

## Annex 5

### EDUCATION

Compared to 2010/2011, the covered number of children in compulsory preparatory preschool program in the school year of 2011/2012 grew by 5.6% and amounted to 93.16% (versus 87.54%), while the coverage of children in the school year 2012/13 amounted to 92.65%. In 2014, according to the Multiple Indicator Cluster Survey of Women and Children (*Multiple Indicator Cluster Survey-MICS 5*), the coverage of children aged 36-59 months in pre-school programmes for the general population in the Republic of Serbia was 50.2%, while the coverage of children from Roma settlements stood at 5.7%.<sup>1</sup> Participation of children in pre-school education from families with higher socio-economic status (SES) was significantly higher than the participation of children from the poorest families (82% versus 9%).<sup>2</sup> Access to the system of preschool education for children in rural areas is half lower than in cities: 27.3% versus 62.6%. Children with disabilities are also insufficiently covered by this system. While about 5% of children from this age group have a disability, there is only 1.2% of enrolled children with disabilities.<sup>3</sup> The data indicate a correlation between the degree of development of the municipality and pre-school education, as well as that poor municipalities do not have the resources to subsidise poor children, so they do not enrol them. Majority of children attend public institutions of preschool education.

**Primary education:** 97% of school children of general population enrolls in the first grade. However, for the children of school age in the Roma settlement, this percentage falls to 69%. Disparities are noticeable during education as well, where 93% of children from the general population complete primary education, compared to only 64% of children from the Roma settlement. **Secondary education:** The values of the indicators in the area of secondary education have remained largely unchanged compared to the *MICS 4*. Thus, according to *MICS 5*, 89% of adolescents from the general population attend secondary school, while with the adolescents from the Roma settlements this percentage is only 22%. For girls coming from the Roma settlements the situation is far worse, where only 15% attend secondary education. Children who give up regular education are mostly the ones from marginalized groups (Roma) who either continue schooling or not, or continue with schools for adult education. The highest drop-out rate for that period was in primary school between the fifth and sixth grades 3.1%, and the lowest between the third and fourth grade and stood at 0.7%, over 5% of students from socially disadvantaged backgrounds drop out of schools in all grades, except in the eighth grade, and there is a large percentage of students involved in the inclusive programme repeating a grade (8%), and those that drop out (11%). In secondary schools, 30% of students with learning disabilities fail to complete enrolled high school year, and in the first two years of high school about 13% of them drop out from school. In the first year of high school, there is a large number of students from socially non-stimulating environment (11.5%) who drop out. <sup>4</sup> Dropout rate (before completion of secondary education in the three-year educational profiles is 3.21% and 1.29% in

---

<sup>1</sup> Statistical Office of the Republic of Serbia and UNICEF, 2014. Multiple Indicator Cluster Survey of Women and Children in Serbia in 2014 and Multiple Indicator Cluster Survey and the position of women and children in Roma settlements in Serbia in 2014. Final report, Belgrade

<sup>2</sup> Ibid.

<sup>3</sup> Investing in early childhood education in Serbia, UNICEF, 2012.

<sup>4</sup> P. Kurcubic (2012) Monitoring of the implementation of an inclusive approach in the education system in Serbia. Belgrade: Ministry of Education, Science and Technological Development.

four-year schools (on the level of secondary education, the drop-out rate is 1.54%).<sup>5</sup> The percentage of attendance of secondary education is lower among children from vulnerable groups, including the poorest among whom only 74% attend secondary schools (68.2% boys and 83.3% girls).

For the inclusion of Roma children in the education system, free and compulsory pre-school preparatory program and introduction of teaching assistants as a new category of profession in preschools and elementary schools are of special importance.

Pupils in regular primary schools who attend individual educational plans in the school year 2013/2014							
	Number of schools	Number of students with IEP 1		Number of students with IEP 2		Students with the opinion of IC	
		Total	Students girls	Total	Students girls	Total	Students girls
Total number of elementary schools with the activities based on IEP	1.296	4.538	1.722	2.500	993	2.852	1.101
Central schools	814	3.912	1.477	2.082	816	2.424	918
Separated departments	482	626	245	418	177	428	183

Source: Education Statistics, Statistical Office of the Republic of Serbia

According to research led by the Ministry of Education, in four-fifths of all primary and secondary schools, it was found that **from the number of students who need additional support, 92.2% attend regular schools.** It was observed that a greater percentage of children who need additional support enrol at regular primary schools, rather than regular secondary schools.

