

DATA COLLECTION REPORT 2022

**The position of children
in northern Kosovo**



Funded by
the European Union





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2022



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1. Background

1.1 General Information

Child rights monitoring is the building block in the human rights protection system, in last decades increasingly used conceptual framework by international and national human rights organizations, developmental actors and policy makers, to inform situation analyses and measure achievement of relevant standards. They are further utilized for baseline studies and better policy formulation, policy planning, monitoring implementation and evaluation.

Effective child rights monitoring takes international human rights standards and norms as referent points and provide data on measurable progress in their attainment on different levels, contributing to analyses of the progress in overall fulfilment of human rights and fundamental freedoms.

International human rights standards are set in the human rights treaties, and their implementation in national contexts is overseen by treaty bodies. Those entities were among the pioneering in developing indicators for monitoring respect, protection and fulfilment of relevant human rights standards embedded in conventions. In this respect, the key standard setting document in the field of child rights is United Nations Convention on the Rights of the Child (UN CRC), while UN Child Rights Committee is the respective monitoring body and the main guardian of the convention.

In principle, the core of child rights monitoring is collection and analyses of qualitative and quantitative data relevant for certain human rights standard, to be further utilized for addressing the gaps and shortcomings with concrete remedial actions. However, a lot of preparatory work is needed during the development of the monitoring framework in order to capture accurate and the most objective picture, based on the evidence and cross-checked qualitative and quantitative data.

Practical enjoyment of child rights is the best measured on the local or at the community level, where people spend most of their time and life. Access to basic public services is often critically important aspect of the quality of life of an individual, family and community, and is usually the best assessed in the municipality, in the village or settlement. In this context, fulfilment of child rights very much depends on the provision of access to key services in health, education and social protection sectors, measured through the lenses of relevant and referent international and domestic standards and norms.

1.2 Objectives and expected outcomes

The overall goal of this assessment is to provide evidence-based evaluation of the situation of human rights of children on local and community level in three municipalities in northern part of Kosovo which were covered in the last years' assessment carried out by NGO Domovik, including Zvecan, Zubin Potok and Leposavic. Specifically, it aims to measure access to rights and opportunities for children in this area in relevant fields of civil, economic and social rights through the lenses of relevant international human rights stan-

dards and norms, and applicable legislative and institutional framework in local context. For that purpose, a tool developed by NGO Domovik was utilized for qualitative and quantitative data collection, data analyses and processing. In line with results of assessment, it was expected to produce set of recommendations for further improvements to be made in the best interest of children residing in the area. This assessment builds on the findings and recommendations of the previous one conducted for 2021, which marked the beginning of systematic approach to evaluation of the level of enjoyment of human rights of children in critical sectors important for child development and child wellbeing including education, health, social protection, juvenile justice and good governance for children. The previous assessment introduced instruments for measuring access to child rights applying structural, process and outcome indicators contextualized for local situation, and developed in line with international standards and practice. It was the pioneering exercise in the area of child rights in Kosovo which provided excellent baselines for all future projects in measuring child rights situation in these municipalities. The comprehensive approach applied in that exercise was further streamlined and slightly upgraded in this follow-up evaluation undertaken after one year, integrating lessons learned from the last year's assessment. It also provided excellent ground for comparative review of the situation and measuring progress in protection and promotion of child rights made on annual basis. Findings and recommendations will be very useful references for further planning and implementation of policies and programs in education and social protection and contribute to improvement of governance for children in the concerned municipalities. They will be very relevant source for other actors supporting children in this area including local and central level institutions, international organizations and sectorial civil society organizations. More specifically it could be utilized for planning and implementation of child friendly public policies and activities on local level in short-term and mid-term perspective, design and implementation of advocacy initiatives for advancing child rights situation and conditions for child development as well as for reporting on child rights to relevant international bodies including UN Child Rights Committee, which monitors implementation of Child Rights Convention.

1.4 Municipalities Zvecan, Zubin Potok and Leposavic

Based on the information from OSCE municipal profiles, and web site of municipality, the surface of Zvecan is 122 km², with population of around 17,000 residents. It is consisted of urban part of the settlement and 35 surrounding villages, some of them located in the Ibar valley and some in remote mountain areas. Regarding the health care services, there is one family medicine center in the Zvecan downtown and 6 ambulances in villages. The pre-university education system is comprised of 3 primary schools and 1 secondary school. In the field of higher education, municipality hosts Faculty of Arts and, and two high schools for technical sciences, offering programs in mechanical and electrical engineering, and traffic engineering respectively. On the level of early childhood education, there is kindergarten in urban part of Zvecan, and three early childhood development centers in villages Grabovac, Zerovnica and Banjska. In the field of social protection services, there is municipal center for social welfare.

Municipality Zubin Potok covers an area of approximately 333 km² and includes Zubin Potok town and 63 surrounding villages. No official data on population is available, but according to sources cited in OSCE municipal profile, the total population is estimated at

15,200. In the field of health care, there is one family medicine center and 8 ambulances in surrounding villages. Local education system has four primary schools and one secondary school. In the field of early childhood education, there is one kindergarten and one community based early childhood education center in village Brnjak. Social protection services are provided by municipal center for social welfare.

Municipality Leposavic covers an area of approximately 750 km² and is comprised of Leposavic town and 72 surrounding villages. According to sources cited in OSCE municipal profile, the total population is estimated at 18,635. The primary health care system includes one 1 family medicine center located in Leposavic town, and 9 ambulances in villages. Regular education system is comprised of four (4) primary schools and two (2) secondary schools, while in the field of early childhood education there are three (3) kindergartens, one in Leposavic town, and other two in settlements Socanica and Lesak. In the area of higher education municipality hosts three (3) faculties including education, sports and agronomy as well as two high schools, on economics and traffic engineering, which function under the university in Mitrovica. Social protection services are provided by the municipal center for social welfare.

2. Methodology

2.1 Introduction

The applied methodology provided evidence-based evaluation of the access to key services and programs implemented by sectorial service providers and results achieved through their programmatic interventions implemented over the year with children in local communities in the context of municipalities Zvecan, Zubin Potok and Leposavic, in the sectors of education, social protection and good governance for children. It is chosen to present in qualitative and quantitative terms effects of the relevant programs that were implemented by stakeholders with children at the community level.

The introduction of the context and developments in this part of Kosovo given in the previous chapter is important to explain complexity of undertaking evaluation of the program with communities in these three municipalities. The identification of data sources and data collection process were facing with many challenges and needed to be adjusted to the unfavorable development of the situation.

2.2. The evaluation process, working methods and organizational aspects

The review and assessment started with analyzing baseline data and information, what was much easier in this exercise having previous assessment done one year ago. The last year's comprehensive assessment was the core information source in determining baseline for this exercise.

