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Report



**EUROPEAN AGENCY**  
for Special Needs and Inclusive Education

Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

## Serbia

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**2021**

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## Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1. laws and policies;
2. governance and finance;
3. data;
4. curricula, learning materials and assessment;
5. teachers and support personnel;
6. schools;
7. communities, parents, and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided.

This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education should be considered when necessary.

## Survey reply and respondents

The following country representatives have contributed to and validated this profile:

Anamarija Viček (Annamária Vicsek), State Secretary (in charge of Preschool, Inclusive and Minority Education and the Prevention and combat of violence and discrimination in education) at the Ministry of Education, Science and Technological Development of the Republic of Serbia (MoESTD), Representative Board Member for Serbia in the European Agency for Special Needs and Inclusive Education

Other key informants:

Ljiljana Simić, consultant at, and Snežana Vuković, head of Department for Human and Minority Rights in Education of the MoESDT

Dragana Malidžan Vinkić, Coordinator for Education in the Social Inclusion and Poverty Reduction Unit of the Government of Serbia, and National Coordinator for Serbia in the European Agency for Special Needs and Inclusive Education

The main challenges for the preparation of the profile were seen as:

Due to the Corona Virus Pandemy at the time of the preparation of the report there was complete school lockdown and distant learning was implemented which gave certain priorities in activities of the MoESD hence the delay in providing data for the report.

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015:

1. European Agency 2019. Country Policy Review and Analysis Serbia [https://www.european-agency.org/sites/default/files/cpra\\_serbia\\_grid.pdf](https://www.european-agency.org/sites/default/files/cpra_serbia_grid.pdf)
2. Maghnouj, S et al. 2020. *OECD Reviews of Evaluation and Assessment in Education: Serbia*, OECD Review of Evaluation and Assessment in Education OECD Publishing Paris <https://www.oecd.org/countries/serbia/oecd-reviews-of-evaluation-and-assessment-in-education-serbia-225350d9-en.htm>
3. UNICEF, 2019. Situation analysis of children and adolescents in Serbia <https://www.unicef.org/serbia/en/reports/situation-analysis-children-and-adolescents-serbia>
4. European Network of legal experts in gender equality and non-discrimination, 2019. Country Report Non-Discrimination. Serbia. Luxembourg:European Commission Directorate-General for Justice and Consumers
5. Kovac - Cerovic et al. 2016. First comprehensive monitoring of inclusive education in Serbia. Selected Findings. In Nikoleta Gutvajn, Milja Vujacić (eds) *Challenges and Perspectives of Inclusive Education* .Institute for

Educational Research Belgrade; Volograd State Socio-pedagogical University Volgograd Russia; Faculty of Teacher Education Belgrade pp 15-29

6. Friedman, E., Pavlović Babić, D. & Simić, N. (2015). *Inclusive Education in Serbia: policies, Practice and Recommendations*. Beograd: The World Bank, Ministry of Education, Science and Technological Development, Western Balkans Investment Framework.

N.B. Information is taken from Eurydice unless an alternative reference is provided.

Internal, non-public or working documents used:

Dr O. Jovanović Milanović, J. Marković, Lj. Simić, V. Šaponjić, D. Malidžan Vinkić, T. Ranković, I. Latinović, A-M.

Ćuvković: National Report on Inclusive Education for the period 2015 to 2018 - available online in Serbian:

<http://www.mpn.gov.rs/wp-content/uploads/2020/02/NACIONALNI-IZVE%C5%A0TAJ-O-INKLUZIVNOM-OBRAZOVANJU.pdf>

Information on Education of Roma Students in Serbia on the website of the MoESTD: <http://www.mpn.gov.rs/wp-content/uploads/2019/05/2019.Education-of-Roma-National-Minority-Students-in-Serbia%D0%95npl.pdf>

Information on Education of Migrant Students in Serbia on the website of the MoESTD: <http://www.mpn.gov.rs/wp-content/uploads/2019/05/2019-Education-of-migrants-in-Serbia.pdf>

## Country system overview

**(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:**

**a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for**

**b. the different authorities responsible for different types of provision etc.**

**c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).**

The educational system in Serbia includes preschool, primary, secondary and higher education. The total duration of compulsory education is 9 years. Children enter compulsory education at the age of 5½, when they start the pre-school preparatory programme, followed by 8 years of primary education. The leaving age from full-time compulsory education is 14½. Public primary education is free and the only admission criterion is age.

Preschool education and care is for children from 6 months until the primary school starting age. It comprises three levels: nursery (jaslice) - children from 6 months to 3 years of age; kindergarten (vrtić) - children from 3 to 5½ years of age; preschool preparatory programme (pripremni predškolski program) – children from 5½ to 6½ years of age.

The nine month long preschool preparatory programme is the first part of compulsory education. Primary education is compulsory, takes eight years and is carried out in two educational cycles.

Cycle I: 1st to 4th grade (children from 6½ to 10½ years old);

Cycle II: 5th to 8th grade (children from 10½ to 14½ years old).

Most subjects in Cycle I are taught by class teachers. Each subject in Cycle II is taught by a different subject teacher.

Secondary education consists of the following:

- four years of general education;
- two to four years of vocational education.

There are two types of grammar schools: general grammar schools (gimnazija opšteg tipa); specialized grammar schools, intended for education of talented students in certain areas (specijalizovana gimnazija). Children acquire secondary vocational education in vocational schools (srednja stručna škola) in 15 different areas. Since the law on Dual Education was adopted (2017, amended in 2019) some of the areas are provided in the dual education system, which combines apprenticeships in a company and vocational education at a vocational school in one course.

More information: <https://www.srbija.gov.rs/tekst/en/129780/dual-education.php>

Pupils are usually 15 years old when they enter secondary education and 18½ when they leave four-year programmes. They are admitted to schools based on primary school achievements and final exam results.

Pupils who graduate from grammar schools can enrol at University. Vocational school students can proceed to tertiary education at faculties and colleges fitting their specialisation. Students enrolled in three-year vocational education and training (VET) programmes can take additional exams to qualify for taking university entrance exams.

The [Ministry of Education, Science and Technological Development](#) has the overall responsibility for developing and implementing education policies in Serbia. Schools and preschool institutions have a significant level of autonomy in organizing educational programmes and other educational activities via school boards and governing bodies made up of 9 representatives 3 employees of the school, 3 parents of pupils enrolled in school and 3 external delegates nominated by local government.

Schools are mostly public (state funded) but there is a small number of private educational institutions as well. The central government finances (through the MoESTD salaries of teachers in pre-school preparation programmes and also salaries for school employees in all public schools, regardless of type and level (primary, secondary, including specialised schools for teaching children with special educational needs). Local government covers salaries of teachers in pre-school programs other than pre-school preparatory program (PPP), and also, the local government finances additional support and staff training, transport for teachers and investments (construction, renovation, refurbishing and equipment) in preschools and schools as well.

In recent years, financial assistance for education projects has been received from World Bank, the European Union (through IPA projects and direct grants), UNICEF, Swiss Agency for Development and Cooperation and Open Society Foundation. Support has also been received from the German Society for International Co-operation (GIZ), on behalf of the German Federal Ministry for Economic Co-operation and Development (BMZ) for reform of vocational education in Serbia. (European Agency CPRA p74) and some smaller non-governmental organizations, like Save the Children, Pestalozzi Foundation, Novak Đoković Foundation etc.

**(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?**

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	Yes	In primary schools, pupils who belong to the same grade are most commonly of the same age. Grades are divided into smaller groups or classes. Each class consists of 30 pupils at most. Classes are formed with special attention to: diversity; social status; psychological assessment; ethnic background; disability and any other relevant factors.



		<p>Tracking at preschool and primary level is partial – most pupils with special educational needs will be enrolled in regular schools, which have to be inclusive. Tracking is more evident at secondary level – pupils can be enrolled in general gymnasiums, or special secondary schools for the gifted in music and arts, foreign languages, ICT and science or vocational education, which can last for 3 or 4 years. Learners with special educational needs can either be enrolled in any of the above mentioned secondary schools, which are inclusive, and additional support is provided, or they can be enrolled in a smaller number of 3-year VET classes that are specialized for training students with special educational needs and supporting them to get ready for independent living and the job market..</p> <p>Students usually enter vocational school at age 15 (end of compulsory education) allocated on a points system (i.e. they get points for the marks they received in classes 6, 7 and 8, and also they achieve points in the final exam at the end of eighth grade in Mother language, Maths, and a combined test which comprises of Biology, Chemistry, Physics, History and Geography. According to these points and their interests they can choose certain types and areas of secondary schools – a minimum of 50 of 100 has to be reached for the four-year-courses.</p> <p>However, to provide equal accessibility for pupils who potentially might be marginalized, the MoESTD has so called affirmative measures for the enrolment of Roma pupils, (a certain percentage of Roma students with smaller amount of points is admitted to secondary and tertiary education. Another measure providing equal access for pupils with special educational needs is a personalized way of testing of the final exams and also at the entrance exams of certain secondary and tertiary institutions – testing with support of individual helper, or providing personal assistance or adapted materials for testing.</p>
<p>‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)</p>	<p>Yes</p>	<p>For stage 1 (grades <b>1-4</b>), a school can choose to organise either half-day long classes with the possibility of extended day or full-day classes together with free time activities and lunch time between classes.</p> <p>At stage 2 (<b>grades 5-8</b>), teaching lasts half a day and is organised in shifts (one week in the morning, and one in the afternoon). This may vary from school to school and depends on their individual school programmes and available space. The first morning class starts at 7:30 or 8:00 am and the first afternoon class at 1:30 or 2:00 pm. Pupils have between 5 and 8 45-minute classes a day, depending on grade</p>

		level. There is a break between each two consecutive classes, either short (5 minutes) or long (20 minutes, once a day).
Grade retention	Yes	<p>After being accepted in school, the child is assessed. In certain cases, enrolment of children with developmental delays can be postponed for a year according to the expert opinion of the professionals at the Development Counseling Center, upon the parents' demand.</p> <p>If pupils from 4th to 7th grade have up to two unsatisfactory final grades at the end of a school year, they are required to take the correctional exam (<i>поправни испит</i>) in these subjects. If they do not pass this exam, they have to repeat the grade. If they have more than two unsatisfactory final grades at the end of a school year, they automatically have to repeat the grade. Eighth-grade pupils cannot repeat the grade; in case of unsatisfactory final grades, they continue taking correctional exams until they pass them. Pupils from 1st to 3rd grade do not have to repeat a grade even if they have unsatisfactory grades unless their parents decide so.</p> <p>Pupils who are not graded at the end of a semester (e.g. due to lengthy absence because of an illness or chronic condition) are obliged to take the grade exam (<i>разредни испит</i>) in the particular subjects. Pupils who fail these exams undergo the same procedure. The grade exam is also taken by those in home-teaching and distance learning.</p> <p>Pupils whose capacities and achievements are high above average can, if approved by the School Council and principal, switch to accelerated education, which allows them to complete two grades in one school year. Their assessment is done through grade exams, with the same rules.</p> <p>Progression of pupils with disabilities is determined by their Individual Education Plans.</p>
Multiple languages of instruction	Yes	<p>Education is provided in eight languages of national minorities depending on the region where the school is situated in: Albanian, Bosnian, Bulgarian in Southern part of Serbia, and Croatian, Hungarian, Rumanian, Ruthenian and Slovak in different parts of the Autonomous Province Vojvodina. , When instruction is provided in either of the eight languages, the same curricula are used as in schools with instruction in Serbian language, with the exception of classes in mother tongue (instead of Serbian language they have the perspective minority language) but all other subjects have the same curricula as the ones provided in Serbian instruction,</p>

but there is an additional 30 % of content of national specificities of the national minorities in those subjects.(See section 4). There is a possibility of organising classes at all levels of education (primary, secondary and tertiary) in minority language if at least 15 students wish to be enrolled in the first grade of a certain level of education(although exceptions are possible with the minister’s permission). When instruction is provided in minority education, Serbian as Non-Native language is a compulsory subject, which provides all members of national minorities regardless of native language full integration into society.

In some specific cases minority education can be provided bilingually – in Serbian (as state language) and a minority language – it has to be recommended by the national council of particular national minority and the curricula has to be approved by the MoESTD. Currently bilingual education is provided in Serbian-Bulgarian.

Pupils of national minorities who choose to be enrolled in Education in Serbian language have the right to choose the elective subject Mother Tongue With the Elements of National Culture which is provided in sixteen languages (Albanian, Bosnian, Bulgarian, Bunjevac, Croatian, Czech, German, Hungarian, Macedonian, Roma, Rumanian, Ruthenian, Slovak, Slovenian, Ukranian and Vallachian (Vlah).

(Fifth periodical report presented to the Secretary General of the Council of Europe in accordance with Article 15 of the Charter of Regional and Minority Languages <https://rm.coe.int/serbiapr5/16809b8474>)

It is important to mention that inclusive education is implemented in all schools, regardless of the language of the instruction.

Interestingly, language of instruction has to be considered particularly when looking for indicators of segregation or inclusion. Thus, a class where there are only students of a particular minority enrolled, is not considered as segregational, even if it is a school with minority language instruction only, whereas there’s a school nearby with Serbian language only. It is because language of instruction is different, and it meets the right to education in one’s native language. However, if there are Roma students in one class only and Serbian pupils in other classes at same grade level at the same school, it is considered segregation and urgent measures of desegregation are being expected from the school. Yet, if particular class of Roma students only would be taught by a Romani speaking teacher in Romani language, it would not be considered as segregation, because it would be the language of instruction and the right to education in one’s native language would be provided.

		But also, if the school would cover an area or district with Roma inhabitants only, it would not be considered as segregation, because there are no pupils of other nationalities that they could be mixed up with. However, at this moment there is no teacher training in Roma language, so this possibility is not realistic.
Policies on access to compulsory education in local schools	Yes	A school is required to admit all children who live in its pre-determined school area. The primary school network is designed with special attention to equal accessibility to education for all pupils, regardless of their place of residence. Enrolment in a special education school may be recommended, which is then decided by the special committee and child's parents.

**(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?**

The following groups are considered vulnerable to exclusion:

- materially disadvantaged families;
- children without parental care;
- single-parent families;
- the Roma national minority;
- persons with disabilities;
- persons with chronic diseases;
- refugees and displaced persons, returnees upon readmission agreement, deported students etc..
- children victims of domestic violence;
- children from families that are given some form of social protection;
- children from socially unstimulative backgrounds;
- children of seriously ill parents;
- children whose parents are war veterans or have the status of displaced or displaced persons;
- children from environments where health, safety and development are endangered due to family and other life circumstances;
- pupils who are at risk of early school leaving or dropout
- children without parents placed in institutions for children and youth (Source : Eurydice)

These groups have been identified by several legal documents of the Ministry (Law on the foundations of the education system, Law on primary school education, Bylaw determining affirmative measures for prioritising

enrolment in preschool institutions for at risk children, Bylaw determining Individual Educational Plans, just to name a few).

**(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.**

There are several international documents that Serbia has ratified that were the basis in developing an inclusive society and establish quality education which became more and more inclusive over time.

During the 1980s, Serbia recognised the rights of children with special needs (United Nations Decade of Disabled Persons). The United Nations (UN) Convention on the Rights of the Child was ratified in 1990 and the Education for All initiative was implemented. The United Nations Convention on the Rights of the Child was ratified by Serbia in 1990. The Framework Convention for the Protection of National Minorities was signed in 1998 by Serbia. The Convention for the Protection of Human Rights and Fundamental Freedoms has been ratified in 2004. Serbia signed the Salamanca Statement (1994) and took part in the Decade of Roma Inclusion (2005). The UN Convention on the Rights of Persons with Disabilities and the Optional Protocol has been signed in 2009 and Serbia has been a member of the United Nations Educational, Scientific and Cultural Organization (UNESCO) since 2000.

Several national strategies aimed to ensure diversity in education from the early 2000s, such as the Poverty Reduction Strategy Paper (2003), the Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia (2006) and the Strategy of Education Development in Serbia 2020.

Multiple inter-sectorial policies have influenced the preparation and implementation of inclusive education in Serbia:

- the Common Action Plan for Improvement of Roma Education in Serbia, prepared as part of Serbia's activities in the Decade of Roma Inclusion (2004);
- the National Action Plan for Children (2004);
- the Millennium Development Goals (2005);
- the National Report prepared for UNESCO (2008);
- the country's own Educational Development Concept: Equity, Quality, Efficiency (2008).

Undoubtedly the biggest step towards inclusive education was taken in 2009, when the Law on the Foundations of the Education System was adopted, confirming the Republic of Serbia's commitment to the comprehensive implementation of inclusion in education. In 2010 2 day-trainings on inclusive education were provided for all schools. Small grants (by World Bank) were also given to about 300 schools. Many municipalities also received grants for projects aimed at including Roma children. Many people were trained to be members of inter-sectoral committees and new special education services were piloted. Under the Education for All initiative 2009-2011 many pedagogical assistants were also trained.

In 2010 and 2013 other legislative documents were introduced focused on prohibition of discrimination and segregation in the education system; changes in school enrolment policy and the policy of support provision; introduction of individual education plans (IEP) and individualization of instruction; employment of Roma Pedagogical Assistants; changes in assessment and evaluation policy; new requirements for the teaching profession; introduction of inclusive education expert teams. Also, a new role for special schools and new financing policies were introduced.

The Strategy for Education Development in Serbia until 2020 (Official Gazette of the Republic of Serbia, 107/2012), that is currently being implemented, was developed in 2012, also endorsed equity and quality of education as the major strategic orientation.

In April 2015, the Ministry of Education, Science and Technological Development established a Group for Social Inclusion (Grupa za socijalnu inkluziju), on the following premise:

Inclusive education is not just a question of accessibility or process, but a change in basic values and beliefs. There are significant human, economic and social reasons for inclusive education as a means of building relationships among individuals, groups and within society as a whole ([Ministry of Education, Science and Technological Development, 2018](#)).

The United Nations Children's Fund (UNICEF) and the Swiss Agency for Development and Cooperation provide technical and financial support.

The Group was later integrated into the Group for Education of Minorities, Social Inclusion and Protection Against Violence and Discrimination, and in January 2020 it was transformed into the Department of Human and Minority Rights in Education, which covers three major topics: Inclusive education, Minority Education and Prevention of violence and discrimination in education, and all three topics include education of Roma and Migrant and Refugee children as well.

The Ministry of Education, Science and Technological Development aims to improve co-operation with other ministries, independent bodies, professional associations and civil society organisations to improve legislation in the field of inclusive education and social inclusion; develop a system of support for children and young people by establishing effective inter-institutional co-operation; improve the competences of educational institutions for quality (inclusive) education; create an inclusive environment for learning and development and develop and implement mechanisms for monitoring and evaluating inclusive education ([Ministry of Education, Science and Technological Development, 2018](#)).

The Law on the Foundations of the Education System has been often cited as "one of the most inclusive laws on education. It has been amended several times since its first adoption in 2009 and the Parliament adopted the new version of it in 2017, amended in 2018, 2019 and recently in 2020.

The new Law on Foundations of the Education System, adopted in 2017, represents an improvement in the legal framework governing inclusive education. The law recognizes equality in practicing the right to education for all,

whereby a child with disabilities has the right to education that respects his or her educational needs, while providing additional support individually or in a group within inclusive school setting, or in a special educational group or school, whereas a child with exceptional abilities is entitled to education that respects his or her special educational needs, in special classes or special schools as well.

Compared to the previous versions, this law is more sensitive to various reasons for which the child and the student may need additional support, recognizing as a reason not only disabilities, learning difficulties and social deprivation, but also the risk of early school leaving. The law also introduces the establishment of resource centres for assistive technologies.

Key principles of Serbia's education system in this regard include: equal and available right to education based on social justice and the principle of equal opportunity without discrimination; (Official Gazette, 88/2017, 27/2018, 10/2019, 27/2018, 6/2020, Article 7). More recently By laws have strengthened the support for learners with SEN/disabilities (e.g. Bylaw on Additional Educational, Health and Social support for children and pupils 2019, Bylaw on individual educational plan implementation and evaluation, 2019).

Sources:

Eurydice National Education Systems, Serbia [https://eacea.ec.europa.eu/national-policies/eurydice/content/serbia\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/serbia_en) (last accessed 29 Feb 2020)

Kovač-Cerović, T., Pavlović-Babić, D., Jovanović, O. (2014). Foundations for Creation of the Monitoring Framework for Inclusive Education in Serbia. In SIPRU & UNICEF (Ed.), *Monitoring Framework for Inclusive Education in Serbia* (12-40).

Dr O. Jovanović Milanović, J. Marković, Lj. Simić, V. Šaponjić, D. Malidžan Vinkić, T. Ranković, I. Latinović, A. Čuvković: National Report on Inclusive Education for the period 2015 to 2018 (available online only in Serbian: <http://www.mpn.gov.rs/wp-content/uploads/2020/02/NACIONALNI-IZVE%C5%A0TAJ-O-INKLUZIVNOM-OBRAZOVANJU.pdf>)

A. Vicsek: Minority Education in the Republic of Serbia – A Success Story with Challenges, In: Hungarian Journal of Minority Studies Vol 1/2/2018 (Pg: 85-100), Available online: <https://bgazrt.hu/wp-content/uploads/2019/10/6.Vicsek.pdf>

## Section 1: Laws and Policies

What is the framework of legislation, policy, and guidelines for supporting the development of an inclusive education system?

**1.1. Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?**

Convention/ declaration on	Law	Comments
Child rights (UNCRC)	Article 71 of <a href="#">Constitution of the Republic of Serbia 2006</a>	Everyone shall have the right to education.
	<a href="#">Bylaw on procedure of educational institutions in the event of discriminatory behaviour and insulting the reputation, honour and dignity</a>	<p>The Bylaw is in line with the basic principles of the Convention on the Rights of the Child and defines segregation as a form of discrimination and prohibits discriminatory treatment in any form. It defines the procedures of educational institutions in case of discrimination or when there is a suspicion of such behaviour, and when the reputation, honour or dignity of a person is insulted.</p> <p>More information can be found in the Concluding observations on the combined second and third periodic reports of Serbia of the Committee on the Rights of the Child of the UN: <a href="https://www.refworld.org/docid/58e76fc14.html">https://www.refworld.org/docid/58e76fc14.html</a></p>
Disability (UNCRPD)	Law on the Prevention of Discrimination against Persons with Disabilities (LPDPD) 2016	General principles of the Law are described in Article 2, and it states the prohibition of discrimination against persons with disabilities; the respect for human rights and dignity of persons with disabilities; the inclusion of persons with disabilities in all aspects of social life; the involvement of persons with disabilities in all procedures and activities in which their rights and obligations are decided upon; provision of equal rights and obligations.



