, were three leading institutions of security sector, the armed forces (Yugoslav People's Army), the police, and several secret services with central, the State Security Service, as the most important one. The role of these security sector elements was to maintain the country safe from military attack, to provide comprehensive public security for its citizens, and to prevent any possible disruptions of the ruling ideology headed with the communist party. The result of such authoritarian system was a

centralization and non-transparency of education for security sector, especially in the higher education, which was understood as a "reserved domain" and exclusivity not appropriate for civilian education system.

A broader higher education programs aimed at academic security education started in early 1970s in former Yugoslavia, as a part of comprehensive education of all citizens with the goal of raising awareness and preparedness for wartime and peacetime threats during the Cold War (so-called *Concept of General People's Defence and Social Self-Protection*). Besides many study programs of General People's Defence that were founded within the existing university faculties across Yugoslavia (mostly within faculties of political science), the only independent faculty was established at the University of Belgrade. The Faculty of People's Defence of the University of Belgrade educated the future secondary school educators for the subject called *Defence and Protection* in Yugoslavia, which was an obligatory school subject at the time.

Along with the dissolution of the Yugoslavia, the Concept was abandoned as well, and in new conflict and authoritarian circumstances of the 1990s, the security studies remained a "reserved domain" for official state institutions only. Only after the democratic changes in 2000, security studies became a "public good" and provided on civilian universities and faculties, both state- and privately-owned. However, the sudden expansion of various curricula in security-related area showed that the quality did not manage to meet the quality of those studies. In this paper, we will firstly present a historical overview of the development of security-related higher education programs in Serbia, with special emphasis on civilian security studies programs. Then, we will give an explanation on what led to the expansion of security studies programs in Serbia after 2000, both on state-owned and private universities and faculties, while special focus will be put on higher education institutions within Serbian security sector. In the last part of the paper, we will provide an overview of security-related curricula in Serbia at the very moment, with their brief analysis.

Historical Overview of Security-related Programs in Serbia

The history of higher education study programs in the field of security in Serbia has its origins in the establishment of military education for commissioned officers in the Principality of Serbia in the first half of the 19th century, and police education for Ministry of Interior officers in the first half of the 20th century. After couple of attempts by several officials to found the Military

Academy, in 1850 the Artillery School has been officially established as "the first military degree-granting institution in Serbia" (Military Academy, 2018). In 1880 it changed the name into Military Academy, which had several breaks in work during the Balkan Wars of 1912, the First World War, and during the Second World War. At the end of 1944, the wartime Military Academy of Democratic Federal Republic of Yugoslavia has been established, and it became a main pillar of military education with several academies divided through branches, arms, and services. After the break-up of Yugoslavia, the Military Academy was organized within two academies (one for technical services and logistics), and from 2006 as one academy, from 2011 within the newly established University of Defence.

Modern police studies in the Republic of Serbia have been institutionally established aftermath the First World War, and date back to 1920 when the famous Gendarmerie School for Non-commissioned officers in Sremska Kamenica was founded. After the World War II, the whole system passed the heavy set of reforms on the long term, culminating with the enactment of the Police High School of Internal Affairs in Zemun in 1972. According to the contemporary demands and needs of the profession, the Academy of Criminalistic and Police Studies was established on 27th July 2006, by the decision of the Government of the Republic of Serbia. It is an independent higher education institution that provides academic and professional study programs of all levels for the purpose of police education, and police and security affairs (Academy of Criminalistic and Police Studies, 2018).

These higher education traditions are today implemented within two main security sector higher education institutions, the University of Defence, and the University of Criminalistic and Police Studies. Besides the official higher education for the purpose of the armed forces and public and state security institutions, until the second half of the 20th century there was no systematic university-level education in security area. The first institutionalized attempt to include security-related education into civilian higher education system had its roots in the so-called *Concept of General People's Defence and Social Self-Protection*. The Concept was introduced in Socialist Federal Republic of Yugoslavia (SFR Yugoslavia) as a part of comprehensive training and education of all Yugoslav citizens with the goal of raising awareness and preparedness for wartime and peacetime threats during the Cold War era.

