

Successful
examples of
**school
documentation**
in the field of education of
**migrants/
asylum seekers**



Republic of
Serbia



European Union Support
to Migration Management
in the Republic of Serbia



#EY
ЗА ТЕБЕ

The Republic of Serbia has become an example within the European educational environment in the field of education of migrants and asylum seekers through inclusive educational practice. Since 2017, educational and psychosocial support has been provided for migrant students in schools in the education and upbringing process.

While education is a basic human right, children of migrants and asylum seekers face obstacles in access to quality education through language barriers and ethnic differences, unresolved legal statuses, experiences of coming from war-torn countries, cumulative stress and trauma, and the need for social adaptation. Ministry of Education, Science and Technological Development has arranged this area by bringing *Professional Instruction for the Inclusion of Refugee/Asylum Seeking Students in the System of Education*¹, but also by improving the legal framework. So far, over 4,500 migrant students have successively passed through the education system. Applying the Professional Instruction, over 3,000 individual support plans for migrant students were developed, 115 support plans at the school level, over 10,000 additional hours of learning the Serbian language were held, peer learning support was provided, 500 books and textbooks were purchased, 650 sets of school supplies.

The Ministry of Education, Science and Technological Development provides support to schools where migrants are educated by securing grants, among other things, for the implementation of small grant activities under the European Commission program entitled Special Measures to Strengthen the Capacity of the Republic of Serbia to Respond to Effective Mixed Migration Flows – "Support to the migration management system in Serbia - Improving reception capacity, protection services and access to education". The implementing partner of the Ministry in this project is the International Organization for Migration (IOM).

¹The Law on the fundamentals of the education system ("Official Gazette of RS", No. 88/2017, 27/2018 - other law, 10/2019, 27/2018 - other law and 6/2020), Article 23, "Foreign citizen, stateless person and an applicant for citizenship, shall be enrolled in the institution referred to in Article 89 of this Law and shall exercise the right to education and upbringing under the same conditions and in the manner prescribed by law for citizens of the Republic of Serbia for children and students referred to in paragraph 1 of this Article, for expelled and displaced persons, refugees and migrants and children and students who have been returned to the country on the basis of a readmission agreement, who do not know the language in which educational work or certain programs are performed contents of importance for the continuation of education and upbringing, the institution organizes the learning of Serbian as a foreign language."

In the school year 2020-21, the education of migrant students has not deviated from the education of other students in our system, which is largely conditioned by the epidemiological situation (online and combined education). The coverage of primary education in the school year 2020-21, in the conditions of unstable epidemiological situation, was 85%, while in regular conditions, before the pandemic, the coverage ranged from 92-95% of the school-age migrant population. Schools and teachers are supported by mentors, advisors/external associates hired by the Ministry, who maintain regular communication with representatives of the Commissariat for Refugees and Migration.

The Ministry of Education, Science and Technological Development and the International Organization for Migration express their gratitude to all those who actively contribute to the education of migrants and asylum seekers. For this reason, three brochures were prepared: Brochure with examples of application of good practice of extracurricular activities from schools in the field of education of migrants/asylum seekers; Brochure with successful examples of school documentation in the field of education of migrants/asylum seekers (teaching scenario, action plan, school report for migrant students, etc.); Brochure with migrant students' schoolwork.

Brochure with successful examples of school documentation in the field of education of migrants/asylum seekers

(Teaching scenario, action plan, school report for migrant students, etc.)

The presented brochure is the result of the work of support teams (team for additional support to migrant students, peer team to support migrant students, several peer teams to support students with learning difficulties in other classes), as well as the presentation of the process of individualization of teaching. Within the regular preparation for teaching, teachers prepare contents and techniques that adapt to the needs and possibilities of students, and in this situation, to the combined model of teaching.

The brochure contains examples that can facilitate future work on strengthening the quality of education of migrants in the Republic of Serbia. We present good practice examples of schools that have created dictionaries of professional terminology, presentations on the topics of culture, language, countries from which the migrant students come. Examples of schoolwork emphasize the advantages of attending classes in schools, the participation of migrants in teaching activities, the positive impact of peer support, and also, examples of work in distance learning conditions have found their place. All these activities undertaken by schools additionally contributed to the active participation of migrant students in school life and work, improvement of their educational achievements, greater motivation, development of a sense of security, self-confidence and belonging, and thus contributed to a sustainable inclusion in the school community.

By entering our schools, the migrant students ' quality of life has improved, and our schools have become enriched by the experience and the emotional encounters brought by the children and their cultures.



Successful examples of school documentation in the field of education of migrants/asylum seekers

The professional instruction from 2017 prescribes the steps for including students in the teaching process. Most migrant students come from the war-affected countries of Afghanistan and Syria, but some left their countries due to economic circumstances, e.g. Ghana, Ethiopia, Cameroon, and many others. The first problem faced by everyone involved in the teaching process (both school staff and students) is the language barrier. Another issue was stress, again affecting all parties involved in the teaching process - students, school staff, but also parents and legal guardians. The inclusion of migrant students in the educational system and regular classes had a goal of developing general and interdisciplinary competencies in line with the students' capabilities through the realization of basic standards of education. In addition to this, many specific objectives, expressed through curricular competencies, have been identified.

- **Developing the ability to create and manage the learning process on your own**, where each individual selects content, notices and separates the essential from the irrelevant, emphasizing the idea and core of the content. This includes planning time, creating a work plan, and acquiring effective skills that identify and overcome difficulties that arise in the learning process.
- **Adoption of different types of communication** in the educational context where the non-verbal communication is overcome by using acquired knowledge of the Serbian language and different means of communication, and where verbal communication occupies the largest space in expressing oneself (thoughts, feelings, needs and desires), thus applying the educational context onto the private and the public ones.
- **Collection, assessment and use of data and information**, where students used knowledge and skills acquired in different subjects to present, read and interpret data using text, numbers, diagrams and

various audio-visual forms. They learned to distinguish information from relevant facts and data, and to interpret it correctly.

- **Knowledge and use of ICT** in teaching represented the knowledge of the basic characteristics of available information and communication technologies (ICT), and their application in everyday life, work and education. This knowledge was especially valuable during online classes in the pandemic.
- **Cooperation and constructive approach in group work**, where migrant students were engaged in problem solving and actively participated in school life. They learned how to participate in joint activities in a constructive, responsible and creative way, affirming the spirit of mutual respect, equality, solidarity and cooperation.
- **Developing a responsible attitude towards health, personal and general hygiene** meant developing awareness of all dimensions of health (physical, mental, social, emotional) and knowledge of factors that contribute to or threaten health, implying their agency on an individual, group or community. Health, health protection and healthy lifestyles are promoted.
- **Developing environmental awareness and a responsible attitude towards maintaining a healthy environment** implies understanding and developing the concept of a healthy and safe environment (water, air, land) for human life and readiness to actively engage in protecting and improving the quality of life in the community.
- **Developing the aesthetic dimension and free artistic expression**, which meant recognizing the interconnectedness of different forms and means of artistic expression, valuing the contribution of culture and art to the development of the human community; developing awareness of the interplay of culture, science, art, and technology. Recognition of one's own creative talent and free artistic expression.
- **Developing personal entrepreneurship and initiative** asks of students to express and represent ideas, identify and adequately present their abilities and skills ("strengths"), develop the ability to set adequate and realistic goals, assess and accept risks, plan and manage their resources (knowledge and skills, time, money, technology and other) and focus on achieving goals.

