



Serbia

TEACHERS

SABER Country Report
2012

Policy Goals

1. Setting Clear Expectations for Teachers

Authorities clearly state teacher and student expectations, and provide some time for teachers to prepare lessons and other duties.

Status

Established



2. Attracting the Best into Teaching

Teacher-student ratios and opportunities for advancement make the career attractive, but teacher pay does not vary with performance.

Emerging



3. Preparing Teachers with Useful Training and Experience

Current policies prepare aspiring teachers by requiring advanced pre-service training and practical experience before entering the profession.

Advanced



4. Matching Teachers' Skills with Students' Needs

While policies identify critical shortage subjects, they do not identify hard-to-staff schools or provide incentives for teachers to work at either. Policies do allow transfer decisions to be based on school needs.

Emerging



5. Leading Teachers with Strong Principals

Policies require that principals support instruction quality, but do not ensure principals receive practical experience in their training or receive performance incentives.

Emerging



6. Monitoring Teaching and Learning

Policies call for teacher monitoring by principals and national authorities, though there are no systems to track teacher performance over time.

Established



7. Supporting Teachers to Improve Instruction

Minimal professional development is required of current teachers, and professional development does not make use of more effective techniques such as peer learning or mentoring.

Latent



8. Motivating Teachers to Perform

Teachers can be dismissed for misbehavior, but teacher performance does not inform hiring, and performance and compensation are not linked.

Latent



Overview of SABER-Teachers

There is increasing interest across the globe in attracting, retaining, developing, and motivating great teachers. Student achievement has been found to correlate with economic and social progress (Hanushek & Woessmann 2007, 2009; Pritchett & Viarengo 2009; Campante & Glaeser 2009), and teachers are key: recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Rivkin, et al. 2005; Nye et al. 2004; Rockoff 2004; Park & Hannum 2001; Sanders & Rivers 1996). However, achieving the right teacher policies to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many teacher policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and teacher policies can have very different impacts depending on the context and other education policies in place.

A new tool, *SABER-Teachers*, aims to help fill this gap by collecting, analyzing, synthesizing, and disseminating comprehensive information on teacher policies in primary and secondary education systems around the world. SABER-Teachers is a core component of SABER (Systems Approach for Better Education Results), an initiative launched by the Human Development Network of the World Bank. SABER collects information about different education systems' policy domains, analyzes it to identify common challenges and promising solutions, and makes it widely available to inform countries' decisions on where and how to invest in order to improve education quality.

SABER-Teachers collects data on ten core teacher policy areas to offer a comprehensive descriptive overview of the teacher policies that are in place in each participating education system (see Box 1). Data are collected in each participating education system by a specialized consultant using a questionnaire that

Box 1. Teacher policy areas for data collection

1. Requirements to enter and remain in teaching
2. Initial teacher education
3. Recruitment and employment
4. Teachers' workload and autonomy
5. Professional development
6. Compensation (salary and non-salary benefits)
7. Retirement rules and benefits
8. Monitoring and evaluation of teacher quality
9. Teacher representation and voice
10. School leadership

ensures comparability of information across different education systems. Data collection focuses on the rules and regulations governing teacher management systems. This information is compiled in a comparative database where interested stakeholders can access detailed information organized along relevant categories that describe how different education systems manage their teacher force, as well as copies of supporting documents. The full database is available at the SABER-Teacher website.

To offer informed policy guidance, *SABER-Teachers* analyzes the information collected to assess the extent to which the teacher policies of an education system are aligned with those policies that the research evidence to date has shown to have a positive effect on student achievement. SABER-Teachers analyzes the teacher policy data collected to assess each education system's progress in achieving 8 Teacher Policy Goals: 1. Setting clear expectations for teachers; 2. Attracting the best into teaching; 3. Preparing teachers with useful training and experience; 4. Matching teachers' skills with students' needs; 5. Leading teachers with strong principals; 6. Monitoring teaching and learning; 7. Supporting teachers to improve instruction; and 8. Motivating teachers to perform (see Figure 1).

