

POLICY IMPACT ANALYSIS

PROVIDING ADDITIONAL SUPPORT TO STUDENTS FROM VULNERABLE GROUPS IN PRE-UNIVERSITY EDUCATION

ANNEX 3:
OVERVIEW OF MEASURES
FOR POOR AND ROMA STUDENTS
PROVIDED BY CSOs



GOVERNMENT
OF THE REPUBLIC
OF SERBIA



SOCIAL INCLUSION
AND POVERTY
REDUCTION UNIT



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INTRODUCTION

Role of non-governmental organizations in Serbia has changed after 2000. Their tasks were not only focused on socio-political activities, but also on provision of services under the scope of social programs (Milenković, 2011)¹. Third sector in Serbia became one of the pillars in the process of social inclusion and integration of vulnerable groups. With the adoption of Poverty reduction strategy in 2003, Government of Serbia stated its commitment to solving this problem and many CSOs became the carrier of activities focused on improving the lives of marginalized groups. With poverty being one of the most important global programs, United Nations proclaimed the 2008-2017 period as the Second United Nations Decade for the Eradication of poverty² and set "Full employment and decent work for all" as a theme for the Decade. With the constant changes in the labor market in demand for skilled jobs, education became the best and most powerful instrument in fighting poverty.

The analysis of support measures for poor and Roma students was conducted with a purpose to describe existing mechanisms of support provided and/or initiated by non-governmental organizations, identify possible shortcomings of existing measures for poor and Roma, and give recommendations for policy development. Working with students from vulnerable groups demands comprehensive and an on-the-ground approach which cannot be provided only from the national or government level. Specificities of municipalities, communities and families can be best addressed by local actions, and civil sector organizations are one of the main actors in this process.

¹ Milenković, N. (2011) *The importance of involving CSO in poverty reduction strategies in Serbia*

² United Nations General Assembly(2008). Resolution adopted by the General Assembly on the report of the Second Committee (A/66/444/Add 66/215. Second United Nations Decade for the Eradication of Poverty (2008–2017) , Available at <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/471/72/PDF/N1147172.pdf?OpenElement>

1. CIVIL SECTOR OVERVIEW

The landscape of civil sector organizations is diverse in many terms, from the area of interventions to human and financial resources and coverage of their actions. According to a recent study by Civic initiatives and Office for cooperation with civil society in 2011³, the CSO sector in Serbia is relatively young with majority of organization established after 2000, and only one quarter before 1990. In 2011 there were around 15.000 organizations, while today according to Serbian Business Registers Agency there are around 19.000 registered civil society organizations. Most of them address the area of social services, culture, media and recreation, and environment. Majority of CSOs is located in Vojvodina and Belgrade, while others are equally distributed by regions. CSOs choose their specific area of work based on their interest for a specific problem, the capacity of the CSO and the priority that a certain problem has in the society.

The main mission of the civil society organizations including CSOs should be to provide services to empower, organizes and raise competences of the most vulnerable parts of the society. They are usually most active in the fields where the government is not adequately reaching or doesn't pay enough attention. For the 2011 survey, education and research were merged as one category and 9% of organizations choose this as primary area of their work, while the majority stated social services (25%), culture media and recreation (24%) and environment (18%). It is interesting to note that most organizations focused on social services are from Western Serbia. As target groups 50% stated "all citizens", followed by 14% youth and children, 8% for persons with disabilities, and 4% Roma, national minorities and refugees.

Even with such a great number of organizations and obvious capacity of the civil sector to be an agent of change, most of the 1650 surveyed organizations find that the civil sector has no influence on creating public policies (64%) while one third, mostly the ones addressing culture, media and recreation assess that their influence is acceptable.

As the biggest problem for the sustainability of organizations and the measures they implement, CSOs see lack of governmental support, lack of awareness in the private sector in respect of importance of donations, decreasing number of foreign donors and lack of cooperation with LSGs. CSOs are often faced with shortages of funds and many are at some point forced to stop their activities. Only those who are partnered with a major organization in long term projects have sustainability prospects. Most CSOs have budgets with less than 20.000 EUR while every tenth has close to 100.000 EUR. Around 40% of them are part of networks and coalitions since that kind of organizational cooperation proved to be more efficient than individual work. The study showed that 76% of CSOs don not have funds for 2012. One third of CSOs is financed through projects, 23% out of membership fees and 13% from public funds delegated for support to civil sector. Around 40% of activities are paid from the organization's funds, 20% from LSG and 12% from international donors. Only 17% of organizations said that they are satisfied with their financial status. According to the Office for cooperation with civil sector Yearly report form 2012 (but also based on 2011 data)⁴ the Ministry of youth and sports delegated the biggest amount of funds to CSOs, 2.120.101.659 RSD (69,4%).

³ Civic Initiatives (2011) *Assessment of the Situation in the Civil Society Organizations Sector in Serbia*, Belgrade

⁴ Office for cooperation with civil society (2011) *Yearly cumulative report 2011*

Public tenders are the most frequent way to grant funds. In 2011 62 public tenders were opened and 1428 CSO projects approved by different public institutions. Most projects approved are from the field of sports and recreation (63,4%), then social services (17,2%), youth and students (6,4%), and environment (6,2%). When it comes to direct beneficiaries in 60% of projects they are sportsmen, persons with disabilities 14,3%, and general public 8,7%. In terms of activities funded, most projects/programs are focused on improvement of quality of life for people with disabilities and in 183 projects educational activities are targeted.

Other methods of granting are regulated by internal procedures and by-laws relevant to public institutions that give funds. Prevalent⁵ source of finances granted to CSOs come from state budget (98,6%), followed by credits (1%) small percentage from the institution's own funds and undistributed funds from last year, while donations received by public institutions and then used for financing CSOs are an insignificant source. Data on funds for co-financing of programs/projects approved by donors show that co-financing is an insignificant way of financing CSOs from the public administration's side. Only 3 institutions co-financed 43 projects with total of 76.638.000 RSD. In 2011 Ministry of education and science delegated 70.786.408 RSD or 2,3% of total funds granted to CSOs in 2011.

1.1. OVERVIEW OF CIVIL SECTOR ACTIVE IN THE FIELD OF SOCIAL WELFARE AND EDUCATION

While many programs and projects targeting increase of coverage were implemented in Serbia in recent years and access to state schooling has grown, great number of marginalized children continues to be excluded. Civil society which is addressing education issues is very active in working with vulnerable groups and Roma, and over the years different organization implemented various programs and projects for support to poor and Roma children and students. Marginalized groups such as poor, person with disabilities, Roma, single parents and others gained more public visibility thanks the work of CSOs⁶. Out of 1650 CSOs that were surveyed for Civic Initiatives assessment, around 40% are active in the field of social welfare. Most CSOs active in the field of social welfare and education are founded before 1989, with yearly budget range from 20.000 to 100.000 EUR, from 11-20 active members and from Western Serbia (33%). CSOs that are focused on advocacy and public actions mostly focus on Roma issues. Civil sector organizations have had an important role in creation and implementation of the Poverty Reduction Strategy, adopted by the government in 2003. NOGs are well familiar with the current state of affairs in their community and with the specific problems of vulnerable groups. The Social Inclusion and Poverty Reduction Unit initiated a program "Civil Society Focal Point" with the goal of closer involvement of CSOs in the process of implementation, monitoring and evaluation of the Poverty Reduction Strategy and boosting partnership between CSO's and governmental institutions⁷. As the contact organization for children the Association for Protection and Promotion of Mental Health of Children and Youth was identified, and for Roma issues the Roma Information Center.⁸ Contact organization for children initiated a Cluster whose members can be all CSOs dealing with children issues, so far there are 54 organizations. These organizations encompass all categories of children hit by poverty: Roma, displaced and refugee, children with disabilities

⁵ Office for cooperation with civil society (2011) *Yearly cumulative report 2011*

⁶ Literacy Watch Bulletin (2000) Role of CSO's in Education Development, Literacy watch bulletin, No. 15

⁷ SIPRU (2008). *Towards children's poverty reduction- Resources, recommendations and conclusions of Cluster of organizations for children*, Belgrade

⁸ Contact organization for implementation of Poverty Reduction Strategy: Cluster of Organizations for Children-capacity analysis

or difficulties, orphans, abused and neglected children and those outside of the system. The organizations in the Cluster currently cover over 40 000 beneficiaries in their activities and cooperate with educational institutions, centers of social work and LSGs. Organizations that are cluster members implemented activities in the field of awareness raising, sensitization but also created and implemented policy documents (for a list of these see Annex 1). The overview of policy activities of the Cluster members shows that 26 out of 54 organizations are very active in their LSGs and that they are involved in creation of local action and strategic plans. Since good cooperation and coordinated action of all stakeholders is important for solving Roma and poor students' problems, this is an encouraging picture. Some organizations like VelikiMali, Child's Right Centers and Center for Interactive Pedagogy participated also in development of national action plans and strategies. Many activities such as direct humanitarian aid, legal and psychological aid and programs of education and capacity straightening are oriented towards poverty reduction and increasing educational opportunities for students from vulnerable groups. With the great knowledge resources and experience that CSOs have, strengthening of cooperation on all levels is beneficial for all and the involvement of civil sector in the development of relevant policy documents or at least open dialogue, discussions and information exchange should become a regular practice. It is fair to assume that CSO efforts are also contributing to the increase in overall education coverage, and especially of percentage of Roma students in preschool preparatory program and in basic education, witnessed in the last couple of years.⁹

An overview of CSO activities can have double benefits for policy makers: identification and dissemination of best practices but also a thorough view on shortcomings of national or local pro-poor policies, due to the fact that the civil sector has the virtue of independent positioning and vast experience.

1.2. MAPPING OF CSO ACTIVITIES IN THE FIELD OF EDUCATION AND SOCIAL WELFARE

For mapping the CSO activities in this field both desk research and a small sample survey with custom made questionnaire was used. Desk research consisted of summarizing relevant government reports, surveys done in the past 5 years, research of available web sites for relevant CSOs, information and material collected from the Office for cooperation with civil sector and donor organizations active in Serbia. The reviewed documents are listed in the Reference section.

