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MIGRATION STUDIES IN SERBIAN UNIVERSITIES CURRICULA

**Project: MAINSTREAMING MIGRATION INTO NATIONAL
DEVELOPMENT STRATEGIES**

Report

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INTRODUCTION

The globalization process, scientific and technological progress, IT revolution, as well as constant striving for a better and safer life, among many other causes, have made the population movements, both internal and across borders, i.e. migration, (with all the related positive and negative dimensions and consequences) an inevitable social phenomenon and subject of various research aimed at understanding the world we are currently living in. Namely, frequency and the volume of migration (within countries, regionally and globally) are higher today than ever before in the human history. According to the data published by International Organization for Migration (IOM) in December of 2014, “approximately one in seven people today are migrants: 232 million people are international migrants.”¹ More importantly, “the number of international migrants increased by 65% (53 million) in the global North and by 34% (24 million) in the global South”² since the end of the Cold War. If we review the data by countries and the share of migrants in the total population, we can see that, for example, in the Persian Gulf countries it is above 50% (such as 84% in The United Arab Emirates, 74% in Qatar, 60% in Kuwait, and 50% in Bahrain).³ Australia with 28% and Canada with 21% of migrants in the total population are taking the lead among the so-called traditional destination countries.⁴ In the “old” continent - Europe, Sweden is currently the country with the highest share of migrants (16%).⁵

With regards to forced migration, according to the annual *UNHCR Global Trends: Forced Displacement in 2014* Report, published on June 18 of this year, there is an evident “sudden rise of forced displacements— 59.5 million persons have been forcibly displaced by the end of 2014, in comparison to the 51.2 million in 2013, and 37.5 million from the previous decade. The growth of the number of displaced persons recorded since 2013 has been the highest ever recorded during a course of a single year”.⁶ The main cause of such an

¹ See Marzia Rango, *Global Migration Trends: An Overview*, IOM Migration Research Division, Geneva, 2014, http://mmp.iom.int/sites/default/files/Global-migration-trends_December-2014_final.pdf (accessed on 01/05/2015.), p. 1.

² Ibid. p. 1.

³ Ibid. p. 1.

⁴ Ibid. p. 1.

⁵ Ibid. p. 1.

⁶ See “*UNHCR upozorava na opasne nove trendove raseljavanja u svetu. Izveštaj pokazuje da je blizu 60 miliona ljudi u svetu primorano da beži iz svojih domova*“, <http://www.unhcr.rs/dokumenti/saopstenja-zamedije/unhcr-upozorava-na-opasne-nove-trendove-raseljavanja-svetu-izvestaj-pokazuje-da-je-blizu-60-miliona-ljudi-svetu-primorano-da-bezi-iz-svojih-domova.html> (accessed on 06/26/2015) For the complete report, see

increase in the number of forced migrants was primarily the breakout of the war in Syria in 2011, when this country became “the world’s largest source country for refugees. In 2014, an average of 42,500 persons per day became refugees, asylum seekers, or IDPs, which constitutes a four-fold increase in a four-year period. Today, one in 122 people in the world is a refugee, IDP or an asylum seeker. If all of them were the citizens of a specific country, it would be the 24th largest country in the world.”⁷ According to the data presented in the report, “13.9 million people were displaced only in 2014, or four times more than in 2013. There are 19.5 million refugees in the world (an increase compared to 16.7 million in 2013.), 38.2 million of IDPs (an increase compared to 33.3 million in 2013.), and 1.8 million persons waiting for decision on their requests for asylum (1.2 million in 2013.). The fact that children make one half of the global refugee population is quite alarming.”⁸ Viewed from the regional perspective, the biggest increase in the number of migrants in 2014 was recorded in Europe (51 %) and Asia (31 %), closely followed by Middle East and North Africa with 19%, Sub-Saharan Africa with 17%, and USA with 12% increase in comparison to the previous year.⁹ Still, to make things clear, “even with such a sudden increase in numbers richer nations continue to host a smaller number of refugees, while the majority of them are hosted by poorer countries. Almost 9 out of 10 refugees (86 %) were received by economically disadvantaged regions and countries. A quarter of refugees were hosted by countries appearing on the UN list of Least Developed Countries.”¹⁰

Serbia is no exception in the aforementioned processes. Quite the opposite. Having in mind the turbulent social, political and war-related events that took place in this region during the last two decades, especially the armed conflicts and the deep and comprehensive economic crisis, we shouldn’t be surprised by the predictions stating that by 2050 Serbia will be losing 30,000 people per year due to migration. If we take into consideration the internal migration, from smaller cities to Belgrade, or from rural to urban communities, with all the economic, security-related and social consequences of the depopulation of specific regions in Serbia, it becomes clear that migration are one of the most important social, political,

UNHCR Global Trends: Forced Displacement in 2014, United Nations High Commissioner for Refugees, Geneva, June 18th 2015, <http://www.unhcr.org/556725e69.html> (accessed on 06/26/2015)

⁷ See “*UNHCR upozorava na opasne nove trendove raseljavanja u svetu. Izveštaj pokazuje da je blizu 60 miliona ljudi u svetu primorano da beži iz svojih domova*“, <http://www.unhcr.rs/dokumenti/saopstenja-zamedije/unhcr-upozorava-na-opasne-nove-trendove-raseljavanja-svetu-izvestaj-pokazuje-da-je-blizu-60-miliona-ljudi-svetu-primorano-da-bezi-iz-svojih-domova.html>, op. cit.

⁸ Ibid. op. cit.

⁹ Ibid. op. cit.

¹⁰ Ibid. op. cit.

economic and security challenges for the Republic of Serbia.¹¹ The report of the Commissariat for Refugees and Migration of the Republic of Serbia entitled “Migration Profile of the Republic of Serbia for 2014” undoubtedly paints Serbia as both migration and emigration country. According to the Profile data, Serbian diaspora numbers approximately 4 million people in the region and the world.¹²

Also, the steep increase in the number of migrants received by Serbia in this and previous year additionally increases the importance of the migration issue in the hierarchy of challenges faced by our country. According to the data presented on June 19 of this year on the joint press conference by the Minister of Interior of the Republic of Serbia Nebojsa Stefanovic and the head of the UNHCR Representation in Serbia Hans Friedrich Schodder “the number of persons seeking asylum in Serbia has risen from 5,066 in 2013, through 16,490 in 2014, to 28,187 in the period from January 1 to June 20 of this year, with more than 9,000 asylum seekers being registered by the police only in the month of May. The majority of refugees are currently taking the so-called “Western Balkans route” from Turkey, via Greece, Macedonia, Serbia and Hungary, in order to join their families or friends in Western European countries”.¹³ According to the information published by the press, this number is twice as high because “it is feared that the real number of migrants crossing from Macedonia to Serbia and then Hungary is around 60,000 instead of 30,000 (the period in question is from January to mid-June 2015 – Authors’ note) as is recorded in the official data based on counted individuals”.¹⁴ If we were to add the raising of a barb-wire fence along the Serbian border announced by the Hungarian authorities, as well as the expected increase of the number of migrants in Serbia, it becomes clear that migration will be one of the most important state and social issues in the weeks and months to come.

In order for the Republic of Serbia to successfully respond to the migration challenges and place them under active social and strategic surveillance and guidance, especially with respect to their negative consequences, it is necessary to first raise the levels of knowledge

¹¹ For more on this, see: Mirjana Bobić, Marija Babović, „Međunarodne migracije u Srbiji – stanje i politike“, *Sociologija*, Vol. LV, No. 2, 2013, pp. 209 – 228. On the forms of spatial mobility in Serbia, see: Dunja Poleti, “Oblici prostorne pokretljivosti u Srbiji: migracije i mobilnost“, *Sinteza*, Year VI, No. 1, 2014, pp. 1 – 18.

¹² See *Migracioni profil Republike Srbije za 2012. godinu*, http://www.kirs.gov.rs/docs/migracije/Migracioni_profil_Republike_Srbije_za_2012.pdf p. 29 (accessed on 02/03/2015)

¹³ See “*zajednička konferencija za novinare ministarstva unutrašnjih poslova republike srbije i unhcr-a*“, [http://www.unhcr.rs/dokumenti/saopstenja-za-medijske/zajednicka-konferencija-za-novinare-ministarstva-unutrasnjih-poslova-republike-srbije-unhcr-a.html](http://www.unhcr.rs/dokumenti/saopštenja-za-medijske/zajednicka-konferencija-za-novinare-ministarstva-unutrasnjih-poslova-republike-srbije-unhcr-a.html) (accessed on 06/26/2015)

¹⁴ See L. V. and V. R. “*Broj migranata u Srbiji duplo veći od zvaničnog*“, *Danas* daily newspaper, Friday, 06/26/2015, p.1.

and public awareness about the issue, as well as the awareness of political decision makers on causes, consequences and future trends in population movements.

Having in mind the fact that university education process in Serbia has underwent fundamental changes after the adoption of the Bologna Declaration and the new Law on High Education in 2005, the objective of this research is to present, analyse, explain and assess the place and importance of migration in the curricula of the undergraduate (basic), graduate (master) and PhD studies at Serbian state universities (University of Belgrade, University of Novi sad, University of Kragujevac, University of Nis, University of Pristina (Kosovska Mitrovica), and the State University of Novi Pazar), as well as at two private universities (Megatrend and Singidunum). The research will also assess the state of the migration studies in Serbia, and provide recommendations on how to increase and deepen the knowledge on migration in accordance with the highest European and global standards, as well as offer suggestions for new curricula which can be introduced in the existing study programmes.

This report is divided into four parts. In the first, we will discuss migration as one of the most important challenges and threats to individual, national, regional and global security at the beginning of the 21st century. The second part focuses on the relationship between migration and development. The third part of the study will provide a scan of the position of migration in the curricula and syllabi of the basic, master and PhD studies at the aforementioned universities. The fourth part, beside the assessment of the migration studies in Serbia, will also offer specific recommendations for better inclusion of migration related programmes in academic programmes at Serbian universities. In the end we also provide a list of references.

I MIGRATION AS GLOBAL CHALLENGE AND THREAT IN THE 21ST CENTURY

After the end of the Cold War, with the reduction of the threat of nuclear annihilation and conventional interstate wars, the field of security risks, challenges and threats was filled by much wider and more varied types of threats to human, national, regional and global safety. Although certain changes could have been inferred from theoretical papers published as early as mid-1970's, the full redefining of the notion of security and its key categories and

concepts has occurred only two decades ago, with the end of the Cold War era.¹⁵ Many scientific and wider social debates that have been conducted in the security researchers' academic community regarding the precise nature of the field of research and focus of security studies in early 1990s, convincingly indicate their inability to find a precise answer to the question of what should be in the primary focus of discussion on post-Cold War security. Or, to pose an even more unpleasant question: what is the main threat to individual, national, regional and global security?¹⁶

Widening the non-critical research field of security, Ken Booth of the Wales University of Aberystwyth thus emphasizes the notion of "global security" by which he means "the structures and processes connected to institutions, attitudes and behaviours aimed at reducing and eliminating existential and emancipatory threats with a global reach".¹⁷ In his opinion, "the higher the level of global security, the better options for people everywhere to research their chances for being people instead of only animals".¹⁸ The cited definition clearly shows that professor Booth divides global security threats into two groups: "global existential threats" constitute the first, while the so-called "global emancipatory threats" fall in the second.¹⁹ Under **global existential threats** he means "the dangers with a global reach which represent a potential, yet actual risk to continued existence of individuals or groups. Such threats include nuclear weapons, "the climate chaos" (term coined by the World Wildlife Fund) that is endangering water and food security, as well as pandemics".²⁰ Booth especially highlights that "global existential threats imply the survival of nations and groups in face of physical dangers with a global reach, regardless of whether they are or are not specific reference objects marked as targets".²¹ **Global emancipatory threats**, on the other hand,

¹⁵ On redefining of the security concept see more in: Lester Brown, "Redefining National Security," *Worldwatch paper 14*, Worldwatch Institute, Washington, October 1977., <http://www.worldwatch.org/node/97> (accessed 05. 02. 2015.); Richard Ullman, „Redefining Security“, *International Security*, Vol. 8, No. 1, 1983, pp. 129 – 153.; Jessica Tuchman Mathews, "Redefining Security," *Foreign Affairs* 68, Spring, 1989, pp. 162– 177.