Figure 1: 8 Teacher Policy Goals

The 8 Teacher Policy Goals are functions that all high-performing education systems fulfill to a certain extent in order to ensure that every classroom has a motivated, supported, and competent teacher. These goals were identified through a review of evidence of research studies on teacher policies, and the analysis of policies of top-performing and rapidly improving education systems. Three criteria were used to identify them: teacher policy goals had to be (i) linked to student performance through empirical evidence, (ii) a priority for resource allocation, and (iii) actionable, that is, actions governments can take to improve education policy. The eight teacher policy goals exclude other objectives that countries might want to pursue to increase the effectiveness of their teachers, but on which there is to date insufficient empirical evidence to make specific policy recommendations.

By classifying countries according to their performance on each of the 8 Teacher Policy Goals, SABER-Teachers can help diagnose the key challenges that countries face in ensuring they have effective teachers. For each policy goal, the SABER-Teachers team identified policy

levers (actions that governments can take to reach these goals) and indicators (which measure the extent to which governments are making effective use of these policy levers). Using these policy levers and indicators, SABER-Teachers classifies education systems' performance on each of the eight teacher policy goals using a four-category scale (latent, emerging, established, and advanced), which describes the extent to which a given education system has in place teacher policies that are known to be related to improved student outcomes. The main objective of this assessment is to identify the strengths and weaknesses of the teacher policies of an education system and pinpoint possible areas for improvement. For a more detailed report on the eight teacher policy goals, policy levers and indicators, as well as the evidence base supporting them, see Vegas *et al.* (2012).

The main focus of SABER-Teachers is on policy design, rather than on policy implementation. SABER-Teachers analyzes the teacher policies formally adopted by education systems. However, policies "on the ground", that is, policies as they are actually implemented, may differ quite substantially from policies as originally designed, and in fact they often do so, due to the political economy of the reform process, lack of capacity of the organizations in charge of implementing them, or the interaction between these policies and specific contextual factors. Since SABER-Teachers collects limited data on policy implementation, the assessment of teacher policies presented in this report needs to be complemented with detailed information that describes the actual configuration of teacher policies on the ground.

This report presents results of the application of SABER-Teachers in Serbia. It describes Serbia's performance in each of the 8 Teacher Policy Goals, alongside comparative information from education systems that have consistently scored high results in international student achievement tests and have participated in SABER-Teachers. Additional detailed descriptive information on Serbia's and other education systems' teacher policies can be found on the SABER-Teachers website.

Serbia's Teacher Policy System Results

Goal 1: Setting clear expectations for teachers

Established ●●●○

Clear expectations guide teachers' work. Expectations for student and teacher performance influence how potential entrants perceive the profession. The clearer these expectations are, the more likely a school system is to get the type of teacher it seeks. Second, expectations guide teachers' work. The more specified they are, the better teachers can organize their time and resources to meet them. Finally, expectations can help align the goals of different key aspects of the profession (e.g., pre-service training, professional development and teacher appraisals). The more institutionalized these expectations are, the more likely all of these aspects will be working towards a common purpose and thus the more likely it will be achieved.

SABER - Teachers considers two policy levers school systems can use to reach this goal: (1) expectations for what students should know and be able to do, and how teachers can help students reach these goals; (2) useful guidance on teachers' use of time to be able to improve instruction at the school level (Figure 2).

(1) In Serbia, there are clear expectations for what students and teachers are supposed to do. Serbia has defined a set of national standards that inform teachers of required subject content and measurable indicators of learning that should be achieved by students at different grades. In addition, the tasks that teachers are expected to carry out are officially defined, and the standards recognize the diversity of important teacher tasks outside of basic instruction.

