



The Republic of Serbia
GOVERNMENT
OFFICE FOR HUMAN AND
MINORITY RIGHTS

Number: 337-00-00018/2017-05

On 10. 04. 2017

Bulevar Mihajla Pupina 2
Belgrade

**Answers to the Questionnaire of the Office of High Commissioner for Human Rights on
the application of the Resolution of the Human Rights Council 27/12 on the World
Programme for Education in the field of Human Rights**

The framework for fair, organized and quality development of the education system was created by the **2020 Strategy of the development of education in Serbia** establishing the **development of accessibility and fairness of the system of education** as one of the fundamental goals, as well as the **reduction of drop-out rates of children** in the education system. The Law on the Foundations of the Education System defines the main principles and tools for achieving fair education: introduction and affirmation of inclusive approach; equal opportunities for all children; non-discrimination, human rights education and other principles.

The improvement of implementation and the consolidation of the performed work

Contents relating to the education for democracy and civil society were introduced to the curricula of primary and secondary schools in the Republic of Serbia in school year 2001/2002 and have been implemented through the subject of **Civic Education**. This subject has the status of a compulsory optional subject selected every school year.

In the course of 2017 the Institute for the Improvement of Education, based on the performed evaluation of the subject **Civic Education** prepared new curricula for primary education. This activity is in line with the **2020 Strategy for the Development of Education in Serbia** and its related Action Plan. Curricula should ensure the development of cross-curricular competences including the responsible participation in a democratic society recognized in the outcomes relating to the respect of human rights and freedoms.

Within the framework of the new curricula of the optional subject civic education, the aim of teaching and learning is for the student to become aware of his/her rights and responsibilities by studying basic principles, values and procedures of the civic society and to become sensitive to the needs of individuals and the community and ready to actively take action in the community by observing democratic values.

Within the framework of other subjects, in line with their possibilities, outcomes relating to the respect of diversity and intercultural dialogue have been introduced. The respect of democratic procedures, responsible, humane and tolerant behaviour in the society, sensitiveness to social injustice, cooperation and teamwork are some of the outcomes related to human rights and included in curricula. In parallel with the introduction of new curricula it has been envisaged to empower teachers to use all curricular contents as the opportunity for education on human rights as the fundamental value of the democratic society.

Teacher education in Serbia takes place in universities and makes distinction between lower primary education teachers (teaching from the first to fourth grade of primary education, classteachers) and subject teachers (all other teachers in the pre-university education). Lower primary school teachers acquire education in the field of pedagogy, psychology and teaching methods during their initial education and have more teaching practice. Subject teachers are primarily educated in the field of the subject they are going to teach and are only facultatively educated in the disciplines of relevance for the teaching profession.

According to the set of standards for the teaching profession adopted in 2011 teachers should be able to support the motivation of students, their personal and social development, tolerance, self-respect and diversity, as well as to successfully communicate with parents and build mutual confidence. Furthermore, one of the five priority areas of the compulsory teacher training, established by the Rulebook on the continuing professional development of teachers, pre-school teachers and professional associates from 2016 is: the creation of tolerant and non-discriminatory environment for each individual, as well as the prevention of violence, prevention of discrimination, and the inclusion of children from socially marginalized groups. These priorities are implemented, except through programmes of non-formal education in the system, also as modules and accredited curricula in some faculties for teacher education providing initial education for classteachers.

Teacher education now includes subjects related to diversity, at the University of Belgrade and Kragujevac, where a new Master's Course has been introduced, *Education Policy*, which also includes topics related to diversity and equity.

Students of psychology at the University of Belgrade have several subjects related to inclusive education, education of children at risk and intercultural education. A project financed through the funds of Instrument for Pre-Accession Assistance - IPA which started in 2012¹ dealt with the improvement of school practice of students - future subject teachers in the network of 41 practice schools by teacher training in the field of learning approaches and student-oriented teaching, and supported the implementation and exploitation of applied research in the field of education in order to improve the preparation of teachers for work.

