

THE NETWORK OF ORGANIZATIONS FOR CHILDREN OF SERBIA – MODS

Resource mapping for social inclusion in 10 cities/municipalities in Serbia

"Resource mapping for social inclusion in 10 cities/municipalities in Serbia" was carried out as a part of the regional project [Child Protection Hub for South East Europe](#).

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Introduction

The Network of Organizations for Children of Serbia (MODS) in cooperation with 10 organisations,¹ MODS members, carried out the research "Resource mapping for social inclusion in 10 cities/municipalities in Serbia" as a part of the regional project [Child Protection Hub for South East Europe](#).

The Network of Organizations for Children of Serbia – MODS was created with the aim to contribute to the fulfilment of rights, improvement of the position and development of the quality of life of children in Serbia. One of the priorities of MODS is to promote the inclusiveness of the society, reducing poverty and social exclusion of children.

The inclusiveness of a society is reflected in its readiness to find and engage resources for identifying and removing barriers to involving all children in the life of a community.

The units of local self-government have particular responsibility for the development and provision of adequate and quality support to the family and children that should contribute to social inclusion and poverty reduction of the most sensitive and vulnerable groups. That is why MODS implemented **the mapping of resources in 10 local self-government units**, which, as we believe, can contribute to the improvement of planning and provision of adequate intersectoral support in local communities.

The process of mapping social inclusion resources should make it possible to determine which resources exist in a local community, which resources are recognised, used, which are not recognised, or not sufficiently perceived as resources, which can contribute to the social inclusion of children and parents in local communities.

The existence of resources for **4 areas was examined: social protection, health, education and leisure**. For the research needs, 3 consultants were engaged who cooperated and co-ordinated work with the support of the MODS Secretariat. The members of the consulting team were in charge of processing data from a certain field and working together on the preparation of the report. Therefore, we express gratitude to our consultants Marija Petrovic, Ivana Koprivica and Mirjana Beara, who developed a questionnaire containing the checklist for the assessment and self-assessment of resources for social inclusion in local communities, prepared a focus group guide and held training for researchers and made this report based on the collected data. A questionnaire for the assessment and self-assessment of resources for social inclusion in local communities can be found in the annex to the report.

The mapping was carried out in ten local self-government units which were selected according to the following criteria: according to the level of development, uniform geographical coverage, and the fact that in selected local government units there are associations of citizens working with children which have appropriate capacities and motivation to be included in the process.

¹Citizens Association Parent Zemun, Belgrade, Sombor Educative Centre, Indjija Children's Friends, NGO Duga Ada, Centre for Creative Development Knjazevac, Denizen Svrljig, Nexus-Vranje Vranje, Our Dreams Valjevo, Zlatibor Circle Cajetina, The Centre for Children's Rights Kraljevo

Mapping cities/municipalities included places with population numbers ranging from approximately 15,000 to 150,000 inhabitants. Developed instruments proved to be applicable in all environments; still, they worked at their best in communities of up to 80,000 inhabitants. According to expectations, the most specific features were mapped in the municipality of Zemun, which is twice the size of the next largest city included in mapping and belongs to a larger local community – the City of Belgrade, which develops as a whole. Thus, we consider that it can be concluded that the developed instruments are more suitable for mapping resources in all places of up to 100,000 inhabitants, while for a more diverse environment – such as Belgrade, Nis, Kragujevac and Novi Sad, an altered or different instrument is needed. However, the indicators that have been developed are applicable with appropriate adaptation of a methodology that would allow for an overview of the situation in the context of large cities.

We also owe a great deal of gratitude to the MODS members who have engaged managed to respond to the demands of the research in a short period and map the resources for social inclusion in their local self-governments in quality and responsible manner. Representatives of organisations went through research training, mapped social inclusion resources, and organised one focus group with relevant local community representatives.

Local self-government units

Region	Local Self-government	Development level
Belgrade	Zemun	1
Vojvodina	Sombor	2
	Indjija	2
	Ada	3
South and East Serbia	Knjazevac	4
	Svrljig	4
	Vranje	2
Sumadija and West Serbia	Valjevo	1
	Cajetina	2
	Kraljevo	3

List of organisations, members of MODS involved in mapping:

1. Citizens Association Parent Zemun, Belgrade
2. Sombor Educative Centre
3. Indjija Children's Friends
4. NGO Duga, Ada
5. Centre for Creative Development, Knjazevac
6. DenizenSvrljig
7. Nexus-Vranje, Vranje
8. Our Dreams, Valjevo
9. Zlatibor Circle, Cajetina
10. The Centre for Children's Rights, Kraljevo

General Findings

Resource mapping in the cities/towns that were selected shows there are certain rules and tendencies. The first, the expected one, is about the size of a city and resources that are available. Larger cities have more resources which are better suited for people with disabilities. Deviations from this rule are rare. Almost as a rule, the observed deviations in a positive direction are related to the existence of associations of citizens which manage to provide volunteer programs, services or specialised programs for specific groups of children. The methodology applied in the mapping process cannot be reliably used to determine the reasons for adverse deviations.

The next conclusion that arises is that in a mapped environment, the potential of citizens associations has not been exhausted and that there is considerable room for better networking of support providers to increase the availability of services.

We can conclude with certainty that the potential of the private sector is not recognised at this moment either by the decision-makers or by citizens associations, because, apart from three local communities, the private sector is excluded from the activities aimed at strengthening the inclusiveness of society.

In the field of **healthcare** resources, it can be concluded that all cities/towns have an organised development counselling in accordance with the norms – that is, where there is a norm. Private initiative is developed in the field of physiotherapeutic services, and somewhat for speech therapy, while it is surprisingly underdeveloped in the domain of psychological support. Activities of citizens associations regarding health services are insignificant, which was also expected, with rare exceptions.

The most significant difference is in the resources in the field of sports – from the cities where the activities with children with disabilities are largely present, to the cities/municipalities where they do not exist. This points to the need for exchanging experiences between different environments for mutual support in capacity building.

An interesting thing shown in the mapping process is that there are libraries in all places and, as a rule, they are accessible, but the number of children's books adapted to children with developmental disabilities is limited.

Representatives of almost all municipalities/cities from *the field of social protection* involved in this mapping process believe that they lack timely and reliable information about the opportunities offered at the local level. The impression is that in the field of social protection, the Centres for Social Welfare (CSW) are mainly places where children and families are provided with services, with the exception of some municipalities that have recognised the role of the civil and profit sectors, so they are developing other services as well. They point out the political "colour" of representatives of local self-governments as one of the obstacles to good local cooperation in the field of social welfare services. Also, one of the significant shortcomings is insufficient proper communication and insufficient, almost non-existent, cross-sectoral cooperation at the local level. The public sector has a lack of professional staff due to employment restrictions, but in many municipalities, other public

sector resources (such as space) are not sufficiently utilised. Participants in the mapping process, and especially focus group participants, believe that the sensitisation of local self-governments, as decision-makers, is crucial for the greater social inclusion of children and families. Also, the impression of all is that it is necessary to inform beneficiaries (children and families) better regarding their rights. It is necessary to encourage activism and motivate people to join associations because there are not enough associations which provide services to children and families. They see media support as significant too. In particular, social welfare professionals note the importance of sharing good practice examples among municipalities. Local services are necessary for all children in need, especially for children with disabilities and their families, for rural children ... At the local level, more initiatives are needed for networking and cooperation, as well as support for existing providers to be licensed. Participants see the role of MODS in encouraging further networking, exchange of experiences, education, information and joint initiatives. Also, participants recognise MODS as a national advocacy and lobbying organisation for essential decisions concerning children and families.

Based on the analysis of resources from ten municipalities in *the field of education*, it can be concluded that the resources are very different in different institutions and that those differences are more significant than the differences among municipalities. There is a greater or lesser commitment to social inclusion in various educational institutions, although in each of them they report that there is an explicit commitment to social inclusion in the institution's documents. Some of the results are as follows:

In places where pedagogical assistants are engaged, there is more significant attention to the inclusion of children from vulnerable groups in the educational process, whereby pedagogical assistants are recognised as a resource contributing to it. There is a small number of pedagogical assistants, only a few at the level of most of the municipalities, while in some municipalities there are none whatsoever. There are also few personal assistants of children.

It has been noted that schools generally receive high grades in the field of Quality Support to pupils (dominated by grades 3 and 4), although it can be seen from the available data that schools evaluated by the same grade actually differ significantly in terms of the amount of engagement and teacher competencies to provide the said support. It is necessary, on a case-by-case basis, to carefully check actual resources and competencies, since an assessment of a school does not provide an image that is informative enough.

Although according to current regulations, all teachers should be competent and should apply individualisation in teaching, the percentage of teachers per school does not show this. Namely, there were several schools where this percentage was very low (from 1 to 10%), at least based on the assessment of an interlocutor who provided information on behalf of a school, while in other schools this assessment was unrealistically high (100%). It is necessary to emphasise the importance of individualisation as a form of quality learning and teaching. The number of IEPs (Individual Education Plan) as a mechanism for providing additional educational support varies greatly too. Most schools have a few (10-15), while in some schools there are dozens of IEPs, which can indicate the inadequate use of IEPs.