Measuring fulfillment of relevant fields of child rights was done against the indicators contained in the instrument produced by Domovik, which provides also reference to the rel-

evant child rights standards embedded in the Child Rights Convention (CRC) and contextualized for Kosovo and local context in municipalities Zvečan, Zubin Potok and Leposavić.

Baseline data collection exercise was critical aspect in the beginning of the evaluation, and the better planning was organized in the beginning of the program implementation by relevant stakeholders the more efficient it is in end-line assessment.

2.3 Data sources

The main sources of data needed for evaluation are contained in feedback from key stakeholders and beneficiaries and practical observations of the impact that implemented program made on the quality of every-day life of each individual child in concerned municipalities. Data were collected at the level of local self-governments (municipalities), from all local actors relevant for each assessment area. For the purposes of data collection and processing, a questionnaire was submitted to each institution in each municipality, adjusted in the matrix to specific role and services provided by the particular institution.

The evaluation assessed progress in critical aspects in access to quality education, social protection services and governance for children through testimonies of all relevant stakeholders including children, parents, teachers, school management, social workers, representatives of relevant municipal departments and others engaged. The subjective data produced by the institutional stakeholders were the primarily source of both quantitative and qualitative data and information, with further verification and validation made by cross-checking them with beneficiaries and other relevant sources including children, parents and civil society organizations. Independent local experts were an additional reference, their assessments, analyses, or publications have been valuable source of information for this evaluation exercise. Evaluation reports produced by UNICEF, findings of the Multiple Indicators Cluster Survey (MICS) conducted periodically by UNICEF were useful references as systematically collected data. All relevant reports published by other international organizations including EU, Save the Children, UN agencies and others were also utilized for data collection and better-informed assessment of achievements, identification of the best practices, challenges and lessons learned.

2.4 Data Collection Methods

The standard data collection methods were applied including facilitation of the focus groups with parents and children along with semi-structured and fully structured interviews with key stakeholders including community leaders, representatives of school administration, centers for social welfare and municipalities. In addition, the perspective of international organizations working with local communities was taken in thematic workshops. Moreover, questionnaires were developed based on the instrument developed in previous exercise and distributed with all groups of respondents to further inform the evaluation.

For the previous assessment cycle, Domovik produced an instrument/matrix for systemat-

ic data collection and analyses in the critical fields for enjoyment of child rights including child policies and regulations, education, health care, social protection, juvenile justice and child-responsive governance. This matrix was used in this assessment as one of the key tools for measurement of commitments of institutional stakeholders to their child rights obligations in relevant sectors and efforts they undertake to meet those obligations.

The tool developed by Domovik also identified indicators for promoting and monitoring the implementation of rights to education and social protection. The framework uses a cluster of indicators to measure the different aspects of the obligations of relevant stakeholders that support the implementation of child rights standards.

While contextualizing indicators, the matrix identified several fields for evaluation. For the area of policies and regulations (strategies, action plans, laws, bylaws), they are: priority sub-areas, adopted public policy documents under the jurisdiction of local self-government, missing documents and the need for amendments to relevant public policy documents. For the areas of education, health care, social protection and juvenile justice they are: current services and measures, availability and application of services and measures, lack of services and measures and lack of resources for the implementation of services and measures. For the area of “responsible (local) governance”, the indicators applied are: key factors for responsible (local) governance, description/assessment of the existence or functionality of factors for responsible (local) management, identification and description of deficiencies of factors for responsible (local) governance, as well as identification of the need to improve these factors.

Specific questionnaires were developed for representatives of different institutional stakeholders to support data collection process. Subsequently, the matrix was filled in on based on data obtained from the questionnaires. The data collection process took place in 3 phases, with the first phase encompassing the process of analyzing the questionnaires prepared in last year’s research and adjusting them according to the areas defined for the selected municipalities. The second phase included filling out the questionnaires through series of individual interviews with relevant actors in related fields. The third phase included the unification of completed questionnaires from relevant municipalities and areas, as well as their synthesis according to the matrix defined by the approved instrument and the applied methodology. Also, in addition to the data collected from the field, a desk analysis of available reports on the position of children and youth was carried out, as well as an overview of legislative documents for the given area.

For the purpose of this assessment, due to reasons explained in previous chapters, the data were not available for health care, juvenile justice and child policies and regulations. In case of availability, this assessment report will be updated accordingly.

2.5 Data Processing

Data collected using different methods were further aggregated, cross checked and processed using relevant analytical methods as well as data processing and statistical software. A validation workshop was be organized to finally double check relevance and accuracy of collected statistical data and qualitative information. The findings were further integrated into the comprehensive evaluation report with assessment of all qualitative and quantitative aspects of the program implementation.

2.6 Data utilization

This assessment report should be utilized by relevant stakeholders for future planning and implementation of programs and policies in education, and social protection, and to the extent possible introduction of results-based management and reporting approach in their work. In this respect, they are recommended to measure impact level results of annual programming which correlates with contribution to changes on sectoral levels leading towards tangible improvement of children's skills and competences through education and their overall wellbeing at the community level through provision of social protection services. At the impact level, they need to analyze prospects of whether their program generated long-term benefits for children. Furthermore, they need to analyze whether programs have achieved outcomes within the designated period and available resources, and if not, how it should be managed in the future.

3. References, Standards and Norms

3.1 Relevant international and European standards

This part of the assessment provides references between indicators identified for protection and fulfilment of child rights and normative content of those rights, anchored primarily in the relevant articles of international treaties and general comments issued by treaty bodies.

Article 9 of the International Covenant on Economic, Social and Cultural Rights (ICESCR)¹ recognizes the right of everyone to social security, including social insurance. Article 10 further provides for specific social protection and assistance to children. Furthermore, Article 13 of the ICESCR regulates the right to education and defines obligations of states to provide compulsory primary education, and generally available secondary education in different fields as well as the vocational training.

United Nations Child Rights Convention (CRC)² contains overarching standards in the field of child rights. Article 3 CRC, in its paragraph 1, implies that *in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration*. This is the guiding principle integrated in this assessment which sets clear obligations to all institutions dealing with children on the approach that must be adopted and applied. It also helps in setting the baseline and evaluation of achievements in programming for children.

In respect of this assessment, among others, relevant standards are set in article 24 CRC, paragraph 1, which recognizes *the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health*. It obliges authorities to ensure that no child is deprived the right of access to such health care services. Furthermore Article 26 obliges authorities to recognize for every child the right to benefit from social security, including social insurance. This provides clear reference to Article 23, paragraph 1 which obliges authorities to recognize that a

¹ [https://www.ohchr.org/en/instruments-mechanisms/instruments/...](https://www.ohchr.org/en/instruments-mechanisms/instruments/)

² <https://www.unicef.org/child-rights-convention>

mentally or physically disabled child should enjoy a full and decent life in dignity and active participation in the community. Moreover, paragraph 23.3 implies that *recognizing the special needs of a disabled child, assistance extended shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.*

Article 28 CRC regulates obligations of authorities in the field of education, before all to make primary education compulsory and available free to all as well as to develop different forms of secondary education, including general and vocational education and make higher education accessible to all based on individual capacity.