After the Second World War, then-Yugoslav party leadership built around the Partisan wartime movement, focused on maintaining the preparedness for defence of the country in the peacetime as well. The obligation for taking part in defence was not only on behalf of conscripted citizens, but also on youth and wider population. Starting from 1947, the General Staff of the Yugoslav People's Army introduced the pre-military training for all citizens, with special focus on schools. This training soon became an official part of curricula in secondary schools, high schools and university faculties, and in mid-1950s the first textbooks for pre-military programs appeared. From 1948 to 1970 there were fifty different textbooks published for secondary schools and faculties, under various titles depending on the specialization of school or faculty (*Pre-military Training, Civil Protection, First Aid*, etc.) (Dimitrijević, 2014:231).

Goals and contents of these education and training curricula changed in the late 1960s, when the new Law on General People's Defence was introduced along with the new Strategy by the same name. The new security environment was attributed with a Cold War-induced change in the character of warfare, and fast industrialization and urbanization in Yugoslavia changed the character of emergency management. Thus, the pre-military training was abandoned with the new obligatory school and university subject taking its place – General People's Defence and Social Self-Protection (ONO and DSZ). It was introduced from 1969 to 1974, and after the Concept of ONO and DSZ was adopted, it became a

standardized System of Education and Training of Youth for ONO and DSZ, which was implemented in four different ways:

1. "Education for ONO and DSZ in pre-schools and first four years of elementary schools;
2. Education for 5- and 6-graders within other curriculum subjects, and within extracurricular activities;
3. Education of secondary school and university students within specialized subject called Defence and Protection, within other curriculum subjects, and within extracurricular activities;
4. Education of youth without secondary education, within special defence and protection programs" (Bešker, 1989:42-43).

At approximately the same time in Yugoslavia, in the late 1960s and early 1970s, in the period of vast industrialization and expansion of civil engineering, within the University of Niš the Faculty of Occupational Safety was founded. Initially, the Faculty of Occupational Safety offered study programs for civil engineering safety, but it soon started widening its curricula as the industries started spreading, and introduced programs for explosions and fire safety. Today, the Faculty of Occupational Safety organizes study programs in occupational safety, environment protection and management, fire protection, emergency management, and communal system management, on all three cycles of studies.¹

The key year for security studies in Yugoslavia was 1975. In five out of six capital cities of the former Yugoslav republics (Slovenia, Croatia, Bosnia and Herzegovina, Serbia, and Macedonia) at the same time new departments for ONO and DSZ were introduced within the existing universities (Katić, 2011):

- *Department for Defence Sciences* at the Faculty of Social Sciences in Ljubljana (Slovenia);
- *Division for General People's Defence* at the Faculty of Political Sciences in Zagreb (Croatia);
- *Department for General People's Defence* at the Faculty of Political Sciences in Sarajevo (Bosnia and Herzegovina);
- *Institute for People's Defence/Department for Social Sciences and People's Defence* at the Faculty of Sciences in Belgrade (Serbia);
- *Division for General People's Defence* at the Faculty of Philosophy in Skopje (Macedonia).

The idea behind the introduction of these departments and divisions was to transit the education for the Concept of General People's Defence and Social Self-Protection from the state security structures (primarily the Ministry of People's Defence) into the civilian higher education institutions. However, the fact that the military structures were behind the implementation of the Concept, caused a resistance at some universities. That was an argument for then-university officials to claim that "the introduction of such curricula in civilian universities could cause a militarization of civilian higher education" (Bric, 2004:12). This kind of resistance was the biggest in Belgrade, where the department ended at the sciences faculty, instead at the social sciences faculty. Reasons for that could be sought in the aftermath of the 1968 students' protests at the University of Belgrade, when the *tour de force* were humanities and social science faculties.

