Ministry for Human and Minority Rights

and Social Dialogue

Sector for Human Rights

Belgrade, 18th November 2022

**Contribution to the Report – Imagining services in the 21st century to give effect to the right to live independently and be included in the community for persons with disabilities**

**A: Policy Goals and Principles**

1. **What are the primary principles and goals that govern the provision of services to people with disabilities in your State?**

The primary principles that regulate the provision of services to persons with disabilities are the prohibition of discrimination, application of affirmative action measures and the free provision of services in the system of active employment policy. These principles are grounded in the constitutional, legal and strategic framework of the Republic of Serbia.

**Constitutional and legal framework**

*The Constitution of the Republic of Serbia[[1]](#footnote-1)*stipulates that all are equal before the Constitution and the law, and any form of discrimination shall be prohibited, especially on the basis of mental or physical disability. Persons with disabilities are guaranteed special social welfare (Article 69).

*The Law on the Prevention of Discrimination against Persons with Disabilities*[[2]](#footnote-2) regulates the general regime of prohibition of discrimination on the grounds of disability, special cases of discrimination against persons with disabilities, the procedure for protection of persons exposed to discrimination and measures to encourage equality and social inclusion of persons with disabilities.

*The Law on the Use of Sign Language*[[3]](#footnote-3) regulates the use of sign language, learning sign language, the right to use the service of a sign language interpreter, the way to use the service of a sign language interpreter, measures to encourage the application and promotion of the use of sign language through information and education in sign language, and others matters of importance for the use of sign language.

*The Law on Movement with the Help of a Guide Dog[[4]](#footnote-4)* ensures: respect for the human rights and dignity of persons with disabilities; inclusion in all spheres of social life on an equal basis by enabling movement with the help of a guide dog in all facilities in public use, on public areas, in the workplace, as well as the use of all means of public transport; equality and the prohibition of discrimination, which is made possible by exercising the right to movement; socially responsible business.

According to *the Law on Disaster Risk Reduction and Emergency Management[[5]](#footnote-5)*, persons with disabilities are recognised as a particularly vulnerable social group that is given priority during evacuation and the implementation of other disaster risk management measures and activities. These persons are exempt from the obligation to perform protection and rescue tasks. It is also stipulated that information and notices must be provided in an accessible and easily understandable form and format, including sign language and Braille.

In order for individuals to be truly equal in access to justice before the court and before other public authorities, that is, so that they could effectively protect and exercise their rights under equal conditions and without discrimination, *the Law on Free Legal Aid[[6]](#footnote-6)* was adopted*.* Before the adoption of this law, provisions on legal aid were contained in several laws that regulate only certain types of legal aid. Now the area of ​​free legal aid provision (free legal aid, legal support and free legal aid in cross-border disputes) is regulated, and vulnerable groups are specially recognised. In short, by submitting a request, if it is founded, a person with a disability shall be granted: provision of legal advice, preparation of submissions, representation and defense, provision of general legal information, filling in forms, preparation of notarial documents or mediation in dispute resolution.

In the field of social welfare, the principles: availability of rights in social welfare, creation of equal opportunities for independent life and social inclusion, prevention of abuse, exploitation and neglect, shall be ensured by:

* *The Law on Social Welfare[[7]](#footnote-7)* which was adopted after the ratification of the Convention on the Rights of Persons with Disabilities by the Republic of Serbia, so it is harmonised with Article 19 of the Convention;
* *The Law on Rights of Beneficiaries of Temporary Accommodation Provided in Social Welfare[[8]](#footnote-8)* which prescribes that the exercise of the rights of beneficiaries of temporary accommodation provided in social welfare implies continuous training of beneficiaries for independent living and full and equal participation in society and achieving social inclusion through the process of deinstitutionalisation, and
* *Social Card Law[[9]](#footnote-9)* which is the legal basis for the establishment of the Social Card information system (a database of consolidated data on the social-economic status of an individual and related persons from various official records of importance for conducting social policy). The database includes data on income, movable and immovable property, data on the type of rights from social welfare that a person uses or used, and on the basis of which the social-economic status is determined, in order to achieve social protection as efficiently and fairly as possible.

In the field of education, laws that also refer to support for overcoming barriers that limit the ability to communicate and understand are:

- *The* *Law on Preschool Education and Upbringing*;*[[10]](#footnote-10);*

*- The Law on Foundations of Education System[[11]](#footnote-11);*

*- The Law on Secondary Education[[12]](#footnote-12) and the Law on Textbooks[[13]](#footnote-13)*.

In the field of employment policy, *the Law on Employment and Unemployment Insurance[[14]](#footnote-14)* and *the Law on Professional Rehabilitation and Employment of Persons with Disabilities[[15]](#footnote-15)* are relevant, with accompanying by-laws.

**Strategic framework of the Republic of Serbia**

The principles and objectives are clearly laid out in the strategic acts of the Government of the Republic of Serbia.

The umbrella *Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia for the period from 2020 to 2024[[16]](#footnote-16)* was adopted with the aim of improving the overall social and economic positions of persons with disabilities and their equal participation in society, by removing obstacles in the areas of accessibility, participation, equality, employment, education and training, social welfare, health and other aspects that contribute to equalising their opportunities and achieving inclusive equality. The Strategy is based on the following principles and postulates:

- respect for the inherent dignity, individual autonomy and human rights of persons with disabilities, including their right to make decisions about their own lives;

- respect for diversity and acceptance of persons with disabilities as an expression of diversity of the human race;

- equality, non-discrimination, equal opportunities and inclusive equality;

- gender equality;

- cross-sectoral and multidisciplinary approach through constant cooperation in the action of all actors at all levels;

- inclusion of persons with disabilities in the processes of creation, implementation and monitoring of measures and activities according to the principle "Nothing about us without us";

- application of "Universal Design" in respect of the accessibility of the overall environment and the possibility of using all products and services;

- constant collection of statistical data, analyses and evaluation of achieved results in order to create new measures and activities, in accordance with the needs of persons with disabilities;

- constant informing and raising the level of society's awareness on issues of disability, equality and exercise of the rights of persons with disabilities.

Another important strategic document of the Government in this area is *the Strategy of Deinstitutionalisation and Development of Social Welfare Services in the Community for the period 2022-2026*[[17]](#footnote-17). This act should enable the development of social welfare services in the community, which will contribute to the fact that beneficiaries of the social welfare system who need more intensive support meet most of their needs in a natural environment. It is primarily aimed at people with intellectual and mental disabilities who are at the greatest risk of institutionalisation and social exclusion.