¹⁶ See more on these debates in: Dragan R. Simić, "Nauka o bezbednosti – savremeni pristupi bezbednosti", *Official Gazette of the Federal Republic of Yugoslavia*, Faculty of political Sciences, Belgrade, 2002.; Stephen M. Walt, "Renaissance of Security Studies", *International Studies Quarterly* 35, pp. 211-239.; Edward A. Kolodziej, "Renaissance of Security Studies? Caveat Lector", *International Studies Quarterly* 36, pp. 421-438; J. Ann Tickner, "Re-visioning Security", in: Ken Booth, Steve Smith, (Eds.), *International Relations Theory Today*, The Pennsylvania State University, University park, Pennsylvania, 1995, pp. 175-197; David Baldwin, "The Concept of Security", *Review of International Studies*, Vol. 23, 1997, pp. 5-26.; Barry Buzan, *People, States and Fear- An Agenda for International Security Studies in the Post-Cold war Era*, Pearson, Longman, New York, Second Edition, 1991;

¹⁷ See: Ken Booth „Global Security”, in: Mary Caldor, Iavor Rangelov, Eds., *The Handbook of Global Security Policy*, Wiley Blackwell, London, 2014, pp. 11 – 30.

¹⁸ Ibid. p. 14.

¹⁹ Ibid. p. 14.

²⁰ Ibid. p. 14.

²¹ Ibid. p. 14.

“imply freedom from oppression, where the said oppression can take the form of **material threats** such as hunger and poverty, **social threats** such as religious and cultural dogmatism, and **political threats** such as conquest, tyranny, or institutionalised racism”.²² In his opinion, “global emancipatory threats present local challenges to the global advancement of mankind, as well as significant obstacles to political, social and economic ideas and structures that could end oppression”.²³

To illustrate the shifts in understanding of security threats, we chose to provide two examples. One relates to well-known international security manuals (theoretical plane) and key contemporary strategic documents, such as the US National Security Strategy (practical plane).

When it comes to manuals, it is enough to glance at the two well-known global textbooks dealing with international security that have been translated to Serbian and Croatian languages in the last couple of years to gain a general understanding of the mentioned issue.²⁴ For example, Allan Collins’ manual contains the three following major chapters: 1) Approaches to security, 2) Deepening and widening of security; and 3) Traditional and non-traditional security.²⁵ So, it is clear at first glance that the concept of security as an absence of military threats is replaced by a whole spectrum of new security threats, where we now have both new security subjects and objects. If we review the detailed contents, the difference becomes even more pronounced, with sections such as “gender and security”, “human security”, “social security”, “environmental security”, “economic security”, “terrorism”, “HIV/AIDS and security”, “transnational crime”, “children and war”.²⁶ If we look at the second textbook, edited by Pol Williams, we can see it introduces even more new security threats in the research field of security studies.²⁷ Along with the traditional theoretical approaches to security such as realism, liberalism or Marxism being complemented by feminist, constructivist or critical theory, security threats now include concepts such as poverty, environmental changes, health, international arms trade, private security, transnational organized crime, **population movements** (bolded by D. S. and D. Z.), and

²² Ibid. p. 14.

²³ Ibid. p. 14.

²⁴ These are the following textbooks: Allan Collins, Ed., *Contemporary Security Studies*, Oxford University Press, Oxford, 2007, translated in Croatia in 2010. For the Croatian translation see: Alan Kolins, *Suvremene sigurnosne studije*, Politička kultura, Zagreb, 2010; and Paul D. Williams, Ed., *Security Studies: An Introduction*, Routledge, London, 2008, translated in Serbian in 2012. (for the Serbian edition of this book see: Pol. D. Vilić, Ur., *Uvod u studije bezbednosti*, Official Gazette, University of Belgrade – faculty of Security Studies, Belgrade, 2012.)

²⁵ See Alan Kolins, *Suvremene sigurnosne studije*, Politička kultura, pp. 5 – 6.

²⁶ Ibid.

²⁷ See Pol. D. Vilić, Ur., *Uvod u studije bezbednosti*,

energy security.²⁸ To put it differently, security is viewed as a much wider issue; absence of threat by use of military force is no longer the main indicator for the assessment of security of an individual, a state, a regional, international or global system.

As far as US National Security Strategies are concerned, if we were to list threats to US national security from president George W. Bush Sr. to Barack Obama, the most evident change is the shift from understanding threats in the classic military sense to the widening of the threat scope to include not only state, but also non-state actors, as well as not only threats posed by military forces, but also other forms of security challenges, risks and threats. So, for example, the National Security Strategy signed by George Herbert Walker Bush, apart from expressing the fear of the future Soviet Union and growing roles of Japan and Germany, also mentions such threats to US national security as “mass refugee movements”, economic challenges such as sustainable economic growth, global disbalance, debts, trade, and the issues related to technology, energy, environment and space.²⁹ Apart from that, transnational threats also include weapons of mass destruction, terrorism, economic instability, illicit drugs, refugee flows, and environmental degradation.³⁰ When it comes to national security strategies of the Clinton Administration, regional threats and threats against the state, transnational threats, spreading of dangerous technologies, failed states, intelligence collection, threats to health and environment are all listed among threats to US national security.³¹ Among transnational threats the strongest emphasis is placed on weapons of mass destruction, terrorism, drugs, human trafficking, cyber security, security of national infrastructures of critical importance, global warming and environmental threats, infectious epidemics.³² Following the tragic events of 9/11, the US national security strategies developed during the George Walker Bush administration saw the threats to national security in the “crossing of radicalism and weapons of mass destruction, as well as in the danger of the so-called weak states”.³³ When it comes to transnational threats, they emphasised terrorism, spreading of weapons of mass destruction, but also environmental issues, poverty, epidemics and illiteracy.³⁴ Obama’s national security strategies from 2010 and 2015, which underline the priority of renewal of American power at home and the strengthening of the national

²⁸ Ibid. pp. 5 – 15.

²⁹ Peter Bergen, Laurie Garrett, *Report of the Working Group on State Security and Transnational Threats*, Princeton Project on National Security, p. 39 <http://www.princeton.edu/~ppns/conferences/reports/fall/SSTT.pdf> (accessed on 05/10/2008.)

³⁰ Ibid. p. 40

³¹ Ibid. p. 40

³² Ibid. p. 40

³³ Ibid. p. 41

³⁴ Ibid. p. 41

economy, also highlight such threats to US national security as cyber security, cosmos, dependency on fossil fuels, climate change and pandemics, failed states, global criminal networks...³⁵

The 2015 Strategy, apart from classic threats of attack on American soil, against its infrastructures or citizens, also lists risks such as global economic crisis or economic slowdown, spread or use of weapons of mass destruction, large-scale global infection, climate change, failed and weak states and related threats (mass crimes, regional spillage, transnational organized crime).³⁶

All of this clearly shows that nowadays security needs to be viewed in a much more comprehensive manner, and that we need to take into consideration the widest possible scope of threats to man's dignified life and survival on Earth.

Population movement as a security threat

When it comes to migration as a security challenge, risk and threat, the link between population movement and security, although ever present, seems to have gained additional importance after the Cold War due to the influence of four important factors: "First, the ubiquitous nature of state control makes any international movements a matter of concern to at least two and sometimes more states. Second, there is the rapid increase in the world's population, which is still growing. Third, globalization has brought about a revolution in communication and transportation that has made people aware of vastly differing conditions and opportunities in other parts of the world, as well as making travel to those areas easier. Finally, the world is a turbulent and unstable place, and turmoil and uncertainty play a role in motivating people to move, to escape and/or search for a better life".³⁷

Although there are many types of migration, according to Sita Bali, the professor of international relations at Staffordshire University in United Kingdom, we can note two basic

³⁵ See *National Security Strategy*, White House, Washington D. C., May 26th 2010, p. 8. https://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf (accessed on 10/27/2010.)

³⁶ See *National Security Strategy*, White House, Washington D. C., 2010, p. 2. February 6th 2015, http://www.whitehouse.gov/sites/default/files/docs/2015_national_security_strategy.pdf (accessed on 02/06/2015.)

³⁷ See Sita Bali, „Kretanje stanovništva“, in Pol. D. Vilijams, Ur. *Uvod u studije bezbednosti*, p. 585. The same arguments are presented by Sita Bali in the latest English edition of this book. See Sita Bali, "Population Movements", in: Paul D. Williams, Ed., *Security Studies: Introduction*, Routledge, London, 2013, Second Edition, p. 521.

categories. The first category relates to involuntary, i.e. forced migration, and she calls the second one voluntary and free, i.e. economic migration.³⁸

With regards to **forced migration**, this is population movement when “people are forced to leave their homes due to natural disasters, war, and civil war, ethnic, religious or political persecution”.³⁹ According to the data published in the March issue of “National Geographic” magazine, “by the end of 2013, more than 51 million people worldwide were displaced due to war, violence or persecution”.⁴⁰ Middle East represents an especially severe case, where, for example, “the four-year war in Syria alone, which has spilled to Iraq, has caused... the displacement of almost 12 million people in the Middle east region”.⁴¹ The data provided by Marzia Rango in the aforementioned paper “2014 Global Migration Trends” actually indicate an increase in the number of migrants when compared to 2013, regardless of whether they were displaced by natural disasters or wars. Thus, the number of migrants has increased from 15.2 million in 2011 to 16.7 million by the end of 2013.⁴² For example, only in the period between January 1st and September 28th 2014 more than 1.7 million people were displaced in Iraq, naturally due to security reasons.⁴³ When it comes to natural disasters, the majority of people were uprooted due to weather-related disasters and only a small minority due to geophysical hazards.⁴⁴ So, for example, “the countries with the highest absolute levels of displacement in the period between 2008 and 2013 were China (over 54 million people), India (over 26 million), the Philippines (over 19 million), Pakistan (over 13 million) and Bangladesh (almost 7 million)”.⁴⁵

As for **voluntary migration**, Sita Bali divides it into three main categories. “The first is legal permanent settler migration of the kind that populated the United States or created the Asian and Afro-Caribbean minorities in UK. This type of migration has decreased during the last years. The second is legal temporary migration involving a majority of voluntary migrants. This category includes movement of people for education, work, tourism and employment purposes, as is the case with temporary workers employed in Gulf countries working in construction and other sectors in oil-rich countries. The third type of voluntary migration is **illegal** migration of people from one country to another which can be temporary

³⁸ See Sita Bali, „Kretanje stanovništva“, str. 588.