### Education in minority languages

Educational activities for members of national minorities can be organized in three ways: A: the overall educational activities in a minority language B: bilingual educational activities and C: educational activities in the Serbian language with the study of the subject Mother Tongue with elements of the national culture.

### **Pre-school education**

Educational activities in a minority language				
Language	2009/2010	2010/2011	2011/2012	2012/2013
Albanian	843	843	843	586
Hungarian	4.447	4.447	4.447	4.331
Romanian	137	138	138	131
Rusyn	171	160	154	148
Slovak	785	976	996	987

<sup>5</sup> Statistical Office of the Republic of Serbia, Education Statistics

Croatian	58	100	85	100
<b>Total</b>	<b>6.441</b>	<b>6.664</b>	<b>6.663</b>	<b>6.283</b>

In the school year 2014/2015, **overall educational activities** were organized for 4,043 children in seven minority languages (Albanian, Bosnian, Hungarian, Romanian, Rusyn, Slovakian and Croatian).

<b>Bilingual educational activities (in Serbian and one of the languages of national minorities)</b>				
<b>Language</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
Albanian	36	35	35	-
Bosnian	1.030	2.250	2.420	2.536
Bulgarian	330	222	222	220
Hungarian	946	946	998	887
German	23	75	23	136
Romani	55	205	205	55
Romanian	103	106	106	116
Slovak	66	81	85	87
Croatian	-	-	-	-
<b>Total</b>	<b>2.589</b>	<b>3.920</b>	<b>4.094</b>	<b>4.037</b>

**Bilingual educational activities** in the school year 2014/2015, were also organised in one of the nine minority languages (Albanian, Bosnian, Bulgarian, Hungarian, German, Romanian, Rusyn, Slovak and Croatian) for **538 children**, in the school year 2014/2015.

### Primary education

<b>Educational activities in the language and alphabet of a national minority</b>				
<b>Language</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
Albanian	8.327	8.327	8.327	7.337
Bulgarian	46	98	98	90
Hungarian	16.168	15.810	15.350	15.216
Romanian	1.258	1.214	1.126	1.079
Rusyn	523	518	487	479
Slovak	3.178	3.117	3.183	3.034
Croatian	319	292	296	296
<b>Total</b>	<b>29.819</b>	<b>29.376</b>	<b>28.867</b>	<b>27.531</b>

In the school year 2014/15 **all educational activities in the Bosnian language** began in the municipalities of Sjenica, Tutin and Novi Pazar. In primary schools in the school year 2014/15, **all lessons are delivered in eight minority languages** (Albanian, Bosnian, Bulgarian, Hungarian, Romanian, Rusyn, Slovakian and Croatian) for **31,145 pupils**. In the same school year, **bilingual education in the Serbian and Bosnian language** was introduced for the first time in some primary schools from the municipalities of Prijepolje, Sjenica, Tutin and Novi Pazar. Bilingual educational activities take place in 9 schools, 13 classesas for 258 pupils.

<b>Subject Mother tongue with elements of the national culture</b>				
<b>Language</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
Bosniaks	10.644	10.682	10.825	10.930
Bulgarians	1.330	736	736	725
Bunjevacs	92	267	338	353
Hungarians	1.463	1.671	1.711	2.186
Macedonians	-	5	5	10
Roma	695	659	695	534
Romanians	244	216	256	267
Rusyns	266	257	334	342
Slovaks	620	663	548	490
Ukrainians	114	97	120	160
Croats	374	407	417	480
Czechs	-	7	25	56
<b>Total</b>	<b>15.842</b>	<b>15.667</b>	<b>16.010</b>	<b>16.533</b>

The subject **Mother tongue with elements of the national culture** was organized, in the school year 2014/2015, in 13 languages of the national minorities (Bosnian, Bulgarian, Bunjevac, Vlach, Hungarian, Macedonian, Romani, Romanian, Ruthenian, Slovak, Ukrainian, Croatian, Czech, as well as Bunjevac speech), in 216 primary schools, 425 classes, and for **6,889 pupils**. The regular subject **Vlach speech with elements of the national culture** was taught in the school year 2014/2015 in four primary schools and five classes by 84 pupils.