School-level activities for inclusion of migrant students

Before the inclusion of students, each school organized various activities according to the Professional Instruction, and in accordance with their needs.

■ Forming a TEAM to include migrant children in school or to hire an existing STIO team

It proved important for Team members to be members of collective that have completed training for migrant children inclusion or other employees that are enthusiastic, with developed empathy, responsible, open to cooperation and prepared to cope with new situations, connected and compromise-ready, support service members/PP team (psychologists, pedagogues, pedagogical assistants, special educators, etc.)

■ Preparing school staff and creating a positive climate for the inclusion of migrant children in school

The atmosphere among school staff largely determined the manner in which migrant children were involved in the work of the school. In order to prepare the school staff for work with migrant children, most schools organized:

- Teachers ' Council meetings where the staff were acquainted with the characteristics of children that were being integrated into the school system;
- Workshops for overcoming prejudices and accepting cultural differences, as well as trainings for overcoming immigration stress;
- Faculty meetings and mode harmonization;
- Gatherings and professional forums where school employees were introduced to the culture, art, but also the political circumstances of the migrant students ' countries of origin.

■ Assessment of the complete situation, which included several aspects:

1. Comprehensive recording of the situation in which the children find themselves, the conditions in which they find themselves, the needs and priorities that trigger rapid initiative;
2. Support currently provided by social services, the Commissariat for Refugees, health care institutions, the NGO sector, translators and volunteers;
3. Distance and possibility of providing transportation to school;
4. Availability of resources in the school, the possibility of their maximal utilization, flexibility of employees and organization of work in order to adapt to the needs of the target group;
5. Assessment of the possibility of continuous attendance.

■ Creating safe and undisturbed conditions for school work

Although it seems that the local community is not involved in the work of the schools and the inclusion of migrant students in the teaching process, this is not true. Thus, it was very important to prepare everyone for safe functioning in and out of school

- Local community representatives were interviewed and prepared for the arrival of migrant students.
- The Ministry of Internal Affairs was notified and school policemen were assigned.
- Individual assessment and profile development were also conducted.

School level support plan

According to the Professional Instruction for Integrating Migrant Students in the Educational Process, each school designed and prepared a School Support Plan for the inclusion of migrant students, i.e. school activities that include steps to monitor and evaluate work with migrant students. The school-level support plan contains:

- The period of adaptation - support measures and organization of educational work in the period of two weeks to two months (individual). During this period, it is necessary to plan: intensive learning of the language of the environment, measures to overcome stress, adapted and additional education;
- Inclusion in regular classes with individualization and differentiation;
- Involvement in extracurricular activities and peer support;
- Planned involvement of family/parents/other legal representatives;
- Cooperation with the Center for Social Work;
- Cooperation with civil society organizations working in the field of non-formal education (in order to achieve synergistic effects of support);
- Monitoring student progress.

ACTIVITIES	TIME DYNAMICS	ACTIVITY HOLDERS
Informing school students ' parents about the inclusion of migrant students (parent meeting, workshop, origin of migrant students customs and culture)	The beginning of September, or during the school year before the inclusion of pupils	School principal and staff
Organizing seminars and trainings for teachers on "Recognizing the symptoms of stress"	September	Class teachers, school pedagogue/ psychologist, school principal

ACTIVITIES	TIME DYNAMICS	ACTIVITY HOLDERS
Introducing students to the Charter of Children's Rights; Celebrating Children's Week	October	Class teachers, subject teachers, school pedagogue/ psychologist
Realization of workshops in the field of "School without violence"	November/ December	Class teachers, subject teachers, school pedagogue/ psychologist
Workshops for overcoming prejudices and stereotypes	During School Year	Teachers of civic education
Workshop for all parents of school students (within the parent meeting) on the topic of "Techniques for overcoming stress. Constructive response to stress"	January/ February	Class teachers, school pedagogue, teachers of civic education
Development of educational materials (websites, brochures, posters, presentations...)	During School Year	Students, class teachers, pedagogue/ psychologist, principal, team members
Sports competitions and the development of healthy lifestyles	March/April	Team members, physical and health education teachers

Example of a School support plan for student involvement

Adaptation period

During the adaptation period, personal data and information about students were collected from several sources.

- From the student (interview followed by filling in the PERSONAL CARD of the student);
- From the guardian, if the children are unaccompanied, i.e. parents and family members;
- From social workers who are an important link in data collection, because they are familiar with the circumstances in which the children find themselves.
- In exceptional situations, from the Commissariat for Refugees and Migration, the Police, volunteers and other services that are in direct contact with students.

PERSONAL INFORMATION ABOUT THE STUDENT		
Name and Surname	U. S.	
Date of Birth	23.12.2011.	
Country of origin	India	
Native language	Punjabi	
Data on previous education	Finished 3rd grade in India	
Foreign language used (level)	English – mid level	
Data on adults accompanying the student	Father	G. S.
	Mother	A. K.
	The rest	

Attending grade	4 COT
Notes on student development	There are no health problems, the development is orderly
Notes on previous educational achievements	He loves mathematics the most, writes numbers in Arabic numerals, block and cursive Latin letters
In which extracurricular activities does the student want to be involved	Sport, mathematics
Class elder	B. A.
Other teachers and associates involved in working with the student	B. H, C. M, Z. B, A. H
Teacher 's observations (shoe number, food preferences, life habit specificities)	

COMPLETED WITH THE HELP OF TRANSLATOR : V. K

During the adaptation period, most schools opted for intensive Serbian language learning workshops. The biggest challenge in the process of including migrant students in the system is the language barrier. Through intensive language learning, the barrier is reduced and allows students to fit into the teaching process faster, easier and better.

■ To learn, tell me what I learn

• Dictionary

While learning new Serbian words, a bilingual dictionary is formed. In the first column, the word is written in English, in the second in Serbian Cyrillic, and in the third a picture that associated with the term (if not abstract). Children copy words and use them in class so that they slowly, but surely progress in communication, and strengthen their vocabulary.