Namely, IEP is not made for every child who needs additional educational support, but only for those children/pupils when adaptation of an approach in the form of individualisation and other established forms (additional or extra classes, other forms of support for which it is not necessary to change outcomes and contents) do not yield desired results. It is necessary to check the understanding of IEP

and practices in institutions further, to determine whether this mechanism is used in an adequate way. It is noticeable that IEP1 and IEP2 dominate, and additional support for gifted children is sporadic. There are schools in which do not have any of IEP types, which suggests that their commitment to inclusive education is questionable.

Almost in each municipality, at least one school/institution has been identified to serve as a resource for horizontal learning (professional development of teachers), which could be used by MODS as a resource for projects to improve competencies and practices of other schools with less developed practices and commitment to social inclusion of children.

Individual reports on cities/municipalities

1. Zemun

The city municipality of Zemun, as one of the city municipalities of the City of Belgrade, shows its specificity in resource mapping. The first specificity is reflected in the difficulty of finding information due to the poorer orientation of the population to the local community itself, and more to the city of Belgrade. And vice versa – the resources of the municipality itself are available to other residents of Belgrade. According to the number of inhabitants, it is comparable to Sombor and Kraljevo. However, the data on both the number of children and the structure of services cannot be compared with the data from the listed cities.

Zemun has 168,000 inhabitants, 1/5 of whom are children, that is, 33,743 children. The number of preschool children is 12,184, while the number of school ones is 21,559. There are about 6,500 children in preschool education – 5,108 in kindergartens and 1,353 in preparational preschool programs. The specificity of Zemun is reflected in the fact that 15 children in hospital treatment in KC Zemun are included in a kindergarten preschool program. In the municipality, besides regular (17) primary schools, there are 4 specialised – 3 special schools for children with disabilities and one music school. Children of primary school age make up a population of 13,780 while there are 4,798 secondary school pupils (4,641 in secondary vocational schools and comprehensive secondary schools and 157 pupils at the Music School). As many as 1200 pupils attend Zemun Comprehensive Secondary School.

Zemun is specific for the number of schools for adults – there are 3 of them – one for primary and secondary education, while the other two are only for primary education.

The territory of Zemun municipality is partially adapted for people with disabilities – in one part, in the vicinity of the school for visually impaired people Dr Veljko Ramadanovic, there are tactile paving lanes for visually impaired people, but there are no traffic lights with sound signals. The building of the municipality (and the post office) is fully adapted to wheelchairs while the other building of the post office is not adapted for people with mobility impairment. The Health Centre is fully accessible with a mitigating fact that it was originally built as a ground floor object at the level of the pavement. The court building is also adapted for people with disabilities in terms of a ramp and an elevator, but no public buildings have toilet facilities for people with disabilities. A large part of the municipality has dropped kerbs. There are parking lots reserved for people with disabilities as well as public transport vehicles that are adapted to them.

Officially, there are 52 sports facilities in the municipality (including sports grounds in schools as well as several cultural institutions).

Resources in the field of social protection

Through the mapping of resources in the field of social protection in Zemun, we got information that as for the social inclusion policies, Zemun has the Local Employment Action Plan and the Decision on the New Year's Greeting Card for a mother of the first-born girl and the first-born boy born on January 1. Children and parents, as well as caregivers and foster parents, are recognised in municipal decisions. In the local self-government unit, there is a body that coordinates and harmonises various measures, programs and strategies in the field of social protection, as well as the person in charge of social activities. Also, there is a Youth Coordinator in Zemun.

Zemun has a CSW which, in addition to carrying out the duties of a legal custodian and performing public authority tasks, provides some social protection services for children and families. Also, there is a residential institution for autistic children and youth. The residential institution for children and youth with autism is a social welfare institution that includes housing, nutrition, protection, care and the overall treatment of children and young people with autism. The institution is an organisational unit within the Centre for Accommodation and Daycare of Children and Youth with Developmental Disabilities. As for the local social welfare services, beneficiaries in Zemun have the opportunity to use the "Child's Heart" personal assistant service, and the Home Support for Disabled Children and Their Families offered by the City of Belgrade.

Zemun currently does not have a Social Protection Development Strategy or an Action Plan for Children, and these are possibilities for further work and cooperation with MODS. The municipality has no appointed people who would further develop the topic of social inclusion, no appointed Coordinator for Roma Issues.

Resources in the field of education

Nine schools were surveyed in the Municipality of Zemun (five primary schools, two secondary schools, one comprehensive school and one primary school for children with disabilities). Three schools do not admit all children, two of which are primary schools. Nevertheless, there is a very small number of children whose admission has been delayed (only three, and only in two primary schools that stated that they did not admit all children). All schools were given high marks in the area of pupil support: three schools rated 3, three schools rated 4, while the remaining three schools could not provide this information. There is a commitment to social inclusion in the documents of all schools.

According to the statements of the interlocutors, additional classes are regularly organised in all schools and extra classes in the majority of them, except in the Primary School for Children with Disabilities, in the Primary School Svetozar Miletic and the Primary School Sonja Marinkovic. IEP as a child support mechanism is being implemented in most of the schools, except in the Economic School and the Comprehensive School. IEP1 is present in the majority of cases, except in the School for Children with Disabilities where they reported that they had as many as 90 IEP2. The highest number of IEP1 is applied in the Primary School Sutjeska (39). IEP3 exist only in the Primary School Svetozar Miletic (2), while there are no IEP3s in other schools there.

Regarding the competencies of teachers for individualisation of teaching, grades vary according to the schools: from 1% as estimated by the Primary School Sutjeska, up to 100% in the Primary School Majka Jugovica and the Primary School Radivoj Popovic. However, most of the schools estimate the percentage of teachers in the range of 70-95%. Teachers had from 1 to 20 training sessions, depending on the school, and the percentage of teachers trained for inclusion and intercultural education ranges from 10 to 100%.

The program for the protection of children against violence is there in most of the schools, except in the Medical School Nadezda Petrovic where we did not receive any information about it. Teaching in a minority language (Roma) takes place only in the Primary School Rade Koncar. It is interesting to note that 95% of Roma children were admitted in the Sutjeska Primary School, but that they were not sufficiently interested in forming a Roma language group.

One pedagogical assistant was hired in Sutjeska Primary School, the Medical School, Sonja Marinkovic Primary School and the Primary School Rade Koncar. Personal assistants were hired in the Medical School, Radivoj Popovic Primary School, Majka Jugovica Primary School and two of them in the Primary School Rade Koncar. Activities for admission of children from vulnerable groups are carried out only in four schools and are reduced to performances at the Education Fair and the work of pedagogical assistants. Measures for regularity of teaching attendance are conducted in almost all schools (Praxis workshops, electronic diaries, enhanced upbringing activities, constant cooperation with parents and other institutions, family visits by PAs, etc.). Projects for supporting social inclusion were reported in six schools.

There are still architectural barriers in the Economic School and on the first and second floors of the Comprehensive School. The assessment of cooperation with IDC varies from 2 to 4. Special classes do not exist in any of the surveyed schools.

Resources in the field of health

As far as a highly populated municipality is concerned, there is a large health centre with a developmental counselling consisting of 4 experts: a paediatrician, a speech therapist, a social worker, and a psychologist. The home care service is organised too. There is service/support of a speech therapist, psychologist, defectologist and physiotherapist at the Health Centre. Services of a physiotherapist and a speech therapist exist in the form of the private practice too. Data on other services have not been recorded because of the specificity or the size of the municipality, but it can reasonably be assumed that they exist in a more significant number.

Resources in the fields of sports, culture and leisure

Perhaps it was most challenging to find information in the area of culture and sports, and it was also extremely difficult to register them outside the context of the city to which the Municipality of Zemun belongs. There are several occasional events in Zemun (such as the program "Summer in Zemun"), while mapping did not register data on inclusive sports activities for children in the territory of the municipality of Zemun. Sports facilities are partially accessible to people with mobility impairment.

2. Kraljevo

Kraljevo is a municipality with 125,000 inhabitants, about 65,000 of whom live in the city core. The total number of children is 26,000, 7,300 of whom are children of preschool age. The number of children in nursery groups is 768, and 2,741 children go to kindergartens. A total of 419 children are included in the preparatory preschool program, which means that preschool education covers around 3,000 children. The population of children attending primary school is about 10,000 children, while the population of secondary school pupils is 9,839, 934 of whom go to Kraljevo Comprehensive School, while the remaining children attend one of the 7 vocational secondary schools. The data indicate that Kraljevo is a host to about 5,000 children from other communities who go to secondary schools in that city. There is a so-called special school for the education of children with disabilities as well as a school for adults attended by children too.

The city is not fully adapted to the movement of people with mobility impairment. Public buildings such as the municipality, the post office, the court, the sports hall, the health centre and the library have no architectural barriers, while other cultural institutions are not adapted. Except in the centre of the city, there are no dropped kerbs; the city has no traffic lights with sound signalisation and no pedestrian lanes for the visually impaired. There are no public transport vehicles that are adapted to wheelchairs.