(2) Policies recognize the diversity of teacher tasks and provide time to complete them. Laws and regulations in Serbia recognize the diverse tasks of teachers. Teachers are expected to teach, supervise students, grade assessments, integrate student populations, stand in for absent teachers, mentor teachers, participate in administrative tasks, collaborate in school planning, and take part in internal evaluations.

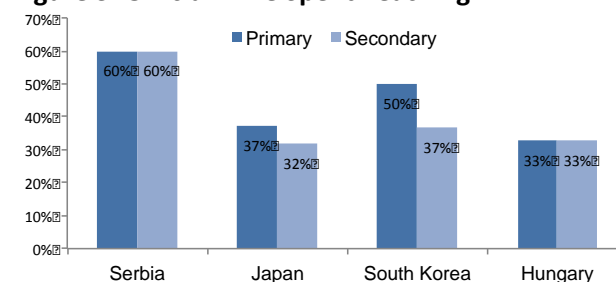
Teachers particularly need enough time to complete all tasks outside of class time (Figure 3). In high-performing systems, up to 50 percent of teachers' work time is for conducting tasks other than teaching. High-performers such as Japan focus most of the non-teaching time on professional development and curriculum planning. Serbia's policies are similar: teachers are expected to devote 60 percent of their working time to teaching, 30 percent to preparing lessons, 5 percent to administrative duties, and the remainder to extracurricular tasks.

Figure 2. Teachers' official tasks related to instructional improvement

	Serbia	Shanghai	Japan	Singapore
Mentor peers	✓		✓	✓
Collaborate on school plan	✓	✓	✓	✓
Design the curriculum			✓	✓
Participate in school evaluation	✓		✓	✓

Source: SABER-Teachers data

Figure 3. Official Time Spent Teaching



Source: SABER-Teacher Data

Goal 2: Attracting the best into teaching

Emerging ●●○○

The structure and characteristics of the teaching career can make it more or less attractive for talented individuals to decide to become teachers. Talented people may be more inclined to become teachers if they see that entry requirements are on par with those

of well-regarded professions, if compensation and working conditions are adequate, and if there are attractive career opportunities for them to develop as professionals.

SABER-Teachers considers four policy levers school systems can use to reach this goal: (1) requirements to enter the teaching profession; (2) competitive pay; (3) appealing working conditions; and (4) attractive career opportunities (Figure 4).

(1) In Serbia, teachers are required to have an advanced degree, but there are no other meaningful requirements to meet. In Serbia, secondary school teachers are required to complete a bachelor’s degree, and primary school teachers are required to complete a bachelor’s degree and additional teacher-specific coursework. Despite a rigorous education requirement, teachers are not required to complete any other requirements to become a teacher, such as completing a written examination, interview, or practical assessment or have prior classroom experience.

(2) With only one path to enter the profession, Serbia may be limiting the pool of potential teachers. In Serbia, all teachers must pass through a consecutive training model, whether they are beginning their careers or are experienced non-teaching professionals. Successful education systems offer alternative paths to the profession for mid-career professionals, which include tailored curriculum or different requirements. Teacher compensation includes benefits but does not vary with performance: it is set by a pay scale that does not take into account a teacher’s effort or results. As a result, candidates who could be tomorrow’s high-performing teachers may instead enter professions that explicitly reward hard work or high performance.

(3) Working conditions are unattractive. Working conditions, such as student-teacher ratios and physical conditions play a role in job satisfaction. While there are standards of infrastructure in Serbia, only 35 percent of school buildings meet these requirements. Future teachers may prefer to go work in professions in more attractive environments.

(4) Effective teachers have opportunities to grow and advance in their careers. Opportunities for growth over a lifetime attract talented people to the career and raise

Figure 4. Requirements to enter the profession

	Serbia	Japan	Shanghai	Singapore	Turkey
Pass written test		✓	✓		✓
Interview-stage assessment		✓	✓	✓	
Minimal practical experience		✓		✓	✓
Practical experience assessment		✓		✓	✓

Source: SABER-Teachers data

the prestige of the profession. In Shanghai, talented members of the profession may later become administrative and academic leaders. Similarly, in Serbia, teachers may apply to become principals and lead teachers, and career advancement is influenced by past teacher performance, which is likely to improve teaching.