		<p>Article 6 describes forms of discrimination, which can be direct (if a person or group, in the same or similar situation, is put in a disadvantaged position because of their disabilities) and indirect (if discrimination is happening by an act that is ostensibly based on the principle of equality and non-discrimination, unless the act or action is justified by a legitimate aim and the means to achieve it are appropriate and necessary).</p> <p>Article 18 describes prohibition of discrimination in education. Discrimination on grounds of disability at all levels of education shall be prohibited, which includes: denial of admission of a child or a student with a disability to an educational institution which corresponds to his/her previously acquired knowledge or educational possibilities; exclusion from an educational institution solely for reasons related to his or her disability; making non-disability a special condition for admission to an educational institution, including the submission of a certificate of health status and a preliminary check of psychophysical abilities, unless this condition is determined in accordance with the regulations governing the field of education.</p> <p>Article 19 however describes what shall not be considered discrimination in education regarding disabilities: checking competencies of children, students, or candidates for enrolment in an educational institution according to a particular subject or group of subjects, their artistic preferences or forms of special giftedness; organization of special forms of teaching for pupils who, due to their abilities and competences, cannot follow regular curricula.</p> <p>Article 20 defines as particularly blameworthy forms of discrimination such as harassment, insulting or belittling of a person with disabilities, when these actions are carried out by an educator, teacher or other person employed in an educational institution.</p>
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	<p>Law on the Foundation of the Education System Enacted in 2017, Amended in 2018, 2019 and 2020</p>	<p>Article 7 stipulates that education must be provided for all children, students and adults equally and based on social justice and the principle of equal opportunity without discrimination.</p> <p>The education system must provide equal rights and access to education to all children, students and adults, without discrimination and separation of any kind.</p> <p>Among the objectives set in the <a href="#">Law on the Education System Foundations</a> are full intellectual, emotional, social, moral and physical development of each child, student and adult, in line with their age, development needs and interests</p>
	<p>Recognition of right to use sign language 2015</p>	<p>Article 2 of law provides for the implementation of the basic principles guaranteed by the constitution relating to human rights, in particular the prohibition of discrimination and the introduction of special measures to achieve full equality of persons with disabilities and providing the right to dignity by providing the right to use sign language and the inclusion of deaf people in decision making concerning standardization and usage of sign language.</p> <p>Bylaw on the curriculum on sign language (2017) <a href="http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/viewdoc?regactid=420232&amp;doctype=reg&amp;findpdfurl=true">http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/viewdoc?regactid=420232&amp;doctype=reg&amp;findpdfurl=true</a></p>
	<p>Article 21 of Constitution of the Republic of Serbia – enacted 2006</p>	<p>Article 21 of the Constitution stipulates that “Any discrimination, direct or indirect, on any grounds whatsoever, and in particular on the basis of race, sex, nationality, social origin, birth, religion,</p>
<p>Gender (Convention on discrimination)</p>	<p>Constitution of the Republic of Serbia, enacted 2006</p>	<p>Article 15 stipulates that the state guarantees equality between men and women and develops policies of equal opportunities for all.</p>

<p>against women (CEDAW)</p>	<p>Law on Gender Equality Enacted 2009</p>	<p>The law stipulates equal opportunities in Education, which is stated in Article 30:</p> <p>Educational, scientific and vocational-training institutions must not discriminate on the basis of sex, in particular with regard to: conditions for admission to the institution; the conditions and opportunities for access to continuing education; conditions for exclusion from education, scientific work and professional development; assessment of knowledge and evaluation of achieved results; conditions for obtaining scholarships and other assistance for education and study; conditions for choosing or obtaining a vocation, vocational guidance, professional development and obtaining diplomas, etc.</p> <p>Gender equality should be an integral part of education as stated in Article 31:</p> <p>Gender-related education is an integral part of pre-school, primary, secondary, and higher education, and should be provided within the curriculum in order to overcome gender-based biases, prevent gender-based stereotypes prejudices.</p> <p>When adopting curricula and study programs and textbooks or equipment in school premises, all institutions are obliged to facilitate the implementation of equal opportunities for women and men.</p>
<p>Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)</p>	<p><u><a href="#">Constitution of the Republic of Serbia, enacted 2006</a></u></p>	<p>The Constitution of the Republic of Serbia, among other human and minority rights, stipulates the right to preservation of specificity of national minorities (Article 79). Moreover, the right to education in minority languages on all levels of education is also defined in the same article. Article 20 determines that the attained level of human and minority rights must not be decreased. (page 85, In: A. Vicsek: Minority Education in the Republic of Serbia – A Success Story with Challenges, In: Hungarian Journal of Minority Studies Vol 1/2/2018 (Pg: 85-100), Available online: <a href="https://bgazrt.hu/wp-content/uploads/2019/10/6.Vicsek.pdf">https://bgazrt.hu/wp-content/uploads/2019/10/6.Vicsek.pdf</a>)</p>

		<p>Article 49 stipulates that inciting racial, national and religious inequality, hatred and intolerance and punishable.</p> <p>Article 81 states that in the field of education, culture and media, Serbia fosters a spirit of tolerance and intercultural dialogue and takes effective measures to promote mutual respect, understanding and cooperation among all people living in its territory, regardless of their ethnic, cultural, linguistic or religious identity.</p>
	<p>Law on the Protection of the Rights and Freedoms of National Minorities, enacted 2002, amended 2003, new version enacted 2009, amended 2013 2018)</p>	<p>This law states that pupils belonging to a national minority have the right to education in their mother tongue on all levels of education (Article 13).</p> <p>Article 4 states that the government should take actions aiming to ensure full and effective equality between persons belonging to national minorities and citizens belonging to the majority, especially improving the position of persons belonging to the Roma national minority.</p>
	<p>Law on National Councils of National Minorities enacted 2009, amended 2014, new version enacted 2018</p>	<p>The law states the role of the councils of national minorities in for areas: education, culture, official language usage and media. National councils have an important role in proposing curricula for native language education, and curricula for the subjects that are of particular significance for the national minority. They also play an important role in the managing boards of schools that provide minority education and also in the preparation of textbooks that are used in minority language education.</p>
	<p>The laws within the sector of education:</p> <p>Law on the Foundations of Education, (Enacted 2017, amended 2018, 2019 and 2020)</p> <p>Law on Textbooks (Enacted 2018)</p>	<p>The right to education in minority languages is reflected in all the laws of the education system.</p> <p>The significance of these laws is immense because, on the one hand, they determine the right to education in one's native language, and on the other hand, they guarantee the employment of speakers of minority languages in institutions that provide education in minority languages.</p> <p>(A. Vicsek, pg 87)</p>

	<p>Law on Pre-School Education (Enacted 2010, new law enacted 2017, amended 2018 and 2019)</p> <p>Law on Primary Education (Enacted 2013, amended 2017, new law enacted 2018 and 2019)</p> <p>Law on Secondary Education (Enacted 2013, amended 2017, new law enacted 2018 and 2020)</p> <p>Law on Higher Education (Enacted 2017, new law enacted 2018, amended 2019 and 2020)</p>	
	<p>Racial equality directive 2000</p>	<p>As signatory of the Convention on the Elimination of All Forms of Racial Discrimination Serbia issues Periodic Reports on the Implementation of the Convention</p> <p><a href="https://www.ljudskaprava.gov.rs/sh/node/19865">https://www.ljudskaprava.gov.rs/sh/node/19865</a></p>
<p>European Convention on Human Rights 1953</p>	<p>Law on Prevention of Discrimination 2009</p>	<p>Secures basic human rights – in line with EU Equality Laws (article 14). Explicitly mentions ground of: race, skin colour, ancestry, citizenship, national affiliation or ethnic origin, language, religious or political beliefs, gender, gender identity, sexual orientation, financial position, birth, genetic characteristics, health, disability, marital and family status, previous convictions, age, appearance, and membership of political, trade union and other organisations.</p> <p>Aiming for full alignment with EU but lacks clear definition of race/ethnic origin, religion and belief, disability, sexual orientation etc.</p>

		Lead to establishment of Institution for the Commissioner of equality.
	Constitution of the Republic of Serbia, enacted 2006	<p>The Republic of Serbia is a state of the Serbian people and all its citizens, based on the rule of law and social justice, the principles of civil democracy, human and minority rights and freedoms and affiliation with European principles and values (Article 1)</p> <p>The rule of law is a basic premise of the Constitution and rests on the inalienable human rights Rule of law is implemented through free and direct elections, the constitutional guarantees of human and minority rights, the independent judiciary and the submission of power to the Constitution and law. (Article 3).</p> <p>Section 2 of the Constitution stipulates in detail human and minority rights.</p>
Convention for the Protection of the Rights of Workers and Migrants and Members of Their Families UNHR	Ratified by Serbia in 2004	<p>Migrants, asylum seekers and readmitted children are granted access to education and equal treatment</p> <p><a href="http://www.mpn.gov.rs/wp-content/uploads/2019/05/2019-Education-of-migrants-in-Serbia.pdf">http://www.mpn.gov.rs/wp-content/uploads/2019/05/2019-Education-of-migrants-in-Serbia.pdf</a></p>

**1.2. Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:**

<b>Name and link</b>	<b>Year and status (enacted, under preparation etc.)</b>	<b>Description of key content</b>
New Law on the Foundations of the Education System (LFES)	2017 - enacted, amended in 2018, 2019 and 2020	The law provides equality in the right to education for all, whereby a child with disabilities has the right to education that respects his or her educational needs, while providing additional

		<p>support individually or in a group within inclusive school setting, or in a special educational group or school.</p> <p>( LFES , Article 3).</p> <p>This law is sensitive to various reasons that may require additional support for the child and the student, recognizing as a cause not only of developmental disorders, learning difficulties and social deprivation, but also the risk of early school leaving. It also recognises refugee and migrant students as one of the groups at risk of discrimination and obliges institutions to arrange language support. (Preventing School Failure Report p19)</p> <p>The adoption of this umbrella law contributed to the creation of a legal basis for the adoption of special laws and other regulations that all have the aspect of inclusiveness.</p>
The Law on Preschool Education	2010 – enacted, amended in 2017, 2018 and 2019	The Law on Preschool Education stipulates that in case a child with special educational needs is enrolled in a special, so called “developmental” group, regular interaction, and involvement in the activities of other educational groups should be encouraged and made possible. Also, during the preschool program, the child's development is regularly monitored and, if recommended by the team for inclusive education of the preschool, the child with disabilities or SEN could be transferred from the developmental to the regular educational group at any random time of the school year, whenever ready for the transfer.
<a href="#">Law on Primary Education</a>	2013 - enacted, amended in 2018 and 2019	Schools are required to issue: a development plan; a school programme and an annual plan. The 2013 <b>Law</b> did not recognize special departments for students with disabilities and disabilities in elementary schools, but the 2017 amendments allow the founding of special classes for students with disabilities and disabilities, which is one from segregation types. The number of students in the classroom or the group in the school for the education of students with disabilities and disabilities can have up to ten students, while in the case of students with multiple

		<p>disabilities or needed for complex support, the law allows six students per class (Article 31). (Preventing School Failure Report p33)</p> <p>Article 10 stipulates Education of pupils with developmental disorders and disabilities which refers to the following groups of pupils with special educational needs: intellectual, sensory disabilities, motor impairment, learning disabilities, speech and language impairment, behavioural problems, emotional disorders, developmental disabilities manifesting in several areas at the same time, which requires complex support.</p> <p>Pupils with special educational needs are enrolled in inclusive school settings, but if it is in the best interests of particular pupils, they can be enrolled at special schools as well – upon the parents’ request and upon receiving recommendation of intersectoral commission which comprises of a paediatrician, the general teacher, specialised teachers, psychologist).</p> <p>Students with disabilities and special educational needs are entitled to an individual education plan in accordance with their abilities.</p> <p>One of the novelties in the new version of the Law refer to the obligation of the institution to monitor the transition of the child to the next level of education in order to ensure continuity of additional support if needed, by obliging to cooperation with the school in which the student who is entitled for additional support would continue his or her education. In order to promote inclusive education, schools for the education of students with disabilities, as well as a school with a special department for students with disabilities, provide support to schools that include students with special educational needs to provide inclusiveness of the “regular” education system.</p>
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<p><a href="#"><u>Law on Secondary Education</u></a></p>	<p>2013 – enacted, amended in 2017, 2018 and 2020</p>	<p>The law stipulates additional support in education in Article 12 for students with disabilities, social deprivation, the risk of early school leaving, which means that the school should provide an IEP and make premises and serviced accessible for all. The aim of additional support in education is to achieve optimum involvement of students within regular educational activities, to become independent in the peer group and to develop in all aspects of education and to get ready for the job market.</p>
<p><a href="#"><u>Bylaw on Evaluation of Student accomplishment in Primary Education</u></a></p>	<p>2019</p>	<p>Evaluation of the accomplishments of students according to this bylaw, has to be objective, relevant, fair, continuous, and timely, and without discrimination and segregation on any basis.</p> <p>Evaluation has to recognize and appreciate individual differences, special needs, age, students' previous achievements, conditions at the time assessment takes place.</p> <p>The evaluation of student’s development is defined as a continuous process which should have a positive impact on motivation and learning approach. Each student should be evaluated in compulsory subjects, compulsory options, and other activities in which he/she participates.</p> <p>Student’s learning and development can be evaluated in a formative and summative way.</p> <p>The bylaw determines Evaluation of students who receive additional support in education in Article 8:</p> <p>A student who, due to social deprivation, developmental or learning disabilities, or being at risk of early school leaving, needs additional support in education is evaluated according to the fulfilment of requirements in the goals and outcomes defined by the individual educational plan, depending on whether the outcomes of achievements had to be adjusted (IEP2) or not (IEP1).</p>
<p><a href="#"><u>The Bylaw on Individual Education</u></a></p>	<p>2018</p>	<p>Regulates implementation and evaluation of IEPs.</p>

<u>Plan Implementation and Evaluation</u>		
Bylaw on Standards of competences and professional development of preschool teachers	2018	Some of the competences are related to inclusiveness of education, in relation to the children, to parents and colleagues as well: Respect for diversity and commitment to the inclusive access to education; Democratic and inclusive access to preschool education and care, and during collaboration with families, as a basis setting a supportive environment for children’s development; Ability to develop a learning environment for children with respect of cultural, linguistic, ethnic and social diversity and the right to equality; Develops sensitivity to discrimination and injustice and develops strategies for overcoming them; Develops an inclusive practice that facilitates the participation and learning of children and encourages family involvement; Encourages intercultural dialogue collaboration with the families and the local community.
Bylaw on Standards of Competences in the Teaching Profession and Their Professional Development	2011	Sets out competences regarding the field of study knowledge (teaching field), subject and teaching methodology; teaching and learning competences; competences in terms of providing support to student development; communication and collaboration competences.
Bylaw on Standards of quality of educational institutions	2018	There are 4 sections of standards that determine the quality of work of educational institutions, 3 of which are closely connected to inclusive education: The standards determining teaching and learning includes that the school should respect diversity and the rights and needs of children and their families.  A set of standards determine the support system the school has to provide for students from vulnerable groups e.g. The school creates conditions for enrolment of students from vulnerable groups. The school takes measures to encourage regular class attendance of students from vulnerable groups. An

		<p>individualized approach / individual educational approach is applied at the for students from vulnerable groups. The school organizes compensatory programs / activities to support learning for students from vulnerable groups. Etc.</p> <p>One set of standards determines ethos, just to name a few: Measures and sanctions are consistently applied to discriminatory behaviour at school. The school uses different techniques for conflict prevention and resolution.</p>
Bylaw on standards of competencies of directors of educational institutions.	2013	<p>The competency standards of the directors determine criteria that ensure successful managing, organizing, executing, and controlling the work of educational institutions.</p> <p>One of the standards that determines quality work of directors is 'Ensuring inclusive access in the educational process'</p>
<a href="#">Bylaw on Professional and Pedagogical Supervision.</a>	2012	Sets out roles, appointment and conditions of service for education inspectors and advisers.
<a href="#">Bylaw on the Education Specialists' Programme of Work.</a>	2012	Work assignments for psychologists and pedagogues providing guidance to schools including: Pedagogical assistants; Librarians; Arts pedagogues; Music pedagogues; Physical education pedagogues; Speech therapists; Andragogues; Social workers; Special education teachers.
<a href="#">Bylaw on Quality Standards of Institutions' Work</a>	2018	Quality framework for preschools and schools
<a href="#">Bylaw on the evaluation of institutions</a>	2019	Defines procedures for internal and external evaluation – connected to school development plans and indicators for monitoring and evaluation.

<p><a href="#">Law on Educational Inspection</a></p>	<p>2018</p>	<p>This prescribes the tasks of the educational inspector, the authority and inspection supervision by municipalities, towns and/or provinces. It sets out the number of educational inspectors in municipalities and cities and the conditions for the employment of educational inspectors working on inspection supervision.</p>
<p>Bylaw on pedagogical and andragogical assistants</p>	<p>Enacted 2019</p>	<p>The bylaw stipulates two types of pedagogical assistants. Pedagogical assistants for supporting Roma students – are employed by a school if the school has a large percentage of Roma pupils. The main field of acting of these pedagogical assistants is mainly communicating with and supporting Roma families to encourage school attending and prevent dropout. It does not involve one-on-one support to the pupils, because In recent year the only requirement for hiring these assistants was only that they speak Romani language, hence they did not have the sufficient education to provide teaching support to Roma pupils. By establishing this by law the status of pedagogical assistants has been regulated and the required qualifications are also determined. Pedagogical assistants for individual support of special needs children are hired by the local government as a means of social support for children with disabilities during school hours.</p>
<p><a href="#">Bylaw on Additional Educational, Health and Social Support for Children and Pupils</a> (and related Rulebook)</p>	<p>2018</p>	<p>Regulates conditions for assessing need for additional educational, health or social support for pupils from vulnerable groups e.g. from background of social deprivation, developmental and other disabilities, learning difficulties and other conditions requiring additional support.</p> <p>Aims to eliminate barriers - physical and communication – involving adjustment of school space, working environment, teaching methods and materials – also monitoring pupil progress, behaviour and communication.</p>
<p>Law on Textbooks</p>	<p>2018</p>	<p>The Law on Textbooks and Other Teaching Materials (Official Gazette of RS, No 72/09), stipulates that students with</p>

<p><a href="https://www.paragraf.rs/propisi_download/zakon-oudzbenicima.pdf">https://www.paragraf.rs/propisi_download/zakon-oudzbenicima.pdf</a></p>		<p>developmental disorders and disabilities have the right to use textbooks that are adapted to their disabilities or special needs – for example blind students and students with impaired sight may use textbooks and teaching aids published in Braille, in electronic form or in other formats adjusted for the blind and persons with impaired sight. The Law determines several categories of textbooks considered as low-circulation textbooks and their publication is governed by the rulebook on the publication of low-circulation textbooks. (CROSP report p4). Low-circulation textbooks include textbooks in the languages of national minorities, textbooks adapted to the educational needs of students with disabilities, textbooks for experimental programs, textbooks for special education programs (education abroad, programs for talented students, etc.), as well as textbooks for subjects attended by less than 2% of students of the total number of students in the generation attending the same program. A low-circulation textbook has direct and indirect costs of production and selling costs are higher than the retail price could be, but the Law on textbook provides that adapted or textbooks must not be more expensive than the originals they are translated or adapted from. For the publication of these textbooks, the Center for Low-Cost Textbooks was founded in 2018.</p>
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All children, regardless of the severity of their disability have the right to participate in regular preschool, primary and secondary school programmes, if their parents decide so.

The Law on the Fundamentals of the Education System and is a systemic law in the area of education which prescribes an inclusive education. It states that the education system must secure for all children, students and adults equal rights to and accessibility of education based on social justice and the principle of equal opportunities without discrimination (Article 7(1)). This provision is further articulated in a Regulation on the detailed criteria for the recognition of forms of discrimination perpetrated by an employee, child, student or third party in an educational institution. In 2018, the Ministry adopted a rulebook on the conduct of the educational institution in a case of discrimination or discriminatory behaviour. (European Network of legal experts in gender equality and non-discrimination, 2019. p37)

**1.3. Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:**

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Action Plan for the Implementation of the Strategy for Development of Education in Serbia by 2020		<p>Priority activities include:</p> <ul style="list-style-type: none"> <li>• Establishing a system of early identification of learners at risk of leaving education or at high risk of not being included in education. Development of the system of prevention, intervention and compensation in case of early dropout.</li> <li>• Improvement of the system of additional support in the education of children and adults from vulnerable groups through the development of resource centres for additional support to learners, teachers and parents (Article 54, Law on the Foundations of the Education System. (Official Gazette of the Republic of Serbia Nos. 88/2017, 27/2018 and 10/2019, 6/2020)</li> <li>• Establishment of a monitoring system for the inclusive education process at national, local and institutional level</li> <li>• Further development of inclusive education competencies of employees in educational institutions through various training programmes. (Preventing School Failure Report p17)</li> </ul>
The Rulebook on Pedagogical and Andragogical Assistants ("Official Gazette of RS", No. 8772019)	2019	<p>Pedagogical assistants have been introduced into some public educational institutions in 1997 (in preschools) and then in 2002 (in schools), mainly in institutions that had a high percentage of Roma pupils. At first it was a mechanism suggested and funded by some international organizations supporting the social inclusion of the Roma and soon these assistants were recognised as “Roma teachers’ assistants” and then as “assistants for support of Roma students”. Their task was to provide support to</p>

		<p>teaching staff of the school, to Roma families and their children. At the beginning there was no criteria for competences of assistants, but there was a course they had to accomplish to get licenced to work as assistants. In 2015, there were 173 such professionals financed from the state budget. (Study by the Social Inclusion and Poverty Reduction Unit). In 2019/20 academic year there are 261 pedagogical assistants for supporting Roma pupils – 229 hired by schools and 31 in preschools. 26% of the assistants graduated from a 3-year VET school, 45% have finished four-year long secondary education and less than a third (about 28% have a higher education degree, and this was considered as one of the challenges when the new Rulebook was drafted.</p> <p>They are recruited when necessary to support children with regular school attendance and homework, motivate children for learning and participation in school activities, provide language support, encourage their socialization and take care of their safety during school activities.</p> <p>The new Rulebook on Pedagogical and Andragogical Assistants regulates job description, qualifications, education, additional knowledge and competences, exams, work experience required for employment of pedagogical assistants.</p>
<p>The Education Development Strategy in Serbia 2020 Official Gazette of RS”, No. 107/12 <a href="https://erasmusplus.rs/wp-content/uploads/2015/03/Strategy-for-Education-Development-in-Serbia-2020.pdf">https://erasmusplus.rs/wp-content/uploads/2015/03/Strategy-for-Education-Development-in-Serbia-2020.pdf</a></p>	<p>2020</p>	<p>Under section III of the Strategy the education of particular categories of students, and within those, national minorities are addressed as a particular category. It is stated that the education of national minorities is an integral part of the education system and that all strategic measures are to be applied to the education of national minorities as well. According to the Strategy, quality education has to be provided for all. In case of national minorities, this means high quality education in their native languages in order to assure the right to preserve</p>

		<p>national and cultural identity, but at the same time enabling the integration of national minorities by providing them the possibility to acquire the state language. The strategy recognizes that some of the measures impose additional costs.</p> <p>(A. Vicsek, pg 86)</p>
<p><a href="#">Strategy for Career Guidance and Counselling in the Republic of Serbia</a></p> <p><a href="#">Strategy for the Development of Vocational Education in the Republic of Serbia</a></p>	2010	<p>Framework for career guidance and counselling</p> <p>A major development in primary education has been the Professional Orientation Project run by teams compiled of teachers and professionals (pedagogues and psychologists).</p>
National Youth Strategy 2015-2025		<p>To increase access to education and educational impact and improve functional literacy of young people.</p> <p>To enhance social inclusion of young people from socially vulnerable categories of the population by improving adaptability, availability, scope and quality of inclusive programs and services.</p> <p>To develop a system for recording and analysing the quality of life of young people belonging to socially vulnerable groups (Preventing school Failure Report p16)</p>
Action Plan and Strategy for prevention of and protection from discrimination for period 2014-2018	2014-2018	<p>The Strategy recognizes the segregation of Roma students and aims to provide support in education to children with disabilities, Roma children, children living and working on the streets, children refugees and internally displaced children, children in the process of readmission, children victims of violence and exploitation, children in rural areas and their families, in accordance with the principle of equal rights, without discrimination with regard to their personal status and social origin and the improvement of coordination of support with other protection systems.</p> <p>There are also some specific measures and indicators</p>



		<p>elaborated in the Action Plan that aim for enhancement of gender equality, e.g. Amendments to existing policies on gender equality and their full implementation to be harmonized with EU directives and recommendations.</p> <p>The fifth report on the implementation of the Action Plan in the field of education indicates that some of the planned activities have not yet been implemented. (Preventing School Failure Report p25)</p>
National Strategy for Gender Equality 2016–2020 (with Action Plan 2016-2018)		<p>The strategy is based in the Constitution, which guarantees the human rights established by confirmed international treaties, generally accepted rules of international law and laws (Article 18, paragraph 1), as well as the equality of women and men and the development of equal opportunities policy (Article 15) and prohibits discrimination on any ground, including gender (Article 21, paragraph 3). The Law on Gender Equality. (Official Gazette of the RS, No. 104/09) obliges all public authorities to pursue an active policy of equal opportunities, to monitor the implementation of the principle of gender-based equality in all areas of public life and the application of international standards and the Constitution guaranteed rights in this area.</p>
Bylaw on Textbook Adaptation (Official Gazette 21, March 2020.	2020	Gives guidelines for textbook publishers for adaptation depending on disabilities.

