

A brochure with examples of application of good practice of

extracurricular activities

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

A brochure with examples of application of good practice of

extracurricular activities

in the field of education of

migrants/ asylum seekers



Belgrade
2021

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

Although education is a basic human right, migrant and asylum-seeking children face barriers to accessing quality education through language barriers and ethnic differences, unresolved legal status, the experience of coming from war-torn countries, cumulative stress and trauma, and the need for social adaptation. The Ministry of Education, Science and Technological Development has regulated this area by adopting the *Expert guidelines for the inclusion of refugee students/asylum seekers in the education system*¹, but also by improving the legal framework². Until now, over 4500 migrant students have successively passed through the education system. Applying the Expert guidelines, over 3000 individual support plans for migrant students were developed, 115 support plans at the school level, over 10 000 additional classes of learning the Serbian language were held, peer learning support was provided, about 500 books and textbooks were purchased, as well as 650 sets of school supplies.

The Ministry of Education, Science and Technological Development provides support to schools where migrants are educated, among other things, by providing grants 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, improving protection services and access to education".

¹ <http://www.mpn.gov.rs/wp-content/uploads/2017/06/STRUCNO-UPUTSTVO.pdf>

² Law on Fundamentals of the Education System ("Sluzbeni glasnik RS", No. 88/2017, 27/2018 - other law, 10/2019, 27/2018 - other law and 6/2020), Article 23, "A foreign citizen, a 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."

The implementing partner of the Ministry in the implementation of this project is the International Organization for Migration (IOM).

In the school year 2020/21, the education of migrant students does not deviate from the education of other students in our system, which is largely conditioned by the epidemiological situation (online and combined teaching). Coverage of primary education in the school year 2020/21 in the conditions of the unstable epidemiological situation was 85%, while in regular conditions, before the pandemic, the coverage was 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 thank all those who actively contribute to the education of migrants and asylum seekers. For this reason, three brochures were prepared: A brochure with examples of the application of the good practice of extracurricular activities from schools in the field of education of migrants/asylum seekers; A brochure with successful examples of school documentation in the field of education of migrants/asylum seekers (teaching scenario, action plan, school report for a migrant student, etc.); A brochure with school works of migrant students.

Brochures with examples for the application of the good practice of extracurricular activities from schools in the field of education of migrants/asylum seekers

This brochure is the result of the work of support teams (team for additional support to migrant students, peer team for support to migrant students, several peer teams for the support of students with learning difficulties in other classes), professional associates in schools and external school associates.

In the brochure you can find examples that can facilitate future work on strengthening the quality of education of migrants in the Republic of Serbia. We present examples of good practice of schools that, in addition to regular classes, have implemented extracurricular activities.

Examples of schoolwork emphasize the benefits of participation in extracurricular activities, the positive impact of peer support, and examples of work in distance learning conditions have found their place. All these activities undertaken by schools additionally contributed to the reduction of trauma to which migrant students were exposed during their migrant journey, improved the sense of belonging and active participation of students in the life and work of schools, improved motivation, developed a sense of security, self-confidence and belonging, thus, they also contributed to sustainable inclusion in the school community. The Ministry of education has made additional efforts to strengthen the competencies of employees in the education system to contribute to the sustainable integration of migrant children and students. So far, more than 4000 employees have improved their knowledge and skills for work in the field of education of migrants/asylum seekers: educators, teachers, principals

and professional associates. Special support for schools is reflected in the award of small grants (up to 6,000 euros). Until now, 110 small grants have been implemented, over 3000 individual support plans have been developed for migrant students; 115 school-level support plans; over 10 000 additional classes, 60 visits to libraries, peer support in learning, daily work on the computer and the use of other equipment were held; Extracurricular activities included 60 realized excursions, 30 realized schools in nature, 60 realized trips to the theatre, 30 trips to the technology fair, over 700 sports activities, over 800 cultural activities and marking important dates (International Migrants Day, Mother Tongue Day, School Day, New Year's celebration, celebration of national holidays of migrant students), etc.

In our schools, more than 1000 snacks, 1550 pieces of clothing and shoes were provided for the students from the reception centres. Additionally, 500 workshops were held with all students on the following topics: interculturality, tolerance, friendship, anti-discrimination, non-violent communication, developing empathy and providing support to migrant students, learning about the culture and tradition of migrants through 150 public events with authentic music, cuisine, customs, dance; It is also important to include migrant students in the music, acting, art, IT sections, and calligraphy.

The Ministry of Education, Science and Technological Development is guided by the idea that children who are on the margins or excluded are at the very end of the community where extremism comes from. Exclusion causes intolerance, and inclusive educational practices must be a mechanism for the prevention of extremism and radicalism, because they are designed so that every child is valued and accepted.

Involvement of migrant students in extracurricular activities and cultural life of the school

The school documentation, the school program and the annual work plan of the school contain a plan of various forms of educational work, which include: additional and supplementary classes, extracurricular activities, sections, ambient classes, visits, school events and cultural events.