³⁹ Ibid. p. 588

⁴⁰ See Pol Salopek, „Izlazak iz Raja – četvrti deo“, *National Geographic Srbija*, March 2015, p. 100.

⁴¹ Ibid. p.100.

⁴² See Marzia Rango, *Global Migration Trends: An Overview*, p. 2.

⁴³ Ibid. p. 2

⁴⁴ Isto, p. 3

⁴⁵ Ibid., p. 3.

or permanent; this, for example, includes Mexicans and others crossing the long US-Mexican border.⁴⁶ Data on this type of migration for the previous year are also astounding. For example, “illegal border crossing at the European Union’s external borders increased by 48% between 2012 and 2013, from 75,000 to over 107,000”.⁴⁷ Also in the period “between January and early December of 2014 over 4,900 migrants died or went missing while attempting to reach destinations around the world”.⁴⁸ This is an increase in comparison to 2013, when 2,400 deaths were recorded.⁴⁹ All in all, “over 40,000 migrants have died in transit since 2000”.⁵⁰ while travelling towards their main destination countries. As for economic migration, data show that approximately 105 million people (almost 50% of the total number of migrants), actually belong to this migration category.⁵¹ Some projections show that, having in mind the shortage of high-skill workers in a certain number of developed states, the number and rate of migration of this type of workers will continue to rise.⁵²

Finally, on the basis of everything of the aforementioned, it is clear that migration represents an important challenge, risk and threat for both interior and foreign politics in the time we live in: both for individual countries and the whole “globalised” world. There is almost no sector/dimension and level of security that is not affected by the migration issue: and this is why the study and examination of the population movement as one of the major challenges, risks and threats to individual, national, regional and global security in the post-Cold War period are justified.

II MIGRATION AND DEVELOPMENT

The situation and changes related to international migration as an issue of cooperation in the framework of an international agenda are a relatively new phenomenon on the political stage. Different attempts at establishing cooperation on the issue of people movements were made in the post-WW2 period, since countries tried to regulate workforce or population flows with different multilateral or bilateral agreements. However, this issue received priority in UN and

⁴⁶ See Sita Bali, „Kretanje stanovništva“, p. 588.

⁴⁷ See Marzia Rango, *Global Migration Trends: An Overview*, p. 4.

⁴⁸ Ibid. p. 6

⁴⁹ Ibid. p. 6

⁵⁰ Ibid. p. 7

⁵¹ Ibid. p. 11

⁵² Ibid. pp. 11-13

the international political agenda only during the 1990s, and gained considerable global publicity in 1994, when it unexpectedly appeared as a controversial topic at the Cairo International Conference on Population and Development.

Practically every country in the world is impacted by international migration, whether as origin, transit or destination country, and very often as a combination, or even an example of all three. Thus, a response to challenges posed by international migration should be a joint responsibility.

Traditionally migration is viewed as a consequence of development, and mostly as a negative phenomenon causing the shortage of human resources in the countries of origin and threatening security and domestic workforce in destination countries. The previous efforts of the international community were mostly focused on the causes of migration (the so-called push factors) such as poverty, socio-economic instability, population pressure etc. in the so-called origin countries with the goal of preventing/eliminating/ stopping the migration flows.

However, while the concern over loss of human resources in the origin countries remains (brain drain), as the understanding of migration has become increasingly more comprehensive during the recent years, governments and other actors have started to view migration as a phenomenon which, if assisted by appropriate policies, might have a development-inducing potential. The governments have been increasingly willing to engage in the process of better understanding the relationship between migration and development, and focusing on promoting positive developmental impact of migration and on alleviating their negative consequences.

Additionally, migration is more and more viewed as a tool for development. If managed in appropriate manner, migration can provide a contribution to both developed and developing countries. It is, hence, of the critical importance for the governments to ensure political and institutional coherence and establish partnerships among different stakeholders in the field of migration and development at national, regional and international levels.

The aging and dwindling population in the bigger part of the developed world is sharply contrasted by the young and swiftly growing populations of the majority of developing countries. Demographic changes expected to bring about the shortage of labour force in the developed countries also cause the rise of demand in specific sectors such as health services. At the same time, many developing countries continue to face challenges related to a surplus

of labour force offer at the local labour market. These circumstances, together with the increased population movements caused by globalisation processes, indicate the growing need to find ways to ensure a stronger link between labour force offer and demand, both now and in future. Establishing of appropriate and transparent mechanisms for channelling labour migration into safe, legal, humane and regulated endeavours is necessary in order to maximise the social and human development potential of global workforce migration. The failure of such efforts would not only negatively impact the global economic growth, but would also encourage irregular migration and create favourable conditions for human trafficking and create smuggling networks. The lack of appropriate labour migration policies would also negatively affect jobs which usually require recruitment and movement of global workforce. Actually, workforce mobility is an unfinished business left behind the globalization that we need and have to resolve.

Successful integration of migration in national, regional, and international development policies, as well as in academic curricula, along with the drafting of efficient development policies and programmes, demand an understanding of the complex relationship between migration and development. There is a real need for better data and statistics on migration, especially development affecting migration. Better data on remittances, migrants and migrant networks, as well as workforce markets in countries of origin and destination are of especial importance.

III MIGRATION IN SERBIAN UNIVERSITIES CURRICULA

As we have already indicated in the theoretical introduction, we will review the prevalence of migration issues in the curricula of undergraduate, graduate (master) and PhD studies at Serbian universities. In that goal, we will first take a look at Belgrade University, then Novi Sad University, Kragujevac University, Nis University, Pristina University (in Kosovaka Mitrovica) and State University in Novi Pazar. When it comes to private universities, we will investigate the prevalence of migration issue in the curricula of Megatrend and Singidunim Universities.

Migration studies at University of Belgrade

In our research on prevalence of scientific study of migration at University of Belgrade, we will review six faculties: Sociology department at Faculty of Philosophy, Faculty of Geography, Faculty of Law, Faculty of Economy, Faculty of Security Studies and Faculty of Political Sciences.⁵³

Migration in the curriculum of the Sociology department of the University Of Belgrade Faculty Of Philosophy

With regards to migration, students at undergraduate academic sociology studies encounter this topic in their first year on the “Social Demography” course.⁵⁴ Namely, social migration is mentioned alongside other important social demography concepts.⁵⁵ On their third year, students can choose an elective subject “Modern Economic Migration”.⁵⁶ During that course, students are familiarised with the notion and types of migration, refugee and asylum seeker phenomena, forced and economic migration, migration related EU legislation, labour migration in different regions of the world and other important issue in this field.⁵⁷ According to Professor Mirjana Bobic, during undergraduate sociology studies migration is also studied in the framework of the subject “Modern Migration and Challenges of Economic Integration”.⁵⁸ This course includes the following areas: “overview of the importance of modern migratory population movements in the context of global social changes and globalization trends, review of migration trends from the aspect of their economic importance and challenges related to economic and wider social integration of migrants in modern societies”.⁵⁹ Students at Master studies will have an opportunity to take the course entitled “Migration and Sustainable Development” in the framework of the “Sustainable Development” module.⁶⁰ According to the course syllabus, its subject matter relates to “overview of the importance of modern migratory population movements in the context of

⁵³ Although we have limited our research of the position of migration in the University of Belgrade curricula to the six aforementioned faculties, this does not mean that they are not studied in more or less detail at other faculties, but our focus group included only the faculties mentioned above. So, for example, according to Prof. Mirjana Bobic, studies at Belgrade University Faculty of Organizational Sciences “include a master course *Managing the relationship between the home state and diaspora* created with the support of WUS. It is currently encapsulated within another subject, but... efforts are invested into accrediting it as a specific programme”. E – mail exchange with Professor Mirjana Bobic, PhD on 06/18/2015

⁵⁴ http://www.f.bg.ac.rs/sr-lat/sociologija/program_studija.php?IDK=3597 (accessed on 03/10/2015)

⁵⁵ Ibid.

⁵⁶ http://www.f.bg.ac.rs/sr-lat/sociologija/program_studija.php?IDK=3841 (accessed on 03/10/2015)

⁵⁷ Ibid.

⁵⁸ Interview with prof. Mirjana Bobic PhD, 04/16/2015

⁵⁹ http://www.f.bg.ac.rs/files/so_SMPEI_program_2015-03.pdf (accessed on 06/24/2015)

⁶⁰ http://www.f.bg.ac.rs/sr-lat/sociologija/program_studija.php?IDK=4351 (accessed on 03/10/2015)

global social changes and globalization trends. Review of migration trends from the aspect of their importance for the sustainable development and challenges related to economic and wider social integration of migrants in modern societies. Review of different forms of migration, from the economic, through those motivated by need for political asylum, to forced ones”.⁶¹ Within the same module, in the “Economic development” course, students learn about intensive migration from rural to urban areas.⁶² Study of migration at this department continues on PhD sociology studies within the subject “Modern Population Challenges”.⁶³ While taking this course, students study, among other things, “modern migration flows and the related phenomena (brain drain, brain circulation, migration management)”.⁶⁴ “Social demography” course, which covers some migration-related issues, is also delivered at PhD level of sociology studies.⁶⁵

Migration in the curriculum of the Faculty of Geography

During undergraduate studies at the Faculty of Geography, in the framework of “Geography” study programme, sophomore students are able to take the subject “Population geography” and cover topics such as “Past population migration spreading of cultural influences of individual nations and civilization zones”, or “Population migration: concept, causes, consequences, migration divisions, methods and techniques of study, examples of population migration in the world and Yugoslavia”.⁶⁶ Migration is also studied in the third year of this study programme within the course entitled “Geography of Settlements”, where the students can learn “about convergent and divergent daily migration of urban and rural populations”.⁶⁷ In the study programme “Spatial Planning”, more especially within the sophomore year “Applied Demography” course, students can learn about migration, their volume, causes and consequences.⁶⁸ Also, “convergent and divergent daily migration of rural population, as well as “convergent and divergent migration of urban population” is studied in the framework of the third year course “Urban and Rural Geography”.⁶⁹ The key study

⁶¹ Ibid.