A Joint Body for the support of social inclusion, support in work and the coordination of surveillance of the work of the Interministerial Commission (IMC) for the assessment of needs for the provision of additional educational, health and social support for the child and student. Line ministries and authorities and organizations of the civil society, selected through the call for proposals, participate in the work of the Body. Responsibilities of the Joint Body include the coordination and monitoring of the work of interministerial commissions.

Three professional meetings/trainings for the members of IMC from whole Serbia were implemented in the framework of Project "Empowering the capacities of interministerial commissions (IMCs) for the provision of additional support for the inclusion of children in the early development and education" CSP and UNICEF. It is expected that IMCs will have a significant role in future for supporting Roma children in the system of education.

¹ Project IPA 2011 "Support for the Development of Human Capital and Research - General Education and the Development of Human Capital"

The provision of education and training on human rights for lecturers in formal and non-formal education and training, particularly for those working with children and youth

Having in mind that during the initial years of the introduction of inclusion we had situations in which teachers showed a lack of knowledge and competences for the inclusive approach in certain segments, the following measures have been introduced:

With a view to enhancing the competences of teachers for the inclusive approach to children, **pedagogical assistants** were employed at schools who have the role of intermediaries between parents and schools and provide additional support to children of Roma nationality and other affected children, with 175 Roma pedagogical assistants working in the system. By introducing this new profession a high value which these young professional workers attribute to education has been recognized as well as a number of ways in which they change the school culture, particularly the culture of traditional Roma settlements. They have completed the programme of modular trainings and have certificates for work.

The Network for the Support to Inclusive Education has been formed which includes practitioners of various profiles, which has educational, advisory and supervisory role in the work with schools, teachers, pre-school teachers, parents, children, interministerial commissions, civil society organizations. The Network includes experienced teachers, school advisors and particularly successful schools. Schools, parents or teachers may refer to the Network and seek help. Those mechanisms have become very efficient, peer network has been organized including 30 young trained people.

The Group for Social Inclusion representing an organisational unit within the Ministry of Education, Science and Technological Development has implemented a series of trainings, professional meetings for the improvement of competences and empowerment, involving: 127 national and municipal educational inspectors; 136 educational advisors; 80 principals of pre-school institutions; 250 professional assistants employed in pre-school institutions; 30 university professors from teacher education faculties.

Also, a training programme has been created for the acquisition of the Braille Alphabet intended for teachers who teach blind children in their classes.

The coordination of activities has been established in the process of the development of concepts of the inclusion of migrant/asylum-seeker children in formal and non-formal education/monitoring enrolment, drafting professional instructions and informing educational institutions.

The line Ministry has started the implementation of Project "**Establishing the Network of Practitioners for the Support to Pre-school Education**"

The Office of UNICEF in Serbia **in the framework of UNICEF Regional Office for Central and Eastern Europe and independent Commonwealth states** developed and translated a kit of **14 professional manuals** on inclusive education, based on the principle of the respect of human rights, with a focus on children and students with disabilities.

In the field of the prevention of discrimination, apart from adopting the Rulebook on more specific criteria for the identification of forms of discrimination by the employee, child, student or third party in educational institutions, the Ministry of Education, Science and Technological Development formed a Working Group for drawing up Instructions for the application of the cited Rulebook, consisting of the representatives of different sectors of ministries as well as various relevant public institutions, international organisations and the representatives of civil society organisations. There are manuals in preparation intended for employees in educational institutions for the work with parents and students which will support strengthening the competences of employees for the application of the cited Rulebook.