The work of the Student Parliament is very important, which can carry out a large number of activities in which all students are involved, and projects that are implemented in schools are equally important as the work of other student teams. Migrant/refugee students are introduced to all activities and are presented with the opportunity to get involved in the implementation according to their preferences, needs and affinities, together with their peers. This contributed to easier fitting into the group, nurturing one's own cultural and artistic achievements while accepting and respecting the part of the country in which they are located. In this way, the students better-developed tolerance, cooperation, sportsmanship, and strong participation in the life of the school helped them to adopt new words of the Serbian language and acquire communication skills in more relaxed conditions. Working with a group of peers has significantly increased communication skills as students find ways to communicate both nonverbally and verbally, find new ways to communicate and learn language more easily.

Involvement in extracurricular activities and the cultural life of the school is very important for monitoring and creating new opportunities for expressing the talents of migrant/refugee students. The ideal opportunities for that are drama, art, journalism or any other section. The talent developed by the migrant/refugee students contributed to the development of interculturalism in the school and nurturing the traditions and customs of the people to whom it belongs.

Migrant/refugee students are engaged in school performances, plays, art workshops and exhibitions, sports competitions, in the production of school newspapers etc.

Extracurricular activities create opportunities for students to participate in activities for which they do not have the necessary conditions in their environment, but also provide an opportunity to support and strengthen the development of students into mature, socially active and responsible people, differently than in regular teaching activities.



Education of migrant students

In line with the challenges of educating migrant students, the Ministry of Education, Science and Technological Development has written Expert guidelines for the inclusion of refugee/asylum seekers in the education system, which specifies the obligations of schools to develop a school-level support plan and student support plan.

School-level support plan contains:

- Adaptation period - support measures and organization of educational work in the period from two weeks to two months (individually). During this period, it is necessary to plan: intensive learning of the language of the environment, measures to overcome stress, adapted and additional classes.
- Inclusion in regular classes with individualization and differentiation;
- Involvement in extracurricular activities and peer support;
- Planned involvement of family/guardians;
- Cooperation with the centre for social work;
- Cooperation with NGOs working in non-formal education (to achieve synergistic effects of support);
- Monitoring student progress.

The education of migrant students in Serbia is an example of good practice in Europe. The system of education and competencies of teachers for working with migrant students has been improved to implement the Expert guidelines for inclusion of refugee students/asylum seekers in the education system and through the creation and adoption of a new Curriculum for Serbian as a foreign language.

The education system has accepted the fact that any exclusion from the education system is at the extreme line that leads to complete social exclusion that can be abused and that is why inclusion through the education process is very important. The data show that 95% of school-age migrants,

who are accommodated in reception and asylum centres, are included in the formal education system. The system has enhanced an atmosphere of tolerance and respect for diversity in schools.

- Schools have included migrant students in the educational process in various ways. After the support measures have been provided during the adaptation period, students are included in regular classes. This type of teaching, along with individualization and differentiation of content, enabled migrant students to progress faster in their work and acquire the necessary knowledge.
- In addition to regular classes, migrant students are included in supplementary or additional classes. These classes were used for individual work with students and the improvement and development of specific subject competencies. These classes contributed to students achieving some of their ambitions, catching up with their peers, and did not disrupt the work of schools because these classes were already incorporated into the schedule.
- Extracurricular activities are a particularly important part of the educational process.

Most schools that also deal with the inclusion of migrant students have devised plans for the implementation of various extracurricular activities.

A large number of extracurricular activities were aimed at developing the moral values and social skills of students and were realized during Children's Week.

Some of the activities were dedicated to developing **tolerance, cooperation, moral values, interculturality and understanding.**

ACTIVITIES	TIME DYNAMICS	CARRIERS OF ACTIVITIES
Organizing seminars and training for teachers on "Recognizing the symptoms of stress"	September	Class teachers, school pedagogue, school director
Introducing students to the Charter of Children's Rights; Celebrating Children's Week	October	Class teachers, subject teachers, school pedagogue
Realization of workshops in the field of "School without violence"	November/ December	Class teachers, subject teachers, school pedagogue
Workshops for overcoming prejudices and stereotypes	During school year	Civic education teachers
Organize a workshop for parents (within the parent meeting) on the topic "Techniques for overcoming stress. A constructive response to stress"	January/ February	Class teachers, school pedagogues, teachers of civic education
Development of educational materials (websites, brochures, posters, presentations...)	During school year	Students, class teachers, pedagogues, principal, team members
Sports competitions and the development of healthy lifestyles	March/April	Team members, teachers of physical and health education

NAME OF THE ACTIVITY "In other people's shoes"	
ACTIVITY	
CARRIERS OF THE ACTIVITY	School teachers
DURATION OF THE ACTIVITY	During Children's Week
GOAL OF THE ACTIVITY	Encouraging intellectual development, creative and critical thinking, developing communication skills, cooperation
DESCRIPTION OF ACTIVITY	
<p>During the children's week, workshops "In other people's shoes" were held. During that week, students held classes. Each teacher designed a class held by the student. The teacher had the task to design the lesson and distribute the responsibilities to the students who were in the role of the teacher during the week. The student received preparation for the lesson from the teacher and instructions on how the lesson or part of the lesson should be held. The purpose of these workshops was for students to see what the classroom looks like on the other side and how important it is to carefully monitor the work of teachers in class.</p> <p>Of course, the teacher was there to help and further explain the contents to all the students in the class. A migrant student A.R., a 7th grade student took part in one part of the math class (A.R. always points out that mathematics is his favourite subject, which the math teacher noticed and publicly praised in front of the class).</p>	
A METHOD OF MONITORING THE ACTIVITY	The activity was followed by the participation of teachers, photos from the class and student works.

