PERMANENT MISSION
OF THE REPUBLIC OF SERBIA
TO THE UNITED NATIONS
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MISSION PERMANENTE
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The Permanent Mission of the Republic of Serbia to the United Nations Office and other International Organizations at Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights, and has the honor to enclose herewith the response from the Government of the Republic of Serbia to the call for input from the Office of the High Commissioner to inform his forthcoming final report on the implementation of the fourth phase (2020-2024) of the World Programme for Human Rights Education, to be presented at the 60th session of the Human Rights Council.

The Permanent Mission of the Republic of Serbia to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 27 May 2025

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National Evaluation of the Fourth Phase (2020-2024) of the World Programme for Human Rights Education
Human Rights Council Resolution 57/10

I

1.

a. In the period 2020-2024, the Republic of Serbia continued to improve the normative and programme framework, which ensures human rights education, with an emphasis on youth. The key normative basis is the Law on the Fundamentals of the Education System ("Official Gazette of Republic of Serbia", Nos. 88/2017, 92/2023, 19/2025), which establishes, in Art. 7 and 8, the observance of human rights and the rights of a child, equality, democratic culture, social justice, tolerance and interculturalism as general principles and goals of education. Art. 9 and 11 of the Law specify the outcomes and competences of primary and secondary school students, including the competence for responsible participation in a democratic society, observance of human rights and civil liberties, tolerant and non-violent behaviour.

Human rights education is an integral part of the education system, both in terms of legislation and through the subject-specific and cross-curricular competences, outcomes, as well as through the professional development of employees in the education system. The Law on the Fundamentals of the Education System ("Official Gazette of Republic of Serbia", Nos. 88/17, 27/18 - as amended, 10/19, 6/20, 129/21, 92/23, 19/25) prescribes, in General principles, the observance of human rights and rights of every child, primary and secondary school student and adult and respect for human dignity; education in a democratically regulated and socially responsible institution that fosters openness, cooperation, tolerance, awareness of cultural and civilisational connectedness in the world, commitment to fundamental moral values, values of justice, truth, solidarity, freedom, honesty, and responsibility, in which full respect for the rights of children, pupils, and adults is ensured. The goals of education include developing competences for understanding and observance of the rights of a child, human rights, civil liberties and capabilities for a life in a democratically regulated and just society.

All teachers are obliged to align outcomes and contents of their subjects in such manner that encourages development of cross-curricular competences in primary and secondary school students, such as the *Responsible participation in a democratic society*. These topics are particularly addressed during class community lessons, classes of civil education, sociology and elective programmes in secondary schools and grammar schools.

b. The provision of harmonisation, correlation and synergy among education policies and strategies relevant to human rights education (HRE) is achieved through the existence and application of laws and public policy documents in the Republic of Serbia, which together constitute a normative and strategic framework relevant to HRE. In this respect, special emphasis is given to the Strategy for Development of Education in the Republic of Serbia by 2030, which affirms, in its goals and measures, the values of democratic culture, observance of human rights, interculturalism, inclusiveness and equal opportunities, thereby supporting the enhancement of systematic implementation of HRE in all segments of education. Action plans accompanying this strategy further develop measures aimed at strengthening competences of primary and secondary

school students and teachers in the field of human rights, gender equality, non-discrimination and social inclusion.

In addition, amendments of relevant laws and by-laws also provide synergy among policies and strategies concerning HRE. One of the crucial legislative frameworks, which lays foundation in the Republic of Serbia for the advancement of education on human rights is the Law on the Fundamentals of the Education System. This Law clearly underscores the observance of human rights, dignity and rights of every child, primary and secondary school student and adult (Art. 7, Paragraph 3), as well as the education in the spirit of democratic values, tolerance, social justice, truth, freedom and solidarity. The educational process is based on principles of equality, inclusiveness and non-discrimination, while special attention is given to children and primary and secondary school students from vulnerable groups, including children with developmental disabilities, children belonging to national minorities, as well as foreigners, stateless persons and asylum-seekers (Art. 3 and Art. 7). The goals of education (Art. 8) directly support values of human rights through: development of positive human values; development of the sense of solidarity, understanding and constructive cooperation with others; development of competences for understanding and respect for the rights of a child, human rights, civil liberties and capabilities for a life in a democratically regulated and just society; development of and respect for diversity and interculturalism; development of critical thinking, personal and civil responsibilities and active participation in a social life. Furthermore, key competences for lifelong learning (Art. 11) and general cross-curricular competences (Art. 12) include social and civic competences, responsible participation in a democratic society, communication, cooperation and critical thinking, which represent the basis for preparing young people to actively, consciously and responsibly participate in a community and protect human rights. In this way, the Law on the Fundamentals of the Education System ensures the legal and strategic basis for the integration of human rights education into the entire education system of the Republic of Serbia.

At the same time, the Law on Primary Education ("Official Gazette of Republic of Serbia", Nos. 88/17, 27/18, 10/19, 6/20, 129/21, 92/2023 and 19/2025), contains a range of provisions, directly supporting the HRE goals, which is particularly manifested in the part that refers to the goals, outcomes and cross-curricular competences, where an orientation towards the following values is clearly recognised: observance of human and children's rights; civil liberties; life in a democratically regulated and just society; tolerance, equality and respect for diversity; interculturalism; cooperation. Article 21 of this Law defines as key goals of primary education, inter alia: developing competences for active participation in a changing society (Para. 7), development of critical thinking, self-evaluation, team work and expression of one's own opinion (Para. 10), developing positive human values (Para. 13), empowerment for understanding and observance of human rights and rights of a child (Para. 14) fostering tolerance, gender and cultural equality and respect for diversity (Para. 15), developing interculturalism and affiliation to national and global cultural heritage (Para. 16). Furthermore, Article 21a prescribes general cross-curricular competences, developed through all curricular subjects, among which the crucial ones for HRE are as follows: responsible participation in a democratic society; communication, responsible attitude towards environment and health; cooperation, problem solving; competences for studying and work with information. Article 22, which refers to the outcomes upon the completion of primary education, particularly emphasises that pupils will: be able to identify and respect human and children's rights and be capable to actively participate in their exercise (Para. 11); be able to cooperate with persons belonging to other cultures, by respecting tradition and cultural identity of other communities (Para. 13); efficiently and constructively cooperate in a team, community and

organisations (Para. 14); apply critical thinking and make decisions based on knowledge and analysis (Para. 8). The listed provisions constitute a sound regulatory framework which supports integration of human rights education in primary school system of the Republic of Serbia. They not only establish the foundation for a value-based and inclusive approach to teaching, but enable the implementation of HRE in everyday educational work, both through teaching and through supplementary programmes, projects, pupils' initiatives, free activities and work of pupils' organisations (Art. 23).