This assessment also integrates recommendations contained in General Comment No. 5 issued by the UN Committee on the Rights of the Child, General measures of implementation of the Convention on the Rights of the Child, which ***identifies the development of indicators and data collection as basic requirements for an effective implementation of the UN CRC.***

In the European context, the right to education is embedded into the Article 2, of the Protocol 1³, of the European Convention on Human Rights (ECHR)⁴ which states “no person shall be denied the right to education, and in the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religions and philosophical convictions”.

On the level of European Union, Article 14 of the EU Charter on Fundamental Rights - Right to education, states that *everyone has the right to education and to have access to vocational and continuing training, and this right includes the possibility to receive free compulsory education.* The new comprehensive EU Strategy on the Rights of the Child⁵ and the European Child Guarantee are major policy initiatives put forward by the European Commission to better protect all children, to help them fulfil their rights and to place them right at the centre of EU policy making.

The European Union (EU) framework for cooperation for its member states and future members through the enlargement process in the field of education *aims at making life-long learning and mobility a reality, improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship, enhance creativity, innovation and entrepreneurship.* To achieve these objectives, it implements policies in key sectors including, early childhood education and care, schools, vocational education and training, higher education and adult education. EU promotes mobility and encouraging international cooperation through Erasmus +⁶ and European Corps Solidarity⁷ programmes Following the rapid increase of use of technology in education in the circumstances of COVID-19 pandemic, EU developed Digital Education Action Plan 2021–2027⁸. It should

3 <https://www.coe.int/cs/web/echr-toolkit/protocole-1>

4 <https://www.echr.coe.int/Pages/home.aspx?p=basictexts&c=>

5 www.eeas.europa.eu/eeas/rights-child_en

6 **Erasmus+**

7 **European Solidarity Corps**

8 **Digital Education Action Plan**

support adaption of education and training systems to the requirements of digital age.

The global Agenda 2030 on Sustainable Development Goals (SDGs) gives significant importance to education. SDG4 is defined to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specific objective for this goal 4.1 is to ensure *by 2030 that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes*. In addition, specific objective 2.2 states *that by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education*, while objectives 4.3 and 4.4 state that by 2030 ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university, and substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

3.2 Applicable legislation, institutional and policy framework in local context

3.2.1 ConstitutionPodnasloval Guarantees in Kosovo

Article 22 of Kosovo Constitution⁹ provides that human rights and fundamental freedoms guaranteed by the major international human rights instruments are guaranteed by the Constitution and directly applicable in Kosovo legal system and, in the case of conflict, have priority in interpretation over provisions of Kosovo laws and other acts of public institutions. They include Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Convention on the Right of the Child (CRC), the International Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), European Convention on Human Rights and Fundamental Freedoms (ECHR), Council of Europe Framework Convention for the Protection of National Minorities (FCNM) and Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention). Consequently, all international standards contained in these instruments related to the right to education and social protection are integrated into highest-level legal act in Kosovo context.

In addition, Article 47 states that every person enjoys the right to free basic education, while mandatory education is regulated by law and funded by public funds. Public institutions shall ensure equal opportunities to education for everyone in accordance with their specific abilities and needs.

Furthermore, Article 51 states that healthcare and social insurance are regulated by law, and that basic social insurance related to unemployment, disease, disability and old age shall be regulated by law.

9 https://mapl.rks-gov.net/.../1.CONSTITUTION_OF_THE_REPUBLIC_OF...

3.2.2 Legislative and policy framework in the field of education in Kosovo

The legislative framework relevant for this assessment in education sector includes Law on Local Self-governance¹⁰, Law on Pre-school Education, Law on Pre-university Education, and the Law on Pre-university Education in Municipalities in Kosovo. In accordance with Article 17 of the Law on Local Self-governance, referring to municipal own competencies, municipalities have full and exclusive powers, in provision of public pre-primary, primary and secondary education, respecting the standards set forth in the applicable legislation. This also includes registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators. In accordance with this Law, municipalities are entitled to cooperate, within the areas of their own competencies in the field of education, with other municipalities and other authorities. This entitlement includes cooperation with municipalities and institutions, including government agencies, in the Republic of Serbia.

The Law on Pre-school Education sets legal base for the regulation of pre-school education including curriculum development and approval, selection of educators and teachers, planning and programming, rights of children with special needs and other important aspects.

The Law on Pre-University Education regulates pre-university education and training from ISCED levels 0 to 4, including education and training for children and adults taking qualifications at these levels. As explained in previous chapter on International Standards and Practice, the early childhood education is classified with ISCED – 0, as specified in Article 9 of the Law on Pre-university Education. The Law also brings division of competences between ministry, municipalities and other actors in organization, monitoring, quality assurance, inspection and teacher training and evaluation as well as provisions regulating inclusive education. The Law on Pre-University Education in Municipalities in Kosovo states that municipalities have full and exclusive powers for provisions of public pre-primary, primary and secondary education, including registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators. Article 12 of this Law regulates education in Serbian language and enables schools that teach in the Serbian language to apply curricula or textbooks developed by the Ministry of Education of the Republic of Serbia upon notification to the Kosovo Ministry of Education, Science and Technology. This aspect is interrelated with this assessment focused on the municipalities in northern part of Kosovo, with majority Serb population.

The key institutional stakeholders for education are municipal departments for education, youth and sports, Ministry of Education, Science and Technology, Council for Pre-university Education, Agency for Curriculum, Standards and Assessment, Licensing Council for Teachers, and others.

The new Kosovo Education Strategy 2022-2026¹¹ was officially presented by the government in October 2022, while prior to that draft document has been posted online for consultations. It is based on 5 priority areas including early childhood education, pre-university education, vocational education training and adult education, higher education and digitalization of education. In line with priority areas, the strategy defined relevant strategic objectives, before all to increase inclusion and equal access to early childhood education and to improve the quality of pre-university education through the consolidation of quality assurance mechanisms and the provision of quality teaching. In addition, it aims to support harmonization of the vocational education and training with the dynamic

10 <https://mapl.rks-gov.net/wp-content/uploads/2017/10/Law-On-Local-Self-Government.pdf>

11 https://konsultimet.rks-gov.net/Storage/Consultations/14-54-14-17062022/3.--Draft-Education-Strategy--2022-2026_En.Doc

developments in technology and the labor market, in view of lifelong learning, and to improve the quality, integrity and competitiveness of higher education. Finally, the strategic objective is to increase the use of digital technology to improve services and quality in education, in line with digital transformation trends.