The Institute for the Improvement of Education has approved, within the framework of its regular activities for the accreditation of professional development programmes, eight programmes of professional development relating to the human rights education: **Training for Civic Education classes; Contemporary Civic Education teaching aimed at the development of student competences; Humanitarian Law Research (HLR); Motivating students to learn by the application of methods, working techniques and games in civic education classes and classes of other subjects; Free Zone in Primary and Secondary Schools – Film as Supplementary Teaching Tool in Civic Education; Developing Activism and Volunteerism with Students; Facing social stereotypes; Learning about Holocaust.**

Within Project “*Education for Children’s Rights*”², implemented by the Center for Children’s Rights in Užice and supported by Pestalozzi Children’s Foundation, training of 336 primary school teachers was completed on children’s rights; 34 educational advisors from 17 school administrations on children’s rights; a manual for training teachers on children’s rights was created; Center for Children’s Rights in Užice developed and accredited four training programmes for teachers and employees in the system of education in the field of children’s rights and related topics with the Institute for the Improvement of Education. Within other projects implemented by the Center for Children’s Rights in Užice in the period 2015-2016 additional 450 teachers were trained in primary and secondary schools in Serbia on children’s rights and related topics, such as the protection of children from discrimination in the system of education and the participation of children in decision making in the education system.

² The Project is implemented with 4 local partner organisations Nexus from Vranje, Open Club from Niš, Center for Creative Development from Knjaževac and I have an idea from Kraljevo in ten primary schools (PSS): PS Stefan Nemanja and PS Učitelj Tasa, Niš: PS Vuk Karadžić, Knjaževac, PS Mitropolit Mihajlo, Soko Banja: PS Svetozar Marković and PS Jova Jovanović Zmaj, Vranje, PS Svetozar Marković and PS Čibukovački partizan, Kraljevo and PS Nada Matić and First PS Kralj Petar II from Užice.

The basic aim of the Project is to ensure a full respect of children’s rights at schools and the system of education which includes learning about children’s rights and the practical application of children’s rights. The project is based on international obligations of the Republic of Serbia arising from the provisions of the Convention on the Rights of the Child and will actively respond to the Recommendations of the Committee for Children’s Rights from 2008 as well as to new recommendations from 2017, as well as to the Recommendations of the Committee of Ministers of the Council of Europe member states relating to the Charter of the Council of Europe on the education for democratic citizenship education on human rights from 2010.

The improvement of the integration of education and training on human rights in school curricula as well as in training curricula/Human Rights Education and Civic Education

The complete programme content relating to the education for democracy and civil society was introduced into the curricula of primary and secondary schools in the Republic of Serbia in school year 2001/2002 and has been implemented through the subject of **Civic Education** which is a compulsory optional subject in grades I to VIII of primary education and in all grades of upper secondary education. In addition, within upper secondary schools these topics are taught in school subjects Sociology, Constitution and Citizens' Rights, Philosophy, depending on the type of the school and educational profile.

Education for Democracy requires an approach of integration which is implemented not only through individual subjects and classes but also covers all school activities and the whole school organisation. In this regard six manuals of the Council of Europe from the edition Living Democracy were translated in cooperation with the Council of Europe and University of Zurich in 2014/15 (**Background materials on democratic citizenship and human rights education for teachers; Growing up in democracy/ Lesson plans for primary level on democratic citizenship and human rights; Living Democracy/Lesson plans for lower secondary level; Taking part in democracy/Lesson plans for upper secondary level on democratic citizenship and human rights education; Teaching units for all grades of primary school and Teaching Democracy/A collection of models for democratic citizenship and human rights education**). The manuals are available on the Ministry of Education, Science and Technological Development website: <http://www.mpn.gov.rs/materijali-savet-evrope> and <http://www.living-democracy.rs>. Living Democracy is a unique educational resource promoting democracy and human rights at school which combines lesson plans with ideas for taking action in the classroom.

From 1 April the line Ministry is taking part in Project "Horizontal Facility" of the Council of Europe and European Commission supporting South-East European states and Turkey to observe European standards, as well as in the process of the approximation of the European Union legislation, within the framework of the enlargement process it started the implementation of activities at the start of 2017. "Horizontal Facility" activity Strengthening democracy education, Strengthening the protection of national minorities in Serbia as well as the protection from corruption in education. For the purposes of this report, the most important component in this project will be the one dealing with the education for democracy and civil rights.