The curriculum for the subject Vlach speech with elements of the national culture was adopted for the first grade of primary school, approved by the competent Ministry (2013), while the curriculum for the second, third and fourth grade was adopted by the National Education Council (2014). In cooperation with NGO "Gergina" from Negotin and the Fund for Open Society in Belgrade, in 2013 two seminars were organized to train teachers for the teaching of Vlach speech with elements of the national culture. This curriculum has been listed in the Catalog of accredited training programs for the school year 2014/2015 and 2015/2016, issued by the Institute for Improvement of Education. The above successful activities related to adoption of the syllabus and curriculum and teacher training, enabled a pilot project of studying the school subject the Vlach language with elements of the national culture to be realised in elementary schools. Upon the performed procedure, the Ministry of Education, Science and Technological Development approved in 2014 the use of a textbook for first grade pupils with the title: *Vuorba šî kultura Vlaha*, published by the Institute for Textbook Publishing.

In the municipalities of Central Serbia (Prokuplje, Surdulica, Bela Palanka, Pirot, Bojnik, Lebane, Vladicin Han and towns of Krusevac and Vranje) the Roma NGO's supported by the donations of REF and UNICEF have formed development educational centers whose purpose is organization and inclusion of Roma children in the educational activities organized bilingually, in Serbian and Romani. Studying the subject Romani language with elements of the national culture is organized in schools in the Autonomous Province of Vojvodina, in 23 primary schools in 12 local self-governments.

## **Secondary education**

<b>Educational activities in a minority language and script</b>				
<b>Language</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
Albanian	3.825	3.825	3.825	3.619
Bulgarian	41	87	87	98
Hungarian	6.502	6.997	7.092	6.784
Romanian	237	238	238	224
Rusyn	60	60	65	61
Slovak	344	353	381	256
Croatian	32	97	128	145
<b>Total</b>	<b>11.041</b>	<b>11.657</b>	<b>11.816</b>	<b>11.187</b>

**Overall educational activities in the Bosnian language** began in the school year 2013/2014, in the secondary schools on the territory of Tutin and Novi Pazar. **Overall educational activities delivered in eight minority languages** (Albanian, Bosnian, Bulgarian, Hungarian, Romanian, Rusyn, Slovakian and Croatian) was organized in the school year 2014/15 in 59 secondary schools and 507 classes, for **11,299 students**. **Bilingual educational activities in the Serbian and Bosnian language** began in the school year 2014/2015, in the some secondary schools on the territory of Prijepolje, Sjenica, Tutin and Novi Pazar. These educational activities take place in 9 schools, 18 classesas for 574 students.

<b>Subject Mother tongue with elements of national culture</b>				
<b>Language</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
Bulgarians	651	616	616	414
Hungarians	12	12	-	-
Romanians	28	28	28	36
Rusyns	41	70	72	61
Slovaks	131	335	331	260
Croats	4	4	37	36
<b>Total</b>	<b>867</b>	<b>1.065</b>	<b>1.084</b>	<b>807</b>

The **Mother tongue with elements of the national culture** in secondary schools in the school year 2014/2015 was organized in five languages of national minorities (Bulgarian, Hungarian, Romanian, Ruthenian and Slovak), in 20 secondary schools, 29 classes, for **434 pupils**.

### **Higher education**

1. Albanian language - In the school year 2009/2010, the Department of Economics and the Faculty of Law, University of Nis began working in Medvedja
2. Bosnian - The Bosnian language is taught in two higher education institutions in Novi Pazar (the State University, Department of Philosophy - Philology at the University of Novi Pazar, at the department of the Serbian/Bosnian language teacher
3. Bulgarian - The Bulgarian language and literature is studied at the Faculty of Philology in Belgrade, the Study Group for the Bulgarian Language and Literature