An ad-hoc survey was accomplished with the most active CSOs in this field, i.e. that are part of the Network of civil society organizations working with children, League for the Decade of Roma, Cluster of organizations for working with children and CSOs listed in donors' reports. Two types of questionnaires were sent, one for CSOs with specific focus on their own reflection on relevant issues and one for donor organizations. Out of over 40 CSOs contacted, 19 returned questionnaires and 5 donors and international organizations (Fund for open society, OSCE, UNICEF and Red Cross, while the Swiss Development Cooperation (SDC) answered relevant questions through e-mail correspondence). The Roma Education Fund (REF) had detailed description of their activities and partners and has collected data through a similar survey, hence these data were included in the current overview.

Based on the sample of surveyed CSOs, but also on donor reports and other material researched we can notice that the CSOs addressing education of vulnerable population are geographically well distributed with the exception of South Serbia. Some of them cover only one municipality but have great local coverage (all schools, or children in that one municipality are covered), while other have broader territorial coverage

⁹ For the school year 2010-2011, 31.400 more children enrolled into the first grade, including 2.130 Roma children (7.41 %). The percentage of Roma children in the first grade of primary school increased by close to 10 % relative to the previous school year. (Source: 1st National Report on SIPR)

with smaller groups of beneficiaries in each locality. Most CSOs cover from 100-400 children, teachers or parents through different activities, depending on the kind of support they provide. CSOs that work over 10 years have coverage of over 1000 beneficiaries per project/measure. Donor projects and CSO projects in partnerships with big international donors have greater territorial coverage and the coverage by beneficiaries that can go up to 20.000-50.000.

Considering the wide range of measure provided by CSOs and different target groups and funds, it is not easy to draw an average.

1.2.1. Main issues in pro poor and Roma support identified by civil society representatives and recommendations of CSOs and donors

There seems to be a wide range of services that CSOs provide, as a response to needs of specific beneficiaries that cannot be fully satisfied in other ways. Their views on systemic weaknesses in the design and implementation of pro poor policies in Serbia are identifying the flip side of policy implementation with regards of vulnerable groups. The main issues in pro-poor measures identified by CSOs surveyed for this analysis¹⁰ are the following:

1. Fragmentation of measures: lack of strategy and cooperation on all levels and between sectors. Problems that poor children have demand comprehensive measures, covering a wide range from material support in form of clothes, books, meals to development of social skills and support to the whole family. Specifically important for Roma children is also respect for cultural identity but with development of competencies for efficient integration in regular school and social life. There are numerous programs and projects focused on solving different problems but they can often be short-term (one donation, one activity), focused only on one measure without covering other needed aspects (for example giving free books or clothes but not covering meals or transportation) or have small coverage in terms of beneficiaries. This raises both the question of sustainability and predictability of the support, and the question of effectiveness since the effects are most often short term and partial. Solving these shortcomings demands coordinated actions focused on working with poor students, Roma population, community, parents of children but also working with the mainstream population in terms of their sensitization and education. Lack of strategic approach, ad hoc measures and unsustainable measures cannot solve problems of poor children for a long term or as well as comprehensive measures. Cooperation between public institutions, Ministry in charge of education, social services and community has to be stronger, well defined and responsibilities have to be distributed accordingly.
2. Measures prescribed by relevant laws are not uniformly implemented. Many children do not use their legally given rights due to the fact that their parents are not informed, or they are not in a position to adhere to administrative procedures. CSOs often point out that educational institutions and LSGs fail to reach out and inform a certain percentage of parents about timeline and procedures for enrollment. Frequently the municipal level provisions and services are not transparent enough and the proposed measures do not reach all those in need. The call for enrolling in pre-primary education is not distributed in Roma settlements, and frequently there is no reaction from the system if the child is not enrolled. The right to health insurance card is guaranteed but only in some municipalities Roma and others with no permanent address can get it. CSOs point out that success in this respect is often the result of their advocacy.

¹⁰ CSOs that are part of the Network of CSOs for children and Roma CSOs

3. Criteria for enrolment in preschool are prioritizing parents' employment. Even if Roma families manage to collect all the prerequisite documentation for enrolment, Roma children do not gain the necessary number of points to enroll into preschool because their parents are usually unemployed, while the criteria of the preschool institution used for ranking of applicants prioritizes parental employment.
4. Lack of tracking, data bases and systemic measures for parents who do not enroll their children. The number of poor children living in the streets or Roma children is usually based on estimation. There is a certain number of invisible children with no documents and there is no clear way to tell exactly how many children are not covered by system. Also, there is no tracking of absenteeism, and the percentage of early drop out among poor and Roma children is high. This also causes problems in progression to secondary education since the child may or may not be identified as eligible for some kind of support due to the fact that prior information is lacking. Tracking and monitoring of children, constant information flow about possible support is needed. Support measures prescribed in relevant laws are not monitored, implemented properly and transparent enough which can diminish their effect.
5. Coverage by Early Education and Care programs is far from being sufficient and there is no systemic measure which targets children in Roma settlements and rural areas. Also, existing EEC programs are not flexible and diverse enough to cater the needs of children and families for different kinds of support. Widening the access and making the provision more flexible and better suited to the needs of vulnerable children would be needed.
6. Extended stay in school, after-classes or pre-classes are not organized everywhere. In some schools that have high percentage of Roma students there is some kinds of day care provided. Sometime city or LSG provides this service or local CSOs, but when this kind of service needs to be additionally paid or is not sufficiently co-financed by LSGs the poorest students cannot access it. Many CSOs try to organize day-care, clubs and other out of school activities that could keep children out of the streets, develop their social skills and provide support for learning and homework.
7. Fulfillment of basic needs as "conditio sine qua non" for education and staying in school. Coverage of basic needs like food, clothes, hygiene and transportation are often out of reach for children from families with low SES, especially for children from Roma settlements. As the biggest problems identified are that children are not provided with free snacks and lunch, and free books for grade 1-8 (some cities provide free books for all grades and others do not). Also, children cannot integrate properly if they cannot fulfill basic hygienic needs, and have appropriate clothes. They are usually excluded by their peers because of their appearance, put to back seats and usually very quickly discouraged to be regular in schools. More proactive involvement of social services would be needed - there is no coordinated school-social service reaction if child is not regular in school or drops out. Support for children from vulnerable groups cannot be reduced to one area, they demand joint work to help them in integrating and staying in schools. Some CSOs even suggests suspension of social benefits for parents whose children don't attend classes regularly or leave education. More work would have to be done "on the filed" which means going into houses, settlements, individual support and more pedagogical assistants. CSOs think that their good practices are not recognized and that closer cooperation could assure more effective work. There is great human resource in civil sector that should be used for widening pro-poor measures.
8. Limited services and misuse of services provided. The number of pedagogical assistants is not sufficient and the support they provide to Roma children is more diminished by the fact that they are often used as personal assistants and thus fail to perform the tasks intended for them. Money flows have to be more transparent on municipal level and criteria for support have to be revised and adjusted. Administrative procedures have to become more client friendly.
9. Lack of personal documents. Children from vulnerable groups often do not have personal documents, as well as their parents, and they are not capable of getting them because of illiteracy, social exclusion, living in closed communities with no information flow. Sometimes they do not even understand the need to have documents and are not aware of the consequences of not having them on their and their children's life. Many support measures that they could use are out of their reach because they cannot handle administration and bureaucratic procedures. CSOs are very active in this domain and often provide help with obtaining documentation needed.

10. Discrimination, lack of motivation, neglect. Lack of willingness among education staff to work with children from vulnerable groups, insufficient skills, exclusion of students by teachers, peers or mainstream parents, which in turn can lead to repulsion of school by students from vulnerable groups. Rejection of the community to accept poor and Roma families and children as legitimate participants in school and community life is still present, and support to integration and social inclusions from public level and media is not sufficient.

Donors (international organizations) surveyed for this analysis see the same problems and gaps in the system as the CSOs and find investing in improvement of financial status, satisfying primary needs and keeping children out of the streets and in school through a wide range of activities as the most productive measures. They also point out that the lack of data bases and cooperation with responsible public bodies and services is a serious problem. They focus on assuring continuity and sustainability of measures, which is not easy when partners are mostly in the civil sector and there is no coherence in activities and strategic approach. Monitoring is also lacking, not timely or not detailed enough. These issues are visible also in donor reports and analysis.¹¹

1.2.2. Overview of services provided by civil society, their partners and projects

Basic education is commonly regarded as a state responsibility but with renewed focus on expanding primary schooling under EFA commitments and in line with Millennium Development Goals, greater attention is being paid by some donors and the government to the role of third sectors service providers. CSOs cover many support activities for poor students that are not covered by the system. Some of these are actually activities that the civil sector can address much more efficiently locally and “from the field” than government institutions, but if the work of CSOs is not sufficiently sustainable then the gap remains. CSOs play different role in supporting education delivery, some are primarily involved in advocacy and protecting of human rights and some are direct providers of services to vulnerable groups. Educational exclusion can take many forms, including those who are “invisible” or “hard to reach”, emigrants, orphans, immigrants, refugees, those who don’t speak language, poor and Roma and many others (UNESCO, 2004)¹². As a result, even in countries where overall enrolment appears high, there are pockets of exclusion. Working with the communities and in the communities is part of civil sector responsibility but mechanisms for financing have to be closer researched and revised. Lack of transparency in the distribution of public funds is one of the most often identified problems in this area.

Measures provided by CSOs summarized in broad categories are the following:

- Material support: clothes, food, books, bought by own funds, through grants or organizing charity events.
- Organizing day-care, preschool, extended stay, clubs and out of school activities free of charge or with low fees.
- Organizing activities that bring together children from vulnerable groups and mainstream population. Working on intercultural competencies of local community, educational and informative events.

¹¹ UNICEF (2012) *Investing in Early Childhood Education in Serbia*

REF (2010) *Advancing Education of Roma in Serbia*

¹² UNESCO (2004) *EFA Global Monitoring Report: Gender and Education: The Leap to Equality*. UNESCO, Paris.