3.2.3 Legislative and policy framework in the field of social protection in Kosovo

Social protection in Kosovo is regulated through several laws, while the key piece of legislation relevant for access to benefits is the Law on Social Assistance Scheme¹² adopted in 2003. This law regulates provision of material assistance to eligible families and individuals. In accordance with relevant provisions of the law, Ministry for Labor and Social Welfare assigned centres for social welfare to administer social assistance scheme. In its sections 4 and 5, law defines non-financial and financial criteria for social assistance. In order to be eligible to assistance based on non-financial criteria, all family members must be habitually residing in Kosovo and must fall under eligible categories.

Article 17 of the Law on Local Self-governance regulates provision of public primary health care in municipalities and provision of family and other social welfare services, such as care for the vulnerable, foster care, child-care, elderly care, including registration and licensing of respective care centres, recruitment, payment of salaries and training of social welfare professionals.

The Law on Social and Family Services¹³ (2005) sets out and regulates provision of social and family services to persons and families in need. Article 2 of the law defines the role of line ministry, Ministry of Labor and Social Welfare, which has overall responsibility for the organization of the provision of social and family services in Kosovo. According to Article 3 of the law, social and family services include provision of direct social care, counselling and material assistance. Based on Article 6 of the law, each municipality is responsible for provision of social and family services within its territory through its relevant directorate.

Article 8 further defines role of the non-governmental sector including enterprises, voluntary organizations and associations, faith-based organizations, self-help groups and other local, national and international organizations, and encourages them to provide social and family services.

Based the Article 9.2 of the law, municipalities are assigned with provision of social care, counselling and material assistance to children and their families in need in its territory. It should be done in cooperation with families, communities and non-governmental organizations active in relevant sectors. Based on paragraph 9.3, centre for social work is assigned to ensure the provision of social care and counselling for children in need including children without parental care or when parents have difficulty providing adequate levels of care and supervision. In addition, services are provided for children with mental disability or illness, physical disability or illness, behavior difficulties, delinquency or suffering because of family conflict.

12 <https://mpms.rks-gov.net/en/wpdm-package/law-no-2003-15-on-the-social..>

13 https://childhub.org/sites/default/files/library/attachments/369_430_EN_original.pdf

3.2.4 Constitutional guarantees in Serbia

Article 69 of the Serbian Constitution regulates access to social protection services, stating that *individuals and families in need*, shall have the right to social protection based on social justice, humanity and respect of human dignity. Special protection shall be provided to disable people.

Article 71 further regulates that everyone shall have the right to education. According to this provision, *primary education is mandatory and free, whereas secondary education is free. All citizens shall have access under equal conditions to higher education. The Republic of Serbia shall provide for free tertiary education to successful and talented students of lower property status in accordance with the law. Establishment of schools and universities shall be regulated by the law.*

3.2.5 Legislative framework in the field of education in Serbia

In Serbia, the **Law on Fundamentals of Education System**¹⁴ regulates the fields of pre-school, elementary and secondary education. Article 2 of the law defines that education system shall include preschool pedagogy and education, elementary and secondary education in the framework of life-long learning of all citizens of Serbia.

Furthermore Article 3, in paragraph 1, regulates that the education system must provide all children, students and adults with equal access to education without discrimination and segregation based on gender, social, cultural, ethnic, religious or other background, place of residence or domicile, financial or health status, developmental difficulties and impairments and disabilities. Paragraph 2 of this article states that it should provide balanced high-quality education, based on the achievements of modern sciences, adapted to the age of a child, student or adult and to his/her personal educational needs.

Article 25 defines the scope of competence of the Ministry of Education which range from planning and monitoring development of education, over supervising the work and performance of institutions and institutes, up to establishing and managing an integral information system of education. Article 26 further stipulates that Ministry maintains its Regional School Administration Offices.

Article 27 regulates that education work and activities should be delivered by preschool institution, elementary school, elementary school for the education of adults, elementary music school, elementary ballet school and elementary school for the education of students with developmental disabilities, and secondary schools including gymnasium, vocational school, joint school (gymnasium and vocational or music school), arts school, secondary school for education of adults and secondary school for students with developmental disabilities. Government, provincial authorities, municipality or another legal entity or a private entity may establish an education institution.

14 https://www.paragraf.rs/propisi/zakon_o_osnovama_sistema_obrazovanja_i..

3.2.6 Legislative framework in the field of social protection in Serbia

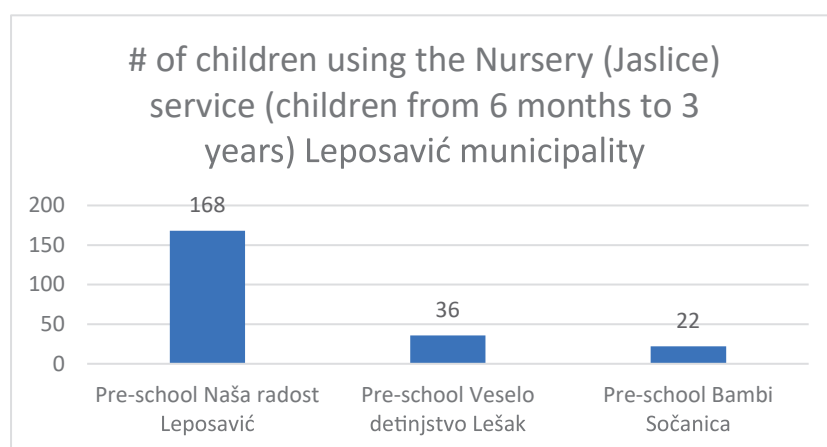
Social protection services in Serbia are regulated by the Law on Social Protection¹⁵. Article 40 of this law defines and lists services provided by relevant institutions. Social security services are divided into the 5 groups including assessment and planning services, daily services in the community (living room, help at home, etc.), independent living support services (supported housing, personal assistance and other), counseling-therapeutic and social-educational services and accommodation services (accommodation with relatives, foster or other families, home accommodation or accommodation in shelter). Specific provisions of this Article are referred to social protection of children and adults up to age of 26 who are without parental care or whose parents are unable to take care about them without assistance of social protection system. In addition, social protection is provided if child/adult person up to age of 26 has developmental disabilities or if face difficulties due to alcohol or drug abuse. Social protection is further assigned to child/adult if there is a risk to become a victim or is a victim of abuse, neglect, violence and exploitation, if he/she is a victim of human trafficking or if he/she is unaccompanied foreign national or a stateless person. Furthermore, articles 41-62 regulate social protection services and their providers. The assessment and planning of social protection services are provided by centers for social welfare in cooperation with other relevant service providers. Daily care services in community are provided by the municipality. Independent living support services shall be provided by municipality unless this Law stipulates that they are provided by the government. Counselling-therapeutic and social-educational services are provided by the municipality or by the government. The services of accommodation with foster family or dormitories for accommodation of beneficiaries of social protection are provided by line ministry or municipality. Regarding material benefits, funds for payment of financial social assistance, allowances for assistance and care of another person, increased allowance for assistance and care of another person and special monetary compensation are provided in the budget of the central level institutions, and the provision of one-time assistance (in cash or in kind) is within the jurisdiction of municipality.