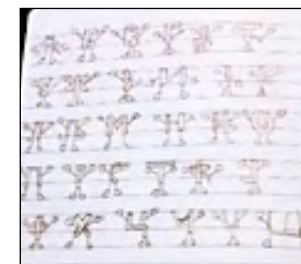
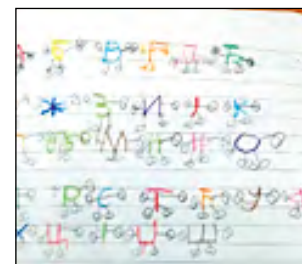
• Choice of topics

At the beginning of each class, students are offered several topics prepared in advance, and asked what they would like to learn first. Because students choose between several topics, they are more motivated to get involved in classes and work actively.

I like	Ја волим	
I do not like	Ја не волим	
to eat	да једем	

• When letters and numbers come alive

One of the good ways to develop graphomotor skills, especially for students in the first educational cycle, is "animating the letters". In this way, students learn letters and numbers through play, but also develop graphomotor skills.



With the aim of developing graphomotorics, many stereotype and prejudice-breaking activities have that are realized in teaching and extracurricular activities are being designed.

All these activities are simultaneously aimed at developing tolerance, cooperation and respect for diversity, breaking stereotypes and prejudices.

Organization of the teaching process

When migrant students were included in the school, some schools reorganized their existing schedule. Classes followed the school calendar, but the organization of classes was adjusted in order to create adequate conditions for the inclusion of migrant children in the educational process.

The expert instruction for the inclusion of refugee students/asylum seekers in the education system prescribes the adoption of a Student Support Plan. This plan determines the class the student will be enrolled in, and contains a program of adaptation and overcoming stress, a program of intensive learning of the language of the environment, individualization and involvement in extracurricular activities.

Student support plan

A.P. 10 Years Iran, Grade 4 Activity plan for the period September 2020 – December 2020.		
Subject/field: Learning competence	Goal (expected change): WITH THE HELP OF TEACHERS AND COOPERATING WITH OTHERS, HE ACQUIRES NEW KNOWLEDGE	
Acquiring knowledge through various sources	Searches for pictures, pastes them, colors, draws, transcribes, redraws, compares - and concludes - does notebook tasks	Serbian language, mathematics, nature and society, art
Subject/field: Communication	Goal (expected change): The goal is to learn block letters in Latin alphabet, write and read simple words in Serbian and English	
WHAT we do with the child/student	HOW we work	Frequency and duration
Learning block letters in Latin alphabet	Monographic method of word processing with the use of textbook Letter to Letter, posters, custom leaflets, pictures, videos on YouTube, educational materials on the Internet	Serbian language classes
Subject/field: Working with data and information	Goal (expected change): WORKS WITH NUMBERS Knows arithmetic operations of addition and subtraction and applies them in numerical tasks with numbers up to 1000 Equations with one unknown Combined arithmetic operations INTERNET SEARCH	

WHAT we do with the child/student	How we work	Frequency and duration
Addition and subtraction of three-digit numbers orally or in writing, solving equations with addition and subtraction	Use of textbooks or workbooks (digital assignments), worksheets, YouTube, educational materials on the Internet	September – December
Subject/field: Aesthetic competence	Goal (expected change): FREE ARTISTIC EXPRESSION	
Developing their own creative abilities in all artistic fields	Recognizes and uses various art materials Responds to the set topics with artistic expression Sings children 's songs, understands the concept of beat	September – December Arts Music
Subject/Field: Responsible attitude towards the environment	Goal (expected change): UNDERSTANDS AND DEVELOPS THE CONCEPT OF A HEALTHY AND SAFE ENVIRONMENT	
Understands the importance of a healthy and safe environment, and strives to preserve it	Drawing, conversation, textbooks, immediate environment, learning the rules of sports games, exercises for the development of gross motor skills (100 meters running,, jump rope..)	Physical Education

Subject/Field: Responsible relation to health		Goal (expected change): KNOWS THE WAYS OF MAINTAINING PERSONAL, AND THE HYGIENE OF THE SPACE	
Understanding the importance and manner of maintaining personal and space hygiene		Conversation, presentations, drawing on the topic of hygiene, making posters, maintaining the hygiene of your space...	September – December
Subject/Field: Cooperation		Goal (expected change): ACTIVELY PARTICIPATES IN THE WORK OF THE GROUP, RESPECTS OTHER MEMBERS OF THE GROUP	
Empowerment for active participation in group work - emphasizing one 's opinion and respecting other people 's opinions, fulfilling tasks together, concluding ...		Finding information, comparing, discussing, drawing conclusions, drawing, respecting other people's opinions and emphasizing one's own	September – December
Date of production 18.9.2020.	PP Team members: B.A., A.H., O.S.	Coordinator/person responsible for the implementation: V.K.	School Report: 18.12.2020.

■ Inclusion in the group (class)

After a two-week adaptation period, students were included in the regular teaching process. Preparations for the inclusion of migrant students in classes required preparations on both sides (both class students and migrant students) for easier, better and more purposeful functioning of the teaching process. Here, it is important to emphasize the work of the class regarding cultural differences, acceptance of differences and rejection of prejudices. It was important to "break" prejudices adopted in the family, by the media, or acquired in everyday life in order to create a positive climate in class. On the other hand, it was important to highlight cultural differences to migrant children who included in the teaching process, to acquaint them with the rules of behavior at school and to prepare them for better coping in the group they will become a part of.



Workshops for overcoming stress and overcoming prejudice

Workshops in educational institutions are one of the most common activities within the educational system, and are adapted to the age and needs of students. Below are examples of some of the workshops.

1. "Same and different"

Students use pieces of paper to write down their characteristics/games they like/favorite cartoons/favorite colors... which, in their opinion, are unique. The teacher makes a unique table where he/she classifies students based on the same characteristics and other parameters that are offered in the questionnaire.

Outcome: Students are connected by interests, not just success in school. Through this game, we get to know each other better, we see not only how similar and different we are, but also that differences enrich the group.

2. "How others see me"

The students are divided into pairs consisting of a migrant student and a domestic student.

Students sit across from each other, carefully observing and drawing each other. The task is to notice the similarities and differences and show them through the drawing.

This workshop achieves respect for diversity, developing a sense of belonging and equality in school, and strengthens peer help, friendship and camaraderie.

3. "Teach me a language"

The students are divided into pairs, but they choose their own partner. Migrant students/asylum seekers describe their friends in their own language.

In this way, students from Serbia learn the language of their friends, migrant students, discover other cultures and customs, develop tolerance towards other cultures, and the workshop itself brings a cheerful mood.

