Strategy for continuous training of researchers

CONTENTS

INTRODUCTION.....2

EUROPEAN REGULATIONS.....3

NATIONAL AND INSTITUTIONAL REGULATIONS 3

PROMOTION OF SCIENCE.....4

TYPES OF TRAININGS FOR RESEARCHERS.....5

Doctoral Training Principles 5

Research methodology.....6

Ethical principles in research..... 7

Evaluation of scientific research work.....7

Scientific communication skills..... 8

Open Science 8

PREPARATION AND IMPLEMENTATION OF RESEARCH COOPERATION..... 10

International cooperation and networking..... 10

Researcher mobility..... 12

ALUMNI 13

STRATEGY SUSTAINABILITY..... 13

Measures to implement the Strategy..... 14

Entities managing continuous training of researchers. 14

Promoting the Strategy..... 15

Improving the Strategy..... 15

INTRODUCTION

The basic prerequisite for the realization of scientific research activity at the University of Niš is, first of all, the existence of human resources and research capacities, which are crucial for the successful implementation of the policy of scientific research development. Not only the development of the University but also the development of economy and society as a whole depends on their knowledge, quality, ability, creativity, initiative and commitment to continuous scientific research work. Such a University is a socially significant resource that may be a catalyst for ideas attractive for the economy.

Although in the past few years, researchers in Serbia have significantly increased the number of scientific papers published in prestigious international scientific journals, Strategy of Scientific and Technological Development[1] insists on innovation as part of the research process, while these innovations need not always be commercial ones. The Strategy establishes measures and programmes for improving excellence in science, as well as a programmatic framework for targeted research aimed at development of the economy and society as a whole. Institutional and strategic framework of the Strategy appreciates the role of science, technological development and innovation in the social economic and overall development of the country, focusing on high-quality educational and research staff and competitive research for innovation.

The University recognises the need to provide researchers with professional development opportunities through appropriate training to develop their skills and competences. Providing support to young researchers entering the scientific research work and directing them in career development must be perceived as an important area in human resource management. Particular importance should be given to the organisation of working and training conditions in the early stages of a researcher's career. It is also important for the young researchers to be assigned mentors who have sufficient experience and commitment to providing scientific and professional support to the development of research staff.

In this context, systematic activities are required to identify the real needs of researchers for training in order to develop their skills and appropriate competencies that are relevant and necessary for their research work. The training may include knowledge and skills required to work with digital repositories, knowledge of licensing and copyright, use of metadata, etc.

The basic premise for the successful introduction of young researchers into scientific research and the development of research and scientific careers based on adequate research knowledge and competences, lies in the strategic planning and organisation of training for researchers which will not only meet the requirements and requirements of the relevant Ministry, i.e. the University and its faculties, but will also improve research

[1] Strategy of Scientific and Technological Development of the Republic of Serbia for the Period 2016 - 2020 - Research for Innovation ("Official Gazette of the RS", No. 25/2016)

activities in all their stages by making the training comprehensible, meaningful and effective.

EUROPEAN REGULATIONS

The European Charter for Researchers and Code of Conduct for the Recruitment of Researchers[2] are intended to ensure the same rights and obligations for researchers, regardless of the fact in which European institutions they may be. At the same time, the Charter defines the roles and responsibilities of researchers and organisations in which they work, in the context of realizing the basic aim at successful performance in generating, transferring, sharing and disseminating created knowledge. The Code of Conduct for the Recruitment of Researchers, on the other hand, has the primary objective of improving the quality and transparency of the process of recruiting researchers and their career advancement.

It goes without saying that there is an alignment of the vision of human resources development at the University of Niš[3] with the European Charter for Researchers and the Principles for the Recruitment of Researchers. Emphasis will be given to the creation and implementation of programmes to encourage and motivate young researchers, including PhDs, through promotional events, awards, paid trips, etc. Equally important will be the creation and implementation of programmes for the development of professional skills at the level of the faculties, i.e. the University. Particularly the programs such as project management, intellectual property rights, writing proposals for scientific projects, intercultural communication, research ethics, entrepreneurship and the like will be singled out as necessary and potentially useful. It is recommended that these programs, in cooperation with the faculties, should be carried out periodically and continuously through doctoral seminars or symposia, i.e. training seminars.