15 https://www.paragraf.rs/propisi/zakon_o_socijalnoj_zastiti.html

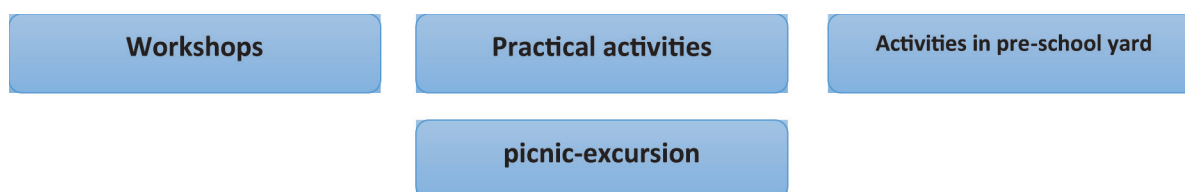
4. SUMMARY of data collection

4.1 Section EDUCATION (Leposavic Municipality)

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Pre-school Naša radost Leposavic	Nursery (children from 6 months to 3 years)	168	From 6 months to 3 years	M=75 F=93
Pre-school Veselo detinjstvo Lešak	Nursery (children from 6 months to 3 years)	36	From 6 months to 3 years	M=18 F=18
Pre-school Bambi Sočanica	Nursery (children from 6 months to 3 years)	22	From 6 months to 3 years	M=8 F=14
		226		

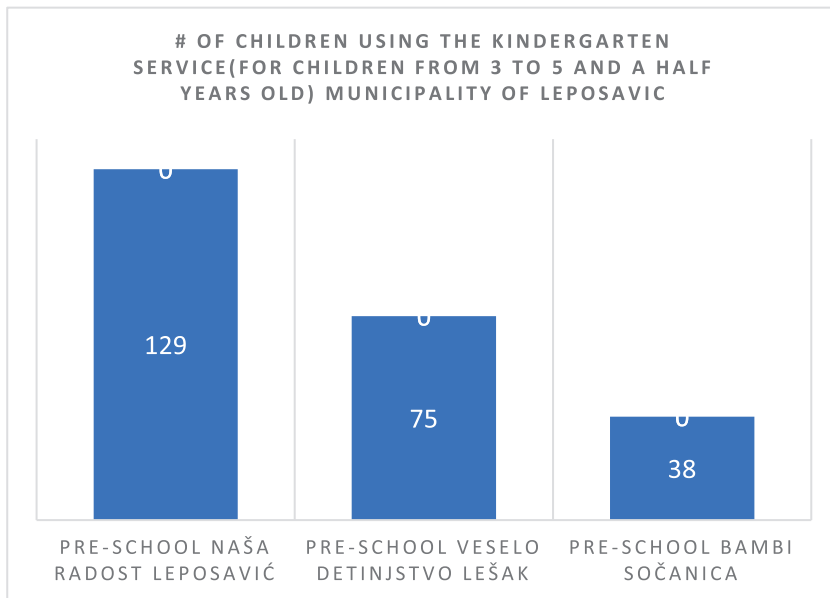


The most common extracurricular activities



Necessary resources, space, equipment
Necessary rooms for games, podium for performances
Sleeping rooms required
Metric games, sensory games, game constructions...
Furniture, didactic equipment, children's playgrounds
Learning accessories, shoe racks, chairs, wardrobes
TVs, hypoallergenic pillows, bed linen, carpets
Necessary dining room equipment, toys

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Pre-school Naša radost Leposavic	Kindergarten (for children from 3 to 5 and a half years old)	129	from 3 to 5 year	M=56 F=73
Pre-school Veselo detinjstvo Lesak	Kindergarten (for children from 3 to 5 and a half years old)	75	from 3 to 5 year	M=32 F=43
Pre-school Bambi Socanica	Kindergarten (for children from 3 to 5 and a half years old)	38	from 3 to 5 year	M=14 F=24
242				



The most common extracurricular activities



Necessary resources, space, equipment

Speech therapists

Needed space for kitchen, dining room and pantry

Necessary rooms for games, playground, yard

Children's playground with swings, see-saws and a slide

Children's playground, bathrooms, classrooms are missing

Required Playground, yard space, space for performances and practical activities

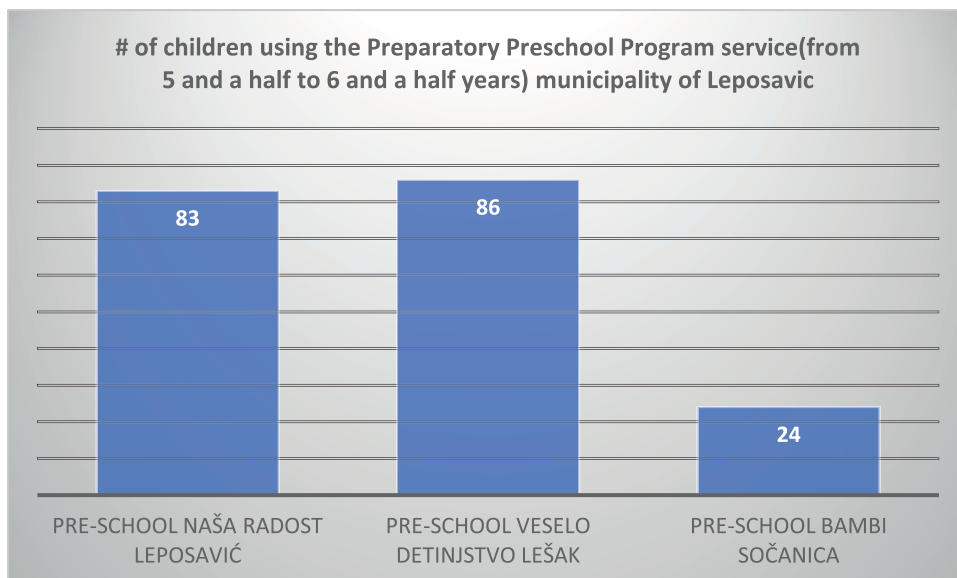
Quiz boards, sports equipment, English language learning aids needed

Needed beds, chairs, tables, carpets, linens

Wardrobes for clothes, shelves for toys, chairs are missing

There is a lack of study equipment, toy cabinets, cribs

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Pre-school Naša radost Leposavic	Preparatory preschool program (from 5 and a half to 6 and a half years old)	83	From 6 do 7 year	M=39 F=44
Pre-school Veselo detinjstvo Lesak	Preparatory preschool program (from 5 and a half to 6 and a half years old)	86	From 6 do 7 year	M=50 F=36
Pre-school Bambi Socanica	Preparatory preschool program (from 5 and a half to 6 and a half years old)	24	From 6 do 7 year	M=9 F=15
		193		