- Working with parents of children from vulnerable groups and mainstream population, individually or in community. Working with children on social skills and preparing for school.
- Working with education staff on improving their competencies and raising awareness.
- Collecting documents: help in obtaining, guiding through administration and bureaucratic procedures.
- Providing legal advice and counseling.
- Informational campaigns, round tables, conferences etc.
- Rarely financial support, but some do offer stipends. More financial support is provided through private or municipal funds.

1.2.3. Main actors in the Serbian civil sector addressing education of children in poverty and their activities

In this section a detailed account is provided on the main civil society actors addressing education of children in poverty, with a brief description of their activities. In order to provide a clear overview this section is organized in two subsections. In the first one donor programs/projects in the field of social welfare and education support to students from vulnerable groups implemented in partnership with civil society organizations will be listed and described. In the second one major civil society initiatives will be listed and described. Please see Annex 2. for a detailed overview of all projects.

Programs/projects of Intergovernmental and International organizations, bilateral and civil society donor organizations active in this field¹³

- UNICEF

UNICEF aims to create equal opportunities for the most marginalized young children, and works in a range of areas, from support for child health right, strengthening of community social welfare services and support to inclusive education. It also provides key data on young child well-being through the Multiple Indicator Cluster Surveys (MICS). Data have been collected every five years. MICS IV is developed in partnership with the Statistical Office of Republic of Serbia and so far since 1995 there have been four MICS cycles¹⁴. It provides relevant data on Roma, and helps monitoring of coverage and identification of existing gaps and differences between different groups of children.

Some of the major UNICEF projects and programs are the following:

1. *“Development Education Centers at the South of Serbia”* (2002-2012) in partnership with the Society for improvement of Roma settlements. This project provided mostly direct support to students from eleven of the poorest municipalities with high percentage of Roma. From 2002 6025 children got support in preparation for school and learning, parents and children got motivated and materially

¹³ A Table of projects not including those in the text is in Annex 2

¹⁴ MICS I 1995 Key data for Yugoslavia

MICS II 2000-2001 Key data for Yugoslavia

MICS III 2005-2006 Key data for Serbia

MICS IV 2010-2011 Key data for Serbia

- supported. The project also included working with teachers and school staff on raising competencies for working with children from vulnerable groups. Budget¹⁵: 675.000 USD
2. *“Development of Social Centers in Southeastern Serbia”* in partnership with the Open club (2012-): Support to activities of social centers focused on personal and professional development of children and youth, promotion of activism and volunteerism. The project was implemented in 7 LSG with a budget for 2012-2013 of 111.000 USD
 3. *“Kindergartens without Borders”* in partnership with the Center for Interactive Pedagogy (2011-). Overall objective of this project was to increase the coverage of 3-5 years old children in the ten poorest LSGs. 250 children are attending the free of charge programs in adapted municipal spaces and also non-formal parents’ groups have been supported and staff from preschool institutions had relevant trainings. The project is implemented in close cooperation with IMPRES project. Budget 384.000 USD
 4. *“Registration of children”* in partnership with UNHCR and Praxis (2007-2012): Over 100 children were registered and got necessary documents. Also, support was provided for the legislative changes which, among others, contributed to easier enrollment in school. Budget: 346.800 USD
 5. *“Network of Organizations for Children of Serbia”* in partnership with the Open Club (2010): Advocacy for right of children from vulnerable groups and increase of child benefits, 71 CSO participating. Budget: 37.000 USD
 6. *Joint programme “Inclusion through Education”* in partnership with Red Cross and SDC (2002-): UNICEF has established Development Education Centers in 10 municipalities covering 15 Roma settlements. Centre activities include increasing developmental and school readiness of Roma children, and further encouraging their inclusion, retention and school achievements. These centers have helped also parents to support the educational process of their children. The Development Education Centers are recognized by municipalities as partners in implementing the Roma Inclusion Strategy and supporting municipal development. Local Plans of Action for Children have been developed in 21 municipalities as a framework for harmonising local policies with national strategies and the Convention on the Rights of the Child, and mobilising the community for addressing the social exclusion of children. Good coordination has been established between education and health programmes (immunisation, health counselling and peer programmes on reproductive health, health mediators), and programmes for parental counselling on child-rearing practices.

- *Fund for an Open Society Serbia (OSFS)*

OSFS is focused on activities concerning equal access to quality education for Roma in partnership with civil society organizations. Within this context, and in cooperation with the Pestalozzi Foundation, the Fund is implementing a multi-year project entitled *“Equal opportunities in high-school education (2005-2013)”*¹⁶, a model of minimum educational intervention for Roma students that strengthen the capacities of schools for inclusive education and empower Roma students.

The Fund’s focus is also directed towards research, analysis, monitoring and lobbying activities. In this are the main activities of OSFS are: *Monitoring of inclusive policies* is a 3-year project implemented with the Center for Education Policies. It is planned to include all schools in Serbia. As some of the most successful projects, OSFS highlights the initiative *“Inclusive education- from practice to policy”* finalized in 2011 which comprised of collecting best practice examples and developing criteria and indicators of inclusion in education, as well as creating a *Support network for inclusive education*. OSFS also points out the introduction of pedagogical assistants as an important positive step in promoting inclusive education, which was initially developed, piloted and supported by OSFS.

¹⁵ Budgets are shown in the currency reported by the donors.

¹⁶ Vranješević, J. (2010), *Availability of quality education- Equal chances in secondary education, teachers, parents , students and CSO activists perspective*, OSFS, Belgrade

Aside for already mentioned activities, OSFS supported several schools in project implementation.

- 2009- From musical education to integration Music school "Kosta Manojlović", Zemun
- 2009- Opening the door to inclusion Elementary school "Jovan Popović", Indjija
- 2009- School as a safe haven Elementary school "Bratstvo-jedinstvo", Pančevo
- 2009- School for all 20 Elementary school "Desanka Maksimović", Novo Selo

In the future, the Fund plans to add strengthening parent involvement to its focus.

OSFS has invested for programs focused on development of inclusive policies – 945.000 USD, for programs focused on education of Roma. 860.000 USD, for inclusion on Roma children in Vojvodina 2.043.174 USD in the period 2008-2012

- Roma Education Fund¹⁷

The Roma Education Fund is an international non-governmental organization, created in the framework of the Decade of Roma Inclusion in 2005, and it operates in all of the Decade countries. Its mission is to initiate and support activities aiming to close the gap in educational outcomes between Roma and non-Roma. REF runs five major programs:

- o Project Support Program which finances projects and programs.
- o REF Scholarship Program which is the largest tertiary scholarship program for Roma students.
- o Policy Development and Capacity Building Program which supports activities that help create a framework for dialogue with governments and civil society on education reform and Roma inclusion.
- o Communication and Cross Country Learning Program which includes activities to promote the exchange of knowledge on education reforms and Roma inclusion.
- o Reimbursable Grant Program to help Roma CSOs and local governments access EU funds for the purpose of Roma education.

Some of Roma Education Fund-CSO partnership projects completed in Serbia to this date include¹⁸

1. *"Roma children IDPs/returnees: from language barriers to social capital"*- In order to remove language barriers, REF created a model and standards for teaching the Serbian language as a foreign/second language to the Roma community. The goals of the project were attained through a successful partnership with representatives of civil organization Forum of Roma IDPs and language experts, combined with lobbying efforts at the Ministry of Education.
2. *"Participatory Research of the Roma needs, main problems and potentials in education in Vojvodina"*- REF supported participative research which investigated the existing and potential obstacles for Roma education in the multi-ethnic region of Vojvodina. This research, carried out by CSOs Roma Students Union and Novi Sad Humanitarian Centre, included almost 20 focus groups and was conducted to contribute to the development of Vojvodina's regional and local educational policies and action plans for Roma integration. As a result of this work, five groups developed their own Local Action Plans for Roma integration. In addition, the programme created a database of relevant information in Vojvodina, and fostered cooperation between the Vojvodina educational authorities and local municipalities.
3. The *"Solutions for the Future"* project implemented by the Roma Center for Democracy introduced a pilot programme to include Roma parents from five Roma settlements in the Valjevo municipality into Parent Councils, School Boards and the Council for Roma Education. A second phase of this project is approved, and includes cooperation of six municipalities of Kolubara County on the same issue. As a result of the project, no Roma children were enrolled in special schools in the preceding

¹⁷ Full list of projects for period 2008-2012 is in the Annex 2

¹⁸ REF (2010). *Advancing Education of Roma in Serbia*

two school years. At the end of the project, the percentage of children regularly attending preparatory preschool education increased from 61% to 96%. Currently, all registered children aged between 5.5-7 are enrolled in the programme. In comparison with the national average of 4-5% enrolment of Roma children in non-compulsory preschool programmes, rates in the targeted municipalities have increased to 22%. Also, a total of 210 out of 431 Roma children (or 49%) between 3rd and 8th grade were provided with textbooks through book exchange managed by the project team.

4. *"Creating conditions for expanding of access and increasing success of Roma Children in secondary education"*- REF supported a programme of the Roma Education Center in Niš that improves Roma students' access to and success in secondary school. This project, implemented in 10 primary schools, provided 250 Roma pupils in the seventh and eighth grades with additional educational support through supplementary classes and mentors' support. The action resulted in 70-80% of students taking entrance exams required for further education. Previously, according to the estimates of governmental and non-governmental organizations, this rate was around 50%.
5. *"Inclusion of Roma pupils in secondary schools in AP Vojvodina"* (2007-2011), in partnership with the Vojvodina Secretariate for education, Council for Roma Integration in the Autonomous Province of Vojvodina and Roma Students Association. The main objective of this project was to expand access to secondary education for Roma students. Providing financial and mentorship support to Roma pupils who attend secondary schools on territory of Vojvodina. Guiding and motivating secondary students to continue toward tertiary education

Funds invested by REF in Serbia in the last 5 years: 1.316.481 EUR

- *The Swiss Agency for Development and Cooperation (SDC)*

SDC is funding several projects, in partnership with UNICEF and the Red Cross. It is also working with the Ministry of Education on providing teacher training at regional centers. SDC significantly contributes to inclusive education with the following projects:

1. *The Joint Programme "Inclusion through Education"*

The programme aims to put in place, in at least 60 municipalities, models of education and appropriate institutional frameworks, which effectively include marginalised children into the public education system. The programme is conducted by UNICEF, Red Cross Movement (International Federation of Red Cross and Red Crescent Societies, Red Cross of Serbia, Red Cross of Montenegro, Danish Red Cross, Spanish Red Cross), and CSO Help for children (Pomoć deci), in collaboration with their local partners.