The University has been awarded a high recognition by the European Commission, the „HR Excellence in Research Award" which is granted to research institutions that have made significant progress in implementing the principles of the Charter and the Code, especially in the four areas that are specifically highlighted:

- Ethics and professionalism,
- Training for researchers,
- Recruitment of researchers,
- Working conditions and social security of researchers.

NATIONAL AND INSTITUTIONAL REGULATIONS

Researchers must be familiar with the existing national and institutional regulations governing the rights and obligations of researchers, the conditions and scope of their work, the right to training, etc. They must also be aware of national legislation which

[2] https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf

[3] Human Resources Strategy for Researchers (HRS4R) in accordance with the principles of the European Charter for Researchers and Code of Conduct for the employers (adopted at the session of the Senate of the University of Niš on 26.03.2014)

regulates taking the necessary precautions for the health and safety of researchers.

Researchers should also be familiar with the applicable national and institutional regulations regarding data protection and the right to protection of business secrets. This includes regulations governing the development, protection and commercial exploitation of intellectual property objects and intellectual property rights (recognition of intellectual property rights, technology transfer and protection procedures, identification of potential partners, provision of the necessary financial resources needed for the protection of intellectual property objects and/or development prior to commercialisation of intellectual property objects, etc.).

The training must explain to the researchers the mechanisms to improve the instruments for protection of intellectual property rights, the available logistical support to entities in the process of protection of the relevant rights and principles that ensure a fair and appropriate distribution of any profits among the researchers and the faculties, i.e. the University. Of particular importance may be the specific logistical support in the form of specialised consulting services focused on the process of protecting the intellectual property rights of interested researchers. The modalities of this type of support could be implemented through educational activities of the Creative Centre and the Centre for Technology Transfer.

A special part of the training must include familiarisation with the qualifications regulating system, the National Qualifications Framework of the Republic of Serbia[4] (NQF) which establishes the qualifications acquired through education and training, in accordance with the requirements of socio-economic development. The Republic of Serbia is developing the NQF taking into account the specificities of the Serbian educational system, as well as the principles of European educational practice, especially the European Qualifications Framework. This enables comparability of our qualifications with the European qualifications, which directly creates the conditions for more efficient and successful mobility of professional staff within the European Research Area.

PROMOTION OF SCIENCE

It is necessary to organize activities that will promote the research professions and their attractiveness to the public, as well as the career of research scientists. Through promotional events (for example, the Science Festival), the public will have the opportunity to become better acquainted with examples of successful young researchers who began the research career by promoting their remarkable results, both in science and in the commercial sphere. Especially the possibilities of the Innovation and Creative Centre of the University should be used for continuous popularisation of science and bringing it closer primarily to younger population as a possible career choice. Within the Creative Centre, training courses can be organized for development of creative thinking entrepreneurial skills, business and research ideas, development and provision of collaborative and multidisciplinary environment for the teamwork of researchers, etc.

[4] The Law on the National Qualifications Framework of the Republic of Serbia ("RS Official Gazette", No. 27/2018

TYPES OF TRAININGS FOR RESEARCHERS

Researcher training should, first and foremost, address the acquisition of academic competences and professional skills that have a wide range of applications. Without diminishing the importance of academic skills, however, specific skills that can match up to the dynamic and evolving nature of research practices are much more important to researchers. In this sense, the training of researchers (students of master studies, doctoral students, postdoctoral students, others) should enable acquiring of knowledge and valuable skills in different areas such as, for example:

- research theories and methods,
- research ethics,
- interdisciplinary research,
- scientific communication,
- teamwork methodologies and leadership,
- data management and analysis,
- dissemination of research results,
- publication of research results,
- organization of workshops, seminars and scientific conferences,
- project management, etc.