Soon, only in Belgrade the existing department for the study of General People's Defence evolved into the independent faculty, the Faculty of People's Defence, in 1978. From its early beginning, the Faculty implemented its curriculum along with logistical support from the defence system, and used the facilities at the Military Academy. Because of the nature of the Concept of

¹ Faculty of Occupational Safety is part of University of Niš. More details about the Faculty could be found at: <https://goo.gl/g7FRuK> (Accessed on: 29.04.2018. 14:34).

General People's Defence and Social Self-Protection, students had the appropriate military training which was implemented two-fold: 1) through military-professional schooling in the first three years of study (with elements of basic infantry training), and 2) through internship in the units of Yugoslav People's Army in the final year (Dimitrijević, 2014:235). Graduated students were completely prepared for the title of Professor of Defence and Protection in secondary schools across country. The Faculty itself changed the name couple of times², and in the beginning of 1990s it was called the Faculty of Civil Defence.

After the break-up of Yugoslavia, the Concept of General People's Defence was abandoned, together with the need for secondary school subject. Along with the shift in global security paradigm, the Faculty was adjusting its curricula for new security challenges, risks, and threats. Unfortunately, during the 1990s the Faculty of Civil Defence did not enrol regular students, but provided a higher degree for students of police colleges of professional studies from Serbia and from the region. Also, besides the existing Police College of Professional Studies, the Government of Serbia established the Police Academy in 1993, that soon introduced first subjects, and later complete study programs in the area of security studies.

Expansion of Security Study Programs in Serbia after 2000

In the early 2000s, the Faculty of Civil Defence started with the enrolment of regular students again, and introduced four new study modules: 1) Security Studies, 2) Civil and Environment Protection Studies, 3) Defence Studies, and 4) Human and Social Resources Studies. It was the first faculty in Serbia to name the Security Studies at the time.

In 2006, the faculty changed its name to the Faculty of Security Studies, and today it enrolls students on all three study cycles within four-module bachelor studies, two master studies programs, two vocational studies programs and one at the PhD level.³ During the same period after the break-up of Yugoslavia, and especially in the early 2000s, numerous state and privately-owned universities and faculties started introducing the study programs in security-related fields. The scope and types of these study programs varied from international security to safety in engineering, and they are implemented within different scientific disciplines, from social sciences to technology.

The introduction of various security-related study programs on universities and faculties in Serbia was influenced by two main processes: 1) the security sector reform process after the democratic changes of 2000, and 2) global security threat of international terrorism after the 9/11 terrorist attacks. The security sector reform process in Serbia after 2000 largely influenced the development of the existing and the establishment of new security-related study programs. Firstly, the reform of armed forces, police, and security services introduced the academic content related to comparative experiences from former Eastern Bloc countries (Kešetović, 2005; Radovanović & Dapčević-Marković, 2007). The role of civil society in this process also had a positive influence on the introduction of various informal education programs carried out with the support from academia (Glišić, 2007), which soon evolved into vocational postgraduate studies on several faculties, like the Faculty of Political Sciences which introduced an undergraduate subject of global and national security (2001), and vocational studies of global and national security (2004), which soon became master studies program of international security. The important part of the security sector reform process was a regulation of private security. In accordance with that trend, the Faculty of Security

Studies, besides bachelor studies of security management, introduced vocational studies in security management (2002), along with crisis management studies (2005) at the same study cycle. On the other side, the event from September 11, 2001 introduced a new topic to universities worldwide – terrorism and counterterrorism studies. Serbia was not an exception, especially with the legacy of domestic terrorism still active at the time. The Faculty of Civil Defence introduced vocational studies of defence from terrorism in 2003, and the Faculty of Political Sciences introduced vocational studies of terrorism and political violence at the same time (Dimitrijević, 2011).

Approximately at the same time, in 2006, private universities and faculties started introducing the study programs in security-related area. The Academy for Diplomacy and Security introduced the diplomacy and security undergraduate and master studies, and the Faculty of Law and Business Studies introduced the management in business and civilian security undergraduate and master studies. Soon, other state-owned universities and faculties started with programs in security studies, like faculties of law on the University of Novi Sad and University of Kragujevac, which introduced police and national security studies. In line with the trends, the Academy of Criminalistic and Police Studies, as well as the Military Academy, started with programs focused on security. The Academy of Criminalistic and Police Studies had introduced police and security studies on undergraduate and graduate studies (vocational and master studies), and the Military Academy introduced the defence management studies within all three study cycles.