Citizens self-initiative exists, but we would assess it as insufficient in relation to the size of the city, and we are especially worried about the absence of parental associations dealing with children from vulnerable groups. There are volunteers organised by both the local self-government and citizens associations. The private sector in Kraljevo does not recognise its role in strengthening inclusive society, so there are no employers with special employment programs for people with disabilities.

Resources in the field of social protection

The city of Kraljevo is working on the development of social inclusion policies. The Strategy for Social Policy of the City and the Local Action Plan for Children have been adopted. Children and parents/caregivers /foster parents (family) are recognised in the municipal decisions and strategy. There are budget funds for the implementation of the Strategy; there is a person in charge of social activities, as well as a person working as a social inclusion officer. Also, there is a Coordinator for Roma Issues. We do not have information in the questionnaire whether there is a Youth Coordinator in Kraljevo.

In the City of Kraljevo, there is a Centre for Social Work, which, in addition to carrying out the duties of a legal custodian and performing public authority tasks, provides services of Home Assistance, but for the elderly (senior home caregivers) and offers various advisory and therapeutic services. A service for providing local services at the Centre for Social Work is being developed, and there is no single residential institution for children's accommodation.

As for the local social services, we received information through the questionnaire that there is a licensed service in the City of Kraljevo, Personal Assistant service for children provided by the CSW. We also have information that the services of Family Associate and Personal Assistant were provided

at the project level in the previous years. Kraljevo does not have enough NGOs which would implement family support programs.

Resources in the field of education

A large number of institutions were surveyed in Kraljevo (14): seven primaries, three secondary schools, one comprehensive school, a school for primary and secondary education and a pre-school institution. Only the School of Economics does not admit all children, probably due to popularity and admission criteria that do not have to be met by all children. The admission of three children in three primary schools was delayed. The assessment of the Quality of Support for pupils varies from 2 (Jovan Cvijic Primary School in Sirca) to 4 in Zivan Maricic Primary School in Zica and the Medical School. Most schools have a grade 3.

According to the statement of the interlocutors, additional classes are carried out in all the schools on a regular basis, while this is not the case with extra classes: it is not realized in the special schools, it is realized from time to time in two primary schools and in the Mechanical School, and regularly in other schools. IEP is applied in all schools, mainly IEP2, with the highest number in the special school. IEP3 is mostly applied in the Primary School "Cibukovacki Partizani" where 5 IEP3 are applied, while it is rarely applied in other schools.

The percentage of teachers applying individualisation in teaching varies from only 5% to as much as 100%. The number of training sessions attended by teachers ranges from 1 to 7, and it is interesting that most schools (7) could not provide information about this. The percentage of trained teachers for inclusion and intercultural education ranges from 10% to 100%, and again, data from all schools have not been obtained.

Only two institutions have the support of pedagogical assistants: the preschool institution and Dositej Obradovic Primary School (2 PAs each). The service of a personal assistant is reported by three institutions: Special Secondary School, Djura Jaksic Primary School (2) and Jovan Ducic Primary School in Rocevic.

Measures to encourage the admission of children from marginalised groups were listed in 4 schools, while not in others. Measures for securing regularity were reported in seven schools, and projects for social inclusion were recognised in five schools. Architectural barriers were removed in all surveyed schools, according to the data obtained from our interlocutors. The cooperation with the IDC is generally assessed as good (3) and as satisfactory (2) in the primary school in Sirca. There are no special classes in any of the surveyed schools.

Resources in the field of health

Kraljevo has a health centre and a hospital specialising in the healthcare of children. In accordance with the norms, there is a developmental counselling centre in the health centre consisting of two speech therapists and a psychologist. A home care service is organised. The Health Centre does not have a ramp, but the building is accessible to people with mobility impairment through the emergency access door. There is a lift that can carry people in wheelchairs, but there is no adapted

toilet. There is a service of a defectologist, speech therapist and psychologist in the health centre, but there is no physiotherapist. The physiotherapist service is also not available in the preschool institution, while there is such a service in the hospital, and there is also a number of private beauty salons that provide this type of service as well as specialised providers of physiotherapy services that citizens have to pay. The help and assistance of a defectologist are also available through one association of citizens. There is no dental practice specialised for working with children with disabilities, as well as medical mediators.

Resources in the fields of sports, culture and leisure

the Sports Hall. Both large objects are adapted for people with mobility impairment. There is a sports club "Svetovid" which is of inclusive nature, but other types of inclusive activities have not been recorded, which also leaves room for stronger engagement of citizens. The library has audio books and books easy to read but does not have books in Braille.

3. Cajetina

Cajetina has 15,000 inhabitants and belongs to the group of smaller settlements that were covered by mapping. According to the available data, there are 1,800 children, 621 children are included in preschool education, of which preparational preschool program is attended by 102 children, while there are 519 children in kindergartens. Nursery groups are attended by 134 children. There are three primary schools with 6 distant/separated departments that include 1,050 children. There is one vocational secondary school with a total of 120 children, which means that most of the children continue their secondary education in other cities. There are no Roma children in the municipality, and according to the available data 21 children with disabilities are included in educational facilities.

The town is not adapted to people with mobility impairment, and apart from reserved parking lots for people with disabilities, there are no other architectural adjustments to the buildings in the town, neither is the public transport adapted.

There is an association of citizens – a parental association dealing with children with disabilities, as well as a citizens association Zlatibor Circle, which has a volunteer program.

Resources in the field of social protection

The municipality of Cajetina is committed to the development of social inclusion policies. Within the framework of the Sustainable Development Strategy (2010-2020), there is a part related to social protection with the Action Plan, which shows the will of the local self-government to deal with this issue. They do not have a separate sectoral social protection strategy, but given that it is integrated into the Sustainable Development Strategy, there is no need for a separate planning document. Children and parents /caregivers/foster parents (family) are recognised in municipal decisions, but an Action Plan for Children does not exist as a separate document.

The local self-government has a body that coordinates and harmonises various measures, programs and strategies in the field of social protection for children/families, as well as a person who has social activities in his/her competence. The local self-government has no Roma or Youth Coordinator. The local CSW does not provide social protection services for children and families, but exclusively carries out the duties of a legal custodian and performs public authority tasks, and there is no service for providing local services within the Centre for Social Welfare. There are no residential institutions for the accommodation of children in Cajetina.

Regarding the resources of local providers of social protection services, the Daycare service for children with disabilities has been developed in Cajetina. The service is licensed, and the service provider is the local Citizens Association "Zlatibor Circle". The local self-government finances this service from its budget. The same association has been recognised as a provider of family-friendly services, in particular women's support services as a target population at risk. The Society for Cerebral and Child Paralysis from Ivanjica is a licensed provider of personal assistant service in the territory of the municipality of Cajetina, and funds for the realisation of the service are also provided from the municipal budget.

Resources in the field of education

Institutions from the municipality of Cajetina that were interviewed in the mapping of resources (three primary schools, one secondary school, and a preschool institution) admit all children who meet legal requirements, and generally there were no children whose admission was postponed except for the Primary School Dimitrije Tucovic, where the admission of two children was delayed in the last school year. Quality assessment in the field of Support to Pupils of the examined schools is very uniform (3). In three of the five institutions surveyed there is a child protection program against abuse and neglect. All educational institutions state that their documents explicitly mention dedication to social inclusion.

In terms of additional and extra classes as a form of additional support to pupils, most of the schools in Cajetina do have additional and extra classes, except secondary vocational schools which have them occasionally. The IEP is an applied mechanism for additional support to pupils in schools, but only IEP1 and IEP2, while IEP3 is not used. There are very few children per school involved in inclusive classes with the help of IEP: from one to eight children. IEP was not established in the preschool institution. None of the schools in the municipality has classes in a minority language (e.g. Roma). There are personal assistants in three out of five institutions, a total of 6 in the municipality. One school also has two pedagogical assistants (the Primary School in Mackat), while other institutions do not have them.

In terms of teachers' competence, the percentage of teachers who are evaluated as competent for individualising teaching varies significantly from school to school, based on the assessment of interviewed interlocutors – from 20% to 70%, indicating that this form of support for pupils should also be further developed. All institutions from the sample had training sessions for inclusive and intercultural education, the number of which ranges from 2 to 5 training sessions, and which included the different percentage of teachers (from only 12% to 80%). This information points to the need for additional training in this field for the schools in Cajetina.

In two institutions, the measures to ensure the regularity of attending classes for children from marginalised groups are not recognised as special and separate, while the other three mention cooperation with parents, institutions, support for families in the form of free transport, free textbooks and meals. Programs such as preparing children for transition are not listed. Programs in the field of intercultural education and inclusion, i.e. programs for supporting social inclusion, are not numerous in the institutions in Cajetina, as only the usual activities of inclusion teams, workshops and lectures are listed, along with the program of cross-border cooperation with Montenegro.

Three out of the five institutions surveyed acknowledged that architectural barriers impeding accessibility had not been removed completely yet. The schools do not have architectural barriers that would prevent pupils and parents with disabilities from attending and visiting based on the assessment of the interlocutors. The cooperation with the Interdepartmental Commission was assessed mainly as good. None of the schools in the sample has special classes for children with disabilities, gifted children and children of migrants.