NAME OF THE ACTIVITY "I have a dream"	
ACTIVITY	
CARRIERS OF THE ACTIVITY	School teachers, students, student parliament, pedagogue, psychologist
DURATION OF THE ACTIVITY	During the children's week and the school year
GOAL OF THE ACTIVITY	Encouraging moral development, values, solidarity, tolerance, cooperation, non-violent behaviour, creative and critical thinking.
DESCRIPTION OF THE ACTIVITY	During Children's Week, but also during the entire school year, workshops were organized in most schools that dealt with this topic. Depending on their age, students made posters, presentations, works and expressed their views and beliefs about violence, discrimination, friendship, tolerance and rights. Everyone was given the task to design activities and express what they think about this topic. Some students worked in small groups and some had independent artwork.
A METHOD OF MONITORING THE ACTIVITY	Photos with workshops, student works, presentations at the meetings of the Student Parliament, conversations in the classes of the class community; and some school exhibitions of student works and publishing on the school website.



Ja imam san¹



moja misija

Svako od nas ima misiju u svom životu. Moja misija je da širim razumevanje i saradnju i da razvijam ljubav u okruženju. Moja odgovornost i obaveza je stoga velika. Moja misija nije nemoguća.

migracije

Nisam se nikad selio, ali znam da od kako čovek postoji, ljudi se sele. U proteklih nekoliko godina čuo sam za pojam PRISILNE migracije. To je kad se ljudi sele da bi spasili GOLI život.

zajedno

Pripadam grupi tinejdžera. Imam 16. godina i jedinstvenu priliku da počnem da menjam svet. Razlika između mene i mojih vršnjaka u svetu je u kulturi, veroispovesti, jeziku ... Razlike između mene i mojih vršnjaka NEMA.

tolerancija

Rastem i učim jer želim da izrastem u osobu koja će znati da poštuje različitosti. Shvatio sam da se ljudi ne rađaju tolerantni ili netolerantni, to je nešto što se razvija i uči.

etičke vrednosti

Znam za četiri osnovna etička principa: poštovanje ličnosti, dobročinstvo, pravda, poštovanje zajednica

reč NATURALIZOVATI

odomačiti se, priroditi, primiti nekoga u porodicu, usvojiti

građansko vaspitanje

građanin (srpski, ћир. *грађанин*), *imenica*
♥ pripadnik naroda/države, stanovnik, žitelj, ...

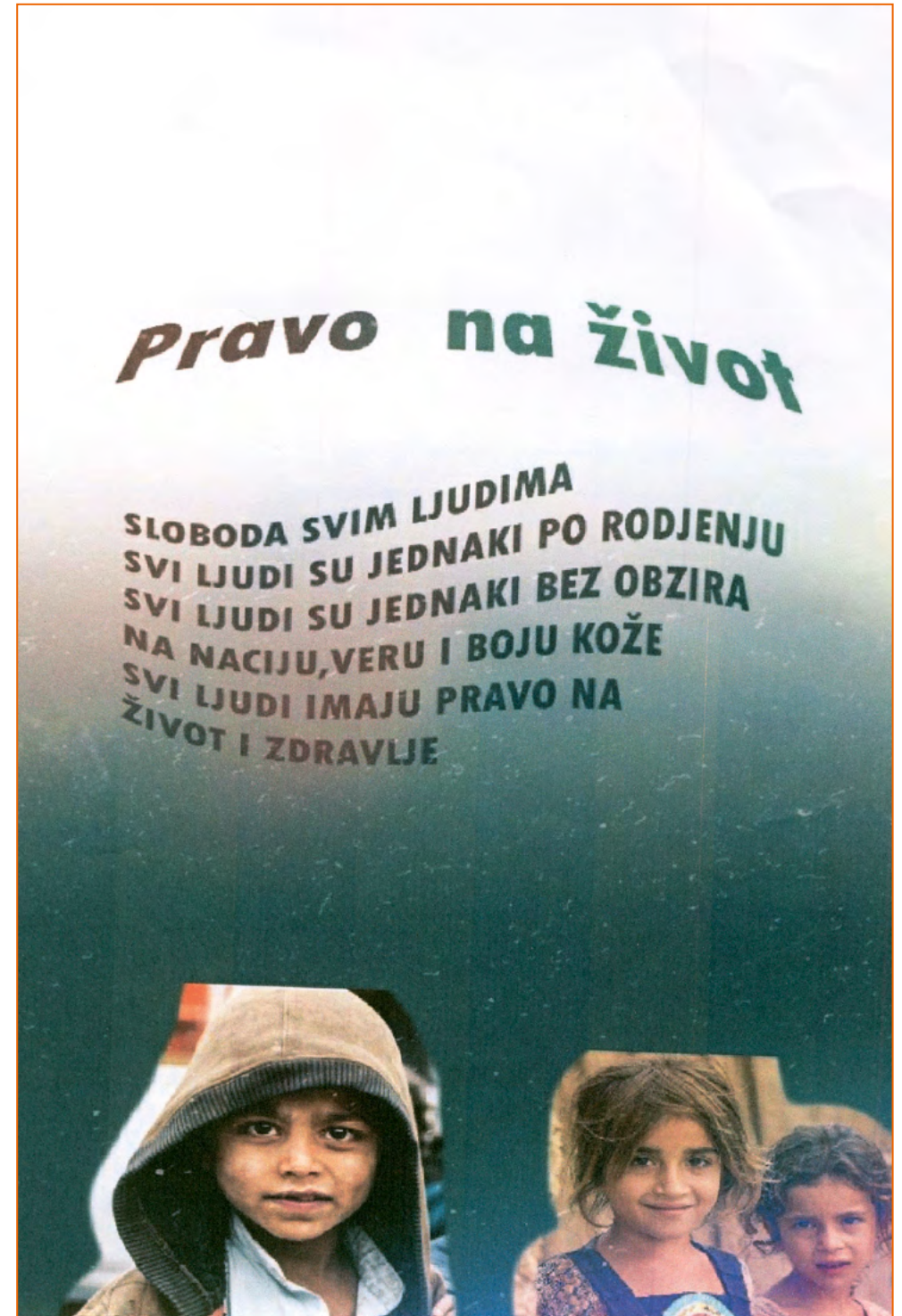
1 Naslov govora Martina Lutera Kinga o ljudskim pravima.