During the 2000s and 2010s the number of state-owned and privately-owned universities, faculties and colleges offering degrees in security-related areas grew rapidly. Even some area-specific security-related programs were introduced, like the airport safety and security studies within management in civil aviation studies (Megatrend University), or many variations of environment security and protection studies, ranging from social sciences to technology-oriented faculties. At the moment, one of the most prominent privately-owned universities in Serbia, Educons University, has two faculties with security-related programs, the Faculty of Applied Security and the Faculty of Security Studies, both of which offering programs on all three study cycles.

Lastly, in 2013, the Government of Serbia established the National Security Academy within the central civilian intelligence service, the Security-Information Agency. The Government's Decision establishing the Academy stated that "the Academy is established for higher education purposes, and development of scientific and research and professional work in the national security area, within interdisciplinary science fields of social sciences and humanities, sciences and mathematics, and technology and engineering sciences. At the Academy the multidisciplinary areas are studied, and specific knowledge for tasks in the security area is earned." (Government Decision, 2013). It is still, however, unclear which security-related tasks are the subject of the higher education within the Academy, but it could be easily concluded that the education is aimed at professionals from intelligence services. Although it is stated that the National Security Academy is established under the provisions of the Law on Higher Education, their curriculum is still unknown, and the information about their finances, faculty and other requirements is not transparent.⁴ However, the Academy earned the accreditation from the Commission for Accreditation and Quality Assurance, for bachelor studies (2017), master studies (2017), and professional career studies (2015).

² Briefly it was called the Faculty of General People's Defence and Social Self-Protection, then the Faculty of Defence and Protection.

³ More details about the Faculty, available at: <https://goo.gl/3YUZxE> (Accessed: 29.04.2018. 13:43).

⁴ The National Security Academy is not even mentioned in yearly Information about the Work of the Security-Information Agency, although it exists for five years now.

There are different explanations of sudden expansion and quality of security studies in Serbia after 2000. Milosavljević (2007) claimed that "Serbia and other transition countries do not have developed academic study of security", and that "the experts who are practically dealing with security-related tasks are produced within the security structures" (Milosavljević, 2007:50). He noted that in the "humble academic dealing with the security the predominant are formal aspects of security, and what is missing is interdisciplinary study of the role of security structures and security phenomena themselves" (Milosavljević, 2007:50). Ejđus, on the other side, made a reflection on key deficiencies which prevent the education system in Serbia to create a new generation of security experts in a satisfying manner (Ejđus, 2007:55). One of his observations is related to the quality of security studies as an academic discipline in Serbia, where he sees no significant scientific contribution of local authors in relation to the quantity of security-related scientific papers published in Serbia (2007:60). However, in the last ten years there have been several research efforts related to the quality of security studies in higher education in Serbia.

During the expansion of security-related study programs, Serbia had difficulties in security sector reform process during the 2000s, with private security sector still being unregulated despite various initiatives for adoption of legal framework in this area. The number of study programs in security management area was larger than the market needed it, so the question arose if these programs were appropriate for the existing situation. One of the possible explanations for such a vast number of security-related higher education programs could be the fact that there are many retired security professionals from armed forces, police, and security services with appropriate degrees for professor titles, who are willing to continue their careers in higher education system. Another explanation could be that traditional, security sector higher education institutions, have limited number of students, rigorous selection process, and quotas, so civilian study programs are perceived as a bypass for later entry into the security sector structure with a university degree. No matter the exact cause, professionals in the field agree that the existing number of study programs largely exceeds the real needs for professionals in this field.