Resources in the field of health

The Health Centre does not have a development counselling centre, while the home care is organized. As the health centre does not have a developmental counselling service, speech therapy, physiotherapy and psychological services are available in the daycare organised by the citizens association Zlatibor Circle, which are financed from the local self-government budget. There is no child-friendly psychological support, although there is a service for women. In this way, the local community demonstrates the understanding of the co-operation that should exist in the local community between the civil sector and the local self-government. Also, there are services of a defectologist and speech therapist in two preschool institutions and one primary school. Private initiative is not developed, and mapping records one private physiotherapist service.

Resources in the fields of sports, culture and leisure

Cajetina has one sports facility and two cultural ones; the facilities are not adapted to people with mobility impairment. The library has audio books and books for easy reading, while there are no books in the Braille language. According to the collected data, there is no particular inclusive content for children with disabilities or other vulnerable groups in both cultural and sports activities, leaving room for the initiative in these areas in the future.

4. Vranje

There are 83,254 inhabitants in Vranje with surrounding settlements. The population of children is about 14,600 of which about 4,000 children are of preschool and 10,000 of school age. About 3,300 children are included in preschool programs. There are 6,534 primary school pupils attending one of the 13 general and one primary music school. Vranje has 7 vocational schools with 2,828 pupils and one comprehensive secondary school with 681 pupils. In addition, there is also a secondary music school and a primary and secondary school for adults. During the survey, data on the number of children with developmental disabilities were not available, and a lower level of resources was noted

in several specific indicators compared to the other two cities of the similar population size in which the resources were mapped – Valjevo and Sombor.

Thus, there is not a single public facility that is fully accessible to people with mobility impairment, i.e., in wheelchairs. The court building is adapted; the central post office is partially adapted, the city hall and the health centre too, as well as the Hall of Sports. There are no traffic lights or pedestrian lanes for visually impaired people, and no dropped kerbs curbs for wheelchairs. Nevertheless, the positive specificity of Vranje is the School for Primary and Secondary Education of Adults which is an obvious resource in the community because it organises sporting activities of inclusive nature which, as mapping has shown, is rare.

The local self-government takes care of the development of services, and there is the Centre for the Development of Local Social Welfare Services that engages volunteers in the program of personal assistants and has daycare service for children with disabilities and occasional specific inclusive programs. Vranje has 8 cultural institutions: a theatre, a cartoon school, a museum, a library, a youth cultural centre, a historical archive, a talent centre, a public university for adult education. They are not architecturally adapted to people with mobility impairment. A specific resource for Vranje, which has not been recorded elsewhere, is *a toy library*.

The city of Vranje has adopted the Decision on Social Protection. Also, the decision recognises children and parents/caregivers/foster parents or families. The city does not have strategic documents in the field of social protection or a Local Action Plan for Children. There are no special budget funds for the development of social protection, as there are no planning documents. The local self-government has a body that coordinates and harmonises various measures, programs and strategies in the field of social protection for children/families and there is a person in charge of social activities. There is a Coordinator for Roma Issues and a Youth Coordinator in the local self-government of Vranje.

Resources in the field of social protection

The city of Vranje has a local CSW that carries out the duties of a legal custodian and performs public authority tasks. The Centre for the Development of Local Social Welfare Services is under the authority of the City as a separate institution. There is no residential institution for children's accommodation in Vranje. The CSW provides therapeutic advisory services.

As for the local social care services in the city of Vranje, there is a daycare for children with disabilities. The service provider is the Public Institution Centre for the Development of Local Social Welfare Services, and the daycare service is a project financed by the city budget and is not licensed. Also, there used to be a service called the Daycare for Children and Youth with Behavioural Problems which was funded on a project basis, but that project has been completed. The Personal Assistant Service is also financed in the same way. The city of Vranje does not have local NGOs that implement family support programs which are not services. In the focus group, only the association "Pozitiv" was mentioned developing a local inclusion centre which provides information to parents on the realisation of the rights of children with developmental difficulties in the fields of social protection, education and health.

Resources in the field of education

There were as many as 18 educational institutions surveyed (10 primary schools, one school for primary and secondary education, a music school, 4 secondary vocational schools, one comprehensive school and a preschool institution). Regarding the admission of children, all regular schools admit all children, except music and the school for primary and secondary education, which is expected. The admission of three children was delayed in the last school year. The Quality Score in the Pupil Support area ranges within a narrow range of 3 to 4, and three schools have not been rated.

Additional classes are held regularly in 16 out of 17 schools, while extra classes are also held mainly on a regular basis, and from time to time in three schools. IEP as a support mechanism is used by most schools (15), but three schools (the Music School, Predrag Deverdzic Primary School and the Technical School) do not use it, which can indicate the lack of an inclusive approach or the competences of teachers for the implementation of IEPs. IEP1 is the most numerous one (128) in regular schools and the preschool institution, while the school for primary and secondary education is the leading one in IEP2 (90). A total of 140 IEP2 was created, with only 6 IEP3, which indicates that support for gifted children is not very developed.

Regarding teachers' competencies, the situation is different. 10% of teachers individualise teaching in the Agricultural School, up to 100% in the Music School and the School for Primary and Secondary Education. On average, this percentage is about 50%. The number of training sessions for inclusion and intercultural education also varies considerably: from only one (in the Primary School King Petar I) to 11 (in J. Jovanovic Zmaj Primary School). The percentage of trained teachers ranges from 15% to 100%, indicating an uneven professional development in the schools in areas that raise competencies for social inclusion to a higher level.

Schools apply various activities for admission of children from vulnerable groups, such as creative workshops, organising promotional events, cooperation with the preschool institution, the purchase of free textbooks and school stationary material, etc. Only one school specifies the adaptation of working methods and the use of assistive technology (J. Jovanovic Zmaj Primary School), and the preschool institution states visits to families of Roma children. Eight schools do not cite any of the activities to increase admission of children from vulnerable groups. Regarding the measures for regularity of attendance, the main ones are mentioned (regular monitoring and cooperation with parents), while Dositej Obradovic Primary School lists specific programs of workshops aimed at improving the adaptation and **transition of pupils**. Free transportation, support of personal assistants and pedagogical assistants has also been reported in several schools. The primary school Jovan Jovanovic Zmaj put the support of children from vulnerable groups as a priority in the School Development Plan and developed a strategy and an action plan for inclusive education. The Agricultural School also provided TARI scholarships for pupils of Roma ethnicity. This indicates that there are institutions in Vranje that pay special attention to inclusive education and have developed mechanisms and measures, but also those that do not take sufficient account of it or at least in which inclusive education is not visible (four schools did not mention any of these activities). There have been different projects where schools have had experiences (Missing Link, Developer, Education Transition, DILS, Friends Circles), which indicates that there are initiatives to improve inclusive education approaches.

There are still architectural barriers in three schools (Primary School R. Domanovic, Primary School B. Stankovic and the Comprehensive School). Cooperation with the IDC was assessed as satisfactory by two schools, good by seven schools and excellent by six surveyed schools.

The Primary School Svetozar Markovic from Vranje has experience in support of child migrants through participation in the project "Support to pupils-migrants" in the territory of Serbia. This school is attended by 19 pupils-migrants. Also, the School of Economics was attended by seven pupils, and currently there are three pupils, while there is one pupil from this sensitive group in the School of Agriculture.

Resources in the field of health

The Health Centre in Vranje is not fully accessible to people with mobility impairment. There is a ramp but not an elevator and an adjusted toilet. However, the development counselling centre has a large number of different experts: a paediatrician, psychologist, speech therapist, pedagogue, sociologist, special pedagogue, and a hearing therapist. Support of speech therapists, defectologists and psychologists is available in the health centre.

There is also the Special Rehabilitation Hospital in Vranje, and there is the Department of Physical Medicine and Rehabilitation within the general hospital with ambulatory and therapeutic work that can be considered a significant resource.

Apart from the health centre, there is a defectologist in the Preschool Institution, centralised for all kindergartens within the Preschool Institution.

The private practice developed services of a speech therapist and a physiotherapist while there is still no private initiative for psychological services.

Resources in the fields of sports, culture and leisure

The specificity of Vranje compared to other cities in the field of culture is a less available library which does not have books relevant for the inclusion of children with developmental disorders. There is no record of the existence of sound books or books in the Braille language or audio books. On the other hand, the occasional cultural content of inclusive nature is recorded in the community, while there are also cultural activities for children in the daycare for children with disabilities, which is accessible for people with mobility impairment.

An essential resource in the field of sports is the School for Primary and Secondary Adult Education which has inclusive sports programs organised in its gym. An example of this school is a good guideline in which way the minimal resources (because the public – municipal resource is used in terms of space) can significantly enrich valuable content in the field of games and sports for children from particularly vulnerable groups. This school also has an inclusive sports club.

5. Knjazevac

Knjazevac is a municipality with 31,000 inhabitants, with 4,700 children, of whom about 1,200 are preschool children, and 3,500 are children of school-age. 550 children are included in preschool education through kindergartens and preparatory preschool programs. In the territory of Knjazevac, children go to 4 primary schools attended by the total of 1,762 pupils, and there are two schools of secondary education – one vocational school with 472 pupils and a comprehensive secondary school with 221 pupils. There are no schools for the education of pupils with disabilities, while there is an adult education school that is attended by a number of underage minors. The Health Centre has an organised home care service, and there is not a hospital there. There are three public sports facilities in the town and three other gymnasiums in schools, and there are also three cultural institutions – a cultural centre, a museum and a library.

