

**REPORT ON THE REALIZATION OF CHILDREN'S RIGHTS IN REPUBLIC OF
MACEDONIA**

**Macedonian National Coalition of Non-governmental Organizations for Child
Rights**

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Executive director and founder: Dragi Zmijanac, MA

Author: Macedonian National Coalition of Non-Governmental Organizations for Child Rights

Editor: Jana Zengovska

Mentor: Katerina Koneska

Proofreader: Lidija Vangelova

Graphic design and printing: „Alma“

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Address of publisher:

First Children's Embassy in the World Megjasi- Republic of Macedonia

Street Kosta Novakovik No.22a, 1000 Skopje, Republic of Macedonia

Tel/fax +389 2 2465 316

E-mail: info@childrensembassy.org.mk

www.childrensembassy.org.mk



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LIST OF ACCRONYMS

ECH – Educational-correctional home

IT – Information technology

CC – Criminal act

CC – Criminal code

CRC – Convention on the Rights of the Child

MOI – Ministry of interior

MES – Ministry of education and science

MLSP – Ministry of labor and social policy

NGO – Non-governmental organizationa

UN – United Nations

PS – Primary schools

SEN – Special educational needs

RHM- Roma health mediator

RM – Republic of Macedonia

SIA – Secretariat for internal affairs

CECD – Centers for early childhood development

CSW - Centar for social work

FOREWORD

The Report on the Realization of Children's Rights in Republic of Macedonia gives a general overview of the situation regarding the realization of the right to education by children with special educational needs, as well as the inclusion of Roma children in the overall educational process. The report also elaborates on the situation in the areas of breastfeeding, juvenile justice, respect for children's rights in the area of child participation, children who use drugs and children victims of sale, trafficking and kidnapping.

The base that was used for monitoring of the situation of children's rights in the above stated areas are the Convention on the Rights of the Child (CRC), the two Optional Protocols to the CRC and the Recommendations of the UN Committee on the Rights of the Child that were referred to Republic of Macedonia in 2010.

This report includes the monitoring of the situation of child rights in the period of 2013 and the first half of 2014. The report is drafted by the informal Coalition of non-governmental organizations for child rights which was founded and coordinated by the First Children's Embassy in the World Megjasi, where besides the Children's embassy Megjasi, the membership consists of 14 organizations and one coalition of civil organizations.

The most significant findings about the implementation and respect for child rights in the respective areas are presented in the report in the form of more important results that we came across through findings, general considerations and conclusions. The report ends with recommendations, which are given by the Coalition, in order to ensure realization of child rights through overall implementation of the guiding international document that defines child rights, i.e. the Convention on the Rights of the Child.

The Coalition extends its gratitude to everyone participating in the data collection both as data providers or participants in data collection. Their participation and exchange of information was more than welcome as it not only assisted the drafting of the report, but also helps to create better world for the children.

The drafting of the report was supported by the UNICEF office in Macedonia through the project "Building the capacities of the non-governmental sector for monitoring the rights of children".

INTRODUCTION

The Report on the Realization of Child Rights in Republic of Macedonia results from the process that was conducted to explore and analyze the extent to which child rights are exercised in everyday life. The process of drafting the report was undertaken in the period from February to June 2013, based on the methodology developed by the Coalition of non-governmental organizations for protection of child-rights in cooperation with UNICEF Office Skopje.

Several activities were undertaken during the drafting of this report, such as:

- Analysis of relevant documentation and statistics
- Organization and conduction of interviews
- Sum up and analysis of data collected by organizations throughout their everyday work
- Conduction of specific survey and analysis of survey results

The structure of the report includes the introduction of the main findings from the conducted survey, description of the methodology that was used to conduct the survey and draft the report as well as most important challenges and recommendations arising from the conducted monitoring.

The report consists of 9 chapters:

The first chapter deals with the inclusion of Roma children in education.

The second chapter deals with education of children with special educational needs, i.e. their inclusion in the overall educational system in Republic of Macedonia.

The third chapter deals with children's right to participation, with special focus on the youth participation in the forms of youth organizations and decision-making on school level.

The fourth chapter gives an overview on the realization of children's rights to health; however; one part is focused on the immunization of children and the other part on the information provided to children on HIV/AIDS prevention.

The fifth chapter elaborates the topic of breastfeeding.

The sixth chapter deals with measures of protection for children who use drugs.

The seventh chapter elaborates topics about juvenile justice.

The eighth chapter deals with realization of children's right to education in correctional institutions.

The ninth chapter deals with the status of children victims of sale, trafficking and kidnapping.

The most relevant findings obtained throughout the process are presented as main conclusions and recommendations from the Coalition of non-governmental organizations for child rights. The Coalition expresses hope and expectation that the respective conclusions shall serve as starting point for creation of policies and strategies in Republic of Macedonia. It is believed that the created policies and strategies shall be aimed to improve the respect for child rights, promotion of children's wellbeing and creation of society where children fully participate in the societal developments in their interest.

General approach and values of the Coalition of non-governmental organizations for children's rights

The Macedonian national coalition of non-governmental organizations for protection of child rights (informal coalition) was established on 13 November 1997 with seat- secretariat at the First Children's Embassy in the World Megjasi. The Coalition was established to ensure better protection of children and their rights as well as to provide best response to the requests submitted by the UN Committee on the Rights of the Child.