⁶² http://www.f.bg.ac.rs/sr-lat/sociologija/program_studija.php?IDK=4452 (accessed on 03/10/2015)

⁶³ Interview with prof. Mirjana Bobic

⁶⁴ http://www.f.bg.ac.rs/sr-lat/sociologija/program_studija.php?IDK=3598 (accessed on 03/10/2015)

⁶⁵ <http://www.f.bg.ac.rs/sociologija/silabusi?IDK=1402> (accessed on 03/10/2015)

⁶⁶ <http://www.gef.bg.ac.rs/predmeti/geografija-stanovnistva/> (accessed on 03/10/2015)

⁶⁷ E – mail exchange with Docent Danica Santic, PhD on 06/23/2015

⁶⁸ <http://www.gef.bg.ac.rs/predmeti/primenjena-demografija/> (accessed on 03/10/2015)

⁶⁹ <http://www.gef.bg.ac.rs/predmeti/urbana-i-ruralna-geografija/> (accessed on 03/10/2015)

programme, from the aspect of migration, would be “Demography”.⁷⁰ In their first year, the same as in the “Geography” study programme, students encounter the subject “Anthropogeography”, “which, among other things, reviews traditional population migration - metanastasis”.⁷¹ In the third study year, during the fifth semester, students take the course entitled “Population Migration 1”.⁷² The following teaching units form the theoretical part of this course: “Subject, objective and importance of the studies of population spatial mobility; Types of population spatial mobility; Units, characteristics and source of documentation on population migration; Theoretical approaches to study of internal and external migration in the past and today; Contemporary methodological aspects of the study of internal migration based on census, vital and migration statistics and population registries; Methods and techniques of the study of scope and directions of emigration, immigration and net migration; Metanastasis in the Balkan Peninsula until the early 21 century; Demographic, economic, social, political and cultural determinants of migration as historical phenomena”.⁷³ The exercise classes in the framework of this course cover, among others, the following teaching units: “Current migration statistics, census, population registry and migration poll; Methods for studying population migration; An overview of past population migration studies; First human migration; Migration in prehistory, Migration in the Middle Ages”.⁷⁴ In the following, sixth semester of the third study year, undergraduate students can take the course “Population migration 2”.⁷⁵ Unlike in the case of “Population migration 1”, the students in this course, among other things, gain knowledge on modern international population migration, their determinants, social and professional population mobility, global and regional trends in contemporary international population migration and their history from the First World War until the present moment.⁷⁶ Special attention is afforded to issues of refugees, irregular migration, smuggling and human trafficking.⁷⁷ In the same semester, migration, i.e. the teaching unit “Geopolitical causes and consequences of migration”, are also studied within the course “Geopolitics and Population”.⁷⁸ In the final year of their studies, during the seventh semester, in the framework of the course “Demographic development of Serbia and neighbouring countries 1”, the students have the opportunity to study “the impact of natural

⁷⁰ <http://www.gef.bg.ac.rs/osnovne-studije/studijski-program-demografija/> (accessed on 03/10/2015)

⁷¹ E – mail exchange with Docent Danica Santic, PhD

⁷² <http://www.gef.bg.ac.rs/predmeti/migracije-stanovnistva/> (accessed on 03/10/2015)

⁷³ Ibid.

⁷⁴ Ibid.

⁷⁵ <http://www.gef.bg.ac.rs/predmeti/migracije-stanovnistva-ii/> (accessed on 03/10/2015)

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ <http://www.gef.bg.ac.rs/predmeti/geopolitika-i-stanovnistvo/> (accessed on 03/10/2015)

and migration component on population movements”, as well as “the characteristics of the demographic transition in Serbia; migration: internal and external migration; refugees and other war-affected persons”.⁷⁹ There is also, another course “Population projections” which teaches future demographers how to establish hypotheses on migration, how to produce future net migration and distribution by gender/age groups, as well as how to calculate the correction factor of migration impact.⁸⁰ The “Workforce and Employment” course deals, among other things, with migration, i.e. spatial and professional mobility of workforce, international workforce migration, and “brain drain”.⁸¹ The “Demographic development of Serbia and neighbouring countries 2” course, which can be taken during the eighth semester, i.e. the final year, is a logical continuation of the course “Demographic development of Serbia and neighbouring countries”. Within this course, students learn about “the impact of natural and migration components on population movement”, and “the characteristics of the demographic transition in Serbia; migration: internal and external migration; refugees and other war-affected persons”.⁸² It should be noted that during exercise attached to this course students work on “models and methods for mapping population movement types”⁸³ in Serbia and neighbouring countries. According to Docent Danica Santic, PhD, with whom we had the opportunity to discuss studying of migration at the Belgrade University Faculty of Geography, migration is also incorporated in the “Demographic global development” course.⁸⁴ This course, taken during the eighth semester of demographics studies, focuses on past and present population migration.⁸⁵ If we take into consideration that our country has entered the EU accession process, we can note an especially useful course taught in this semester – “EU population”.⁸⁶ While learning about different characteristics of the EU population, students also cover migration in EU, as well as depopulation, and population integration.⁸⁷

With regards to Master studies, as is the case with the undergraduate programme, demography studies are far ahead of other study programmes from the aspect of migration analysis.⁸⁸ The main course, in this sense, would be “Spatial mobility of population” which is

⁷⁹ <http://www.gef.bg.ac.rs/predmeti/demografski-razvoj-srbije-i-susednih-zemalja/> (accessed on 03/10/2015)

⁸⁰ <http://www.gef.bg.ac.rs/predmeti/projekcije-stanovnistva-2/> (accessed on 03/10/2015)

⁸¹ <http://www.gef.bg.ac.rs/predmeti/radna-snaga-i-zaposlenost/> (accessed on 03/10/2015)

⁸² <http://www.gef.bg.ac.rs/predmeti/demografski-razvitak-srbije-i-susednih-zemalja-ii/> (accessed on 03/10/2015)

⁸³ Ibid.

⁸⁴ Interview with Docent Danica Santic, PhD, 04/16/2015

⁸⁵ <http://www.gef.bg.ac.rs/predmeti/demografski-razvitak-sveta/> (accessed on 03/10/2015)

⁸⁶ <http://www.gef.bg.ac.rs/predmeti/stanovnistvo-evropske-unije/> (accessed on 03/10/2015)

⁸⁷ Ibid.

⁸⁸ <http://www.gef.bg.ac.rs/master-i-doktorske-studije/studijski-program-demografija/> (accessed on 03/10/2015)

taught in the first semester of the master studies.⁸⁹ This subject consists of the following teaching units: “Typology of internal and international migration; Demographic, economic, social, political, psychological and other determinants of spatial mobility of populations; Methodological basis for study of population migration; Population theories and models; Importance of spatial mobility of population at different regional, global and national levels; Contemporary migration and processes of social development modernization; Transitions and migration in Serbia; Serbia in the international migration system”.⁹⁰ The course “population policies and perspectives” offered in the second semester of demography master studies covers, among other things, population migration policies.⁹¹

We should note one source in geography PhD studies (officially - Geoscience PhD Studies) – “Theory of demography”.⁹² Some of the topics covered by this course are as follows: “methodology of migration research – challenges of traditional and modern population migration (economic migration, forced migration, daily migration systems, seasonal population movements, etc.); Differentiation of population’s social mobility”.⁹³ The course “Modern demographic problems and processes” is taught on the second year of PhD studies, and it covers modern migration challenges, refugee issues and “brain drain”.⁹⁴ The migration are also covered in the framework of “Methods and techniques of demographic analysis”, which covers, “measures, methods and techniques of studying migration phenomena among other topics”.⁹⁵

Migration in the curriculum of University of Belgrade Faculty of Law

On the basis of the insight into specific subjects syllabi, as well as consultations with Professor Ivana Krstic, PhD, it is evident that undergraduate students cover migration basics (primarily the issues of forced migration and right to asylum) in the framework of the “Human rights” course, where they study the Convention relating to the Status of Refugees, right to asylum in the international law, and the position of migrant workers.⁹⁶ Migration are

⁸⁹ <http://www.gef.bg.ac.rs/predmeti/prostorna-mobilnost-stanovnistva/> (accessed on 03/10/2015)

⁹⁰ Ibid.

⁹¹ <http://www.gef.bg.ac.rs/predmeti/politika-o-stanovnistvu-i-perspektive/> (accessed on 03/10/2015)

⁹² <http://www.gef.bg.ac.rs/predmeti/teorija-demografije/> (accessed on 03/10/2015)

⁹³ Ibid.

⁹⁴ <http://www.gef.bg.ac.rs/predmeti/savremeni-demografski-problemi-i-procesi/> (accessed on 03/10/2015)

⁹⁵ E-mail exchange with Docent Danica Santic, PhD,

⁹⁶ E-mail exchange with Profesor Ivana Krstic, PhD on April 27, 2015

also studied in the framework of the course on “International public law”⁹⁷, while internal migration are mostly in the focus of students taking “Sociology”, a mandatory first year course. Apart from these courses, the elective gender studies course dedicates one teaching unit to relevant UN CEDAW practice, with a special focus on women migrants and asylum seekers, while another elective course (“Minority rights”) includes a teaching unit on discrimination based on race, ethnicity and nationality.

It should be mentioned that the Faculty of Law includes a *Legal Clinic for Refugee Law and Asylum*, which is a fourth year course. The following topics are among those studied at the Legal Clinic: Article 1 of the 1951 UN Convention relating to the Status of Refugees; Introduction to international refugee law; Procedure for determining refugee status; Development of asylum legislation; EU – European common asylum policy; protection of women refugees and gender based violence; Protection of refugees at the level of Council of Europe – European Convention on Human Rights and refugees; Serbian regulations relating to asylum and refugees – level of alignment with existing international conventions; The issue of stateless persons and UNHCR mandate; Concept of a safe third country in international and national law; practical examples.⁹⁸

According to Professor Ivana Krstic, “one of the topics within the *Legal Clinic for Discrimination Issues* is always dedicated to discrimination against foreigners, especially asylum seekers and refugees.”⁹⁹ *The Legal Clinic for Fight Against Trafficking* also deals with protection against human trafficking through study of relevant international and national legal framework.

In the case of Master studies, according to Professor Ivana Krstic, PhD, the last teaching units in the courses “European Human Rights Law”, as well as “EU Anti-Discrimination Law” (both of them part of European Integration Master Studies which are delivered in English) are dedicated to asylum and migration.¹⁰⁰ However, the main course in that master (viewed from the aspect of migration study) would be “EU Immigration and Asylum Law / Policy”.¹⁰¹ The following migration-relevant teaching units are covered by this course: identifying the concept of migration and the historical overview of right to asylum; Migration causes and their impact on EU enlargement process; The refugee definition and cases falling outside the existing refugee status; Extraterritorial asylum under the EU Law;

⁹⁷ Ibid.

⁹⁸ Programme of the Legal Clinic for Refugee Law and Asylum

⁹⁹ E-mail exchange with Profesor Ivana Krstic, PhD

¹⁰⁰ Ibid.

¹⁰¹ Ibid.

Migration, human rights and protection; Migrant rights: European normative framework; Migration procedure in the EU; Application of the “the safe third country” concept; Detention and deportation; Refugee protection and the reach of the non-refoulement principle; Migration policy and EU external relations; Irregular migration in Europe; The integration of third country nationals in the EU legal system; Asylum Law in Serbia; The impact of the Lisbon Treaty and the future of the asylum Acquis.¹⁰²

At the regular Master and PhD studies, students learn about the Convention relating to the Status of Refugees and right to asylum primarily during the “International human rights law” course, but the “International public law” course also covers some of the issues in the part related to obligations stemming from Convention on Maritime Law and provision of assistance in case of maritime accidents, while “International legislation” course reviews relevant practice of ECtHR in the field of asylum (position of asylum seekers, asylum procedure, conditions in asylum centres, deportation, extraterritoriality).¹⁰³

Migration in the curriculum of the Faculty of Economy

In the case of undergraduate studies at the Belgrade University Faculty of Economy, the mere glance at the courses that can be taken during these studies points us to the “Demographic analysis” course, which is the main subject focused on migration at this level of studies.¹⁰⁴ The course syllabus highlights migration as one of the main teaching units. Other issue covered by this course include types, models and analysis of migration, and finally, the vital one – statistical model for calculation of net migration.¹⁰⁵ Migration hypotheses are also produced in the framework of analytical projections.¹⁰⁶ The next course which also partially deals with migration, and is offered at the fourth year, is the “Economy of Labour”.¹⁰⁷ Migration issues are the focus of the teaching unit entitled “Labour mobility – fluctuation and migration”.¹⁰⁸ The third year course “Economic geography”¹⁰⁹ also partially deals with population, and thus, indirectly, with migration.