 We also point out that the *Strategy for Prevention and Protection from Discrimination for the period from 2022 to 2030* [[18]](#footnote-18)was adopted, which gives special importance to persons with disabilities. Among the members of the working group for the preparation of this document were representatives of the National Organisation of Persons with Disabilities. The Strategy emphasises the main obstacles that people with disabilities face in exercising their rights from various social areas, including in the area of ​​social welfare (lack of quality social welfare services in the community that support the independent life of people with disabilities, complicated procedures for exercising rights to various types of support, lengthy procedure and additional costs). The Strategy is based on the following principles:

* equality and non-discrimination;
* equal opportunities and inclusive equality;
* gender equality;
* cross-sectoral and multidisciplinary approach through constant cooperation in the action of all actors at all levels;
* parcitipation;
* constant collection of statistical data, analyses and evaluation of achieved results in order to create new measures and activities;
* respect for human rights and freedoms of all citizens of the Republic of Serbia.

The Government of Serbia adopted the *Strategy for Gender Equality for the period from 2021 to 2030*[[19]](#footnote-19) which established comprehensive measures for the promotion of gender equality. Within each of the areas covered by this strategy, the status and needs of persons belonging to vulnerable groups are reviewed and taken into account. Thus, bearing in mind women and girls with disabilities, this act prescribes a measure – support for innovative programmes and services for activating women in the labour market, and their increased employability and self-employment, and creation of jobs for women with additional difficulty in accessing sustainable employment and self-employment.

Since civil society organisations are largely involved in supporting vulnerable groups, we point out that this year the Government of Serbia has also adopted *the Strategy for Creating a Stimulating Environment for Development of Civil Society in the Republic of Serbia for the period from 2022-2030*[[20]](#footnote-20).

1. **Have these principles and goals been modified to take explicit account of Article 19 of the CRPD on the right to live independently and be included in the community (e.g., personalization of services, personal and human support, assistive technology, accessible transport, access to housing, expansion of community-based services, emphasis on personal empowerment and choice).**

The provision of Article 19 of the Convention is implemented specifically in several areas.

In the field of social welfare, in accordance with the above-mentioned *Law on Social Welfare*, persons with disabilities, in non-institutional protection within the local community, can provide: daily services in the community (day care, help at home, personal companion), support services for independent living (personal assistance ), as well as the right to allowance for assistance and care of another person, increased allowance for assistance and care of another person.

In the field of education, the *Rulebook on Additional Educational, Health and Social Support for Children, Students and Adults[[21]](#footnote-21)*, provides for additional support that includes rights, services and resources ensuring that children, students and adults overcome physical, communication and social obstacles within educational institutions and the community (Article 2). Additional support is provided through assistive technologies (alternative ways and means of communication, adapted keyboards, touch screens, adapted mice, special software, timers, clocks, voice recorders, etc. and training for their use; provision of training, schoolteachers, kindergarten teachers and expert associates directly engaged in educational and upbringing work in order to acquire specific skills and strategies for working with children, students and adults, for using Braille, sign language, other alternative means of communication, independent movement, use of assistive technology means, etc.). Recommended additional support measures also include: provision of funds to finance the costs of recreational classes, excursions, cultural, sports and other activities organised by an institution for children, students and adults; providing transportation for children, students and adults who cannot use means of public transportation, and if necessary, their companion, for attending education or using other social services (e.g. personal companion services) and health care, regardless of the distance from the place of residence; financing the cost of food during an after-school childcare in the home school or another school in the local community, for children and students entitled to financial social assistance; provision of aids such as cochlear implant, hearing aid, wheelchair, Braille machine and the like.

These support measures are decided by the interdepartmental commission, which informs the parent or other legal representative and directs them to the competent institutions from which they can obtain such necessary means. The interdepartmental commission shall assess the needs of children, students and adults for additional educational, health and social support. The interdepartmental commission is established by the body of the local self-government unit responsible for social activities based on the agreement on cooperation between institutions of the education system, state administration and local self-government, social welfare and health. A local self-government unit determines the seat of work, provides and pays fees for members' work, provides technical and other support for its work, provides funds for financing support recommended by the interdepartmental commission, provides archiving and storage of documentation, collects reports on the work of the interdepartmental commission, proposed support and its effects at least twice a year (Article 77 of the Law on Foundations of the Education System).

Another type of support is provided through the work of the resource center institution, which is particularly specified in the *Rulebook on the Resource Center*[[22]](#footnote-22). Resource Center provides professional support, i.e. evaluates the appropriate type and means of assistive technology, professional advice and support during the selection, procurement and application of assistive technology for a child, student or adult. In addition to the above, it provides maintenance and transfer of assistive technology to children, students and adults for use. Therefore, the goal of establishing a resource center is to improve the quality of inclusive education and upbringing and increase the availability of additional support for children, students, adults, families and employees in other education and upbringing institutions.

Decision on granting the status of a resource center to an institution of education and upbringing shall be made by the minister. More detailed conditions for acquiring the status of a resource center, organising work and termination of validity of the status shall be prescribed by the minister, with the consent of the minister responsible for local self-government affairs, the minister responsible for health affairs and the minister responsible for social welfare affairs (Article 54 of the Law on Foundations of the Education System).

1. **Are these goals linked directly to broader policy imperatives to ensure people with disabilities can take meaningful advantage of being in the community - such as the opportunity for employment and education, access to health care, promotion of natural or unpaid supports or community assets available to citizens without disabilities? If so, how?**

In connection with the improvement of the position of persons with disabilities, the aforementioned objectives are certainly connected to wider political imperatives.

In the field of employment, the *Employment Strategy in the Republic of Serbia for the period from 2021 to 2026[[23]](#footnote-23)* and the accompanying three-year Action Plan (for the period from 2021 to 2023) determine a set of measures and activities aimed at improving the position of persons with disabilities on the labour market (Measure 2.6.). Both documents are available in English on the website: https://www.minrzs.gov.rs/sr/dokumenti/ostalo/sektor-za-rad-i-zaposljavanje.

In respect of education, regulations in the Republic of Serbia contain provisions that guarantee an individualised approach to teaching and learning primarily through the so-called individualised education plans - IEP, but also through other forms of educational support.

In short, IEP aims at the optimal development of children and students and the achievement of educational outcomes, in accordance with the prescribed objectives and principles. Namely, for children, students and adults who, due to social deprivation, developmental disabilities, disabilities, learning difficulties, the risk of early school leaving and other reasons, need additional support in education and upbringing, the institution ensures the removal of physical and communication obstacles, adaptation of the way of achieving the school programme through creation, adoption and implementation of IEP.

The IEP shall be created by a team for additional support for a child or a student based on the previously achieved, recorded and evaluated measures of individualisation and the created pedagogical profile of the child, student and adult, and shall be implemented after the consent of the parents or other legal representative.