**1.4. Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):**

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
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Action Plan for Inclusive Education	2018-2020	<p>Suggested activities include:</p> <ul style="list-style-type: none"> <li>• an information line for parents of children with disabilities, aiming to provide all necessary information about inclusive education;</li> <li>• promotion of the concept, values and importance of inclusive education and social inclusion through campaigns, training for media representatives, affirmation of individuals or organisations for contributions to inclusive education, etc. (CPRA p21)</li> </ul>
Transformation of Special Schools Action Plan	2018-2020	<p>Working group for transformation of special schools established and the action plan was elaborated. According to the Action Plan all special schools that provide education for students with developmental disorders or disabilities have to go through thorough screening and evaluation and each special school has to be grouped into one of the following categories:</p> <ul style="list-style-type: none"> <li>• schools that will remain special schools providing education to a certain type of disabilities,</li> <li>• schools that will be transformed into resource centers</li> <li>• schools that will support transition of students into regular classes or regular schools</li> </ul>
Improving quality of preschool education for children with disabilities - Project	2016-2018	<p>The project "Improving quality of pre-school education for children with disabilities" was a joint program of the Ministry of Education, Science and Technological Development and UNICEF in the period 2016-2018, which envisaged the elimination of so called developmental preschool groups (special groups of 4-6 preschool children with a certain type of disability) and the transition of children with disabilities from special groups into regular but inclusive preschool groups. As a result of the project a Guide was written (published in 2019) for the inclusion of children with disabilities in the preschool education and care system.</p>

<p>New Fundamentals of the Preschool Education and Care Programme,</p>	<p>2018</p>	<p>Within the curricular reforms the MoESTD has elaborated the New Fundamentals of the Preschool Education and Care Programme, i. e. the new preschool curriculum framework, symbolically named Years of Ascent.</p> <p>The new curriculum framework is being implemented as Component 2 of the project Inclusive Preschool Education and Care which is being accomplished with the support of World Bank.</p> <p>“The framework recognizes the importance of pre-school age in developing lifelong learning skills, such as self-confidence, openness, curiosity, persistence, resilience and creativity.” More information with downloadable brochures for parents and teachers and guides for parents and teachers available in English at:</p> <p><a href="https://www.unicef.org/serbia/en/years-ascent">https://www.unicef.org/serbia/en/years-ascent</a></p>
<p>Expert teams for Inclusive education</p>	<p>2009</p>	<p>As introduced by the Law on Foundations of the Education System of 2009, each school has to have an Expert Team for Inclusive Education (IE), and several Teams for Additional Support for particular students. The role of the IE expert team is to develop the culture, policies and practices of inclusive education in the school (and in a way also supervise the work of additional support teams). The Additional Support Team is made up of the student’s class head teacher, an expert associate of the school (psychologist or pedagogue) and the parent, and sometimes other teachers, depending on need. It is formed to plan, monitor and evaluate the individual educational plan for the student</p> <p>The individual plan is written by the Expert Team for Inclusive Education, and is the basis for providing additional support for the child based on previously evaluated measures of individualisation. The pedagogical</p>

		profile of the student and the IEP is created with consent of parents.
Rulebook on Additional Educational. Health and Social Support for Children and Pupils	2018	<p>Aims to eliminate barriers involving adjustment of school space, working environment, teaching methods and materials – also monitoring pupil progress, behaviour, communication.</p> <p>The Rulebook determines the work of the Intersectoral Committees, which are founded and financed by the local self-government units. The committees provide assessment of students with developmental disorders and disabilities and determines the necessary support to be provided for student from the domain of health, social protection, and education.</p>
Strategy for the Social Inclusion of Roma	2016-2025	<p>Sets the overall goal of improving the socio-economic status of the Roma minority with full respect for minority rights, eliminating discrimination and achieving greater social inclusion of Roma and Roma women in all segments of society. Access to education implies: a) that all Roma children have access to quality education and are not subject to discrimination or segregation; b) they are ensured at least the completion of elementary school; c) access to quality early education is made more available; d) the number of students who drop out of high school is reduced and that the Roma students are motivated to pursue secondary and higher education. (Preventing School Failure Report p11/25)</p>
Intersectoral Working Group for providing support to refugee and asylum seeker pupils	2017	<p>The Ministry of Education, Science and Technology Development, supported by the Commissariat for Refugees and Migration and UNICEF established an Intersectoral Working Group. They have provided guidance on how to prepare all refugee children for the enrolment into the system of primary education, which is compulsory by law and free of charge. The Inclusive Education Professional</p>

		<p>Team, which exists in all schools, develops a School Support Scheme (plan) on Inclusion of Refugees / Asylum Seeker pupils. The School Support Scheme should include class teachers' activities, organization of classes and parental meetings to prepare parents and students for the arrival of new pupils who need support, as well as an individual support plan for refugee/asylum seeker pupils.</p> <p>Refugee/asylum seeker pupils will attend schools in 17 municipalities where collective centers are located, and teachers in the schools where they are deployed have already attended training for the application of the Technical Instruction.</p>
<p>The Office for Human and Minority Rights in Serbia - section for national minorities, and Group for the Advancement of Roma and Assistance for Migrants.</p>	<p><a href="https://www.ljudskapra.va.gov.rs/sh/-dokumenta/nacionalne-manjine/multilateralni">https://www.ljudskapra.va.gov.rs/sh/-dokumenta/nacionalne-manjine/multilateralni</a></p>	<p>This body has a duty to undertake activities related to coordination and cooperation with relevant ministries in order to initiate, prepare and realise operational measures for the implementation of the Strategy for the Inclusion of Roma in the Republic of Serbia for the period 2016-2025 and the Action Plan, and to cooperate with local government with the aim of implementing local action plans. The aim is to create conditions for the social inclusion of Roma, to reduce poverty and eliminate discrimination. It plans to introduce mechanisms for the implementation and improvement of strategic objectives; to enhance the capacity and accountability of both the state administration and local self- governments to effectively oversee the implementation and protection of Roma rights; to secure budget funds; and to effectively involve representatives of the Roma community in the process of developing and implementing strategic measures and exercising their rights to employment, housing, education and social and health protection</p>
<p>Strategy for improving the status of persons with disabilities in the</p>	<p>2020-2014</p>	<p>The objective of the Strategy is to improve the overall social and economic position of persons with disabilities and their equal participation in society by providing accessibility,</p>

<p>Republic of Serbia for the period from 2020 to 2024</p>		<p>participation, equity, employment, education and training, social protection, health and other aspects that contribute to inclusive equality.</p>
<p>Inclusive Education Network</p>	<p>2010</p>	<p>The Ministry of Education, Science and Technological Development of the Republic of Serbia established the Inclusive Education Support Network (MIO) in September 2010 in response to the needs of educational institutions and individuals to support the formation and development of inclusive education practices. It aimed to provide inclusive education models, and capacity building for inclusive education in pre-primary and primary education.</p> <p>The Network was made up of 14 model schools and about 120 professionals of different profiles: practitioners from pre-schools, primary and secondary schools, MoESDT employees, school boards and civil society organizations. Through educational and advisory work, the network members provide direct support and counselling to schools, preschools and individuals upon need and request. In the period 2012-2018. the Network supported 1,541 children and students in need of additional educational support. (UNESCO Institute for Statistics (UIS) and UNICEF, 2015. Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children. Montreal: UIS. P84).</p> <p>Sources of financing include: World Bank, UNICEF, KulturContact Austria, SDC and UNICEF.</p> <p>Starting from 2020 the Network is being transformed into a more systemic way of working, to make the support sustainable. Hence, 3 professional associates (a teacher, a special ed teacher and a psychologist) will be hired in all school districts to give professional support to teachers upon need within inclusive education.</p>

### 1.5. Is there a definition of inclusion in education?

No  No information available  Yes

If yes, please provide the definition and give the official source:

If no, please give further information:

The guiding idea is that all children, regardless of the severity of their disability, have the right to participate in regular preschool, primary and secondary school programmes. They are entitled to **additional individual or group educational support** in regular/mainstream schools. Or, they can attend **special education schools**, if their parents prefer so. (Eurydice)

While not a definition per se, the Ministry of Education states:

‘Inclusive education is not just a question of accessibility or process, but a change in basic values and beliefs. There are significant human, economic and social reasons for inclusive education as a means of building relationships among individuals, groups and within society as a whole ([Ministry of Education, Science and Technological Development, 2018](#)).’

### 1.6. Is there a definition of vulnerable groups?

No  No information available  Yes

If yes, please provide the definition and give the official source:

Vulnerable groups include:

- materially disadvantaged families;
- children without parental care;
- single-parent families;
- the Roma national minority;
- persons with disabilities;
- persons with chronic diseases;
- refugees and displaced persons, returnees upon readmission agreement, deported students (Source: Eurydice)

Policy Impact Analysis : Providing Additional Support to Students from Vulnerable Groups in pre-University education by Social Inclusion and Poverty Reduction Unit, UNICEF and Swiss Agency for Development and Cooperation (undated) states;

The definition of vulnerable groups in education-related legal texts : Roma , refugees, deportees, children with special needs, children without parental care, migrants

The definition of vulnerability used in social welfare related legal texts in Serbia, which to the previous definition includes also low income, parental neglect and/or abuse, substance abuse, risk of being subject of violence, trafficking, family conflict and any other reason to use social welfare services.

For early childhood/pre-primary the following criteria for establishing enrolment priorities:

- Children from socially vulnerable groups:
- Child victims of domestic violence
- Children from families making use of some form of social protection and children without parental care
- Children of single parents
- Children from socially non-stimulating environments
- Children with impairments to their psycho-physical development
- Children from a family with a severely ill child or child with impairments to its psycho-physical development
- Children of severely ill parents
- Children whose parents are disabled war veterans or have the status of displaced or exiled person
- Children proposed by the social work centre
- Children from environments where their health, safety and development are endangered due to family or other circumstances (CPRA p46)

### **1.7. Is there a definition of special educational needs?**

No  No information available  Yes

If yes, please provide the definition and give the official source:

In the Law on Prevention of Discrimination of people with disabilities, disability is defined as:

..people with a congenital or acquired physical, sensory, intellectual or emotional (psycho- social) impairment who are, due to social or other barriers, unable or have limited opportunities to engage in social activities at the same level as others, regardless of whether they are capable of carrying out such activities with the use of technical aids or support services (Article 3(1)).

According to the Law on Primary Education (Official Gazette of the Republic of Serbia, No. 55/2013 and 101/2017), Article 10, 'Education of students with special needs and disabilities': a student with special needs and disability, within the meaning of this Law, is a child with intellectual, sensory and motoric disability. As a rule, a student with



special needs and disability shall gain primary education together with other students, and when that is in the best interest of students in the school for children with special needs, in accordance with the Law. A student with special needs and disability has the right to an individual educational plan, in accordance with the Law. (CPRA)

### **1.8. Please provide information on any future developments planned for inclusion in education.**

The Progress Report on the Action Plan for the Implementation of the Strategy for Education Development in Serbia by 2020 sets out priorities for development of inclusive education:

- Work on by-laws advancing the area of inclusive education (the Rulebook on Requirements for Determining the Right to an Individual Education Plan, its Implementation and Evaluation; the Rulebook on Additional Education, Health and Social Support to Learners; the Rulebook on the Criteria and Standards for Providing Additional Support in the Education of Children, Learners and Adults with Developmental Difficulties or Disabilities in Pre-School Groups or Other Schools and Family; the Rulebook on Requirements for Obtaining Status of Resource Centre, Organising Work and Revocation of the Status).
- Establishing a system of early identification of learners at risk of leaving education or at high risk of not being included in education. Development of the system of prevention, intervention and compensation in case of early dropout.
- Improvement of the system of additional support in the education of children and adults from vulnerable groups through the development of resource centres for additional support to learners, teachers and parents (Article 54, Law on the Foundations of the Education System. Official Gazette of the Republic of Serbia Nos. 88/2017, 27/2018 and 10/2019, 6/2020). Provision of adapted textbooks and other teaching aids, increased number and efficiency of education assistants and development of integrated services in the local community.
- Establishment of a monitoring system for the inclusive education process at national, local and institutional levels.
- Further development of inclusive education competencies of employees in educational institutions through various training programmes. (CPRA)

### **1.9. Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.**

UNICEF and Social Inclusion and Poverty Reduction Unit, Policy Impact Analysis: Providing additional support to students of vulnerable groups in a pre-university education (Analiza uticaja politika: Pružanje dodatne podrške učenicima i osetljivih grupa u preduniverzitetskom obrazovanju), <http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/05/Prilog-3-Pruzanje-dodatne-podrske-ucenicima-iz-osetljivih-grupa-u-preduniverzitetskom-obrazovanju.pdf>

This study provides an overview of the institutional and legal framework, It notes that although the legal instruments provide solid system-wide support to poor children and the children under the risk of social exclusion, their implementation needs to be enhanced and systems should be harmonized and coordinated. The Education Development Strategy by 2020 sets, as one of its main objectives, the development of fairness and equity of the system of education, as well as reduced drop-out in the education system. Several groups of measures are listed that are relevant to education of vulnerable learners. The role of civil society is also noted. Barriers to enrolment, attendance. Attainment and progression are discussed, and recommendations made to improve education support.

UNCRPD Committee on the Rights of Persons with Disabilities. Concluding observations on the initial report of Serbia, 2016.

<https://digitallibrary.un.org/record/831042?ln=en>

Discusses positive aspects of provision, areas of concern and recommendations which impact on education including staff training regarding rights; application of anti-discrimination legislation; de-institutionalisation of children and a focus on inclusive education standards in particular for children with multiple disabilities.

UNCRC Committee on the Rights of the Child. Concluding observations on the combined second and third periodic reports of Serbia, March 2017

[https://tbinternet.ohchr.org/\\_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fSRB%2fCO%2f2-3&Lang=en](https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fSRB%2fCO%2f2-3&Lang=en)

Regarding education, the report recommends the development of programmes to reduce drop out; strengthens efforts to promote inclusive education – in particular to guarantee the right of disabled children to attend mainstream schools; facilitate participation of Roma; improve additional support in the education system and equal access to early education programmes.

European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs (2017), Towards a comprehensive EU protection system for minorities, available at

[http://www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL\\_STU\(2017\)596802](http://www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL_STU(2017)596802)

This study examines the opportunities and added value of developing a democratic rule of law and fundamental rights-based approach to the protection of minorities in the EU legal system, from an 'intersectional' viewpoint. It presents the state of play regarding the main challenges and gaps characterising the protection of ethnic, religious and linguistic minorities in a selection of 11 European countries, including Serbia. Discussed the role of EU 'soft law' and possible policy actions, including a role for civil society. The study concludes that the EU should play a leading role in laying down the need for higher minority protection standards than those currently provided by regional and

international law. The EU should become a 'trendsetter' in democracy, the rule of law and fundamental rights globally

Commission Staff Working Document Serbia 2018 Report (Accompanying the document Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions 2018 Communication on EU Enlargement Policy {COM(2018) 450 final} Strasbourg, 17 April 2018.

<https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20180417-serbia-report.pdf>

The report recommendation regarding education: Serbia should in particular:

- increase participation in early childhood education, in particular by children from disadvantaged backgrounds;
- finalise the establishment of the national qualifications framework system.

United Nations Committee on the Elimination of Racial Discrimination, Concluding observations on the combined second to fifth periodic reports of Serbia, CERD/C/SRB/CO/2-5, 3 January 2018, paragraph 20.

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPRiCAqhKb7yhslztXd5Nnh5GF9yFH9jwv il9B8B11%2FuXci8LTQu0fJ4OYldltZ8n4OMBwTQDg7SZF6eFXhi1q9YdxBd%2BRQfdDSZnBiSnXOW3tWQbHMJqen0>

Notes need to end school segregation of Roma children.

The Fourth Periodical Report Submitted to the General Secretary of the Council of Europe in accordance with Article 25 of the Framework Convention for the Protection of National Minorities, September 2018.

<https://rm.coe.int/4th-sr-serbia-en/16808d765e>

Also stresses need to end segregation in education in particular for Roma; to ensure availability of textbooks in minority languages and right to education in these languages – also pre-school education.

### **1.10. What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?**

#### Challenges

There is significant variation in both participation and outcomes in Serbian education. Enrolment has increased but varies across socioeconomic groups, geographical regions, and all levels of education. Students from disadvantage backgrounds perform around 2 years behind peers from wealthier families. (OECD 2020)

Most children leave school when they go from the fifth to the sixth grade; and in general, dropout rates are higher for upper grades of primary school than for the first four grades (Friedman et al., 2015, 24). Dropout rates in the first year of secondary education are also very high. Among the poorest at country level, 74% of children continue with secondary education, whereas only 21.6% of Roma continue (14.9% of girls and 28% of boys). In the age group 14-18 years, only 22% of Roma are attending secondary school (14% are still in the primary school), and 64% do not go to school at all (Friedman et al., 2015, 24).

In its Progress Report for Serbia for 2018, the European Commission underlined that only 17 % of marginalised Roma children attended kindergartens. The percentage of those completing tertiary education remains extremely low.

30% of students with disabilities do not succeed in passing the respective grade of secondary school, and about 13% of these students leave school in the first two grades (Friedman et al., 2015, 24).

Many schools are inaccessible and there is a lack of transportation, accessible books and teaching equipment and also a shortage of speech therapists and qualified professionals for children with mental and psychosocial disabilities (Country report on non-discrimination, 2019)

The Committee on Rights of Persons with Disabilities (2016) recommends that the State party take immediate steps to ensure that all persons with disabilities have access to inclusive and quality primary, secondary and tertiary education and that reasonable accommodation, in accordance with established individual education plans, is provided in mainstream education (rather than special schools). It recommends that teachers and other education professionals receive training on inclusive education and that all secondary and tertiary education facilities be made accessible. The Committee stresses that denial of reasonable accommodation constitutes discrimination

Overall, there is a need for awareness -raising (UNCRPD report, 2016) and establishment of a clear vision for inclusive education as an approach for all learners (Friedman et al, 2015)

The UN Committee on the Elimination of all Forms of Racial Discrimination is also concerned about the practice of segregation in schools where most children are Roma, or where they are placed in Roma- only classes. They recommend that Serbia should ensure access to quality education for them, including through anti-racism and human rights training for school staff, awareness-raising efforts targeting parents and increased employment of Roma teachers.

### Opportunities

Priorities outlined by Ministry for Education as set out in 1.8 above. The Ministry have set out an Action Plan for Inclusive Education. The Plan for transforming special schools and also increasing inclusive practice in pre-primary provide further opportunities for development and a move from project-oriented responses to more sustainable systemic measures ( UNICEF, 2015. Education in Serbia in the light of the MICS data.

<https://www.unicef.org/serbia/media/1126/file/MICS%20analysis%20education.pdf>

They receive support from UNICEF, World Bank -also Swiss Agency for Development and Cooperation, Open Society Foundation. Support and German Society for International Co-operation (GIZ).

The Strategy for Social Inclusion of Roma 2016-2025 provides a specific focus on this disadvantaged group.

Overall work on the Monitoring Framework for IE will provide further development opportunities.

A number of new By Laws have been introduced representing progress in this area of work in 2018/2019.

## Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

### 1.11. Is there formal collaboration across ministries on inclusion in education?

No  No information available  Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	<p>The Ministry of Education, Science and Technological Development through its Department for Human and Minority Rights in Education seeks to improve coordination with other Ministries and with other bodies/professional associations and NGOs to achieve the following specific objectives:</p> <ul style="list-style-type: none"> <li>• improving legislation in the field of inclusive education and social inclusion;</li> <li>• developing a system of support for children and young people by establishing effective inter-institutional co-operation;</li> <li>• improving the competences of educational institutions for quality (inclusive) education;</li> <li>• creating an inclusive environment for learning and development;</li> <li>• developing and implementing mechanisms for monitoring and evaluating inclusive education (<a href="#">Ministry of Education, Science and Technological Development, 2018</a>).</li> </ul> <p>The Ministry is organised into departments for key areas (preschool and primary, secondary, student standards, finance, inspection, legal issues, technological development and innovation) which cooperate and work with other bodies e.g. Institute for Improvement of Education (for curriculum development and teacher training), the Institute for Education Quality Assessment (for national and</p>

		<p>international testing, setting standards and data collection and analysis) and National Education Council.</p> <p>The MoESTD has set up a Joint Body for coordination and supervising of Intersectoral Committees (see next section) The Joint Body functions as an advisory group, it comprises of representatives of all relevant ministries (health, social affairs, public and local affairs) and is one of the good examples of cross-sectoral cooperation.</p>
<p>Identification of needs / referral for services</p>	<p>Yes</p>	<p>Every municipality has an inter-sectoral committee to evaluate a child's need for additional support. Additional support, according to the Rulebook on Additional Educational, Health and Social Support to Children and Pupils (Official Gazette of the Republic of Serbia, No. 63/2010), relates to the rights and services provided to the child to overcome physical and social barriers in performing everyday activities important for inclusion in the educational process, community life and development.</p> <p>The right to additional support is held by every child experiencing social deprivation, disability, learning impairments or through other reasons. Additional support is provided without discrimination on any basis. Each member of the inter-sectoral committee monitors the effects of the proposed support measures for a child from the field they represent. The committee submits mandatory regular reports on its municipal work on the proposed and provided support, at least twice per year. CPRA p21</p> <p>Inter-sectoral committees are established to assess additional education, health and social support needs of learners at municipal level. The committees include representatives from the learner's school, the centre for social work and the healthcare institution responsible for the learner. They propose various measures to support the learners, including assistive technologies, which are expected to be funded by the municipal budget (National Overview, 2018; Law on the Foundations of the Education System, 2017). CPRA p64</p>

Data sharing	Yes	<p>The eUprava.gov.rs portal is the online electronic portal of the government of the Republic of Serbia. It is a central place for electronic services for all citizens, businesses and employees in the state administration, and it can be found at the following address: <a href="http://www.euprava.gov.rs">www.euprava.gov.rs</a>.</p> <p>After registering and adding basic personal information, the data is further linked to the electronic identification system of the population.</p> <p>Several sectors are interlinked, so for example when registering for a school for the child to be enrolled, parents don't need to go to various offices but the school can obtain documents needed for enrolment from the other sectors through the e-government portal (birth certificate and citizenship certificate from the local government office, residence certificate from the local office of the Ministry of Interior Affairs – police, certificate about obtained vaccines – from the health center, and in addition if family is a recipient of social welfare support and child is therefore entitled free meals at school, proof of that can also be electronically available through the social system).</p>
Monitoring and evaluation	Yes	<p>Since 2012 there has been a monitoring framework for inclusive education across all system levels. This includes indicators and supports school self-review as well as external evaluation. It is still in the process of implementation (CPRA p29)</p> <p>The Monitoring and Evaluation of Inclusive Education project has been developed within the framework of the World Bank Technical Assistance and funded under the Western Balkans Investment Framework (WBIF) Trust Fund (Friedman et al., 2015).</p>
Quality assurance and accountability	Yes	<p>Ministry of Education regulates the:</p> <p>The <a href="#">Institute for Education Quality and Evaluation</a></p> <p>The <a href="#">Institute for Improvement of Education</a></p> <p><a href="#">National Education Council</a></p>