4. 4. Hungarian - Higher education in the Hungarian language is organized at 5 faculties (Faculty of Philosophy, Economics, Natural Sciences, Civil Engineering and Teacher Education) in Novi Sad and Subotica, the Academy of Arts in Novi Sad and 3 colleges of vocational studies (College of Professional Studies in Education of Teachers in Novi Sad, College of Professional Studies in Education of Teachers in Subotica and the College of Technical Sciences of Professional Studies in Subotica). The Hungarian language and literature is studied at the Faculty of Philology in Belgrade, Study group for the Hungarian Language and Literature and at the Faculty of Philosophy in Novi Sad, Department of Hungarology, Study Group for the Hungarian language and literature.
5. Romani language - The college of professional studies for teacher training in Vrsac organized for the first time in the school year 2009/2010 the courses for teacher education in the Serbian and Romani language. By the Decision of the Academic Council of Faculty of Philology in Belgrade, from 15 April 2015, teaching of the Romani language was included in the basic academic studies. The Faculty will organize, in the Centre for Professional Development and Evaluation, courses of the Romani language, which allows graduate teachers to gain a certificate on knowledge of the Romani language and involve in regular classes in primary and secondary schools the subject the Romani language with elements of the national culture is taught.
6. 6. Romanian - two higher education institutions in Vrsac, Department of Teacher Education Faculty in Belgrade - Department of Romanian Language and College of Professional Studies in Education of Teachers have all their educational activities in the Romanian language. The Romanian language and literature is studied at the Faculty of Philology in Belgrade, the Study Group for the Romanian Language and Literature and at the Faculty of Philosophy in Novi Sad, Department of Romanian Studies, Study Group for the Romanian language and literature
7. The Ruthenian language - the Ruthenian language and literature is studied at the Faculty of Philosophy in Novi Sad, at the Department of the Ruthenian Studies, Study Group for the Ruthenian Language and Literature
8. Slovak - The College of Professional Studies in Education of Teachers in Novi Sad. The Slovak language and literature is studied at the Faculty of Philology in Belgrade, the Study Group for the Slovak Language and Literature and at the Faculty of Philosophy in Novi Sad, Department of Slovak Studies, Study Group for the Slovak language and literature.
9. The Ukrainian language - the Ukrainian language and literature is studied at the Faculty of Philology in Belgrade, the Study Group for the Ukrainian Language and Literature and at the Faculty of Philosophy in Novi Sad, Study Group for the Ruthenian language and literature.
10. Croatian language - The Department of South Slavic Philology at the Faculty of Philology in Belgrade has, in the second, third and fourth year of the studies, the course Contemporary Serbian and Croatian language.

According to the information of the Provincial Secretariat for Education, Administration and National Communities in the territory of the Autonomous Province of Vojvodina, the primary education of adult learners in the Hungarian language was organized in three institutions, in three local self-

governments, including: a special school for adult education in Sombor and two regular primary schools in Senta and Subotica. The table below contains data on the number of adult learners who attend primary education in the Hungarian language in these institutions.

School year	Number of Local Self-Government Units	Number of schools		Number of adult students
		School for adult education	Regular primary school	
2010/2011	3	1	2	99
2011/2012	3	1	2	122
2012/2013	3	1	2	103

### Textbooks

At the proposal of the Institute for Advancement of Education and the National Council of National Minorities, the National Education Council has established the need for the textbooks in languages of national minorities, as well as the textbooks in subjects of interest to national minorities, and the Minister of Education, Science and Technological Development approves them, in accordance with the Law on textbooks and other teaching materials. The website of the Ministry of Education, Science and Technological Development contains a list of approved textbooks for national minorities. In the school year 2013/2014 there were 1,300 textbooks approved for primary and secondary school, and in the school year 2014/2015 there was 1,392.

Number of approved textbooks in minority languages in the school year 2014/2015.			
National Minority Language	Pre-school	Primary school	Secondary school
Albanian language	3	65	-
Bosnian language	9	58	7
Bulgarian language	-	52	32
Hungarian language	11	239	53
Romanian language	-	167	26
Rusyn language	-	190	38
Slovak language	-	202	54
Ukrainian language	-	28	-
Croatian language	-	106	23
Czech language	-	20	-
Bunjevac language	-	9	-
Total	23	1136	233

Source: Ministry of Education, Science and Technological Development

Catalogs of the programs of continuous professional development of teachers and professional associates<sup>6</sup> are published for each school year and include professional training programs approved by the Commission of the Institute for Advancement of Education.