The accessibility of public facilities is not complete, so only the municipal buildings are fully accessible, while the post office and court buildings are not. There is a swimming pool (sports facility) which is accessible to people with mobility impairment as viewers, and all cultural institutions are also without architectural barriers. There are dropped kerbs in the centre of the town, but there are no lanes for the visually impaired or traffic lights with sound signals. Knjazevac does not provide its citizens with the possibility of driving in customised public transport vehicles, but there are reserved parking lots for people with disabilities in all public parks.

Association of citizens in Knjazevac is at a surprisingly low level. A study notes that there is an association that has volunteer programs but does not register associations that have Roma or children with disabilities in the focus of their work, whether in the case of associations of experts or parental associations.

Resources in the field of social protection

The Municipality of Knjazevac has adopted the Strategy for the Development of Social Protection. Children and parents/caregivers/foster parents (family) are recognised in municipal decisions, as well as in the Strategy itself. We do not have information whether there are budget funds for the implementation of the Social Protection Development Strategy. An Action Plan for Children does not exist as a separate document. The local self-government does not have a separate body that coordinates and harmonises various measures, programs and strategies in the field of social protection for children/families, but there is a person involved in social activities. Until a few years ago, there was a Youth Coordinator in the Municipality as well as a Roma Issues Coordinator, but at the moment of completing the questionnaire, there are no people in these positions.

In addition to carrying out the duties of a legal custodian and performing public authority tasks, the local CSW is in charge of referrals to the program of Home Assistance for children with developmental disabilities, implemented by the licensed organisation "ZAK 019". A special service for the provision of local services was established within the CSW, and there is the Knjazevac Institute for the Education of Children and Youth Knjazevac too.

As for local social welfare services, until several years ago, there was a project to provide a daycare service, but since sustainability was achieved, only temporary activities with this group of children are currently being realized. The Home Assistance service for children with disabilities and their families is provided by a licensed service provider, the organisation "ZAK 019", and the service is financed from the local self-government budget, from the funds provided through dedicated transfers. There are no other social welfare services for children and families in Knjazevac.

Resources in the field of education

The data from 6 surveyed institutions (four primary schools, one secondary school, and a preschool institution) indicate that even in this municipality all children are admitted to schools and that there are no children whose admission has been delayed. The assessment of the quality of support for children is estimated to be high and very high (two schools with grade 3, three with grade 4, while the preschool institution has not been rated). There is a declarative commitment to inclusion in institutional documents. IEP is applied in four institutions, mostly IEP1; IEP3 does not exist anywhere. One primary and one secondary school declare that they do not apply IEP.

There are additional lessons in all schools on a regular basis, and in most cases, there are extra lessons as well, except in the Primary School Mladost where such classes are not held.

There is a relatively high percentage of teachers who are evaluated as competent for individualisation of teaching (90-100%). The number of training sessions for inclusive and intercultural education varies from only 2 to 3 to "more than 50" training sessions in the Primary School Dimitrije Todorovic Kaplar. The schools had difficulties assessing the percentage of trained teachers, so we received data from only three schools (100%).

Most schools have a Program for the Protection of Children from Violence, except for the Primary School Mladost. Teaching in minority languages (Roma) is organised in two schools – the Primary School Mladost and the Primary School D. Todorovic Kaplar. There are personal assistants only in the preschool institution (2), and the pedagogical assistants (one at a time) in the Primary School D. Todorovic Kaplar and the Primary School Dubrava. Most of the schools mention various activities for admission of children from vulnerable groups, but the Primary School D. Todorovic Kaplar stands out with a variety of measures for admission of Roma children (providing assistance in obtaining the documentation necessary for school admission, parent education, cooperation with the local community in solving the problems of marginalized group, school promotion, bilingual admission brochure, etc.). This school has most developed measures for ensuring regularity of attendance, as well as the projects for social inclusion. Other schools have fewer activities or do not report them at all. It is recommended that the Primary School Dimitrije Todorovic Kaplar is taken as an example of good practice in social inclusion and it should serve as a centre for horizontal learning for other schools in the municipality.

There are no architectural barriers in any institutions, as well as special classes. The cooperation with the IDC was assessed as good in three schools, as excellent in one, and it is interesting that the Primary School D. Todorovic Kaplar assessed cooperation as "satisfactory", which can indicate that

the IRC and this school do not have a uniform view on the education of children from marginalised groups.

The impression is that the schools in Knjazevac are rather uneven in terms of the quality of support for children from vulnerable groups and that there is plenty of room for improvement and horizontal learning.

Resources in the field of health

The Health Centre in Knjazevac is a ground floor and an accessible facility, suitable for people with mobility impairment. The Health Centre has a developmental counselling centre. Also, physiotherapeutic services, support of a psychologist and a defectologist are available. There is no specialised dental service for children with disabilities. There is defectologist support in two schools. The service of a speech therapist is organised for the territory of the municipality by having one speech therapist employed at one primary school, paid by the local self-government, and all children from the territory of the municipality can get that kind of support.

This kind of cooperation in small communities is necessary in order to provide diversified resources, and in that sense, we emphasise it in this report. Private practice has physiotherapists, and they are available in a citizens association, but this program is intended for members of that adult association, so in this sense, they cannot be considered a resource for children at this moment, but we consider that there is a potential for transformation towards children. It is important that associations are recognized as those who organise support necessary in the community.

Resources in the fields of sports, culture and leisure

As for the resources in the fields of sports, culture and leisure, we emphasise that there is a swimming pool in Knjazevac accessible to people with disabilities, which can be of great importance for the social inclusion of children with developmental disabilities. In addition, all listed cultural facilities are accessible to people with disabilities. The library does not have audiobooks and books in Braille, but it has some easy-to-read books. Now, we must point out that there are neither sports nor cultural contents and programs that are specifically targeted at children from vulnerable groups (children with developmental disabilities and Roma children or another sensitive group) or inclusive. As the mapping shows that there are 35 registered children with disabilities (although a real number had to be more significant if we have in mind the total number of children), the need for such programs is undoubted.

6. Ada

There are 17,000 inhabitants in the municipality of Ada, out of whom 3,300 are children. There are 1,479 preschool children, and 1,381 school ones, about half of whom are involved in some kind of preschool education. Mapping records 20 children with disabilities. Ada has 2 primary schools with about 1,000 pupils and one secondary vocational school with 363 pupils. It is noticeable here that a number of children go to secondary schools in other places, which is a tendency for all towns of similar size.

There is a children's dispensary in the town, a home care service, and 4 sports and 2 cultural objects. Architectural adaptation to people with mobility impairment is minimal. The building in which the court is is adapted and without architectural barriers. The municipal building is partly adapted. There are no dropped kerbs; the public transportation is not adapted, no sound signalisation at traffic lights or lanes for the visually impaired on the sidewalks. There are reserved parking lots for people with disabilities but only in large stores.

There is citizens activism, and a daycare service is organised by the civil sector, volunteer programs as well as other activities of importance for the local environment and inclusiveness.

Resources in the field of social protection

There is plenty of room for further action in the field of social inclusion in the Municipality of Ada, in the area of social protection. The municipality has a Social Protection Development Strategy. Children and parents/caregivers/foster parents (families) are recognised in municipal decisions, although the questionnaire does not list all the policies adopted by the municipality and or those being adhered to in their work. In the Strategy, children and families are recognized as the target group to which specific measures are directed. Also, the Municipality of Ada has funds allocated for the implementation of the Social Protection Development Strategy. The municipality has a department for social activities, and also has a Social Inclusion Officer, which is rather specific compared to other municipalities involved in this analysis. A Youth Coordinator and a Roma Issues Coordinator have been appointed.

Ada has a local Centre for Social Work, as well as a Centre for Providing Local Social Care Services. The municipality does not have a single residential facility for children's accommodation. The only local service that is included in the questionnaire is Daycare for Socially Vulnerable Children. The questionnaire does not specify who the service provider is or how this service is financed. Also, it cannot be seen whether this service provider obtained a license from the Ministry of Labour, Employment, Veteran and Social Affairs to provide this service.

Ada does not have an Action Plan for Children, and there is an opportunity for further work and cooperation with MODS. Also, there is no body in the municipality that coordinates and harmonizes various measures, programs and strategies in the field of social protection for children/families. Citizens Association "Duga" Ada is known as the organisation that contributes most to the

involvement of children and parents. "Duga" is the link that strives to connect the private and public sectors.

Resources in the field of education

Two primary schools, one secondary vocational school and the preschool institution in the municipality of Ada were examined. In this municipality, all children who apply and meet school requirements are admitted to the schools, while the admission of two children to primary schools was postponed in the last school year. The quality assessment in the area of Support to Pupils is relatively high in the two primary schools (3), while we did not get the assessment data from the Technical School and the Preschool Institution. None of the schools reported that a child protection program against abuse and neglect was adopted, which suggests that this program, even if there is one, is not sufficiently visible or applicable in the schools in this municipality. Three institutions state that their documents explicitly mention dedication to social inclusion, while this has not been mentioned in the Primary School in Mol, which is unusual, given that this school admits Roma children.