The goals of education prescribed by the Law on Fundamentals of the Education System highlight education for democratic values in all goals indirectly, but also directly in the goal 14, which states: "developing competences for understanding and observance of the rights of a child, human rights, civil liberties and capabilities for a life in a democratically regulated and just society".

At the level of policies, the Ministry of Education has, for the purpose of achieving these goals, implemented the following:

- In 2002, the subject *Civic Education* was introduced as a mandatory elective subject, while the contents have been continually improved over the last 20 years of implementation and resources have been allocated for the realisation of this subject at the level of pre-university education.
- In 2013, the Amendments to the Law on Fundamentals of the Education System introduced general and cross-curricular competences as the most relevant ones to adequately prepare primary and secondary school students for the active participation in a society and lifelong learning: digital competency, aesthetic competency, learning how to study, **communication**, responsible attitude towards the environment, **responsible participation in a democratic society**, entrepreneurship and orientation towards entrepreneurship, handling data and information, **problem solving, cooperation**, responsible attitude towards one's health. The curriculum is outcome-oriented and should ensure the development of cross-curricular competences, one of which is *Responsible participation in a democratic society* - in outcomes, which refer to the respect for human rights and freedoms.
- Within the curriculum, outcomes related to the respect for gender equality, diversity and inter-cultural dialogues are introduced. The observance of democratic procedures, responsible, humane and tolerant behaviour in a society, sensitivity to social injustice, cooperation and team work are some of the outcomes that are connected to human rights and are included in the teaching and learning programmes.
- Since 2017, the project-based *Council of Europe Reference Framework of Competences for Democratic Culture* (RFCDC) has been implemented. It has been an obligatory part of the education system since 2021 and is an integral part of the *Strategy for Development of Education in the Republic of Serbia by 2030*, adopted on 3 June 2021. RFCDC has been referred to in:
    - The Rulebook on Performing Community and/or Humanitarian Work in Educational Institutions („Official Gazette of the Republic of Serbia", No. 10/2024) https://www.paragraf.rs/propisi/pravilnik-obavljanju-drustveno-korisnog-odnosno-humanitarnog-rada.html;

- Culture of Remembrance - a resource of the Ministry of Education and the Institute for the Improvement of Education (https://zuov.gov.rs/kultura-secanja/);
- Through the continuous launch of the Public call for proposals, in which one priority is the allocation of funds to civil society organisations: development of human rights education and democracy (https://prosveta.gov.rs/vesti/javni-konkurs-za-dodelu-sredstava-za-podsticanje-programa-ili-nedostajuceg-dela-sredstava-za-finansiranje-programa-od-javnog-interesa-znacajnih-za-preuniverzitetsko-obrazovanje).

Specifically, experts from the Institute for the Improvement of Education have developed National Guidelines for the Integration of the RFCDC for 10 school subjects (Serbian language / Serbian Language and Literature, Mathematics, World Around Us / Nature and Society, Foreign Language, History, Geography, Physics, Chemistry, Psychology, Civic Education), thereby establishing systematic connection between RFCDC and the teaching and learning programmes. The manuals are available at the website of the Institute. During 2024, these guidelines were made operational and extended to include one more subject Entrepreneurship. A set of activities was developed from a repertoire of values, attitudes, knowledge and critical understanding. They were primarily intended to serve as ideas to create original examples of good practice, which enable the intended structures to be learned in a natural way in situational contents, where subject-specific knowledge is conveyed in parallel with the development of competences for democratic culture.

In the Law on Secondary Education ("Official Gazette of Republic of Serbia", Nos. 55/13, 101/17, 27/18, 6/20, 52/21, 129/21, 92/2023 and 19/2025), the development of human rights education (HRE) is manifested by crucial goals of secondary education (Art. 2) while Article 2a additionally specifies cross-curricular competences, which include a competence for the participation in a democratic society, responsible attitude towards health, responsible attitude towards the environments, cooperation, communication, aesthetic competence, digital literacy. All mentioned competences are relevant for building knowledge, skills and attitudes necessary for the respect for and protection of human rights. Pursuant to Article 10, the school programme includes programmes and activities directed towards the development of capabilities to solve problems, communication, team work and stimulation of the entrepreneurial spirit, programmes of protection against discrimination, violence, as well as programmes for cooperation with a family and community. All these contents constitute a basis for fostering democratic culture and support to human rights education in schools. Special role within this law is given to programmes of cultural activities (Art. 13), free activities (Art. 14), as well as to the programme of career guidance and counselling (Art. 15), whereby students are offered an opportunity to develop and actively participate in the creation of school and social life, which is in line with the fundamental values of the human rights education.

The Law on Dual Education ("Official Gazette of Republic of Serbia", Nos. 101/2017, 6/2020 and 76/2023) represents an important step in tightening the ties between education and labour market, but also in supporting the development of key values, competences and rights of secondary school students. In the context of human rights education, Article 3 underscores several principles, which directly correlate with the values of human rights education: ethics - obligation to respect the personality and dignity of a student and to create conditions that support the goals of education

(which include rights of students, equality and safe environment); right of choice and equal opportunities - emphasis is on the freedom to choose an educational qualification and ensure equality without discrimination on any grounds (gender, language, nationality, disability, etc.); career guidance and employability - students are offered support to exercise right to development, employment and active participation in a society; accessibility - all students are provided with quality access to programmes, including those from vulnerable groups; lifelong learning - which enables personal growth throughout life (which is in line with the equal right to education). Furthermore, dual education goals (Art. 4) include: development of critical thinking, sense of responsibility, self-assessment and independent decision making; development of awareness on health and safety, including occupational health; development of team work and innovation, as well as the respect for mutual rights and obligations. These competences are an integral part of general cross-curricular competences, which are developed in education, including: responsible participation in a democratic society; resourcefulness, digital and communication literacy; respect for diversity. Dual education programme includes qualification standards, as well as vocational subjects, which are delivered through work-based learning. This opens up a possibility to implement contents on human rights in a working environment, such as: rights of students in a working process; ethical conduct in professional context; equality of treatment and inclusive approach in a working environment. In addition, the right of students to safety and humanity in a working environment is also regulated (Art. 6): maximum duration of work-based learning (up to 30 hours per week), prohibition of night work; possibility to organise some part of the teaching in a safe environment (school/training centre), as well as students' rights to attend classes in a national minority language.