¹⁰² “EU Immigration and Asylum Law / Policy“ syllabus

¹⁰³ E-mail exchange with Profesor Ivana Krstic, PhD on 06/18/2015

¹⁰⁴ <http://www.ekof.bg.ac.rs/predmeti/> (accessed on 03/08/2015)

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

¹⁰⁷ <http://www.ekof.bg.ac.rs/wp-content/uploads/2014/05/EKONOMIJA-RADA.pdf> (pristupljeno 08. 03. 2015.)

¹⁰⁸ Ibid.

¹⁰⁹ <http://www.ekof.bg.ac.rs/predmeti/> (accessed on 03/08/2015)

In the case of Master studies at the Faculty of Economy, and the position of migration in those courses, according to Professor Biljana Radivojevic, who teaches the most important migration-related subjects at this faculty “migration is taught in the framework of the “Population movements” course which belongs to the Demography Module”.¹¹⁰ According to her, in the case of PhD studies “these issues (if a need arises) can be incorporated in the “Demography” course,¹¹¹ but having in mind the nature of this level of studies, it all depends on what the students wish to review in their theses, so the studies themselves have ‘a pretty individual nature’ ”,¹¹² i.e. if somebody wishes to study especially migration they can gain the necessary relevant information.

Migration in the curriculum of Faculty of Security Studies

Migration is incorporated in the undergraduate studies at this faculty only from the aspect of their impact on security.¹¹³ According to Vladimir Ajzenhamer, the assistant professor at this faculty, “migration is present, but in most cases not *de iure* identified in the syllabi, but still remain a constant motif in specific teaching units”.¹¹⁴ In their sophomore year, the students take the “International relations” course which includes the issue of migration.¹¹⁵ The situation is similar with the courses “Geopolitics 101, “Defence doctrines” and “Security systems” where migration, according to Ajzenhamer, although not explicitly mentioned in the syllabi, is *de facto* covered in class.¹¹⁶ In the third year, the course “International Public law” covers, among other things, “the position of the individual in international law: doctrine viewpoint, practice, main universal and regional sources of fundamental human rights, refugees, stateless persons, asylum, and status of minorities”.¹¹⁷ It also covers the basics of international humanitarian law.¹¹⁸ The “Applied ethics” course mentions refugees, global poverty and hunger, and these are all topics relevant to migration

¹¹⁰ E-mail exchange with Professor Biljana Radivojevic on 04/30/2015

¹¹¹ Ibid.

¹¹² Ibid.

¹¹³ http://www.fb.bg.ac.rs/index.php?option=com_content&task=view&id=53&Itemid=1165 (accessed on 03/08/2015)

¹¹⁴ E-mail exchange with Assistant Professor Vladimir Ajzenhamer on 04/27/2015

¹¹⁵ <http://www.fb.bg.ac.rs/download/akreditacija/MEDjUNARODNI%20ODNOSI.pdf> (accessed on 03/08/2015)

¹¹⁶ E-mail exchange with Assistant Professor Vladimir Ajzenhamer

¹¹⁷ <http://www.fb.bg.ac.rs/download/akreditacija/MEDjUNARODNO%20JAVNO%20PRAVO.pdf> (accessed on 03/08/2015)

¹¹⁸ Ibid

research.¹¹⁹ Assistant professor Ajzenhamer especially highlights the “Regional geography”, and claims that it provides a good overview of migration issues at undergraduate studies level.¹²⁰

In the case of Master studies, the most important course would be “Geopolitical perspectives of the modern world”, delivered during the first semester. One of its teaching units covers the topic entitled “Demographic factors in contemporary geopolitical processes” which incorporates migration.¹²¹ According to Assistant professor Ajzenhamer, migration is not taught as a specific teaching unit at the level of master studies.¹²²

Migration in the curriculum of Faculty of Political Sciences

At the faculty of Political Sciences, migration are primarily studied at the Department of Social Work and Social Policy; more precisely in the framework of international studies, in the third year undergraduate course “International relations” and a PhD course “International relations in early 21st century”. Sophomore students at the Department of International Studies take a course “Legal regulation of international relations” in their second semester, and it deals with social, political and security consequences of migration.¹²³ In the framework of that course, while working on topics such as “International humanitarian law – sources of law and conflict qualification, International humanitarian law – protection of people in armed conflicts/terrorism and international law”,¹²⁴ they touch upon migration, primarily forced migration. Students of the Faculty of Political Sciences have the opportunity to take the “International relations” course during the third year of their studies. Since this course deals with population as an international relations factor, it also mentions the migration issue.¹²⁵ However, as we have already mentioned, migration are primarily studied by the students of the Department of Social Work and Social Policy. “Social policy” course, delivered in the sophomore year, includes a teaching unit on “population as a factor of Serbian social

¹¹⁹ <http://www.fb.bg.ac.rs/download/akreditacija/PRIMENJENA%20ETIKA.pdf> (accessed on 03/08/2015)

¹²⁰ E-mail exchange with Assistant Professor Vladimir Ajzenhamer

¹²¹ <http://www.fb.bg.ac.rs/download/akreditacija/GEOPOLITICKE%20PERSPEKTIVE%20SAVREMENOG%20SVETA.pdf> (accessed on 03/08/2015)

¹²² E-mail exchange with Assistant Professor Vladimir Ajzenhamer

¹²³ <http://www.fpn.bg.ac.rs/osnovne-studije/odeljenje-za-medunarodne-odnose/druga-godina-studija/pravno-regulisanja-medunarodnih-odnosa/> (accessed on 03/01/2015)

¹²⁴ *Ibid.*

¹²⁵ <http://www.fpn.bg.ac.rs/osnovne-studije/politikolosko-odeljenje/treci-godina-studija/medunarodni-odnosi/> (accessed on 03/01/2015)

policy”.¹²⁶ “Comparative social policies” is introduced in the third year, and although this course does not explicitly mention migration, its content makes it clear that it covers these issues as well (primarily economic migration).¹²⁷ In their fourth year, in the framework of the “EU social policy” course, students have the opportunity to become familiar with the basic characteristics of the EU social policies, including those related to migration.¹²⁸ Another very important fourth year course is “Social work with migrants”. This course covers topics such as “Migration causes and effects, Migration policies, Standards and protection of migrant rights, Migration flows in Serbia, Social aspects of workforce migration, Forced migration during armed conflicts, Social issues, social inclusion and integration of migrants (refugees, IDPs, returnees, asylum seekers, migrant families...), Poverty, social risks and social exclusion of vulnerable groups, Rights and challenges related to exercise of those rights, Social work with migrants, Support and assistance programmes for migrants, Counselling, support, violence and conflict prevention”.¹²⁹ In the same year students can take the course entitled “Modern social issues” which, among other things, also covers migration, i.e. topics such as “population explosion and depopulation, Refugee phenomenon, Social disorganisation, Organized crime, Human trafficking...”¹³⁰

In the case of Master studies, we should mention “Contemporary security theories” which is a part of International Studies Master Programme. This course also touches upon the scientific field of population movement and related theoretical approaches.¹³¹ The course “Security challenges, threats and risk” at the same department covers topics such as “Concept of security challenges, risks and threats (classification criteria, new and old, analysis level); Globalization consequences in the area of security; Economic threats to security; Environmental threats to security; Human safety; Humanitarian interventions; Economic development and security (south – north, global poverty)” which directly relate to migration issues.¹³² The “Political regulation of ethnical conflicts and relations” course in the same

¹²⁶ <http://www.fpn.bg.ac.rs/osnovne-studije/odeljenje-za-socijalnu-politiku-i-socijalni-rad/druga-godina-studija/socijalna-politika/> (accessed on 03/01/2015)

¹²⁷ <http://www.fpn.bg.ac.rs/osnovne-studije/odeljenje-za-socijalnu-politiku-i-socijalni-rad/trecia-godina-studija/uporedna-socijalna-politika/> (accessed on 03/01/2015)

¹²⁸ <http://www.fpn.bg.ac.rs/osnovne-studije/odeljenje-za-socijalnu-politiku-i-socijalni-rad/cetvrta-godina-studija/socijalna-politika-evropske-unije/> (accessed on 03/01/2015)

¹²⁹ <http://www.fpn.bg.ac.rs/osnovne-studije/odeljenje-za-socijalnu-politiku-i-socijalni-rad/cetvrta-godina-studija-socijalni-rad/socijalni-rad-sa-migrantima/> (accessed on 03/01/2015)

¹³⁰ <http://www.fpn.bg.ac.rs/osnovne-studije/odeljenje-za-socijalnu-politiku-i-socijalni-rad/cetvrta-godina-studija-socijalni-rad/savremeni-socijalni-problemi/> (accessed on 03/01/2015)

¹³¹ <http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/modul-medunarodne-bezbednosti/savremene-teorije-bezbednosti/> (accessed on 03/01/2015)

¹³² <http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/modul-medunarodne-bezbednosti/izazovi-rizici-i-pretnje-bezbednosti/> (accessed on 03/01/2015)

master programme also contains teaching units dealing with the issues of citizenship, stateless persons and rights to asylum.¹³³ Also, the course “Security in Southeast Europe” contains a teaching unit on regional security challenges, risks and threats that references migration.¹³⁴ The European Integrations Master course “EU legislation and internal affairs” mentions the issue of (primarily forced) migration and related EU regulations.¹³⁵ Social Policy and Social Work master studies include the “Demography” course which, among other topics, covers “Population migration – concept, classification, analysis and theories”.¹³⁶ However, the key migration-related course is delivered in the Social Work Master Programme, and it is called “Migration policies”.¹³⁷ It contains the following teaching units: “Concepts, theoretical and methodological explanations, Determinants of global, regional and internal migration, Global movement of production, capital and workforce factors, International migration policy standards, EU migration policy, Best practice examples, Flows and content of migration movements in Serbia, Workforce migration, Brain drain (causes, consequences, possibility of return), Forced migration during armed conflicts (refugees, IDPs), Legal and institutional framework of migration policies in Serbia, Perspectives and strategic basis for resolving the issue of migrants, Migration policy in practice”.¹³⁸

Finally, in the PhD studies, the course “International relations in early 21st century” contains the teaching unit entitled “Geographic, demographic and environmental factors in international and global relations in early 21st century; Military factors in international and global relations in early 21st century; Main security challenges and threats in the international and global relations in early 21st century”.¹³⁹ Also, the course “Researching peace and security on the 21st century” deals with new forms of conflicts, position of individuals and human rights, thus touching upon migration issues.¹⁴⁰ The course “Legal regulating of international relations in the early 21st century” includes a teaching unit focusing on international

¹³³<http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/master-akademske-studije-socijalne-politike/prava-stranaca/>(accessed on 03/01/2015)

¹³⁴ <http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/modul-medunarodne-bezbednosti/bezbednost-jugoistocne-evrope/>(accessed on 03/01/2015)

¹³⁵ <http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/modul-medunarodne-bezbednosti/pravosude-i-unutrasnji-poslovi-u-eu/>(accessed on 03/01/2015)

¹³⁶<http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/master-akademske-studije-socijalne-politike/demografija-studijski-program-diplomske-akademske-studije-politikologije-%E2%80%93-master-socijalne-politike-i-socijalnog-rada-modul-socijalna-politika-vrsta-i-nivo-studija-diplomske-a/> (accessed on 03/01/2015)

¹³⁷<http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/master-studije/master-akademske-studije-socijalne-politike/migraciona-politika/>(accessed on 03/01/2015)

¹³⁸ Ibid

¹³⁹<http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/doktorske-studije/medunarodne-i-evropske-studije/prva-godina-studija/medunarodni-odnosi-na-pocetku-21-veka/>(accessed on 03/01/2015)

¹⁴⁰<http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/doktorske-studije/medunarodne-i-evropske-studije/prva-godina-studija/istrazivanje-mira-i-bezbednosti-u-21-veku/>(accessed on 03/01/2015)

humanitarian law in the early 21st century, so we can implicitly conclude that types of forced migration will be mentioned within that unit, as well as within the unit “International law subjects – old and new”.¹⁴¹

Study of migration at Novi Sad University

At the University of Novi Sad we researched migration study at four faculties: Faculty of Philosophy, Faculty of Law, Faculty of Economy in Subotica and Faculty of Sciences (Department for Geography, Tourism, and Hotel Management).