Implementation of IEP shall be monitored by the ministry responsible for education. More detailed instructions for implementation of IEP, its application and evaluation shall be issued by the minister (Article 76 of the Law on Foundations of the Education System).

The results of continuous support measures for children with disabilities are:

- increasing the number of students from vulnerable groups at higher levels of education;

- increasing the number of schoolchildren who are educated according to the individualised education plan (IEP) in regular schools;

- trend of reducing the number of schoolchildren in schools for schoolchildren with developmental impairments and disabilities.

According to the data of the Statistical Office of the Republic of Serbia, in the school year 2021/22 according to IEP, 14,325 schoolchildren (of which 5,550 schoolgirls) are educated in regular schools, and 3,344 schoolchildren (of which 1,172 schoolgirls)) in "special" elementary schools. 860 schoolchildren are educated in classes for schoolchildren with developmental disabilities in regular schools. 2,320 schoolchildren (of which 870 schoolgirls) are educated in secondary schools for schoolchildren with developmental disabilities, and 2,105 schoolchildren (of which 803 schoolgirls) are educated in classes for the education of schoolchildren with developmental disabilities in secondary schools.

Also, teams for inclusive education (consisting of kindergarten teachers, schoolteachers, psychologists and pedagogues) have been established in all educational institutions in Serbia. In the period 2018–2021, competencies for inclusive education were improved through accredited training programmes in which 13,200 employees in education participated.

The Ministry of Education, Science and Technological Development, in cooperation with UNICEF, has been implementing the project "Improved equal access and completion of pre-university education for children who need additional educational support" since July 2021. Within the project, among other things, work has been done on further improvement of the legal, strategic and institutional framework for inclusive education.

10 resource centers have been established to support children with developmental disabilities who are educated in typical schools, and five resource centers will be additionally financed for the purchase of assistive technology. Six future model institutions have been selected that will become resources of horizontal learning and mentoring support for regular schools for the implementation of inclusive education.

Various training programmes for improving competencies for inclusive education have been accredited and it is planned that 4,000 teachers and 500 members of interdepartmental commissions will attend these training sessions (all IDCs in Serbia will be covered). The project will also support 20 municipalities to mobilise and connect resources and improve inclusive policies at the local level.

**B: Service Delivery**

**4. Who primarily *delivers* services to people with disabilities (State, local government, private providers commissioned by the State, religious organizations, other, or a mix?). How do you see this mix changing if at all as a result of the UN CRPD in your country?**

Social welfare services are provided by the Republic authorities, Autonomous Province authorities, local self-government units, as well as private service providers.

The Republic issues permits for carrying out the activities of companies for professional rehabilitation and employment of persons with disabilities, then issues permits for implementation of measures and activities of professional rehabilitation of persons with disabilities, distributes funds from the budget of the Republic of Serbia intended to encourage programmes in the field of protection of persons with disabilities and support to companies for professional rehabilitation and employment of persons with disabilities and controls the purposeful use of those funds. Also, through the competent ministry, inspection is carried out regarding implementation of entrusted tasks in the field of professional rehabilitation in companies for professional rehabilitation and employment of persons with disabilities, then the execution of the Budget Fund for programmes for protection and improvement of the position of persons with disabilities and of the Budget Fund for professional rehabilitation and encouraging the employment of persons with disabilities is monitored, and spending of funds is controlled.

Forms of support that are part of the support system for children/students with developmental impairments and disabilities and their families, e.g. the service personal companion of a child/student and personal assistance, material benefits such as an allowance for the help and care of another person and an increased child allowance are part of the support from the social welfare system in the Republic of Serbia.

The LGU budget finances: additional support for children, students and adult participants in accordance with the opinion of the interdepartmental commission, except for those for which funds are provided in the budget of the Republic of Serbia; transportation, accommodation and nutrition of children and students with developmental impairments and disabilities and their companions, regardless of the distance of the place of residence from the school; subsidisation for attending a preparatory preschool programme; other social welfare services established in a local community, as well as ensuring the accessibility of public institutions.

1. **Who primarily *pays for* services to people with disabilities (State, local government, private providers commissioned by the State, religious organizations, other, or a mix?). How do you see this mix changing if at all?**

The Republic of Serbia, the Autonomous Province and a local self-government unit primarily bear the costs of providing services to persons with disabilities. The Republic allocates funds through the ministries responsible for social welfare, health and education. The services that are established at local level are financed by a local self-government unit. (Examples are given in the Answer to Question No. 4).

According to the Government Work Plan for 2021, more than EUR 9,000,000 have been allocated for the improvement and protection of the position of persons with disabilities, of which RSD 468,915,000 have been allocated for strengthening the capacity of organisations of persons with disabilities and improving the position of persons with disabilities at the national and local levels, and RSD 625,000,000 have been allocated for the improvement of the capacity of companies for professional rehabilitation and employment of persons with disabilities, for the maintenance of employment and new employment of persons with disabilities and implementation of professional rehabilitation. In addition to the mentioned activities, funds have been allocated from the state budget for programmes in the field of sports for persons with disabilities, as well as for programmes in the field of media in order to increase the quality of information for all citizens in the Republic of Serbia, especially persons with disabilities (RSD 15,460,000.00).

In accordance with the Law on Professional Rehabilitation and Employment of Persons with Disabilities, the Financial Plan of the National Employment Service foresees a transfer from the budget of the Republic of Serbia for encouraging the employment of persons with disabilities (programmes and measures), from the heading of the Ministry of Labour, Employment, Veterans and Social Affairs in the amount of 550,000 in thousands of dinars. Distribution and use of these funds are carried out according to a special act of the Government.

Regarding the budget of AP Vojvodina for the year 2021, according to the annual report of the programme structure for the year 2021 by the Provincial Secretariat for Social Policy, Demography and Gender Equality, we indicate that RSD 7,000,000.00 (99.95% completed) were earmarked for supporting associations for programmes in the field of social welfare and protection of persons with disabilities. 43 programmes have been implemented.

The number of service providers (social welfare institutions and citizens' associations) in the field of social welfare and protection of persons with disabilities, for which financial support is provided by the Secretariat of AP Vojvodina with the aim of solving the social needs of citizens in local areas, increased from 101 in 2018 to 124 in 2021.

RSD 7,000,000.00 was allocated to support associations for programmes in the field of veterans’ and disabled persons protection and protection of civilians disabled from war, and RSD 10,177,614.17 (therefore, a total of RSD 17,177,614.17 was planned for programmes in the field of veterans' and disabled persons protection, of which 96% of the plan was implemented) was allocated for administration, management and supervision in the field of veterans’ and disabled persons protection and protection of civilians disabled from war.

