



PRESCHOOL EDUCATION IN REPUBLIC OF SERBIA


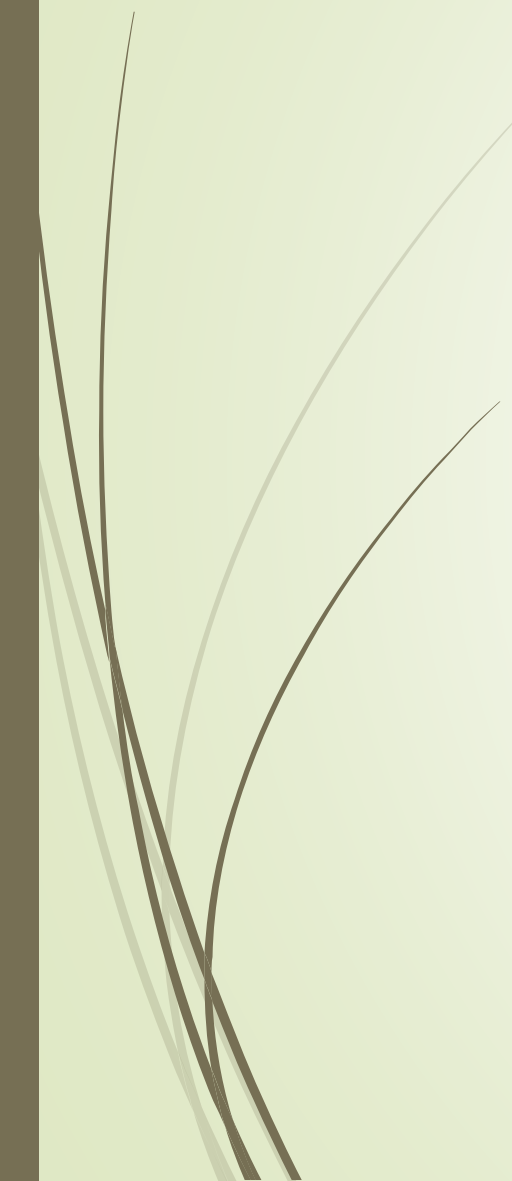
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Info on PE system

- First kindergarten open in 1843
- Preschool institution is established by local self government (LSG) or individual or legal entity
- In 2015: app. 160 state preschool institutions + 60 private PI within the system (all other forms are out of the MoESTD monitoring)
- State PI: Min 5 - Max 100 groups (big should divide)
the biggest PI: 38 objects, 8.000 children
- App. 250.000 children (app. 70.000 in PPP)

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- Integration of care, upbringing and education, including social protection and medical care
 - Under the system of education
 - Social/society care of children
 - Preschool education = Pls network
 - Education on minority language
 - Bilingual classes



Finance

- State PIs are financed by the LSG (salaries, maintenance, trainings)
- MoESTD cover teacher salary in obligatory PPP
- Parents pay, cost is subsidized for all children + based on LSG decision
- Children can attend PI free of charge in developmental groups and if family receive social financial assistance

Age	Organization	Program
▪6 months to 3 years	Daycare 9-12 hours	Basics of program, teacher plan
▪3 to 5.5 years	<ul style="list-style-type: none"> • Daycare 9-12 hours • Half day 6 hours • Special and specialized programs (2010)– short diversified programs (2010, 30% of PIs, IMPRES; UNICEF, Novak Đoković Foundation – 4hours/5days) 	Basics of program, teacher plan <ul style="list-style-type: none"> • Model A • Model B
▪PPP 5,5/6 to 6,5/7 years	PPP – daycare or 4 hours	Basics of program, teacher plan <ul style="list-style-type: none"> • Model A • Model B
Program for children in hospital		Basics of program, teacher plan

Age	Staff	Staff
▪6 months to 3 years	Medical nurses PT 2-3 (new profile)	4 years vocational secondary school
▪3 to 5.5 years	Preschool Teachers	High vocational, 2, 3y (10)
▪PPP 5,5/6 to 6,5/7 years	PPP – daycare or 4 hours	
Program for children in hospital	PT	Faculty, 4y (6)
Developmental groups	PT, defectologist	MA, specialist 5y



Advisors and Associates

- Advisors – team on the level of PI, number based on number of groups
 - ❑ Psychologist
 - ❑ Pedagogue
 - ❑ Speech therapist, defectologist (special educator)
 - ❑ Pedagogue for music, art, physical development
- Associates
 - ❑ Social worker
 - ❑ Pedagogical Assistant
 - ❑ Health prevention