Any investigation must conform to the highest standards and proper scientific conduct. Therefore, training must insist on the positive attitude of researchers, developing their awareness of Responsible Conduct of Research. In order to prevent possible errors and/or malpractice in their research or academic careers, researchers must understand the difference between what is allowed and what is unacceptable in research.

Researcher training must send clear messages as to its strengths and perspectives relevant to the career of the researcher. If the University, i.e. the faculties are not in the position to provide training to researchers for a wide range of skills, then the University will engage the appropriate resources (trainers) to carry out the necessary training.

Doctoral Training Principles

Striving for excellence in research should be essential when pursuing academic doctoral studies. Doctoral students should possess creativity, critical thinking and decision-making skills, as well as intellectual freedom in research. In an attractive institutional setting (theoretical and/or experimental), they should be prepared to take responsibility for the accomplishment of research from the very early stages of implementation of scientific projects.

Of particular importance may be the so-called transferable skills acquired in one context that may prove to be useful (used) in another. They can be acquired either through training or through work experience. There are also examples of interdisciplinary approaches to research that require the simultaneous use of different skills ranging from research to business competences or from creativity and design to intercultural skills.

A particularly important aspect of training should be the topic of the importance and relevance of international networking, through commentary studies[5] and collaborative scientific research as well as joint degrees[6]. Mobility should be encouraged, either through professional and academic conferences, or through short or long research visits.

A special segment of the training should be quality assurance of doctoral studies, above all improving the quality of scientific research environment and working conditions, but also to promote transparent and accountable procedures related to student enrolment in doctoral studies, mentoring, defence and awarding of doctorates, as well as career development. Monitoring, assurance and dynamics of the career development of the doctoral candidate after defence of the doctoral dissertation is also of interest. These activities fall within the scope of the Centre for Career Development of students and researchers, Interface Centre and the Alumni Centre.

Research methodology

Research and innovation activities can be realized through science-oriented (so-called basic-fundamental research) and market-oriented projects (so-called applied research featuring competitiveness and prospects for commercialization) that involve more researchers, teamwork and a multidisciplinary approach.

Research in the fundamental, social sciences and humanities as well as the improvement of education are always priority directions. Basic research in applied science and mathematics and other sciences that meet high international scientific criteria significantly contribute to the strengthening and development of research capacity of the University and are a good prerequisite to connect with credible foreign scientific institutions. Research in the social sciences and humanities can significantly improve models of social efficiency in accordance with the national specificities of society.

Moreover, there are two possible aspects of financing: national projects and projects in the form of international cooperation (so-called financing through inter-institutional partnership, financing from international funds). As a rule, national projects are launched on the basis of a previously defined strategic approach that combines the education and innovation policy of the relevant Ministry, i.e. state (the so-called national development design model) with the identification of priority areas suitable for investments based on knowledge and innovation. In doing so, the areas that, at regional and/or global level, can gain competitive advantage and generate substantial added value are selected.

[5] Rules on double mentoring and Joint Doctorate

[6] https://www.ni.ac.rs/dokumenti/glasnik-univerziteta/category/162-broj-4-od-21042015god [6] http://www.gointernational.uns.ac.rs/index.php/documents/wp2?download=191:guidel ines-for-serbian-heis-for-joint-degrees

Ethical principles in research

All members of the academic community involved in scientific-research, artistic and professional work at the University of Niš and the higher education institutions within it are obliged to comply with the Code of Professional Ethics in their work[7]. Among other things, the Code contains moral standards and principles of professional ethics that are mandatory in the professional and public activities of researchers, as well as ethical rules on professional freedom (disclosure and defence of truth, in an atmosphere of dialogue and tolerance), collegial relationships based on mutual respect, appreciation and understanding, taking into account shared academic interests, and attitude towards the institution (safeguarding the integrity and dignity of the academic institution), etc.

A particularly important segment of training must be devoted to unethical behaviour in scientific and professional work, such as plagiarism in research papers, false attribution of authorship, falsifying research results and self-plagiarism, but also other forms of unethical conduct of researchers, such as unprofessional treatment of colleagues. These and similar violations of rights are regulated by the Code of Academic Integrity[8] prescribing measures for established minor violations or negligence for the obligation of correct academic conduct (reprimand, public reprimand, denunciation), while serious misdemeanours may be sanctioned by revocation of the title and cancelling the doctorate.