Goal 3: Preparing teachers with useful training and experience

Advanced ●●●●

Teachers need to be equipped with the skills they need to be effective in the classroom. Few individuals are born effective teachers. Teachers need subject matter knowledge, classroom management skills, and lots of practice in order to be successful in a classroom (Figure 5). In addition, good preparation puts teachers on a more equal footing, giving them all a common framework to improve their practice.

SABER - Teachers considers two policy levers school systems can use to reach this goal: (1) minimum standards for pre-service training programs; (2) required classroom experience for all teachers.

(1) Serbia requires new teachers to obtain substantial training, although pre-service training is not regulated. Although there is a law that requires a minimum amount of pre-service training, no policies for accreditation or detailing yet exist. Teacher training colleges are not yet required to undergo certification.

Those who want to become a primary or secondary school teacher are required to complete coursework beyond a bachelor's degree. However, there are no official criteria or recommendations for how much time teachers must dedicate to pedagogy theory, instruction methods, or subject content. Entrance to teacher preparation programs is not very selective; in 2011, there were 1061 applicants to teacher education programs and 908 (86%) gained entry (Figure 6). Entry is not determined by needs of the teaching profession.

(2) Teacher entrants are now required to have practical experience through a mentoring program.

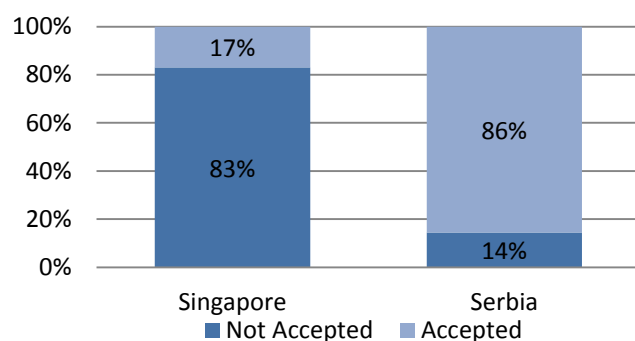
Research has shown that practical experience is an important factor in teaching quality. The more practical experience teacher entrants have, the better prepared they will be for their job. In Serbia, recent reforms require teachers to obtain practical experience as part of their training. Once they are fully implemented, these reforms could make teachers more effective in the classroom and reduce turnover.

Figure 5. Models of teacher training

	Serbia	Japan	Shanghai	Singapore
Concurrent Model			✓	✓
Consecutive Model	✓	✓		✓
Alternative Model			✓	

Source: SABER-Teachers data.

Figure 6. Percent of applicants admitted to teacher preparation programs



Source: SABER-Teacher data.

Goal 4: Matching teachers' skills with students' needs

Emerging ●●○○

Ensuring that teachers work in schools where their skills are most needed is important for promoting equity and efficiency. Strategic teacher deployment is a way to ensure all students in an education system have an equal opportunity to learn. Without purposeful incentives, teachers tend to gravitate towards schools with better working conditions, which often serve students already performing well (Boyd, et al. 2005a; Hanushek, et al. 2004). Second, it is a way of ensuring teachers are distributed efficiently—i.e., to minimize the number of surplus teachers at a given grade, subject, or geographic area. Finally, ensuring teachers are a good match for their school can also increase their effectiveness and reduce turnover rates (Boyd, et al. 2002, 2005b; Jackson 2010).

SABER - Teachers considers two policy levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach critical shortage areas.

(1) Serbia has some policies (though no incentives) to ensure that quality teachers are strategically deployed.