		<p>These institutions are responsible for quality assurance by determining educational standards, conducting national testing of students, analysing the current quality level, suggesting improvement methods, supporting the work of the Ministry and educational institutions, adapting the educational policy to European educational systems and similar duties. Local school authorities, national education inspectors and educational advisors, all under the Ministry, are in a direct contact with educational institutions, teachers and other school staff. Their responsibility is to determine the quality level in individual educational institutions and to ensure the compliance with the education standards.</p>
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**1.12. Are there shared responsibilities between central and local governments on inclusion in education?**

No  No information available  Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation, and coordination	Yes	The Ministry of Education, Science and Technological Development work in cooperation with local authorities to supervise secondary education
Identification of needs / referral for services	Yes	Local government has oversight of schools through a representative on school boards – also funds CPD for teachers/school staff. (OECD,2020)
Data sharing	Yes	When local government decides on the network on public schools (number of schools, classes to be approved for the following schoolyear), they have to have access to numbers of pupils and teaching staff. After the act about the network has been approved by the local government, it has to be approved by the MoESTD. There is constant cooperation between central and local level and data is available upon demand both ways.
Monitoring and evaluation	Yes	17 Regional school authorities under the Ministry are responsible for external school evaluation (following

		guidelines) also follow up on school development plans and appraise teachers for promotion. (OECD, 2020)
Quality assurance and accountability	Yes	<p>One aim of the final exam in primary schools is to assess the quality of schools' and teachers' work, as well as the current status and progress of the education system. Each school receives a report about the final exam results, which may be used for the analysis of correspondence between these results and pupils' grades, comparison with other schools, and external evaluation. (Eurydice)</p> <p>Article 43 of the Law on the Foundations of the Education System describes the role of the Institute for the Assessment of the Quality of Education. The Institute contains a Centre for Quality Assurance of the Work of Institutions. Its main duties are to:</p> <ul style="list-style-type: none"> <li>• develop educational standards;</li> <li>• develop standards of quality for the work of institutions;</li> <li>• participate in the external evaluation of the work of institutions;</li> <li>• develop a methodology and instruments for self-evaluation and external evaluation of the work of institutions;</li> <li>• develop and implement training programmes in the field of self-evaluation;</li> <li>• develop and implement training programmes for assessing the pedagogical added value of the school as an indicator of the quality of the work of the institution;</li> <li>• develop and implement training programmes in the field of monitoring learners' progress and assessing the preparation and publishing of publications in the field of quality assurance of institutions (Article 44);</li> <li>• prepare publications in the field of external evaluation of the system, self-evaluation of institutions and promotion of the quality of institutions. (CPRA p27)</li> </ul>

		<p>District school authorities are responsible for expert pedagogical monitoring, supporting development planning curricula and quality assurance ( OECD 2020)</p> <p>Improving the Quality of the Education System of the Republic of Serbia through Improving the Effectiveness of the External Evaluation System of Schools and the Development of Horizontal Learning between Schools (SHARE) is a project devoted to improving the system of external evaluation of school work and the development of horizontal learning between schools. Co-operation between schools is aimed at raising the competences of teachers, directors and professional associates in evaluating the quality of teaching and learning, effective communication and reflective practices. (CPRA p54)</p>
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**1.13. Are non-governmental organisations and/or associations involved in governance processes?**

No  No information available  Yes

If yes, please describe their involvement:

During the legislation process it is very common that a ministry forms a working group which usually consists of persons employed by the ministry, partner institutions, other ministries and often times NGO's as well, so stakeholders have the opportunity to take part in the first step when drafting a law. However, if NGOs are not included in drafting the law, there is a chance given to the wider public, so NGO's as well, to take part in a public hearing where the draft is being presented and discussed into detail.

The role of NGO's and associations is particularly important when providing support to students with developmental disorders or disabilities, since often they are the ones providing a mechanism of individual support and care when the public system cannot provide it.

**1.14. Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?**

No  No information available  Yes

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
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Appeal process for rights violations	Yes	<p>Ombudsman</p> <p>Commissioner for Equality</p>
School inspection	Yes	<p>Indicators from Monitoring Framework for inclusive education?</p> <p>In the Serbian education system, the roles of the Educational Inspector and the Educational Advisor are clearly separated. While Inspectors monitor the legality of the schools' functioning, Educational Advisers are the external evaluators of the quality of work of the institutions, besides fulfilling their supervisory and advisory roles.</p> <p>Article 5 of the Law on Educational Inspection (Official Gazette of RS No. 27/2018) stipulates that the Educational Inspectorate performs inspection supervision over the implementation of laws and other regulations governing the organization and operation of pre-school education institutions and primary and secondary education, especially with regard to several areas and in terms of inclusive education some most important areas are the rights and responsibilities of employees, students and parents/legal guardians; ensuring the protection of the students and employees from discrimination, violence, abuse and neglect, as well as behaviour that violates reputation, honour or dignity.</p> <p>Educational inspection checklists include some questions regarding students who need additional support in education. Those checklists are used during regular inspection procedures in all educational institutions. When carrying out inspection supervision regarding inclusive education, it is checked whether the institution in all respects complies with the provisions of the laws of the education system, which relate to inclusive education.</p> <p>Educational Advisers, use two self-assessment manuals when supervising and evaluating institutions' inclusiveness:</p> <p>Handbook for Inclusive School Development (published by the Institute for Education Evaluation 2011) . The manual is a developmental open tool, each school adds its own indicators and evidence of inclusivity. Available in Serbian at the link: <a href="https://ceo.edu.rs/wp-content/uploads/publikacije/Prirucnik%20za%20Inkluzivni%20razvoj%20skole.pdf">https://ceo.edu.rs/wp-content/uploads/publikacije/Prirucnik%20za%20Inkluzivni%20razvoj%20skole.pdf</a></p> <p>P. Radó, G. Čaprić, J. Najdanović Tomić, J. Đelić, J. Jeremić, V. Jovanović How Inclusive is Our School? – A Manual for Self-Evaluation and External Evaluation of</p>

		<p>the Inclusiveness of the School (2013) .The manual developed in collaboration of the Institute for Education Evaluation and Centre for Educational Policies (consists of requirements in three areas of quality, and the school undergoes a gradual process of analysing the situation using the specific questions provided in the manual.</p> <p>Available in Serbian on the ZVKOV and COP website at this link:  <a href="http://www.cep.edu.rs/public/Koliko_je_inkluzivna_nasa_skola.pdf">http://www.cep.edu.rs/public/Koliko_je_inkluzivna_nasa_skola.pdf</a></p>
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	<p><a href="#">The Institute for Education Quality and Evaluation</a> is a body established by the government with the aim of evaluation of education and providing recommendations for the provision of the system of quality education. Key activities of the Institute are defining standards in education, evaluation of education and training participants in the education system.</p> <p><a href="#">The Institute for Improvement of Education</a> is a body established with the aim of monitoring, ensuring and improving the quality and development of the educational system, for the purposes of performing development, advisory, research and other expert activities in the area of preschool, primary and secondary education.</p>
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	<p>Monitoring framework for IE incorporates three areas of monitoring and evaluation. These are: A) Characteristics of the education process; B) School ethos; V) Support to education inclusiveness. The Framework supports common language and information on:</p> <ul style="list-style-type: none"> <li>• State of affairs in IE based on certain input, process and output indicators assessed at school level and aggregated upwards to national level.</li> <li>• Municipal reports following same pattern with possibility for selection of contextually relevant indicators.</li> </ul> <p>The framework will complement external school evaluation and also school self-evaluation.</p> <p>The Framework includes indicators of inclusion of children from vulnerable groups (coverage by mainstream education, school dropout, active participation in school and out-of-school activities, performance of pupils/students from vulnerable groups in the education process), development, implementation and monitoring of individual education plan as well as teaching and cooperation of various inclusive education stakeholders, which have been indicated as important aspects of inclusive education that need to be improved in the education system of the Republic of Serbia. (Preventing School Failure Report p23)</p>

**1.15. Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.**

Funding mechanisms	Description of who, what, to whom and how
Input-based system	<p>Funding is 80% from central government, up to 5% from provincial government and around 15% from local government. Most funding goes to staff salaries (from central government). In 2017, 16.4% of share went to preschool education, primary and lower secondary education got 43.2%, upper secondary 18.8%, and 14.6% to higher education (the remaining 7% of share covers other costs). Most of these funds – about 71.7% - are provided from the national budget (some funds are transferred to local self-governments). An additional 27.9% amount is provided by local governments (Third National Report on Social Inclusion and Poverty Reduction in Serbia, 2017).</p>
Funding from central to local government	<p>For preparatory school programme local government can also support families towards the costs of early childhood care/education (children with disabilities/living in financially disadvantaged families are exempt from fees)</p> <p>Ministry pays salaries of school leaders/teachers, development programmes and capital investment</p>
Funding from local government to schools	<p>The Rulebook on Criteria and Financing Standards for Institutions that have the Activity of Basic Education and Care (Official Gazette of the Republic of Serbia, Nos. 72/09, 52/11, 55/13, 35/15 (authentic interpretation), 68/15 and 62/16) states:</p> <p>Article 2</p> <p>Schools are provided with funds based on the established price of services, for realisation of the school programme and the annual work plan of the school.</p> <p>The price of services includes salaries, employee benefits and social contributions, which are provided from the Republic of Serbia budget, as well as other current expenditures (material costs), for which funds are provided from the local self-government unit budget, in accordance with the law.</p> <p>The price of services is determined and calculated at the beginning of each school year. The price of the service can be changed during the school year,</p>

when there is a change in one of the elements on the basis of which the price of the service was determined, in accordance with the law and this Rulebook.

#### Article 3

The determination of the price of services is based on the number of hours worked, i.e. the number of employees for the realisation of the annual school work plan, school programme, size and equipment of the school, number of classes and groups and the number of learners, the total number of employees, the level of their education and material costs.

No later than 15 September of the current school year the school submits a copy of the annual work plan of the school to the Ministry and to the competent advisor in charge of the financial affairs, with the elements necessary for determining the price of the service.

#### Article 4

The price per element is expressed by department, group, educational group of pre-primary preparatory programmes at the school, verified for realisation of this programme or per learner, as an annual or monthly amount.

Items are divided into groups as shown in the curriculum.

#### Article 5

Schools have at least sixteen classes from the first to the eighth grade. Adult education schools have at least eight classes. Exceptionally, a school can be organised with less than sixteen classes, or less than eight departments for an adult education school, with the consent of the ministries, or in the border and mountainous areas, when there is a small number of pupils and the absence of a road network and a long distance between settlements makes it impossible, rationally and economically, to organise a school with at least sixteen or eight classes.

Criteria in respect of establishing the number of employees

#### Article 6

The number of employees in the classroom for the implementation of the annual workplan is based on:

	<p>o the total teaching hours provided by the curriculum and programme and other forms of educational work within the 40th time working week;</p> <p>o the number of classes or groups determined by the annual work plan;</p> <p>o the number of teaching weeks;</p> <p>o the rulebook regulating the norm of hours of direct work of teachers, professional associates and educators in primary school.</p> <p>The number of employees in the classroom is determined by the total annual fund of classes or groups at school, divided by the weekly curriculum norm (mainstream lesson) and number of teaching hours.</p> <p>Article 7</p> <p>Educational groups for pre-primary preparatory programmes carried out at school are formed for 26 children, in accordance with a special law.</p> <p>In the educational groups for pre-primary preparatory programmes, up to two children with disabilities can be included. The number of children in the educational group of pre-primary curriculum is reduced by three children per child with disabilities.</p> <p>The class may have up to 30 learners. The number of classes at each level depends on the total number of learners in each level where departments are formed as follows:</p> <ul style="list-style-type: none"> <li>● one class for up to 30 pupils;</li> <li>● two classes, if there are 31 to 60 pupils;</li> <li>● three classes, if there are 61 to 90 pupils;</li> <li>● four classes, if there are 91 to 120 pupils;</li> <li>● five classes, if there are 121 to 150 pupils.</li> </ul> <p>All of this data is gathered in the Ministry of Education, Science and Technological Development's eCENUS and OpenData and eGovernment.</p>
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**1.16. Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?**

No  No information available  Yes, partially

If yes, please describe the flexibility:





There is currently a little flexibility for school leaders to use the funding allocated.

The new Law on Fundamentals of the Education System (2017, 2018, 2019, 2020) stipulates that schools can found student cooperatives, which gives students additional opportunities for extracurricular activities but also a great chance for entrepreneurship and acquiring additional funds for the school, which then can be flexibly used by the school.

**1.17. Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.**

Funding mechanisms	Description of the who, what, to whom and how
Strategy for the Social Inclusion of Roma in the Republic of Serbia 2016–2025,	Financial support from national budget and donor funds (international funds, pre-accession funds) to support inclusion of Roma (CPRA)
Funds for Action Plan for Inclusive Education	Funding for all IE activity from national budget and funded projects (CPRA)
Financial support for families/children	National funds allocated to: <ul style="list-style-type: none"> <li>● reimbursement of earnings, i.e. reimbursement of the salary during parental leave, childcare leave or special childcare leave;</li> <li>● other reimbursements based on the birth and care for the child and special care for the child;</li> <li>● parental allowance;</li> <li>● child allowance;</li> <li>● reimbursement of the costs of attending a pre-primary institution for children without parental care;</li> <li>● reimbursement of the costs of attending a pre-primary institution for children with development impairments and children with disabilities;</li> <li>● reimbursement of the costs of attending a pre-primary institution for children of beneficiaries of financial social assistance;</li> <li>● recourse for the costs of attending a pre-primary institution for children for financially vulnerable families.</li> </ul>

**1.18. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.**

Local authorities are in charge of coordinating, implementing and financing various measures related to inclusive education regulated by laws and by-laws. Some of the key actions are: providing resources for the work of inter-sectoral commissions, which are the ones diagnosing and tracking learners and recommending the most suitable type of schooling and measures to be taken in order to provide quality education. The local government unit is founder of the headquarters of the inter-sectoral commissions. It provides and disburses, compensates the work of members, provides technical and other support for its work, provides funding for support recommended by the commission, provides for archiving and storing of documentation, collects reports on the commission's work. It also provides resources for children from vulnerable categories to ensure their full participation in educational activities and social inclusion is of significant importance.

Delegating responsibility to local authorities for the implementation of inclusive education in particular aspects surely contributes to the efficiency and alignment of the support system with the individual needs of children and families. On the other hand, unequal level of development of local governments, human capacity and financial resources can be a potential challenge in the implementation of inclusive education.

Insufficient compliance within different laws of different sectors – and sometimes even between laws and bylaws within on sector – can also be a challenge in regards of legal provisions relevant to the implementation of inclusive education. Also lack of clear information on funding mechanisms at national and local levels is often identified, as well as insufficient vertical and horizontal coordination as challenges of inclusive education.

Local governments are also in charge of providing social protection to citizens and provide funding and local social benefits (one-time financial assistance and assistance in-kind) and community social services. Some forms of social assistance, like child allowance, are financed from the state budget and administered from the LSG level.

Analyses show that the decision on social protection made by local governments, which are the basis for funding child support measures, often does not recognize the recommendation of the inter-sectoral commissions, when identifying the needs in poverty and other grounds of vulnerability. This results in a lack of resources available to implement some types of support.

The challenge of local government is to plan funds for the above-mentioned purposes because it is hard to predict on a yearly basis the additional support the commission would recommend to the child.

Measures and mechanisms relevant for the realization of inclusive education are defined in numerous laws and by-laws from different sectors, and the analysis shows that local self-governments recognize their obligations and responsibilities as defined in the laws within social protection and education, while measures of direct and indirect additional support that requires local government funding and which are defined by the by-laws (e.g. by-law on

additional support in educational, health and social support) are often not planned and recognized in the budget plans at local government level. Social protection sector defines the rights and grounds for financing: transportation, meals for children, lump sum benefits, community welfare services.

Sources:

J. Marković, Lj. Simić, V. Šaponjić, D. Malidžan Vinkić, T. Ranković, I. Latinović, A. Čuvković: National Report on Inclusive Education for the period 2015 to 2018 (available online only in Serbian: <http://www.mpn.gov.rs/wp-content/uploads/2020/02/NACIONALNI-IZVE%C5%A0TAJ-O-INKLUZIVNOM-OBRAZOVANJU.pdf>)

Johnstone, C. Lazarus, S. Lazetic, P. Nikolic, G. 2018 Resourcing inclusion: Introducing finance perspectives to inclusive education policy rhetoric. Prospects, UNESCO IBE. <https://doi.org/10.1007/s11125-018-9432-2>

### **1.19. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?**

#### Challenges

OECD (2020) points out that education spending remains low although it has increased in recent years. They suggest there is a need to focus on a small number of priorities such as improvement of evaluation tools and development of data into a Unified Information System to inform policies and measure progress with a focus on national goals. (p27) Serbia currently funds special schools separately which is not supportive of inclusion.

Overall, there is a need for an approach focusing on equity – providing more resources for some children from vulnerable groups to give them appropriate opportunities. A system suited to the context in Serbia is required (Burdett and O’Donnell 2016) moving from needs-based approach (where learners’ problems are the focus of funding and intervention) to a rights-based approach (where schools and systems are evaluated on their capacity to respond to all learners’ needs) (European Agency 2016).

Serbia’s plans for a per-capita funding system have not yet been implemented and further work should consider further development. Johnstone et al (2018) note that parents and children are rights-bearers in inclusive-education policies at both national and global levels. This will require dialogue, provisions for appeal and arbitration when funding or service decisions are deemed inadequate or not in the best interest of the included child. Therefore, they suggest that using per-capita funding to establish initial budget needs, then gradually shifting to throughput funding—with adequate oversight—may be the best solution.

Friedman (2015) noted that communication between the Ministry of Education, Science, and Technological Development and the institutions at the regional and local levels needs to be increased.

#### Opportunities

On-going development of Monitoring Framework for inclusive education (CPRA grid)

## Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

**1.20. Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:**

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	<p>Joint initiative of the Ministry of Education, Science and Technological Development, the Social Inclusion and Poverty Reduction Unit, UNICEF, the Open Society Foundations and the Institute for Psychology developed the Monitoring Framework for Inclusive Education in Serbia. This covers three levels (national, municipal and school level), defines indicators and expected values of indicators. It also includes guidelines for the development of instruments, with examples of several instruments available for registration of a series of indicators.</p> <p>The framework takes into account the need for it to:</p> <ul style="list-style-type: none"><li>• be multi-functional and enable the production of information annually or multi-annually at a national level, reporting on the state of affairs in inclusive education and based on selected input, process and output indicators;</li><li>• allow municipal-level reporting on the state of affairs in inclusive education;</li></ul>

		<ul style="list-style-type: none"> <li>• complement external school evaluation with new indicators;</li> <li>• support the development of school self-evaluation;</li> <li>• enable various research purposes and the meta-analysis of a larger number of studies.</li> </ul> <p>This framework is still in the process of implementation. (CPRA p29)</p>
<p>For quality assurance across all levels of the system (national, regional, school)</p>	<p>Yes</p>	<p>Evaluation of the work of schools is based on a quality framework that covers all aspects of life and work in schools.</p> <p>The quality of evaluation of the work of educational institutions in the Republic of Serbia includes 30 standards and 158 indicators (Rulebook on Standards of the Quality of Work of Educational Institutions, Official Gazette of the Republic of Serbia, No. 7/11) distributed in seven key areas of school work: school programme and annual work plan; teaching and learning; learner achievements; learner support; organisation of work; management; and resources.</p> <p>The external evaluation process is an assessment by ‘external, independent observers’. It is based on a large amount of information, collected by observation or through direct communication with stakeholders, regarding life and work in schools, in accordance with evaluation criteria and established standards.</p> <p>External evaluation of institutions provides feedback on strengths, weaknesses and opportunities. It helps them to reassess their functioning and direct them towards fields of action.</p> <p>External evaluation is provided by educational advisors from the Ministry of Education, Science and Technological Development and, if necessary, representatives of the Institute for Evaluating the Quality of Education, organised into teams (Rulebook on Evaluation of the Quality of Work of Establishments, Official Gazette of the Republic of Serbia, No. 7/11).</p> <p>The results obtained by the evaluation process are primarily used to improve working institution but are also used to report on the work of institutions in education and other citizens.</p> <p>Reports on the results of final exams at the national level contain relevant data that can be used in analysing the work of schools.</p>

		<p>After an external evaluation of the work of educational institutions, the External Evaluation Team drafts a report and meets the head teacher of the institution. They discuss areas of high-quality work and areas where the performance level of the institution is low, and the activity needed to improve the quality of work of the institution (Rulebook on the Evaluation of the Quality of Work of Educational Institutions, Official Gazette of the Republic of Serbia, Nos. 72/09 and 52/11). (CPRA pp28 – 30)</p> <p>Self-evaluation is a process that leads to the strengthening of institutions and encourages quality improvement by giving teachers a very active role. It is a process that evaluates a teacher’s or school’s own practice by defining objectives, priorities and monitoring the achievement of these objectives using appropriate instruments. Self-evaluation and the development plan provide information about institutions and their work and the achievement of goals (Rulebook on the Evaluation of the Quality of Work of Educational Institutions, Official Gazette of the Republic of Serbia, Nos. 72/09 and 52/11). (CPRA p32)</p>
<p>Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)</p>	<p>Yes</p>	<p>The Law on the Foundations of the Education System envisages the implementation of a unique educational identification (ID) number (Article 176) that will accompany a person through all levels of formal education, necessary because of the register of children, pupils and adults.</p> <p>It is a ‘unique and unrecognisable 16-character tag’, assigned when a learner first enrolls in an educational establishment. Basic data is entered – first and last name, the name of one parent, unique ID number, etc.</p> <p>In addition to basic data, data on the existence of functional impairments in the domain of vision, hearing, movement, intellectual impairments, behavioural difficulties, etc., is also entered. The unique ID number enables the monitoring of each learner’s progress, as well as the additional support provided to them. (CPRA p20)</p> <p>The Social Inclusion and Poverty Reduction Unit of the Government of the Republic of Serbia, in co-operation with UNICEF Serbia and with support from the Statistical Office of the Republic of Serbia, revised the social inclusion and poverty reduction indicators and <u>published</u></p>

	<p><i>Monitoring Social Inclusion in Republic of Serbia – Third Revised Edition.</i></p> <p>The practice of reporting on the defined indicators was launched in 2012 and continued in 2013. These activities ultimately aim to raise social awareness of the scale of exclusion and design adequate measures and policies for a more inclusive society. (CPRA p29)</p> <p>The school educational chart represents a structured list of data that contains indicators of school life and work in several areas, produced by schools. A school educational chart:</p> <ul style="list-style-type: none"> <li>• monitors learners’ achievements in schools in accordance with previously defined national standards;</li> <li>• informs the public about the characteristics of the school and its progress in selected areas of development;</li> <li>• provides information to enable decision-makers to improve the performance of individual schools, as well as the educational policy as a whole (Law on the Foundations of the Education System, Article 177: Data on children, students and adults kept by the institution).</li> </ul> <p>The school educational chart allows comparisons between schools within the same administrative unit, as well as comparisons between different administrative units, thus providing schools with relevant information on their position and progress in development.</p> <p>The educational chart provides for the promotion of a culture of measurement, emphasising progress and development and focusing on the results of the educational process. It increases the responsibility of all participants in the educational process and involves the public (i.e. informing parents, pupils, the local community, the line ministry and the broader professional public of the conditions of work at the given school and its achievements). (CPRA p30)</p>
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### **1.21. What data is collected on learners from vulnerable groups, how and why?**

The introduction of a unified educational identification (hereinafter: UEID) number to accompany a person through all levels of formal education will provide basic data and also data on functional impairments in the domain of vision, hearing, movement, intellectual impairments, behavioural difficulties, etc. This can be used to track learner’s progress. Monitoring will also take place against social inclusion and poverty reduction indicators to inform policy.