Желимо свет без разлике.







The message of the children from these workshops is clearly expressed.

Tolerance is respecting, accepting and appreciating the differences of other people in cultures, customs, habits, upbringing, ways of expression... We are all different. Different in the smallest details and that makes us unique. Everything unique to me is more valuable than the ordinary, everyday, made according to a pattern. Tolerant of intolerant behaviour is not innate, it is learned. Children should be taught from an early age what tolerance means and how to be tolerant at all times. Tolerance is a good human trait. It is necessary to develop a high threshold of tolerance because it is a part of the character of every person. Whether someone will be tolerant or not, depends not only on the person himself, it depends on upbringing, on the environment in which one lives, and on many other things. In my environment, fortunately, I know tolerant people. And those who are not. I avoid them.

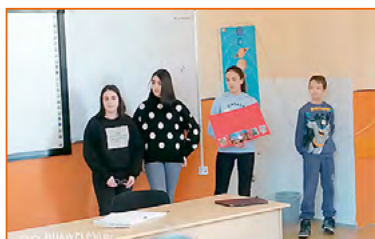
N. Č. 15 11

Student support plan

The initial activity in involving migrant children is a meeting of the expert team for inclusive education. STIO coordinates the work of sub-teams that are formed in the school and work on the inclusion of new students. All these teams include teachers from the collective as well as experts on individual issues, so we include teachers whose expertise can contribute to the successful involvement of students. Teams can also include experts who can help in various areas relevant to the inclusion of refugee children in education. All of these team members help us choose the activities we will cover in special classes. If we want to achieve a good effect when involving migrant children, it is necessary to increase the number of team members, involve representatives of various professional councils and establish cooperation with external associates during the work process. The Student Parliament and the Parents' Council should be part of the support system. When a school student support team is formed, an assessment can be made within two weeks, which is crucial to guide the child through the learning process and to define support measures. All those involved in the education process are important in the selection and implementation of teaching and extracurricular activities. The following extracurricular activities were also used to mark international holidays. At the meetings of the STIO team, it was agreed on how and which extracurricular activities will be carried out.

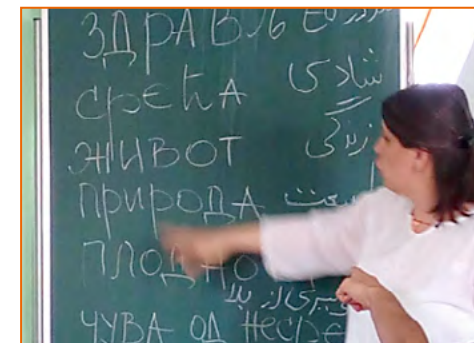
The following extracurricular activities are aimed at presenting **customs, culture and creativity** to develop interculturalism and respect and preserving identity.

Subsequent extracurricular activities required the engagement of associates outside the school. Gift packages have been provided for all migrant students provided by the Red Cross, NGOs etc.



NAME OF THE ACTIVITY „Christmas customs”	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Peer support team, school psychologist and pedagogue
DURATION OF THE ACTIVITY	One-day activities
GOAL OF THE ACTIVITY	Respect and nurture of culture and tradition Encouraging moral development (values, humanitarian activities, solidarity ...)
DESCRIPTION OF THE ACTIVITY	Marking the celebration of Christmas, tasks were divided so that everyone could present a custom from a different country. Thus, the most important activities that are practiced in Christian culture from the point of view of Orthodoxy and Catholicism in our country, in France, the UK, Italy, Russia, but also customs from Japan, Australia, Taiwan, Mexico, Brazil, Afghanistan and Syria are presented. In addition to the presentations, posters illustrating the activity were created. The event was attended by about 60 participants (both visitors and implementers of activities), divided into several groups according to the current epidemiological situation.
A METHOD OF MONITORING THE ACTIVITY	Photos, recordings, news on the school website, presentations.