Many systems find it hard to attract effective teachers to hard-to-staff schools, which often serve students from disadvantaged populations. To improve distribution, systems use various incentives (Figure 7).

Figure 7. Incentives for teachers to teach in hard-to-staff schools

	Serbia	Japan	Shanghai	Korea
Promotion opportunities		✓	✓	✓
Higher basic salary		✓		
Monetary bonus			✓	
Subsidized education			✓	
Housing support		✓		✓

Source: SABER-Teachers data. Note: Singapore has no specific incentives to attract qualified teachers to hard-to-staff schools, but it instead maintains a centrally managed teacher deployment system to ensure an equitable and efficient distribution of teachers.

While Serbia lacks any such career or financial incentives for teachers in hard-to-staff schools, its transfer policy may support equitable distribution. In other education systems that use seniority as a basis for approving transfer requests, seasoned teachers often transfer from hard-to-staff schools, leaving less experienced and potentially less capable teachers at underserved schools. In Serbia, by contrast, transfers are based not on teacher experience but on individually determined school needs, according to policy.

(2) Serbia has formally identified subjects with an insufficient supply of teachers, but it has limited means to redress shortages. In almost all countries, teachers of certain subjects are in particularly high demand. Respondents in Serbia identified a shortage of teachers in mathematics and foreign languages, especially English. While the government recognizes these shortages, it does not provide incentives to attract more teachers and increase the supply of teachers of those subjects. High-performing systems identify and monitor shortage subjects, and use incentives to attract teachers to them. For example, when the United Kingdom faced shortages of mathematics and science teachers, they offered payments to people studying to become teachers in those subjects to defray education costs (OECD, 2011).

Goal 5: Leading teachers with strong principals

Emerging●●○○

The quality of school leaders is second only to classroom teaching as a predictor of student learning (Eberts & Stone 1988; Leithwood, et al. 2006). Quality principals attract and retain quality teachers (Boyd, et al. 2009; Ingersoll 2001a, 2001b; Papa Jr., Lankford & Wyckoff 2002). In addition, capable principals can spearhead much-needed change at the school level, so having strong leaders is important not only to ensure acceptable levels of performance but also to drive improvements. Finally, good principals can facilitate teachers’ work and continuous improvement. The more capable a principal is, the more he or she can support teachers, create a sense of community, make teachers feel valued and ease their anxiety about external pressures (Mulford 2003).

SABER - Teachers considers two policy levers school systems can use to reach this goal: (1) education system’s investment in developing qualified school leaders; (2) decision-making authority for school principals to support and improve instructional practice.

(1) In Serbia, principals must complete specific coursework, but they may lack practical experience. To ensure principals are trained at their job, they must have a minimum number of 3 years of professional teaching experience, possess a degree beyond a bachelor’s degree and complete a written test. However, their preparation does not require any practical learning experience, such as an internship or taking part in an induction program. While principals may have the skills that can be taught in a classroom, they may lack the practical experience needed to be effective. Some high-performing systems require participation in an internship or mentoring program to help administrators be practiced when principals start their job (Figure 8). Additionally, some high-performing systems provide incentives for principals to improve school quality, which is not the case for Serbia.

(2) Principals are expected to support teachers in improving their instruction. More than just administrators, effective principals support teachers in their work. Principals in Serbia are explicitly expected to support teachers to improve instruction and their classroom practice. Principals are expected to serve as leaders in their schools, and take part in teacher and school evaluations, enumerating teacher responsibilities.

Figure 8. Mechanisms to support the development of principals’ leadership skills

	Serbia	Japan	Shanghai	Singapore	Korea
Specific Coursework	✓	✓	✓	✓	✓
Internship		✓	✓	✓	✓
Mentoring program		✓	✓	✓	✓

Source: SABER-Teachers data

Goal 6: Monitoring teaching and learning

Established ●●●○

Assessing teacher effectiveness is essential to devise strategies for improving learning outcomes. First, teacher and student evaluations help identify good practices, which can then be shared among the teaching staff to improve school performance. Second, identifying low-performing teachers and students is necessary to support them in a timely manner. Education systems need to be able to know when to provide struggling classrooms with adequate support to improve. Finally, such information is useful for accountability purposes.