Military personnel and the employees of the Ministry of Defense are familiar with the human rights guaranteed by the Constitution and relevant international agreements. In the Military Academy, with the support from the UNDP in Belgrade, there have been organized basic and advanced seminars for male and female cadets, and in the Military high school for male and female students, on the subject of gender equality.

New textbooks include contents that are dealing with respect of human rights and prevention of discrimination. Military Academy acknowledges the importance of the World program for education on human rights, and it remains committed to the education of students,

pupils, as well as teachers, with the belief that education can bear a leading role in the path of democratic society development.

Undertaking the related research and mapping, the exchange of best practice and lessons learned and the exchange of information among all actors

1) With a view to contributing to the reduction of drop-out and early school leaving of children and youth through the efficient prevention and intervention on the school level as well as the development of national guidelines to systematically tackle this problem, Project “The Prevention of Student Drop-out in the Education System of the Republic of Serbia” was implemented. The Project was implemented by the Center for Educational Policies in cooperation with the Ministry of Education, Science and Technological Development and UNICEF with the financial support of the Swiss Agency for Development and Cooperation (SDC) and UNIQLO Company. The capacities of 10 full-time primary and secondary schools were improved through the project for the successful implementation of the system of early identification of drop-out, as well as for planning and the implementation of intervention measures. New measures and activities were introduced, including peer support, increased participation of parents in school life, improving the methods of the implementation of remedial classes as well as strengthening cooperation between schools and the local community.

2) Project “**The improvement of professional support in the community - an important step in the inclusion of children: Empowering capacities of interministerial commissions (IMCs) for the provision of additional support to children for the inclusion in early development and education**” is aimed at influencing social and educational inclusion of marginalized groups, including Roma children, through empowering capacities in local communities to apply the national legal framework for the intersectoral assessment in accordance with the needs of children in the community. The Project deals with the analysis and capacity building (IMCs) with the aim to provide more quality support to children, including Roma children as well, and involves the analysis of work of 10 IMCs, identifying needs for additional training as well as implementing the most important trainings for 10 selected IMCs and providing grants in 10 local self-governments for financing additional support which IMC will recommend for children.

3) Within the framework of Project “*Education for Children’s Rights*” the instrument “Index for the assessment of the fulfilment of rights of the child in the system of education” and schools was created, an instrument for the assessment of the fulfilment of rights of the child in the system of education and educational institutions. After the application of the Index all 10 pilot schools created their action plans for the improvement of children’s rights in the field of the prevention of discrimination and violence, quality education, participation of students in decision-making on the school level and other issues. This way, a systematic approach was established in monitoring and improving the status of the fulfilment of children’s rights on the level of educational institutions. The implementation of these action plans is in progress.

The application of and strengthening robust educational methods based on best practice and assessed through continuing evaluation

Project “**Improving the quality of the education system of the Republic of Serbia and developing horizontal learning between schools (SHARE)**” provides for the improvement of the quality of selected schools in the Republic of Serbia through the development of horizontal learning between schools. The Project is being implemented by the Institute for the Evaluation of the Quality of Education within its responsibilities, UNICEF and the Center for Educational Policies, in cooperation with the Ministry of Education, Science and Technological Development.

With a view to improving the inclusiveness of the education system and developing the intersectoral cooperation, Serbia has taken part in several relevant **evaluation studies**: Drawing up the evaluation report for the education for democratic citizenship and its referral to the Council of Europe; analysis “Serbia as an example of the country which transformed the policy of inclusive education” for the publication on inclusive policy discussing the policy development in the field of inclusive education in our region; participation in the research started by UNICEF in cooperation with Yale University “Analytical review of the management, provision and quality of services related to learning in early childhood and early development on the local level“ in the countries of Central and Eastern Europe/Community of independent states.