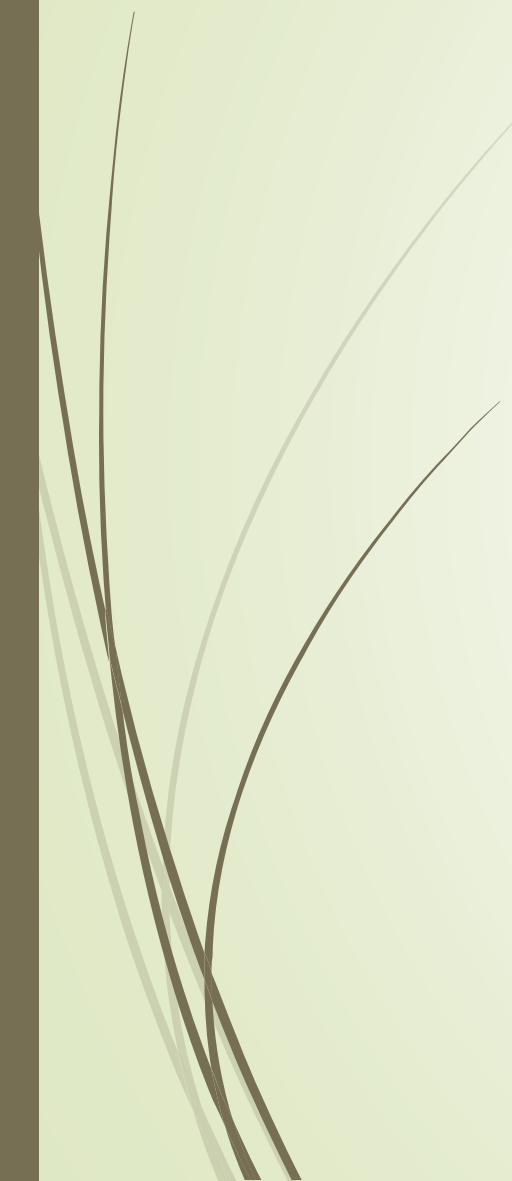


Challenges

- Instrumental role of PE: preparation for school to develop human capital, poverty reduction and social inclusion instrument. Values in strategy documents not clear (child rights or child as consumer)
- PE = system of PIs, uniform system
- Preservice education not related to strategy doc. – PT as reflective practitioners, development of diversified programs
- Lack of capacities, PIs network not fitting the needs
- Financial resources differ between LSG
- Discrimination with no consequences
- Lack of data
- Lack of knowledge on education on second language
- Bad conditions in small rural schools
- Quality depends on individual, inclusiveness on good will
- Salaries, social status
- Poor intersectoral cooperation



Quality and Inclusion

- ▶ Is inclusion quality indicator, inclusion was not introduced on the beginning of the reform
 - ▶ Self evaluation and external evaluation
 - ▶ PI developmental plan, inclusion indicators added later
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Measures

- ▶ PPP is mandatory one year before PS (5,5/6 – 6,5/7), free of charge min. 4hours x 9months (no transport, no snack), 2006, PRSP. PI or PS, bad conditions in rural schools, segregated classes near to settlements, not regularly attended. Enrollment in PE and 1st grade increased! Achievements in school better.
- ▶ Mainstreaming inclusion, Law on fundamentals of education system, 2009 – (Two tracks approach, with special schools)
- ▶ Pedagogical Assistants, 2009 (secondary education, mainly Roma, annual contract, system of 10 trainings with 36 credits, 10-30 in PI from 180) - introduced in 1997 within projects. In PIs paid by the LSG. Work in all PI objects, usually in PPP, with Roma and children with disabilities. Job description: support to children, teachers and parents
- ▶ Enrollment policy, affirmative measures (priority of disadvantage children, enrollment without personal documents), Bylaw on priority for enrollment, 2010



Measures

- Additional education, social and health support, intersectoral commissions needs assessment, recommendations, ISP, in PIs Individualization, IEP
- PI's team for inclusion, Team for prevention of violence
- Diversified programs for children not enrolled in PE and their families, by-law, 2010
- PIs staff ongoing training (accredited), mandatory peer learning, national support network for IE
- Equipment (assistive technology, IPA projects)
- Parent's participation (members of Pis bodies and teams)
- Regular attendance in PPP and PS is connected with financial support to families (mandatory education)
- Language program for children from minorities
- In MoESTD team for prevention of inclusion, Team for minority education, Team for social inclusion and ECDE

Impact on practice

- ❑ Increasing enrollment of children from marginalized groups
 - Children from 36 to 59 months, MICS 2014
 - General population 50% Roma from settlements 6%
 - MICS 2010 MICS 2015
 - General population INCREASED from 44% to 50%
 - Children from Roma settlements DECREASED from 8% to 6%
 - PPP
 - General 98% Roma from settlements 63% (46% from the poorest group)
- ❑ Developing the system of support for child and family in and out of PI
- ❑ Professional capacities increased



Reform process

- Ongoing education reform from 2003
- Lot of documents: strategies, laws, bylaws, directions...
- Lack of data, lack of researches
- Some improvements
- Lot of plans - Strategy of education development till 2020
 - Enrollment of 75% children one year before PPP (still not obligatory)
 - 100% enrollment in PPP
 - Moving PPP to PS to open space for younger children in PI