NAME OF THE ACTIVITY Iranian New Year Celebration (No-rooz)	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teachers, NGOs
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Respect and nurture of culture and tradition Encouraging moral development (values, humanitarian activities, solidarity ...) Support for interculturalism and multiculturalism
DESCRIPTION OF THE ACTIVITY	The first day of the Persian New Year (March 21) is also the day of the biggest festivities in Iran, Afghanistan and neighbouring areas. It is called No-Rooz which in Persian means "new day". No-Rooz in the culture and history of Afghanistan is a symbol of respect for life, nature and human values. At the same time, it has deep roots in poetry and literature, art, folklore, family and social customs in general. During the few days of No-Rooz, the population of Afghanistan remembers and celebrates old customs in special ways. Among those centuries-old customs, we can highlight the following: "celebration of red roses", village celebrations or "preparation of seven kinds of fruit".
METHODS FOR MONITORING THE ACTIVITY	Photos, Recordings, News on the School Website, Presentations.



When developing a school inclusion plan and providing support to migrant students, it is necessary to pay attention to:

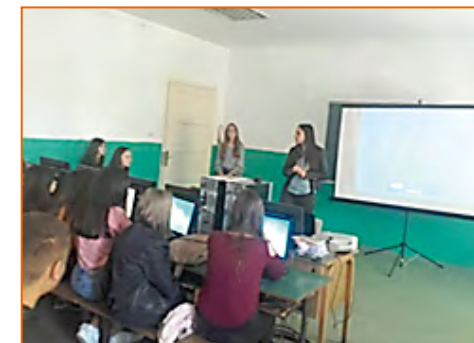
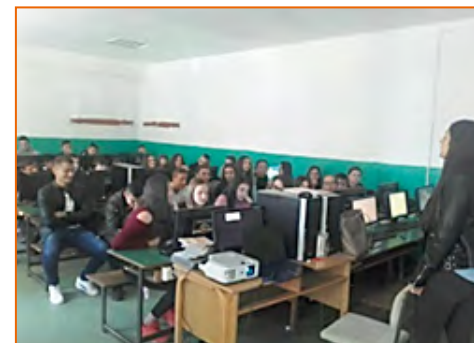
- The analysis of the available resources at school - it is necessary to make maximum use of all available resources, the flexibility of employees and organization of work to adapt to the needs of the target group.
- Analysis of the situation - it is necessary to record the situation in which the children find themselves, the conditions in which they stay, how motivated they are to continue their education.
- Cooperation with other schools and the local community - cooperation with other schools that include migrant children, as well as with those that do not include refugee children, exploring the possibility of cooperation with NGOs and other organizations that can help with missing funds.

Extracurricular activities allow students to further engage in activities that are not available to them. Some extracurricular activities require the involvement of NGOs, other schools and the analysis of student needs.

NAME OF THE ACTIVITY World Children's Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Peer support team, school psychologist and pedagogue, NGO
DURATION OF THE ACTIVITY	One-day activities
GOAL OF THE ACTIVITY	Respect and nurture of culture and tradition Encouraging moral development (values, humanitarian activities, solidarity ...)
DESCRIPTION OF THE ACTIVITY	<p>World Children's Day is marked at school with various activities. The students highlighted the importance of marking this date. The messages drew attention to the participants as well as to the current problems they are facing. This year, more than previous years, we have the opportunity to understand the extent to which solidarity and humanity are important for the individual and the collective. Humanity and solidarity are shown in action. Migrant students and students from vulnerable groups were given special packages made for them by their friends.</p> <p>It was a beautiful sight to watch the smiles and the reaction of the children who completely indulged in socializing with their friends. The President and the Secretary of the Parliament addressed the audience in Serbian and English, expressing satisfaction and gratitude to the children, their parents, the pedagogical-psychological service of the school and the employees of the camp for enabling them to socialize.</p>
A METHOD OF MONITORING THE ACTIVITY	Photos, recordings, news on the school website, presentations.