Article 175 of the Law on the Foundations of Education, (Enacted 2017, amended 2018, 2019 and 2020) introduces the Unified Information System of Education (hereinafter: UISE), which is an integrated set of databases and computer programs required to collect and process data in all records and registers within the education system, while ensuring the protection of personal data.

Educational institutions at all levels and of all types have to keep records of enrolled students within formal education and the MoESTD counts as the data processor in charge of administration, storage and data protection. Article 177 stipulates that the Ministry, within the UISE, maintains registers of enrolled students, teaching and non-teaching staff employed and data on the educational institutions.

Data on enrolled students that is being collected in the registry:

- data determining the identity of the student: UEID, gender, date, place and country of birth, state and place of residence;
- data for determining the educational status of the student: previously completed education program, ie level of education, qualifications, language of previous level of education, institution, group/class were enrolled; type and duration of education program, language in which education is conducted, mother tongue, nationality (declaration of nationality is optional), elective programs, education according to individual educational plan, grades (marks), passed exams, awards won in competitions during education, absences, behaviour and public certificates given to student;
- data for determining the social status of the student: belonging to socially disadvantaged categories of population, housing conditions and family status; social status of parents or legal guardians (acquired educational qualification, occupation and form of employment);
- data for determining the functional status of the student: data obtained on the basis of an assessment of the need for additional educational, health and social support determined by the intersectoral commission or other institution, information on the existence of functional difficulties in vision, hearing, gross or fine motor skills, intellectual disabilities, communication difficulties, behavior and socialization.

### **1.22. Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.**

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: [https://ec.europa.eu/eurostat/statistics-explained/index.php/Main\\_Page](https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page)

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.



- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

<b>Data on learner access to compulsory education</b>	<b>Learners</b>	<b>Notes</b>	<b>Source</b>
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 547577 Male: 281775 Female: 265802	2018  UIS data – country estimate	UIS
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 738,975 Male: 377,521 Female: 361,454	2016/2017	European Agency EASIE data
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: 8695 Male: 4512 Female: 4183	2018 UIS data – country estimate (Compulsory school age – not including upper secondary)	UIS
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 570,404 Male: 289,875 Female: 280,529	2016/2017	European Agency EASIE data
(v) How many learners are enrolled in mainstream schools and spend the majority of	Total:570,404	2016/2017	European Agency EASIE data

their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Male: 289,875 Female: 280,529		
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: 1766 Male: 1084 Female: 682	2016/2017	European Agency EASIE data
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 3153 Male: 2028 Female: 1125	2016/2017	European Agency EASIE data

**1.23. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.**

The European Agency Statistics on Inclusive Education (EASIE) presents collected data on the numbers of pupils identified as having special educational needs (SEN). The information is collected every two years. Serbia took part in the data collection for 2018, which covers data for the 2016/2017 school year providing statistics relating to Population and enrolment; Age samples; Learners with an official decision of SEN; Gender breakdowns of learners with an official decision of SEN; ISCED level breakdowns of learners with an official decision of SEN.

The 2018 EASIE Report on Serbia is available at the link:

[https://www.european-agency.org/data/serbia/datatable-overview#tab-population\\_and\\_enrolment](https://www.european-agency.org/data/serbia/datatable-overview#tab-population_and_enrolment)

The National Report on Inclusive Education in the Republic of Serbia from 2015 to 2018 was published in January 2020. It was created with the aim of identifying and reviewing the progress within inclusive education.

The report consists of analysis of the state of inclusive education, and recommendations to provide guidance for further development of educational policies targeting children and students from vulnerable social groups.

The results presented in the report show that success in this process is solely possible through quality inter-ministerial cooperation, and that all available resources should be directed towards effective implementation of the regulations and establishing the sustainability of the positive changes achieved. The report is available in Serbian at the website of the MoESTD at this link:

<http://www.mpn.gov.rs/wp-content/uploads/2020/02/NACIONALNI-IZVE%C5%A0TAJ-O-INKLUZIVNOM-OBRAZOVANJU.pdf>

**1.24. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?**

Challenges

Improving data collection in the education system and linking to areas such as social protection as a source of evidence and to inform policy making (Reference: UNICEF, 2015. Education in Serbia in the light of the MICS data (Multiple Indicator Cluster Survey))

Opportunities

Further development of work on use of data linked to personal identification numbers.

## Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

### 1.25. Curriculum

#### a. Does the curriculum content include and represent all learners?

No  No information available  Partially  Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

The National Curriculum contains detailed instructions for the presentation of each subject, as well as recommended teaching methods. A separate curriculum for each grade includes:

The list of compulsory, elective and optional subjects;

The required number of school weeks and hours for each subject;

The detailed description of each subject, and its:

- aims,
- objectives,
- content,
- topics and
- sequence of lessons;

The description and number of hours planned for any additional curricular (e.g. additional and supplementary classes) or extracurricular activities (e.g. sport and cultural activities, excursion etc.).

A curriculum for pupils with learning difficulties is developed through the [Individual Education Plan](#), adopted by a school team (includes parents, teachers, school psychologist and/or pedagogue). According to this plan, the curriculum may be adjusted to pupil's needs, either entirely or partly (e.g. one subject or a group of similar subjects a pupil is struggling with). If required, standards of achievement and learning outcomes may be altered in line with a pupil's capacities. [https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-primary-education-40\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-primary-education-40_en)

In 2015, a new curriculum policy was introduced, which includes IEPs and teams for additional learner support. (National Overview, 2018; Rulebook on Requirements for Determining the Right to an Individual Education Plan, its Implementation and Evaluation: Official Gazette of the Republic of Serbia, No. 76/10, 22 October 2010). (CPRA p53) [https://www.european-agency.org/sites/default/files/cpra\\_serbia\\_grid.pdf](https://www.european-agency.org/sites/default/files/cpra_serbia_grid.pdf)

In 2018, a curricular reform has started aiming for outcome-based curricula with new teaching methodology putting a greater emphasis on basic and cross-curricular competences. The new framework gives more room for teachers to organize students' collaboration and project-based teaching and the new curricula gives more room for inclusive education to be implemented where all students can take part according to their affinities, skills and abilities. At the same time the IEPs give a broad possibility for curricula-content and methods to be adapted to the needs of each and every SEN student

There is a partially different curricula for pupils who attend education in one of the 8 minority languages (Albanian, Bosnian, Bulgarian, Croatian, Hungarian, Rumanian, Ruthenian and Slovak), since they have a special curriculum in their Mother tongue (like pupils in Serbian have Serbian language). In addition, students in minority education have a special subject called Serbian as non-native language, which has a special curriculum, different from Serbian language, which majority of pupils take. Besides this, there are certain subjects that are considered of special significance for the national minorities: in grades 1 and 2 its World Around Us, in grades 3 and 4 Nature and Society, grades 1-8 Music and Arts, grades 5-8 history and geography. These subjects have partially the same curricula as in Serbian instruction education, but it also has a 30% additional content, which is related to national minority specificities.

Minority pupils can also choose to take on education in Serbian and in addition take on an elective subject Mother language with the elements of national culture, which also has separate curricula in all 16 languages (besides the above mentioned 8 languages this subject can be taken in Bunjevac, Czech, German, Macedonian, Roma, Slovenian, Ukranian and Vallach.

**b. Does the process of curriculum development involve the participation and contribution of different stakeholders?**

No  No information available  **Yes Maybe**

If yes, please provide information on stakeholder involvement.

Curricula are developed by the Institute of Education Development. Working groups are formed of experts of particular subjects (university professors, in service teachers). The drafted curricula are then submitted to the National Educational Council for Opinion. The Council has representatives from teachers associations for every subject and a wider range of expert discuss and approve the curricula. (Information from Ministry Representative)

**c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).**

No  No information available  Yes

If yes, please give a description and examples of this flexibility.

The Teaching and Learning section of the Rulebook on Standards of the Quality of Work of Educational Institutions contains a set of indicators for achieving the standards of teachers' competence in adapting work to the educational needs of learners.

According to the Rulebook on Standards of Competencies of Principals of the Education Establishments (Official Gazette of the Republic of Serbia, No. 38/2013), 1.1: Handling the Process of Education and Learning 1 includes: The head teacher applies education and education programmes that will be adapted to the child's previous experiences and that respect the diversity of the environment from which the child comes. (CPRA p58)

While there is no mention of universal design in school strategic plans, the law on primary education contains a clear statement that the institution ensures the elimination of physical and communication barriers, adapting methods for achieving the curriculum and development, adoption and realisation of the individual education plan.

The goals of the school curriculum state, among other issues:

5) respect for individual differences among students in regard to learning methods and speed of progress, as well as possibilities of personal choice in free activities;

6) based on participatory, co-operative, active and experiential methods of teaching and learning. (CPRA p63)

When instruction is provided in any of the eight minority languages (see p8), the same curricula are used with an 30% of additional content to the curricula for the subjects that might include specificities for national minorities, like World Around Us (grades 1 and 2), Nature and Society (grades 3 and 4) Music and Arts (grades 1-8) and History and Geography (grades 5-8). [https://www.european-agency.org/sites/default/files/cpra\\_serbia\\_grid.pdf](https://www.european-agency.org/sites/default/files/cpra_serbia_grid.pdf)

**d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?**

According to the By-law on the Individual Education Plan Implementation and Evaluation, support measures are determined and realised through the implementation of the individual education plan (IEP). Both pedagogues and psychologists co-ordinate the development of a child's pedagogical profile that serves for further IEP development. The IEP is revised over a specified period and adjusted as appropriate. (CPRA p53)

The team for additional learner support is also responsible for monitoring progress. Monitoring improvements in development and learning helps this team to establish the IEP for each learner. The team includes parents or caregivers, school and pre-primary teachers, school expert staff (psychologist, pedagogue, special pedagogue) and additional members, such as social workers or physicians ([Eurydice, 2016a](#);

National Overview, 2018 <https://www.european-agency.org/country-information/serbia>

The purpose of this plan is to eliminate all teaching, learning, communication, physical and other barriers and provide conditions for an unobstructed learning process. It may involve the adjustment of curricula, teaching methods, materials or grading and achievement standards and learning outcomes.

The Individual Education Plan is intended for children/pupils/students that need additional support because of learning difficulties, and envisages their participation and progress in school activities, specifically for those who:

- have learning difficulties because of specific cognitive impairments or behavioural or emotional problems;
- have developmental disorders or disabilities (physical, motor, sensory, intellectual, multiple disabilities or autism spectrum disorders);
- live in socially unstimulating conditions (in socially/economically/culturally impoverished environments, or in health/social care institutions over a long period);
- have extraordinary school achievements and learning abilities.
- require educational support for other reasons.

Both pedagogues and psychologists coordinate the construction of the child pedagogical profile that serves for further IEP development. The IEP is revised over a specified period and adjusted as appropriate.

Three types of IEPs can be established:

IEP1 includes 'adjustments in teaching methodology, characteristics and organisation of additional assistance, and compensatory activities'; adaptation of working conditions and conditions in which work is carried out; learning the language in which work takes place

IEP2 includes 'the provisions of IEP1 and also arrangements for decreased learning outcomes and their specification (modified programme)'; adjusting goals and content and teaching/learning programmes and outcomes

IEP3 is used to enrich the education programme for gifted learners (Friedman et al., 2015, p. 15; National Overview, 2018; Law on the Foundations of the Education System, Article 76). CPRA p53

[https://www.european-agency.org/sites/default/files/cpra\\_serbia\\_grid.pdf](https://www.european-agency.org/sites/default/files/cpra_serbia_grid.pdf)

The IEP brings together a team to support the child e.g. class teacher, department head, expert associate, parents or legal representative, personal assistant, other suggested by parents.

Support, based on the evaluation of a child's need and documented in the IEP, is provided in the following aspects:

- Adaptation and procurement of adequate textbooks and teaching materials, in line with the type of disability
- Individual education plan, used for the adjustment of achievement standards
- Usage of assistive technologies

- Engagement of pedagogical assistants in teaching
- Organization of trainings for children/pupils (e.g. Braille Alphabet, independent movement, sign language etc.)
- Overcoming language barriers in the case of children whose native language is other than Serbian
- Engagement of personal assistants
- Educational support (additional classes, individual teaching etc.) for children who were absent for a long time due to illness
- Education and care in a developmental group or in a separate special education school/preschool institution
- Implementation of preschool programme for children with disabilities
- Engagement of psychologist in healthcare services
- Additional healthcare services
- Participation in cultural, sports and other school activities free of charge
- Adjustment of school environment
- Professional development of teachers and other staff who work directly with children
- Training programmes for education staff aimed at enabling them to meet the needs of children with disabilities or of those from other vulnerable groups
- Training programmes for peers and their parents aimed at enabling them to meet the needs of children with disabilities or of those from other vulnerable groups
- Counselling sessions for parents whose children need additional educational, health or social support
- Support for educational, health and social care institutions in terms of the adjustment of environment, working conditions and materials
- Extended stay in educational institutions
- Organised transport services from home to educational institution and vice versa
- Meals, clothes, textbooks and school materials for pupils and teachers
- Free legal assistance. (Eurydice)

In special education schools, teaching is often individualised ([Eurydice, 2016b](#); National Overview, 2018).

In 2018, the Rulebook on closer instructions for exercising the right to an individual educational plan was published, replacing the 2010 Rules. In the new Rulebook, the content of the individual educational plan (IOP) is complemented to contain a personalized program of teaching and learning, and besides general data on the student, it can also include: 1) a transition plan - a plan for supporting the child and the student when joining education, when moving to the second level of education or when moving to another educational institution; and 2) a plan to prevent early school leaving for children and pupils at risk of early school leaving. (Agency Preventing School Failure Report p22 - unpublished)



**e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)**

No  No information available  Yes

If yes, please give a description of the main characteristics/organisation.

Red Cross, Standing Conference of Towns and Municipalities and Ministry of Education run initiatives with the Romani Educational and Cultural community and Ministry in 15 towns/municipalities. (Ref .Council of Europe 2018. Framework Convention for Protection of Minorities. 4th periodic report in accordance with Article 25 of Framework Convention p189)

There are several programs and ways of supporting of pupils at risk of dropout or early school leaving, most of which are activities and support targeting Roma pupils, since they are the largest group that is considered to be at risk as they often come from socially deprived and poor socio-cultural backgrounds. There are many special programs and supports for Roma pupils.

255 schools that have big percentages of Roma students have employed pedagogical assistants whose task is to support Roma pupils – this does not necessarily mean one-on-one support but rather keeping contact with families, motivating them to keep their children in schools. Also several scholarship programs provide financial support to Roma students. In addition, students of Roma nationalities can be easier enrolled in highschool or higher education institutions according to the affirmative measures provided for Roma pupils only.

All state institutions take part in the Seminar for Roma inclusion

<http://inkluzijaroma.stat.gov.rs/sites/default/files/files/Report%20on%20the%20Implementation%20of%20Operational%20Conclusions%20from%20the%20Seminar%20Social%20Inclusion%20of%20Roma%20in%20the%20Republic%20Serbia%20for%20the%20period%20October%202017-May%202019.pdf>

Roma children do not have different curricula. They mainly attend schools in Serbian language, and sometimes they take on Roma language as elective subject. There is no teacher training in Roma language and no higher education in Roma language (except for one college for preschool teacher training that offers Roma language classes as well) hence there can be no education in Roma language instruction.

Minority language groups (see 4.1 a above) are not considered as segregational groups – they are considered as groups or classes with a minority language as the language of instruction, which provides the student with the right to education in one's native language.

Ethnic minorities (e.g. Roma students) however are enrolled in classes where language instruction is Serbian, therefore if there are segregated classes in a school with Roma pupils only, the school is required to take some measures to desegregate pupils by dividing classes in other ways.

## 1.26. Learning materials

### a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No  No information available  Yes

If yes, please give a description.

Article 34 of the Law on Textbooks (Enacted 2018) determines the procedure of selecting textbooks: The officially approved textbooks are published in a Catalogue which is publicly shared on the website of the MoESTD. The school council of a particular subject (all teachers in a school teaching a particular subject) propose a textbook to the teachers' council of the school, which then approves it and presents the decision to the parents and the MoESTD. The chosen textbook will be used for four years, and then the decision may be reviewed and altered.

[https://www.paragraf.rs/propisi\\_download/zakon-o-udzbenicima.pdf](https://www.paragraf.rs/propisi_download/zakon-o-udzbenicima.pdf)

### b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No  No information available  Yes

If yes, please give a description.

The new Law on Textbooks was adopted in 2018 and prescribes that textbooks cannot include discriminatory content and should foster diversity and tolerance. Digital versions are also being made available. Free textbooks are provided for economically disadvantaged families. (Eurydice)

The MoESTD recently took part in a project, which was a joint initiative of the Council of Europe and the European Union "Horizontal Facility for Western Balkans and Turkey" aiming at assisting beneficiaries in South-East Europe and Turkey to comply with Council of Europe standards and the European Union requirements in the framework of the enlargement process. One of the objectives of this initiative was to "raise awareness about national minorities, their rights and promote tolerance", and the expected result was to enhance the capacity of the authorities to ensure an appropriate presentation of national minorities in education and to increase the knowledge of the general public on national minorities in Serbia.

Firstly, two analysis and reports were done: Report on representation of national minorities in teaching curricula and educational standards of the Republic of Serbia and the Report on representation of national minorities in school textbooks in the Republic of Serbia. Next, The Guidelines for adequate representation of national minorities in the curricula and textbook content in the Republic of Serbia were written, which is a document setting out in detail the implementation of the Recommendations resulting from the reports. Besides the recommendations of the

two reports, the Guidelines were built upon the document Quality History Education in the 21st Century – principles and guidelines adopted by the Council of Europe Education Committee, and also another action of the abovementioned joint project was interconnected: Fostering Democratic School Culture was a project built upon the Competences for Democratic Culture Framework of the Council of Europe. The overall project goal was to improve the quality of education by fostering democratic culture in formal education, by implementing anti-discriminatory approaches based on standards and practices of the Council of Europe. These documents represent a kind of an educational platform and foundations for acquisition of knowledge, development of key skills, development of opinions and values as part of the competences, which lead to respect and enhancement of human (and minority) rights in a democratic society.

Information on the Actions on Education: “Strengthen integrity and combat corruption in higher education in Serbia” “Fostering a democratic school culture” <https://rm.coe.int/16806f1944>

**c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).**

No  No information available  Yes

If yes, please give a description.

The Law on Textbooks 2018 recognises the publishing of textbooks in all accessible formats: audio, audiovisual, large print and Braille (Article 12(5) and the use of special books for children with developmental disabilities. Article 6(1) prescribes that the content and format of textbooks for children with developmental disabilities can be adjusted to their capabilities and needs. In other words, it may be shorter in content and therefore lead to differences in achievement.

The Ministry of Education, Science and Technological Development continues to co-ordinate and monitor publication and printing of missing textbooks for national minorities whose education is entirely in a minority language (104 textbooks printed out of 184). Special emphasis is put on textbooks in the Albanian language, as well as textbooks used for teaching the course ‘Mother tongue with elements of national culture’ (p. 73). CPRA P7

**d. Is ICT used to improve access to materials for vulnerable groups?**

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

M. Lazor D. Malidžan-Vinkić: Instructions for Creating Teaching Material According to the Principles of Universal Design, published by the Social Inclusion and Poverty Reduction Team of the Government of the Republic of Serbia in collaboration with the Ministry of Education, Science and Technological Development in 2013.

The manual is modelled after the Guidelines for Accessible Information created by the European Agency for Special Needs and Inclusive in Education. The goal of the instruction is to introduce education practitioners to the methods for creating and adapting teaching materials (especially the ones in digital formats) based on the principles of universal design, to make them accessible for learning to every child and student with special regard on students with special educational needs.

The manual is available in Serbian at: [http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2016/02/uputstvo\\_za\\_izradu\\_nastavnog\\_materijala\\_univerzalni\\_dizajn.pdf](http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2016/02/uputstvo_za_izradu_nastavnog_materijala_univerzalni_dizajn.pdf)

Report on Digital Inclusion in the Republic of Serbia for the Period 2014–2018 available at:

[http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2020/01/Izvestaj\\_o\\_digitalnoj\\_ukljucenosti\\_RS\\_2014-2018\\_eng.pdf](http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2020/01/Izvestaj_o_digitalnoj_ukljucenosti_RS_2014-2018_eng.pdf)

**e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?**

No  No information available  Yes

If yes, please give a description.

The Law on Textbooks and Other Teaching Materials (Official Gazette of RS, No 72/09), stipulates that students with developmental disorders and disabilities have the right to use textbooks that are adapted to their disabilities or special needs – for example blind students and students with impaired sight may use textbooks and teaching aids published in Braille, in electronic form or in other formats adjusted for the blind and persons with impaired sight. The Bylaw on guidelines on adapting of content and/or format of textbooks (2017) determines details on adapting textbooks depending on types of disabilities and according to it, it is the obligation of the textbook publisher to do the adaptation if required.

The Law on Textbooks [https://www.paragraf.rs/propisi\\_download/zakon-o-udzbenicima.pdf](https://www.paragraf.rs/propisi_download/zakon-o-udzbenicima.pdf) sets out the procedures for approving textbooks, textbook, quality standards, selection procedures, quality evaluation, and textbook plans. The law also determines financing of textbooks from the budget in particular situations, to support publishing of low-circulation textbooks or to make quality textbooks available for all. This means that according to the law public funding is available in following situations:

- For each schoolyear there is a decree of the government stating the amount of money provided for textbooks and determining who is eligible for free textbook provision – sometimes it is only students of poor

socio-economic status, sometimes it can be families with 3 or more children etc. This provides free textbooks for students of vulnerable groups.

- Depending on the economic status of the local self-governments, local budget can also be used for provision of textbooks – hence there are local self-governments who provide free textbooks for all first graders or for students of poor socioeconomic status.
- When a school chooses an officially published textbook to be adapted for use for a SEN student, it is the obligation of the publisher to do the adaptation. If the publisher rejects the adaptation, the penalty for the publisher is 2% of the total yearly revenue, which will be paid into the budget. It is then the obligation of the public publisher to do the adaptation of chosen textbook and that procedure is funded from the state budget.
- Each year a public call of procurement for digital textbooks is provided by the MoESTD and that project is also financed by the state budget. Publishers can apply for the call with their approved textbooks to be digitalised, which can also be a great resource for SEN students.

National Education Council (2013): Smernice za unapređivanje uloge informaciono-komunikacionih tehnologija u obrazovanju (Guidelines for improving the role of ICT in education), The Guidelines focus particularly on the application of ICT to social inclusion through recommendations to develop accessible digital teaching materials, assistive technologies, new teaching models, more flexible use of school equipment, etc. (European Agency Changing Role of Specialist Provision country report p4) (Unpublished)

Further information see: Annual Progress Report on the Action Plan for the Implementation of the Strategy for Education Development in Serbia by 2020 p18

<http://www.mpn.gov.rs/wp-content/uploads/2019/08/Progress-Report-on-The-Action-Plan-for-the-Implementation-of-The-Strategy-for-Education-Development-in-Serbia-by-2020-for-2018.pdf>

See also above regarding provision of materials for minority groups.