Within the umbrella Project of the United Nations “*Integrated Response to Violence against Women*” and Project “*Schools without Violence*” research was performed with a view to checking the presence of gender-based violence in primary and secondary schools in Serbia. Also, the aim was to examine and suggest best practices of prevention and intervention in the cases of the examined types of violence. The target group included male and female students from the fourth grade of primary school to the fourth grade of secondary school, as well as teachers and professional associates of the schools. The research involved **24 982 examinees**, of whom 12 387 males and 12 595 females, who filled in one of the eight Questionnaires designed for these purposes.

Publication “Research on Gender based Violence in Schools in Serbia” was drawn up. The topics of gender, sex, gender equality and violence based on gender roles as well as responding in situations of gender based violence were addressed with teachers within Programme “Schools without violence” in 50 primary and secondary schools in Serbia.

A manual for teachers was drawn up and distributed to schools, “The prevention of gender based violence” and the training intended for employees in school administrations (coordinators for the prevention of violence and inclusion) was implemented to get acquainted with the Rulebook on more specific criteria for the identification of the forms of discrimination by the employee, child, student and third person in the educational institution, challenges in identifying and responding to the situations of discrimination. Training “Sexual Violence and the Psycho-physical Development of Children/Students” was implemented for employees in educational institutions from the territory of the Republic of Serbia and school administration coordinators for the prevention of violence. The trainer was an expert from Great Britain, Ms Marilyn Howes.

Also, with the aim of increasing the safety of children, the line Ministry worked on the development of teacher competences for the implementation of traffic education by improving the quality of the programme of continuing professional development and creating new programmes of professional development including these contents; the implementation of the programme of public interest to educate the psychological and pedagogical services and the representatives of the pedagogical collegium in primary and secondary schools (methodological approach to teaching existing contents); a summary and analysis of existing teaching programmes in which contents related to the traffic education are taught (World around us, Nature and Society, Basics of Informatics and Technical Education and other); a summary and analysis of existing teaching programmes in which contents related to the health education are taught (Biology, Civic Education and other); educating teachers for the implementation of new contents in teaching programmes (professional development, brochures, materials); ensuring that the web platform is active in order to respond to teachers; the implementation of new programmes: improving the traffic education in pre-school institutions for the implementation of programmes and the distribution of materials; implementing the traffic education in pre-school institutions to inform and acquire skills for the enhancement of the safety of children in traffic, etc.

Promoting dialogue, cooperation, networking and the exchange of information between relevant actors

In all activities a cooperation with various governmental and non-governmental institutions/organisations was developed as well as with international organisations and agencies which have the protection of children's rights and rights of students as part of their mission. For example, within Project "Education for Children's Rights" each student parliament in 10 target primary schools underwent a training on children's rights and planning actions for the promotion and the protection of children's rights, implemented in their schools by establishing an efficient mechanism for the inclusion of children in the promotion of children's rights, establishing partner and peer relations between children, teachers and parents and peer education. The Center for Children's Rights in Užice created a manual for training children, members of the student parliament, on children's rights.

The Ministry of Education, Science and Technological Development will continue its cooperation with other sectors and ministries as well as with international organisations in order to ensure support in the implementation of democracy, health and prevention related activities.

The Ministry of Education, Science and Technological Development in cooperation with the World Bank Office in Serbia implemented consultation workshops on the topic of the improvement of accessibility, quality and fairness of pre-school education. In the course of 2016 three workshops were implemented with employees in pre-school institutions: in Ruma, Leskovac, Kovin, Surdulica, Kruševac, Leskovac, Zaječar, Paraćin and Belgrade. The workshops were implemented with the involvement of the wider range of actors on the local level relevant for the improvement of accessibility, quality and fairness of pre-school education and project preparations with the World Bank.

The Ministry of Education, Science and Technological Development started an analysis of the current state in the Republic of Serbia on the basis of the portal of open data <http://opendata.mpn.gov.rs/>. After the second round of enrolment in the institutions of upper secondary education, the Ministry will submit its analysis for public inspection and give, on the basis of the latter, recommendations for the introduction of new models of education for students who are members of national minorities in the Republic of Serbia.