The Youth Strategy in the Republic of Serbia is also of great importance. Specifically, the National Youth Strategy for the period from 2015 to 2025 was valid in the Republic of Serbia in the period from 2020 to 2023. However, since 2023, the Youth Strategy in the Republic of Serbia for the period from 2023 to 2030 has been in force (hereinafter referred to as: YSRS), which has been harmonised with the Law on the Planning System of the Republic of Serbia. Both these strategies were drafted through a wide consultative process, with the participation of representatives of all crucial entities of the youth policy, including the representatives of Ministries and bodies responsible for education, human and minority rights, etc.
YSRS has been harmonised with documents of public policies and regulations of the Republic of Serbia that are relevant to youth policy, as well as with relevant international strategic documents, such as: The UN Youth Strategy (2018-2030), The United Nations Agenda 2030 (2015-2030), EU Youth Strategy (2019-2027) and the Council of Europe's Youth Sector Strategy to 2030. Also, the field of human rights education is implemented to the greatest extent through a specific goal 3 of the YSRS: Young people are active participants in society at all levels.
A specific YSRS chapter clearly lists mechanisms for the implementation of the Strategy and reporting methods on the implementation results. In this regard, the activities of the Working Group for Monitoring and Implementation of the Strategy and the Youth Council of the Government of the Republic of Serbia are the most important ones. And therefore, also significant are the parts of the YSRS and the first three-year Action Plan for its implementation (2023-2025), which refer to the human rights education.

Other important strategies are the Strategy of Prevention of and Protection against Discrimination for the period from 2022 to 2030, the Gender Equality Strategy for the period 2021-2030, the Strategy for Social Inclusion of Roma Men and Women for the period from 2022 to 2030, and the

Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia for the period from 2025 to 2030.

As regards the Strategy of Prevention of and Protection against Discrimination for the period from 2022 to 2030, which was adopted in January 2022, the general goal was to ensure equal opportunities for members of groups at risk of discrimination to enjoy all human rights and freedoms on an equal basis with others, as well as to improve the effectiveness of the system for preventing and protecting against discrimination in all areas and at all levels.

The Gender Equality Strategy for the period 2021-2030, which was adopted in October 2021, lays down comprehensive measures to advance gender equality as a factor, which supports societal development in the Republic of Serbia. This Strategy aims at building the culture of gender equality and overcoming gender stereotypes, gender mainstreaming in public policies, strategies, and laws, permanent work on the implementation of gender responsible budgeting at the national and provincial, and, in particular, the local level, raising the capacities of gender equality mechanisms, improving coordination, particularly vertical coordination, cooperation between institutions and civil society organisations and coordination of activities, international and regional cooperation regarding the issues of gender equality.

The Strategy for Social Inclusion of Roma Men and Women for the period from 2022 to 2030, which was adopted in February 2022, is based on international acts and national regulations, which refer to the fields included in this document, such as: justice and protection of human and minority rights, inclusion and equality of Roma men and women in a society, equality and non-discrimination, education, employment, housing, health, social protection and civil status. The general goal of the Strategy is the improvement of the quality of life of Roma men and women in the Republic of Serbia, while respecting human and minority rights, eliminating discrimination and Antigypsyism as a form of racism and achieving greater social inclusion in all segments of society.

The Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia for the period from 2025 to 2030 and the first three-year Action Plan for its implementation in the period from 2025 to 2027 were adopted in January 2025. This strategic framework represents the continuation of constant efforts of the Ministry for Labour, Employment, Veteran and Social Affairs to advance comprehensive social and economic situation and create conditions for equal participation in a society for all persons with disabilities in the Republic of Serbia. The general goal of the Strategy is to improve the status of persons with disabilities by enabling them to exercise all their rights and live equally in a community, through inclusion in all areas of social life at equal basis and with full respect for personal dignity, independence, freedom of choice and individuality.

c. See the previous answer under I 1. b.

e. Every year, the Ministry of Education earmarks funds for programmes, which support civil society organisations working to promote and improve human and minority rights in education and implement goals within the Sustainable Development Goals (SDG) 4. All civil society organisations have the right to apply to public calls for proposals. The Ministry of Education, in addition to forming an expert commission for programme selection, submits all applications received through the public call that target one or more national minorities to relevant national councils to review and provide expert opinion. When scoring applications, the commission also takes into consideration these expert opinions of national councils of national minorities.

Every Public call for proposals for the allocation of funds for encouraging programmes or covering the missing part of funds for financing programmes of public interest, which are implemented by associations annually, sets priority areas. Some of the areas, which are in line with the Strategy for Development of Education in the Republic of Serbia until 2030, include empowering employees to create a safe, non-discriminatory and stimulating environment for learning and personal development of all participants in the educational process; encouraging participation of employees, primary and secondary school students and parents in the prevention and protection against violence and discrimination, implementation of Council of Europe's RFCDC and promotion of inclusive education and children/students from vulnerable social groups (persons belonging to Roma national minority, children/students with developmental disabilities and disabilities, etc.) by implementing support activities to vulnerable groups.
In 2024, 79 programmes were supported, out of which 30.5% addressed the creation of a safe, non-discriminatory and stimulating environment, 2% of programmes worked on implementation of Council of Europe's RFCDC, and 11 % focused on the promotion of inclusive education. In 2023, 23% of programmes were supported, which implemented Council of Europe's RFCDC, 31% of them focused on the topic of a safe, non-discriminatory and stimulating environment while 7% dealt with inclusive education. A similar distribution of supported programmes through the Public call has been recorded in the previous years as well.

The Ministry of Tourism and Youth of the Republic of Serbia advocates for non-formal education, which should be accessible and free-of-charge to all young people and carried out in adequate youth premises. As an example of good practice, we point out to the fact that Serbia has a youth centre Ecological Centre Radulovački, accredited by the Council of Europe, whose founder is the Vojvodina Environmental Movement. The Ministry of Tourism and Youth has been active in developing infrastructure for young people with the aim of providing support to youth to remain in their regions, ensuring the quality in working with youth and providing assistance to local self-governments to implement youth policy at the local level. In addition to the activities started in 2023, and aimed at establishing four youth centres (Niš, Subotica, Novi Pazar and Sombor), further activities were implemented within the mentoring process to support local self-government units in establishing youth spaces. Within this process, a decision was made to support, in the upcoming period, projects of eight local self-governments aimed at establishing youth centres and clubs. In line with the above mentioned, after the implemented public call for local self-governments and the consent of the Government of the Republic of Serbia, the Ministry of Tourism and Youth concluded contracts in December 2024 on the implementation of projects aimed at establishing three youth centres (Zrenjanin, Vranje and Obrenovac) and in February 2025, it initiated a procedure to obtain the consent to establish two new youth centres (Zaječar and Bečej) and three youth clubs (Boljevac, Vladičin Han and Novi Kneževac). The said ministry allocated the total of 413 million RSD for this purpose in the last two years. Establishing youth centres is part of the broader strategic commitment of the Ministry of Tourism and Youth to improve conditions for non-formal education and development of youth. New youth centres will provide young people with spaces for learning, creative expression, volunteering activities and socialising, which will stimulate their personal and professional development. With this investment, the Government of the Republic of Serbia and the Ministry of Tourism and Youth have demonstrated their commitment to empower young people and support communities.
The total funds that the Ministry of Tourism and Youth allocated to youth associations and associations for youth and their alliances for implementing youth policy projects and support to

civil society in the period from 2020 to 2024 amounted to 1,330,266,352.2 RSD (approx. 11.29 million EUR) for 650 projects.
As regards the topic of human rights education, the Ministry of Tourism and Youth has financed 10 projects, with a total value of 16,713,050.00 RSD (which is almost 142,000 EUR), among which the projects of the Belgrade Centre for Human Rights, with whom the Ministry has cooperated for many years, stand out.