Evaluation of scientific research work

Researcher training must pay attention to the existing regulations for the evaluation of scientific results as well as possibilities for improving this framework. Particular attention must be paid to improving the quality of work and excellence of researchers[9], by defining reliable indicators of the quality of scientific work modelled after successful solutions in comparative evaluation systems. In this regard, it is necessary to point out other mechanisms for evaluating the real contribution of individuals and expert teams to science, with an emphasis on the importance of scientific papers published in renowned international scientific journals, but also works that have evident potential for commercial application in terms of economic valorisation or technological achievement such are, for example, patents.

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[7] https://www.ni.ac.rs/dokumenti/send/140-komitet-za-profesionalnu-etiku/918-odlukao-izmeni-i-dopuni-kodeksa-profesionalne-etike

[8] Fundamentals of the Code of Academic Integrity at Higher Education Institutions in the Republic of Serbia (adopted at the session of the National Council for Higher Education dated October 24, 2016) http://nsvo.gov.rs/wp-content/uploads/2013/11/Osnove-za-kodeks-o-akademskomintegritetu.pdf

[9] The Rules of Procedure and the Manner of Evaluation and Quantitative Presentation of Scientific-research Results of Researchers ("Official Gazette of RS", No. 24/2016)

Scientific communication skills

The process of communicating the results of scientific research implies, as a rule, the implementation of three main interrelated elements:

- Definition of a research problem: How to get from an idea to a clearly defined research/scientific problem;
- Preparation of research work protocols;
- Communicating research results: Academic writing skills.

The identification of a research problem, the so-called research study, is at the beginning of each exploration, requiring critical thinking and skill in assessing the complexity of the problem, the required level of knowledge and the types of evidence. In the next phase, a detailed and sustainable research protocol should be prepared. In addition to the details, such as methods, experiments and the like, the protocol must include objectives and the importance of research and also a brief overview of the current level of knowledge. Once completed, the research is followed by a publication which should be the logical conclusion of each research study.

Implementation of research projects also requires some specific skills, such as communication skills, argumentation, negotiation and critical assessment, and skills in the creating international research teams and networking.

An important segment of communicating the results of scientific work is the originality of the work itself related to the concept of plagiarism and it is tested by using the software to detect plagiarism[10].

A special part of the training must be dedicated to the evaluation system that encourages and promotes scientific excellence as well as the social and economic relevance of research with full respect for the differences that exist in the various fields of science. Moreover, knowledge generated at the University promotes the parameters of scientific excellence (such as citation analysis) but only if it is internationally competitive and creates new scientific value.

The training should also address improvements in the system of evaluation of scientific research work through the introduction of new categories of research results, more precise definition of existing value categories and possible reclassification and ranking of scientific journals in accordance with their scientific contribution in the previous period.

Open Science

Open access policy, as one of the trends in Europe and the world, must be promoted in the training of researchers. This especially apples to the availability of data and results from publicly funded research.

[10] Decision on the method of using plagiarism detection software https://www.ni.ac.rs/dokumenti/glasnik-univerziteta/send/229-broj-4-od-01062017god/2012-odluka-o-nacinu-koriscenja-softvera-za-detekciju-plagijarizma

In this respect, the Ministry of Education, Science and Technological Development, starting from the principles of open science of the European Commission[11], defined and adopted the Open Science Platform[12] which applies to all participants in scientific research and the results of research projects and programs funded by the Ministry. In this way, open science will be realized through open access to scientific publications and open access to primary data. This should become an integral part of a unified national policy. Institutes and universities are required to adopt the open science platform.

As for Horizon 2020 projects, such an approach has already been implemented, given that the researchers involved in projects have an obligation to go public and make publicly available each article which has been peer-reviewed and has followed as a result of the project.