## 1.27. Assessment

### a. Is there a national/local assessment framework that includes all learners?

No  No information available  Yes (partially)

If yes, please give a description.

If no, please give further information:

Grades are defined as reliable and objective indicators of students' knowledge (or skills, performance, practical work and engagement in case it is practical, sport or art activity). They are also an indicator of quality and efficacy of teacher's work. Grades should be public and followed by the explanation, which means that it has recommendation

for student's further learning and development. The numeric grade is done by using a five-point scale of both qualitative and quantitative examination marks: 5 (excellent), 4 (very good), 3 (good), 2 (satisfactory), and 1 (unsatisfactory).

During one semester, each student must have at least four marks for each subject, which are used at the end of the semester to form the final grade. Assessment is done by using three forms: oral, written and practical work. At least one mark should be given by oral assessment during one semester.

According to the bylaw on student assessment <http://www.pravno-informacioni-sistem.rs/SIGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2019/34/10/reg> in the beginning of every school year, the previous students' achievement should be estimated. This assessment is called Initial assessment of students and it can be done within one specific topic, module or subject. The result of initial assessment is not the part of summative assessment process, but it is relevant for teacher's planning and teaching in general.

All forms of assessment and also assessment criteria are adaptable for students with disabilities, according to their Individual Education Plans (IEP). For students who are involved in the educational program with IEP-1, assessment should be based on adapting assessment techniques and process. For students who are involved in the educational program with IEP-2, assessment should be based on adapting outcomes and standards of achievement and adapting assessment techniques and process as well. The whole set of adaptation is defined as a part of a personalized learning plan.

The final grade is proposed by the teacher and approved by the school Teachers' Council. Grade point average (GPA) is computed at the end of the first semester as an average of all final grades in that semester, and at the end of the school year based on all grades during that year. There are 4 GPA categories: excellent ( $GPA > 4.50$ ), very good ( $3.50 < GPA < 4.49$ ), good ( $2.50 < GPA < 3.49$ ), and satisfactory ( $GPA < 2.49$ ). GPA cannot be computed if any of the final grades is 1 (explained in the Progression of Pupils).

All grades, including final grades, GPAs and any other notes on pupils' assessment and progression, are tracked through a school record. At the end of each semester and school year, pupils receive their own record cards with the same information.

Additional remarks:

Assessment of students' behaviour is done at least twice per semester (during the semester and in the end of semester). It should be descriptive from 1st to 5th grade and it does not influence the GPA.

Assessment of students' behaviour from 6th to 8th grade should be descriptive during the semester and numeric in the end of the semester and it does influence the GPA.

Summative assessment is also used at the end of primary school. At the end of the 8th grade, pupils are required to take the final exam (Завршни испит or Мала матура) in order to complete primary school. The final exam assesses

competencies acquired at primary school and comprises three tests: native language, mathematics and a combined test (combines natural and social sciences).

Final exam results are, along with the pupil's GPA, required for secondary school enrolment, according to the [Law on Secondary Education](#). (Eurydice [https://eacea.ec.europa.eu/national-policies/eurydice/content/assessment-primary-education-40\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/assessment-primary-education-40_en))

The methods of assessment in the education system in Serbia are regulated by:

- the Law on the Educational Inspection (Official Gazette of the Republic of Serbia, No. 27 of 6 April 2018);
- the Rulebook on Professional-Pedagogical Supervision (Official Gazette of the Republic of Serbia, No. 34/2012);
- the Rulebook on the Evaluation of the Quality of Work of Establishments (Official Gazette of the Republic of Serbia, No. 9/2012);
- the Rulebook on Standards of the Quality of Work of Educational Institutions (Official Gazette of the Republic of Serbia, Nos. 7/2011 and 68/2012) (CPRA p65)

[https://www.european-agency.org/sites/default/files/cpra\\_serbia\\_grid.pdf](https://www.european-agency.org/sites/default/files/cpra_serbia_grid.pdf)

**b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?**

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

The Rulebook on Detailed Guidelines for Establishing the Right to an Individual Education plan, its Implementation and Evaluation (2018) Official Gazette of RS, no. 74/2018-58 regulates the implementation and evaluation of the Individual Education Plan in preschool, primary and secondary education. (Available in In Serbian

<http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2018/74/4/reg>)

The Individual Education Plan is intended for children/pupils/students that need additional support because of learning difficulties, and envisages their participation and progress in school activities, specifically for those who:

have learning difficulties because of specific cognitive impairments or behavioral or emotional problems; have developmental disorders or disabilities (physical, motor, sensory, intellectual, multiple disabilities or autism spectrum disorders); live in socially unstimulating conditions (in socially/economically/culturally impoverished environments, or in health/social care institutions over a long period); have extraordinary school achievements and learning abilities; require educational support for other reasons.

The Rulebook gives some basic guidelines for teachers on how to adapt curricula depending on the SEN student's abilities, evaluate student accomplishments according to the IEP and amend the IEP if needed depending on evaluation of the student's achievements.

**c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)**

No  No information available  Yes

At the end of compulsory education (grade 8th of primary school) there is final exam that each pupil has to take. According to the Law on the Foundations of the Education System students with special educational needs can pass the final exam under adapted circumstances and with additional support, as required by their sensory and motor abilities or other special educational needs. There is a manual - Guidelines for planning, organizing and conducting the final exam at the end of compulsory education, which in Annex 11 describes particular recommendations for each type of disability with instructions. It is the obligation of the teachers and the Team for Inclusive Education of the school and the parents/legal guardians to elaborate the plan for additional educational support for each student with special educational needs and to implement it when conducting the final exam.

The manual is available in Serbian:

<https://ceo.edu.rs/wp-content/uploads/publikacije/prirucnik.pdf>

**d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)**

No  No information available  Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

An assessment is done by a school psychologist or pedagogue (both expert associates of the school that the child has been enrolled into) to evaluate a child's abilities and competences and identify potential special educational needs. This assessment is not a precondition for school enrolment but the followup of the school enrolment: after the parent choses a school for the child the school has to accept enrolment if the family lives in the area covered by particular school.

Pedagogues work on the identification and elimination of pedagogical causes of learning/behaviour difficulties and collaborate with pedagogical and personal assistants in the process. Psychologists provide support for children included in the IEP concept and those from vulnerable groups, identify and support gifted pupils, and collaborate with parents in order to ensure educational support for children.



Assessment for IEP for learners with learning disabilities or gifted learners– see above - is by a team including parents or caregivers, school and pre-primary teachers, school expert staff (psychologist, pedagogue, special pedagogue) and additional members, such as social workers or physicians (Eurydice, 2016a; National Overview, 2018). The focus is on adjustments to learning approaches, to the curriculum or enrichment for gifted learners.

**e. Is ICT used in the assessment of vulnerable groups?**

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

There is no information available on ICT used in assessment of vulnerable groups.

However, there is a new development in the administration of the education system: instead of teachers's books on paper that contains all information on pupils, classes, curricula and othe teaching and student-related information now most schools have electronic teachers' books (EsDnevnik). Parents can view their children's marks and follow their class attendance. Also statistical data can be drawn from the EClassBook which can be a basis for planning strategic measures for improvement.

**1.28. Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.**

The OECD Review of Evaluation and Assessment in Education: Serbia draws attention to the need to strengthen the quality of the exam at the end of compulsory education as well as the new Matura exam at the end of upper secondary school (p30/31) Here there should be a move away from reproduction of facts towards a wider range of transversal competences and levels of achievement.

Ref: Maghnouj, S et al. 2020. OECD Reviews of Evaluation and Assessment in Education: Serbia, OECD Review of Evaluation and Assessment in Education OECD Publishing Paris <https://www.oecd.org/countries/serbia/oecd-reviews-of-evaluation-and-assessment-in-education-serbia-225350d9-en.htm>

**1.29. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?**

Challenges

Maghnouj, S et al (2020) highlight that curriculum regulations emphasizing content over process are a challenge. They note that staff development is needed to shift attention from grades towards learning (and use of information to inform learning) and to re-adjust the balance between formative and summative assessment. (p27)

The imbalance of formative and summative assessment: “can have negative consequences as it generates pressure for students and parents to focus on getting good marks rather than authentic learning” (p28).

### Opportunities

The new Strategy for Education Development 2020 to 2027 aims to introduce measures to improve the curriculum increasing flexibility and autonomy of teachers (Preventing School Failure Report p8)

## Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

### 1.30. Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
<b>Mainstream schools</b>			
Teachers	Over 69,052 in pre-primary primary(inc lower secondary) (UIS 2018)	Bachelor degree for pre-school  Masters degree for primary/upper secondary schools	For grades 1-4 degree obtained in teacher education faculty  For grades 5-8 degree obtained in relevant subject faculty.
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)		Degree (bachelor or Masters) with 30 ECTS in psychology, pedagogy and teaching methods and at least 6 ECTS of practice work in an educational institution,	Teachers in school are supported in their work by the following professionals:  -Psychologists and pedagogues play an important role in the improvement of teaching and other educational activities. They provide support to teachers regarding: teaching methods, developing Individual Education Plans, work with children/pupils/students who need additional learning support, communication with parents and other important aspects of the teaching-learning process. Moreover, their duty is to organize professional development of teachers within the school.  -Adult education assistants have the equivalent role in work with adult learners.

			<p>-Educational advisor is an external consultant. He/she is chosen by the Ministry of Education, Science and Technological Development. His/her duty is to evaluate different aspects of school affairs and teachers work. He/she also provides support to teachers to improve teaching quality according to determined standards' (Eurydice, National Education Systems, Serbia, Chapter 9.2. <a href="https://eacea.ec.europa.eu/national-policies/eurydice/content/conditions-service-teachers-working-early-childhood-and-school-education-65_en">https://eacea.ec.europa.eu/national-policies/eurydice/content/conditions-service-teachers-working-early-childhood-and-school-education-65_en</a>)</p>
<p>Teacher Assistants (specify role and add rows as required)</p>		<p>Locally organised training course</p>	<p>Pedagogical assistant for children and students of Roma nationality can be carried out by a person who has acquired a secondary education of four years, knows Romani language and has a comprehensive training program in accordance with this Rulebook.</p> <p>The teaching assistant for children and students with disabilities and disabilities may be a person who has acquired a relevant higher education in second degree studies (master academic studies, master vocational studies, specialist academic studies) or at least four years of basic studies. according to the regulations governing higher education until September 10, 2005, as follows:</p> <ol style="list-style-type: none"> <li>1) a person who has obtained the academic title Master Defect Degree in Secondary Academic Studies or a person who has obtained the Degree Degree in Basic Studies for at least four years;</li> <li>2) a person who meets the requirements regarding the degree and type of education for a teacher of a social-humanist group of subjects or a</li> </ol>

			<p>professional associate - pedagogue, psychologist, andragologist or speech therapist, who has a well-developed training program in accordance with this Rulebook.</p> <p>The job of an Andragogical Assistant may be performed by a person who has acquired secondary education and a well-developed training program "Integral Training Program for Adult Primary Education by the Model of Functional Elementary Adult Education", in accordance with the Rulebook on conditions regarding space, equipment, teaching aids and grade and type of teacher education and andragogical assistants for the realization of the curriculum of adult basic education ("RS Official Gazette - Educational Gazette", Nos. 13/13 and 18/13).</p> <p>The person from st. 1, 2 and 3 of this Article, which does not have a well-trained training program in accordance with this Rulebook, shall submit proof of having mastered the appropriate training program within six months from the date of employment. (Rulebook on the pedagogical and andragogical assistant)</p>
Pedagogical advisers			<p>May be a teacher, educator or a professional associate who, in addition to a license for the work of an educator teacher and a professional associate:</p> <ol style="list-style-type: none"> <li>1) has at least eight years of work experience in educational work;</li> <li>2) shows a high degree of competence in educational work, and a high degree of</li> </ol>

			<p>achievement of educational goals in relation to the initial state and working conditions;</p> <p>3) excels in all professional development activities organized by the institution;</p> <p>4) initiates and participates in raising the quality of educational work;</p> <p>5) knows a foreign language: English, Russian, French, German, Spanish or Italian (hereinafter: foreign language) at A2 level of the Common European Framework of Reference for Languages;</p> <p>The title of independent pedagogical advisor may be acquired by those with at least 10 years of work experience and at least two years of work as a pedagogical advisor.</p> <p>The title of senior pedagogical advisor may be acquired by those with at least 12 years of work experience and at least two years of work as an independent pedagogical advisor</p> <p>The title of high pedagogical advisor can be obtained by those who, in addition to the license:</p> <p>1) have at least 15 years of work experience in performing educational work and at least three years working as a senior pedagogical advisor;</p> <p>2) accomplish different approved programs by providing training for more than 120 hours as a program implementer or lecturer;</p> <p>3) achieve above-average level of competence in educational work, and above-average level of achievement of educational- goals in relation to the initial state and working conditions;</p> <p>4) initiate and participate in raising the quality of educational work;</p>
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			<p>5) is the author or co-author of the approved program that is being implemented;</p> <p>6) knows one foreign language at A2 level and the other at B1 level of the Common European Framework of Reference for Languages;</p> <p>7) use the computer in operation;</p> <p>8) create and carry out research activities relevant to educational work.</p>
Teacher educators		Ph.D.	<p>Article 52 of the Law on Higher Education (enacted 2017, amended 2018, 2019 and 2020) describes the requirements of working permit of higher education institutions and one of the conditions is the appropriate number of teaching and other staff with appropriate scientific, artistic and professional qualifications.</p> <p>Article 72 of the same law describes teaching and nonteaching staff and it states that teaching staff of a higher education institution are composed of persons who carry out educational, scientific, artistic, research and innovation activities, and can be professors, researchers and associates.</p> <p>Article 72 and 73 determine teachers' titles: lecturer, senior lecturer, professor of vocational studies, assistant professor, associate professor and full professor, and which type of studies they are allowed to teach, and which are the requirements to obtain the titles.</p> <p>Due to the fairly wide autonomy of higher education institutions it is up to the institution who they would be employing, but the Commission for Quality Accreditation and Supervision determines and supervises the required number of teaching and other staff with</p>

			<p>appropriate scientific, artistic and professional qualifications.</p> <p><a href="https://www.kapk.org/en/accreditation/">https://www.kapk.org/en/accreditation/</a></p> <p>The National Council for Higher Education NCHE prescribed the mandatory minimum criteria for the selection of teachers at higher education institutions (with amendments in 2016 and 2017). As of October 1st, 2017, all universities, both state and private ones, started with their implementation.</p> <p>All TEMPUS projects for capacity building in higher education contain elements of mobility and professional development of the Higher Education teachers. By rule, the project consortium also included the renowned European Higher Education Institutions, and national teachers had the opportunity to attend professional development through the cooperation with their European peers and directly acquire knowledge about the latest trends in the teaching and research area.</p>
Inspectors		<p>University degree and second degree (Master of Academic Studies, Master of Professional Studies and specialist academic studies)</p>	<p>Needs at least five years of professional experience. The person is obliged to pass the state professional examination and the examination for inspector. (Law on Educational Inspection Conditions for Educational Inspector)</p>
<b>Special schools</b>			
Teachers		Masters degree	The task of the teacher defectologist (special education teacher working in a special education



			group within a mainstream pre-school) in a development group in a pre-primary institution and in schools for the education of pupils with developmental impairments and disabilities is to ensure the achievement of the goals of education and standards of achievement, in accordance with the individual education plan and the educational programme. Teachers and educators perform tasks based on established standards of competence' (European Agency, CPRA, Serbia, Measure 1.7, p.18).
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)		Degree (bachelor or Masters) with 30 ECTS in psychology, pedagogy and teaching methods and at least 6 ECTS of practice work in an educational institution	See <a href="#">Further information on special schools</a> Special school staff are no different than in regular inclusive schools. According to the Rulebook on what qualifications teaching staff have to obtain there is a long list of qualifications that teachers employed as special education teachers might have – four year college degree to masters degree of various fields (tiflopedagogy, surdopedagogy, speech therapy etc.) However, they count as regular teaching staff and have to have same qualifications as mentioned above
Teacher Assistants (specify role and add rows as required)		Local training course	
<b>Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).</b>			
Teachers			
Professional staff (psychologists, pedagogues, social pedagogues, speech			

and other types of therapists)			
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			

**1.31. Please indicate if education/training on inclusion in education is available for the following groups of professionals.**

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	Yes			<p>Rulebook on Standards of the Quality of Work of Educational Institutions (Official Gazette of the Republic of Serbia: Educational Gazette, No. 14/2018 dated 2 August 2018) sets out standards and indicators for head teachers including promotion of inclusive policies culture and practice. Training programme now provided focusing on these competences - also includes cooperation with parents and other stakeholders/wider community (CPRA p58/59)</p> <p>According to the Rulebook on Standards of Competencies of Principals of the Education Establishments (Official Gazette of the Republic of Serbia, No. 38/2013), standards for head teachers are formulated in six areas of work including:</p> <p>1.1: Handling the Process of Education and Learning 1:</p> <ul style="list-style-type: none"> <li>• 1.1.4 Providing an inclusive approach in the educational process,</li> <li>• 1.1.5 Providing and monitoring the well-being and development of a child'</li> </ul>

				<p>(European Agency, CPRA, Serbia, Measure 7.2, p.57).</p> <p>The Rulebook on the Training Programme and the Examination for the Licence for the Principal of the Institution of Education (Official Gazette of the Republic of Serbia, No. 63/2018) states that the training programme aims to train candidates to gain the competencies of directors in accordance with the standards of competence appointed by the Rules. Within the standards, among others, the following applies:</p> <ul style="list-style-type: none"> <li>• Providing a quality context for learning</li> <li>• Monitoring achievement and encouraging learner development</li> <li>• Development of an inclusive policy, culture and practice in the institution.'</li> </ul> <p>(European Agency, CPRA, Serbia, Measure 7.2, p.59).</p> <p>Principals who became principals before this Rulebook, had a certain time to acquire the licence within an in-service training. Principals who were hired after the adoption of the rulebook are preferred to have it prior to taking in the position, but if not, they can do it within certain time limit in-service, and if there are more candidates, the candidate with the licence will be prioritised.</p> <p>The EU TEMPUS Project: Master Program in Educational Leadership /EDLEAD/ (2013-2017) lead to two accredited master programs at the University of Kragujevac and the University of Novi Sad (in cooperation with the University of Belgrade and the University of Nis) and a range of professional development programs for heads of educational institutions and all other educational staff having leadership potential. All programs are compatible with the prescribed competencies of the heads of educational institutions in Serbia, but also the principles and best practices of similar programs in Europe and worldwide.</p>
Teachers	Yes			Professional Development (In-service)

<p><i>cross ref to 5.4 for information on initial training</i></p>			<p>The teacher, educator and associate uses the competences to systematically monitor, analyze and evaluate his / her educational work, development of competences, his / her advancement and professional development and keeps in some form the most important examples from his / her practice, examples of application of the learned during professional development, personal plan of professional development (in hereinafter referred to as portfolio).</p> <p>In drawing up a personal plan for professional development, the teacher, educator and professional associate also use information from professional-pedagogical supervision and external evaluation.</p> <p>Teacher, educator and associate at the request of the principal, expert associate, educational advisor and advisor - external associate, gives insight into his / her professional development portfolio.</p> <p>(Rulebook on Continuous Professional Training and Promotion in the Titles of Teachers, Tutors and Professional Assistants, Article 16, p. 10)</p> <p>Following undergraduate ITE, an induction programme lasts from one to two years. During this time a teacher has the status of a trainee teacher. The trainee teacher is assigned a mentor – another teacher who already works at the school, or alternatively an external consultant (education specialist). The mentor supervises the trainee’s work and provides any necessary support. Mentors are distinguished licensed teachers with at least 5 years’ working experience or external consultants (education specialists)’ (Eurydice, National Education systems, Serbia, Chapter 9.2.</p> <p>These programmes are accredited by the Institute for the Improvement of Education through an open competition and published in the Catalogue of Professional Development Programmes for Teachers, Pre-School Teachers and School Support Staff. The programmes aimed at teaching children with</p>
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			<p>various kinds of disabilities prevail over those targeting children with a single disability. Approx 6-7% of the catalogue relate to disability. (Matovic´ and Spasenovic´ 2015 In-Service Training Programmes for Inclusive Education in Serbia – Offer and Implementation. In: N. Popov, Ch. Wolhuter, K. Skubic Ermenc, G. Hilton, J. Ogunleye, and E. Niemczyk (eds.). Quality, Social Justice and Accountability in Education Worldwide. Sofia: Bulgarian Comparative Education Society, pp. 142–148.).</p> <p>Article 151 of the Law on the Foundations of the Education System clearly states the obligations of teachers regarding professional development:</p> <p>A teacher, educator and professional associate, with a licence and without a licence, is obliged to continually improve in order to successfully realise and improve educational work and to acquire or improve the competencies necessary for work, in accordance with the general principles, and to achieve the goals of education, care and standards of achievement.(CPRA section 10)</p> <p>The Rulebook on Continuing Professional Education and Career Progression of Teachers and Professional Counsellors (Official Gazette of the Republic of Serbia, No. 81/2017) clearly states that the professional development of teachers, educators and professional associates of institutions is planned in accordance with the needs and priorities of education and care of learners. These are priority areas that shall be determined by the minister in charge of education affairs and on the basis of perceiving the level of development of all competencies for the profession of teachers, educators and professional associates in the institution (Article 3).</p> <p>The needs and priorities of professional development of institutions are also planned based on:</p> <ul style="list-style-type: none"> <li>• the presented personal plans for the professional development of teachers, educators and professional associates;</li> </ul>
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				<ul style="list-style-type: none"> <li>• the results of self-evaluation and evaluation of the quality of the work of the institution;</li> <li>• reports on the achievement of standards and other indicators of the quality of educational work (CPRA Section 10)</li> </ul>
Teacher Assistants				<p>Rulebook on pedagogical and andragogical assistants sets out details of training courses.</p> <p>There are three different training types for different kinds of assistance. Pedagogical assistants for Roma students, pedagogical assistants for children with disabilities and Andragogical assistants have different modules depending on the previous competences and degree of education and job description. All trainings include competences regarding inclusive education as well.</p>
Professional Staff				<p>Schools usually have a psychologist and/or a pedagogue as professional associates. Each training (accredited program for teachers' professional development) that is organized for teachers of the institution is usually accompanied (if not organized) by the associates, so practically each training obtained within inclusive education will be passed by associates as well</p>
Inspectors				<p>Inspectors are in charge of supervising the legal functioning of educational institutions, and there are several training programs for educational inspectors to pass – when a law is newly adapted or amended inspectors have training or lectures to be informed with the changes. Therefore it is expected that each inspector is trained well regarding inclusive education as well, to be able to monitor compliance with the laws in terms of inclusion.</p>
Teacher Trainers				<p>Due to the fairly large autonomy of higher education institutions inclusive education is not an obligatory element of the teacher training programs, however most teacher training faculties have a semester of special education.</p>

Others (please list add rows as required)				
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### 1.32. Is education and training of teachers aligned with national policy goals on inclusive education?

No  No information available  Yes

If yes, please give a description.

Since 2015, there have been significant reforms concerning initial teacher education provided in higher education institutions. Links between schools and universities are reinforced, as teachers from schools take part in implementing initial teacher education. The larger universities also provide lifelong learning courses (European Commission, 2016' (European Agency, CPRA, Serbia, Measure 10.3, p.69).