By putting into practice one of the fundamental principles of the Convention on the Rights of the Child-the principle of child participation-the Protector of Citizens established the Youth Advisory Panel in December 2010 and held the first meeting with 30 boys and girls from across Serbia. The Youth Advisory Panel thus became a permanent form of children's and young people's participation in the work of the Protector of Citizens, the first state institution in Serbia to include children in its work.
The institution of the Protector of Citizens has actively contributed to the development and promotion of policies supporting human rights education for young people through the work of the Youth Advisory Panel. Over the years, panel members have conducted numerous lectures and workshops on human rights-especially focused on the rights of the child-for primary and secondary school students across the country. Young people have been directly involved in data collection in their schools and in creating reports and recommendations aimed at decision-makers, particularly in the areas of protection from violence and discrimination.
The Youth Advisory Panel actively participated in the preparation of the Special Report on Violence in Schools, published in December 2023, which emphasizes the necessity of a structural approach to human rights education in schools. The report highlighted the importance of incorporating human rights content into school curricula and aligning strategies for combating discrimination and peer violence.

2.
a. The website of the Ministry of Education lists resources important for strengthening competences of participants in education in the field of prevention of and protection against discrimination, which were created within the cooperation of the Ministry with civil society organisations, supported by international donors: „Guide through prevention and responding to discrimination for employees in educational institutions – From identification to action"; "Brochure for parents – Prevention, protection and action in cases of discrimination in education" https://prosveta.gov.rs/kategorija/publikacije/page/2/. We especially point out to the "Guide for the prevention of segregation in educational institutions and undertaking measures for desegregation", which is available at the website of the Ministry of Education https://prosveta.gov.rs/wp-content/uploads/2022/12/vodic-za-sprecavanje-sagregacije.pdf and completes the resources in education for the application of legislation, which ensures just and non-discriminatory education and society as a whole.
With the aim to provide support for systematic changes of educational policies, a set of materials has been created under Publications https://prosveta.gov.rs/kategorija/publikacije/, such as the Guide for fostering democratic culture in schools, Manual with examples of good practice of implementing competences, Developing competences for democratic culture in the digital age, Teaching competences for democratic culture through online classes, as well as Guidelines for the integration of the Reference framework of competences for democratic culture in schools.

In cooperation with the UNPFA team (United Nations Population Fund) and their heath consultants, as well as with the Institute for the Improvement of Education, the Ministry of Education has developed an online Training programme to enable educational staff to develop a responsible attitude towards health and to protect the health and safety of primary and secondary school students, which has included 1800 expert associates from all primary and secondary schools in Serbia. During the 2021/2022 school year and continually throughout the following school years, they developed, through presentations, workshop activities and while drafting preparations for classes and extra-curricular activities, cross-curricular competence *Responsible attitude towards health* among pupils and secondary school students. Within the health education, the following topics are addressed: Prevention and identification of sexual and gender violence, gender equality in education, mental health, reproductive health, prevention of risk behaviour (alcoholism, substance abuse, cigarettes). Examples of good practice in developing this cross-curricular competence have been continuously published at the Internet platform of the Institute for the Improvement of Education https://zuov.gov.rs/zdravlje/ and represent resources for all employees in the education system.

As a support for introducing human rights education, the COMPASS Manual has also been of great importance - the manual for human rights education with young people, developed under the auspices of the Directorate for Sport and Youth of the Council of Europe, within the Human Rights Education Youth Programme. It was first published in 2002, and translated into 31 languages, thus making it available in Serbian as well. The manual is a point of reference for those participating in the work with young people, which is based on values that are also important in non-formal education.

b. In addition to the already mentioned activities, the Ministry of Education has been placing additional efforts, in the last several years, to enable educational staff to plan and implement preventive activities with students, which contribute to the development of socio-emotional skills among students (awareness of oneself and others, self-regulation of emotions, and/or self-control, responsible decision making, etc.) through curricular and extra-curricular activities. With that purpose, and in collaboration with the Centre for Interactive Pedagogy, a guide for employees was developed during 2023 "Education in the function of welfare and entire development of children" (link to guide: https://prosveta.gov.rs/wp-content/uploads/2024/02/Vodic-Vaspitanje-u-funkciji-dobrobiti-i-celovitog-rayvoja-dece-01.02.2024..pdf), followed by a video training "Education and socio-emotional learning in the function of welfare and entire development of children in 2024 https://prosveta.gov.rs/vesti/video-obuka-vaspitanje-i-socijalno-emocionalno-ucenje-u-funkciji-dobrobiti-i-celovitog-razvoja-dece/ as a follow-up of the guide's content.
The content of the video training contributes to better understanding of the concept of socio-emotional learning and indicates to the importance of fostering socio-emotional competences among children, through the creation of an environment for learning, in which children are encouraged to cooperate, work in a team, foster dialogue, mutual respect and acceptance. Through concrete examples, employees in educational institutions further explain institution's role of upbringing and its importance in the development of a child. Part of the training content refers to the empowerment of parents to raise children by providing love and support and introducing rules, without punishment.
Until this moment, almost 10,000 employees have accessed the video training.

Furthermore, in order to empower employees for the implementation of preventive activities and development of socio-emotional skills among students, the Ministry of Education has been implementing the programme "Skills for Adolescence" in cooperation with the United Nations Office on Drugs and Crime (UNODC). The implementation of the programme is currently underway, while in the period October-December 2023, trainings were organised for 365 employees (expert associates and class teachers) from 180 primary schools throughout the country (from all 17 school administrations-organisation units of the Ministry of Education). The implementation of the training content by the employees who attended the training programme began at the start of 2024 and will last until June 2025. Employees working with close to 10,000 sixth and seventh grade primary school pupils have been implementing programme contents during class community lessons and through workshops and discussions with pupils, while also using manuals and other materials they received during training. The programme strives to enable the creation of acceptable and supporting school environment through the development of assertive communication skills, responsible decision making and self-awareness (of one's attitudes, values and needs), and by reinforcing self-confidence.