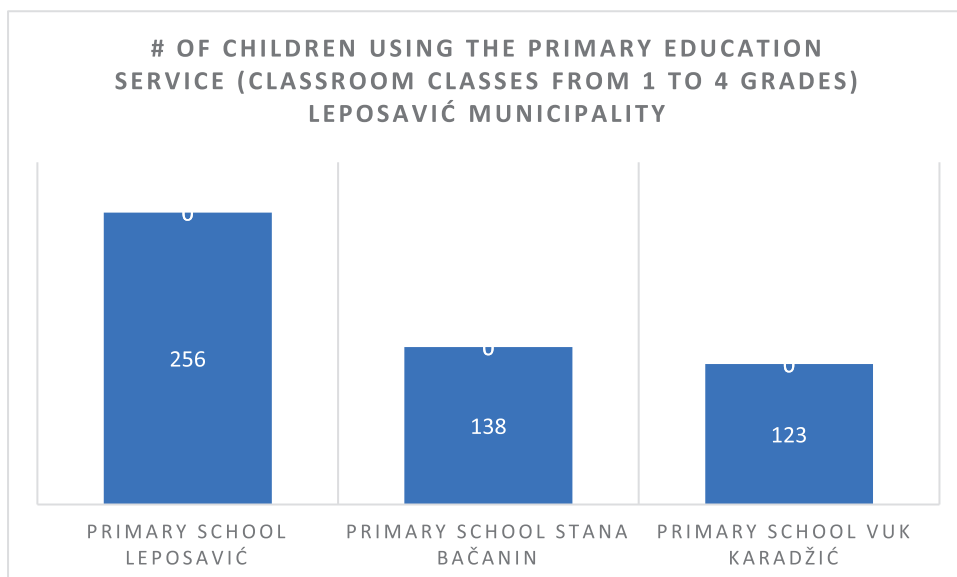


The most common extracurricular activities

Folklore	Game shows	Field trips	Competitions
Sales exhibitions	Information Technology	Sports events	Choir and orchestra
Workshops	Practical activities	English	Excursions

Necessary resources, space, equipment
English teacher needed (paid)
The newly formed settlement lacks many resources for normal functioning
Lack of heating (kindergarten premises)
Outdoor classroom
Tables, chairs, blackboards, cabinets, speech therapist are missing
A psychologist and a speech therapist are missing
An equipped classroom for preschool age is needed
Necessary equipped rooms, school desks, chairs, blackboards
There is a lack of space for practical activities, exhibitions, workshops and competitions
Necessary learning equipment, smart boards, consumables
Necessary equipment for learning, playing and performances
Necessary learning equipment, consumables
Equipment for sports activities
Necessary accessories for preschool learning, toys, balls, consumables
Necessary accessories for preschool education, means for learning and playing

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Primary school Leposavić	Primary education (grades 1 to 4)	256	From 7 to 11 years	M=103 F=153
Primary school Stana Bačanin	Primary education (grades 1 to 4) 1	38	From 7 to 11 years	M=58 F=80
Primary school Vuk Karadžić	Primary education (grades 1 to 4)	123	From 7 to 11 years	M=48 F=55
		517		

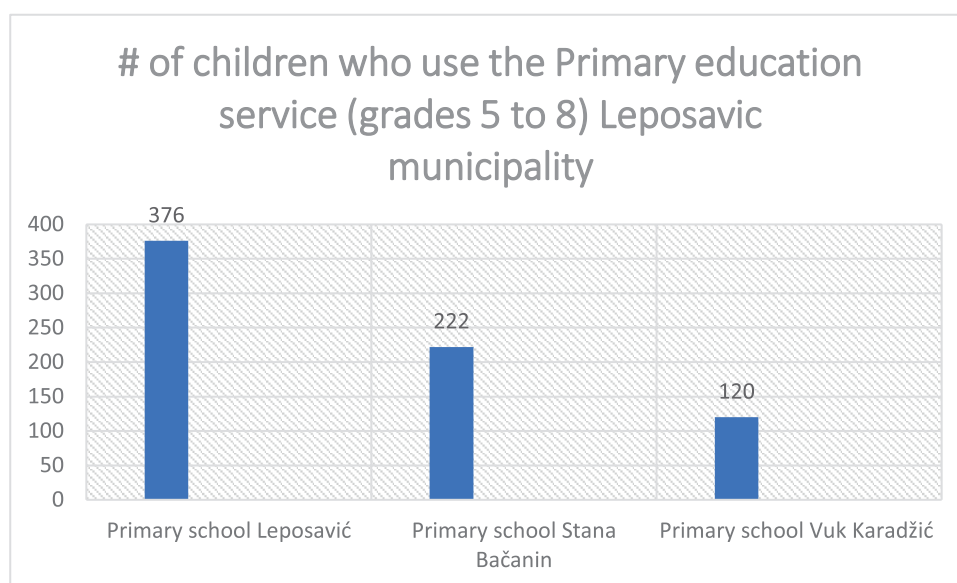


The most common extracurricular activities

Drama club	Folklore	Grandstands	Field trips
Humanitarian actions	Competitions	Sales exhibitions	Visits
Information Technology	Humanitarian actions	Artistic manifestations	Sports events
Choir and orchestra	Mathematics	Research	Excursions

Necessary resources, space, equipment
Gym space, classrooms, yard
Student library
Space needed for exhibitions and quizzes, folklore work
Necessary sports fields
Unequipped IT cabinet, outdated equipment
Necessary teaching aids for the implementation of the work program
Consumables for cabinets, chemicals for hygiene
Aids for the offices of geography and physics
Necessary equipment for mathematics, geography, chemistry

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Primary school Leposavić	Primary education (grades 5 to 8)	376	From 11 to 15 years.	M=166 F=210
Primary school Stana Bačanin	Primary education (grades 5 to 8)	222	From 11 to 15 years.	M=103 F=119
Primary school Vuk Karadžić	Primary education (grades 5 to 8)	120	From 11 to 15 years.	M=53 F=67
718				



The most common extracurricular activities

Theater club	Folklore	Field trips	Grandstands
Game shows	Humanitarian actions	Competitions	Outdoor recreative section
Information Technology	Humanitarian actions	Sports events	Mathematics
Choir and orchestra	Research	Practical activities	Excursions

Necessary resources, space, equipment

Elevator for the needs of children with special needs

Consumables for cabinets, microscopes, geographic maps, globe, historical maps

There is a lack of equipment and consumables, as well as teaching materials, resources and aids

Classrooms adapted for children with disabilities

Space for sections, workshops, exhibitions

We need a gymnasium, a chemistry, biology room, etc...