SABER - Teachers considers three policy levers school systems can use to reach this goal: (1) availability of data on student achievement in order to inform teaching and policy; (2) adequate systems to monitor teacher performance; (3) multiple mechanisms to evaluate teacher performance.

(1) There are few methods to monitor student performance throughout the system. National student assessments can help authorities identify student groups, schools, and classes that are in need of attention. In Serbia, the only national assessment is the final examination at age 14. While this assessment allows student scores to be tracked to teachers, earlier assessments could help identify struggling individual and groups of students in need of greater teacher training or more focused or tailored resources.

(2) There are some systems in place to monitor teacher performance. In Serbia, official policy requires teachers to participate regularly in internal performance evaluations, but the results of teacher performance evaluations cannot be tracked over time. It is not known whether these policies are put into practice.

Few mechanisms are used to evaluate teacher performance. Research suggests that no single method of evaluating teacher performance is failsafe. Most high-performing systems conduct teacher evaluations using a multiplicity of mechanisms of data collection and varied criteria for assessment (Figure 9). In Serbia, performance evaluations include only self-assessments, principals, and classroom observation as sources. The

most effective evaluation methods make use of student achievement data and external evaluators.

In Serbia, a variety of criteria are used to assess teacher performance. These include subject matter knowledge, teaching methods, student assessment methods, and student academic achievement.

Figure 9. Criteria to evaluate teacher performance

	Serbia	Japan	Shanghai	Singapore	Korea
Required performance evaluations	✓	✓	✓	✓	✓
Performance monitored by authorities	✓	✓	✓	✓	✓
Teachers can be tracked over time		✓	✓	✓	✓

Source: SABER-Teachers data

Goal 7: Supporting teachers to improve instruction

Latent ●○○○

Helping teachers be more effective in the classroom is vital. All teachers can improve, regardless of how effective they are at one point in time. Support mechanisms are necessary to help teachers reach their potential and perform at their best. Thus, during periods of transitions, teachers will need additional help to sustain their performance. Finally, support mechanisms can go a long way in preventing burnout and reducing turnover. Even motivated teachers may choose to leave if they are consistently ineffective, do not know how to improve and receive little support.

SABER - Teachers considers three policy levers school systems can use to reach this goal: (1) availability of teacher professional development opportunities; (2) activities that are focused on collaboration and instructional improvement; (3) making sure teacher professional development is assigned based on needs.

(1) Teachers are required to take part in only a short period of professional development. Teachers in Serbia are required to take part in 20 hours of professional

development annually. Given the returns to effective professional development, Serbia would likely benefit from increasing the number of required hours. The topics covered in professional development in top systems include instructional practice, classroom management, and content knowledge (Figure 10).

Figure 10. Professional development techniques used that focus on instructional improvement

	Serbia	Shanghai	Japan	Singapore
Observation visits		✓	✓	✓
Teacher networks		✓	✓	✓
School networks		✓	✓	✓
Research			✓	✓
Mentoring/coaching		✓	✓	✓

Source: SABER-Teachers data

(2) Serbia's policies do not generally prioritize the more highly effective mediums of professional development. Research suggests that effective teacher professional development is collaborative and provides opportunities for the analysis in-situ of instructional practice, as opposed to one-time workshops or conferences. Methods used in Serbia's activities do not include trainings that focus on improving teacher practice by incorporating classroom observation and evaluation of teacher competencies into professional development, nor do they include teacher peer learning within the schools. High-performing systems use professional development activities that are practice-oriented, such as teacher networks, visits to observe highly effective teachers, and mentoring or coaching opportunities.