One of the goals of the mentioned Youth Strategy in the Republic of Serbia for the period from 2023 to 2030 refers to youth activism. One of the mechanisms, which promote youth activism and participation, is the Youth Council, a national body established by the Government of the Republic of Serbia in 2014 that is managed by the Minister of Tourism and Youth. With regard to the Youth Council, it is vital that it remains inclusive and functional. In relation to the functionality, it is important that is has its work plan and clearly defined goals, which relate to the issues relevant for young people, and that it holds regular sessions. As for the inclusiveness, it is important that its membership includes young people as well. The National Youth Council in the Republic of Serbia has 40% young people involved as members.

In terms of youth participation, it is worth noting that a Working group for EU dialogue has been established within the Youth Council.

During 2023, two Council sessions were held for monitoring and implementation of the recommendations for human rights issued by the UN, which were organised jointly by the Ministry for Human and Minority Rights and Social Dialogue and the Ministry of Tourism and Youth.

The Ministry of Tourism and Youth is a member of the North-South Centre Network and regularly pays its annual contribution and participates in Centre's activities. The Ministry of Tourism and Youth is a national coordinator for global education together with the "Centre for Youth Work" (CZOR) and has been participating in iLegends programme cycles of the Council of Europe for years as well as in marking *Global Education Week* (GE) together with CZOR. *Global Education Week* is a campaign implemented by the North-South Centre Network of the Council of Europe and the Global Education Network within iLegends – a joint programme of the European Union and the Council of Europe. Global education relates to the priorities defined in the UN 2030 Agenda for Sustainable Development, while the goal of the campaign is to raise awareness on Global education as a tool for solidarity and change and to contribute to a more sustainable, peaceful and equitable world. Global Education Week was marked in 2023 from 13 to 19 November under the theme "Peace for the Planet. A Planet of Peace" and in 2024 from 18 to 24 November with the slogan "Connected People for an Inclusive Planet". In addition to the Ministry

of Tourism and Youth and CZOR, other partner organisations, schools and projects contributed to the marking of the Global Education Week and its promotion activities. The representatives of the Ministry of Tourism and Youth take part in all relevant events and meetings, among which the important ones are Annual meetings of the Global Education Network, webinars for the implementation of annual campaigns, reporting on implemented GE Weeks, meetings with partners, organisations of information sessions, etc.

c.

The curriculum of the Ministry of Education includes topics addressing the life of Roma in the following subjects: *Music culture* and *Serbian language* - cover music and literary works that were inspired by Roma life and culture, History in primary schools and in secondary schools - covers topics of the suffering of Roma people in the First and the Second World Wars, genocide against the Roma people. *World Around Us* and *Nature and Society* - cover topics of population, diversity in customs, cultures and housing styles, etc. The elective programme for grammar schools *Religion and Civilisation* includes a range of topics on Roma people, life, customs, culture, suffering of Roma people in wars, their contemporary status. In the subject *Nature and Society* for the 3rd and 4th grades of primary schools, the topics of democratic relations in society, the rights and obligations of citizens are addressed; *Civic Education* covers a series of topics: diversity, human rights, equality between men and women, vulnerable social groups, stereotypes and prejudices, discrimination; identities; *Sociology* deals with topics that develop students' ability to play the role of responsible citizens for participation in a responsible and humane society; *History* in secondary schools analyses prejudices, stereotypes, propaganda and other types of biases in the interpretation of historical phenomena; *Geography* covers topics that explain contemporary problems of humanity, e.g. discrimination.

The Ministry has been continually working on strengthening teachers' competences to provide support to migrant and refugee students from Ukraine. Until now, more than 4000 teachers and expert associates have been included in various trainings. The last training in the series aimed at empowering employees to early identify risk factors among pupils and secondary school students that may lead to human trafficking and to act in situation of suspicion or knowledge on potential involvement of primary and secondary school students in a trafficking chain, with a focus on migrant population. This online training was completed in December 2024 and gathered 1200 attendees.

Examples of good practice are available to employees at https://remis.rs/dobre_prakse/3311/. In the period October-December 2024, 15 two-day trainings of professional development of employees were organised, with the topic of applying the Professional instruction for the inclusion of migrant/asylum seeker students into the education system and the preparation of a Support Plan and didactic material for the work with migrant students. Trainings included 400 attendees. Good practice and materials are available at the website of the Institute for the Improvement of Education https://zuov.gov.rs/plana-podrske-didakticki-materijal-migranti/ and the website of EU Support to Migration Management in Serbia REMIS. With the aim of improving teachers' competences to implement curriculum for the elective programme *Serbian as a Foreign Language*, 4 trainings were organised with the total of 130 participants. To date, more than 700 teachers have enhanced their knowledge and skills in the field of Serbian as a Foreign Language. Materials with examples

of good practice are available at https://zuov.gov.rs/srpski-kao-strani-jezik/ and https://remis.rs/. Taking into consideration the linguistic barrier, translation of the educational material has been provided to mother tongues of migrants; the educational material is currently being translated into the Ukrainian and Arab languages.

One type of intersectoral cooperation is the Youth Guarantee programme. The Ministry, together with other relevant institutions, primarily the Ministry for Labour, Employment, Veteran and Social Affairs and the National Employment Service as project leaders, is in the process of preparing the Youth Guarantee (YG), which will be funded from the IPA III Operational Programme 2024-2027. The role of the Ministry of Tourism and Youth and the Youth Sector is especially important in the phase of reaching inactive young people, which is to be achieved through the cooperation with youth offices and civil society organisations working with young people. This programme is also very important because of the NEET category of youth, those who are at risk of social exclusion since they are not in education system, employment or non-formal training process. Therefore, this programme will serve as a great mechanism to reach them.

d. See the answer under I 1. b.
The Ministry of Tourism and Youth has been financing and co-financing programmes and projects of public interest in the fields of youth sector, which are implemented by youth associations, associations for youth and their alliances, through the allocation of funds based on public calls for proposals. Improving programming knowledge among young people is very important for giving momentum for starting future businesses in the field of programming, and thereby encouraging them to stay, by creating conditions for new job opportunities in a highly dynamic IT sector.

e. The Ministry of Tourism and Youth, as was mentioned before, advocates for non-formal education, which should be accessible and free-of-charge to all young people and carried out in adequate youth premises. The Ministry of Tourism and Youth has been active in developing infrastructure for young people with the aim of providing support to youth to remain in their regions, ensuring the quality in working with youth and providing assistance to local self-governments to implement youth policy at the local level. Youth centres are spaces whose establishment is supported by the Ministry of Tourism and Youth and local self-government units. They are designed as places where the goals of the Youth Strategy of the Republic of Serbia are to be implemented through various forms of non-formal education, including human rights education.