Funds in the amount of RSD 4,000,000.00 were planned and realised for grants to other non-profit institutions. These funds were distributed on the basis of the Public Tender for financing programmes of citizens' associations in the field of social welfare and protection of persons with disabilities, veterans' and disabled persons protection, social care for children and popularisation of pronatal policy in 2021.

Financing of services in local self-government units dedicated to PWDs is the responsibility of local self-government units. However, since 2016, the Republic has been helping, through the *mechanism of dedicated transfers*, the establishment and development of these services in those local self-government units that are below the Republic's level of development or on whose territory there are institutions undergoing transformation. Funds for dedicated transfers shall be transferred to local self-government units within 15 days from the date of delivery to the ministry responsible for social welfare of the service procurement contract between the local self-government unit and the service provider, in the amount of the contract price for the service that is the subject of the procurement, and up to the amount of funds determined by distributing a dedicated transfer for development of social welfare services to local self-government units.

As regards implementation of measures of active employment policy according to local planning documents in the area of employment, the modality of participation in financing implies the pooling of LGU and NES funds, while the technical support modality implies that the total required funds are provided in the LGU budget.

**6. Describe generally *how* community-based providers are paid for the services they deliver (e.g., through general grants, through per capita funding, based on specific services rendered, other means?). What changes, if any, are anticipated regarding the present payment methodology?**

Social welfare services provided by the Republic authorities, Autonomous Province authorities or local self-government units shall be paid from the budget.

The method of payment for the implemented *active employment policy* *measure* for persons with disabilities depends on the type of measure, i.e. whether it is about additional education and training, support for employment or self-employment or realisation of public works. The amounts and beneficiaries of the funds are described in detail in the Action Plan for the period from 2021 to 2023 https://www.minrzs.gov.rs/sr/dokumenti/ostalo/sektor-za-rad-i-zaposljavanje, as well as in announced public invitations/competitions of the NES, which are available on the website: https://www.nsz.gov.rs/sadrzaji/nzs-konkursi/10.

Service providers for *support of persons with impairments and disablities* may be engaged depending on the source of funding and the basis for funding the respective service. Thus, the *personal companion service* is established by a special act of the LSGU which also regulates the way of financing the persons engaged, while the service is provided by a licensed non-governmental organisation of local self-government. The service provider shall claim funds from LSGU based on the service provided.

**7.** **In what ways are principles and service goals communicated to the service system (e.g., in laws, service standards, staff training, funding incentives, means for compensating/penalizing service providers, and/or for assessing the quality of services?). Please describe.**

The answer to this question is contained in the answers to question number 1 (legislative and strategic framework).

Thus, for example, the principles of services are defined by the *Law on Social Welfare[[24]](#footnote-24)* and the *Rulebook on Detailed Conditions and Standards for the Provision of Social Welfare Services*[[25]](#footnote-25) clearly specifies the conditions and standards for the provision of all social welfare services. Article 3 of the Rulebook stipulates that the so-called minimum standards represent basic requirements that must be met in order to provide social welfare services. The minimum standards consist of:

1) minimum structural standards which determine the infrastructural, organisational and personnel conditions for service provision;

2) minimum functional standards which determine the value, quantitative and qualitative dimensions of professional procedures.

The Ministry of Labour, Employment, Veterans and Social Affairs issues licenses to social welfare service providers and keeps a database of all licensed service providers that is publicly available on the Ministry's website https://www.minrzs.gov.rs/sr/registri/sektor-za- family-care-and-social-protection

**8. What new services, including those to support families, have been added to the available service array to advance principles consistent with Article 19?**

In the field of social welfare, the *Law on Social Welfare* establishes the following services in the community intended for persons with disabilities and their families:

1*.Daily services:* day care, help at home, and other services that support the beneficiary's stay in the family and immediate environment. These services are implemented at the local level and their basic purpose is to support the exercise of the rights and needs of the beneficiaries to acquire the greatest possible degree of independence in order to improve the quality of life and better social integration.

2. *Support services for independent living* are: supported housing, personal assistance, training for independent living and other types of support necessary for the active participation of beneficiaries.

3.*Counselling-therapeutic and social educational services* (intensive support services for a family in crisis, counselling and support for parents, foster parents and adoptive parents, support for a family taking care of their child or an adult family member with developmental disabilities, maintenance of family relationships and family reunification, counselling and support in cases of violence, family therapy, mediation, SOS phones, activation and other counselling and educational services and activities).

In the field of labour, unemployed persons with disabilities enjoy exclusivity for inclusion in the measures established by the *Law on Professional Rehabilitation and Employment of Persons with Disabilities[[26]](#footnote-26)*, especially in the case of persons with disabilities who can only be employed under special working conditions.

In the field of education, in 2022, ten resource centers have been established, which were explained in more detail in the Answer to Question No. 2.

**9. What practices, if any, have been adopted/encouraged to promote greater use of technology to personalize support to persons with disabilities (e.g., telehealth, remote monitoring, adaptive communication, artificial intelligence, etc.)?**

 The special role of the described resource centers is the application of assistive technologies that improve and facilitate the learning and progress of students with developmental disabilities and their participation in school and peer activities. Among other things, a resource center performs assessment of the appropriate class and type of assistive technology, expert advice and support during the selection, procurement and application of assistive technology for children, as well as ensuring the maintenance and transfer of assistive technology to children, students and adults for use. Resource centers also follow modern approaches in working and developing innovative technological solutions in response to the needs of resource center beneficiaries. It is explained in more detail in the Answer to Question number 2.

**10. In what ways are caregivers (e.g., family members, other informal caregivers) recognized and supported?**

*The Law on Social Welfare* foresees cash benefits for unemployed parents who have supported their disabled children for a certain number of years, and *the Law on Financial Support for Families with Children*[[27]](#footnote-27) and *Labour Law*[[28]](#footnote-28) provide for the right to parental allowance, special protection and possibility for parents to be absent from work until the child is 6 years old due to the special care of a disabled child with a refund of part of the salary.

One of the measures of additional support prescribed by the *Rulebook on Additional Educational, Health and Social Support for Children, Students and Adults[[29]](#footnote-29)* is the provision of training for the parent or other legal representative in order to acquire knowledge, skills and strategies for providing support to the child, as well as for the use of assistive technologies and alternative ways of communication (e.g. sign language, Braille, etc.).

In addition to direct support for children, students and employees in educational institutions, resource centers also provide professional support to parents of children who use the services of the resource center.

 **11. Do you have a policy of personalizing/tailoring services to individual needs? How is the policy implemented? (e.g., through individual planning requirements? etc.).**

In the field of social welfare, according to the *Law on Social Welfare*, services provided to the beneficiaries enable individualised approach. Beneficiaries have the right to freedom of choice of services and service providers.