<b>Accredited programs of importance to minority education and teaching in minority languages</b>			
	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>
Number of approved programs	31	37	36

Pedagogical Institute of Vojvodina has had, since the year 2010/2011, the responsibility for the accreditation of applied programs of professional development for teaching implemented in minority languages.

To support inclusive education, a campaign was run in 100 municipalities across the country, in cooperation with the Open Society Fund of Serbia, Center for Interactive Pedagogy, Teachers' Association of Serbia and the Centre for Education Policy. The campaign included organized debates and media events attended by about 12,000 participants. More than 120 examples of good practice were presented. Leaflets and brochures were published in the Serbian and languages of three largest national minorities (Romani, Hungarian and Albanian), and the brochure printed in Braille, as well. Also, there was a campaign of enrolment in the pre-school programme and primary school in cooperation with partners: Roma Education Fund in Budapest, UNICEF, the Swiss Development Agency (SDC). Open Society Fund Serbia, the Swedish International Development Agency (SIDA) , the OSCE Mission in Serbia and Project of the Ministry of Education, Science and Technological Development "Education for All". The objective of the campaign was that parents from vulnerable social groups and the general public learn about new enrolment procedures. Training sessions were developed and organised for more than 600 teachers and managing directors of 180 institutions. The process of introducing inclusive education has been supported by trainings for employees in schools: for development and evaluation of individual educational plans, for strategies and actions to adapt the teaching activities for children with disabilities and gifted children, motivation for learning and similar. So far more than 18,000 directors of institutions, educators, psychologists and teachers have attended the trainings. 360 schools and pre-school institutions have had specialized training for inclusive education (10 packets of trainings, 334 trainings, about 11,500 employees).

## **Education of Roma**

All Roma children who enrolled in special schools without decisions of inter-sectoral commission are included in regular classes of primary school and programmes of additional educational support were created for children who need this support, along with regular monitoring of progress. Special schools are obliged to draw up special programmes of support with additional contents for students of higher grades in order to enrol in the regular secondary school as well as to prepare students for the final exam.

The application of new legal solutions in the short term resulted in an increase in the number of children / pupils of the Roma nationality in the education system: the data for the 2010/2011 school year show that

<sup>6</sup> Catalogs are available on the website of the Institute for Advancement of Education [www.zuov.gov.rs/katalozi-su/](http://www.zuov.gov.rs/katalozi-su/)



in 38% primary schools in Serbia (i.e. in 463 schools) a total of 31,417 students enrolled in the first year. Of this number, the number of enrolled Roma children was 2,136 (or 7.41%). According to the MICS 4 in 2010, the coverage of Roma children in primary education increased, the data show that 89% of children from Roma settlements enrolled in primary school. Preschool institutions and primary schools in Serbia currently employ 175 Roma pedagogical assistants. On the basis of the Law on the Foundations of Education, assistants were hired as a part of the regular preschool/primary staff and paid from the budget. Four training cycles of trainings were organized for all pedagogic assistants in the second half of 2012. This training has been supported by donor funds. In 2013, training of assistants was conducted through sectoral IPA Social Development for 2012. Some local self-governments have invested additional funds for specific activities involving Roma children - trainings were organized for employees and workshops set for parents, free snacks, textbooks, school kits, books for libraries, clothing, hygiene sets, the funds for excursions, transport of children. Workshops for parents were organized, related to increasing motivation, further education of their children, preventive measures in order to prevent the loss of children, training in parenting and solving possible problems that children have in school.

With the use of affirmative action measures, in the school year 2010/2011 - 266 students were enrolled in secondary schools, in 2011/2012 - 380 students; in 2012/2013 - 367; in 2013/2014 - 369; in 2014/2015 - 402 students, for the desired occupation. Since the 2003/2004 school year, a total of 1632 university students and 2694 high school students of Roma nationality were enrolled through measures of affirmative action. In accordance with the *Instruction for the implementation of the joint competition for enrolment in the first year of undergraduate and integrated studies at higher education institutions* for the 2014/2015 school year, Office for Human and Minority Rights submitted to the Ministry of Education, Science and Technological Development a list of 228 candidates of Roma nationality for the enrolment in faculties and post-secondary schools. On the basis of *professional instruction for enrolment in secondary schools* a list was submitted comprising of 322 candidates of Roma nationality for admission to secondary schools by the use of affirmative action.