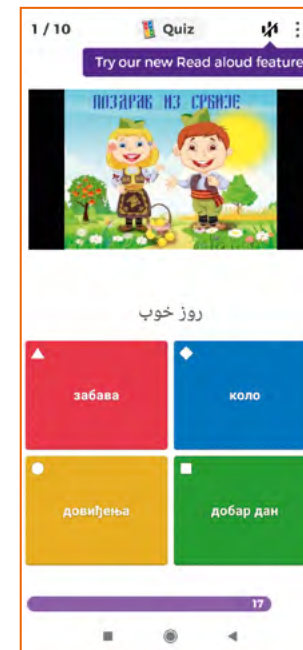
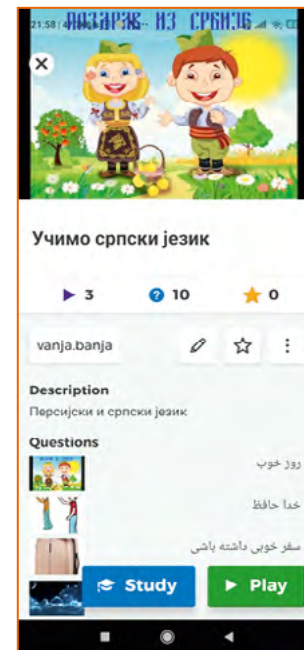
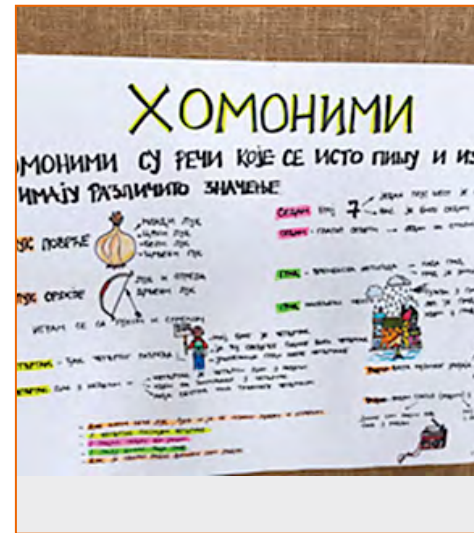
NAME OF THE ACTIVITY Anti-trafficking day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teachers, students, support team, student parliament
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging moral, emotional and social development, cooperation, non-violent behaviour and friendship.
DESCRIPTION OF THE ACTIVITY	<p>On the occasion of October 18th, the European Day against Trafficking in Human Beings, the Student Parliament, together with the coordinator, organized a lecture on "Fight against human trafficking" to bring students closer to the phenomenon of human trafficking as a form of modern slavery.</p> <p>The importance of knowing and recognizing the dangers that are hidden in everyday life was emphasized, as well as the fact that this problem is talked about as something that does not happen in our country. The Student Parliament emphasized the importance of choosing friends correctly, the dangers of "fake friends" on social networks and highlighted the importance of socializing with people we know and avoiding all contact with older people we do not know who offer or promise us things that we would like.</p>
A METHOD OF MONITORING THE ACTIVITY	Photos, videos, a presentation, a publication on the school website.



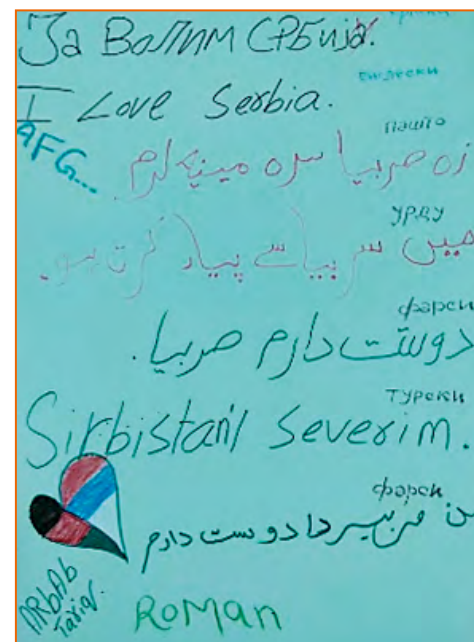
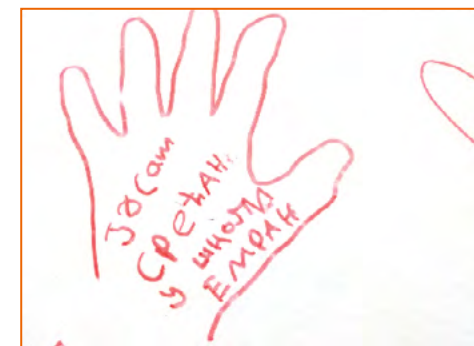
NAME OF ACTIVITY The International Day for Tolerance	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Peer support team, teachers and students
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Respect for moral development (values, humanitarian activities, solidarity ...), the promotion of non-violent behaviour, friendship etc.
DESCRIPTION OF ACTIVITIES	<p>Students observed the International Day for Tolerance on November 16th .</p> <p>A week earlier, they were given a task and several questions to prepare for the workshop. The task was to come up with one sentence that would be an example of tolerance, acceptance of diversity, friendship, and forgiveness. As a part of the preparation for this extracurricular activity, they had to answer questions about what tolerance is, how it is recognized, as well as to prepare a short story that shows when and in what way they show tolerance. At the workshop itself, they wrote down their sentences about tolerance and stated through examples when they were tolerant. In the second part of the workshop, the students planted flowers in a pot and were given the task to take care of it.</p>
A METHOD FOR MONITORING THE ACTIVITY	Photos, works, flowers in the classroom, billboard.