Overview and Analysis of the Existing Security Study Programs in Serbia

Modern study programs in security-related area in its broadest sense, within the higher education system of the Republic of Serbia, could be summarized with the following categories of studies available on all three levels of higher education:

1. Security Science/Studies and National Security
2. Defence Management and Military Studies

3. Police, Forensic and Internal Affairs Studies
4. Security Management, IT and Corporate Security
5. Emergency and Disaster Management and Fire Safety
6. Occupational Safety and Safety at Work
7. Environmental Protection and Ecology
8. Terrorism, Organized Crime and Political Violence
9. International Security/Politics, Peace and Diplomacy

The previous division into nine categories derives from the current state of art of higher education in security in the Republic of Serbia. Overall, 16 state faculties within six universities, offer programs in security-related fields on all study cycles (BA, MA & PhD):

- **University of Belgrade** (Security Studies, Civil Engineering, Political Sciences, Agriculture, Chemistry, Technology and Metallurgy faculties)
- **University of Novi Sad** (Technical Sciences, Law, Sciences faculties)
- **University of Kragujevac** (Law, Sciences faculties)
- **University of Niš** (Occupational Safety, Law, Sciences faculties)
- **University of Defence** (Military Academy)
- **University of Criminologic and Police Studies** (Academy of Criminologic and Police Studies)

Nine privately-owned faculties and four universities, offer study programs in safety & security on all three study cycles (KAPK, 2018):

- **Educons University** (Applied Security, Environment Protection studies)
- **Metropolitan University** (IT Security studies)
- **Singidunum University** (Faculty of Applied Ecology)
- **Megatrend University** (Faculty of Law, Public Administration and Security)
- **Union University** (Faculty of Law and Business Studies)
- **Union "Nikola Tesla" University** (International Security, Environment Protection studies, and four faculties)
- **University "Business Academy"** (Law, Economy and Management faculties)

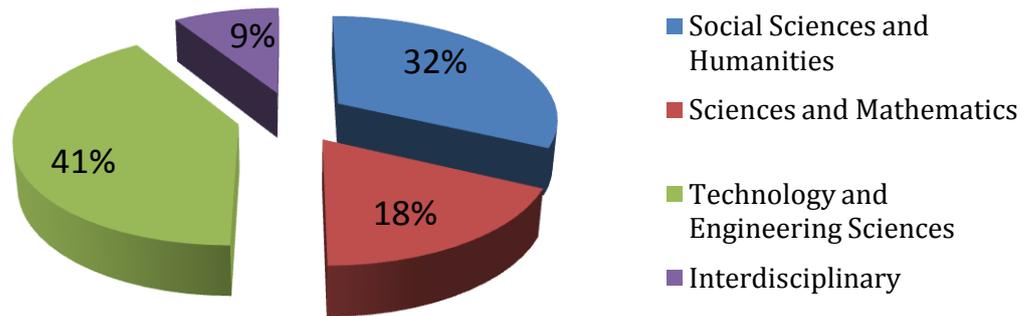
Existing study programs are offered on all higher education study cycles recognized by the Law on Higher Education and Accreditation Standards. There are academic study programs within universities and faculties. Also, there are professional/vocational study programs within universities, faculties and colleges of professional education.

Table 1. Programs in Safety & Security within the study cycles in the Republic of Serbia

| ACADEMIC STUDIES | PROFESSIONAL STUDIES |
|--|--------------------------------------|
| 1. Bachelor Studies (25%) | 1. Professional Career Studies (13%) |
| 2. Master Studies (35%) | 2. Vocational Studies (13%) |
| 3. Professional Academic Studies (12%) | |
| 4. Doctoral Studies (2%) | |

Source: Commission for Accreditation and Quality Assurance, 2018

Graph 1. Study programs in Safety & Security dispersion within the scientific areas



Source: Ibid.