In cooperation of the competent ministries for Education and Social Policy, the Fund for scholarships for poor secondary school students has been established in the framework of the state program for the support of education of vulnerable social groups. 1,000 scholarships have been awarded, most of which went to members of the Roma and other ethnic minorities.

Considering that the Law on Pupil and Student Standard (2010), stipulates that pupils and students from vulnerable social groups are entitled to accommodation and the standard of students under special conditions, the Ministry of Education and Science has adopted extraordinary decisions for students of the Roma nationality on granting scholarships and admission to accommodation and food in the institutions of pupil and student standards. From the budget of the Republic of Serbia for the year 2013/2014, sholarships were provided for 324 pupils, 84 students and 36 student loans granted. The amount of pupil scholarship is RSD 5,400 and of student scholarship RSD 8,400.

Thanks to the enrolment of students in secondary schools and post-secondary schools through measures of affirmative action, the Roma Education Fund financed many projects that the Roma population increased motivation for learning and providing support for continuing education. Some of them are: creating conditions to increase the coverage and performance of Roma students in secondary school,

during which 150 Roma students were provided support to achieve better success in school and progression from primary to secondary education, through additional preparatory classes in the Serbian language and mathematics; creating conditions for a wider access to state scholarships and increasing the success of Roma children in secondary schools, during which 330 Roma seventh and eighth grade students from ten primary schools had logistical support as well as 267 Roma students through organizing individual tutoring and giving advice; empowerment of Roma students in Novi Sad, during which Roma students in Novi Sad had mentoring support.

Provincial Secretariat for Education, Administration and National Minorities, the Council for Roma integration in the Autonomous Province of Vojvodina and the Roma Student Association implemented the project "*Inclusion of Roma students in secondary schools in the Autonomous Province of Vojvodina*"<sup>7</sup> in order to provide the Roma secondary school students with financial and mentoring support. In the period from 2007 to 2014, the project has provided 1,643 scholarships, financial assistance for the purchase of textbooks and school supplies, mentoring support and additional ancillary activities, such as trips and awards for best students, English language course, summer school for Roma girls, visits and information about requirements and possibilities of continuing their education in four-year vocational schools for those who complete three-year vocational secondary schools, compulsory education for teacher mentors, printed guides for tutors, accreditation of seminars for teacher mentors by the Ministry of Education, Science and Technological Development. The project involved 860 students, 110 teachers, mentors from 90 regular secondary schools in AP Vojvodina. In support of the positive results of the project is the fact that the percentage of dropout from secondary school by students members of the Roma community was reduced from 25% before the start of the project to 7.30% already after the first year, i.e., during the four years the dropout rate amounted to 4.15%. The mentoring system in the territory of the Autonomous Province of Vojvodina provided continuity in education.

The project *Vocational guidance on the transition to secondary school, preparing young people for a direct encounter with the labour market and certain occupations* was implemented in 11 cities, which included 112 primary schools, and 110 new ones are planned; the drafting of the Rulebook on the Implementation of affirmative action is in progress. The national training for *Inclusive Education and Individual Education Plans* was organized for 7500 employees from all educational institutions.

The Project *Improvement of preschool education in Serbia* (IMPRES) is funded by the EU (IPA) with EUR 3.75 million. Project's general objective: Contribution to social inclusion and poverty reduction by improving services in the field of preschool education; for children from marginalized groups, including the children from rural areas, the poor, Roma (free preparatory program lasts nine instead of six months; for nine municipalities mobile kindergartens or means of transport were purchased for the children who can not get themselves to the existing pre-schools). The project activities included 15 pilot municipalities and towns. Within the framework of IMPRES project, the Guide for self-assessment in preschool institutions was published.