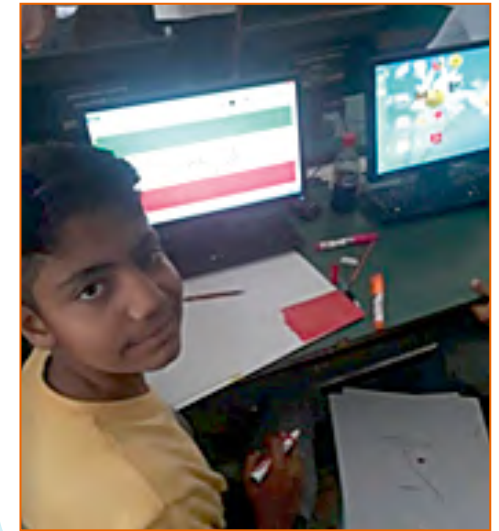
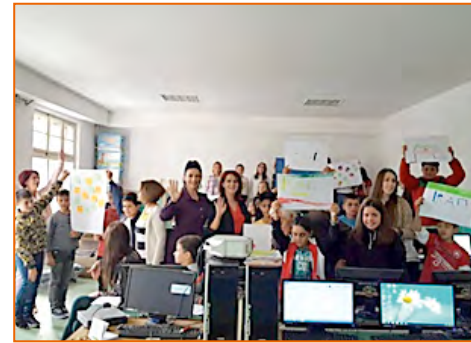
NAME OF THE ACTIVITY Mother Tongue Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teachers, students, student support team
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging moral development (values, humanitarian activities, solidarity ...), emotional and social development, cooperation, communication
DESCRIPTION OF THE ACTIVITY	On the annual observance of the International Mother Language Day, as a part of the extracurricular activities, workshops were held where students discussed the importance of the mother language and presented ideas for preserving, enriching, and spreading the language in general. Students made presentations, boards, and quizzes with which they could introduce others to their mother language. Students with less creative potential for presentations and quizzes; presented their language verbally or participated in the making of a presentation in Serbian and Persian. Presentations, quiz links and billboard photos were sent to teachers and mentors of our migrant students so those migrant students could also participate in the event. Special attention is given to making a quiz that facilitates learning Serbian greetings through pictures and expressions in Persian.
A METHOD OF MONITORING THE ACTIVITY	Photos, videos, posting on the school website, links to online quizzes.



NAME OF ACTIVITY International Migrants Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teachers, students, student support team
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging moral development (values, humanitarian activities, solidarity ...), emotional and social development, cooperation, promoting non-violent behaviour and friendship
DESCRIPTION OF THE ACTIVITY	International Migrants Day is an international holiday that is marked on December 18th by the decision of the United Nations General Assembly on December 4th 2000, as a consequence of the large and growing number of migrants in the world. Migrant students were given the task to write how they feel at school or in the country where they are now.
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, the exhibition of student works, publication on the school website.



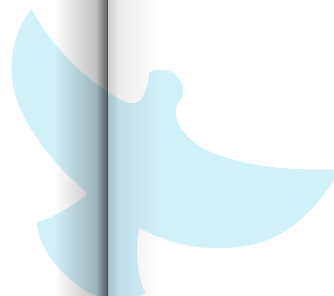
NAME OF THE ACTIVITY The International Day of Peace and European Flag Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teachers, students, support team
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging moral, emotional and social development, cooperation, non-violent behaviour, and friendship
DESCRIPTION OF THE ACTIVITY	Fifth, sixth, seventh and eighth-grade students worked on their classes in the class community. In small groups, they each presented one country and wrote a message of peace. During the work, teachers encouraged students to talk about the characteristics of each country. Students pointed out that states and noble families have always made certain combinations of colours and symbols that represented them. They put them on the shields of warriors, on flags, seals and their property. Such symbols are coats of arms. In conversation, students exchanged information about the elements of the coats of arms and the basic characteristics of countries. Lastly, students exhibited their works in the school hall and researched in groups at the computer lab about the additional information on the flags, the coats of arms and countries from which the migrant students come.
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, the exhibition at the school hall, a publication on the school website.



NAME OF THE ACTIVITY Earth Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	teachers, students, student support team
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging moral development (values, humanitarian activities, solidarity...), responsible attitude towards the environment and sustainable development.
DESCRIPTION OF THE ACTIVITY	<p>On the observance of Earth Day, the school organized a series of activities within the STEM Tolerance Classroom Project. One of the activities was collecting old paper at school. Elementary and high school students were involved in this activity. On that day, students and teachers brought old paper, newspapers, magazines, books. This activity also had an educational character. Students were introduced to the possibilities of waste sorting and recycling. About two (2) tons of paper were collected. From the funds collected, flowers were bought that the students planted at the school and in that way contributed to the preservation of the environment and biodiversity. The second activity was a workshop for recycling old paper since the students made useful and decorative items such as greeting cards, bowls, maps, coasters, decorative animals... Teachers showed students the technique of paper "waving" which can be used to make objects from recycled paper.</p>
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, the exhibition of student works, publication on the school website.



NAME OF THE ACTIVITY International Hug Day/ National Hugging Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	teachers, psychologist, pedagogue, support team
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging moral, emotional and social development, cooperation, promoting non-violent behaviour and friendship
DESCRIPTION OF THE ACTIVITY	A lecture on the topic of the International Hug Day/National Hugging Day was held for migrant students and students from deprived backgrounds, included in the interactive workshop. Students were introduced to the history of this holiday. This holiday is celebrated all over the world on January 21 and was made official in 1986 in Michigan. The students were shown how effective and necessary a hug is. Hugs can make our lives longer and more beautiful. Each hug can help with depression, a bad mood and make us generally happier.
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, a presentation, a publication on the school website.



NAME OF THE ACTIVITY Valentine's Day	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teacher, students
DURATION OF THE ACTIVITY	One day activity
GOAL OF THE ACTIVITY	Encouraging moral, emotional and social development, cooperation, non-violent behaviour and friendship
DESCRIPTION OF THE ACTIVITY	Valentine's Day is observed as a day that marks and emphasizes the importance of love in the life of every person. Love does not have to refer only to a romantic partner, but to everyone in general. On that occasion, students made a board on the topic of love in their classroom. Students were given papers, collage papers, crayons, stickers and all the necessary materials. They made greeting cards, bookmarks, stickers and other appropriate decorations that can be given as gifts to loved ones. From their works, a panel was made in the classroom and a message of the importance of love was highlighted.
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, a board in the classroom.