Migration in the curriculum of Novi Sad Faculty of Philosophy

If we review the curriculum of the Sociology department at the Novi Sad Faculty of Philosophy, we can notice several courses which are interesting from the aspect of migration study.¹⁴² The first is “Demography”.¹⁴³ This course also covers mechanical population movements, and relationship between migration and immigration.¹⁴⁴ We also noted the course “Contemporary demographic processes”.¹⁴⁵ Another interesting course is “Sociology and futurology”, which does not mention migration directly, but it is clear that the teaching unit reviewing the midterm and long-term social change processes has to touch upon migration.¹⁴⁶ “Sociology of social conflicts”, while analysing different causes and types of social conflicts, deals with the population movements as a cause or consequence of specific conflicts.¹⁴⁷ It seems quite logical that “Rural sociology” and “Urban sociology” would include migration.¹⁴⁸ According to Professor Valentina Sokolovski who teaches the main migration-related courses at this department, “migration is studied in the course ‘Sociology of ethnicity’ in the context of ethnical structure changes caused by migration”.¹⁴⁹

As far as Master Studies are concerned, although there is no specific course focusing on migration, it should be noted that “Social sciences research methodology” provides

¹⁴¹ <http://www.fpn.bg.ac.rs/studije-ii-i-iii-stepena/doktorske-studije/medunarodne-i-evropske-studije/druga-godina-studija/pravno-regulisanje-medunarodnih-odnosa-na-pocetku-xxi-veka/> (accessed on 03/01/2015)

¹⁴² http://www.ff.uns.ac.rs/studije/studijski_programi/OS2008/SOCIOLOGIJA_OAS_SPEC.pdf (accessed on 02/13/2015)

¹⁴³ Ibid

¹⁴⁴ Ibid

¹⁴⁵ Ibid.

¹⁴⁶ Ibid.

¹⁴⁷ Ibid.

¹⁴⁸ Ibid, E-mail exchange with Professor Srdjan Sljukic, PhD on 04/27/2015

¹⁴⁹ E-mail exchange with Professor Valentina Sokolovski, PhD on 04/27/2015

important insights on proper methods of migration research, i.e. on the proper manner of applying methodological knowledge in the studying of forced migration. Among other things this course covers territorial population movements, relationship between theory and empirical data in the research of forced migration, qualitative and quantitative factors in the research of forced migration, planning of the research of forced migration...¹⁵⁰

In the case of PhD studies, according to Professor Sokolovski, there are no courses dedicated to migration issues.¹⁵¹

Migration in the curriculum of Novi Sad Faculty of Law

When it comes to Novi Sad Faculty of Law, it has two study programmes at undergraduate studies level: General Study Programme and Internal Affairs Study Programme.¹⁵² When we review the description of courses at the Faculty website, as well as their content, we can highlight classical legal courses related to migration issues such as “International public law” and “International private law”.¹⁵³ According to Professor Sanja Djajic, PhD, who teaches international public law at this faculty, her course includes issues related to refugees and asylum seekers.¹⁵⁴ As far as Master studies are concerned, we could not find any specific courses dealing with migration.¹⁵⁵ Professor Djajic has also mentioned that *Legal Clinic for Asylum Seekers* was established at the faculty in cooperation with UNHCR.¹⁵⁶

Migration in the curriculum of Subotica Faculty of Economy

Subotica Faculty of Economy at Novi Sad University has nine departments: Agrarian economy and business; European and international economy and business; Finances, banking and insurance; Quantitative economy; Marketing; Management; Business IT systems; Accounting and auditing; and Trade.¹⁵⁷ We reviewed the curricula, but failed to find any

¹⁵⁰ http://www.ff.uns.ac.rs/studije/studijски_programi/MASTER/SOCIOLOGIJA_MAS_SPEC.pdf (accessed on 02/13/2015)

¹⁵¹ E-mail exchange with Professor Valentina Sokolovski, PhD

¹⁵² <http://www.pf.uns.ac.rs/studije/opsti/2008> (accessed on 02/13/2015)

¹⁵³ Ibid.

¹⁵⁴ E-mail exchange with Professor Sanja Djajic, PhD on 04/27/2015

¹⁵⁵ <http://www.pf.uns.ac.rs/images/programi/Specifikacija-predmeta-master.pdf> (accessed on 02/13/2015)

¹⁵⁶ E-mail exchange with Professor Sanja Djajic, PhD

¹⁵⁷ <http://www.ef.uns.ac.rs/beta/ofakultetu/studijскиplanovi/osnovnestudije.htm> (accessed on 02/13/2015)

specific course focusing on migration. As far as Master studies are concerned, they do not contain any specific courses dealing with migration.¹⁵⁸ The same goes for the PhD studies.¹⁵⁹

This was all confirmed in an e-mail by Professor Aleksandar Grubor, PhD, Faculty Vice dean.¹⁶⁰

Migration in the curriculum of Novi Sad Faculty of Sciences (Department for Geography, Tourism, and Hotel Management)

By reviewing the structure of undergraduate studies of Geography, Tourism, and Hotel Management, we noted that migration are incorporated in the syllabi of these studies (primarily in the courses for future graduate geography professors), which was also confirmed by our conversation with Docent Danijela Arsenovic, PhD, who teaches in this department.¹⁶¹ We would highlight the courses “Population geography” and “Demographic models”.¹⁶²

As far as Master studies are concerned, we did not manage to find any specific courses focusing on migration.¹⁶³ There are several PhD courses which, either explicitly or implicitly, review migration issues. These are as follows: “Population policy and family planning”, “Global geopolitical processes and Serbia”, “Geography and global changes”, “regional development in Southeast Europe”.¹⁶⁴

Study of migration at the University of Kragujevac

In the case of University of Kragujevac, we studied the position of migration at the Faculty of Law.¹⁶⁵

¹⁵⁸ <http://www.ef.uns.ac.rs/beta/ofakultetu/studijскиplanovi/masterstudije.htm> (accessed on 02/13/2015)

¹⁵⁹ <http://www.ef.uns.ac.rs/studijски-programi-2014-doktorske/studijски-program-ekonomija.pdf> (accessed on 02/13/2015)

¹⁶⁰ E-mail exchange with Professor Aleksandar Grubor, PhD on 04/28/2015

¹⁶¹ <http://www.dgt.uns.ac.rs/dokumentacija/2014g01dpgos.pdf> (accessed on 02/13/2015), telephone conversation with Docent Danijela Arsenovic, PhD, on 04/24/2015

¹⁶² Ibid.

¹⁶³ <http://www.dgt.uns.ac.rs/dokumentacija/2013g04mpg.pdf> (accessed on 02/13/2015)

¹⁶⁴ <http://www.dgt.uns.ac.rs/dokumentacija/2013g07dng.pdf> (accessed on 02/13/2015)

¹⁶⁵ <http://www.kg.ac.rs/> (accessed on 02/13/2015)

Migration in the curriculum of Kragujevac Faculty of Law

By reviewing the curricula, as well as the content of courses at the Kragujevac Faculty of Law, we noted several of them which relate to migration.¹⁶⁶ The first would be “International public law” which provides students with knowledge on topics such as protection of rights of refugees and asylum seekers.¹⁶⁷ There is also “International private law” which also provides information on migration, i.e. position and rights of foreign nationals.¹⁶⁸

As far as Master studies are concerned, we could not find the issues related to migration in any of the provided courses whose content we reviewed.¹⁶⁹ According to Milan Palevic, a professor at this faculty, the issue of migration (refugees and asylum seekers) “is present in the PhD studies in the framework of the course “International public law – selected topics”.”¹⁷⁰

Study of migration at University of Nis

In the case of University of Nis, we attempted to determine the state of affairs in relation to migration study at four faculties: Faculty of Philosophy, Faculty of Law, Faculty of Economy and Faculty of Sciences and Mathematics.

Migration in the curriculum of Nis Faculty of Philosophy (Sociology Department)

By reviewing the content of four year-long courses at undergraduate sociology studies at Nis Faculty of Philosophy, we can note several courses that focus on migration.¹⁷¹ Already

¹⁶⁶<http://www.jura.kg.ac.rs/index.php/sr/dokumenti/639-2014/2015/view-category.htm> (accessed on 02/13/2015)

¹⁶⁷ Ibid.

¹⁶⁸ Ibid.

¹⁶⁹<http://www.jura.kg.ac.rs/index.php/sr/dokumenti/646-2014/2015/view-category.htm> (accessed on 02/13/2015)

¹⁷⁰ E-mail exchange with Professor Milan Palevic, PhD, on 04/28/2015

¹⁷¹<http://www.filfak.ni.ac.rs/preuzimanje/knjige-predmeta/osnovne-akademske-studije/sociologija.html> (accessed on 02/13/2015)

at their first year, the students take “Social demography” where they are familiarized with the concept of spatial population movement, i.e. migration.¹⁷² They also study population policies and other important population-related issues.¹⁷³ We also reviewed the content of courses taking place in other years of study, but were unable to find any mention of migration.¹⁷⁴

As far as Sociology Master Studies are concerned we could not find any courses dealing specifically with migration issues.¹⁷⁵ However, according to Professor Suzana Markovic-Krstic, PhD, “there is a course entitled *Demographic changes and population policy* in the master studies programme that is awaiting accreditation”.¹⁷⁶

The situation is similar with PhD studies. We should mention the course “Urban and rural sociology” which contains a teaching unit on “Demographic challenges in Serbia”.¹⁷⁷ In a similar manner, “Labour sociology” course mentions a teaching unit entitled “Workforce migration”.¹⁷⁸

Migration in the curriculum of Nis Faculty of Law

In the undergraduate studies at Nis Faculty of Law, migration are studied in the “International public law” course, where, according to Professor Zoran Radivojevic who teaches this course, they are covered by several teaching units (rights of migrant workers, refugees, asylum law).¹⁷⁹ We also noted another course, “International humanitarian law”, where migration is mentioned from the aspect of rights of refugees and displaced persons in international humanitarian law.¹⁸⁰

As far as Masters Studies are concerned, we did not manage to find any courses specifically focused on migration.¹⁸¹ The same goes for PhD studies.¹⁸²

¹⁷² Ibid.

¹⁷³ Ibid.

¹⁷⁴ Ibid.