The University of Niš supports the principles of open science[13] which is realized through open access to scientific publications, primary data collected in scientific research and applied methodologies. Using open access will contribute to greater visibility of scientific results, greater integration of science and industry, i.e. science and society as a whole, as well as to development of new research projects. In doing so, the University supports the use of open access in all cases where there are no legal and/or ethical restrictions. In this regard, the University recommends that lecturers, associates and researchers make the results of their research work publicly available by archiving them in digital repositories providing open access.

For the sake of achieving transparency of work, the University provides digital infrastructure for open access to scientific publications, primary data (data collected through research) and appropriate metadata, as well as transparency of scientific communications and methodologies.

A particularly important aspect is reflected in the appropriate skills and competencies which are required so that the researchers could understand and apply the principles of Open Science, since it enables the realisation of research with a high degree of transparency, collegiality and research integrity. Moreover, the overall goal is to ensure that open science skills become an integral and rational component of the standard pathways for education, training and career development of researchers. Special emphasis is placed on the skills involving presenting and publishing with open access, research data and open data management skills, facilitating professional research, etc.

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[11] Guidelines to the Rules on Open Access to Scientific Publications and Open Access to Research Data in Horizon 2020 http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2 020-hi-oa-pilot-guide_en.pdf

[12] http://www.mpn.gov.rs/wp-content/uploads/2018/07/Platforma-za-otvorenunauku.pdf

[13] https://www.ni.ac.rs/dokumenti/glasnik-univerziteta/send/262-broj-6-od-01-11-2018god/2972-odluka-o-izmeni-i-dopuni-statuta-univerziteta-u-nisu

In modern technology surroundings, the researchers are expected to have an aptitude for fast changes, scientific challenges and integrated solutions. In this regard, the key recommendations for improving the skills needed for the use of open access in research are[14]:

- Respect for the fundamental principles of Open Science Policy;
- Raising awareness of open science policy initiatives, institutional guidelines and funding modalities, and the broader value of Open Science practices at the professional and social levels;
- Guidelines for the implementation of open science, which include appropriate skills, open data management and career development for researchers;
- Support for open science, including infrastructure, technical, legal and professional support of institutions.

PREPARATION AND IMPLEMENTATION OF RESEARCH COOPERATION

Successful scientific research cooperation implies the existence of some aspects of interaction between the researchers that can be achieved through activities such as:

- planning discussions in order to identify issues of interest for the formulation of relevant research problems,
- planning the scope of knowledge sharing and research collaboration activities,
- identifying common research interests that may be addressed and solved within the proposed research activity,
- identifying key elements of the problem that will be addressed,
- identifying the necessary loads of research evidence and methodology for their realisation,
- identifying time required for research and the necessary and available resources,
- identifying research projects that have already been conducted for the same or similar purpose,
- defining a detailed plan for dissemination of results and responsibilities of each partner in research.

International cooperation and networking

In the current circumstances of globalisation, the University as a scientific research institution will be successful only if it is connected and networked with modern scientific trends within which it can gain access to the developed scientific infrastructures, but also if it can make contacts with eminent colleagues in the relevant scientific fields. That is why an especially important aspect of researcher training is becoming acquainted with the importance of forming networks of institutions and researchers that, among other things, facilitate the exchange of experiences and good research practices. Even more so, research networks may be useful for future academic careers, as well as for continued work in the field of non-academic careers.

[14] https://ec.europa.eu/research/openscience/pdf/os_skills_wgreport_final.pdf

One of the strategic goals of the researcher training must be to encourage and instigate scientific research teams to use European funds and programs that provide networking opportunities thus making an entry into the European projects through partnerships, which will no doubt, significantly advance integration of the University into the European Research and Innovation Area. The possibilities of continuous access to the most important international and European science and innovation funds should be highlighted in particular.

The sustainability and continuity of this kind of networking-based integration with international scientific institutions and their teams and participation in international projects offer a remarkable international perspective. The limitations of an environment not economically strong enough for complex and expensive modern science ventures and inclusion in current scientific research could be surmounted this way. This will obviously create opportunities for improvement of inherent capacities and competitiveness, but also for accessing significant sources of funding that exceed the national ones.