The Joint Programme works in three main directions:

- Delivering quality services which support marginalized children to participate fully in pre-school and primary education (Early Childhood Development support, mentor classes, Roma teachers assistants, homework support classes, programme for parents, language classes);
- Institutionalization of these services at municipal level, strengthening capacities in local organizations, in order to assure sustainability of funds and support to the integration of marginalized children;
- Supporting reforms at the national level ensuring the legal framework and institutional support to inclusive education.

Overall program results: Over 15 000 direct beneficiaries (Roma children and children from marginalized groups) got support. 97% of these children have been enrolled and remain in schools. Enrolment in secondary school has increased by 20%, over 500 teachers trained, more than 1000 adult Roma trained through functional education. It is planned for the programme to be continued until 2017

SDC funds: 6.000.000 CHF

- IPA programs¹⁹:

In 2009 and 2010 43 projects from the civil sector received around 4 million euros from IPA programs. Two of these projects are particularly relevant to the current analysis:

1. Novi Sad Humanitarian Centre – “All Different, All Equal” project

This project worked on creation of an inclusive culture, policy, and practice in primary schools in Vojvodina, thus enhancing equal participation of all children in education. Several trainings for teachers were held, including “Index for inclusion”, “Forming individual educational plan (IOP) for gifted students”, “Approach and support for children with difficulties in learning caused by dyslexia, dysgraphia, dyscalculia and hyperactivity”, “Assumptions of a successful class”, “Strategies for working with children with special needs”, “The role of pedagogical assistant in class”, “My child is special, too”, at which school staff from Apatin, Novi Sad and Bečej participated. Parents participated at workshops on inclusion and parental capacities. Students took part in several activities, including “Development of cooperation among students” workshop, “Communication skills” workshop for peer educators, “Playing through inclusion” workshops for younger children. “Persons with disabilities and inclusion workshop” that targeted both students peer educators and parents. They learned what disability is and how to become sensitive and informed about this issue. Inclusive development plans for three primary schools in Novi Sad, Bečej and Apatin were drafted, discussed at school boards and approved. A Publication ‘*All different, all equal: Creating inclusive culture, policy and practice in schools*’ (published in Serbian, Hungarian, and English) is now used by the primary schools in Vojvodina as a tool for self-evaluation and development of inclusive culture, policy and practice in their environment.

2. Center for Quality Education – “Clubs for Children and Youth” project

This project worked on establishment of mechanisms for provision of support to children and youth from marginalized groups, strengthening the capacities of grassroots civil society organizations to provide innovative community based services for children, in an inclusive environment. Clubs for children were organized and staff training in the implementation of this innovative community based social service. A manual titled ‘*Club as inclusive service – one place, infinite number of possibilities*’ has been produced, to serve as guidance to future founders of the similar service. The Project worked on partnership building between the state institutions and CSOs, which resulted in several protocols, contract and partnerships.

- The International Red Cross

The International Red Cross²⁰ is working in Serbia since 1876, their work with vulnerable groups started in the 90’ and with Roma children and children with disabilities from 2002. The groups of the Red Cross programs comprise of the following:

¹⁹ GOPA (2011). *Strengthening Serbia-EU Civil Society Dialogue, Results and achievements of awarded projects*

GOPA (2012) *Strengthening Serbia-EU Civil Society Dialogue, Results and achievements of awarded projects*

²⁰ Red Cross (2012) *Annex 2 to the Strategy: Analysis of the Red Cross Serbia capacities and activities to date in the social area*, Red Cross

- 1) Activities focused on socialization of children age 3 to 6-7 that includes direct work with students, working with parents and Red Cross' donations in books, school material and clothes (in 22 municipalities);
- 2) Support for children age 7-14 with similar measures (40 municipalities);
- 3) Program for promotion of humane values through direct support to students and trainings for peers (children from schools with larger number of students from vulnerable groups - mostly poor and Roma from 63 municipalities);
- 4) Program of recovery at the sea for children from vulnerable groups (40 municipalities);
- 5) Assistance for poor families in food and hygiene products (105 municipalities).

Red Cross is also organizing the provision of pre-school education for mostly Roma children in about 30 settlements, in cooperation with a variety of bilateral donors.

Joint Programme "Inclusion through Education"- Red Cross is providing support to inclusion into the education system for approximately 2,851 vulnerable Roma children, children and youth with disabilities and their peers in elementary schools on annual base. It is implemented through the institutional network of Red Cross branches in close cooperation with the relevant municipal institutions such as preschools, elementary schools and social welfare centers. The design of the programme is adapted to fit the municipal context and resources.

As the main problems of poor children the Red Cross identifies lack of regular food, lunches in schools, hygiene, clothes, shoes, school materials etc. Also even when basic needs are satisfied children need much remedial activities to help them with school subjects but also to fill free time with useful activities. As an important measure for Roma children Red Cross sees differentiated preschool programs that help them to adapt to school and socialize. Also, according to the Red Cross working with parents should be a part of every program. They see as systemic weak spots the insufficient coverage and diversity of programs in preschool, low parent participation and lack of communication on national and local level regarding admission policies.

Total amount of funds invested through direct help is 137,163,840.00 RSD. Total of funds Red Cross invested in Serbia from 2008 is 31,454,390.00 RSD.

- Save the Children UK

Save the Children UK provided significant support in introducing inclusive education in Serbia. From 2003 - 2009 in cooperation with MoE the project "*Index of Inclusion*"²¹ was implemented. The Index for Inclusion is designed to support schools in the process of developing an inclusive school. It provides a framework for school review and development on three dimensions: school culture, policy, and practice. The project was piloted in 30 schools, and in 2009 the revision of the guidebook was done with the contribution of about 500 teachers. It implemented a three-year regional project (2006-2009) "*Inclusive Education Combating Discrimination in the Western Balkans: Equal chances for Roma children.*" Save the Children supported also the implementation of the project "*Drop in center for street children*" that the Center for Youth Integration started in 2007.

- ERSTE foundation grants in the area of education and social inclusion

ERSTE Foundation (ERSTE Stiftung) is the biggest Austrian savings bank foundation, it uses the profit from its shares to support the development of societies in Central and South Eastern Europe. The foundation

²¹ Save the Children (2009). *Cost Benefit Analysis of Implementation of Index for Inclusion in the Education System of Republic of Serbia*

encourages the development of fairer and stronger societies, where nobody is left behind. It has developed two complementary strategies of social intervention: the integration of individuals and groups who live on the margins of society and research into social change. The organisation *Centre for Youth Integration*²² got grants for several projects focused on improvement of quality of life for street children. The first activities of the Centre, which was founded in 2004, were outreach and intervention – the activists would go out into the streets, find the children and offer them help. One of the Centre's main goals is to establish the contact between the children and the representatives of the social welfare, health and education system, with the special attention towards reintegration of children to their families.

The projects funded by ERSTE foundation:

1. *Invisible children - Drop in centre for street children*

"Drop in centre" is a unique space opened 7 days a week, for 24 hours, to serve children living on the street (under the age of 18). Within it children receive variety of services: support/ intervention through the outreach work, place to satisfy basic needs for hygiene, food and change of clothes, safe and secure place to move from the street when they wish, safe place for sleeping when they are ill, or in crisis situation, basic health care. The Centre also offers programs that increase social and life skills, support in developing trust in adults, self respect, self awareness and self discipline, assistance in identifying short term and long term personal goals, and assists street children by referring them to other institutions/ CSOs that offer assistance they might need, when possible, work on integration in the family/foster-family/youth home/school, provides information about resources within the local community, additional support to especially vulnerable children.

2. *Aflatoun – "Pomoć Deci Training"*

The project offers training in Serbia for teachers in Child Social and Financial Education program within Serbia as well as new Aflatoun partners in the Western Balkan Region.

1.2.4. Civil sector initiatives

In this section, several projects and initiatives of CSOs identified by the Office for Cooperation with Civil Society as most active in the field of education and social welfare will be listed in alphabetic order.

- *Association for Development of Children and Youth - OPEN CLUB*,
<http://www.oknis.org.rs/index.php>

Organization has wide range of activities, depending on the target group and partners. They work mostly in their region but also have wider outreach when partnered with government institutions such as Ministry of Labor and Social affairs. They organize programs to support refugees, Roma students that had dropped out from school and those preparing for school. Also, important aspect is organizing out of school activities to keep children out of the streets. Training programs and travels for education staff are also part of several projects.

- *Center for Interactive Pedagogy* can be seen as one of the best practice organizations, implementing a whole series of projects²³:

²² Association "Centre for Youth Integration" (2011), *We know best- Outreach Work of the Centre for Youth Integration*, Belgrade

²³ Center for Interactive Pedagogy (2013): *Educational, Health and Social Support to Children with Developmental Difficulties and Physical Disabilities in the Republic of Serbia - Analysis of the New Concept and Its Application in Practice in Three Towns*, Belgrade

- *“Educational, Health and Social Support to Children with Developmental Difficulties and Physical Disabilities in the Republic of Serbia - Analysis of the New Concept and Its Application in Practice in Three Towns”*- research study on the provision of additional support to children with disabilities, learning difficulties and from disadvantaged background prescribed by the Bylaw on educational, health and social additional support to students from vulnerable groups. Funded by OSFS, the research provides recommendations for the improvement of additional support and especially strengthening the work of Inter-sectorial committees.

- *“Inclusive education-from practice to policy”* (2005-2006) supported by OSFS. Local services for support to inclusive education were established in 10 cities, yearly open calls for the most inclusive school awarded every year 5 schools with grants to implement their projects focused on improvement of educational practice.

- *“Educational inclusion of children with difficulties and employment of person with disabilities”*, implemented in cooperation with Catholic relief services and support of MoES, financed by USAID. The Project’s educational component focused on strengthening civil sector organizations in the development of inclusive policies.