Through the work of The Protector of Citizens' Youth Advisory Panel, the institution has enabled young people to create and adapt educational materials on human rights themselves, including participation in peer education sessions, workshops, and public appearances. These activities have encouraged the exchange of knowledge and experiences among youth and created a safe space for learning about human rights. Panel members act as peer educators, and in addition to delivering lectures and workshops in schools across Serbia, they shared their knowledge of human rights - with special emphasis on the rights of the child - at the Ombudsman's Summer School on Children's Rights held in September 2022.

In its initiatives, the Youth Advisory Panel has placed emphasis on overcoming stereotypes and prejudices, equality, diversity, and gender equality, which has contributed to the development of an educational approach that reflects the principles of human rights. Furthermore, by spreading knowledge about human rights - especially children's rights - they have enabled many children to receive essential information about their rights, methods of protection, and the authorities responsible for ensuring respect for human rights, through peer-led workshops.
In addition to working with their peers, panelists have drawn the attention of competent authorities to shortcomings in various systems and suggested ways these systems could be improved to enable comprehensive human rights education - particularly children's rights - and full respect for all rights.
The Youth Advisory Panel has its own Instagram page where it announces events carried out with the support of the Protector of Citizens and promotes the activities of the panelists. Additionally, there are plans to create a children's website where general information on human rights - especially children's rights - will be available, and where children and youth will be able to ask questions and receive answers related to the issues they face in realizing their rights.
The Protector of Citizens publishes publications and/or reports annually to promote human rights, particularly children's rights, highlight gaps in the realization of these rights, and provide recommendations on how to correct shortcomings to ensure full realization of rights. Panelists, together with the Protector of Citizens, have created several publications on children's rights which they distribute to peers during workshops organized in schools.

3.
a. The Catalogue of Continuing Professional Development Programme for teachers, preschool teachers and expert associates for the 2022/2023, 2023/2024 and 2024/2025 school years of the Institute for the Improvement of Education includes 7 accredited programmes on the topic of interculturalism, 5 programmes on the topic of gender equality, while the protection against discrimination is addressed in 20 programmes. During the implementation of the three-year Catalogue, educational programmes addressing identification and responses in situations of discrimination were attended by 1,475 participants (21% male; 79% female), gender equality trainings in this cycle were attended by 200 participants (20% male; 80% female), while the educational programmes in the field of interculturalism were attended by 254 participants (23% male; 77% female).
As we have already indicated, the Ministry of Education has been placing additional efforts, in the last several years, to enable educational staff to plan and implement preventive activities with students, which contribute to the development of socio-emotional skills among students through curricular and extra-curricular activities. More information is given in the answer under I.1.b. in the part concerning the guide for the employees "Education in the function of welfare and entire development of children" and the video training "Education and socio-emotional learning in the function of welfare and entire development of children" as a follow-up of the guide's content and the part about the cooperation with UNODC and programme "Skills for Adolescence".
In order to achieve more efficient intersectoral cooperation and more coordinated action of competent authorities, the Government of the Republic of Serbia launched the National platform **"I'm watching over you"** in 2021 for the prevention of violence which includes children. Bearing in mind the complexity of the phenomenon of peer violence and the necessity that all competent authorities take action, in addition to the Ministry of Education, the following competent

institutions are also part of the National platform: The Ministry for Labour, Employment, Veteran and Social Affairs, the Ministry for Family Care and Demography, Ministry of the Interior, the Ministry of Health, the Ministry of Information and Telecommunications, the Ministry of Justice, and the Public Prosecutor's Office of the Republic of Serbia. The Protocol on cooperation and provision of intersectoral services through the software "I'm watching over you" has defined the role and competence of each of the mentioned ministries when acting in situations of violence reported through the Platform.

The Ministry of Education continuously participates in the creation of the informative-educational part of the platform and training content for employees, parents and primary and secondary school students in the field of the prevention of violence and discrimination. Currently, there are 20 trainings at the Platform, and more than 400 informative-educational contents have been published and are available to the public, in the field of prevention of violence, discrimination and risk behaviour of children, ways to provide support to children and methods of responding in situations when a certain situation of violence /discrimination occurs.

Since May 2023, the National platform "I'm watching over you" has made it possible that every citizen can report violence or discrimination that involves children. The informative part of the platform is available to the public - https://cuvamte.gov.rs/

From the moment the Platform became operational, from April 2021 to December 2024, trainings were attended by 28,438 primary and secondary school students (during 2024 - 7,366), 25,277 parents (during 2024 - 18,137) and over 50,000 education system employees (during 2024 -5,586). Some of the trainings at the platform refer more directly to the field of protection against discrimination and the improvement of competences of education system employees for responding in situations of discriminatory behaviour. Thus, in June 2024, a training "Responses of education system employees in situations of discriminatory behaviour" was developed, which was attended by 3,650 employees in schools by the end of 2024, while the training "Protection of children with developmental disabilities in cases of neglect and discrimination, abuse and violence" was attended by 2,782 employees in 2024.

The Ministry of Tourism and Youth supports the education of youth workers who cover non-formal education, especially by endorsing the National Association of Youth Workers (NAPOR), which has developed and applied the Code of Ethics in Youth Work and formed the Council for Ethical Issues. They developed a set of eight quality standards of youth work programmes and a three-year accreditation approved by the Ministry of Tourism and Youth.

b. The Institute for the Improvement of Education has developed a National educational portal, https://zuov.gov.rs/nop/, which includes a collection of educational resources for didactic-methodical and pedagogical-psychological competences of teachers that provide support in improving the educational practice in the field of enhancing motivation, self-respect and emotional development of primary and secondary school students. In the Catalogue of Continuing Professional Development Programme for teachers, preschool teachers and expert associates for the 2022/2023, 2023/2024 and 2024/2025 school years at the link https://zuov-katalog.rs/index.php?action=page/catalog/all&komp=3, there are 259 accredited professional development programmes which improve teachers' competences in the field of providing support to the personal development of children and primary and secondary school students.

c. In cooperation with OSCE, the Ministry of Tourism and Youth has been working on mapping and analysing capacities of local youth offices, youth associations and associations for youth for the work with marginalised and vulnerable groups of youth and their inclusion into programmes. This analysis will be significant for the improvement of youth work, for the "Youth Guarantee" programme and the process of reaching young people, as well as for other work activities with young people from vulnerable groups.
The representatives of the Ministry of Tourism and Youth met with Mr. Oliver Scicluna, Special Representative of the OSCE on 30 October 2024 and discussed human rights topics, specifically focusing on youth. Two main points of discussion were youth participation and work with marginalised groups of youth. As regards the participation, it was noted that the Ministry of Tourism and Youth respected the voice of youth when creating and implementing youth policy measures both at the national and local level and also identified room for further progress in this field. An agreement was made to organise training for civil society organisations and youth offices addressing the work with marginalised groups of youth, which resulted in the training held several weeks later, which was attended by the representatives of CSO and coordinators of youth offices from several local self-government units.
The training "Inclusive approach to the work with youth" for the representatives of CSO and youth offices, aimed at improving their capacities to include young people from vulnerable groups into their programmes and activities, was held in Bajina Bašta from 4 to 6 December 2024 and gathered 20 participants.