There are six study programs in Serbian and English on state-owned faculties:

- **Civil Engineering** (Environmental Protection Studies, *PA studies*)
- **Political Sciences** (Peace Studies, *regional MA studies*)
- **Agriculture** (Environmental Protection, *MSc studies*)
- **Technology and Metallurgy** (Environmental Protection, *PhD studies*)
- **Technical Sciences** (Disaster Risk Management, *MSc studies*)
- **University of Defence** (Forensic Engineering, *MSc studies*)

There are four study programs in Serbian and English on privately-owned faculties:

- **Singidunum University** (Advanced Security Systems, *PhD studies*)
- **Educons University** (Environmental Protection, *BA studies*)
- **Educons University** (Environmental Protection, *MSc studies*)
- **Educons University** (Green Economy, *MA studies*)

Finally, there are four distance learning study programs within one state-owned and three privately-owned universities/faculties:

- **Civil Engineering** (Environmental Protection Studies, *PA studies*)
- **Metropolitan University** (IT Security, *MSc studies*)
- **Educons University** (Applied Security, *BA studies*)
- **Union "Nikola Tesla" University** (Security Studies, *BA studies*)

International joint programs in Serbia are organized within the fields of social Sciences and humanities (social work, business law, European integrations, Quantitative finance), natural sciences and mathematics, interdisciplinary Studies (cultural policy and management). There are 22 joint study programs in total, conducted with 15 partner institutions (University of Innsbruck, University of Salzburg, University of Rome, University of Trieste, University of Zagreb, University of Lion, University of Gottingen...). There is no single joint safety and security study programme. While there is none of doctoral joint studies at all, the distribution between joint MA and BA studies is vastly uneven. In total, 95% of the programs are dispersed into the master studies.

Referencing Mechanisms with the European Higher Education Area (EHEA)

National Serbian national qualification framework (NQF), law was adopted on Thursday, 5th of April, by Serbian Parliament. National Framework of Qualifications in Serbia (NQFS) is an integral part of the European integration process and the Chapter 26 – Education and Culture, with the planned referencing to European Qualifications Framework and mobility of workforce. The Law on NQFS shall envisage the establishment of a special Qualifications Agency, with the aim of providing quality on all levels of development and implementation of the National Qualifications Framework in the Republic of Serbia (NQFS).

The purpose of the referencing is to present transparently to other countries the way Serbia has connected its levels of qualifications with EQF and thus provided the fulfilment of appropriate procedures and criteria (ten) for the referencing. In order to be able to approach the process of referencing NQFS with EQF, it is necessary for Serbia to prepare a Report on Referencing, with the help of international experts, whose integral part shall be a Supplementary Report on the Self-assessment of NQFS in the field of higher education compared to Qualifications Framework in the European Higher Education Area (EHEA QF).

There are several referencing mechanisms on a disposal of non-EU member states. Even though some of them require full EU membership in order to be fully implemented, Serbia participates in most of them.

Youthpass is a tool to document and recognise learning outcomes from youth work activities. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programs. It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy.⁵

Youthpass certificates are available for:

⁵ More information about the Youthpass system, available at: <https://www.youthpass.eu/da/about-youthpass> (20.04.2018. 14:43)

- Youth Exchanges, European Voluntary Service, Mobility of Youth
- Workers, Transnational Cooperation Activities (TCA)
- Structured Dialogue meetings

Europass is a European Union (Directorate General for Education and Culture) initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to make a person's skills and qualifications clearly understood throughout Europe (including the European Union, European Economic Area and EU candidate countries).⁶ The five Europass documents are:

- Curriculum Vitae, Language Passport,
- Europass Mobility, Certificate Supplement,
- Diploma Supplement, sharing a common brand name and logo.

The European Association for Quality Assurance in Higher Education (ENQA) is an umbrella organisation which represents quality assurance organisations from the European Higher Education Area (EHEA) member states.

ENQA promotes European co-operation in the field of quality assurance in higher education and disseminates information and expertise among its members and towards stakeholders in order to develop and share good practice and to foster the European dimension of quality assurance.⁷

In most European countries, higher education institutions or study programs are subject to regular external review by a quality assurance agency. The European Quality Assurance Register for Higher Education (EQAR) is a register of such agencies, listing those that substantially comply with a common set of principles for quality assurance in Europe.