Schools in Ada have additional classes regularly, while extra classes are not held in all examined schools regularly. The IEP is an applied mechanism for additional support to pupils, all three forms. However, it is indicative that in the Primary School Ceh Karolj the number of IEPs created is unusually high – a total of 88 pupils work according to the IEP (20 IEP1, 11 IEP2 and even 47 for IEP3), which can indicate that this school replaces individualised teaching (for which there is no need for a plan) with IEP as a measure that should be applied only in cases that really require a change in a curriculum. For this school, it was estimated that as many as 100% of teachers are trained to individualise teaching, which can also indicate that individualisation is equated with IEP. Other examined schools and the preschool institution have a usual number of IEPs (several), except in the case of IEP2 in the Primary School Novak Radonic, which is 25, for children of Roma ethnicity. This school also has the only pedagogical assistant in the municipality, while these services are not available to other institutions. There are no personal assistants.

In three examined schools, it was estimated that between 80% and 100% of teachers had competencies for individualisation of teaching, while for the preschool institution it was 0%. Teachers in different institutions also had a very different number of training sessions for inclusion and intercultural education: from only one session to 10. However, it was estimated that in each of the surveyed institutions 50% of teachers were trained. The languages of the teaching process in Ada schools are mostly Hungarian and Serbian, while in the Primary School in Mol, teaching partially takes place in the Roma language.

There are no special measures being taken for the regularity of attending classes other than the usual legal regulations. Activities for the admission of children from vulnerable groups range from "open doors" to family visits and individual interviews for motivation for admission. There are no architectural barriers according to the statements of the interviewed school representatives. Two institutions took part in projects supporting social inclusion (DILS and through cooperation with the NGO "Duga"), while two did not have such projects. The quality of cooperation with IDC was assessed only in one of the examined schools, as good, with the remark that the local self-government

does not have enough resources to provide adequate assistance to children from vulnerable groups. No institutions have special classes.

Resources in the field of health

According to the norms, the Municipality of Ada does not have a developmental counselling centre, so it is surprising that a speech therapist psychologist and defectologist are not present in the preschool or other educational institutions. In that sense, Ada has a weaker potential to support children with disabilities than a place of similar size.

The Health Centre has ramps, there is a home care service, but the poor level of possibilities for various types of support that children can get is worrying.

Resources in the fields of sports, culture and leisure

According to mapping, resources in this area practically do not exist. Citizens associations and municipal authorities obviously have a lot to do to ensure inclusiveness, as it cannot be achieved only through a daycare service.

7. Indjija

Indjija has 47,000 inhabitants and belongs to medium-sized towns in comparison to others involved in the mapping. The population of children is about 9,000, of whom about 2,000 are preschool children, and 7,000 are school-age children. The coverage of children by preschool education is significant. There are 9 primary schools in Indjija, one comprehensive secondary school and two vocational schools. Mapping records 112 children with developmental disorders, which is significant in relation to the size of the town, which suggests that a small number of children (if any) with disabilities are "hidden" in this local community.

The adaptability of the town for people with mobility impairment is partial. There are traffic lights with sound signals in the centre of the town, but no pedestrian lanes for the visually impaired. There are dropped kerbs in the central parts of the town. Public buildings are mostly adapted, but according to the examiner's assessment, architectural adjustments to the building of the town hall are inadequate. There are one large sports facility and 3 cultural institutions. The ramp of the health centre was evaluated as dysfunctional due as it is too steep.

Citizens associations in Indjija contribute to the inclusiveness of the society. Through mapping, it is registered that there is a parental association that organises workshops for manual crafts for children and adults with disabilities. Mapping does not record significant activities of other associations targeting children with disabilities, Roma children or other sensitive groups. If we have in mind the total number of 112 children with disabilities, there seems to be considerable room for civic engagement in Indjija.

Resources in the field of social protection

The municipality of Indjija shows that it is very interested in the development of measures and services that incite social inclusion. The municipality has passed the Decision on Social Protection, and a new Social Protection Strategy with an action plan is being drafted. In that sense, it is expected that separate budget funds will be allocated which do not exist at this moment. There is no Local Action Plan for Children as a separate document.

Children and parents/caregivers/foster parents (family) are recognised in municipal decisions, and it is stated that there is a personal child assistant in Indjija, that the municipality provides support to unemployed pregnant women through one-time assistance, it provides for the holidays of children without adequate parental care who are accommodated in families, and New Year's presents for all children from financially vulnerable families. The municipality has a person in charge of social activities, a Youth Coordinator, and a Coordinator for Roma Issues.

Local CSW provides social services for children and families, in addition to carrying out the duties of a legal custodian and performing public authority tasks. Through the EU IPA project, the CSW provides a personal assistant service, which has not been licensed yet nor funded from the local self-government budget. There is no separate service for the provision of local services at the Centre for Social Work, nor some residential institution for children's accommodation. Unfortunately, there are no other service providers from the civil and profit sectors in the Municipality of Indjija.

Resources in the field of education

The five educational institutions from Indjija (two primary schools, two secondary schools and the preschool institution) admitted all the children, and there was no postponed admission in the last school year. The grades of support to children vary from 2 to 4, the school Djordje Natosevic having the best grades. All examined institutions state that the documents show commitment to social inclusion. In the schools, IEP 1 and IEP2 are applied, while none of the schools reported any IEP3. The preschool institution does not use IEP.

Additional classes are carried out regularly, and extra classes only occasionally, except in the Primary School Djordje Natosevic where this type of teaching is regular.

The assessment of the competence of teachers and educators for the individualisation of classes varies from 30% (the Technical School) to 100% (Jovan Popovic Primary School), which indicates that there is room for improvement of these competencies which are vital for social inclusion. Only the Primary School July 22 from Krcedin reports that it has a child protection program against violence, and in that school, there are classes in the Slovakian language. Two personal assistants and no pedagogical assistants were identified. There are almost no activities in the schools to improve the admission of children from vulnerable groups, except for promoting good practice examples at the Technical School. The preschool institution has developed activities for increasing the coverage of children in rural areas ("School of Life", "Reading Room", and "School of Sport") and various promotional activities in cooperation with other institutions.

In terms of training for inclusion and intercultural education, the highest number of training sessions was provided to the preschool institution staff (10), while the number of completed training sessions in the schools is approximately 5 on average. Nevertheless, relatively high percentage of trained teachers (60%-90%) was estimated in all institutions.

Regarding the measures for attaining the regularity of attending classes and activities, the preschool institution with developed support activities (free stay, snacks and worksheets in PPP for children from materially vulnerable families, children without parental care, for every third child, for children with disabilities; for parents, support for parents of children with chronic illnesses and developmental disorders, individualised transition plans). There is a team in the Primary School Jovan Popovic and a program for family co-operation and appropriate support measures for teaching in order to achieve success. In the Technical School, they mentioned individualisation and transition plans in cooperation with primary schools and a program of tolerance.

Support and social inclusion projects that schools and preschool institutions have implemented include the DILS project, the program of prevention from dropouts and the programs mentioned above listed under the measures for achieving regular attendance.

All institutions consider that there are no architectural barriers in their buildings. Cooperation with the IDC was assessed as good. There are no specialised classes in any institution in the sample.

Resources in the field of health

The Health Centre has a home care health service, and although formal mapping did not record developmental counselling services, all the services that are needed exist in the Health Centre – a speech therapist, a defectologist, a psychologist and a physiotherapist. Speech therapists are also present in educational institutions and private practice as well as physiotherapist services. Again, the least available is psychological support, available only in the Health Centre.

Resources in the fields of sports, culture and leisure

The main resources in this area are two inclusive playrooms, one for children up to 7 years old. Unfortunately, mapping did not record other programs for children with disabilities in development, Roma children or members of other sensitive groups. Also, the accessibility of facilities required for these activities in Indjija is poor. The library is also not adapted for people with mobility impairment and does not own any of the three types of books that can be used by people who have a problem reading independently regardless of the cause of the problem.

8. Sombor

Sombor has about 86,000 inhabitants, 15,800 of whom are children. There are about 2,500 preschool children in Sombor who are included in some of the programs for this age, 6,625 primary school children and 3,523 secondary school children which means that a number of children from smaller towns come to Sombor to attend secondary school. The city has developed infrastructure in terms of cultural, and especially sports facilities, which generates inclusive content. The children in Sombor are educated in 19 primaries, 5 secondary vocational schools and one comprehensive school. There is also an adult education school attended by 24 children aged 15-19 which is a resource centre too. According to the official data of the City, there are 214 sports facilities and 9 cultural objects.

A large number of sports facilities are fully or partially accessible to children with mobility impairment, while cultural facilities are less accessible. It is surprising that the main public buildings – the building of the municipal assembly, the court and the post office – are not adapted, and there are architectural barriers there.