(3) Teacher professional development is not assigned based on perceived needs. To ensure support is customized to each teacher's needs, high-performing systems use performance evaluations to develop customized professional development plans or assign mentors. In Serbia, by contrast, evaluations do not inform professional development nor result in being assigned a supervisor.

Goal 8: Motivating teachers to perform

Latent ●○○○

Adequate incentives for teachers can contribute to effective teaching and learning. First, incentives are a way for school systems to signal their seriousness in achieving certain goals. The more aligned incentives are with the behaviors and outcomes they want to produce in teaching, the more likely they will obtain them. Second, incentives are also a way to recognize teachers' work. Teaching is a challenging job and incentives can let teachers know the results they have achieved are valued so that they continue working hard to sustain them. Finally, some types of incentives can also influence the profile of the teaching profession and make it more competitive, dynamic, and performance-driven.

SABER - Teachers considers three policy levers school systems can use to reach this goal: (1) linking career opportunities to teachers' performance; (2) having mechanisms to hold teachers accountable; (3) linking teacher compensation to performance.

(1) Hiring practices are not informed by performance during probation, though promotions are affected by performance. To ensure teachers are capable before granting them long-term contracts, authorities need both a probation period upon initial hires and the right to not offer long-term contracts to teachers who do not perform during the probation period. In Serbia, there is a mandatory probation period, but performance on the job does not factor into whether teachers receive appointments. Promotions decisions, on the other hand, are informed by past performance.

(2) There are only minimal mechanisms to hold teachers accountable (Figure 11). Requiring teachers to meet some standards in order to remain in the teaching profession can facilitate the removal of ineffective teachers. In Serbia, primary and secondary school teachers are required to participate in professional development and performance evaluations as a requisite to maintain their credentials. In addition, teachers can be dismissed for misconduct or child abuse. However, they cannot be dismissed for absenteeism, incompetence, or poor performance.

Figure 11. Mechanisms to hold teachers accountable

	Serbia	Japan	Shanghai	Singapore	Korea
Open-ended contracts			✓	✓	
Teacher compensation			✓	✓	✓
Promotions		✓	✓	✓	✓

Source: SABER-Teachers data

(3) Teacher compensation is not linked to performance. To align teacher incentives, systems that are most effective at motivating teachers provide incentives to perform well such as performance bonuses or performance-linked salary increases. In Serbia, high-performing teachers do not receive bonuses as rewards for their work, nor do the results of teachers' performance evaluations affect their salaries.

Policy Options

This SABER country report has offered a snapshot of Serbia's key policies on teachers and how they compare with those of top global performers in education. Building on that diagnosis, this section offers some options for further strengthening the teacher policy framework.

Goal 3: Preparing teachers with useful training and experience

Although recent reforms incorporate teacher competencies and provide teaching practice, some additional policies would be useful.

- Serbia could clarify its requirements on acquire classroom experience for teacher candidates.

Goal 4: Matching teachers' skills with students' needs

Policies do not exist to ensure sufficient quality teachers in hard-to-staff schools.

- Serbia could formally identify hard-to-staff schools, monitor the overall supply of teachers in such schools, and provide incentives for teachers to enter and remain in those schools.
- Serbia could provide incentives to teachers of mathematics, foreign languages, and other shortage subjects such as higher pay, better promotion chances, or loan forgiveness.

Goal 5: Leading teachers with strong principals

Although principals must have teaching experience and specific coursework, practical administrative experience is not necessary for selection.

- Serbia could require internships or require experienced principals to serve as mentors of new ones.

Goal 8: Motivating teachers to perform

Serbia requires probation periods of new teachers, but does not determine hiring or compensation based on performance.

- Serbia could institute formal reviews or some other means of assessing performance before extending contracts.
- Serbia could institute formal performance reviews that affect compensation.

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The **Systems Approach for Better Education Results (SABER)** initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of teacher policy.

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