According to the *Law on Rights of Beneficiaries of Temporary Accommodation Provided in Social Welfare,* beneficiaries of accommodation have the right to:

* participate in the assessment of their situation and needs;
* decide whether they will accept certain activities foreseen in the individual plan of service provision;
* to receive all necessary information in a timely manner (description, goal and benefit of the proposed activities, then information on the available alternative activities and other notifications of importance for the service provision, in an understandable way and accessible form, regardless of the legal capacity level);
* actively participate in planning and implementing activities and measures during the provision of accommodation services, regardless of the legal capacity level (along with the use of necessary support mechanisms, such as: information customisation, use of alternative forms of communication, counselling with a trusted person, family members as assistance in interpreting wills and wishes, establishing a decision-making team).

In the field of labour, we would like to point out that in accordance with the *Law on Employment and Unemployment Insurance*[[30]](#footnote-30), the National Employment Service (NES) and unemployed persons jointly make individual employment plans. These plans are a basic instrument for work with unemployed persons and the basis for the inclusion of these persons in active employment policy measures. Individual employment plans define vocational guidance, job opportunities and jobmatching services, activities to be implemented by the unemployed person and measures in which he/she will be included for employment or increase in employability. Individual employment plans shall be developed at the latest within 90 days of the entry of the unemployed person in the unemployment register, and the respective shall be adjusted to the labour market needs and characteristics of the unemployed person at least once in six moths.

In the field of education, at the level of all local self-government units, the mentioned interdepartmental commissions have been established and are operating (more details in the Answer to Question No. 2.). One of the principles of the Commission’s work is the respect for the right to reasonable adjustment for individual needs of a child, student and adult, in order to enable education on an equal basis with peers. The Commission shall determine the needs of a child, student and adult for additional support within its domain, on the basis of which a Joint opinion and individual support plan shall be adopted, thus integrating services from the education, healthcare and social welfare systems. An interdepartmental commission consists of five members: four permanent members (paediatrician, representative of the centre for social work, defectologist of adequate profile and psychologist employed in the educational and pedagogical area) and one casual member. Casual member is a person who knows the child, student or adult very well, who had a long-term contact with him/her and is chosen for each of them individually. *The Rulebook on Detailed Instructions for Determining the Right to Individualised Education Plan, its Implementation and Evaluation*[[31]](#footnote-31) prescribes detailed instructions for exercising the right to Individualised Education Plan (IEP).

**12. Describe how much control people with disabilities have regarding the services that they receive (e.g., choice of who provides support, choice of where they live and with whom they live, control over budgets).**

According to the *Law on Rights of Beneficiaries of Temporary Accommodation Provided in Social Welfare*, a beneficiary has the right to contacts with family members and other persons without restrictions, to receive visits, to pay a visit (except if the court has ordered a protection measure under which maintaining contacts with family members and other persons are temporarily prohibited or restricted). Furthermore, the beneficiary has the right to:

 1) Send and receive at own expense, with full privacy, without supervision and restrictions, mail, packages, newspapers, and make phone calls;

 2) Listen and watch radio and TV programmes;

 3) Use own information and communication devices (PC, tablet, smart phone, etc.);

 4) Participate in seminars, trainings and info sessions organised by relevant institutions and civil society organisations, on the topic of empowerment of beneficiaries, promoting and protection of human rights, preparing for independent living and inclusion in the local community within the deinstitutionalisation process;

 5) Have confidential and free communication concerning grievances and complaints.

Persons with disabilities who enjoy legal capacity shall decide independently where they are going to live.

For persons under guardianship, the guardian may make a decision on their accommodation in a social welfare institution.

A person with disabilities may apply through centres of social work for day care in the local community or support services for independent living. Since service providers at the local level are selected through tender, as a rule only one selected provider provides a certain type of service in a local community, and the beneficiary of the personal assistance service chooses his/her assistant among the candidates offered by the service provider. Also, parents of the child using the personal companion service choose the personal companion for their child, and the child participates in the selection process in accordance to his/her age.

In the employment domain, the influence of unemployed persons with disabilities on the selection of the implementer of the active employment policy measure depends on the type of measure – e.g. if it is an employment subsidy for unemployed persons from the category of persons more difficult to employ, or earnings subsidy for persons with disabilities without work experience, which imply the employment of a concrete person with a concrete employer, the person with disabilities will of course conclude or will not conclude of his/her own free the employment contract.

If it is a training programme, e.g. training for the needs of the labour market, the training organisation shall be selected in accordance with the public procurement regulations, and the person referred to training has no influence whatsoever on the selection who performs the training, but accepts or does not accept participation, etc.

**13. In some disability support structures, service users or families have an allocated budget which is devolved so they have control over how the funds are used to purchase eligible disability supports. Do you have or anticipate a policy of devolving budgets to the service user? Describe.**

Persons with disabilities using personal assistance service enjoy the *right to increased allowance for the assistance and care of another person*. They are free to decide on the usage of the allowance, but are obliged to pay one fifth of the allowance to the service provider as participation for covering the assistant’s pension insurance.

**14. If budgets are devolved to the user, what kinds of supports are available to assist them, how are the administrative tasks minimized and is the individual given wide discretion on how the funds are spent?**

Providers of personal assistance services perform all necessary administrative tasks. Beneficiaries who receive adequate training before using the service, pay only participation for the mentioned services and keep worksheets of their personal assistants.

**15. Have you adopted any positive "wealth accumulation strategies" (e.g., innovative trust funds) to complement social provision? Describe.**

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**C. Monitoring and Oversight**

**16. Describe the types of data you collect on people with disabilities receiving services (e.g., numbers of service users, types of disability, service utilization, costs per person, quality of life outcomes, health outcomes, incidence of abuse, neglect and exploitation). Are these data gathered and reported in aggregate only or may it be disaggregated per person?**

 In the social welfare system data are collected on an annual basis pursuant to reports on the work of centres for social work and institutions for accommodation of beneficiaries. Data are collected and processed by the Republic Institute for Social Protection, while the reports on the *number of beneficiaries*, exercised *rights* and *services provided* are published on this Institute’s website. The majority of data are collected and monitored also *through gender dimension,*  including data on the victims of neglect, abuse and exploitation, their *age structure*, *type of disability*, interventions and services provided, assessed support level, etc.

 The Ministry of Labour, Employment, Veteran and Social Policy keeps records on the *number of beneficiaries of services* provided at the state level. Furthermore, the Ministry keeps records on the *number of persons accommodated in social welfare institutions*, as well as on the *number of beneficiaries of day care services in the local community,* funded through projects of organisations of persons with disabilities as licensed providers of these social welfare services.

Local self-government units keep records on the number of beneficiaries of different types of social welfare services provided in the territory of the self-government unit, although, in practice, updates and accuracy as well as completeness of data, vary from municipality to municipality.