Professional development of teachers is required and specified by law. Teachers have to dedicate a certain part of their working time to professional development training in order to keep their position and license. Teachers and preschool teachers who work full time are required to complete 68 hours of different kinds of CPD each year and these hours are counted as paid work hours. Within this number of hours, 24 hours are to be dedicated to the completion of approved CPD programmes outside the school. The rest is spent on CPD programmes organised by the institution' (Eurydice, National Education Systems, Serbia, Chapter 9.3)

The Ministry of Education, Science and Technological Development prescribes the priority CPD topics each 3 years, as well as forms and procedures of CPD programmes, conditions of CPD-based promotions, certification and all other regulations.

Recent priority topics have included : prevention of discrimination; Inclusion of children from vulnerable groups; Strengthening professional capacities of teachers, especially regarding teaching methods and class management; Collaboration with parents, students and student parliaments; ICT.' (Eurydice, National Education Systems, Serbia, Chapter 9.3)

Coordinators for Roma integration and inclusive education in school authorities monitor training courses (Monitoring framework for inclusive education in Serbia, 2014, p.20. <http://socijalnoukljucivanje.gov.rs/wp-content/uploads/2014/11/Okvir-za-pracenje-inkluzivnog-obrazovanja-u-Srbiji-eng.pdf>

Further changes to initial teacher education are planned in the new strategy for educational development

**1.33. With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).**

School teachers obtain their qualifications at universities. Undergraduate studies last 4 years (240 ECTS) and are certified with a Bachelor degree. Graduate Master studies last 1 year (60 ECTS). From 2009, master studies became mandatory for entering a teaching career. Subject teachers (stage 2 of primary education and entire secondary education) complete their studies at faculties specialised in the field of study they teach (e.g. Faculties of Biology, Mathematics, Philology etc.). While these faculties do not primarily specialise in teacher training, they offer subjects relevant to teachers' education either throughout the programme or during a part of it (e.g. students may choose to specialise as teachers at their last year of studies). (Eurydice, National Education Systems, Serbia, Chapter 9.1)

Curricula and learning outcomes for programmes attended by future teachers are established at higher education institutions. A curriculum contains mandatory and elective courses. These differ between colleges as each college has a high level of autonomy. The new strategy for education development envisages standards for higher education institutions which will be required for accrediting courses then certain topics can be made compulsory.

According to the requirement in the initial education of teachers introduced in 2011, as stated in the Law on the Foundations of the Education System [1], students who plan to work in the teaching profession have to complete at least 30 ECTS in the fields of psychology, pedagogy and teaching methodology and at least 6 ECTS of practical work in an educational institution' (Eurydice, National Education Systems, Serbia, Chapter

9.1. [https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-65\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-65_en)).

Special education teachers complete their studies at the Faculty of Special Education and Rehabilitation or Faculty of Medicine, which also last 5 years (4 years of undergraduate studies and one year of Master studies). These faculties offer subjects relevant to teaching and work with children with disabilities throughout their study programmes. (Eurydice, National Education Systems, Serbia, Chapter 9.1).

Teacher competences are determined in relation to the goals and outcomes of learning and should provide professional standards on what kind of teaching is considered successful.

They relate to competencies for:

- module, subject and teacher training;
- teaching and learning;
- supporting the personal development of learners;
- communication and co-operation (Rulebook on the Standards of Competencies for the Profession of Teachers and their Professional Development: Official Gazette of the Republic of Serbia, Educational Gazette, No. 5/2011). (European Agency, CPRA, Serbia, Measure 1.7, p.18).



In cooperation with the UNICEF Office in Belgrade, the Ministry organized professional meetings for university professors of teaching methodology, with the objective to initiate the inclusion of a modern pedagogy of diversity and inclusive education into the education programmes for the future teachers.(CROSP report p16)

**New Accreditation for the expectations in terms of duration and implementation of pedagogical practice.**

Standards for study programs adopted in 2017 within the standards related to curricula, have also set Higher education institutions implementing the pedagogical study programs must provide the pedagogical practise at 2nd, 3rd and 4th year of studies, in the duration of minimum 90 hours a year. The pedagogical practice at the 5th year of studies lasts 180 hours and brings 6 ECTS. The pedagogical practice is carried out in pedagogical institutions. Higher education institutions that have no pedagogical education in their study programs, whose graduate students are expected to become teachers of vocational courses in secondary schools, must, in line with the Law on Foundations of Education System, acquire the education in psychology, pedagogy and methodical disciplines, acquired at higher education institution during the studies or after graduating with minimum 30 ECTS and 6 ECTS obtained at the practice at pedagogical institutions.

In recent years, the projects within the TEMPUS programs of the EU, have taken a special place in the development of study programs for initial development of teachers – one of the oldest and most successful cooperation programs launched by the EU. Four high schools for the education of teachers (in Vršac, Kruševac, Novi Sad and Sremska Mitrovica) worked through the EU TEMPUS project Harmonization of Teacher Education Curricula in Serbia / TEACH / (2013-2016) to align the curricula for teacher education in Serbia and reducing significant differences, especially with respect to the acquired competencies of graduated students. This enabled the horizontal and vertical mobility of students, modernization of the curricula and approximation to the standards of teacher education in Europe.

The Faculties of four state Universities for teacher education, implemented the Project under EU TEMPUS titled Harmonization and Modernization of the Curriculum for Primary Education Teachers /HAMOC/ (2011-2015). This Project delivered the harmonization and modernization as a part of the study program for educating the primary education teachers at the academic, master and doctoral levels and new courses and models were introduced, including the courses for lifelong education for primary education teachers.

Five state universities participated in the EU TEMPUS Project titled: Master Program for Subject Teachers /MASTS/ (2010-2014) in order to develop modern, interdisciplinary master studies (60 ECTS) for the education of future subject teachers in 31 primary and secondary schools in accordance with the Law on Foundations of Education System of the Republic of Serbia and the Reorganization of Education within the Bologna Process. In accordance with the project goals laid down by the universities in Belgrade, Novi Sad, Niš, Kragujevac and Novi Pazar, the programs for subject teacher education were developed.

**1.34. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.**

High quality of teaching staff is of a great value for raising the quality of educational outcomes. The quality of teaching staff is primarily conditional upon the effectiveness of their professional development system. In the reporting period, there were no significant breakthroughs in terms of improving the initial teacher education. Finding a formula that would provide a systemic development of modern teacher competencies, without undermining the autonomy of the university, after many years, still remains without results. The prevailing method for the innovation of teacher education still relies on individual initiatives (institutions, departments, university teachers) and the participation in international development projects. As of 2015, the system of professional development for teachers has not changed to any significant extent, aside from the innovation of introducing the online training in the legislation. Since then, online trainings have become an increasingly popular form of professional training, often in the organization of state authorities. In the past years, a large number of teachers have attended professional development facilitated by national initiatives. The most comprehensive initiative of that kind was launched in 2018 and involved the Teacher Training Program for the implementation of outcome oriented learning. By mid-May 2018, 215 trainings were delivered, attended by 6,389 trainees. By the end of 2018, around 20,000 teachers, professional associates and principals are expected to attend the training.

*Sources:*

**Progress Report on The Action Plan for the Implementation of The Strategy for Education Development in Serbia by 2020 for 2018**

<http://www.mpn.gov.rs/wp-content/uploads/2018/08/AP-SROS-IZVESTAJ-15jun-Eng.pdf>

**Report on inclusive education in the Republic of Serbia from 2015 to 2018, Ministry of Education, Science and Technological Development, UNICEF, SIPRU, 2020**

Dr O. Jovanović Milanović, J. Marković, Lj. Simić, V. Šaponjić, D. Malidžan Vinkić, T. Ranković, I. Latinović, A-M.

Ćuvković: National Report on Inclusive Education for the period 2015 to 2018 - available online in Serbian:

<http://www.mpn.gov.rs/wp-content/uploads/2020/02/NACIONALNI-IZVE%C5%A0TAJ-O-INKLUZIVNOM-OBRAZOVANJU.pdf>

The report on inclusive education in the Republic of Serbia from 2015 to 2018 reviews the progress and presents guidelines for the further development of educational policies, especially those aimed at children and students from vulnerable social groups.

In the period covered by the Report, there has been harmonization of the legislative framework governing the field of inclusive education. Institutional and human resources at the national level and at the level of educational institutions. The results presented in the report show the need for quality inter-ministerial cooperation, to direct all available resources towards the full implementation of regulations and the establishment of sustainability of the achieved positive changes.

Data at the level of the education system indicate that legislation is developing much faster than practice, and that there is a need to strengthen implementation capacity at all levels of the system - educational institution, local government, national level. The analysis of inclusive education indicates that at the level of local governments there is a lack of financial resources to provide additional support, and the needs are growing, especially at the level of underdeveloped municipalities

There has been a noticeable shift in recognizing the importance of data for education policy decision-making. However, there is still a need to define indicators for monitoring the quality of inclusive education at the level of departments / groups, institutions, local self-government and the education system as a whole, which will be harmonized with the standards of good practice at the international level. At the same time, it is necessary to ensure the collection of data on children and students from vulnerable groups, so that in addition to monitoring the quality of education, the fairness of education is also monitored.

The Rulebook on Continuing Professional Education and Career Progression of Teachers and Professional Counsellors (Official Gazette of the Republic of Serbia, No. 81/2017) stipulates that teacher, educator and professional associate can advance in their careers acquiring positions of a pedagogical adviser, independent pedagogical advisor, higher pedagogical adviser or senior pedagogical adviser (See above)

A teacher, educator and professional associate in the rank of high pedagogical advisor can perform certain activities, namely:

1. participate in training of contractors and program implementers;
2. conduct research in the field of education and upbringing of regional or national importance;
3. Provides advisory support to the Ministry for education development issues.

**More details are provided in table on page 77**

### **1.35. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and sup**

#### Challenges

OECD (2020) notes that teachers are not well prepared for equity and quality issues. There is a need to update teaching practices in line with the new curriculum and evidence about learning approaches (p22). They also point to

the low uptake of professional development despite this being mandatory but say that the quality of programmes varies.

Further efforts are needed to improvement of the inclusive education in Serbia related to the teachers and support personnel:

In the coming period, it is necessary to ensure the sustainability of the established resources and further develop, inter-sectoral and inter-institutional cooperation with the aim of making more efficient use of limited resources and ensuring that support arrives to all who need it.

- Particular attention should be paid to development a local support measure, taking into account the differences in human, material and financial resources between local government units.
- Further develop of the mechanisms for intersectoral cooperation in activities for educational and social inclusion.
- Ensure the sustainability of institutional coordination and monitoring capacities
- Ensure cooperation with institutions responsible for monitoring and implementation human and minority rights and protection against violence and discrimination.
- Improve standards for accreditation of higher education programs for educators/ teachers, associates, and principals for further improvement of their inclusive education competences.
- Improve the standards of competence for the profession of educator/teacher and further improvement of their competencies for individualization and differentiation of teaching/learning through the implementation of quality professional development programs.
- Define mechanisms that will foster horizontal exchange of knowledge and experience within institutions as well as between institutions.
- Establishment of the system of monitoring of the inclusive education process on national, local and the level of institutions.
- Further development of competencies in inclusive education of employees in educational institutions through various training programmes.
- Securing conditions for improvement of teacher competencies (4.400) who teach in the languages of national minorities.
- Strengthening professional capacities of teachers in view of improving migrant student education.

**(Report on inclusive education in the Republic of Serbia from 2015 to 2018, Ministry of Education, Science and Technological Development, UNICEF, SIPRU, 2020)**

### Opportunities

In the previous period, institutional and human resources were developed nationally (Minority Education, Social Inclusion and Protection Against Violence and Discrimination Group, IRK Joint Monitoring and Coordination Body,

Analytical Unit), regional and local (IRK, external advisors) , as well as at the level of educational institutions (teaching assistants). Development of competencies of employees in education is supported through various activities, including various training and manuals.



## Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

### 1.36. Who is excluded from attending any form of school?

**Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?**

In 2017/18, almost 4,000 children (2%) were not enrolled in the preparatory preschool program, while 689 children attended the preparatory preschool program for the second time. Preschool programs, especially those that are not compulsory, are characterized by a low level of equity, since children with the greatest learning and development opportunities provided significantly less involved.

A regional survey on the situation of Roma in the Western Balkans shows that only about 17% of children from Roma settlements between the ages of 3 and 6 attend to preschool education (data refer to 2017).

The structure of children according to the working status of parents is dominated by children whose both parents are employed (70%), while 8% are children whose both parents are unemployed (Graph 2). These data show that the key challenges in EIA are not only increasing enrolment but also ensuring EIA equity.

In the previous period, a lot of work has been done to increase coverage of children in pre-schools through the establishment of special public-private partnership programs, which imply the inclusion of private kindergartens in the subvention system in certain cities.

The new Law on Financial Support for Families with Children has significantly improved support for the inclusion of children from vulnerable social groups in the pre-school system through reimbursement of the costs of pre-school care for children of financial assistance recipients, children without parental care and children with disabilities.

Also, this law regulates the regression of living expenses of children from disadvantaged families, as well as children without parental care, children with disabilities and children with disabilities who did not exercise the right to subsequent living expenses, depending on financial status of their families. The method and conditions of reimbursement of costs is determined by the authority of the local government.

In previous period, through the provision of funds for equipment and reconstruction of available space at the local level, training of employees and horizontal exchange, national level has continuously supported the pre-school education in local self-governments for the development of different half-day and shorter programs.

In 2017 as many as 4.5% of the population of appropriate age were not included in compulsory education, while 5.5% of those who attended primary education did not complete this level of education. It is encouraging to note that there are no differences in the coverage of boys and girls in primary education. The regional survey on the

situation of Roma in the Western Balkans from 2017 shows similar results - 84% of children from Roma settlements attend primary education.

In order to increase the coverage of children from vulnerable groups, the legal provisions stipulating the obligation of the elementary school to enrol every child include a child who does not have the required documents or a child older than seven and a half years.

Coverage of pupils in secondary education in the reporting period was close to 90%, while the graduation rates after three years of growth, showed a decline in 2017 from 90.1% to 85.45%.

Mechanisms are provided to support regular attendance for primary and secondary school students - free transportation, accommodation, meals and customized textbooks, provision of student loans and scholarships, teaching assistants.

The Rulebook on Enrolment in Secondary Schools completed the process of systematic regulation of enrolment of students in secondary school and more specified affirmative measures for members of the Roma national minority and students who have completed the adult basic education program.

Learners with severe learning disabilities attend special schools. In rural areas, learners with SEN/disabilities may attend separate departments (special units in mainstream schools.) Special schools also exist for music, ballet and for gifted pupils. Parents may choose to educate their children at home.

(Report on inclusive education in the Republic of Serbia from 2015 to 2018, Ministry of Education, Science and Technological Development, UNICEF, SIPRU, 2020)

### **1.37. Are there issues around the over- and under-representation of different vulnerable groups in different school settings?**

No  No information available  Yes

If yes, please give a description and provide any data/evidence that is available

In the last ten years there has been a reduction in the number of students in schools/classes for students with disabilities. Specifically, in the 2010/11 school year 1.09% of the student population attended schools for students with disabilities, while in 2018/19. 0.89% of the student population were in these schools.

SBS reports on classes for students with disabilities as a separate unit analysis, which makes it impossible to keep track of educational statistics especially for schools and especially for classes for students with disabilities at regular schools. This is especially significant, if we consider that research indicates that it is precisely in this department Roma pupils are included in a large number of - 32.7% of students in special classes in mainstream primary and secondary schools.

Practice shows that transferring Roma students from mainstream to special schools is frequent, while the reverse is very rare (Friedman et al., 2015, 25).

According to the data of the Republican Institute for Social Welfare, at the end of 2018, there were 617 children up to 17 years in residential institutions. Of the 142 preschool children, only 21 (14.79%) were covered by pre-school programme. The primary school enrolment of compulsory education was 90.50%, with the highest proportion of primary school children enrolled in schools for students with disabilities - 61.72%. The above data indicate that there is still a high risk of educational exclusion of the children in residential institutions. **(Report on inclusive education in the Republic of Serbia from 2015 to 2018, Ministry of Education, Science and Technological Development, UNICEF, SIPRU, 2020)**

### **1.38. Please give details on the main admissions criteria for schools.**

#### **a. Highlight any issues with the national policies.**

The Law on Primary Education (2013) pays special attention to inclusive education through provisions on enrolment in schools of children from vulnerable social groups. Article 55 stipulates that such children can be enrolled in schools without proof of their parent's residence and required documentation. If there is no possibility of examining a child in its mother tongue, school shall engage an interpreter at the proposal of the national council of a national minority. Article 56 prescribes enrolment of children with special needs who can be enrolled according to the opinion of interdisciplinary committee for evaluation of the needs for providing additional educational healthcare or social support with consent of parents/guardians (Council of Europe, 2018 p21 Fourth periodical report submitted to the General Secretary of Council of Europe in accordance with Article 25, of the Framework Convention for the Protection of National Minorities 18 Sept 2018)

During 2016, the Ministry of Education Science and Technological Development established an inter-ministerial working group with representatives of other ministries and institutions to improve legislation responding to discrimination. They drafted a new rulebook on conduct of institutions in the event of discriminatory behaviour (Council of Europe, 2018. p22).

A single educational group may have up to two children with developmental impairments or disabilities. The number of children in the educational group, as established by this law, shall be reduced by three per child, exercising the right to additional support in the educational group, with a plan of individualisation or individual education plan.

Children shall only be enrolled in a developmental group with the opinion of the inter-sectoral committee and with the approval of the parent, and/or another legal representative. Daily interaction and inclusion in the activities of other educational groups shall be planned and implemented for a child enrolled in a developmental group. During attendance at the pre-primary programme, the child's development shall be monitored and, based on the proposal of the inclusive education team, a child with developmental impairments or disabilities may move from a developmental to an educational group, in accordance with the law. (CPRA p48)



Secondary school is not compulsory and lasts from 3 to 4 years (grades). Pupils usually enter secondary school at the age of 15, upon completion of primary school.

Admission criteria are: the primary school final exam and, students' school achievements (Grade Point Average) during their primary education.

While students' choices of schools are considered, better final exam results and GPAs increase the probability of desired school enrolment.

The Rulebook on the criteria and procedure for enrolment of pupils - members of the Roma national minority in secondary school sets out more favourable conditions in order to achieve full equality. It prescribes that the elementary school (departmental head, expert associate and other teachers), starting from the seventh grade, informs the parents or guardians of pupils about the criteria and procedure for enrolment of students to secondary school under more favourable conditions. The Rules stipulate that the number of points that students earn on the basis of school success and on the basis of the final exam, increases by 30%, while for students who live in the family which is the beneficiary of financial social assistance, the number of points earned on the basis of school success and final exam increases by 35% of the number of points that they miss up to 100. Students are divided into schools based on the determination and number of points together with other students. The same rulebook prescribes that a candidate with disabilities in the development and disability is enrolled in the school after the final exam, in accordance with his motor and sensory capabilities, or the conditions required by his type of disability. (Preventing School Failure Report p31)

Conditional enrolment is a measure prescribed by special laws that obliges a school to immediately enrol and engage in teaching a student who has come from abroad until the procedure for recognition of a foreign school document is completed (The Law on Elementary Education, Article 98).

On a local level, local self-governments keep records and inform the preschools of the children who should attend pre-school preparatory program (PPP) (Article 17, The Law on the Foundation of Education). Parents whose child is not covered by education in a preschool institution is obliged to enrol a child aged five and a half to six and a half years in a preschool institution, with the right to choose a preschool institution.

The preschool institution founded by the LSG is obliged to enrol every child in order to attend PPP, regardless of the parent's place of residence. Attending a PPP at an institution founded by the Republic of Serbia, Autonomous Province or LSG is free of charge.

The procedure for enrolment in the first grade of primary school is regulated similarly. The LSG keeps records and informs the school and parents, or guardians, of the children who are to be enrolled in primary school (ZOSOV, Article 18). The parent is responsible for enrolling the child and the school is obliged to enrol every child from the area of the school who is at least six and a half, and at most seven and a half years, by the beginning of the school year. The school may also enrol a child in the sub-district of another school, at the request of the parents, in accordance with the school's capabilities.

**b. Where schools set their own admissions criteria, please outline any impact on inclusion.**

Not applicable

**1.39. Please provide information on the different forms of support that are available to learners in schools.**

**a. Inclusive pedagogy, personalised learning and universal design approaches**

No  No information available  Yes

If yes, please give a description.

Measures to support the enrolment and inclusion of students:

- Compulsory attendance at preparatory preschool program
- Priority for enrolment in preschool institution
- Diversification of the pre-school program
- Unconditional primary school enrolment
- Adjustment of the final exam
- Affirmative measures for enrolment in secondary school and college
- Supporting the transition of children and students between education levels
- Accessibility of facilities

Measures to support regular attending of students:

- Cost Compensation to stay in preschool established
- Free transportation
- Free accommodation and nutrition
- Free and adapted textbooks
- Student loans and scholarships
- Pedagogical and andragogical assistants

Support to full participation in education

- Individualization and individual educational plans
- Distance teaching
- Teaching at home
- Teaching for students on long-term home and hospital treatment
- Use of assistive technology

- Collaboration between special and regular schools

There is no mention of universal design in school strategic plans, but the umbrella law contains a clear statement that the institution ensures the elimination of physical and communication barriers, adapting methods for achieving the curriculum and development, adoption and realisation of the individual education plan. CPRA p62

During the school year 2017/2018 MoESTD conducted public procurement for the development of textbooks adapted to children with disabilities that attend school according to customized or altered programs. 6,948 textbooks have been adapted and distributed to students.

**(Report on inclusive education in the Republic of Serbia from 2015 to 2018, Ministry of Education, Science and Technological Development, UNICEF, SIPRU, 2020)**

For learners with an individual education plan - this is aimed at the optimal development of learners and the achievement of the outcomes of education, in accordance with the prescribed goals and principles, i.e. satisfying the education and educational needs of the learners. CPRA p53

**b. counselling and mentoring possibilities**

No  No information available  Yes

If yes, please give a description.

On national and local level a few mechanisms provide counselling and mentoring possibilities.

In education system of Serbia there are several assistants provided for children from vulnerable groups. There are pedagogical assistants (for Roma children, children with disability, for adults) whose main responsibility is to provide support and cooperate with school, teachers and other representatives from social, health and other institutions.

On local level there are Roma coordinators and health mediators for support to the Roma community in bridging the institutions for exercising their rights.

On school level there is psychological and pedagogical service for every student who provide counselling. Beside this service there are also health workers who works in school and who can provide health counselling for students.

Every student can have additional classes from all school subjects if he needs extra hours for learning. Also, schools organize different sections in every subject, and teachers have role of mentors for additional activities within sections (preparation for competitions, research work). For students ending the secondary education, teachers are mentors for graduation work.

There is also a [Framework of Standards of Career Guidance and Counselling Services](#), which are based, among other things, on an approach that encourages and empowers an individual to take responsibility for their own career development.(CPRA p51)

In order to enhance the capacity of educational institutions to include migrant students in the education system in the Republic of Serbia, and to provide sustainable integration of migrant children in the system the main foci are on the improvement of professional competencies of teachers and support to schools attended by migrant students through the school grants scheme, engagement of mentors and volunteers.

In adult education there are trainers, instructors, expert associates, and andragogical assistants for provision of counselling and mentoring service.

### **c. input from specialist teachers/therapists**

No  No information available  Yes

If yes, please give a description.

Inclusive education teams in schools support both learners and teachers.

Input from specialists is possible from different institutional sources connected with education. Every self government has an intersectorial commission that has four permanent members – representative of the healthcare system (pediatrician or specialist in general medicine for adults), representative of the educational system (expert associate – psychologist or pedagogue) a representative of the social protection system (professional worker in social protection affairs) and a special teacher of the relevant profile. There is also a fifth occasional member of the committee, someone who knows the child and the environment he/she lives in.

Inclusive education teams in schools (team for additional support and team for inclusive education) support both learners and teachers. Also special schools provide support to regular schools, children and parents.