The researcher training should devote particular attention to the transfer of knowledge and technology transfer, as well as to perceiving and improvement of possibilities for the effective application of scientific research results, with an aim at developing the economy and society. Training must address the development of methodologies and instruments for enhancing knowledge transfer to the community, as well as measures to improve higher education in line with the current requirements of labour market and community.

It goes without saying that the academic community is a generator, promoter and facilitator of knowledge transfer activities, as well as the development and realisation of a vision of new products, services and technologies. Especially important segment represents the improvement of mechanisms for technology transfer through strengthening the capacity and use of the existing infrastructures such as the University Innovation Centre, the Centre for Technology Transfer and the Creative Centre. Even though the centres are completely defined in terms of their organisation, it is necessary to strengthen them by improving/increasing the space capacities and procurement of modern equipment for specific purposes. At the same time, it is necessary to redistribute scientific research staff without jeopardizing the educational process. Efficient organisation and management of these resources will enable optimisation of work that will give the expected and/or planned results in terms of financial self-sufficiency and sustainability.

Particular attention must be paid to fostering different forms of knowledge transfer between the University, i.e. the faculties and the economy, as well as to providing various forms of support when placing new technologies and innovations on the market. One aspect in the training of researchers should be the utilization of the available capacities of the aforementioned centres, ranging from the availability of modern research equipment and information systems to expert consulting expertise in various scientific fields. The training must also address the possible structural forms of the future Technology Transfer Platform, taking into account its comparative advantages through the use of modern technological and information and communication solutions, such are the development of advanced databases on scientific human and material resources, patents, innovative solutions, etc. The importance of the Platform will also be perceived in terms of logistical support for various types of consulting, mediation, promotion, networking, etc.

In that way the additional linking of scientific research and higher education institutions with the economy will be enabled in order to improve the internationalisation and commercialisation of research, aimed for the needs of economic development of the region and the state as a whole. In this regard, the main aspects of exploiting research findings should be especially considered:

- the real extent of cooperation with industry,
- patenting and licensing,
- creation of spin-off companies.

Researcher training should also increase awareness of the importance of entrepreneurship and the need for research with the planning, strategic, financial and creative skills necessary to start a business.

Researcher mobility

Particular attention must be paid to institutional support for researchers and the creation of supportive environment for their stay at other higher education and research institutions, i.e. science reference centres in Europe and worldwide. These activities will be directly in the function of raising the quality of scientific research work to a higher, internationally competitive level.

Active participation in international cooperation within renowned international institutions is the best way of scientific and technological cooperation. This implies engaging in international cooperation with renowned scientific institutes in Europe with which cooperation has not yet been established. This type of internationalisation will allow our researchers access to modern technologies, expensive equipment, modern infrastructures, databases of representative scientific journals, but will also enable collaboration with eminent and internationally recognised scientists. What is more, this also opens up new opportunities for training and professional development of young researchers, through new forms of research and access to research databases.

Development of national research capacities will be possible through the implementation of partnership projects and the direct use of large-scale research infrastructures. This creates preconditions for generating new projects through participation in international programs.

Existing interinstitutional agreements are primarily a manifestation of good relations with partner countries, but they also show the need to address issues that are common and mutually beneficial by using the combined efforts of scientific communities. Scientific cooperation defined in this way can be realized through visits and cooperation of expert teams and networking, but also through the realization of specific projects. After receiving the Erasmus Charter[15] After receiving the Erasmus Charter, these forms of cooperation must necessarily be redefined in order to change the status of our country into a programme country.

[15] https://www.ni.ac.rs/images/novosti-idogadjaji/272530_Erasmus_Charter_EN_potpisan_cr.pdf

The realization of such projects involves the inclusion of relatively large research infrastructures and the use of state-of-the-art equipment. This would at the same time provide a platform for education of talented young researchers through knowledge and technology transfer from European scientific research centres.