The Ministry of Education, Science and Technological Development established a ***unified information system Dositej*** in 2016 which contains data related to all institutions (educational institution, employees, classes, groups). Persons responsible for submitting data are principals of primary and secondary schools, pre-school institutions, in accordance with the law. The development of competences for quality (inclusive) education should contribute to the increase of coverage as well as to the improvement of academic performance of children/students within the institutions they attend. With a view to improving the competences of employees in educational institutions for the provision of additional support in the education of children from vulnerable social groups, including the Roma minority, many educational courses have been implemented: “Cooperation with parents - support to inclusive education” (Initiative for inclusion VelikiMali, UNICEF); “The contribution of external evaluation to current systemic projects for quality insurance in education”. Trainings were implemented for all members of interministerial commissions in all local self-governments; training for the NIE members “Strengthening competences of the members of the Network for the Support to Inclusive Education”; five professional meetings “Pre-school education tailored for every child”; public discussion “Inclusive education through the eyes of students and parents”; round table: “Policies and practice of inclusive education in Serbia”; professional meeting “Pre-school teachers to pre-school teachers” - presentation of action plans and strategic measures relating to the improvement of the inclusiveness of pre-school education.

Within Project “***The application of recommendations of the Study for the improvement of teaching and learning Serbian as a non-native language in primary schools in Preševo, Bujanovac and Medveđa***” (2014) implemented by the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Service of the Coordinating Government Body of the Republic of Serbia for Preševo, Bujanovac and Medveđa municipalities, with the support of the Office of the High Commissioner for national minority issues OSCE, British Embassy in Belgrade, programme European Progress and OSCE Mission to Serbia, the most important activities and recommendations implemented during school years 2014/2015 and 2015/2016 are:

- ✓ two cycles of the eight-day accredited basic teacher training (2015 and 2016) and one cycle of the four-day accredited advanced teacher training (2016) designed and implemented. A total of 72 teachers participated in the training and from 2016 teachers from AP Vojvodina were included in trainings;
- ✓ meetings of teachers of Serbian as a non-native language took place with the representatives of the institutions (Ministry of Education, Science and Technological Development, Institute for the Development of Education, Institute for the Evaluation of the Quality of Education) (2015);
- ✓ meetings of teachers from the South of Serbia with colleagues from AP Vojvodina took place with the aim of exchanging experience and best practice (2015 and 2016);

- ✓ six assistants selected and engaged in teaching classes in four primary schools in Bujanovac and Preševo during 2015/2016 with a view to providing support to teachers to apply new teaching methods and monitor the performance of students.

The Institute for the Evaluation of the Quality of Education established an expert Commission which drew up a draft document of educational standards - within Project "***The Development of general standards of attainment for Serbian as a non-native language for the end of the first, second and third cycle of education***" including functional elementary adult education. The project spanned from January 2015 to June 2016 with the support of the Department for Democratization of the OSCE Mission. In the empirical assessment of standards, 104 primary schools and 43 upper secondary schools participated, with 2 634 eighth-grade students and 2 165 students at the end of upper secondary education - whose mother tongues were: Albanian, Croatian, Hungarian, Romanian, Bulgarian, Ruthenian and Slovak. The National Education Council, at the meeting held on 15 November 2016, adopted General standards of attainment for curricular subject Serbian as a non-native language. It is expected that the standards should be published in the "Official Gazette" thus becoming binding. The creation of the manual for teachers who teach Serbian as a non-native language to apply standards in teaching and training scenarios is nearing its end. It has been planned to print the manual and implement the teacher training in the course of this year.

Within Project "***The application of recommendations of the Study for the improvement of teaching and learning Serbian as a non-native language in primary schools in Preševo, Bujanovac and Medveda***" (2014) implemented by the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Service of the Coordinating Government Body of the Republic of Serbia for Preševo, Bujanovac and Medveda municipalities, with the support of the Office of High Commissioner for national minority issues OSCE, British Embassy in Belgrade, programme European Progress and the OSCE Mission to Serbia and the recommendations implemented during school years 2014/2015 and 2015/2016. Strengthening capacities of employees in schools and school administrations for identifying and responding to the situations of child trafficking and child exploitation - trainings were held for the representatives of educational institutions and school administrations, but indicators for the identification of children victims of human trafficking were also drawn up.