There is one set of traffic lights with sound signals in the city, the pedestrian lanes for the visually impaired are in the centre of the city, and there are dropped kerbs in a similar area. It is also noticed that due to the construction style, it is easier to move in wheelchairs in other parts of the city too.

Civic activism is significant. There are at least three associations that have substantial activities in the field of inclusion of both Roma and children with disabilities in particular. The private sector, however, is not included sufficiently, and this is inferred from the inability to obtain data on employers who have special employment programs for people from vulnerable groups (people with physical disabilities primarily).

Resources in the field of social protection

The city of Sombor has developed social inclusion policies. It has the current Strategy for the Sustainable Development of the City of Sombor 2014-2020, then the Strategy for the Development of Social Protection for the period from 2016 to 2020, as well as the Local Action Plan for Youth for the period 2017-2021. Also, the Rulebook on norms and standards for performing daycare services for people with disabilities in development and criteria for determining the rights and prices of daycare services has been adopted. Then, the City of Sombor has a Decision on basic and additional support for children and pupils, as well as the Decision on Social Protection under the jurisdiction of the City of Sombor.

Children are recognised in municipal decisions, as well as in the Social Protection Development Strategy. In the Strategy for the Development of Social Protection, the following groups have been identified as priority target groups: elderly, children and youth, people with disabilities, women and Roma. The family is not singled out as a separate group in strategic documents. Budget funds intended for the implementation of the Social Protection Development Strategy are set out in the local self-government budget. The City of Sombor does not have an Action Plan for Children, nor does it have a body that coordinates and harmonises various measures, programs and strategies in the field of

social protection for children/family. The Socio-economic Council of Sombor is in charge of these issues in the City of Sombor. There is a department for social activities, and there is a systematisation of a workplace for a person dealing with social welfare activities within the department. The City of Sombor has a Coordinator for Children and Youth, as well as a Coordinator for Roma Issues.

The local CSW carries out the duties of a legal custodian and performs public authority tasks, and also there is a family counselling service within the CSW (the service which has been provided for the longest period) and a social and educational counselling service. In the CSW, there is a Service for Planning and Realizing Local Services and Material Support. Also, in the City of Sombor, there is a residential institution for the accommodation of children without adequate parental care – Children and Youth Centre "Miroslav-Mika Antic". The City of Sombor has supported the establishment of the Personal Assistant Service, which has been in the process of licensing since March 2018, provided by a private service provider. The service is financed from the budget. The Centre for Social Work provides advisory, therapeutic and social education services financed from the local budget. Other services for children and families are provided by local NGOs, among them "Maslacak" – an association for the support of people with autism.

Resources in the field of education

The schools from Sombor that were surveyed (one comprehensive secondary school, one vocational school, the primary school from Gakovo and the School for Primary and Secondary Education) admit all children who fulfil legal requirements. Quality assessment in the field of Support for Pupils of the examined schools is high (3-4). In all schools, there is a program for the protection of children from abuse and neglect. All schools state that their documents explicitly indicate a commitment to social inclusion.

In terms of additional and extra classes, as a form of additional support for pupils, the schools in Sombor regularly have that kind of classes. Regarding extra classes, the situation in regular schools is not uniform – they are held regularly in some schools, in some cases occasionally, which indicates that work with the gifted is an area that can be developed further (the School for Primary and Secondary Education). The IEP is a mechanism that is applied for additional support to pupils, all three forms, although IEP3 in some schools has not been implemented, which again indicates insufficient support for gifted pupils.

In three of the four examined schools, there are classes in the minority language (Hungarian), which enables pupils to exercise the right to education in their mother tongue. Personal assistants are the most numerous in the School for Primary and Secondary Education, while in other schools there are few. No school has any pedagogical assistants.

In terms of teachers' competencies, the percentage of teachers evaluated as competent for teaching individualisation varies widely from school to school, based on the estimated number of interviewed staff – from 20% to 100%, indicating that this form of support for pupils should also be developed further. All schools had training sessions for inclusive and intercultural education, starting from 2 to as many as 10 training sessions, which included relatively high percentage of teachers (from 65% to 100%).

In two schools the measures to ensure the regularity of attending classes for children from marginalised groups are not recognised as special – only the School for Primary and Secondary Education and the School of Economics state some of the possible measures which do not surpass the usual legal obligations of the school. Activities for the admission of children from vulnerable groups are scarce, the activity named "open doors" is the only one listed. Programs such as preparing children for transition are not listed.

On the other hand, numerous programs in the area of intercultural education and inclusion of Roma have been reported; the experience of the School of Economics is especially broad. This would indicate that there are human resources in Sombor in the form of knowledge and expertise for intercultural education, which is important for the social inclusion of children from different cultures, but that further attention has to be paid to enhanced activities for preparing children from vulnerable groups for admission and transition.

None of the schools has architectural barriers that would prevent pupils and parents with disabilities from attending and visiting, based on the assessment of the interlocutors. Cooperation with the Interdepartmental Commission was assessed as excellent, except in the case of the Comprehensive Secondary School where it was assessed as satisfactory. None of the schools in the sample has special classes for children with disabilities, gifted children and children of migrants.

Resources in the field of health

The Health Centre has adapted to people with mobility impairment thanks to ramps, a lift, wheelchairs and the fact that there is a toilet on the ground floor of the building. In accordance with the size of the city, there is a developmental counselling service in the health centre with a paediatrician, and all other specialities are included as needed. There is support of a psychologist, physiotherapist, and a speech therapist. The listed services are also available in private practice (the number of physiotherapists is difficult to determine in Sombor due to its size) or through the work of citizens associations. It is a little surprising that a speech therapist, defectologist and physiotherapist are not available in preschool institutions or schools.

Resources in the fields of sports, culture and leisure

A large number of sports facilities is a significant resource in Sombor, especially since there is a substantial number of available facilities. The city has a judo and samba club "Backa" which has an inclusive approach, and the interdepartmental commission prescribes therapeutic swimming for children with disabilities which means that the pool is involved in the development of the inclusiveness of the society. In addition to these regular programs, there is a large number of projects in the field of sports that target children from vulnerable groups, and we can conclude that Sombor sports workers recognised their importance and made sure that children with disabilities and other children from vulnerable groups have available sports activities.

Cultural activities organised in the city for children with disabilities, which are mostly sporadic and on particular occasions, are mainly held by citizens associations. The existing playrooms are partially

architecturally adapted to children with disabilities, but there are no playrooms with specialised programs of inclusive nature.

9. Svrljig

Svrljig has 14,249 inhabitants with a very small population of children compared to other mapped cities (around 12%). The deviation is observed mostly in the population of school-age children, especially after the completion of primary school. Thus, out of 1,161 preschool children, the number of children is reduced to 732 children of primary school age who go to one primary school and then to 217 children of secondary school age who attend a secondary vocational school. There is one primary school for adult education. In Svrljig, there are 3 sports facilities and one cultural object. The hospital does not exist in Svrljig.

Public facilities are partially accessible to people with mobility impairment. The health centre has a ramp, but not lifts that would allow people to move within the building. The same situation is with the building of the municipal assembly, while the post office and the court are not adapted. The cultural institution is, however, entirely accessible to people with mobility impairment.

There is civic activism in Svrljig, but with a huge room for improvement. The most important is a specialised association for helping children with disabilities, and there is also a volunteer program that is also organized within a citizens association.

Other adjustments we have examined except for reserved parking lot for people with disabilities do not exist, but we must note that it is similar in other places of similar size, the resources of which we examined. In that sense, there are no pedestrian lanes for the visually impaired, no adapted public transport, while dropped kerbs on pavements can be found on several main streets in the town centre.

Resources in the field of social protection

The Municipality of Svrljig has the current Social Development Strategy for Svrljig municipality, where children and parents/caregivers/foster parents (families) are identified as target groups. Unfortunately, the Municipality does not have budget funds for the implementation of the Social Protection Development Strategy. The Municipality has a Decision on Social Protection. There is also a person dealing with social activities, but there are no people in charge of youth or Roma issues.

Apart from carrying out the work of a legal custodian and performing public authority tasks, the Centre for Social Work does not provide social protection services for children and families. The only provider of services listed in the questionnaire is the Association of Parents of Children with Disabilities, funded through a project from the local government budget, providing Home Assistance service for children with disabilities and their families. This Association is not a licensed service provider. There are NGOs in the municipality of Svrljig which have developed family support programs that are not part of services, but unfortunately, there are currently no projects that are being implemented.

Resources in the field of education

The data from the three examined institutions (one primary school, one secondary school and the preschool institution) indicate that all children are admitted in this municipality, while there was only one admission to a primary school which was postponed. The assessment of the quality of child support is relatively low in this municipality (only 2 in both of the assessed schools), although there is a declarative commitment to inclusion in institution documents. IEP is applied in all three surveyed institutions, most of it being IEP1.