ALUMNI

In coordinating the activities of the University in the field of lifelong learning and career development of graduates and researchers, the integration of the academic and business community, as well as cooperation with the public, private and non-governmental sectors in the country and abroad, is of particular importance with a view to ensuring better competitiveness in the labour market. In realization of the mentioned activities, a special place is reserved for the members of the ALUMNI Society, given the impressive number of academics who have obtained their academic diplomas in basic, master or doctoral studies at the University of Niš. Bearing in mind that after graduating from one of the faculties of the University and following their professional and life pathways, they have preserved and cherished a sense of belonging to this institution, they represent the best resource for reconnecting the academic community with an aim at achieving scientific, professional, educational, business and personal collaboration. This is particularly significant, as strengthening ties among ALUMNI members increases the critical mass on a national level and competitiveness of researchers representing us in reputable international institutions. Moreover, members of the ALUMNI Society may participate in the implementation of scientific research and innovative projects funded from some domestic and international sources. In this way, some forms of their permanent, temporary or virtual return may be achieved through the positions of visiting professors, membership in institutional boards and committees, involvement in the work of research institutions, etc.

STRATEGY SUSTAINABILITY

Bearing in mind the importance of continuous training of researchers, the University prescribes the obligation for all researchers to participate in training as a necessary condition for applying for and participating in scientific research projects, regardless of the source of funding. However, the training requirements may vary depending on the nature of particular research. Moreover, in special cases, institutionally developed training models that features non-standard forms of researcher training may be applied.

The strategy for continuous training of researchers should, as a rule, be regarded as a flexible platform that defines basic guidelines and activities. Its implementation will be continuously monitored and adjusted to the identified needs, circumstances and situations that may arise during its implementation. In this respect, it is necessary to establish a reliable system of monitoring, reporting and management by using the performance indicators (comparative analysis of planned and achieved results) and by coordinating activities accompanied by the appropriate communication with the subjects of the Strategy.

Measures to implement the Strategy

In order to implement the Strategy, it shall be necessary to amend the relevant general acts of the University, i.e. the faculties within its structure. In order to efficiently plan, implement and monitor the activities within the continuous training of researchers, it shall be required:

- to determine the competence of the existing bodies of the University involving in their scope of work the continuous training of researchers,
- to establish, if necessary, new authorities and bodies to monitor and develop the continuous training of researchers, with a clear definition of their scope of work, competences, powers and manner of work.

- Implementation of the Strategy will begin after the adoption of appropriate acts and constitution of appropriate authorities and bodies. The following activities will be undertaken during implementation:

- Determining the Action Plan for the Strategy for the period 2019-2020;
- Implementation of institutional support system for the achievement of continuous training of researchers;
- Continuous and systematic monitoring, provision and improvement of conditions and mechanisms for realisation of all forms of continuous training of researchers;
- Ensuring the efficient and transparent system of information on the continuous training of researchers;
- Taking measures to increase the motivation of researchers, particularly young researchers, to take part in some form of continuous training of researchers;
- Promoting the Strategy in the academic, scientific and wider community.

Entities managing continuous training of researchers

Procedures for monitoring, providing and improving the system of continuous training of researchers shall be the duty and obligation of the Centre for Scientific Research, the Centre for Lifelong Learning and the Centre for Technology Transfer. All bodies, organizational units and services of the University are also involved in this complex process in accordance with the Statute of the University and other accompanying normative acts of the University.

Undertaking of coordinated measures for the systematic realisation of continuous training of researchers shall be the task of the relevant bodies, organizational units and departments of the faculty within the University.

Promoting the Strategy

The University shall be obliged to publish and promote the adopted Strategy at the University itself and the faculties within it, i.e. in the academic community.

The University shall be obliged to make public the information referred to in the previous paragraph in the form of a printed publication or in electronic form, as well as on the Web site of the University.

Improving the Strategy

This strategy is in line with the strategic orientations of the Republic of Serbia, the relevant ministry and the University of Niš, but also with the Research Staff Development Strategy in the European research area. As such, it will be highlighted in the Scientific Research Programme at the University of Niš.

On the basis of the annual report on the implementation of continuous training of researchers, the University shall adopt measures to improve the system of continuous training of researchers for the next one-year period.