All activities related to the inclusion of refugee students at the school level should be related to student-centred activities.

Key activities are:

- Preparation of teachers and all employees for the admission of new students;
- Preparation of all students and parents for the admission of new students;
- Strengthening local community support and relationships with parents;
- Promoting interculturality;
- Initiating peer support

It is very important to prepare all participants of the educational process in the school, starting with employees, students and parents. Activities must be designed and planned to positively affect the engagement and motivation of all students. In accordance with the identified needs and school potential, in cooperation with all participants, the school will decide which specific activities it will carry out. A large number of sections were conducted to encourage the development of awareness of environmental protection, environmental ethics and animal protection.

NAME OF THE ACTIVITY
Music workshop "Let's make the moment better"

ACTIVITY

CARRIERS OF THE ACTIVITY

Teacher, students

DURATION OF THE ACTIVITY

One-day activity

GOAL OF THE ACTIVITY

Encouraging friendship, creativity, and love of music, developing motor skills, voice and hearing

DESCRIPTION OF THE ACTIVITY

At the beginning of the workshop, children played various musical instruments, played music (in Serbian and Pashto) and at the end sang the song "Kad si srećan" (a Serbian version of the "If You're Happy and You Know It (Clap Your Hands)") together. The aim of the music workshop was for students to get acquainted with different musical instruments, as well as with the culture of another country. They also had the opportunity to compare music from different countries and to create a sense of belonging and equality among migrant students.

A METHOD FOR MONITORING THE ACTIVITY

Photos, videos, a board in the classroom.



NAME OF THE ACTIVITY Calligraphy workshop	
ACTIVITY	
CARRIERS OF THE ACTIVITY	The teacher, students
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Encouraging friendship, creativity and love of fine arts, developing motor skills.
DESCRIPTION OF THE ACTIVITY	<p>Within which the following was realized:</p> <ul style="list-style-type: none"> - Introducing students to the basic types of calligraphy, tools and techniques through multimedia content and representative examples of achievements of this art. - introduction to various tools, substrates, colours and techniques through the immediate work. The students practised the use of parallel pens, special calligraphic pens, bamboo pens, goose feathers, art papers of various textures, special calligraphic inks. - drawing initials by creating an independent artistic creation using different materials and tools by independently creating the artistic creation of the initial letter of their names. - creating a new font using the appropriate software and using an electronic pen and state-of-the-art IT equipment. <p>In such workshops, students, with the help of the teacher, create a new electronic font that will be used in designing the final publication.</p>

	Outcomes: development and improvement of graphomotor skills, stimulation of creativity and strengthening aesthetic sensibility, understanding universal language of art that is above all barriers, improving the quality of education for student migrants, sensitizing domicile students and eliminating prejudices between certain cultural and ethnic groups.
A METHOD OF MONITORING THE ACTIVITY	Photos, videos, board in the classroom.

NAME OF THE ACTIVITY Art workshops on the topic "Calendar"	
ACTIVITY	
CARRIERS OF THE ACTIVITY	Teacher, students
DURATION OF THE ACTIVITY	One day activity
GOAL OF THE ACTIVITY	Encouraging friendship, creativity, and love of fine arts, developing motor skills.
DESCRIPTION OF THE ACTIVITY	<p>The workshop consists of:</p> <ul style="list-style-type: none"> - making the name of the day of the week (English-Serbian); - months of the year (English-Serbian); - weather forecasts made of coloured paper; - marking the student's birthday on the calendar with an adapted picture that each student paints for himself; - making an artistic solution for a birthday present for each student. <p>Outcome: Cheerful mood and smile during work; peer help and socializing; contribution to reducing the stress of all students; enrichment of vocabulary and easier use of Serbian and English.</p>
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, a board in the classroom.

NAME OF THE ACTIVITY Book Fair	
ACTIVITY	
CARRIERS OF THE ACTIVITY	The teacher, students, professional associates, NGOs
DURATION OF THE ACTIVITY	One-day activity
GOAL OF THE ACTIVITY	Respect and nurture of culture and tradition, encouragement of morale and intellectual development, encouragement of social development.
DESCRIPTION OF THE ACTIVITY	The school presentation of the "Just So There is No War" had an anti-war theme and showed everyone that differences in religion, nationality or any other basis can be overcome and well used in the intercultural development of each of us through friendship, song, play and socializing. All the participants enjoyed listening to the verses of Djordje Balasevic's song "Samo da rata ne bude" (meaning "Just So There is No War") and the song "Ima neka tajna veza" (meaning "There is a Secret Connection") sung in Serbian. The war, as the greatest evil of humanity, did one good thing - it gathered us in our school.
A METHOD FOR MONITORING THE ACTIVITY	Photos, videos, a board in the classroom.





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).

No part of this publication may be translated, reproduced or transmitted, in any form or by any means, electronically (CD, internet, etc.) or mechanically, including photocopying, recording or otherwise storing information in systems for further download, without prior written permission.

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/>