The relatively low percentage of teachers who were evaluated as competent for the individualisation of teaching (25-30% in schools and 80% in the preschool institution) can explain the low grades on external evaluation of schools. Relatively little training was provided to the teachers in the field of inclusion and intercultural education (two sessions in the primary school – 40% of the teachers and in the preschool institution – 100% of teachers). Only the secondary school reported that the Child Protection Program had been adopted. There are no classes in minority languages, pedagogical assistants or personal assistants. No activity for admission of children from sensitive groups has been mentioned, while the regular activities of the school (work with parents, psychologist assistance) are listed as measures for the regularity of attending classes. The programs of support and social inclusion are indicated – more precisely the program of adaptation to the new school environment in the primary school (transition), and the preschool institution listed the extracurricular classes (acting, school of sports). Cooperation with IDC has been assessed as good; there are no special classes in any institution.

These data indicate that it is necessary to further strengthen the capacities of educational institutions for social inclusion and support for children from vulnerable groups in Svrljig municipality.

Resources in the field of health

Health resources are modest, in line with the size of the town. There is a health centre, partially accessible for people with mobility impairment, organized home care service and a physiotherapist, but without a psychologist, speech therapist and a defectologist. Private initiative in the necessary areas is also not significant, so the mapping records only one private service, again a physiotherapist. Services or the support of psychologists, defectologists or speech therapists are not organised through the school system, which gives a very poor picture of the resources in this area in Svrljig, considering the recorded number of children with developmental disabilities which is 18.

Resources in the fields of sports, culture and leisure

The existence of an association of citizens specialising in children with disabilities stands out in the resources in these areas which can be highly influenced by civic self-initiative. Thus, unlike health resources which are modest, having the size of the town in mind, resources in sports and culture are more developed than in other towns of similar size. Thus in Svrljig, there are as many as three sports facilities accessible to people with mobility impairment including one swimming pool, there is an inclusive playroom for children under 14 and several inclusive programs: literary events, children's shows, exhibitions, art workshops, and a creative writing school.

10. Valjevo

Valjevo is a city of 88,000 inhabitants, about 15,000 children, of whom 5,217 are of preschool age and 9,383 of school age. The number of children with developmental disorders is about 250. Children are involved in preschool education through the preschool institution and the kindergarten "Creative Workshop Pinocchio" founded by the Citizens Association "Guardian Angels". There are 15 primary schools in the city, attended by 5,000 children, while there are 4,300 children of secondary school age, 750 of whom attend the comprehensive secondary school, while the rest of the children attend one of the 5 vocational schools.

The number of large sports facilities in the city is 6, and there are 8 cultural institutions.

The availability of facilities and the adaptability of the city to people with mobility impairment or to the visually impaired are partial, as there are traffic lights and pedestrian lanes for the visually impaired only in the centre of the city, dropped kerbs in a slightly wider area, as well as reserved parking lots. There is no public transport for people with mobility impairment. The post office and the court are not adapted while the building of the municipality has an architectural barrier.

Civic activism is significant, and there is a large number of associations with volunteer programs. Equally active are professional and parental associations. Valjevo is the only city with associations dealing with a number of well-defined sensitive groups of children – the poor, Roma, children with disabilities. An interesting and important resource is the Association of Pedagogical Assistants.

The specificity of Valjevo is also reflected in the fact that there is a company for employment of people with disabilities, but we did not get the number of employed people.

Resources in the field of social policy

The city of Valjevo shows excellent willingness to develop policies for social inclusion in the domain of social protection of children. The Decision on Social Protection in the City of Valjevo was adopted, the Decision on the Greater Scope of the Rights of the Family with Children and the Financial Support for Encouraging the Birth of Children, then the Local Action Plan for Children, and the Local Action Plan for Roma Education. The strategy of integrating social policy in the City of Valjevo is in the process of development so that there is currently no social policy/social protection strategy. The municipality allocates budget funds for the implementation of documents, and children and parents/caregivers/foster parents (families) are recognised in municipal decisions.

Through the questionnaire, we learned that the City of Valjevo has a body that coordinates and harmonises various measures, programs and strategies in the area of social protection for children/family and that there is a person engaged in social activities. Valjevo has a post for a Youth Coordinator in the systematization of positions, but currently, there is no person in charge of it. There is a Coordinator for Roma Issues in Valjevo.

The local CSW provides the service of the Counselling Centre for Marriage and Family. The CSW, in addition to its core business, has a service to support children who are invisible in the system, who have developmental disabilities and live in rural areas. There is a service for the provision of local services within the CSW, and according to the information from the questionnaire, there are no residential institutions for children's accommodation in Valjevo. The CSW provides the services of the Counselling Centre for Families at Risk, which is financed from the budget funds.

Regarding local social protection service providers, there is a provider of daycare for children with disabilities – the "Our dreams" association, which is a licensed provider, and the funds for the service are provided from the budget. Also, there is a Personal Assistant Service provider through the "Cerebral and Child Paralysis Society", which is also funded by the budget. "Cerebral and Child Paralysis Society" provides its members with coupons for subsidised use of public transportation and offers the service of a personal assistant as a licensed provider. Parents express the need for a pedagogical assistant and require the provision of such a service as well.

Other resources include the "Invisible" project, an innovative program of providing health and social services to children with physical and other disabilities from rural areas. An important resource in social protection in Valjevo is the Association "Guardian Angels", which carries out projects of public interest financed by the City of Valjevo in the form of a parents' club. The association "Our Dreams", which has already been mentioned, is implementing the project Early Intervention for Children with Disabilities at Younger Age, counselling with families and parents.

Resources in the field of education

Eight schools were surveyed in the Municipality of Valjevo: five primaries, one secondary vocational school, one comprehensive school and one music school. Several schools have stated that they do not admit all children, which is understandable in the case of the music school, but clarification is needed in two primary schools. The Comprehensive School accepts pupils on the basis of the number of points and admission quotas but also approves admission to pupils for whom, according to a medical certificate, the comprehensive school is the most favourable environment. There was only one postponed admission for a pupil in one of the primary schools in the previous school year. All schools explicitly state in their documents that they are committed to social inclusion. The assessment of support to pupils varies from low (2 – the Primary School Braca Nedic), average (3, most other schools), to the highest grade (4) for the Music School, the Comprehensive School and the Primary School Andrea Savcic.

Additional classes are held regularly in all schools, based on the statements of the interviewed representatives of the institutions. Extra classes are also held regularly, except in some schools (there are no extra classes in Braca Nedic Primary School). IEP is applied in all schools except in the music and comprehensive schools, mainly IEP1, while the Primary School Andra Savcic has the highest number of IEP2. No pupils were registered in IEP3. This indicates the need for the municipality of Valjevo to develop sensitivity and competence to work with gifted pupils. Six schools state that there is a program for the protection of children from violence, while this program is not identified in the music school and the Primary School in Mionica.

None of the schools surveyed has any teaching in a minority language. There are 5 personal assistants in total, and we found them in four surveyed schools from the area of the municipality, while in the remaining four there were no assistants. There are only two pedagogical assistants in two schools. Only three schools mentioned activities for admission of children from vulnerable groups (engagement of pedagogical assistants, school inclusiveness, and promotional activities). There is the noticeable positive influence of a pedagogical assistant – where there is one, there is a greater commitment of the school to the admission of children from sensitive groups, which indicates the need for a more significant number of personal assistants involved.

Regarding the competencies of the teachers, it was estimated that 20% (the Economic School) was qualified for individualisation, up to 90% (the Primary School Andra Savcic). The number of training sessions for inclusion and intercultural education in the schools is very different: from only one training session in the Primary School Milos Markovic, to 10 training sessions in the Primary School Andra Savcic. The percentage of trained teachers ranges from 6% to 100% as estimated by the Comprehensive School.

Regarding attendance measures, the schools implement different strategies, which are mainly reflected in cooperation with parents and CSWs, family visits, engagement of a personal assistant. One school provides food, transportation and textbooks for children from vulnerable groups. Support and social inclusion projects include various projects in cooperation with citizen associations, activities related to monitoring pupil adaptation in transition periods, projects for individualised teaching, preventing dropouts and study visits to foreign countries.

There are still architectural barriers in three surveyed schools, but they do not exist in others. The cooperation with IDC has been evaluated differently by different schools, from 2 to 4. It is noted that there is a lack of defectologists needed by the local self-government, as well as of pedagogical assistants and personal assistants, which would be a recommendation for improvement. There is a specialised class for children with disabilities in the Primary School in Mionica, which can mean that it is necessary to work on the inclusiveness of this school, and there are special classes for gifted children in mathematics, philology and a bilingual class in the Comprehensive School.

Resources in the field of health

According to the size of the city, Valjevo has a development counselling service and a hospital. The Health Centre is accessible, and it has home care service. There is a paediatrician, defectologist, psychologist and a speech therapist in development counselling centre, while physiotherapeutic support is not available in primary health care but only in a secondary health care institution – a hospital. Support of speech therapists, psychologists, defectologists and psychiatrists is also available through the education system, through citizens associations and in the form of private practice.

Resources in the fields of sports, culture and leisure

The results mapped in these areas are modest. Practically, there are no facilities available and intended for children from vulnerable groups. Such a result is surprising especially in the field of culture given the tradition that this city has in this field. There is plenty of room for supporting sports

and cultural workers to improve the offer and increase the inclusiveness of the existing content. The problem is especially noticeable given the fact that there is an inclusive workshop for preschool children and that children of that age have already built capacities for participation in other programs aimed at older ones.

Annex

Questionnaire