---

<sup>7</sup> [http://www.puma.vojvodina.gov.rs/etext.php?ID\\_mat=1241&PHPSESSID=enpi5bjbghsqvfclatev3702g3](http://www.puma.vojvodina.gov.rs/etext.php?ID_mat=1241&PHPSESSID=enpi5bjbghsqvfclatev3702g3)

The project *DILS (Delivery of Improved Local Services) - Provision of improved services at the local level in the areas of health, education and social protection at the local level*, ended on 31 December 2013. It was financed by a loan from the World Bank and at the same time as it was implemented by three ministries responsible for education, health and social policy, the total value of loans amounting to EUR 32 million, of which the Ministry of Education used about EUR 12 million to achieve the objectives of the project. Its main objectives include: Strengthening the capacities of local self-governments and local authorities in the decentralization process; better quality, higher availability, efficiency and consistency of service delivery at the local level (education of Roma children, children with disabilities and developmental disabilities, rural, poor and displaced children). About 450 schools and 56 preschools received the grants. A considerable part of the funds (a total of 2 million euros, 35,000 euros per municipality, in average) was allocated to the implementation of projects in 56 municipalities which have a large number of Roma population, a large number of Roma children of school age, and are among the most underdeveloped municipalities in Serbia. To support inclusive education, a campaign was run in 100 municipalities across the country, in cooperation with the Open Society Fund of Serbia, Center for Interactive Pedagogy, Teachers' Association of Serbia and the Centre for Education Policy. The aim of the campaign was to inform, educate, encourage motivates to the action the ones responsible and interested in quality education available to all children. The campaign included organized debates and media events attended by approximately 12.000,000 participants. More than 120 examples of good practice were presented. Leaflets and brochures were printed in Serbian, Albanian, Roma and Hungarian, as well as a brochure in Braille.

Also, there was a campaign of enrolment in the pre-school programme and primary school in cooperation with partners: Roma Education Fund in Budapest, UNICEF, the Swiss Development Agency (SDC), the Open Society Fund Serbia, the Swedish International Development Agency (SIDA) , the OSCE Mission in Serbia and projects of the Ministry of Education *Education for All*. The objective of the campaign was that parents from vulnerable social groups and the general public learn about new enrolment procedures. Training sessions were developed and organised for more than 600 teachers and managing directors of 180 institutions.

The project *We are here together - European support for the inclusion of Roma*, worth EUR 4.8 million, was financed by the EU and implemented by the OSCE Mission in Serbia in the period from June 2013 to June 2015.<sup>8</sup> The programme supports implementation of the Strategy for the Improvement of the Status of the Roma Community in the Republic of Serbia. The project supports the improvement of the situation of the Roma through six components: access to basic rights, the formation of mobile teams, the strengthening of the capacities of civil society organisations, prevention programmes aimed at preventing school dropout, improving housing conditions and sustainable employment. As part of the project, legal aid is provided in 20 pilot municipalities, 20 local mobile teams were formed comprising a Roma coordinator, pedagogical assistant, health mediator, a representative of the National Employment Service and the Social Welfare Centre. Pedagogical assistants will reinforce current activities of assistants and the

---

<sup>8</sup>The funds have been provided from the EU pre-accession assistance, IPA Human Development 2012. The project is implemented in cooperation of the project team and the Office for Human and Minority Rights, Ministry of Health, Ministry of Labour, Employment and Social Policy, Ministry of Education, Science and Technological Development, Ministry of Construction and Urban Planning, European Integration Office, the Team for Social Inclusion and Poverty Reduction, CSO Praxis and the Roma Education Fund.

institutions in which they are engaged and which relate to a regular and timely enrolment of Roma children in the pre-school programme and primary school. In the first year of the project, 509 children were enrolled in pre-schools, and by the end of June 2015 1,279 children; 181 pedagogical assistants attended training and 500 scholarships were provided for secondary school students. As an important mechanism for monitoring the inclusion of Roma in Serbia, designed by the Action Plan for Chapter 23 within the Project, a database has been developed for monitoring the results of measures for inclusion Roma.

In the framework of the Tempus project *EQUI-ED - Equal access for all: empowerment of social dimension in order to strengthen the European area of higher education*, 50 students from secondary schools in Serbia, members of underrepresented groups (students from rural areas, Roma students, students without parents, students from single-parent families and students who live in households of lower socio-economic status), free preparatory classes were provided with the support of mentors enrolled at the faculties of the Universities of Belgrade, Novi Sad, Niš and Novi Pazar.

Several preventive actions and programmes are implemented aimed at developing the security culture of children and juveniles, their parents and teachers, but also all those who have a major responsibility in solving the problem of youth safety.