4. "Considering the consequences of stereotypes between 'male and female ' sports games'"

The task in this workshop is to learn what are prejudices and stereotypes, and how they affect our behavior. Individuals and groups are often discriminated against because of stereotypes and prejudices. Every society has formed stereotypes about how men should behave and how women should behave, all because of the existing and culturally assigned roles. Since the family is where children learn most, parents often, consciously or unconsciously, influence the formation of stereotypes in children. That is why it is important to discuss this topic, and the inclusion of migrants and asylum seekers with their experiences in our schools can be of help to us.

During this workshop, students receive a text in which a girl wants to join boys in playing basketball. The reactions of the children are as follows: someone is against, because she is a girl, and someone supports her. Then they get a continuation of the text in which the boys accept the girl into the basketball team, but briefly, so that she can show her basketball skills. Upon entering the game, the girl scores, and each subsequent attack goes well. After that, the boys are thrilled with her game and express a desire for her to continue playing basketball with them.

A discussion on the text follows.

Questions that can stimulate discussion are: How did the girl feel when the boys did not allow her to play? Which of her rights are threatened? Did they know how she plays basketball? Why did the boys change their minds after her game?

Outcome: The discussion influenced a change of opinion about established stereotypes and prejudices about the abilities of men and women.

5. Interactive game "Try to cope" - a game where participants wear bandages (over the eyes, legs and arms...) and face minimal obstacles that they need to overcome "without using their limbs", thus finding themselves for a minute in the position of people with disabilities and the problems they face on daily basis. This game is very useful if we want to encourage students to work on awareness and then overcome prejudices against people with disabilities.

6. "Measuring with a moving scale"

Even today, many people (although less over time) think that women are not capable or qualified to work in mechanical engineering and areas related to mechanical engineering. At the beginning, boys should give examples of jobs and activities that they believe girls cannot do. Girls, on the other hand, cite examples that illustrate women's capability of doing the so-called "men's jobs", thus emphasizing their equality.



Differentiation and individualization of content for migrant students

At the end of the adaptation period, migrant students/asylum seekers are integrated in the class. When joining the classes, the students' growth, prior knowledge, skills and abilities are taken into account. Regardless of that, the language barrier still exists, so the classes are adjusted to each student's possibilities.

■ Planning classes in new conditions

The existing curriculum is monitored in regular classes with the adjustment of methods, means and forms of class work. The application of individualization is supported by professional associates and a translator if the situation permits. The manner and schedule of seating and the availability of content and information were taken into account. Special attention was paid to the use of capacities and time on both target groups (migrants and other students), and constant work was done on leveling the initial learning bases between the groups, which in the end of a certain phase, resulted in a more homogeneous group that can follow classes more easily.

■ Conducting classes

There were no big deviations in regular classes if the teachers were well prepared. For each lesson, it was necessary to prepare materials (specially adapted worksheets, tasks of higher levels of complexity and other didactic materials that enable individualization) which were intended for migrant students, but also enabled the smooth operation of the class. This is where the creativity of teachers and coping in new situations came to the fore. In senior grades, assigning a mentor student to a migrant student showed as positive. Mentor students are in charge of their migrant friends, they provide assistance and translation, if necessary, they help with the rules of the class and mastering the curriculum. Simultaneously, they share with the

class the experiences and knowledge of migrant students in these areas. This strengthens peer cooperation, does not interfere with classes, and has a positive impact on both the mentor student and the migrant student, as well as the entire class.

The requirements for the classes were:

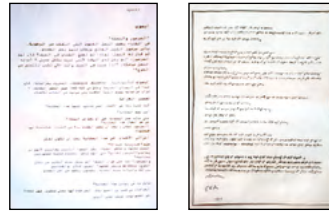
- Combination of methods,
- Application of all forms of work,
- Application of innovative technologies,
- Individualization and differentiation,
- Simultaneous translation,
- Interaction,
- Multilingual teaching aids,
- Assisting and supporting individual students.

Examples

Be the cricket or the ant

AESOP, "The Cricket and the Ant"

During the wintertime, an ant was living off the grain that he had stored up for himself during the summer. The cricket came to the ant and asked him to share some of his grain. The ant said to the cricket, 'And what were you doing all summer long, since you weren't gathering grain to eat?' The cricket replied, 'Because I was busy singing I didn't have time for the harvest.' The ant laughed at the cricket's reply, and hid his heaps of grain deeper in the ground. 'Since you sang like a fool in the summer,' said the ant, 'you better be prepared to dance the winter away!'



Additional materials are also used - a cartoon that accompanies the text of the fable, therefore the curriculum was brought to students with audio-visual materials as well. Numerous materials do not require a great knowledge of the language are used, which enables students to develop aesthetic values and skills.

Comic book store



Decorate me, paint me



For the students of the second educational cycle, customized programs were made that enabled the achievement of the goals planned for a certain subject.

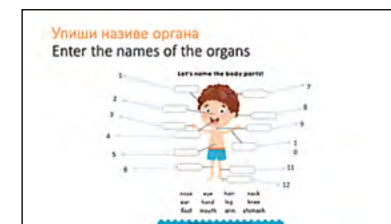
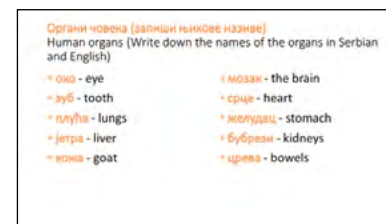
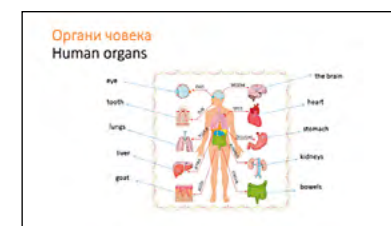
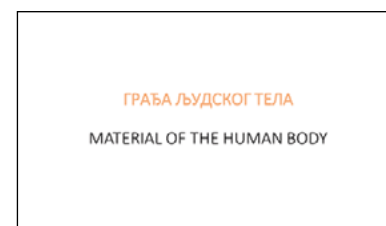


Types of adaptation of subject teaching to migrant students

Предмет: Хемија	Objective (expected change): the student acquires knowledge on the basic terms used in the laboratory, the properties of substances, the basic chemical symbols (hydrogen, oxygen, sulfur, nitrogen). Duration: during the school year		
Steps/Activity	Implementers	Frequency and duration	Outcome/ expected change and how it will be assessed
1. Identification of laboratory equipment	Chemistry teacher, peers, team member, volunteer, translator	During the school year	When the utensil is shown to him/her, the student identifies it
2. Properties of substances	Chemistry teacher, peers, team member, volunteer, translator	During the school year	When the student is shown a substance (salt, water), the student knows how to describe it
3. Chemical symbols	Chemistry teacher, peers, team member, volunteer, translator	During the school year	The student is able to write chemical symbols (hydrogen, nitrogen, sulfur, oxygen)