EQAVET is a community of practice that promotes European collaboration in developing and improving quality assurance in VET.

The European Credit System for Vocational Education and Training, often referred to as ECVET, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. Guided by a European-level Recommendation, ECVET relies on the description of qualifications in units of learning outcomes, on transfer, recognition and accumulation processes and on a series of complementary documents such as a Memorandum of Understanding and Learning Agreement.⁸

Table 2. Referencing Mechanisms and the Republic of Serbia status

| MECHANISM | REPUBLIC OF SERBIA STATUS |
|-----------|---|
| Youthpass | Serbia is not formally member of the Youthpass system, even though, all the NGOs participating within Erasmus+ Youth in Action programs, could freely issue the Youthpass. |
| Europass | No membership existence. <i>De facto</i> all EHEA countries are implementing it. |
| ENQA | Serbia is a full member from 2013 (Commission for Accreditation and Quality Assurance) Self-evaluation report 2012-2015 available (SRB only): https://goo.gl/kGpnuw |
| EQAR | Formally Republic of Serbia is a full member from 2014; Serbian higher education institutions can't choose an EQAR-registered agency for their mandatory external quality assurance. Neither the European Approach is available to higher education institutions in Serbia. |
| EQUAVET | Serbia is not a member. Full EU membership required. EU Member States, European Economic Area countries and European Commission. |
| ECVET | Serbia does not have a local point. No further information applicable. |

Source: Authors

⁶ More information about the Europass system, available at: <https://europass.cedefop.europa.eu/about> (20.04.2018. 14:47)

⁷ More information about the ENQA, available at: <http://www.enqa.eu/index.php/about-enqa> (20.04.2018. 14:50)

⁸ More information about the ECVET, available at: https://ec.europa.eu/education/policy/vocational-policy/ecvet_en (20.04.2018. 14:52)

Concluding remarks

Studying safety studies in modern circumstances is the pinnacle of an evolutionary course of development of security studies. Such a development was conditioned by various historical and social circumstances, phenomena and events that significantly influenced the change in the constellation of relations and forces within the international arena. There are several different determinants that "have enabled" in the longer run and contributed to the development of contemporary curricula and security study programs.

First, historical-political relations largely enabled the creation of two ideologically and militarily opposed blocs that served as the basis of what is modern in terms of studying security studies in general (and in Serbia). Then the so-called "broadening" and "deepening" of security studies reflected the need to create courses that examine a specific area in security studies. A typical institutional example of the contribution to the dissemination of the curriculum agenda is the 1994 United Nations Development Program Report, explicitly mentioning human security as a concept that (should) be prevalent in the development of modern humanity.

This has led to the development of entire departments and, of course, a multitude of different subjects at universities, not only at the levels of basic, but master, even doctoral studies. In addition to the institutional ones, examples of scientific contributions to the development of the curriculum are presented. The most typical is the contribution of the so-called critical schools, which indirectly initiated the education of a multitude of programs for master academic security studies.

The role of projects implemented by academic institutions in promoting and improving the system of higher education is extremely important. Project "Improving Academic and Professional Education Capacity in Serbia in the Area of Safety and Security - IMPRESS", is just one such project. It aims at creating a "knowledge union" in area of safety and security, promoting joint study programs in the field of security and protection, as well as enhancing the knowledge and capacity of stakeholders in order to increase the mobility of students, teachers, and non-teaching staff towards, and from the European Community Union. The project is funded by the European Commission within the Erasmus + program, and is conducted, among others, by the University of Belgrade, Faculty of Security Studies.

Although the processes that lead to the creation of joint study programs are extremely complicated due to various obstacles that may arise, the Republic of Serbia has a great starting point within which can benefit from membership in the European Higher Education Area. There are still no joint security programs at any level of academic studies, although there are many opportunities for short-term study stays in (primarily) the EU Member States. In the event of full EU membership, the Republic of Serbia will have the obligation to create joint study programs with at least 3 Member States in all scientific fields.

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