The need for additional classrooms

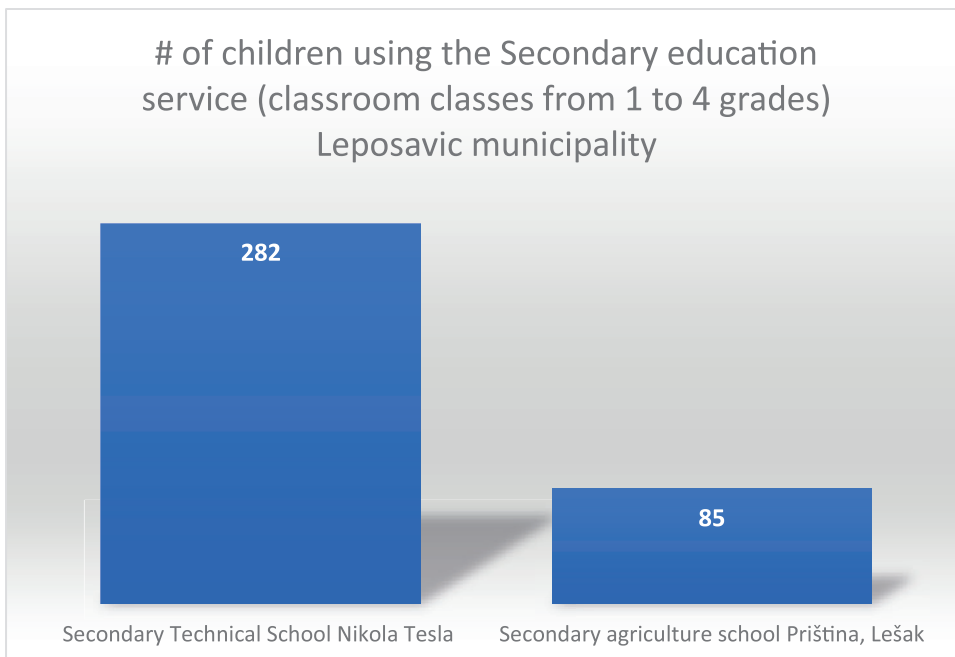
Equipment for cabinets

Necessary equipment for offices and gymnasium

Equipment for developmentally disabled children

Equipment for the IT cabinet

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Secondary Technical School Nikola Tesla	Secondary education (class teaching from 1 to 4 grades)	282	From 14 to 18 years	M=159 F=123
Secondary agriculture school Pristina, Lesak	Secondary education (class teaching from 1 to 4 grades)	85	From 14 to 18 years	M=45 F=40
		367		



The most common extracurricular activities

Theater section	Fairs	Visits	Research
Folklore	Humanitarian actions	Information Technology	Practical activities
Grandstands	Competitions	Sports events	Sports section
Field trips	Sales exhibitions	Chorus and orchestra	English

Necessary resources, space, equipment
Cabinet equipment for professional subjects
Kitchen equipment, agricultural machinery and tools
Given that the school's products are exhibited at fairs, there is a lack of stands and vehicles for transporting the products.
Metalworking workshops, cabinets
Needed space for cold storage of agricultural products
Student kitchen, wet rooms, hall for practical activities
Cabinets and cabinet equipment, refrigerators, sports field
All necessary equipment for work in the vegetable garden is needed
Equipment for the gymnasium, physics and chemistry cabinet
Cabinet equipment, planning and reconnaissance equipment

4.1.1 INDICATORS Education - Leposavic Municipality

INDC 1 Number of children enrolled in pre-school education	#
Number of children enrolled in preschool education (total)	458

INDC 2 Number of children with disabilities in preschool education	#
The number of children with disabilities in preschool education	13

INDC 3 Number of children included in the preparatory preschool program for children one year before starting school	#
Number of children included in the preparatory preschool program for children one year before starting school (total)	193

INDC 4 Number of institutions that include children in the preparatory preschool program one year before starting school	#
Number of institutions that include children in the preparatory preschool program one year before starting school (total)	3
Number of institutions in rural areas	2
Number of institutions in urban areas	1
Type of institution (who is the service provider)	Kindergartens

INDC 5 Number of children included in primary school education and upbringing		#
Number of children enrolled in primary school education and upbringing (total)		1215

INDC 6 Number of inclusion of children with developmental disabilities in inclusive primary school education and upbringing, based on the data of the interdepartmental commission (total)		#
Number of inclusion of children with developmental disabilities in inclusive primary school education and upbringing, based on the data of the interdepartmental commission (total)		12

INDC 7 Number of inclusion of children with developmental disabilities in special schools or classes within primary school education and upbringing, based on the data of the interdepartmental commission		#
The number of inclusion of children with developmental disabilities in special schools, i.e. classes within primary school education and upbringing, based on the data of the interdepartmental commission		11

INDC 8 Number of children with disabilities continuing education after primary school education		#
Number of children with developmental disabilities who continue their education after primary school education (enrolled in 1st grade of secondary school)		8

INDC 9 Number of children enrolled in secondary education		#
Number of children enrolled in secondary education (total)		367

INDC 10 Number of inclusion of children with developmental disabilities in secondary education		#
Number of inclusion of children with developmental disabilities in secondary education (total)		8
Number of children in urban areas (boys)		6
Number of children in urban areas (girls)		2

INDC 11 Number of participation of Roma, Ashkali and Egyptian children in secondary education		#
The number of Roma, Ashkali and Egyptian children enrolled in secondary education		4

INDC 12 Number of children who leave secondary school early		#
The number of children who leave secondary school early		6

4.2 Section EDUCATION (Zvečan Municipality)

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Pre-school „Lane“	Nursery (children from 6 months to 3 years)	65	up to 3 years	M=35 F=30

The most common extracurricular activities

Theater club

Folklore

The activities in the sections listed have been carried out at a reduced intensity due to the pandemic. They have good cooperation with KUD from Zvečan. So, the children who attend this institution are mostly referred to the folklore and theater section.

Necessary resources, space, equipment

Psychologist, speech therapist and defectologist.

They lack space to organize extracurricular activities and space to provide services in rural areas

They lack a landscaped area outside where children could spend time outdoors.

Montessori toys that are safe for children of that age. Didactic material, puzzles.

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Pre-school „Lane“	(for children from 3 to 5 and a half years old)	120	From 3 to 5 years	M=67 F=53

The most common extracurricular activities

Activities in pre-school yard

Creative workshops

Necessary resources, space, equipment

They need additional space in order to be able to provide their services in rural areas.

Montessori toys that are safe for children of that age. Didactic material, puzzles.