Through the work of the Youth Advisory Panel, the Protector of Citizens has contributed to building the capacities of young leaders and peer educators. Members of the Youth Advisory Panel have undergone training that empowered them to effectively communicate about human rights and discrimination, as well as to lead workshops for their peers in schools, non-governmental organizations, and communities.
For example, members of the Youth Advisory Panel conducted workshops on the Convention on the Rights of the Child for their peers during the Ombudsman's Summer School on Children's Rights, held in September 2022.

4.
a. With the aim of raising awareness about the role and importance of the Council of Europe and highlighting the principles and values that this international organisation promotes and protects, Serbia has joined the initiative called "Council of Europe Days", to be organised in member states until 2025. During 2023, as part of this initiative, our schools marked the 20th anniversary of Serbia's membership in the Council of Europe by organising different programmes, which include the implementation of the Reference Framework of Competences for Democratic Culture in schools, and the programmes that are dedicated to the cooperation with the Council of Europe.
The Ministry of Education has been active in the field of the culture of remembrance in education system by developing new and improving the current curriculum in the pre-university education, offering systematic support to teachers who organise curricular and extra-curricular activities dedicated to the culture of remembrance through professional development, as well as by providing educational resources in the field of the culture of remembrance at the internet website CULTURE OF REMEMBRANCE within the National educational portal https://zuov.gov.rs/kultura-secanja/.

This webpage features literature, manuals and instructions, resources of institutions and associations, such as: the Museum of Genocide Victims in Belgrade, Yad Vashem, the International Holocaust Remembrance Alliance (IHRA), the Republic Pedagogical Institute of the Republic of Srpska, the United Nations, ODIHR, UNESCO, NGO "Terraforming", "Centropa". A separate part of the website consists of school practice that features preparatory material for curricular activities and students' films and papers on the topic of the culture of remembrance. The Internet website was conceptualised by the Ministry of Education and technically implemented by the Institute for the Improvement of Education.

Every year, the Ministry of Tourism and Youth and the local self-government units support youth associations, associations for youth and their alliances to implement their projects. During 2024, targeting the Goal 5 of the Youth Strategy, which entails a healthy and safe environment and social well-being of young people, 41 projects were supported with the amount of 49,219,000.00 RSD and in 2023, 22 projects were supported, targeting the same goal, with the amount of 26,338,000.00 RSD.

Within the Youth Advisory Panel of the Commissioner for the Protection of Equality, various activities are organised in relation to the issues of prevention of and protection against discrimination of children and youth, such as consultations, regular meetings, thematic activities and educational workshops. During workshops, young people are encouraged to identify examples of violation of human rights in their communities, and to send a strong message, through creatively designed activities and action, on the importance of the respect for equality. The topics included: development of skills for identifying and responding to discrimination; public speaking skills: gender equality topics; EU acquis; mental health, prevention of and combating stigmatisation; trainings for peer educators in the field of the prevention of gender-based violence through technologies. In addition, young people attended the Council of Europe training with the representatives of the Commissioner on the use of Compass/Compasito methodology, with the aim of strengthening capacities of schools to provide human rights education to children and young people. After the completed training, Panel members had the opportunity to take part, as educators, in eight workshops for teachers, non-teaching staff and representatives of student parliaments in primary and secondary schools in Belgrade, Kragujevac, Novi sad, Inđija, Niš, Leskovac and Kovačica.
Furthermore, through the project "Youth Panel of the Commissioner for the Protection of Equality - Youth for Equality", whose aim is to strengthen awareness among young pupils and secondary school students on the identification and fight against discrimination, and which has been implemented in partnership with the Ombudswoman for Gender Equality of the Republic of Croatia, and supported by the EU Erasmus+ programme, two trainings were held in 2024 for Panel members: "Identification and responding to discrimination and protection mechanisms" and "Public speaking". These trainings helped to enhance the capacity of young people to promote equality and human rights and actively participate in the creation of a society with equal opportunities for all.
As part of the project "Fight against discrimination and promotion of diversity in Serbia", which is part of the third phase of the joint programme of the EU and the Council of Europe "Horizontal Facility for Western Balkans and Turkey", the Commissioner organised educational workshops in 2024 for the total of 264 teachers, non-teaching staff and representatives of student parliaments in 16 primary and secondary schools throughout Serbia. In addition to introducing the concept of

discrimination and the competences of the Commissioner, participants were given guidelines for implementing the manual on human rights education for young people COMPASS (https://www.coe.int/sr/web/compass/home), which contains, inter alia, a series of interactive games that encourage the development of opinions and attitudes on human rights.

Representatives of the Commissioner, in cooperation with Civic Initiatives, also held a training for graduate students and final-year students from Bujanovac, Preševo and Medveđa. This training gathered 12 participants and covered the competences of the Commissioner and the protection against discrimination procedure. After the training, two students were given an opportunity to intern at the institution.

As part of the Summer school on the right to equality and protection against discrimination of the Faculty of Law of the University in Niš, and at the invitation of the ESCE Mission to Serbia, the Commissioner held two sessions - on the status, competences and procedures of the Commissioner and a workshop on completing and lodging complaints to this independent institution.

Students of the Faculty of Political Sciences of the University in Belgrade, members of the "European Student Forum" visited the Commissioner, where they attended a lecture on the concept and forms of discriminations and competences of the institution.

In 2024, on the occasion of marking the International Tolerance Day, the Commissioner organised a large annual conference dedicated to the promotion of equality and tolerance. Under the title "Everyone should know what equality means", the conference was organised in cooperation with the Embassy of the United Kingdom in Serbia, British Council and OSCE Mission to Serbia, with the aim to raise awareness on the importance of educating children and young people about the concept of discrimination and ways to fight it through the promotion of tolerance and equality, including gender equality.