- *“Campaign for inclusive education-Everybody in schools, future for all”*, supported by OSF and MoES/DILS. The Project’s goal was promotion of inclusive education, in 100 cities public discussions and media conferences were held, with over 11 000 participants. Also, good practice examples were collected.

- Project *“Self-confident parenthood”*- developed in cooperation with OSI and ISSA, consists of trainings and training materials based on Step-by-step practice. Includes training of facilitators from local communities for activities with parents and children. It has been adjusted for implementation in Roma settlements.

- Program *“Kindergartens according to community needs”*, developed in cooperation with OSFS, main difference from other programs is that parents and other adults are the ones working with children. They are provided with trainings and get necessary pedagogical competencies and wide range of activities and games for working with children. So far it has been implemented in two Roma settlements.

- In cooperation with OSFS and Pestolazzi, the project *“Equal opportunities in secondary education”* was implemented with the goal of supporting students, empowering student parliaments, parent motivation. Stipends and mentorship for Roma students were provided through an otherproject also funded by OSFS *“Inclusion of Roma children in secondary education in Vojvodina”*.

- *Centre for Youth Integration*, <http://www.cim.org.rs/projekti/lokalni-plan-akcije-za-decu/>

mostly has projects focused on street children with the main goal to keep them out of the streets, help their social integration, raise their working abilities and help their socialization.

- *Center for the rights of the child* <http://www.cpd.org.rs/index.html>

Promotion of children’s rights, advocacy, policy support, monitoring of policies etc.

- *Ecumenical Humanitarian Organization (EHO)* from Novi Sad http://ehons.org/joom/index.php?option=com_content&task=view&id=161&Itemid=95.

The most important projects of EHO are:

- *„Social inclusion and improvement of living conditions for Roma in AP Vojvodina”*, providing direct and indirect support through education programs created by school inclusion teams, capacity building of pedagogical assistants, support for enrolment in adult education school;

- "Roma resource center" supports students with remedial lessons, free books, school materials and transportation;
- "Help for exiled Roma" provides direct support to students, remedial lessons and Serbian language lessons, assistance with preschool admission, translation of documents and non financial support in books, clothes etc.

- *CSO Pomoć Deci (Help the Children)*

Main CSO partner in Joint programme for inclusion, "Pomoc deci" is focused on improvement of Roma education in South Serbia, in 6 municipalities. Support to preschool children is organized, and a new building for preschool education in Bujanovac is built and equipped to provide space for about 120 Roma children on annual base. 28 Roma assistants (out of 178) are trained and engaged to work with preschool and elementary school teachers. Training for teachers, preschool teachers and assistants is developed and accredited by the Institute for Educational improvement. For more than 130 children and 80 parents late registration documents have been acquired. More than 50% of the eight-graders are enrolled into the secondary school. 70 Roma parents are enrolled into Functional Elementary education programme and 28 have obtained a full elementary school diploma so far. In 2009, this component received ERSTE Group Social Innovation Award for one of the best social inclusion program in South East Europe.

- *MODS-Network of Organizations for Children Serbia*, <http://zadecu.org/?cat=69>²⁴

This Network has different kinds of resources such as:

- Human resources: experts, activists and volunteers
- Experience in research, project planning and implementation
- Trainings, manuals for different participants, brochures etc.
- Knowledge in specific areas and examples of good practices from other countries.

Main activities are: trainings, expert meeting, workshops and playrooms, camps, art programs, counseling, media and charity events, publishing, research, mediation and connecting. Strategic plan has been made for the period 2011-2014 and is available on. <http://zadecu.org/wp-content/uploads/2011/doc/Strategija%20MODS%20%282010-2014%29.pdf>²⁵

- *CSOs members of League for the Decade of Roma*

In order to ensure continual monitoring and effective implementation of the Action Plans for Roma Integration adopted by the Government of Serbia and advance attainment of the goals of the Decade of Roma Inclusion (2005-2015), non-governmental organizations bringing together members of the Roma community and those concerned with Roma issues or those who try to reduce the gap between Roma and non-Roma in Serbia and work on elimination of all forms of discrimination, have agreed to establish a mechanism for monitoring of and advocacy for the achievement of the goals of the Decade.

The CSO coalition entitled League for the Roma Decade has been formed and its tasks are to:

- promote values of social justice and equal rights in the process of Roma inclusion in all currents of social life;
- sensitize majority community as well as communities of national minorities for the problems of Roma national minority;

²⁴ List of members is provided in Annex 3, description of every organization's activities can be found on www.zadecu.org

²⁵ MODS (2011) *Strategic plan 2011-2014 of Network of Organizations for Children*

- represent interests of the Roma community in implementing government plans and programs that work towards attaining the goals of the Decade of Roma Inclusion;
- establish communication and dialogue with government institutions so as to take measures envisaged under Action Plans in the four priority areas of the Decade of Roma Integration;
- advocate participation of Roma in planning and implementation of systemic programs and projects contributing to the improvement of Roma position;
- conduct monitoring of the process of implementation of Action Plans;
- inform the Roma community about activities contributing to successful implementation of the goals of the Decade;
- foster cooperation with organizations with a similar mission in countries which are party to the Decade of Roma Inclusion.

CSOs that are members of the League have many individual projects. However, several analyses and researches are also accomplished cooperatively, and in cooperation with different donors. Some of the League members have community programs which are intended to help Roma children and their families to get necessary education and also to educate non-Roma about Roma culture, language, etc. in order to support tolerance and better understanding between all participants in education. Obtaining and collecting documents is often provided as a service, but Roma CSOs also track children through schooling according to their capacities. Some of them have pedagogical assistants as their members so they can improve the level of coordination between the school, CSO and families. They support Roma students to participate in school and out of school activities with their peers so they become accepted. Many out of school activities have a goal to develop cultural sensitivity and through these connect members of the community through art, music etc. Since lack of teachers' motivation, low expectations and sometimes open discrimination and hostility (mentioned by all surveyed CSOs) are a problem, there are activities where teacher can get familiar with Roma culture, understand children better and diminish the prevalent stereotypes.

- *Novi Sad Humanitarian Centre*, <http://www.nshc.org.rs/projekti/aktuelan/16>

This center started its work on a project "Chances and Choices for Roma Girls", with the support of Patsy Collins Trust Fund from the U.S., which lasted two years. After that, their work has continued on the project "*Initiative for education of Roma girls*", supported by the Telethon Fund of Norway and the Austrian Development Agency lasting until April 2013, in Roma communities in Novi Sad and Bečej. The Project brings together parents of preschool and school-aged children and provides support for education of children, especially girls through various workshops.

1.2.5. Best practices identified by donors and CSOs

Donors and CSOs from different areas of intervention all agreed that best practices/measures/activities are the ones that focus on:

- Satisfying basic needs such as clothes, food, school materials, transportation;
- Using a "Whole-person approach", i.e. development of cognitive, social and cultural skills;
- Working with both mainstream and vulnerable population on integration;
- Organization of out of school activities, programs, day care, extended stay etc.;
- Help in collection of documents, administration and constant information flow;
- Providing legal guidance and counseling.
- Reaching the ones that the system and schools do not, especially children and parents in Roma settlements;

- Charity actions and participation of the entire community;
- Involving parents of children as much as possible in the education process and school life;
- Working with teachers and schools staff on development of their competencies.

As seen from the survey most CSOs plan to have projects and measures focused on direct support to children and parents, organization of out of school programs, preparatory programs, monitoring and tracking of children at risk and from vulnerable groups. A major priority area in their plans is also early childhood education and care, since most of the Roma children are not covered by it and are affected by that fact in the later years.

2. CSO AND LSG COOPERATION

Cooperation between LSG and CSOs is not legally regulated and it depends on the will of LSG officials and in some cases donor requests. When there is a cooperation, CSOs are usually used for informative and promotional activities (such as activities focused on informing parents about enrollment procedures and deadlines), for providing services that municipality doesn't provide such as help in obtaining any kind of personal documents, applying for social welfare, legal advices etc. LSGs rarely contribute financially, more often they provide space for CSO activities such as meetings, workshops, informational days and data from Centers for social welfare requested by CSOs. Another form of cooperation is involvement of CSOs representatives in working bodies and their participation in decision making on city and municipal level. There is a practice of signing protocols on cooperation, but that is more likely to be done for donor funded projects as a way to assure long term commitment to the project and some sustainability. This kind of regulated cooperation CSOs see as a good way to strengthen cooperation and secure sustainability of initiated activities.

CSOs surveyed for this analysis identified following issues as main problems in cooperation between civil sector organizations and LSG:

1. LSG are in no obligation to cooperate with CSOs so organizations often cannot schedule meetings with LSG officials, get necessary information, answers to their initiatives etc. This is, however, not the case in every municipality, some LSG are very cooperative, but reluctance of others prevents some good initiatives to be implemented and to increase service coverage.
2. City and municipal administrations in most cases don't allocate any funds for CSOs.
3. City administrations don't allocate enough funds for support of poor students and even funds allocated are not regularly transferred to schools. Also, transparency of procedures for granting funds to organizations though calls is poor.
4. Some LSG involve CSOs only when there is a specific demand on the donors' side for organizations to the part of the projects implemented by the City or Center for social welfare.
5. LSG often direct the beneficiaries to CSOs concerning problems such as free legal advice, help in obtaining documents, proceeding etc. without an actual agreement on cooperation which would assure any kind of financial support or compensation to CSOs.
6. CSOs can sometimes be used as way for collecting political voices, especially organizations dealing with minority groups.

CSOs also suggested possible solutions for these problems:

1. Regular and timely reporting to LSG about results achieved by the organizations, joint meetings between LSG officials and CSO coordinators, discussions and debates.
2. Reporting to CSOs on conclusions from city councils.
3. Allocation of extra funds on city level for poor students and regular and transparent money flow.

4. All LSGs should implement measures given it National report on poverty reduction- Role of LSG; CSOs should be aware of the most important policy measures that contribute to availability and accessibility of educational institutions, and inclusive education.
5. Signing on cooperation protocols with clearly defined obligations of all signatories.