Subject: Biology	The student recognizes different plant and animal species, copies notes from the school board, knows which organ systems exist in the human body as well as their roles
Identification of flora and fauna	The student receives pictures of different plant and animal species and, with the help of the teacher or a deskmate, names and sorts them
Copying from the board	The student copies the sentences from the board into a notebook.
Introduction to organ systems in the human body	The student receives pictures of the human body in which different organ systems are presented. With the help of the teacher, the student names each organ system and talks about its role in the body

Do we know each other? My body and I



Subject: Physics	The student is familiar with the subject of study in physics classes, takes notes from the board in a notebook, knows how to introduce him/herself, knows how to express his/her needs.	
SI system - International system of measures and units of measurement	The student copies into a notebook the table of SI systems with basic physical quantities and their units of measurement	2 weeks
Criteria and measuring instruments	The student is introduced to basic measuring instruments, such as a ruler, a measuring tape, a stopwatch, a measuring cup and a scale; The student measures certain physical quantities with the help of a meter and records the results of the measurements	During the first semester
Converting units of measurement	The student converts the units of measurement for length and time	During the first semester

Examples of classes

■ Eruption of knowledge

We started the class with a short video (2.5 minutes) in English about what a volcano is. Video is a good tool for teaching, because it shows, in basic outlines and through animation, what volcanoes are and how they form.

Following the video is a presentation on what are the parts of a volcano, what kind of eruptions exist and where they most occur (Pacific Fire Belt).

The most important volcanoes in Asia, America and Europe were presented, followed by a worksheet (prepared by the teacher) and used to repeat what was learned.



The second part of the class was organized in the form of a workshop called Making a Volcano. Specifically, this workshop was realized in the reception center where migrants are accommodated, so the teachers carry the materials needed for the workshop with them. The materials are clay, soda, red paint and vinegar (diluted). The children that participated in the workshop first formed a volcanic cup with an opening, added other ingredients and thus caused a reaction reminiscent of a volcanic eruption. Finally, we watched another video. With the use of different techniques, the workshop gained momentum, a real little experiment was done together with the children, and the students enjoyed themselves while they worked. At the same time, they learned to be careful and patient in the experiment.

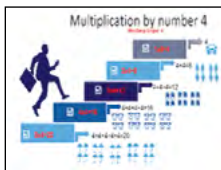


■ When the numbers match – BINGO

The class started with a light introduction to the multiplication table with number 2, then 3, 4 and 5. The students were given multiplication table bookmarks with numbers from 1 to 10, and each student received two, one to use in the classroom, and the other to take home and study. Each bookmarker is distinctive, because they have students' names written on them. A few tasks follow to revise what has been learned, and then the



game BINGO. BINGO cards with numbers (the products of multiplication table numbers) were prepared in advance, then tasks followed, e.g. 3×5 and the student that gets the product of 15 circles the number on the card. This way of working is dynamic and fun, all students try to count quickly, look for solutions on the bookmarker and complete the BINGO cards with the goal of winning.



This was followed by an introduction to the measurement. The students used a ruler to measure a notebook, tablet, finger, bookmarker... and read. Then they got acquainted with the measuring units for length: mm, cm, dm, m, km. This was followed by conversion tasks that the students solved with the teacher, and then worked in three groups, i.e. three pairs.

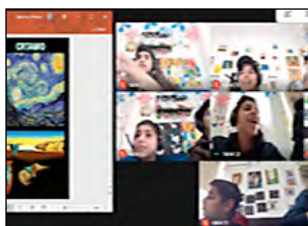


The class ended with real mathematics, calculating the volume and area on simple examples. Thus, the students connected the learning of the multiplication table up to number 5 with practical things.

Regardless of the challenges brought by the pandemic and the organization of distance learning, art has not been forgotten either.

■ Become an artist

This class is dedicated to art and the development of students' aesthetic competencies, primarily art and music, and supporting and discovering talents among students through artwork and calligraphy. After introductory greetings and relaxation in good atmosphere, students get acquainted with the goal of the class, artistic and musical knowledge and skills that they will develop and improve. Through the presentation, the students were introduced to the world's most famous painters and their most significant paintings, from Leonardo da Vinci to Gustav Klimt



(8 painters). With the help of the teacher, the students noticed the details, colors and lines in the pictures and gave comments and impressions. This was followed by a 20-minute creative work. Students were given the task to

draw one of the presented paintings of Picasso, Klimt or Van Gogh, or some details from the paintings. This task is interesting and inspiring for students. While doing their works, classical music, from Mozart to Maurice Ravel and their most famous compositions (6 composers), are played. After finishing and choosing the best work, we re-browse the music and composers we listened to through the presentation.

The final part is dedicated to calligraphic writing. The teacher writes the names on the cards for the students, and then they write according to the same pattern, or devise their own way of writing beautifully.

Extracurricular activities

Extracurricular activities that are an important part of every teaching process have not been forgotten either.

1. Making posters as a product of the project: "A Guide Through my Town"

The activity was organized as a workshop. Students are divided into groups and based on the tasks they were previously given, they brought different materials for the poster (printed pictures, different information about the place, newspaper articles, student drawings, etc.).

Cross-curricular competences: competence for learning, communication, work with data and information, digital competence, problem solving, aesthetic competence, cooperation.

2. Holidays and customs

Participants in this activity are migrant children, class students, teacher, subject teachers, translator.

Students acquire new knowledge about holidays, traditions and customs, distinguish holidays and their



characteristics, develop awareness of the importance of tradition and respect for customs for the culture of a nation. First, it was explained to the students that a custom is an established way of behaving for a certain holiday. It is a form of behavior passed down by tradition that is respected by the people. Some customs are associated only with one nation, but there are those that are respected and performed around the world. Tradition, on the other hand, implies the transmission of customs from generation to generation. Students exchange knowledge and experiences with migrant students, the customs and traditions of their people, their countries, their families. They listen, learn and sing the "Birthday song", as well as the "Santa Claus" song if this activity is done before the New Year. After that, they receive New Year 's greeting cards that are colored, and on the back, New Year 's wishes can be written to a friend or a deskmate. In the computer room,, students print pictures of holidays, holiday celebrations or customs from their environment for the school board.



Competences: Communicative competence, learning competence, digital competence, problem-solving competence, cooperation, aesthetic competence, competence for responsible participation in a democratic society

Correlation: Music culture, civic education, religious education, art, Serbian language, IT

3. Role play

This activity is a presentation of a possible conflict situation in the classroom between a class teacher and a student through role play. Two students are given an assignments for their roles on paper.

While they are preparing, the class is divided into four groups, with two having the same task. They are given instructions on what to observe, imagine themselves in the given situation and their reactions, and to offer a solution to get out of the conflict situation. The first group represents the student, and the second the class teacher. In addition to verbal communication, students also use non-verbal communication.