As a result of the migrant-refugee crisis, in Serbian reception centers there are approximately 3 000 children and students seeking asylum, while 747 children are unattended. All migrant and refugee children in Serbia have been registered and each unattended child has been appointed a guardian of the competent center for social work, and each child is monitored during the transit through Serbia. All reception centers have established children corners while the social security system has increased and strengthened the capacities for the accommodation and provision of care for unattended minors. Through the partnership with civil society organisations a psycho-social support has been provided and additional recreational and educational activities have been organized for children and youth.

Children from war-affected areas have been included in the formal and non-formal education system. Support to education has been provided through the inclusion of children to full-time classes at schools nearest to the reception centers in which children are located,

transport to the school and back is provided for them. All employees are subjected to courses and trainings with a view to providing an appropriate support to children.

At the Faculty of Philology in Belgrade activities for the preparation of the Programme for learning *Serbian language as a foreign language* are taking place because learning the language of the environment must be intensive, it should take place according to the special methodology and according to the special programme which will be submitted to schools. At the start of the school year the line Ministry sent a letter to all schools informing them that according to the domestic laws and the Geneva Convention they are obliged to enrol children without requesting the prescribed documents. The Expertise Manual for schools for the creation of the Plan of support to the child (migrant or asylum seeker child) is in its final stage and teachers are undergoing trainings through various projects. The Ministry of Education, Science and Technological Development initiated an intersectoral protocol with the institutions of social protection, health protection, the Ministry of Interior and Commissioner for Refugees.

Promoting trainings on human rights for media experts and journalists

In the past year a two-day training was implemented for journalist of print information, electronic, radio and online media organized by the Association of Journalists in Serbia in cooperation with UNICEF in the period 15-16 September 2016. The topic of the training was inclusive education and journalist were acquainted with the international framework, legislation, terminology, characteristics of vulnerable groups, concept of inclusive education and challenges of the inclusive education practice. The objective of the training is to support the inclusion of children from vulnerable groups in education through media coverage.

The Ministry of Culture and Information cofinanced the project of Business association of the association of local and independent media "Local Press" from Kragujevac, under the title "Partnership for more quality and more professional reporting on the life and rights of people with disabilities - local media - people with disabilities" with the funds amounting to EUR 7,387. A workshop for 20 participants (journalists from local media) was held on reporting on the life and rights of people with disabilities. The contribution of the project is the improvement of the professionalism of media and journalists. The training also included people with disabilities which is of essential importance for the success of the project guided by the principle "Nothing about us without us". The conclusion after the monitoring of feature stories was that organizations and media were networked and the level of media coverage increased to a higher level.

The project of association Regional Info Center "The Improvement of professional and ethical standards in reports on LGBT population" receives the support in the amount of EUR 4,032 as well the the project of the Šumadija Center for Citizen Activism "Res Publica" from Kragujevac "Young journalists for the responsible profession - training for journalists" amounting to EUR 4,056.

The staff management service of the Government of the Republic of Serbia, within the programme of general continuing professional development of civil servants in the field of the "Protection of human rights and the confidentiality of information", successfully implemented 22 trainings for 322 civil servants in the course of the past two years.

The Office for Human and Minority Rights of the Government of the Republic of Serbia through calls for proposals intended for civil society organisations supports projects for the improvement and protection of human rights in the Republic of Serbia, among which there are projects aimed at media companies and journalists involved in reporting on human rights and vulnerable social groups. Since last year, there have been 59 civil society organisations in total supported within open competitions “The Implementation of anti-discrimination policies in the Republic of Serbia” with approximately EUR 250,000.00.