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Pre-school „Lane“	Preparatory preschool program (from 5 and a half to 6 and a half years)	80	From 6 to 7 years	M=36 F=44

Necessary resources, space, equipment

Space required

Inventory required

Materials needed for creative workshops

Name of institution	Category	# of children using the service	Age
Primary school Vuk Karadžić Primary school Sveti Sava Primary school Banović Strahinja	Primary education (grades 1 to 4)	621	From 7 to 11 years

The most common extracurricular activities



Necessary resources, space, equipment

They lack personal assistants because they have children at school who work according to IOP 2.

€500.00 for creating a website

€450.00 for one month's salary (3 assistants)

Space for additional and extracurricular activities

Historical and geographical maps.

Geometric accessory.

Metallic geometric bodies.

Biological encyclopedias

Equipment and resources for the chemistry cabinet

Projector, microphones, sound system, and video beam.

Name of institution	Category	# of children using the service	Age	Gender (male/female)
OŠ Vuk Karadžić OŠ Sveti Sava OŠ Bannović Strahinja	Primary education (grades 5 to 8)	251	From 11 to 15 years.	M=105 F=146

The most common extracurricular activities

Folklore

Drama club

Fairs

Humanitarian actions

Sports events

Ecological section

Necessary resources, space, equipment
Historical and geographical maps.
Geometric accessories.
Metallic geometric bodies.
Biological encyclopedias
Equipment and resources for the chemistry cabinet
Projector, microphones, sound system, and video beam.

Name of institution	Category	# of children using the service	Age	Gender (male/female)
Secondary school Zvečan	Secondary education (grades 1 to 4)	250	From 15 to 18 years	M=110 F=140

Necessary resources, space, equipment
Needed trained professors with knowledge in the field of health care and organization.
The school does not own its own building, so it is always short of space.
Cabinet equipment for physics, chemistry and health care.

4.2.1 INDICATORS Education – Zvečan Municipality

INDC 1 Number of children enrolled in pre-school education	#
Number of children enrolled in preschool education (total)	106
Number of children in rural areas (boys)	9
Number of children in rural areas (girls)	17
Number of children in urban areas (boys)	37
Number of children in urban areas (girls)	43

INDC 2 Number of children included in the preparatory preschool program for children one year before starting school	#
Number of children included in the preparatory preschool program for children one year before starting school (total)	106
Number of children in rural areas (boys)	9
Number of children in rural areas (girls)	17
Number of children in urban areas (boys)	37

INDC 3 Number of institutions that include children in the preparatory preschool program one year before starting school	#
Number of institutions that include children in the preparatory preschool program one year before starting school (total)	1
Number of institutions in rural areas	n/a
Number of institutions in urban areas	1
Type of institution (who is the service provider)	Pre-school „Lane Zvečan“

INDC 4 Number of children included in primary school education and upbringing	#
Number of children enrolled in primary school education and upbringing (total)	621
Number of children in rural areas (boys)	58
Number of children in rural areas (girls)	85
Number of children in urban areas (boys)	211
Number of children in urban areas (girls)	267

INDC 5 Number of inclusion of children with developmental disabilities in inclusive primary school education and upbringing, based on the data of the interdepartmental commission (total)	#
Number of inclusion of children with developmental disabilities in inclusive primary school education and upbringing, based on the data of the interdepartmental commission (total)	3
Number of children in rural areas (boys)	n/a
Number of children in rural areas (girls)	n/a
Number of children in urban areas (boys)	2
Number of children in urban areas (girls)	1

INDC 6 Number of children enrolled in secondary education	#
Number of children enrolled in secondary education (total)	225
Number of children in urban areas (boys)	102
Number of children in urban areas (girls)	123

INDC 7 Number of inclusion of children with developmental disabilities in secondary education	#
Number of inclusion of children with developmental disabilities in secondary education (total)	1

4.3 SECTION Social protection – Leposavic Municipality

Available social protection services in the municipality of Leposavic according to categories

N	Counseling-therapeutic and social-educational services	Available YES/NO	In what form
1	An intensive support service for a family in crisis	NO	Does not exist
2	Counseling and support service for parents, foster parents and adoptive parents	NO	Does not exist
3	Support service for families who take care of their child or adult family member with developmental disabilities	NO	Does not exist
4	Service maintenance of family relationships and family reunification	NO	Does not exist
5	The service provides counseling and support in cases of violence	YES	There is psychological support for victims of violence
6	Family therapy service	NO	Does not exist
7	Mediation service	NO	Does not exist
8	SOS telephone service	YES	The service has existed since 3 years ago There is an SOS phone number written on the door of the center, on the notice board of the building.

N	Support services for independent living	Available YES/NO	In what form
1	Supported housing service?	NO	Does not exist
2	Personal assistance service	NO	Personal assistance services in the territory of Leposavic municipality were canceled with the beginning of the Covid-19 epidemic
3	Training service for independent living and other types of support (necessary for the user's active participation in society)	NO	Does not exist

N	Service for assessment and planning	Available YES/NO	In what form
1	Service of assessing the condition, needs, strengths and risks of the user (and other important persons in his environment)	NO	There are records of the socially vulnerable and other services they provide
2	Assessment service for guardians, foster parents and adoptive parents	YES	There are no opportunities in the territory of Kosovo and Metohija for this type of service
3	The service of creating an individual or family service plan and legal protection measures (and other assessments and plans)	NO	Does not exist
4	Living room?	NO	Does not exist
5	Help in the house	NO	Sometimes there is a service, along with public works, there are geronto housewives The services of geronto housewives were used by the materially weak, the sick, the old, and the immobile 65 families used the services of a gerontomo housekeeper
6	Drop-in service and other services (which support the user's stay in the family and immediate environment)	YES	Does not exist

N	Accommodation services	Available YES/NO	In what form
1	Activation service and other advisory and educational services and activities	YES	Does not exist
2	Service accommodation in a relative, foster or other family for adults and the elderly	YES	The service exists They have 33 cases
3	Home accommodation service	NO	Does not exist Local self-governments are obliged to pay the costs of accommodation, but they are unable to do so.
4	Service accommodation in a shelter and other types of accommodation	NO	Does not exist

4.2.3 INDICATORS Social Protection - Leposavic

INDC 1 Number of children receiving child benefit in rural areas (total)		#
Number of children receiving child benefit in rural areas (total)		1720
INDC 2 Number of households in which at least one child receives child benefit		#
Number of households in which at least one child receives child allowance		Approx. 60% from total number (app 1032)
INDC 3 Number of families using cash social assistance		#
Number of families using cash social assistance		Over 3000 families
INDC 4 Number of children with developmental disabilities using social care services in the community:		#
Number of children with developmental disabilities who use social welfare services in the community:		11 (9 male i 2 female) Age 12-18 years
INDC 5 Number of children with disabilities using social protection services:		#
Number of children with developmental disabilities who use social protection services:		29