4. Art workshops on the topic of "Seasons"

For this activity we use materials: collage, colored hammer paper, thicker paper. We make wood first. We use a colored hammer paper for each season, on which we make a tree with a collage that looks like a certain season (autumn, winter, spring, summer).

Students answer the question: What does each season bring us? We craft the answers so that they represent a certain season:

- Fruit basket (autumn)
- Flowers (spring)
- Snowflakes (winter)
- Fan (summer)

The next part of the activity is dedicated to making invitations for the exhibition of students' works.

The purpose of this workshop was to develop an aesthetic dimension and free artistic expression, group cooperation and active participation in school life, and communication skills. Socializing and working with peers is relaxing, the end of the activity brings satisfaction and joy of presenting your work to peers and teachers, it enriches the vocabulary and makes communication with peers and teachers easier.

5. Light phenomena

For the unit Light Refraction and Refractive Index, simulations from the website phet.colorado.edu/en/simulations/category can be used so that the students can understand this natural phenomenon more easily, and that the lesson would be more interesting. After a short explanation of when light refraction occurs and what the refractive index is, it is left to the students to discover how this simulation is performed and what the certain tools are used for. Students love working on the computer which encourages them to explore, so this part of the class is very interesting. The teacher is present as support. In further work, based on the obtained data, students are given the task to calculate the refractive indexes for unknown optical media A and B.

In this class, two interdisciplinary competencies are being developed: working with data and information and digital competencies.

Classes for migrant students in reception centers and asylum centers

Socializing and teaching activities are also organized in reception and asylum centers where migrant students/asylum seekers are accommodated.

Different workshops were organized for students:

- adaptive, in which children play "old" games: hopscotch, marbles, hot - cold, Kaladont;
- making and flying kites;
- origami;
- Creatives;
- Little mathematicians;
- Wiseacres;
- workshops about the Republic of Serbia;
- Who am I?;
- Farm or zoo;
- optical illusions,
- men 's haircuts and many others.

In the **Creative workshop**, by working together and sharing activities, migrant students had the task of making a house out of cardboard. The task was to cover the cardboard model of the house with colored bricks. The students had to agree on the color they would use when making the model of the house, as well as the roof of the model. The students were extremely interested in this workshop and made a very beautiful model of the house, which will be a decoration of the Children 's Club space in the reception center they are staying in.

In the **Little Mathematicians** workshop, students are given tasks to add and subtract numbers up to 20 with the help of didactic tools. The students had the task to calculate the sum or the difference of numbers and to paint the picture according to the given requirements. During the workshop, modest prior knowledge of the students was noticed, the result of life circumstances migrant students have been in for a long period of time, but also a very high level of motivation for further learning and progress.



During the **Wiseacre** workshop, migrant students had the task of placing 81 magnets with countries of the world printed on them on a large magnetic board. With the help of colors, they found continents. One of the tasks was to find Syria, that is, the country from which they came and Serbia, the country in which they are now. Russia was extremely interesting to them. With the help of this World Atlas, they discovered continents, countries of the world and their capitals. They got to know their nature, flora and fauna and history. Students are very active during this workshop, and the topic itself is very interesting.

Workshops presenting the Republic of Serbia was to migrant students on hammer paper through a geographical map, letter, flag, folk costume, traditional food, cultural institutions and sights of a city were also welcomed. The capital of the Republic of Serbia, the capital of Vojvodina, as well as the city in which the students were located at the moment – Sombor – were presented. They were also introduced to the School. After our presentation, migrant children/asylum seekers were tasked to present the country they come from in a similar way on hammer paper. After making the panels, they started painting the material. They made airplanes out of colorful paper, a basketball basket where they threw colorful balls, also made out of paper. Migrant students/asylum seekers, originally from Syria, showed interest and were very cooperative during the workshop. They also had a nice and friendly relationship with their peers from the School.

Who am I?

The workshop goes like this: They only have 1 minute (using an hourglass) to ask as many questions as possible in order to come up with an answer to the question "Who am I?". The questions are asked so that the answer can only be yes or no. Examples of questions:

- "Am I a living being?"
- "Am I an object?"
- "Am I an animal?"
- "Am I fruit?"
- "Am I edible?"

Workshop participants need to find out if they are cosmonauts, a banana, a phone or an elephant, for example - whoever hits more characters and collects more chips is the winner.

In order to explain the game to migrant students, the help of an interpreter was needed, who explained the game to the students in their mother tongue. When the students understood the game, they were active and the game was interesting to them.

Farm or Zoo

Students have the task to cut out cards showing the animals and place them in the "farm" or in the "zoo" categories, and then name the animals in their mother tongue, English and Serbian. Migrant students are familiar with the fact that animals from different parts of the world are housed in zoos. Modern zoos are arranged in such a way that each animal has approximately as much space as they have in their natural habitat, although mostly much smaller: otters have a swimming pool and several rotten stumps into which it can crawl, monkeys have trees they can climb, bears have an artificial cave, birds have plenty of room to fly, zebras have plenty of room to run. By learning through play and making a model of the zoo, students learned more about animals and their needs. The workshop, which is set up as a game, is very interesting for the students and they are happy to participate.

Workshop: Optical illusions within the project STEM Classroom of Tolerance

The activities of the workshop on optical illusions were realized with school-age migrant children in the Reception Center in Sombor. Since the migrant children currently speak neither Serbian nor English, the chosen activities required no language knowledge. Using pictures, the concept of various optical illusions was presented to the migrant students, and together with teachers, they were engaged in various activities, observing the objects. The students cooperated nicely during the workshop, were interested and participated in all activities. In the end, the participants of the workshop were given board games in order to spend their time usefully in the reception center.



Workshop: **Men's haircuts**. After a short video about men's haircuts, the teacher briefly explained the tools and accessories used and the sequence patterns in the haircutting process. After agreeing with the model on the hairstyle, the students moved on to practical work. Practical work consisted of haircuts made with scissors and combs, hair trimmers with different attachments, blow drying, disinfection of accessories and tools.



With some jitters and obvious satisfaction, the students participated in the work. A young man, who is self-taught and already had experience in haircutting, was especially interested, but he listened to and applied the instructions and corrections of our teacher carefully.

After hanging out, they were left with pieces of hairdressing accessories and beautiful feelings.

Monitoring student achievement

During the course, students' achievements were monitored, while interdisciplinary competencies were evaluated using the Evolution Sheet. The following is an example of monitoring students' interdisciplinary competencies. This way of monitoring enables continuous evaluation of students' achievements, and does not take much time.