On local level municipal inter-sectorial committees (MISCs) consisting of standing members representing education, health and social welfare institutions at local level have been established and being administrated by local self-governments (LSGs). According to the Center for Interactive Pedagogy research²⁶ CSOs report that cooperation between ISCs and organizations could be improved further although in some municipalities there are cooperation protocols. CSOs find that their role in assessing student's needs is insignificant and that CSO sector is not adequately informed about the new legislations regarding the work of ISCs. Best cooperation, though informal, between ISCs and CSOs is in small municipalities and where parents of the students in need of support are also members of CSO. CSOs provide wide range of service and closes cooperation with ISCs could significantly broaden the range of support available to students in need.

²⁶ Center for Interactive Pedagogy (2013): *Educational, Health and Social Support to Children with Developmental Difficulties and Physical Disabilities in the Republic of Serbia - Analysis of the New Concept and Its Application in Practice in Three Towns, Belgrade*

3. ROLE OF CSOS IN REMOVING BARRIERS FOR STUDENTS FROM VULNERABLE GROUPS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This analysis shows that there is a big effort in the civil sector to deal with the problems of poor students and prevent the risk of dropping out. Unfortunately activities are ad hoc, usually small scale (most CSO can cover only small portion of schools, except for projects implemented in cooperation with international donors and the Ministry). CSOs bridge the gaps that the system left uncovered and do more field and in-community work that public institutions do not have capacities or mandate to do. Regionally, CSOs are well distributed but their human and financial capacities are not the same, so in poorer municipalities, these organizations first have to struggle to find funds for them and then to provide services. As mentioned at the beginning most CSOs have problems with financing and ensuring sustainability, but it seems that Roma CSOs even more often than the others face the risk of shutting down.

Services provided by CSOs can be powerful resource in removing enrolment and attendance bottlenecks. There are many areas of support that LSGs and its institutions (e.g. SWC) don't have the capacity to cover. Activities that are community based like visits to the families, direct work with children and families demand great number of available, qualified staff than can work on the field, have good knowledge on the specificities of the certain group and can direct beneficiaries to others that can provide needed support. CSOs have human resources for this type of work so their capacities should be employed in the possibly next activities:

- Outreach programs for families;
- Informational activities for in the community and preparation for enrolment;
- Cooperation with school and SWC on absenteeism prevention;
- Organization of charity events, collecting of clothes, school materials, cooperation with school in organization of such activities with special focus on protecting students who are beneficiaries from discrimination or stigmatization;
- Working with LSG and school on awareness raising, sensitization activities and trainings for teachers, parents and peers;
- Cooperation with ISCs as possible service providers;
- Acting as mediators between beneficiaries and government institutions of administrative bodies.

It would be recommended that further analyses focus on:

- A detailed overview of measures provided by CSOs that are prescribed on system level but not implemented in satisfactory ways and with wide enough coverage, including identification of best practice. A regional overview of these would be beneficial.
- It is highly recommended to make a comprehensive overview of Roma CSOs since they are a great knowledge and human resource base. We could not get the exact number of Roma CSOs that are operational from The Leagues for Decade of Roma, Roma information center nor Office for cooperation with civil sector.
- Exploration of models of possible co-financing good projects and initiatives, in order to create more viable cooperative mechanisms between the public and the civil sector, and have wider outreach.
- A detailed analysis of definition and distribution of responsibilities of all stakeholders, with recommendations for prevention and reactions protocol for specific problems.

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Annex 1

List of civil society organizations with the list of strategic documents in development of which they participated in²⁷

Child Rights Centre, Belgrade	National Action Plan for Children
Child Rights Centre, Kraljevo	Local Action Plan for Children
Center for Children and Youth, Vrnjačka Banja	„Project: Planning Local Social Protection Services – PLUS“
CIP – Center for Interactive Pedagogy, Beograd	<ul style="list-style-type: none"> ○ The Draft Strategy for Improvement of Roma Education in Serbia ○ Common Action Plan for Improvement of Roma Education in Serbia ○ Local strategies for improvement of Roma Education in Kragujevac and Nis – training for local team members and support to development of these strategies ○ Participated in training for representatives of local authorities and Roma coordinators for development of action plans for improvement of Roma education
Association for Development of Creativity, Aleksinac	Strategic Plan for Economic Development of Aleksinac Municipality
Djurdjevdan, Bela Palanka	<ul style="list-style-type: none"> ○ Strategic Plan for Social Protection Services in Bela Palanka ○ Local Plan of Action for Children
Education Roma Center, Subotica	<ul style="list-style-type: none"> ○ Local Plan of Action for Education of Roma Children ○ Strategic Planning of Social Protection Services in Subotica ○ Local Environment Action Plan (LEAP)
CSO Forum, Kraljevo	<ul style="list-style-type: none"> ○ Poverty Reduction Strategy in the field of economic empowerment of youth ○ Local Plan of Action for Roma
KIC Pralipe, Pirot	<ul style="list-style-type: none"> ○ Local Plan of Action for Persons with Disabilities ○ Strategy for Inclusive Education of Roma and Other Marginalized Children in Pirot Municipality ○ Local Plan of Action for Children
Association of teachers LOGOS, Pirot	<ul style="list-style-type: none"> ○ Strategic Plan of Action for Development of Pirot Municipality, ○ Local Plan of Action for Persons with Disabilities ○ Local Plan of Action for Children

²⁷ Contact organization for implementation of Poverty Reduction Strategy: Cluster of Organizations for Children-capacity analysis

Scouts Division Majdanpek Division	<ul style="list-style-type: none"> ○ Local Environment Action Plan, (LEAP) ○ Strategic Action Plan for Majdanpek Municipality, ○ Establishment of Association for Development of Majdanpek Municipality ○ Planning of integrative social policy
Association for Support to Children with Special Needs Our Dreams, Valjevo	Local Plan of Action for Children.
Nexus, Vranje	<ul style="list-style-type: none"> ○ Strategy for Development of Vranje Municipality 2006 – 2010 ○ Local Plan of Action for Children
New Vision, Prijepolje	<ul style="list-style-type: none"> ○ Strategy for Sustainable Development of Prijepolje Municipality 2005 - 2009 ○ Local Plan of Action for Children
PAAD, Novi Bečej	<ul style="list-style-type: none"> ○ Local Plan of Action for Youth ○ Strategy for Economic Development of Novi Becej Municipality ○ Strategic Action Plan for Development of Pirot Municipality
Pirgos, Pirot	Local Plan of Action for Children
Friends of the Children Indjija Municipality	Social Protection Policy Plan Indjija Municipality Indjija
Friends of the Children Zemuna	Strategic Plan for Social Protection Policy 2005-2010
Roma Cultural Center, Vranjska Banja	Strategy for the Development of Vranje Municipality
Arms of Friendship, Kraljevo	Municipal Residential Strategy, Kraljevo
SOS for women and childer vistioms of violence, Vlasotince	Strategic Plan of Development for Vlasotince Municipality 2006 – 2010
Roma – Serbian Friendship Tree, Kragujevac	Local Roma Education Strategy (2004)
Association of Citizens „The Joy of Children“, Zaječar	Participated in development of Strategic Plan for Zaječar Municipality related to the CSO activities in the municipality
Association of Citizens Rainbow, Ada	Social protection Strategy of Ada Municipality
Uzice Center for Child Rights	Strategy for Children and Youth of Uzice
Initiative for Inclusion VelikiMali Pančevo	Local Plan of Action for Youth

Annex 2

Programs/projects of Intergovernmental and International organizations, bilateral and civil society donor organizations active in this field²⁸ (2008-2012)

Title	Programme	Timescale	Budget*	Main activities
Inclusion through Education - Support to Roma and other Marginalized Groups- Joint Programme Pomoć deci	UNICEF RED CROSS SDC	2009-2013	€8.0m	The programme aims to put in place, in at least 60 municipalities, models of education and appropriate institutional frameworks, which effectively include marginalised children into the public education system. This programme is conducted by UNICEF, Red Cross Movement (International Federation of Red Cross and Red Crescent Societies, Red Cross of Serbia, Red Cross of Montenegro, Danish Red Cross, Spanish Red Cross), and CSO Help for children (Pomoć deci), in collaboration with their local partners. Activities implemented by Pomoc deci are focused on improvement of Roma education in South Serbia, in 6 municipalities. Support to preschool children is organized, and a new building for preschool education in Bujanovac is built and equipped to provide space for about 120 Roma children on annual base. 28 Roma assistants (out of 178) are trained and engaged to work with preschool and elementary school teachers. Training for teachers, preschool teachers and assistants is developed and accredited by the Institute for Educational improvement. For more than 130 children and 80 parents late registration documents have been acquired. More than 50% of the eight-graders are enrolled into the secondary school. 70 Roma parents are enrolled into Functional Elementary education programme

²⁸ Sources: information from organizations collected for this analysis (donor-questionnaires) and following documents and web pages
 Red Cross (2012) *Annex 2 to the Strategy: Analysis of the Red Cross Serbia capacities and activities to date in the social area*, Red Cross
 REF (2010), *Advancing Education of Roma in Serbia* and <http://www.romaeducationfund.hu/>
 Save the Children (2009), *Cost Benefit Analysis of Implementation of Index for_ Inclusion in the Education System of Republic of Serbia*
 GOPA (2012), *Strengthening Serbia-EU Civil Society Dialogue, Results and achievements of awarded projects*
 GOPA (2011), *Strengthening Serbia-EU Civil Society Dialogue, Results and achievements of awarded projects*
http://www.unicef.org/serbia/media_14451.html
<http://www.cim.org.rs/?lang=en>
<http://www.oknis.org.rs/>

Title	Programme	Timescale	Budget*	Main activities
				and 28 have obtained a full elementary school diploma so far. In 2009, this component received ERSTE Group Social Innovation Award for one of the best social inclusion program in South East Europe. Overall program results: Over 15 000 direct beneficiaries (Roma children and children from marginalized groups) got support. 97% of these children have been enrolled and remain in schools. Enrolment in secondary school has increased by 20%, over 500 teachers trained, more than 1000 adult Roma trained through functional education.
Developmental-educational centers in South Serbia Association for improvement of Roma settlements	UNICEF	2002-2012	\$675,000	Project covered poor children and parents from 11 poorest municipalities. Activities covered support in school, preparation for enrollment , material support and work with school and teachers.
Development of social centers in Southeastern Serbia OPEN CLUB	UNICEF	2012-	\$111,000	Support to activities of social centers focused on personal and professional development of children and youth in local communities of LSGs.
Kindergartens without borders CIP	UNICEF	2011-	\$384,000	Increase in coverage of children 3-5 years in 10 LSG. Free programs in objects adapted by LSGs, in close cooperation with IMPRES project. Non-formal parent groups are established and included in activities.
Registration of children UNHCR Praxis	UNICEF	2007-2012	\$346,800	Project has enabled registration and obtaining personal documents for children from vulnerable groups. 1000 children got registered and there was a change in legal acts that were an obstacle to education system.
Support to Network for inclusive education MOST	UNICEF	2011	\$91,000	Capacity building for network members, grants, visibility and support through PD.