As part of the project "Education for Equality", implemented by the Commissioner and the British Council and supported by the Embassy of the United Kingdom in Serbia, which aims at promoting gender equality and awareness on tolerance in schools, we organised a series of interactive, educational workshops for pupils and secondary school students throughout Serbia. These workshops address topics of gender equality, promotion of balanced gender roles and respect for diversity, focusing of the inclusion of primary and secondary school students from different ethnic and religious communities. Primary and secondary school students are given an opportunity to express their opinions on the occurrences and causes of discrimination and to propose preventive programmes and activities, which, in their opinion, would have the best effect on children and youth. Some workshops were held in Belgrade in the House of Jevrem Grujić, where we organised an exhibition "Great Women of Serbian Culture", which featured famous women in the Serbian history, who, with their work in various fields, made a lasting influence and left a legacy to future generations. One of the most important results of the project is the development of a Manual on antidiscrimination, general equality and tolerance, which aims at helping teachers to address the promotion of these values in their classes.

Moreover, a call for proposals "Bridge of understanding - intergenerational solidarity" for pupils of higher primary school grades is regularly launched every year in cooperation with the Ministry of Education and UNPFA Office in Serbia. The most recent call for proposals received papers on the topic of intergenerational cooperation from more than 700 pupils.

The Commissioner also organises, on regular basis, the programme "Trial simulation (Moot Court) in the field of protection against discrimination", aimed at building the capacity of future legal professionals—law students from the faculties of law throughout Serbia, by strengthening their knowledge of legal mechanisms and providing them with skills in presenting legal arguments in

the field of the protection against discrimination. Last year, the competition was organised with the support of the Commissioner's traditional partner - Serbian National Internet Domain Name Registry Foundation and the assigned case related to the discrimination based on national affiliation in the digital sphere.
As part of the programme "Don't judge a book by its cover - Living library in Serbia", which has been implemented since 2012, living libraries are continuously organised, where "books" are persons from groups at higher risk of discrimination, who share their experience and problems through direct interaction with "readers".
The Commissioner is part of the project "Together safely through childhood", along with the Ministry of the Interior and the Ministry of Education, which organises various educational activities aimed at raising awareness among primary school pupils on the consequences of violent behaviour in real and virtual environments. Topics of educational workshops address identification of different forms of violence and discrimination, adoption of strategies to help others and skills for resolving conflicts in a nonviolent way, developing compassion and providing information on the ways to offer assistance, support and protection. On the occasion of the start of the school year and the continuation of the project, an event was organised within the University of Criminal Investigation and Police Studies, where, through socialising, entertainment and games, the representatives of the Commissioner and the Ministry of the Interior, firefighters, traffic police, gendarmerie, divers and rescue teams explained to children the concepts of discrimination, equality and tolerance and discussed the importance of fostering mutual respect and understanding. As part of the project, during the first semester of the 2024/2025 school year, a total of 17,023 workshops were conducted, with the participation of 222,221 pupils from the 1st, 2nd, 5th, and 8th primary school grades.

b. As previously stated, the Youth Strategy of the Republic of Serbia in the period from 2023 to 2030, is aligned with all relevant youth strategies.

The Protector of Citizens has enabled children and young people to participate as equal partners in all stages of activities related to the protection and promotion of youth human rights through the Youth Advisory Panel. Young people are directly involved in the process of creating recommendations and reports - such as the aforementioned report on peer violence - as well as in initiatives aimed at raising awareness about the rights of LGBTI youth, children in situations of risk, and the rights of children who are victims of violence.

II.

1. Every violence and discrimination are prohibited in educational institutions pursuant to Articles 111 and 112 of the Law on the Fundamentals of the Education System ("Official Gazette of the Republic of Serbia", Nos. 88/17, 27/18 (as amended), 10/ 9, 6/20, 129/21, 92/23, 19/25).

The Ministry of Education pays special attention to the prevention of discrimination in the education system. Legislation is continuously improved in this field, more intensively since 2016 when the Rulebook on detailed criteria on identifying forms of discrimination by employees, children, students or third parties in education system (http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2016/22/1/reg) was adopted for the first time, and afterwards in 2018 when the Rulebook on the conduct of institutions in cases of suspected or identified discriminatory behaviour and insult to the reputation, honour or personal

dignity- https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2018/65/2/reg was adopted.
Both rulebooks regulate in a very precise manner the procedures of action of educational institutions in situations of suspected or identified discriminatory behaviour between students, students and an employee, between employees, parents and other adults. It is prescribed that institutions intervene in cases of suspected or identified insult to the reputation, honour or personal dignity and discriminatory behaviour arising from racist, sexist, homophobic, xenophobic, Islamophobic, anti-Semitic, anti-Gypsy or other forms of discriminatory behaviour.
The Rulebook introduces a range of concepts, some of which are - gender equality, discrimination and repeated discrimination, racism, homophobia and transphobia, ableism. The Rulebook also defines examples of the serious forms of discrimination - e.g. writing homophobic, sexist messages, inciting violence against members of LGBT population through social media (homophobia), ridiculing participants in education based on their nationality, belittling participants in education or groups based on their personal attribute, imitating the walk, speech, appearance or any other ridiculing of participants in education with developmental disabilities or disabilities, using derogatory names for participants in education or groups, employee or parent - person belonging to a certain group, expressing stereotypes and prejudices about persons belonging to a certain group, telling offensive and degrading anecdotes and jokes about persons belonging to a certain group, promoting gender stereotypes in relation to expectations, success and achievements of girls and boys, singing offensive and degrading songs about persons belonging to a certain group.

2. One of the most important projects in the field of promoting education for a democratic society was developed through cooperation between the Ministry of Education and the Council of Europe. Promoting democratic culture in the formal education system and implementing the already mentioned Council of Europe's Reference Framework of Competences for Democratic Culture - RFCDC, which includes twenty competences for democratic culture (attitudes, skills, values, knowledge), creates a safe and interesting school environment, while simultaneously building the competences of education staff to eliminate violent, discriminatory and anti-democratic structures in school and school environment, improving the ethos in schools and providing support to students. These school activities significantly contribute to the promotion of a multicultural, multilingual and intercultural perspective in education. The project has been implemented since 2017 under the title "Fostering democratic culture in schools" and it has evolved into a project "Quality Education for All", which is to be implemented until 2026. From the start of the first phase in 2017, the project has established a network of 60 schools at the level of Serbia, while 36 mentor schools were chosen in the third phase to target and mentor additional 180 schools each school year.

- Sets of materials and guidelines have been developed for mentor schools and new/targeted schools. With the aim of supporting systematic changes in educational policies, a set of materials has been developed in this field. Publications such as the Guide for Fostering a Democratic Culture in Schools, Handbook with Good Practice Examples in the Application of Competences, Developing Competences for Democratic Culture in the Digital Age, Teaching Competences for Democratic Culture Online, as well as the Guidelines for the Integration of the Reference Framework of Competences for Democratic School Culture.