Cross-curricular competencies - Evaluation sheet

Name and surname of the student: M. A. S. III ₂ Teacher: B. S.					
Competence Measured	Outcomes Measured	Beginner Level	Intermediate Level	Advanced Level	Note
Learning competence	Positive and responsible attitude towards learning.		+		Communicates in elementary Serbian language; Understands instructions and follows class work; Interested in mathematics
	Uses different sources of information and has a critical attitude towards them.	+			
	Motivated and able to independently plan, organize and implement learning.	+			
	Separates the important from the irrelevant.		+		
	Applies appropriate ways of learning, in accordance with the content, goals and interests.			+	
	Independently or in cooperation with others, researches and connects new knowledge	+			
Communication	Nonverbal communication: manifests needs.			+	Learned to present in Serbian, knows and uses basic greetings and partially understands conversation at school; Respects interlocutors.
	Non-verbal communication: expresses feelings.		+		
	Verbal communication in English.	+			
	Verbal communication - can clearly express needs and feelings.		+		
	Respects interlocutors, and expresses opinions and views in a constructive way.		+		

Cooperation in the group and active participation in school life	Accepted by the class.			+	Accepted by peers; Performs joint activities responsibly and conscientiously; Respects order in the school.
	Respects other members of the group, and vice versa			+	
	Respects the authority of teachers and norms of behavior in school.			+	
	Actively participates in class work or pair work.		+		
	Performs joint activities responsibly and conscientiously.			+	
Responsible attitude towards health, personal and general hygiene	Knows and applies personal hygiene maintenance.			+	Has a responsible attitude towards health, personal and general hygiene.
	Takes care of space hygiene.			+	
	Nurtures and develops healthy lifestyles.			+	
	Recognizes safety and health risks.		+		
Problem solving	Predicts and avoids dangerous situations			+	In cooperation with a peer/ teacher reviews the way of solving the problem.
	Recognizes the problem, breaks it down into parts and notices the connections between those parts (within a school subject).			+	
	Solves the problem according to the learned strategy by applying the knowledge and skills processed in the given class.			+	
	Independently or in cooperation with a peer/ teacher reviews the way to solve the problem.	+			
	Presents and discusses the achieved work results.	+			
	Uses acquired skills and knowledge in new situations.			+	
Aesthetic dimension	Freely expresses artistically.	+			Has a positive attitude towards own culture and the culture of other communities.
	Positive attitude towards one's own and the culture of other communities.			+	
	Openness to new artistic creations and their respect.	+			

Working with data and information	Distinguishes information from facts.	+			Mastered the processed forms of addition, subtraction, multiplication and division up to 1000; Learned to work with units of length, volume, mass, time); Seeks help with text tasks.
	Works with numbers and units of measurement.			+	
	Works with charts and diagrams.			+	
	Works on text.				
Digital competence	Knows and applies IT tools (computer, internet)				There are no digital classes at school.
	Recognizes the benefits, risks and dangers of the Internet.				
	Successfully searches for information.				
	Assesses the relevance and reliability of information				

For students who attended classes online and did not come to school, teachers filled out similar tracking tables that were shared with school team coordinators. Data on student progress were available at all times to school staff who were able to monitor and evaluate student work.

School reports and accompanying pedagogical documentation were prepared for each student, if possible School report is a document on student's achievements. It lists bilingually the areas, knowledge and skills that a student has adopted and mastered during the class. It shows what a student has learned and the level they have reached. The school report is a very important document, especially for students who continue their education in one of the European countries.

School Report

School Report

Report on the inclusion of migrant students in the educational process from September 1, 2020. till . March 2021.

School: elementary/secondary, name:

Elementary school "Sremski front"

School year: 2020/2021.

Седиште: Šid

State: Serbia

Educational status until coming to Serbia (went to school; education in the family, school, completed classes ...)

He finished first grade at elementary school - "Filip Višnjić" in Morović, and second grade at elementary school "Sremski front" in Šid.

Name and surname: S. E. K. Third grade Mother language: farsi		
General (Cross-Curricular Skills)	Comments and recommendations	Level Achieved
Communication	He expresses his needs and feelings non-verbally. He respects the person he is speaking to and responds adequately, non-verbally. Verbal communication with help of translator. He understands Serbian language partly, but doesn't speak it. He is sociable, willingly participating in all group activities. He knows and uses modern communication technologies.	Intermediate level
Knowledge and use of languages: 1. Serbian language	He understands non-verbal instructions (drawings on the blackboard, body language, pantomime) . He understands verbal instructions in Serbian and English language partly. He rewrites texts using Cyrillic and Latin block letters. He is motivated for learning.	Initial level
Knowledge and use of languages: 2. English language	The student learned the words related to classroom items, he can introduce himself, state his age and where he is from , the members of his family, he count to 10, knows basic colors, animal names, months of the year and seasons, rooms in a house and furniture, flora and fauna, food, he can write food names and read the menu in the restaurant and stories with illustrations of children's lives.	Initial level

Subject/Area: learning	He has positive and responsible attitude toward learning. He acquires new knowledge with help of teacher and peers. He likes mathematics the most – calculating. He can understand the basic idea of a content. He can do his tasks without help very often.	Intermediate level
Subject/Area: cooperation	Actively participates in group activities - cooperates. He respects authority, norms and codex of behavior. He contributes to the group activities and respects the members of the group.	Advanced level
Subject/Area: Developing of aesthetic dimensions and free artistic expression	He recognizes his own talents and expresses artistic skills freely. He is open for different artistic creation and has respect for it.	Intermediate level
Data and information	He understands the notion of numbers and uses digits properly. He likes to learn using illustrations, pictures and graphs.	Intermediate level
Entrepreneurship and initiative	He participates in team projects within his team role. He adjusts to change. He is focused on developing new skills that he applies in practical work. He is focused on the set goals.	Intermediate level
Use of ICT	Knows and uses modern information tools (tablet, smartphone) – kahoot quizzes, google meet, google classroom, word wall	Intermediate level

Responsible attitude towards health, personal and general hygiene	He is very responsible about his personal hygiene and the hygiene of common spaces. He understands the importance of proper nourishment. He recognizes the signs of illness and importance of medication.
Responsible attitude toward the environment and the development of environmental awareness	He recognizes the concept of healthy and safe environment and he feels well in it. He contributes to the healthy environment with his activities. He knows the most significant risk factors of a healthy environment.
Areas of learning (subjects attended)	Comments and recommendations
Mathematics Knowledge and application of mathematical concepts and operations	He collects and subtracts numbers up to 100 without exceeding ten in written form. He needs support for operations with exceeding. He multiplies and divides numbers up to 100 with help of teacher or using multiplication and division table. He needs teacher's help in learning mathematics.
Science	He recognizes syllabus within topic of the Culture of life (with help of photos, drawings of the cities, villages, professions, traffic, rivers, lakes, etc.); of the Orientation in space and time (locomotion, hour, day, week, month, year); of the Flora and Fauna; of the Materials (stuff that things are made of); of the Parts of the human and animal body.
Art	He can use the techniques of the visual art expressions. He participates in activities gladly. He differentiates colors and uses them realistically. He differentiates art contents and materials.
Music	The student participates in music activities
Physical education	He likes classes of physical education. He performs the form of natural movement correctly. He respects the rules of the games and behavior.