Title	Programme	Timescale	Budget*	Main activities
<p>Network of organizations for children</p> <p>OPEN CLUB</p>	UNICEF	2010	\$37,000	Advocacy of children's rights, especially for those from vulnerable groups and actions for increase of child care payments.
<p>Inclusion of Roma pupils in secondary schools in AP Vojvodina</p> <p>Provincial Department of Education and Culture, Council for Roma Integration in the Autonomous Province of Vojvodina and Roma Students Association</p>	REF	2007-2011	\$850,408	The main objective of this project was to expand access to secondary education for Roma students in Vojvodina, i.e. to increase the number of Roma pupils who enroll and finish secondary schools (especially the number of those enrolling in 4-years educational profiles), and to improve their achievements rate during secondary education. Providing financial and mentorship support to Roma pupils who attend secondary schools on the territory of Vojvodina. Guiding and motivate secondary school pupils to continue toward tertiary education. Motivation of primary school pupils and their parents to enroll in secondary schools, targeting grammar schools and other competitive school.
<p>First step-preschool program for Roma children in Zvezdara, Belgrade municipality, Serbia</p> <p>Roma CSO „Mali princ“</p>	REF	2008	€15,179	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education.
<p>For better future -preschool program for Roma children in Surdulica municipality, Serbia</p> <p>CSO Association for Roma education</p>	REF	2008	€15,000	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education.

Title	Programme	Timescale	Budget*	Main activities
<p>Preschool program for Roma children in Novi Sad, Serbia</p> <p>Ecumenical humanitarian organisation - Roma resource centre</p>	REF	2008	€16,035	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education.
<p>Education of Roma – Solutions for the Future (Novi Bečej, Valjevo, Sečanj)</p> <p>Roma Centre for Democracy</p>	REF	2008	€57,357	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education
<p>Creating conditions for expanding of access to state scholarships and increasing success of Roma Children in secondary education” (phase two)</p> <p>Roma Education Center</p>	REF	2008-2009	€89,900	Objectives: The project’s overall aim was to ensure expanded access of Roma children to the secondary education and to available scholarship programs (in targeting locations), their sustained participation in it and their successful start-up at secondary school level through provision of a comprehensive system of support. Specific objectives: Providing of support for up to 350 Roma students in achieving better success in primary school, their successful enrolment into secondary schools and successful start-up; Creating conditions for expanding access, and increasing success of up to 40 Roma students in secondary education; Increasing of availability of information on scholarships intended for poor secondary school students and creation of conditions for successful application of Roma secondary school students; Raising motivation for education and raising trust of Roma community in educational institutions and suitability of secondary education.
<p>Supporting anti-discriminative school environment for children of Roma nationality</p> <p>Minority Rights Center / MRC and Ministry of Education-Inspection Department</p>	REF	2009-2011	€79,686	The project objective was to support the anti-discriminative school environment for children of Roma nationality: to build capacity of educational institutions to develop and promote anti-discriminative environment; to strengthen the role of Roma parents in the process of primary education of their children; to secure higher inclusion of Roma children in educational system and continuity in education; to strengthen the role of civil society organizations in advocating for implementation of measures against discrimination supported in the government strategic documents on education of Roma

Title	Programme	Timescale	Budget*	Main activities
Expanding access to preschool education Serbia (Arandjelovac, Bor, Kragujevac, Novi Bečej, Prokuplje, Smederevo, Surdulica, Subotica)	REF	2008-2009	€269,802	The main project goal was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program and insure its institutional sustainability through active involvement of the LSG within the overall implementation process through coordination and cooperation with the CSO sector and Roma community.
Education of Roma – Solutions for Future 2009 Roma Centre for Democracy	REF	2009-2011	€58,023	Long-term goal of the project : all Roma children age from 5,5 to 11 years are enrolled in preschool, enrolled in mixed elementary school, not into special school/classes, attend school regularly, achieve better academic success, because parents, school, local and regional authorities are supporting them as integral part of their legal and policy responsibility. Specific objectives: less than 2% of Roma students is enrolled in special schools and increased enrollment in mainstream elementary school, attending school regularly, achieve better academic success, stakeholders: the schools, parents and Municipalities are supporting Roma kids as integral part of their legal and policy responsibility
Support integration process of resettled children from Roma settlement Gazela Mali Princ	REF	2009-2011	€48,675	The main aim of the project was to initiate developing of new educational and social policy in Belgrade, so as relevant institutions' fully implementation of the government program and policy (such as Decade Action Plan for Education and Law on Foundations of Education).
Mother-Child Education Program Consortium of Roma CSOs	REF	2011-2012	€101,308	The overall objective of the proposed Mother-Child Education Program is to contribute to the social inclusion and poverty reduction of the Roma in Serbia by improving access to Early Childhood Education for Roma children with special regard to the most disadvantaged. The program objective is to increase the access to Early Childhood Education for Roma children by developing the capacity of Roma CSOs to run community based education projects for mothers and children including a toy library project and to establish networks between stakeholders; empowering Roma mothers of preschool aged children both as mothers and as women through informal education projects to support their children in the process of education and schooling; drawing the attention of the public authorities to the importance of early childhood education and to their responsibilities

Title	Programme	Timescale	Budget*	Main activities
<p>Equal opportunities in secondary education</p> <p>Center for Interactive Pedagogy, Roma Education Center, Stablo...</p>	OSFS	2005-2013	\$ 860,000	Support to Roma students in secondary education and capacity building for schools.
<p>Inclusion of Roma students in secondary Education in AP Vojvodina</p> <p>Roma center for democracy from Vojvodina</p>	OSFS	2010-2013	\$ 1,043,174	Stipends and mentorship programs for Roma Students in secondary schools.
<p>ERSTE foundation grants in area of education and social inclusion</p> <p>Organisation Centre for Youth Integration</p>	ERSTE foundation	2007-		<p>1. <i>Invisible children- Drop in centre for street children</i></p> <p>“Drop in centre” is a unique space opened 7 days a week, for 24h, to serve children leaving on the street children (under the age of 18). Within it children receive variety of services: support/ intervention through the outreach work, place to satisfy basic needs for hygiene, food and change of clothes, safe and secure place to move from the street when they want, for some period of time, safe place for sleeping when they are ill, or afraid/ in crisis situation, basic health care intervention, program that increase their social and life skills, support in developing trust in adults, self respect, self awareness and self discipline, assistance in identifying their short term and long term personal goals, triggering the formation of attitude to increase their need for taking care of themselves, referring them to other institutions/ CSOs that offer assistance they might need, when possible, work on integration in the family/foster-family/youth home/school, providing information about resources within the local community, additional support to especially vulnerable children.</p> <p>2. <i>Aflatoun – “PomocDeci Training”</i></p> <p>The project offers training in Serbia for teachers as well as new Aflatoun partners in the Western Balkan Region. The aim of this project is to refresh existing capacity in teaching for the Aflatoun programme of Child Social and Financial Education within Serbia.</p>

Title	Programme	Timescale	Budget*	Main activities
				<p>3. <i>Street Children</i></p> <p>Since August 2007, there is a place in Belgrade which the street children consider a safe place. They can eat, wash, sleep and get medical check-ups there. Most importantly for them, they choose when to drop in and when to leave. Since the opening of the drop-in centre in 2007, the Centre's programme has expanded to include Public Sensitizing and Educational Development</p>
<p>All Different, All Equal</p> <p>Novi Sad Humanitarian Centre</p>	IPA 2010	2011		<p>This project worked on creation of an inclusive culture, policy, and practice in primary schools in Vojvodina, thus enhancing equal participation of all children in education, regardless of their gender, disability, social or ethnic background.</p> <ul style="list-style-type: none"> - Several trainings for teachers were held, including "Index for inclusion", "Forming individual educational plan (IOP) for gifted students", "Approach and support for children with difficulties in learning caused by dyslexia, dysgraphia, dyscalculia and hyperactivity", "Assumptions of a successful class", "Strategies for working with children with special needs", "The role of pedagogical assistant in class", "My child is special, too", at which over 209 school staff from Apatin, Novi Sad and Bečej participated. Index for Inclusion in schools has been promoted amongst additional 77 school staff members. - Over 100 parents participated at workshops on inclusion and parental capacities and over 150 students took part in several activities, including "Development of cooperation among students" workshop, "Communication skills" workshop for peer educators, "Playing through inclusion" workshops for younger children. "Persons with disabilities and inclusion workshop" that targeted both students peer educators and parents. - Inclusive development plans for three primary schools in Novi Sad, Bečej and Apatin were drafted, discussed at school boards and approved. Publication titled 'All different, all equal: Creating inclusive culture, policy and practice in schools' (published in Serbian, Hungarian, and English) is now used by the primary schools in Vojvodina as a tool for self-evaluation and development of the inclusive culture, policy and practice in their environment.
<p>Clubs for Children and Youth</p>	IPA 2010	2011		<p>This project worked on establishment of mechanisms for provision of support to children and young from marginalized groups, strengthening the capacities of grassroots civil society organizations to provide innovative community based services for children, in an inclusive environment.</p>