Expert associates – psychologist and pedagogues work on the identification of learning/behaviour difficulties and collaborate with pedagogical and personal assistants in the process. They also provide support for children included in the IEP concept and those from vulnerable groups, identify and support gifted pupils, and collaborate with parents in order to ensure educational support for children.

According to the Rulebook on the criteria and standards for providing additional support in the education of children, students and adults with disabilities in an educational group, or other school and family special teachers from special schools also provide support to mainstream schools, student and parents. Additional support can be achieved through program activities to encourage sensory-perceptual, basic and higher motor function, cognitive abilities, verbal and nonverbal communication, social, conceptual and practical adaptive skills.

**d. input from learning support assistants**

No  No information available  Yes

If yes, please give a description.

Pedagogical assistants for SEN and for Roma learners provide support for teacher and learners – they may also be provided for other minorities (e.g. language minorities)

**e. availability of ICT / assistive technology**

No  No information available  Yes

If yes, please give a description.

In order to provide information on available AT, as well as the purpose of using a particular AT available to the general public, the MoE in collaboration with UNICEF prepared and published an online Catalogue of Assistive Technology. The catalogue contains an overview of the assets and AT devices, their basic characteristics and purpose.

Local self-governments are financing the students requirements for AT based on the intesectoral opinion. Some special schools are very well equipped and they provide appropriate AT and training for student, teachers and parents.

**f. Please describe any other forms of support available.**

Direct additional support (with additional funding) also includes:

- overcoming the language barriers, including the support to children whose mother tongue is other than Serbian,
- hiring an escort for personal aid to a child, to ensure easier functioning and communication with others during the educational work in pre-school or schools, during the full-day classes or after school care, extracurricular activities, teaching in nature, day trips, excursions, holidays and such,
- organizing educational support in the case of a prolonged absence from school due to serious and chronic diseases in order to achieve continuity in education, in the form of an increased remedial classes, individual work and hiring of experts with specialized knowledge,
- education in special developmental group and education at school or in a class for the education of students with developmental disabilities, in keeping with the specially justified opinion of the Commission, where the nature and severity of developmental difficulties of a child is such that the education in regular group, school or class cannot facilitate satisfactory results, despite of the use of aids and additional services,
- right to health care services not covered by health insurance and home treatment and care services,

- ensuring free-of-charge participation in cultural, sports and recreational activities organized by schools;

Additional indirect support (with additional funding) includes:

- adjustment of environment (access and interior space of an institution: instalment of a ramp, handrail, elevator, adjustment of toilet space, paths in order to assist the independent movement for visually impaired children or blind children, by fitting lamps, direction signs, door signs in the official language and minority languages with symbols, maps of the area etc.),
- compulsory professional development of teachers and professional assistants directly working in education, in line with the principles of inclusion and training, in using the assistive technologies, alternative ways to communicate (such as the sign language and such),
- increased sensitivity through education of all the employees in educational, health care or social welfare institutions in the method of satisfying the needs of children from vulnerable groups,
- raised sensitivity and education of peer students and their parents, to accept the children who, due to their developmental disabilities, have difficulties with learning, who are socially deprived or for other reasons require additional support,
- advisory work with parents or guardians of children requiring additional support at educational, health care or social welfare institutions,
- A number of services have been funded by responsible ministries (Ministry of Labour, Employment, Veteran and Social Affairs, Ministry of Health and Ministry of Education, Science and Technological Development), and a considerable number of these services are to be funded by the local self-government units of the child's residence.(CROSP report p9/10)

There are also additional health care services and medical aids (CROSP p13)

**(Report on inclusive education in the Republic of Serbia from 2015 to 2018, Ministry of Education, Science and Technological Development, UNICEF, SIPRU, 2020)**

**1.40. Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.**

Strategy	Description of the focus
Psychologists and pedagogues	Improvement of teaching and other educational activities. They provide support to teachers regarding: <ul style="list-style-type: none"> <li>• teaching methods,</li> <li>• developing Individual Education Plans,</li> </ul>

	<ul style="list-style-type: none"> <li>• work with children/pupils/students who need additional learning support,</li> <li>• communication with parents and</li> <li>• other important aspects of the teaching-learning process.</li> </ul> <p>They also organize professional development of teachers within the school.</p>
Pedagogical assistants	Provide support to teachers in their work with children or pupils who need additional learning support. Assistants also support Learners from Roma backgrounds.
Educational advisor ( external consultant chosen by the <a href="#">Ministry of Education, Science and Technological Development</a> )	Evaluates different aspects of school and teachers work. He/she provides support to teachers to improve teaching quality according to determined standards.
Expert associate	<p>The task of an expert associate is to contribute to the following, within their own spheres:</p> <ol style="list-style-type: none"> <li>1) the promotion of educational work in the institution;</li> <li>2) monitoring, encouraging and supporting the overall development of physical, intellectual, emotional and social capacities of children and students and proposing measures that would add to the development of children and their well-being;</li> <li>3) providing professional support to preschool and school teachers and principals for: <ul style="list-style-type: none"> <li>• creating an encouraging environment for learning through modern science-based knowledge;</li> <li>• enhancing the competencies and professional development of preschool and school teachers and expert associates;</li> <li>• developing competencies for achieving goals and general outcomes of education;</li> <li>• the development of inclusiveness in the institution;</li> <li>• professional activities in protection against violence and creation of safe environment for the development of children and students, protection against discrimination and social exclusion of children and students.</li> </ul> </li> </ol> <p>(Law on the Foundation of Education 2019, Article 138, The tasks of expert associates, p. 53–54)</p>

Pedagogical advisers	Provides professional assistance to colleagues who, after self-evaluation or external evaluation have concerns, dilemmas in work, when children and students do not progress to their potential and have low levels of achievement. Also active participation in the work of the team preparing the school curriculum, individual education plan, program of protection against violence, abuse and neglect, etc participation in the development plan, annual work plan and professional development plan of the institution; leading a team to accomplish reputable classes and activities; participation in analyzing the results of self-evaluation and propose measures to improve the performance of the institution; monitoring the progress of children, students and adults using different methods and techniques; participation in monitoring the development of competences for the profession of teachers, educators and professional associates in the institution.
Continuing Professional Development and guidance	Training mostly focused on learners with disabilities – some training for teachers of minority languages  An important form of professional support for teachers is the production of specialized handbooks and materials, mainly produced through numerous development projects. Some of the recent publications include: Handbook for Support Programs for Children and Students with Disabilities; Handbook for Planning, Implementing and Monitoring Measures for Preventing Student Dropouts; Guide for class teachers "A step forward in school and parent cooperation"; How to achieve quality complementary classes; Recognize, promote and disseminate – Stories about Successful Schools; Manual for the inclusion of migrant students in the education system.

#### 1.41. Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No  No information available  Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.



A high number of school buildings are not accessible ( See: National Organisation of People with Disabilities (2018), Analysis of the implementation of recommendations of the Committee for the Rights of People with Disabilities (Analiza\_sprovođenja\_preporuka\_Komiteta\_za\_prava\_osoba\_sa\_invaliditetom\_u\_Republici\_Srbiji), Belgrade, p. 69, <http://noois.rs/dokumenta-publikacije/publikacije/308-publikacija> )

Ministry of education and Social Inclusion and Poverty Reduction Unit developed and integrated the architectural and informational accessibility indicators in the Unique Informational System of Education to monitor the status of accessibility of educational institutions and to prioritise infrastructural works.

Even though most of schools are not accessible completely, schools are obliged to organize education for students in accordance to their needs and remove barriers.

**b. Are there strategies and/or initiatives to improve school buildings and infrastructure?**

No  No information available  Yes

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Indicators for accessibility of educational institutes (integrated into Unique Information System for Education)	Serbia integrated indicators for accessibility of educational institutes for monitoring and improving architectural and informational accessibility, according to the recommendations of the <a href="#">Committee on the Rights of Persons with Disabilities</a> related to Article 24.
The Rulebook on Technical Standards of Accessibility (Official Gazette of RS, No 46/2013)	Sets down conditions to be fulfilled in designing, constructing, reconstructing, renovating and changing the purpose of public buildings, thus facilitating life in the community for persons with disabilities and mobility challenges. All educational institutions must observe the standards set out in this Rulebook. (CROSP report p4)
...	

**1.42. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.**

The aggregate results for 99 preschool institutions evaluated in the last three school years show that the vast majority were classified as the category of institutions having good performance (grades 3 or 4) - the percentage of these institutions in the three school years ranged from 85% to 93 %. In the school year 2016/2017, nearly half of the preschool institutions received the highest grade. On the other hand, no preschool institution received grade 1 (lowest grade)

In annual reports on the external evaluation prepared by the IEQE, based on the level of achievement of appropriate standards of the key education quality areas, it may be concluded that educators have adequate professional knowledge and skills for educational work and that the principal space for improvement is seen in the programming of work that will enable optimum advancement in learning and development of children (standard 2.4) and adapting to activities so that they are better adjusted to the needs and interests of children (standard 2.3). In the preschool institutions evaluated during 2016/2017, it was reported that that these two standards were fully achieved in only 10% of the institutions (while the standard 2.3 has not been achieved by one third of evaluated kindergartens). On the other hand, it is important to note that over 90% of preschool institutions keep up with other quality standards of educational work.

According to other expert assessments, however, the quality of educational in preschool institutions is not entirely satisfactory. It is estimated that the practice of preschool education is of "uneven quality, insufficiently diversified and fails to respond to the needs of children and parents"<sup>9</sup>. The Preschool Education Study in Serbia: Situational Analysis and Recommendations (2016) <sup>10</sup>, points to a number of areas requiring improvement, in order to enhance the quality of the PE - only a few will be mentioned here: adoption of a new program foundation; de-scholarization of preparatory preschool program and transition to programs based on play and quality of relationships; reforming the initial education of preschool teachers; opening of kindergartens to the local community and better communication with the family; observing the standards on the size of the educational groups in nurseries and kindergartens.

The assessment of the overall quality of primary school performance through the external evaluation process in the last three school years indicates that the average grade was 2.8 and 3. The data indicate that in the school years 2014/15 and 2015/16, around one-third of primary schools have not met the expected quality standards, while in the school year 2016/2017, such conclusion was made for every fifth primary school. In average, out of the schools evaluated in these three school years, around 17% were given the highest grade.

The results of annual reports of Institute for Education Quality and Evaluation on final exams have shown that one third of administrative districts continually encounter underachievement. Aside from lower achievements of students in five districts within the territory of Kosovo and Metohia, that are justified due to a prolonged unfavourable living conditions and poor educational environment, among the least successful are also the students from Bor, Zaječar, Central Banat, and Braničevo districts. On the other hand, when it comes to the best results at the

final exam, they have to be taken with considerable reserve. Students from several administrative districts continuously achieve the best results, although this could not be expected in the light of the fact that the largest number of municipalities in these districts are classified as underdeveloped or devastated areas. Taking into consideration the afore mentioned, as well as the Report on the final exam achievements, the Ministry of Education, Science and Technological Development is continuously working on improving the test procedure in order to prevent situations that may call into question the regularity of the exam and its results. The level of achieving quality standards in the area of teaching and learning is relatively uniform among the schools evaluated in the last three school years. The trends in performance levels show a stable pattern.

The quality standards of teaching and learning in which schools show the least success are the standards: Teacher adjusts the work in class to the educational needs of the students and Teacher uses evaluation procedures that are in the function of further learning. More than half of primary schools in Serbia do not have satisfactory quality of teaching in terms of adapting work to the needs of students (they fail to meet this quality standard). Regarding the quality of teaching evaluation, this situation is, in a way, even more problematic. In particular, in the last three years during which this standard has been evaluated, each tenth primary school received a grade 1.

The assessment of the overall quality of work in secondary schools through the external evaluation process in the last three school years has shown that 70 to 75% of secondary schools perform well (with obtained grades 3 or 4). At the same time, this means that 25 to 30% of secondary schools do not meet the quality standards. External evaluation has shown that one of the biggest problems with teaching in secondary schools is monitoring the progress in further learning, which was, for example, evaluated as insufficient and inadequate in two thirds of schools in the school year 2016/2017. Furthermore, the lack of individualized classes and teaching combining different learning techniques was seen as one of the major problems.

PROGRESS REPORT ON THE ACTION PLAN FOR THE IMPLEMENTATION OF THE STRATEGY FOR EDUCATION DEVELOPMENT IN SERBIA BY 2020, p. 21-22, <http://www.mpn.gov.rs/wp-content/uploads/2018/08/AP-SROS-IZVESTAJ-15jun-Eng.pdf>

### **1.43. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?**

#### Challenges

According to Friedman et al. (2015):

- The role of special schools needs to be reconsidered in order to ensure continuity of support with the mainstream school (Implementation of the Rulebook on specific conditions for obtaining the status of a resource centre, work organization and revocation of the status.)
- Defining the roles of the different pedagogical and personal assistants remains a challenge.

- The infrastructure of educational institutions needs improvement concerning physical accessibility (ramps, toilets for the disabled, etc.), assistive technologies or specific equipment. (Friedman etc. 2015)

The Committee on the Rights of the Child (2017) Concluding observations on the combined second and third periodic reports of Serbia points out the need to address the shortage of speech therapists and qualified professionals for children with mental and psychosocial disabilities (p14).

### **Lines of Actions**

During the previous period, measures have been set to support the inclusive approach in education at various levels of the system, but in order to maintain the sustainability of the achieved results and the dissemination of good practice, it is important to continue the work on strengthening the established mechanisms and monitor the performance thereof. At the same time, it is necessary to continue the work on strengthening inclusion in schools by raising awareness of the benefits of inclusive education for the general public, improving employee competencies, creating an inclusive environment and improving material resources for quality implementation of inclusive education.

Legislation clearly recognizes the need to support underprivileged students and their families (e.g. prescribed affirmative measures upon enrolment of such students in high schools). The same measures have been introduced for Roma national minority pupils and higher education students, and even though significant results have been achieved, it is necessary to continuously work on increasing the level of education in the Roma population, and to fully engage Roma children in the education system, while establishing new and improving the existing support mechanisms. The monitoring and reporting system on the level and quality of education in Roma boys and girls still does not exist and it is necessary to develop it.

Although the number of Roma children in special schools has been reduced since the beginning of implementation of the measures in 2010, it is necessary to proceed in this direction.

In addition to the above, it is necessary to redefine the criteria for granting student loans and scholarships in relation to the needs of these social groups. Support measures for socially excluded groups should also be improved (underprivileged, from rural areas, students with disabilities, Roma students, etc.) at the level of university education. The criteria for granting scholarships and loans at the level of university education still do not sufficiently take into account the specificities of these groups of students.

In addition to the legislation that recognizes the need to prevent dropout of children from the education system, it is necessary to institutionalize mechanisms for early recognition of children who are at risk of leaving the education system and reacting in a situation where the risk of dropout exists. Implementation of the unique information system will improve the process of collecting the data about the institutions within the education system, but this system needs to be improved by establishing quality control mechanisms of the collected data. Also there is need to intensify the work on capacity building of the people employed in institutions involved in creation of educational policies for decision-making based on reliable and valid data and facts.

The system of continuing professional development for teachers and training offer is still based on the market offer and does not comply with the real needs of the teachers. In addition to the above, an effective system for monitoring the effects of professional development does not exist, therefore it is recommended to establish this system as soon as possible.

Further work on removing discriminatory content from individual textbooks is necessary, and appropriate professional development programmes need to be elaborated in the field of children and human rights, non-discrimination, gender equality and nonviolence, and in cooperation with representatives of the councils of national minorities, it is necessary to continuously ensure the availability of all the necessary textbooks for students who learn in their mother tongue throughout their entire education.

It is necessary to change the funding model at all levels of education, in order to improve efficiency, effectiveness and fairness by improving education system management and targeted measures. In its report on Serbia, the European Commission noted that additional investments in the field of pre-school and primary education are much needed, and the level of allocation for science remained at the same low level (under 1% GDP).

The number of children in pre-school education is inadequate. In this regard, it is necessary to ensure an increase in coverage and fairness within this part of the system in order to achieve the target values defined by the Education Development Strategy. These values include full coverage of the compulsory preschool program, free pre-school program for all children in the duration of four hours per day in the year prior to compulsory pre-school program, increased coverage of younger children with a special emphasis on increased involvement of vulnerable social groups and development of additional capacities and diversified programmes for families and children. In particular, measures are needed to enhance the participation of Roma children and the poorest stratum of society. It is necessary to strengthen local self-governments, primarily for planning and optimizing the network of preschool institutions, as well as for establishing an efficient funding process and developing cooperation with the private sector.

It is necessary to work on an increase in the number of secondary school students who pursue and complete their education at higher education institutions within the stipulated time frame, which should be supported by the continuation of work in the segment of professional orientation, career counselling and guidance.

THIRD NATIONAL REPORT ON SOCIAL INCLUSION AND POVERTY REDUCTION IN THE REPUBLIC OF SERBIA

[https://media.srbija.gov.rs/medeng/documents/third-national-report-on-social-inclusion-and-poverty-reduction2014-17\\_eng.pdf](https://media.srbija.gov.rs/medeng/documents/third-national-report-on-social-inclusion-and-poverty-reduction2014-17_eng.pdf)

### Opportunities

OECD (2020) notes that Serbia has an advanced system of external school evaluation on paper. However, schools do not always make the most of evaluation to improve and suggest further training and support for school leaders. The system should be developed so it is more than a rating exercise and provides feedback to schools to develop a

culture of self-evaluation and learning. (<https://www.oecd.org/countries/serbia/oecd-reviews-of-evaluation-and-assessment-in-education-serbia-225350d9-en.htm>).



## Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

### 1.44. Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No  No information available  Yes

If yes, please give a description.

The Ministry of Education, Science and Technological Development, in partnership with non-governmental and international organizations, media and local partners, organized a campaign entitled “All to School—Future for All”. The campaign focused on changing perceptions about inclusion and helped to build a critical mass of supporters from all parts of society—including parents, politicians and professionals in the health, social welfare and education sectors.

### 1.45. Does legislation/policy support parental involvement in schools?

No  No information available  Yes

If yes, please give a description.

The new Law on the Foundations of the Education System (2020) clearly emphasises the role of parents in the quality of education, the right to education, responsibilities for enrolment of children in education, the prevention of discrimination and violence, and their active role in parents’ bodies like the Council of Parents and Municipal Council of Parents.

In particular, the Law on the Foundations of the Education System recognises the role of parents (as the parent of the individual student or as the Council of Parents) in the following areas:

- Achieving Education – ensuring enrolment and regular attendance (Article 17, 22)
- Development, Observation and Improvement of Quality of Education - checking and Improving quality and ensuring the quality of the work of the institution (self-evaluation and external evaluation): (Article 49)
- Involvement in study programmes/adaptation (Article 68)
- Individual education plans: Article 76.
- Rights and obligations of learners (Article 79)
- Rights of Children and Pupils, obligations and responsibility of learners and parents (Article 83, 84)
- Educational disciplinary procedure: Article 85, 86
- Prohibition of discrimination: Article 110
- Prohibition of violence, abuse and neglect: Article 111
- Prohibition of conduct that offends reputation, honour or dignity: Article 112

- Public Institutions - composition and appointment of management bodies: Article 116, Council of Parents: Article 120, Municipal Council of Parents: Article 121.

National Teachers and Parents Association of Serbia has been formed as a result of the initiative “Partnership for education” which was launched by the Open Society Foundation and UNICEF. The main idea is to promote and strengthen cooperation among parents, teachers and schools for resolving common problems in educational process. The Association aims at:

- partnership development, mutual appreciation and cooperation among parents, teachers and schools;
- building the capacity of parents and teachers for cooperation and participation in the work of parents - teachers school clubs, parent councils, school boards and other;
- establishment of discussion platform which gathers parents and teachers, as well as other relevant actors - experts, decision makers and others;
- involvement of parents and teachers in the development of educational policies and measures; promotion and support the of education decentralization process - strengthening ties between family, school and community.

National Teachers and Parents Association of Serbia brings together representatives of the three communities: professional associations of teachers, parents associations and representatives of school parents-teachers clubs, school and municipal councils of parents. (Eurydice)

The Ministry of Education, Science and Technological Development had an initiative to involve more parents in the education system and to increase collaboration with teachers through the Municipal Councils of Parents. The aim is to create conditions to increase the activity level and quality of participation of parents in decision-making in educational institutions and municipalities, for the benefit of all children. CPRA p26

**1.46. Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?**

No  No information available  Yes

If yes, please give a description.

Every school in Serbia has the obligation to develop a school programme, annual school working plan and school development programme. These documents include the following:

- Health care programme
- Social protection programme
- Environmental protection programme
- Programme of co-operation with the local self-government
- Programme of family co-operation



- Programme of field trips, excursions and classes in nature
- School library work programme.

These programmes envisage co-operation with different partners. CPRA p26

**1.47. Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?**

No  No information available  Yes

If yes, please give a description.

With the aim of empowering schools to implement inclusive education, Serbia designed a programme of grants for small school projects. These grants, financed under a World Bank loan, have been implemented in over 30% of schools in 96% of Serbian municipalities. While varying in scope and focus, the school initiatives were primarily directed to capacity building of staff, the elimination of physical and communication barriers for inclusion of children with disabilities, the promotion of cooperation with parents, and local community awareness-raising on the importance of inclusive education. (UNESCO Institute for Statistics (UIS) and UNICEF (2015). Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children. Montreal: UIS. (<http://dx.doi.org/10.15220/978-92-9189-161-0-en>)

Improving the Quality of the Education System of the Republic of Serbia through Improving the Effectiveness of the External Evaluation System of Schools and the Development of Horizontal Learning between Schools (SHARE) is a project devoted to improving the system of external evaluation of school work and the development of horizontal learning between schools. Co-operation between schools is aimed at raising the competences of teachers, directors and professional associates in evaluating the quality of teaching and learning, effective communication and reflective practices. (CPRA p54)

**1.48. Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?**

No  No information available  Yes

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

Civil Society Organisations are active in supporting inclusive education. They often provide materials support to children from vulnerable groups and organise after school care, per-school groups, clubs and out of school activities. They also work with parents and teachers to develop competencies, organise information campaigns conference etc often with support from Fund for Open Society, Roma Education Fund, UNICEF etc.

The Commissioner for the Protection of Equality cooperates with international organisations and international and national NGOs. They are important partners in advising on complex discrimination cases; being involved in joint activities; providing important information about discrimination cases; and engaging in situation testing. In 2018, many meetings were organised with different organisations and the Commissioner participated in several seminars, round tables and conferences organised by NGOs. In 2018, NGOs submitted 293 complaints (30.9 %), which is a significant increase on the 105 complaints (19.7 %) that were submitted in 2017 and shows that they are valuable partners of the Commissioner. (European Network of legal experts, 2019: Country Report Non-Discrimination. Serbia. Luxembourg:European Commission Directorate-General for Justice and Consumers: 243)

**1.49. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.**

*No information available*

**1.50. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?**

Challenges

A lack of parent participation was noted by Pešikan and Ivić (2016) . The challenge is in particular involving hard to reach parents in decisions about their children's education.

Opportunities

Council of Europe (2018) recognise that professional community support is an important step in inclusion. They aim to empower members of inter-disciplinary committees to work across education, health and social sectors with training providing e.g. by Centre for Social Policy, UNICEF, Ministry of Education and social inclusion and poverty reduction team)

Sources:

Pešikan, A. and Ivić, I. 2016 The source of inequity in the Education System of Serbia and How to combat them. CEPS Journal 6,2, pp.101 – 124.

Council of Europe Fourth periodical report submitted to the General Secretary of Council of Europe in accordance with Article 25, of the Framework Convention for the Protection of National Minorities 18 Sept 2018