In the field of education, the Ministry of Education, Science and Technological Development collects data on the *number of students of primary and secondary schools who are educated according to Individualised Education Plan* (with adjusted curriculum - IEP1 and modified curriculum IEP-2), as well as *number of students educated in primary and secondary* *schools for students with developmental impairments and disabilities*.

Besides, through the *Unified Information System of Education,* data are collected for determining functional status of a child, student and adult (data obtained on the basis of assessment of the need of providing additional educational, healthcare and social support by an interdepartmental commission, i.e. the institution; these data are entered in the register as data on the presence of functional difficulties in the domain of vision, hearing and gross motor and fine motor skills, intellectual disabilities, communication difficulties, behavioural and social difficulties).

In the field of employment, the National Employment Service disposes of data per person, although in the reporting process generic data are displayed. Information on the types of data collected are available in the NES Work Report and Report on Implementing the Action Plan. Internet pages of documents are provided in answers to former questions.

**17. How do you enforce standards as they apply to service delivery providers (law, standards, incentives)? What do these standards focus on in the main? How are they measured?**

By-laws following the *Law on Social Welfare* define accurately and precisely the structural and functional standards for each type of social welfare service.

All social welfare institutions for the accommodation of beneficiaries are subject to regular or extraordinary inspection with the aim of checking the quality of work with beneficiaries. Business activity contrary to the prescribed standards leads to loss of licence to work.

Service providers are obliged to regularly monitor the compliance with these standards and report to the local self-government units on this subject, i.e. relevant ministries, depending on who is funding the service.

Service beneficiaries and guardians of beneficiaries with limited legal capacity may report possible violation of standards.

Also, independent institutions for the protection of human rights, the Protector of Citizens first of all, monitor the respect for standards and act in the event of possible violations of the rights of social welfare service beneficiaries.

In the field of employment, requirements to be fulfilled by the service provider are specified in principle in the Action Plan, and in detail in public calls/open application procedures of the National Employment Service. Measures are monitored on the basis of submitted evidence on meeting the conditions or through official administrative data check.

**18. Do your compliance rules make it possible to disqualify those providers in breach of the standards from competing for future State support?**

*The Rulebook on Licensing Social Welfare Organisations[[32]](#footnote-32)* prescribes in more detail requirements both for the licence issuance as well as suspension and revocation of licence to social welfare organisations, i.e. social welfare service providers.

**D. Re-Shaping the Market/Challenges and Opportunities**

**19. Describe the major challenges you face in endeavoring to reform your system of services and supports for people with disabilities. Barriers might include workforce shortages, inadequate resources, lack of knowledge and training, weak infrastructure, and/ history of institutionalization.**

The main obstacles for the social welfare system reform are the lack of trained workforce, insufficient funding resources for the provision of social welfare services, particularly the ones within the competence of the local self-government units, which often do not have enough resources and are not aware of their obligation to provide certain services. Especially, there is a trend in certain less developed local self-government units, which raises concern, that the accommodation of persons with disabilities in residential institutions is considered to be the only and best form of providing social welfare services for these persons.

There is still resistance to deinstitutionalisation of persons with disabilities and an outdated medical model of disability in spite of strategic commitment of the Republic of Serbia to full social inclusion of persons with disabilities.

At the beginning of 2022, the Government adopted the *Strategy of Deinstitutionalisation and Development of Social Welfare Services in the Community in the period 2022−2026[[33]](#footnote-33)*, which was adopted for the first time in the Republic of Serbia. The goals of this Strategy are territorially coordinated and sustainable development of services in the community, transformation of institutions for accommodation into service providers, establishing regulatory and financial assumptions for sustainability of the process of deinstitutionalisation, empowerment of beneficiaries for this process and inclusion in the community, as well as empowerment of professionals for implementing and advocating deinstitutionalisation. One of the main obstacles in this process could be providing additional financial resources necessary for the successful implementation of deinstitutionalisation and transformation of institutions for the accommodation of beneficiaries into service providers in the community.

Education and professional training is the right and obligation of professional workers in the field of social welfare for maintenance and improvement of the quality of work, and is also a requirement for obtaining and renewing the licence. Training of the employees in institutions is implemented through accredited training programmes. Accreditations are issued by the Republic Institute for Social Protection and are approved by the Accreditation Committee as a professional and independent body. The Republic Institute for Social Protection keeps records on all accredited programmes, number of participants and number of trainings held.

In the field of employment, we would like to point out that the current financial resources for the implementation of the measures of professional rehabilitation and encouraging employment of persons with disabilities are insufficient. Further increase in the number of licensed service providers is necessary.

In the field of education, after more than 10 years of the implementation of the inclusive education, it could be concluded that the capacity for the implementation of inclusive education has not yet reached the level of novelties and changes in laws and regulations; thus, the Ministry is continuously working to raise institutional capacity and improve competencies of the employees for inclusive education. The analysis showed that introducing inclusive education requires changes at the local and national levels and level of institutions, including the reform in education funding and management, and that the system lacks as follows: Adequate funding of inclusive education and funding mechanisms; providing adequate funding and flexible funding models for targeted measures relating to increase in efficiency, effectiveness and fairness in education, including models of intersectoral funding of integrated additional support services for children.

**20. How is the COVID-19 pandemic and its aftermath reshaping the service delivery market? Explain in terms of changes in service expectations among service recipients and regarding impacts on the services available.**

During the state of emergency caused by the pandemic, in the period from March to June 2020, persons with disabilities faced huge obstacles in exercising their right to support services. There were problems in providing movement permits for persons who assisted persons with disabilities; significant number of day care facilities were not operating during the 2020 pandemic. The personal assistance service survived during the state of emergency thanks to the engagement of service providers and later support of independent bodies for the protection of human rights and relevant ministries.

Institutions for beneficiary accommodation in the social welfare system in the mentioned period introduced a series of new rules and restrictions in everyday work. The number of submitted applications for accommodation decreased by 41.6 % compared to 2019. Total number of beneficiaries accommodated during the year decreased by 43.2 % compared to 2019.

The Ministry of Education, Science and Technological Development organised in the period from August 2021 to March 2022 ten thematic workshops, mentor support to teachers in schools for students with developmental impairments and disabilities, and collaborative exchange of experiences on different models of horizontal learning and collaborative teaching. The described support to teachers has been provided through the project: ***Horizontal learning, exchange of knowledge and support to teachers from schools for the education of students with disabilities for the development of methods and approaches for teaching children with disabilities in the digital environment***, implemented by the Ministry in cooperation with UNICEF. Within the Project, joint planning, preparation and realisation of distance learning experiment were implemented (using the online platform and digital tools), and [Online digital technology library](http://www.osdrdraganhercog.edu.rs/o-digitalnoj-biblioteci/) for work with students with developmental impairments and disabilities. Furthermore, a [video](https://www.unicef.org/serbia/price/ako-ne-mozes-u-skolu-skola-ce-kod-tebe) was made on the example of good practice in the application of digital tools and technologies in the Primary School “Dr. Dragan Hercog”. The Project, beside this school, included 60 employees from 12 schools for the education of students with developmental impairments and disabilities from all over Serbia. Long-term positive impact of the Project is expected through continuation of sharing experiences and skills of the Project participants in their work environment as well.