Title	Programme	Timescale	Budget*	Main activities
Center for Quality Education				<ul style="list-style-type: none"> Clubs for children were organized and staff training in the implementation of this innovative community base social service. The manual titled 'Club as inclusive service – one place, infinite number of possibilities' has been produced, to serve as guidance to future founders of the similar service. Project worked on partnership building between the state institutions and CSOs, which resulted in several protocols, contract and partnerships
Towards the Inclusion of Roma Children	The Royal Embassy of Netherlands	2010		Project targeted Roma children from 6-18 years old. Activities were focused on encouraging children to return to school and continue their education and visiting of social and cultural institutions. Project covered 65 Roma children and their parents in Niš.
OPEN CLUB				
Educational Services in Selected Schools in Southwestern Serbia	EUD SDC	2009		Project targeted Roma children, Roma adults who left schools and teachers. It provided assistance with enrollment in preschool institutions and schools, additional Serbian language courses for returning Roma children, organized meals, division of school supplies, shoes and clothing, accredited seminars for teachers etc. Number of beneficiaries was 300.
OPEN CLUB				
Educational and recreational programme for refugees, IDPs and Roma children in Serbia	UNHCR	2007-		Program targets children and youth from refugee centers, Roma children of the IDPs from Kosovo. It provides educational and recreational workshops for children and youth who are refugees and IDPs and live in collective centers, educational program for the pre-school preparation of Roma children, recreational activities such as excursions, travels, cultural programs etc. Yearly coverage is 200 beneficiaries.
OPEN CLUB				
Index of Inclusion	Save the Children	2003-2009		The Index for Inclusion is designed to support schools in a process of inclusive school. It provides a framework for school review and development on three dimensions: school culture, policy, and practice. Project was piloted in 30 schools, and in 2009 revision of the guidebook was done with contribution of about 500 teachers
MoE				
Novi Sad Humanitarian Centre				

Annex 3²⁹*Network of Organizations for Children of Serbia- list of member organizations*

Name	Location	Web-page
Baro Ilo – Great heart (Baro Ilo-Veliko Srce)	Vladičin Han	http://zadecu.org/?page_id=413
Center for children and youth (Centar za decu i omladinu)	Vrnjačka Banja	www.youthcentervb.org
Center for Civic Activism Denizen (Centar za građanski aktivizam Denizen)	Svrljig	www.denizen.org.rs
Center for youth integration (Centar za integraciju mladih)	Belgrade	www.cim.org.rs
Center for creative development (Centar za kreativni razvoj)	Knjaževac	www.ckrknjazevac.org.rs
Center for missing or abused children (Centar za nestalu i zlostavljanu decu)	Stara Pazova	www.cnzd.rs
Center for help to children (Centar za pomoć deci)	Niš	www.cpdnis.com
Child's Rights Center (Centar za prava deteta)	Belgrade	www.cpd.org.rs
Center for Roma women rights (Centar za prava Romkinja)	Niš	http://zadecu.org/?page_id=413
Uncle Boca (Čika Boca)	Belgrade	http://zadecu.org/?page_id=413
Center for Interactive Pedagogy CIP (Centar za interaktivnu pedagogiju)	Belgrade	www.cipcentar.org , www.inkluzija.org
Childrens' joy (Dečja radost)	Zaječar	http://www.decjaradost.org.rs
Childrens' views (Dečji vidici)	Paraćin	http://zadecu.org/?page_id=413
Association of Roma Prokuplje (Društvo Roma Prokuplje)	Prokuplje	http://zadecu.org/?page_id=413
Association for cerebral palsy and plegia (Društvo za cerebralnu paralizu, dečiju paralizu i plegije)	Požega	http://zadecu.org/?page_id=413

²⁹ http://zadecu.org/?page_id=723

Name	Location	Web-page
Association for mentally disadvantaged persons (Društvo za pomoć mentalno nedovoljno razvijenim osobama)	Aleksandrovac	http://zadecu.org/?page_id=413
Association for Development of Children and Youth – Open club (Društvo za razvoj dece i mladih Otvoreni klub)	Niš	www.oknis.org.rs
Association for creativity development (Društvo za razvoj kreativnosti)	Aleksinac	www.okalek.org.rs
Roma education center (Edukativni centar Roma)	Subotica	www.ec-roma.org.rs
Ecumenical humanitarian organization Drop out center for street children (Ekumenska humanitarna organizacija Svračište za decu ulice)	Novi Sad	www.ehons.org , www.decaulice.rs
Here's a hand (Evo ruka)	Zemun	http://zadecu.org/?page_id=413
FAMILIA	Beograd	www.familia.org.rs
Association LINGVA (Građanska akcija LINGVA)	Kraljevo	www.forumnvo.org.rs
Group Imagination (Grupa Mašta)	Prijepolje	http://zadecu.org/?page_id=413
I have the right(Imam pravo)	Aleksinac	http://zadecu.org/?page_id=413
Initiative for inclusion VelikiMali (Inicijativa za inkluziju VelikiMali)	Pančevo	www.velikimali.org
Initiative for rights of persons with mental disability (Inicijativa za prava osoba sa mentalnim invaliditetom Srbije)	Belgrade	www.disabilityrightsintl.org/mdri-serbia
Club for empowering of youth 018 (Klub za osnaživanje mladih 018)	Niš	www.kom018.org.rs
Kokoro	Bor	http://zadecu.org/?page_id=413
Step forward (Korak napred)	Kruševac	http://zadecu.org/?page_id=413
Cultural-informational center PRALIPE(Kulturno informativni centar PRALIPE)	Pirot	http://zadecu.org/?page_id=413
LUNETTA	Belgrade	http://zadecu.org/?page_id=413
NEXUS	Vranje	www.nexusvranje.com

Name	Location	Web-page
CSO Atina	Belgrade	www.atina.org.rs
Organization of creative gathering OKO (Organizacija kreativnog okupljanja OKO)	Belgrade	www.okoorg.rs
PAAD Center for sociocultural excellence (PAAD centar za sociokulturološke izuzetnosti)	Novi Bečej	www.paad.org.rs
Palestra	Kruševac	www.palestra.org.rs
Help for children(Pomoć deci)	Belgrade	www.pomocdeci.com
Praxis	Belgrade	www.praxis.org.rs
Friends of children of Inđija (Prijatelji dece opštine Inđija)	Inđija	http://zadecu.org/?page_id=413
Friends of children of New Belgrade (Prijatelji dece opštine Novi Beograd)	Belgrade	www.pdnbgd.org.rs
Friends of children of Voždovac (Prijatelji dece opštine Voždovac)	Belgrade	http://zadecu.org/?page_id=413
Friends of children of Pirot (Prijatelji dece Pirot)	Pirot	http://zadecu.org/?page_id=413
Friends of children of Srbija (Prijatelji dece Srbije)	Belgrade	http://zadecu.org/?page_id=413
Friends of children of Zemun (Prijatelji dece Zemuna)	Zemun	http://zadecu.org/?page_id=413
Roma cultural center (Romski kulturni centar)	Vrnjačka Banja	http://zadecu.org/?page_id=413
Association of organizations for support to persons with disabilities (Savez organizacija za podršku osobama sa smetnjama u razvoju)	Novi Sad	http://zadecu.org/?page_id=413
Strength of friendship Amity (Snaga prijateljstva Amity)	Belgrade	www.amity-yu.org
Educational center sombor - SEC (Somborski edukativni centar)	Sombor	http://zadecu.org/?page_id=413
SOS line for children and women violence victims (SOS telefon za žene i decu žrtve nasilja)	Belgrade	www.sostelefon.org.rs
Association Baby's Diary(Udruženje Dnevnik bebe)	Novi Sad	www.dnevnikbebe.com

Name	Location	Web-page
Association of Citizens Đurđevdan (Udruženje građana Đurđevdan)	Bela Palanka	http://zadecu.org/?page_id=413
Association of Citizens DUGA (Udruženje građana DUGA)	Ada	www.nvoduga.org.rs
Association of Citizens Youth Club (Udruženje građana Klub za mlade)	Belgrade	www.klubzamlade.org.rs
Association of Citizens New day (Udruženje građana Novi dan)	Belgrade	www.novidan.org.rs
Association of Citizens Positive (Udruženje građana Pozitiv)	Vranje	http://zadecu.org/?page_id=413
Association of Citizens Parent (Udruženje građana Roditelj)	Zemun	www.roditelj.org
Association of Citizens Parent (Udruženje građana Roditelj ogranak Užice)	Užice	www.roditelj.org
Association of Citizens Roma Pride (Udruženje građana Roma Ponos)	Niš	www.ponos.webnode.com
Association of Citizens RROMA-ROTA (Udruženje građana RROMA-ROTA)	Kikinda	www.rromarota.org
Association of Citizens with disabilities FRENĐ (Udruženje građana sa hendikepom FRENĐ)	Majdanpek	http://zadecu.org/?page_id=413
Association of Citizens Zlatibor circle (Udruženje građana Zlatiborski krug)	Čajetina	http://zadecu.org/?page_id=413
Association of foster families Sparkle (Udruženje hraniteljskih porodica Iskrice)	Zaječar	www.iskrice.info
Association New vision (Udruženje Nova vizija)	Prijepolje	www.novavizija.org
Association of friends of children and youth Zaječar (Udruženje prijatelja dece i omladine Zaječar)	Zaječar	http://zadecu.org/?page_id=413
Association od Roma-Serbian friendship "Stablo" (Udruženje romsko srpskog prijateljstva Stablo)	Kragujevac	http://zadecu.org/?page_id=413
Association of single mothers (Udruženje samohranih majki)	Niš	http://zadecu.org/?page_id=413

Name	Location	Web-page
Association „Our dreams“ (Udruženje za pomoć deci sa posebnim potrebama Naši snovi)	Valjevo	www.nasisnovi.org.rs
Association of women "Etno forum" (Udruženje žena "Etno forum")	Svrljig	www.etnoforumsvrljig.rs
Always with children (Uvek sa decom)	Belgrade	www.sadecom.org.rs
Child's rights center Užice (Užicki centar za prava deteta)	Užice	www.uecod.org
Dawn (Zora)	Kruševac	http://zadecu.org/?page_id=413