¹⁷⁵ <http://www.filfak.ni.ac.rs/preuzimanje/knjige-predmeta/master-akademske-studije/sociologija.html> (accessed on 02/13/2015)

¹⁷⁶ E-mail exchange with Professor Suzana Markovic-Krstic, PhD, on 04/27/2015

¹⁷⁷ <http://www.filfak.ni.ac.rs/preuzimanje/knjige-predmeta/doktorske-akademske-studije/sociologija.html> (accessed on 02/13/2015)

¹⁷⁸ Ibid

¹⁷⁹ http://www.prafak.ni.ac.rs/files/silabusi/Silabus-Medjunarodno_javno_pravo-IZMENJENO_februar_2015.pdf (accessed on 02/13/2015), Conversation with professor Zoran Radivojevic, PhD on 04/29/2015

¹⁸⁰ <http://www.prafak.ni.ac.rs/files/silabusi/Medjunarodnohumanitarno%20pravo.pdf> (pristupljeno 13. 02. 2015.)

¹⁸¹ http://www.prafak.ni.ac.rs/index.php?option=com_content&view=article&id=1495&Itemid=152&lang=cir (accessed on 02/13/2015)

¹⁸² http://webcache.googleusercontent.com/search?q=cache:http://www.prafak.ni.ac.rs/files/doktorske/Doktorske_studije_program_2013.pdf (accessed on 02/13/2015)

Migration in the curriculum of Nis Faculty of Economy

At the undergraduate studies at Nis Faculty of Economy, migration is studied in the course “Economic geography” which is the part of the first year curriculum.¹⁸³ At Master studies, migration is studied in the course entitled “Valorisation of spatial potential”.¹⁸⁴ There are no courses focused on migration at PhD studies level.¹⁸⁵

Migration in the curriculum of the Geography Department at Faculty of Sciences and Mathematics in Nis

At the undergraduate geography studies in Nis, the main course covering migration is “Population geography”¹⁸⁶ with topics such as “global population movement, movement of Serbian population, migration, migration according to type, migration indicators, migration in the world, and migration in Serbia.”¹⁸⁷ Also, as we have learned in our conversation with Professor Aleksandar Radivojevic, the Head of this department, migration are also studied in the framework of courses “Regional geography 1” and “Regional geography 2”.¹⁸⁸

As it was confirmed by Magister Branislava Ilic, Assistant professor in this department, Master studies contain “World population” course which pays considerable attention to migration.¹⁸⁹ You cannot get a PhD in geography in this department.

Study of migration at the University of Pristina (Kosovska Mitrovica)

In the case of University of Pristina (with the seat in Kosovska Mitrovica) we researched the study of migration at four faculties: Faculty of Philosophy, Faculty of Law, Faculty of Economy and Faculty of Natural Sciences (Geography Department).¹⁹⁰

¹⁸³ <http://www.eknfak.ni.ac.rs/src/Knjiga-nastavnika-i-predmeta-osnovne.php> (accessed on 02/13/2015), E-mail exchange with Professor Milan Spasojevic, PhD on 05/05/2015

¹⁸⁴ E-mail exchange with Professor Milan Spasojevic, PhD

¹⁸⁵ <http://www.eknfak.ni.ac.rs/src/ME-doktorske2013.php> (accessed on 02/13/2015)

¹⁸⁶ http://www.pmf.ni.ac.rs/pmf/studije/geografija/akad_osn/geografija_2014.php (accessed on 02/13/2015)

¹⁸⁷ http://www.pmf.ni.ac.rs/pmf/controller.php?module=pmf_nastava&class=PMFNastavaViewer&method=forwardToPredmetMain&idpredmet=5222 (accessed on 02/13/2015)

¹⁸⁸ Telephone conversation with Professor Aleksandar Radivojevic, PhD on 05/08/2015

¹⁸⁹ E-mail exchange with Magister Branislava Ilic on 05/05/2015

Migration in the curriculum of Pristina Faculty of Philosophy (Sociology Department)

If we look at the undergraduate sociology studies curriculum with migration in mind, we can immediately notice “Social demography” course which covers mechanical population movements, i.e. migration.¹⁹¹ The Masters studies programme includes the course “Population increase and environmental crisis” which, among other things, deals with mechanical population movements and the relationship between demography and ecology.¹⁹² As far as PhD studies are concerned, it should be noted that there are currently no options to study for a PhD in sociology at the Pristina Faculty of Philosophy (with the seat in Kosovska Mitrovica), but we were told this will be introduced with the new accreditation.¹⁹³ According to Professor Uros Suvakovic, PhD, who teaches at this faculty, migration will have their place in the PhD studies as one of the crucial issues for the population in Kosovo and Metohija.¹⁹⁴ Also, as it was emphasized by Professor Petar Andjelkovic, PhD, Head of the Department of Sociology at this faculty, the majority of teachers in his department write papers on migration and publish them in professional journals and other scientific publications.¹⁹⁵

Migration in the curriculum of Pristina Faculty of Law

Few migration issues are represented in the undergraduate studies curriculum. There are almost no courses mentioning or reviewing migration, and they are only indirectly referred to in “International public law” and “International private law” courses.¹⁹⁶

¹⁹⁰ <http://www.pr.ac.rs/fakulteti> (accessed on 02/13/2015)

¹⁹¹ <http://fifa.pr.ac.rs/wp-content/uploads/2012/09/Sociologija-knjiga-predmeta-oas.pdf> (accessed on 02/13/2015)
or

<https://drive.google.com/folderview?id=0BzVmKuYYMVVqfnF6cnFua3FxdWhHTk5NWEFKSUNzQ0NMQ1dwUzVJMG5nN3BBZS0yd3JVY3c&usp=sharing#list> (accessed on 05/07/2015)

¹⁹² <http://fifa.pr.ac.rs/wp-content/uploads/2012/09/Knjiga-predmeta-Sociologija-master.pdf> (accessed on 02/13/2015)
or

<https://drive.google.com/folderview?id=0BzVmKuYYMVVqfklKZIVYNHlyUU11ZFIJT3hrZ2g1S2tzbGNtWjZpVHJjOWtJQVfadV9JdjQ&usp=sharing#list> (accessed on 05/07/2015)

¹⁹³ http://fifa.pr.ac.rs/studijski_programi/doktorske_studije/ (accessed on 02/13/2015)

¹⁹⁴ Telephone conversation with Professor Uros Suvakovic, PhD on 05/07/2015

¹⁹⁵ Telephone conversation with Professor Petar Andjelkovic, PhD on 05/07/2015

¹⁹⁶ <http://www.pra.pr.ac.rs/sites/default/files/Knjiga%20predmeta%20OAS.pdf> (accessed on 02/13/2015)

There are no Masters Studies courses dealing with migration,¹⁹⁷ and the situation is the same with PhD studies.¹⁹⁸

Migration in the curriculum of Pristina Faculty of Economy

Since we were unable to find the syllabi of undergraduate studies courses, we were forced to analyse the course names in order to attempt to determine whether migration are studied at undergraduate level studies at the Pristina Faculty of Economy. Our conclusion would be that apart from the “Sociology” course (which is taken at the very beginning of studies) there are no courses dealing with migration and related issues.¹⁹⁹ It is the same with Masters Studies²⁰⁰, and this faculty does not offer PhD studies.

Migration in the curriculum of Pristina Faculty of Economy and Faculty of Natural Sciences (Geography Department)

On the basis of our conversation with Professor Jova Medojevic, PhD, who is teaching the main migration and population related course at this faculty, we were able to note three undergraduate courses focusing on migration.²⁰¹ These are “Demography” and “Anthropogeography” in the sophomore year, and “Geography of Serbia” in the third year of studies.²⁰² Master studies include the relevant course “Social geography methodology”.²⁰³ PhD studies in geography are not offered at this faculty.

¹⁹⁷ <http://www.pra.pr.ac.rs/sites/default/files/Kniiga%20predmeta%20Master%20akademske%20studije%20prava.pdf> (accessed on 02/13/2015)

¹⁹⁸ <http://www.pra.pr.ac.rs/sites/default/files/Kniiga%20predmeta%20Doktorske%20akademske%20studije%20prava.pdf> (accessed on 02/13/2015)

¹⁹⁹ http://www.efpr.edu.rs/plan_osnovne_novo.html (accessed on 02/13/2015)

²⁰⁰ http://www.efpr.edu.rs/plan_diplomske.html (accessed on 02/13/2015)

²⁰¹ Telephone conversation with Professor Jova Medojevic, PhD, on 04/30/2015

²⁰² Ibid.

²⁰³ http://www.pmf.pr.ac.rs/MAS_geografija_info.html (accessed on 02/13/2015)

Study of migration at the State University in Novi Pazar

At State University in Novi Pazar we studied the position of migration in the curricula of two of its departments: Department of Legal Sciences and Department of Economics.²⁰⁴

Migration in the curriculum of Department of Legal Sciences

By reviewing the list of courses and consulting the professors teaching at undergraduate studies level, we have determined that specific, migration-related facts can be found only in “International public law” and “International private law” courses.²⁰⁵ As far as Master studies are concerned, we were unable to find any courses containing migration issues.²⁰⁶

Migration in the curriculum of Department of Economics

We reviewed the list of undergraduate studies courses and consulted relevant professors, thus determining that there are no courses focusing on migration at this level of studies.²⁰⁷ The situation is the same in the case of Master studies.²⁰⁸ There are no PhD studies at either of these departments.

Migration in the curriculum of Megatrend University

In the case of Megatrend University, we reviewed the position of migration in the curricula of two of its faculties: Faculty of International Economy and Faculty of Law, Public Administration and Security.²⁰⁹

²⁰⁴ <http://www.np.ac.rs/>

²⁰⁵ <http://www.np.ac.rs/yu/sp-pravni-dep/sp-pra-oas> (accessed on 02/13/2015)

²⁰⁶ <http://www.np.ac.rs/yu/sp-pravni-dep/sp-pra-mas> (accessed on 02/13/2015)

²⁰⁷ <http://www.np.ac.rs/yu/stud-prog-eko/sp-ekon-oas> (accessed on 02/13/2015)

²⁰⁸ <http://www.np.ac.rs/yu/stud-prog-eko/sp-ekon-mas> (accessed on 02/13/2015)

²⁰⁹ <http://www.megatrend-edu.net/>

Migration in the curriculum of Megatrend University Faculty of International Economy

While reviewing the list of undergraduate courses at the Megatrend University Faculty of International Economy (Study programme International economy and Finances which was accredited last year), we became interested in the course entitled “Geopolitics of Serbia”.²¹⁰ Although migration are not explicitly mentioned in the content of this course, in the discussion with Professor Zarko Obradovic who teaches this course at Megatrend University we have determined that it studies population as a geopolitical factor, and, accordingly, past and present migration in Serbia, There are also three courses at the third study year (“Economic and political geography of Europe”, “Economic and political geography of North and Latin America” and “Economic and political geography of Russia and Asia”)²¹¹ whose contents we had reviewed and concluded that even though migration are not explicitly cited, they are definitely mentioned during lectures and exercise classes. The situation is similar in the case of following courses: “Contemporary European economies 1 and 2”, “Contemporary economies in North and Latin America 1 and 2” and “Contemporary economies of Russia and Asia 1 and 2”.²¹²

As far as Master studies are concerned, we have reviewed the Geoeconomics and Regional Studies Programme.²¹³ In the first semester of their master studies the students can take a course entitled “Regional economic geography of the world” which includes the teaching unit “global population – increase, regional distribution, natural and mechanical movement, structures – economic and geographic importance; population concentration zones, settlements, economies, infrastructure”.²¹⁴ When it comes to the other master programme at this faculty (“Banking and Finances”) we were unable to find any courses dealing with migration.²¹⁵ If we look at PhD studies, “International economy” course contains a teaching unit focusing on international movement of production factors, which includes migration.²¹⁶ Also, even though the content of “Geoeconomics and economic diplomacy” course does not

²¹⁰ <http://www.fme.edu.rs/wstr.php?bs=GEPOLITIKA%20SRBIJE%202014> (accessed on 02/10/2015)

²¹¹ <http://www.fme.edu.rs/str.php?bs=Osnovne%20studije%202014> (accessed on 02/10/2015)

²¹² Ibid.