Interests, affinities and motivation	The student is motivated for learning. He is interested in drawing, playing and workshops.
General recommendations (support needs...)	The student is motivated for learning. He is interested in drawing, playing and workshops.

Team Leader for additional support:

Principal:

Date:

By keeping all these documents, a Student Portfolio was created and its progress was evaluated. This type of monitoring of student achievements opens the door for continuing education in the Republic of Serbia or any other country.

In addition to the work that took place in the school, a network of student support was created and cooperation was established with:

- parents/other legal representatives - parent meetings were organized and parents were given the opportunity to monitor the child's achievements;
- Center for Social Work - which is informed about the inclusion of students in school;
- NGOs working in the field of support to students from vulnerable social groups and in the field of non-formal education, synergistic effects of support have been achieved

Distance learning

All this was hard work in the years of the pandemic, but the education system once again showed and proved that the needs of the children and their satisfaction, especially when it comes to education, are above all. A special challenge during the school year 2020/21 was the organization of classes for students who could not come to school due to the epidemiological situation. The Ministry of Education, Science and Technological Development, once again together with the schools, found a way to provide all students with accessible education, even in difficult conditions. In cooperation with colleagues from the Commissariat for Refugees and Migration of the Republic of Serbia during the state of emergency (March – May 2020), it was ensured that migrant students who are accommodated in reception and asylum centers in the Republic of Serbia and are already included in the education system would unhindered follow online classes and classes on TV channels. Relying on successful cooperation in the organization of education of migrant students and asylum seekers, schools are provided with online tools to support students for additional learning of the Serbian language. The UNICEF website contains open and free digital tools that were used during the state of emergency and later during distance education in the school year 2020/21. By engaging educational institutions, school-age migrants were provided with access to education in the school year 2020/21. Given the precarious epidemiological situation, as well as the rigorous measures taken in reception and asylum centers, a number of students attend classes online, slightly over 70%, while others attend classes in institutions. Mentors, advisors – external associates who provide support to schools where migrants are educated maintain regular communication with representatives of the Commissariat for Refugees and Migration and representatives of reception and asylum centers in Serbia where families with school-age children and unaccompanied minors are accommodated. If students attend online classes, schools deliver printed educational material to the reception centers, and communication takes place via Viber and Google classrooms with the support of colleagues from the reception centers. Schools that are beneficiaries of small grants provide support to migrant students and the procurement of IT equipment necessary for distance learning. Strengthening the competencies of teachers and

professional associates in the field of migrant education, which is one of the activities of our project, has certainly contributed to better quality and accessibility of the education system. In order to provide the highest quality and most accessible education for migrants/asylum seekers, the Ministry within the project "Support to the migration management system in Serbia - Improving reception capacity, improving protection services and access to education", with the support of the International Organization for Migration IOM, as implementation partner, realized the activity of translating educational contents into the mother tongues of migrant students. Teachers from schools prepare material within teaching topics with the most important information for each grade and subject for primary school. This material is translated into Arabic, Farsi and Urdu and delivered to migrant students who attend classes at a distance due to the epidemiological situation.

A large number of primary and secondary schools participated in the implementation of the program Special Measures for Strengthening the Capacity of the Republic of Serbia to Respond to Efficient Coping with Increased Mixed Migration Flows - "Support to the Migration Management System in Serbia - Improving Capacity for Reception, Improving Protection Services and Access to Education".

The activities were realized in the period 12/13/2019 - 09/30/2021. The implementing partner of the Ministry in the implementation of this project is the International Organization for Migration (IOM).

The materials used in the paper are examples from schools:

Primary school "Mile Dubljević", Bogovađa
Primary school "Vera Blagojević", Banja Koviljaca
Primary school "Sremski front", Šid
Primary school "Branko Radičević", Šid
Primary school "Vuk Karadžić", Tutin
Primary school "Radoje Domanović", Niš
Primary school "Petefi Šandor", Doroslovo
Primary school "Jovan Cvijić", Belgrade
Primary school "Jovan Ristić", Belgrade
Primary school "Rade Drainac", Belgrade
Primary school "Jovan Popović", Belgrade
Primary school "Kraljica Marija", Belgrade
Primary school "Vasa Pelagić", Belgrade
Primary school "Olga Petrov", Belgrade
Primary school "Jovan Cvijić", Belgrade
Primary school "Svetozar Marković", Vranje
Primary school "Radoje Domanović", Vranje
Primary school "Svetozar Marković", Vranje
Primary school "Bratstvo jedinstvo", Sombor
Primary school and Secondary School with the student dormitory
"Pero Kuzmjak", Sombor
Secondary School "Sveti Sava", Loznica
Secondary School "Sveti Sava", Sombor
Gymnasium "Sava Šumanović", Šid
Medical School "Nadežda Petrović", Belgrade

Publisher:

Ministry of Education,
Science and Technological Development
of the Republic of Serbia

Project Coordinator:

International Organization
for Migration (IOM)

Authors of the attached works:

Students and employees of schools
attended by migrant children in Serbia.

Design:

DNA Communications

Print:

Futura

Belgrade, 2021

The publisher is responsible for the textual and photographic content of this publication. The text and photographs in this publication do not necessarily reflect the views of the European Union or the International Organization for Migration (IOM).

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This publication was created within the European Union Support to Migration Management in the Republic of Serbia. The European Union (EU) is the largest donor in the Republic of Serbia in migration management. Since 2015, with the increased mixed migration flows to the territory of Serbia, the EU has assisted Serbia with more than EUR130 million in providing humanitarian aid and protection to migrants, in particular protection of children, providing conditions for reception and care in the reception and asylum centers, including food, health care and education, providing assistance to the local communities/municipalities hosting migrants to strengthen social cohesion, assisting Serbia in the protection of the state border and combating smuggling of migrants, as well as capacity building of the institutions dealing with migration management. In addition, the EU has supported Serbia with more than EUR28 million to efficiently control its borders, thus contributing to the safety of Serbian citizens making the border crossings safer and preventing criminal activities, while ensuring swift crossing of travellers and goods (Integrated Border Management-IBM).

For more information on the activities implemented within the European Union Support to Migration Management in the Republic of Serbia, visit

<http://euinfo.rs/podrska-eu-upravljanju-migracijama/>