Unfavourable epidemiological situation and physical distance measures influenced the impossibility of implementation of the active employment policy measures which imply a large number of people in the same place at the same time. Furthermore, a certain number of services provided by the National Employment Service, as well as certain number of measures in the active job search system, have been digitalised, i.e. available for use online.

**21. Do you pro-actively seek out new kinds of service providers with new business models that emphasize person-centered practices?**

Organisations of persons with disabilities, as licensed service providers, are exerting efforts to develop innovative services, such as *personal assistance services* and *personal companion services*.

**22. Do you encourage service providers to adopt a 'business and human rights approach’ to their endeavors?**

All social welfare service providers are obliged to provide services in accordance with the provisions of relevant laws on social welfare, protection of rights of beneficiaries of temporary accommodation in social welfare institutions and in accordance with supporting by-laws, based on strict respect for human rights approach and principles.

**23. How do you incentivize innovative person-centered new providers to enter the market? Describe.**

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**24. Do minimum wage laws apply in this sector? Is there a career advancement structure for workers in the sector?**

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**E: Process of Reform**

**25. What lessons have been learned to build momentum, while minimizing resistance, for systems change consistent with Article 19?**

We believe that multisectoral approach is an important factor of stability in the exercise of rights. Beside the mentioned, continuous work for raising awareness of beneficiaries, service providers and all relevant actors in the social welfare system on the obligation to apply Article 19 of the Convention, is necessary. The Convention should become part of mandatory education and professional training for the employees in the social welfare system. Service beneficiaries should continuously empower themselves and learn about their rights, where organisations for persons with disabilities will play the leading role; these organisation greatly contributed in the previous period to raising awareness in this field.

It is necessary to continuously monitor the situation and movements in the labour market and characteristics of the persons with disabilities, as well as the labour market needs, and in accordance with the findings modify the current measures or introduce new measures of professional rehabilitation and encourage employment of persons with disabilities.

**26. Did you have an initiative to re-imagine services that includes service users (e.g., have you commissioned a Task Force?)**

In the period 2019−2021, the Ministry worked in cooperation with the civil society organisations and social welfare service providers on the amendments to the Law on Social Welfare. In 2021, a representative of the representative umbrella organisation for persons with disabilities was included in the Working Group activities. Amendments to the Law are expected in the coming period.

*Employment Strategy and the accompanying Action Plan* were prepared by the Working Group consisting of representatives of reference institutions, social partners, donor community. Adopted documents are based on the results of a wide consultative process, including the public debate procedure.

**27. In what ways do you solicit the input of people with disabilities and family members in policy making, program oversight, strategic planning, etc. (e.g., national advisory councils, regional/local forums, surveys, webinars, etc.).**

The Council for Persons with Disabilities was established in 2002 as interdepartmental body consisting of representatives of relevant ministries and representative organisations of persons with disabilities. The Council launches initiatives for coordination in the regulation adoption procedure, implementation of legislative and other acts on the protection of persons with disabilities, establishing cooperation with government and non-governmental international organisations engaged in protection of persons with disabilities. Tasks of the Council for Persons with Disabilities are as follows: Initiating measures for the coordination of policies of the Government of the Republic of Serbia in fields related to persons with disabilities; initiating adoption of measures for building policy coherence in this domain; recommendations for achieving social indicators in the field of care for persons with disabilities; proposing policies for exercising rights in accordance with the international Convention on the Rights of Persons with Disabilities; as well as other issues related to the improvement of social status of persons with disabilities.

Experts of representative organisations of persons with disabilities participated in working groups preparing draft anti-discrimination laws, laws on social welfare, strategies for the improvement of the status of persons with disabilities. These organisations also provided comments on numerous draft regulations during public debates, and submitted through MPs amendments to bills considered in the National Assembly.

*The Law on the Planning System of the Republic of Serbia[[34]](#footnote-34)* stipulates that through the *transparency and partnership principle*, public policies are set in a transparent and consultative process, i.e. that the development and implementation of planning documents, public policy impact analysis and performance evaluation involves a transparent process of consultations with all stakeholders and target groups, including associations and other civil society organisations, scientific, research and other organisations, taking care to allow exercise of individual legal and other interests of all stakeholders and target groups, with simultaneous protection of public interest.

The National Organisation of Persons with Disabilities of Serbia *(NOOIS)* was established on 22 July 2017, making the informal network of organisations of persons with disabilities, which had existed for years, evolve as a formal network with a legal status. NOOIS is a united movement of persons with disabilities of Serbia representing more than 800,000 persons with disabilities and their legal representatives. Persons with disabilities through their organisations and NOOIS may participate in the work of the Council for Persons with Disabilities and monitor work of all competent authorities and bodies in the Republic of Serbia involved in issues of importance for persons with disabilities.

The ministries regularly fund through open competitions projects in the field of education, empowerment and capacity building of persons with disabilities.

In accordance with Article 9 of the *Regulation on Funds for Encouraging Programmes or Missing of Funds for Funding Programmes of Public Interest Implemented by Associations[[35]](#footnote-35)* (*Official Gazette of the Republic of Serbia*, No. 16/2018), the Ministry of Education, Science and Technological Development supports every year programmes of public interest of importance for pre-university education implemented by citizens’ associations. Part of the funds is intended for the programmes of improvement and development of social and educational inclusion of children with developmental impairments and disabilities. Organisations contribute through projects to the development of inclusive education and inclusion of children and persons with developmental impairments and disabilities in social life.

**28. What are the two or three strategic objectives you have to enhance the quality, availability, and effectiveness of services to people with disabilities in your state?**

The mentioned *Strategy of Deinstitutionalisation and Development of Social Welfare Services in the Community in the period 2022−2026* defines further directions of development, goals, measures and activities to be undertaken. It certainly means further expanding of social services network in the community, improvement of the quality of services which support independent living in the community, strengthening service provider capacity, development of non-institutional services and improvement in the access to social services, especially for children, elderly people and persons with disabilities, but also for other vulnerable population groups. One of the outcomes of this Strategy will also be revision and improvement of the current service standards in the community, development of missing standards, introducing new services and their standardisation, as well as adoption of the General and individual plans for the transformation of institutions for accommodation of beneficiaries.