²¹³ <http://www.fme.edu.rs/str.php?bs=Program%20master%20studija%20-%20Geoekonomske%20i%20regionalne%20studije%20info> (accessed on 02/10/2015)

²¹⁴ <http://www.fme.edu.rs/wstr.php?bs=Master%20GEF%20REGIONALNA%20EKONOMSKA%20GEOGRAF IJA%20SVETA> (accessed on 02/10/2015)

²¹⁵ <http://www.fme.edu.rs/str.php?bs=Program%20master%20studija%20-%20Bankarstvo%20i%20finansije%20info> (accessed on 02/10/2015)

²¹⁶ <http://www.fme.edu.rs/wstr.php?bs=Doktorske%20ME%20C4%90UNARODNA%20EKONOMIJA> (accessed on 02/10/2015)

directly mention migration, by reviewing the syllabus we can conclude that students do gain some indirect information about this issue.²¹⁷ The situation is similar with “Contemporary international law” course which covers forced migration (refugees, asylum seekers).²¹⁸

Migration in the curriculum of Megatrend University Faculty of Law, Public Administration and Security

Through our review of the undergraduate studies programme at this faculty, and by consulting the Vice Dean, as well as Professor Zarko Obradovic, PhD, who teaches the migration-related courses at Megatrend University, we were able to conclude that the scientific field of migration is present in the following courses: “International public law”, “International relations”, “Organized crime”, “International private law”, “Environmental security”, “International war and humanitarian law”, “Social policy”, and “Security systems”.²¹⁹

As far as Master studies are concerned, we noted the following courses: “Contemporary security systems” and “Crime suppression policy” which cover, among other things, migration factors, transnational organized crime and, hence, human trafficking issues; as well as “Contemporary international law” which cover the legal aspects of migration, especially forced ones.²²⁰ Another very interesting course would be “Geopolitics” which contains the teaching unit “Demographic development and picture of Serbia” that necessarily covers the issue of migration.²²¹ There are also “Analysis of security phenomena” and “Joint foreign and security policy of EU” which “provide an analysis of elements of EU migration policy in its role of an important factor of security”.²²²

PhD studies programme at the Faculty of Law, Public Administration and Security contains several interesting courses where migration is “one of the teaching units in several

²¹⁷<http://www.fme.edu.rs/wstr.php?bs=Doktorske%20GEOEKONOMIJA%20I%20EKONOMSKA%20DIPLOMATIJA> (accessed on 02/10/2015)

²¹⁸<http://www.fme.edu.rs/wstr.php?bs=Doktorske%20SAVREMENO%20ME%20C4%90UNARODNO%20PRAVO> (accessed on 02/10/2015)

²¹⁹http://fpjub.megatrend.edu.rs/index.php?option=com_content&view=article&id=138&Itemid=1004 (accessed on 02/10/2015)

²²⁰http://fpjub.megatrend.edu.rs/index.php?option=com_content&view=article&id=139&Itemid=1005 (accessed on 02/10/2015)E- mail exchange with Djordje Colovic from Megatrend University on 05/15/2015 godine

²²¹ Ibid.

²²² Comment of the Vice dean at Megatrend University on 05/15/2015, referenced in: E- mail exchange with Djordje Colovic from Megatrend University

course curricula”.²²³ These courses are as follows: “Current international legal challenges”, “International relations and foreign policy”, “Contemporary international war and humanitarian law”, “Contemporary security theories”.²²⁴ According to the University Vice Dean “the last course specifically reviews a theoretical approach to migration as a security risk and a threat to both national and international security”.²²⁵

Migration in the curriculum of Singidunum University

At the University of Singidunum, we researched the study of migration at two of its faculties: Faculty of Media and Communications and Faculty of Applied Ecology – Futura.²²⁶

Migration in the curriculum of Singidunum University Faculty of Media and Communications

The programme we found especially interesting at undergraduate level was Social Policy.²²⁷ For example, the course “Development of social work as a profession” contains a teaching unit entitled “migration and mobility of capital and workforce”.²²⁸ According to Professor Aleksandra Milicevic Kalasic, PhD, the course “Social work in humanitarian organizations” “only introduces sophomore students to this area. They become more sensitive to this topic during their practice in Serbian Red Cross”.²²⁹

As far as Master studies are concerned, we noted two very relevant programmes. The first is “Theories of modernity: capitalism studies”, and the second is “Social work”.²³⁰ The first programme (Capitalism studies) contains a set of courses focusing on both capitalism and its consequences to human lives, such as “Labour relations theory” or “Contemporary transformations of labour relations”.²³¹ The second study programme we found interesting

²²³ http://fpjub.megatrend.edu.rs/index.php?option=com_content&view=article&id=140&Itemid=1006 (accessed on 02/10/2015)- Comment of the Vice dean at Megatrend University on 05/15/2015, referenced in: E- mail exchange with Djordje Colovic from Megatrend University

²²⁴ Ibid.

²²⁵ Comment of the Vice dean at Megatrend University on 05/15/2015, referenced in: E- mail exchange with Djordje Colovic from Megatrend University

²²⁶ <http://singidunum.ac.rs/page/clanice-univerziteta> (accessed on 02/05/2015)

²²⁷ <http://www.fmk.singidunum.ac.rs/smer/osnovne-studije/14-socijalni-rad/> (accessed on 02/05/2015)

²²⁸ <http://www.fmk.singidunum.ac.rs/smer-program/osnovne-studije/14-socijalni-rad/1/335/> (accessed on 02/05/2015)

²²⁹ E- mail exchange with Professor Aleksandra Milicevic Kalasic, PhD on 05/13/2015

²³⁰ <http://www.fmk.singidunum.ac.rs/program/> (accessed on 02/05/2015)

²³¹ <http://www.fmk.singidunum.ac.rs/smer/master-studije/46-teorije-savremenosti-studije-kapitalizma/57-struktura-programa-ii-godina/> (accessed on 02/05/2015)

from the aspect of migration was “Social work”.²³² It includes relevant courses such as “Social issues and social work”, “Strategic planning in social policies” and “Modern states and social policies”.²³³ A course that seems especially interesting and explicitly mentions migration is “Social issue and social work”.²³⁴ One of its teaching units is dedicated to forced migration and refugees.²³⁵ This faculty does not offer PhD studies.

Migration in the curriculum of Singidunum University Faculty of Applied Ecology – Futura

By reviewing the curriculum of undergraduate studies at the Faculty of Applied Ecology – Futura we encountered several courses which directly or indirectly deal with migration. First such course, “Ecology”, is offered in the first year of studies.²³⁶ It includes a teaching unit “Population ecology” which deals with migration, among other topics.²³⁷ There is also “Environmental policy” which covers the topic of “Challenges of global environmental policy”.²³⁸ Another very interesting course would be “Human ecology” which reviews, among other things, the history of demographic population development and theories of demographic transition.²³⁹

As far as master studies are concerned, we should note the course entitled “Environmental security systems”.²⁴⁰ Namely, this course covers global security and environmental challenges and threats, which definitely involves migration, even though they are not directly mentioned in the syllabus.²⁴¹

We could not find any courses focusing on migration in the programme of PhD studies at this University.²⁴²

²³² <http://www.fmk.singidunum.ac.rs/smer/master-studije/26-socijalni-rad/> (accessed on 02/05/2015)

²³³ Ibid.

²³⁴ Ibid.

²³⁵ E- mail exchange with Professor Aleksandra Milicevic Kalasic, PhD

²³⁶ http://www.futura.edu.rs/studije/osnovne_akademske_primenjena2013.php (accessed on 02/05/2015)

²³⁷ Ibid.

²³⁸ Ibid.

²³⁹ Ibid.

²⁴⁰ http://www.futura.edu.rs/studije/zelene_t2014.php (accessed on 02/05/2015)

²⁴¹ Ibid.

²⁴² <http://singidunum.ac.rs/page/o-doktorskim-studijama> (accessed on 02/05/2015)

IV KEY FINDINGS AND RECOMMENDATIONS OF THE RESEARCH

Key research findings

-When reviewing the curricula and syllabi of undergraduate (basic), graduate (master) and PhD studies at state universities in Serbia (University of Belgrade, University of Novi Sad, University of Kragujevac, University of Nis, University of Pristina (Kosovska Mitrovica) and State University in Novi Pazar), as well as two private universities (Megatrend and Singidunum), it is momentarily obvious that none of the analysed faculties provide systematic, integrated, comprehensive study of migration issue in all its manifestations, nor comprehensive knowledge on all of its consequences (social, political, economic, security-related, psychological, environmental etc.).

-Also, it is very difficult to extrapolate appropriate lessons learned which would provide the basis for migration strategies that the government and the society could adopt and implement from the existing curricula and syllabi or the information provided to students at the analysed universities.

-All of the above helps to explain why the Republic of Serbia, in spite of the efforts invested by the whole society to respond to challenges, risks and threats related to migration, is unable to be an appropriate and sufficiently efficient partner to the relevant institutions in the international community increasingly faced with this global phenomenon.

-In other words, such “dispersed” knowledge is of little use to the government and its institutions. We are especially thinking of “running in place” and repetitions which are present in some of the analysed universities at all academic levels, from undergraduate to PhD studies.

Key research recommendations

-In order to raise the general public awareness level on migration issues, it is necessary to study this phenomenon by using a multidisciplinary approach in the framework of an integral programme in a systematic, comprehensive and integrated manner. In this way we would profit from all the existing knowledge on migration while simultaneously reaching a new level of quality in understanding causes, processes and consequences of population movements through integration and synergy.

-The next step should be focused on the advancement of strategic reflection in this area, through drafting and (especially) implementation of strategies that would enable the society, government and all its institutions to face and successfully overcome negative consequences of migration.

- In order for the Republic of Serbia to become a reliable partner in comprehensive international and global efforts aimed at responding to problems caused by population movements, it is necessary to raise total cognitive and material capacities.

- One of the main recommendations would be to design and launch a Master Studies Programme at University of Belgrade, with the cooperation of all other Serbian universities, as well as support of relevant national and international institutions, which would eliminate the existing issues with dispersed information, “running in place”, repetition and ineffectiveness of existing knowledge and actions in this field. These studies would necessarily be multidisciplinary in order to cover this issue in a holistic manner and provide a cognitive scientific basis for deepened understanding of such a multidimensional phenomenon as migration. The said studies could be called Migration Studies.

Having in mind the examples and experiences with integration of migration in the academic programmes of EU countries, migration studies should cover the following areas:

-Analysis of the way in which government laws and policies impact migration patterns.

-Analysis of practices and mechanisms applied by different states as solutions to problems related to irregular, legal and forced migration.

- A more detailed review of the sources of information in order to enable a better understanding of international migration challenges.

- Application of best practice models in order to produce permanent policies and practices.

- Advance preparation for changes by keeping up with international migration trends.

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