*Strategy for the Improvement of the Position of Persons with Disabilities in the Republic of Serbia for the period 2020−2024* foresees improvement of the quality of life of persons with disabilities and adoption of a deinstitutionalisation programme, along with providing adequate support for living in the community and family, including measures and activities for adequate additional support in the educational, healthcare and social welfare systems to children and students in the inclusive educational environment, which is one more measure foreseen by the Strategy relevant for the improvement of quality, accessibility and effectiveness of services provided to persons with disabilities in the Republic of Serbia.

In terms of employment policy, the strategic framework is as follows:

- Vision: Developed labour market enabling access to employment under the same conditions for all;

- Desired change: Inclusive labour market characterised by full and productive employment;

- General goal: Established stable and sustainable employment growth based on knowledge and dignity of work.

*Strategy for Education Development in the Republic of Serbia until 2030*[[36]](#footnote-36) contains guidelines, strategic goals, measures and activities for the improvement of inclusive education. The goal is to provide quality education for all citizens through open, fair, accessible and democratic education. The focus is on strengthening intersectoral cooperation and improvement of mechanisms for providing support to students.

Some of the activities in the Action Plan accompanying the mentioned Strategy are as follows:

- Developing and strengthening the network of pedagogical assistants in primary and secondary schools according to analysis of the school needs with respect to the number of students who need additional support;

- Introducing mandatory application of identification system for students at risk of dropping out of school, and improving teacher competencies for identifying such students;

- Improving inclusive pre-school education within intersectoral system of early interventions;

- Developing feasibility study with a recommendation of an optimal model for intersectoral inclusive education funding;

- Allocation of assigned transfers for funding integrated forms of additional support to students from vulnerable groups;

- Establishing resource centres and providing assistive technology;

- Preparing annual reports on the implementation of inclusive education;

- Developing and applying a communication strategy on all aspects of inclusive education, advantages of inclusive education for every child, and importance of child collaboration;

- Providing custom textbooks in video format in Serbian sign language and creating conditions for providing custom textbooks for secondary schools, as well as teaching aids and didactic aids for more successful learning and more active participation of students with complex and multiple developmental impairments both in primary and secondary schools.

1. *Official Gazette of the Republic of Serbia*, Nos.98/2006 and 115/2021 [↑](#footnote-ref-1)
2. *Official Gazette of the Republic of Serbia*, Nos. 33/2006 and 13/2006 [↑](#footnote-ref-2)
3. *Official Gazette of the Republic of Serbia*, No. 38/2015 [↑](#footnote-ref-3)
4. *Official Gazette of the Republic of Serbia*, No. 29/2015 [↑](#footnote-ref-4)
5. *Official Gazette of the Republic of Serbia*, No. 87/18 [↑](#footnote-ref-5)
6. *Official Gazette of the Republic of Serbia*, No. 87/18 [↑](#footnote-ref-6)
7. *Official Gazette of the Republic of Serbia*, No. 24/2011 [↑](#footnote-ref-7)
8. *Official Gazette of the Republic of Serbia,* No. 126/2021 [↑](#footnote-ref-8)
9. *Official Gazette of the Republic of Serbia*, No. 14/2021 [↑](#footnote-ref-9)
10. *Official Gazette of the Republic of Serbia*, Nos. 18/10, 101/17, 113/17, 10/19, 86/19, 157/20, 123/21 and 129/21 [↑](#footnote-ref-10)
11. *Official Gazette of the Republic of Serbia*, Nos. 88/17, 88/17, 27/18, 10/19, 6/20 and 129/21 [↑](#footnote-ref-11)
12. *Official Gazette of the Republic of Serbia*, Nos. 55/2013, 101/2017, 27/2018 – other law, 6/2020, 52/2021, 129/2021 – other law, and 129/21 [↑](#footnote-ref-12)
13. *Official Gazette of the Republic of Serbia*, No. 27/18 [↑](#footnote-ref-13)
14. *Official Gazette of the Republic of Serbia*, Nos. 36/09, 88/10, 38/15, 113/17, 113/17, 49/2021 [↑](#footnote-ref-14)
15. *Official Gazette of the Republic of Serbia*, Nos. 36/09, 32/13,14/22 [↑](#footnote-ref-15)
16. *Official Gazette of the Republic of Serbia*, No. 44/20 [↑](#footnote-ref-16)
17. *Official Gazette of the Republic of Serbia*, No. 12/22 [↑](#footnote-ref-17)
18. *Official Gazette of the Republic of Serbia*, No. 12/22 [↑](#footnote-ref-18)
19. *Official Gazette of the Republic of Serbia*, No. 103/21 [↑](#footnote-ref-19)
20. *Official Gazette of the Republic of Serbia*, No. 23/22 [↑](#footnote-ref-20)
21. *Official Gazette of the Republic of Serbia*, No. 80/18 [↑](#footnote-ref-21)
22. *Official Gazette of the Republic of Serbia*, No. 80/21 [↑](#footnote-ref-22)
23. *Official Gazette of the Republic of Serbia*, Nos. 18/21 and 36/21 [↑](#footnote-ref-23)
24. *Official Gazette of the Republic of Serbia*, No. 24/11 [↑](#footnote-ref-24)
25. *Official Gazette of the Republic of Serbia*, Nos. 42/13, 89/18 and 73/19 [↑](#footnote-ref-25)
26. *Official Gazette of the Republic of Serbia*, Nos. 36/09, 32/13, 14/22 [↑](#footnote-ref-26)
27. *Official Gazette of the Republic of Serbia*, Nos. 113/17, 50/18, 46/21, 66/21, 130/21 [↑](#footnote-ref-27)
28. *Official Gazette of the Republic of Serbia*, Nos. 4/05, 61/05, 54/09, 32/13, 75/14, 13/17, 113/17, 95/18  [↑](#footnote-ref-28)
29. *Official Gazette of the Republic of Serbia*, No. 80/18 [↑](#footnote-ref-29)
30. *Official Gazette of the Republic of Serbia*, Nos. 36/09, 88/10, 38/15, 113/17, 113/17 - 49/21 [↑](#footnote-ref-30)
31. *Official Gazette of the Republic of Serbia*, No. 74/18 [↑](#footnote-ref-31)
32. *Official Gazette of the Republic of Serbia*, No. 42/13 [↑](#footnote-ref-32)
33. *Official Gazette of the Republic of Serbia*, No. 12/22 [↑](#footnote-ref-33)
34. *Official Gazette of the Republic of Serbia*, No. 30/18 [↑](#footnote-ref-34)
35. *Official Gazette of the Republic of Serbia*, No. 16/18 [↑](#footnote-ref-35)
36. *Official Gazette of the Republic of Serbia*, No. 3/21 [↑](#footnote-ref-36)