The main goal of this initiative is to contribute to the improvement of the situation of children and better implementation of the CRC through systematic monitoring and reporting about the situation of children, including the monitoring and progress achieved regarding the implementation of the concluding observations of the UN Committee on the Rights of the Child by the competent authorities. Such goal would be achieved through realization of the following objectives and tasks:

- Monitoring the implementation of the Convention on the Rights of the Child (CRC) in Republic of Macedonia
- Drafting annual reports on the status of child rights. Reports which are drafted by the Macedonian national coalition for child rights aim to inform the Committee on the Rights of the Child in Geneva and the relevant ministries about their key considerations regarding the status of child rights in Republic of Macedonia. Furthermore, the Macedonian national coalition of non-governmental organizations for protection of child rights shall request the National commission for child rights at the Government of Republic of Macedonia and the competent ministries to provide information about taken measures and their considerations regarding the implementation process of CRC in Republic of Macedonia.
- Data available to the members of the Coalition and reports that will be drafted would be used for planning the development programs, advocacy and resolution of existing problems to ensure the protection of child rights.

- Advocacy, lobbying for children's rights as well as reactions whenever certain child right is violated, denied or endangered.

The final outcome should be the improvement of the situation of child rights and more successful implementation of CRC, Committee's recommendations as well monitoring the National commission on child rights at the Government of Republic of Macedonia, ministries and competent state authorities regarding the implementation of the recommendations issued by the UN Committee on Child Rights.

Activities of the Coalition in the project "Building the capacity of the non-governmental sector for monitoring the child rights"

The First Children's Embassy in the World Megjasi, as coordinator of the Macedonian national coalition of non-governmental organizations for protection of child rights, in January 2011 started the implementation of the project "Building the capacities of the non-governmental sector for monitoring child rights" which was foreseen to be carried out in the period from January 2011 to 2015. The project aims to strengthen the capacities of different relevant stakeholders; and to upgrade the knowledge and skills of civil organizations to be able to use and adequately process the indicators related to planning, budgeting and management of activities for monitoring child rights both on national and local level.

This report is part of the expected results from the above stated project, which among others, aims to support the Coalition of non-governmental organizations for exchange of information about matters of common interest which are related to the children and their rights. The exchange of experiences and knowledge among NGOs also assists to create stronger voice for advocacy, strengthening of their capacities, and mobilization of resources and to ensure sustainability for continuation of the process in future.

The Children's Embassy Megjasi also acknowledges the role of children in monitoring child rights with focus on the problem related to children's inclusion in the decision-making process on all levels in the society.

Methodology design

This report is drafted in accordance with the methodology that was designed during the joint workshop of the member-organizations of the informal Coalition of non-governmental organizations for child rights that was organized in cooperation with UNICEF office in Republic of Macedonia.

The report presents the results from the survey that aimed to explore and analyze the implementation of the provisions from the Convention on the Rights of the Child in Republic of Macedonia.

Given the needs for drafting the report, analysis was conducted in the following areas:

- Inclusion of Roma children in education
- Rights of children with special educational needs in the educational system
- Children's participation as one of the general principles on which the Convention on the Rights of the Child is based
- Children's rights in healthcare
- Rights of children who use drugs
- Newborns/breastfeeding
- Children victims of trafficking
- Juvenile justice

The process of drafting the report consisted of several phases. The first phase was dedicated to the preparatory activities, definition of the team and the coordinators to work on the process of drafting the report, identification of target groups and inclusion of relevant factors in the monitoring process. The second phase included the analysis of the CRC articles and the recommendations based on the Convention that was issued by the Committee on the Rights of the Child in June 2010 to the Government of Republic of Macedonia. As part of this phase, some parts of the CRC articles and the recommendations were singled out on the basis of which the Coalition collected data about the situation in practice. Certain indicators were designed based on which some of the member-organizations of the Coalition conducted the survey in line with the identified indicators about specific defined area of child rights.

Specific survey was conducted regarding the inclusion of Roma children in education, that includes pre-school education, primary and secondary education; inclusion and treatment of children with special educational needs in the education (preschool education, primary education and secondary education); participation of secondary school students in the decision-making on the level of secondary schools and form of secondary school student organization.

Other organizations that keep specific data in certain area of child rights throughout their everyday work, did adjustments to the designed indicators, and summarized, analyzed and shared them for the needs of this report. Thus, analysis was conducted for data related to the area of rights of children who use drugs; children

victims of sale, trafficking and kidnapping; as well as analysis in the area of juvenile justice: immunization of children, informing the youth about the manner of contracting the HIV virus and how to protect oneself, etc.

The next third phase consisted of specifying the indicators and defining the ways to obtain the necessary data. Adjusted questionnaires were designed for the survey carried out for the purposes of this report: Questionnaire about the inclusion of Roma children aged 3-5 in the pre-school educational institutions, Questionnaire about the inclusion of Roma children in the primary and secondary education, Questionnaire about the educational process of students with special educational needs in preschool institutions, primary schools and secondary schools.¹ Then followed the determination of municipalities where organizations would collect data in the respective areas, i.e. schools and kindergartens that will be subject of this survey and which are located on the territory of the specified municipalities.

The fourth phase dealt with the implementation of the survey by the participating organizations with regard to the inclusion of children with special educational needs in education and survey regarding the inclusion of Roma children in the education. The organizations which dispose of data that were obtained from practical experience further analyzed the data and made comparisons with the previous years.

After having conducted the survey, i.e. data analysis, the Coalition of non-governmental organizations for child rights drafted the report which includes the main findings, emerging conclusions and recommendations as guidelines for further action in the area of child rights.

Besides the character of monitoring report, in general, this report aims to strengthen the system of data collection in Republic of Macedonia and to provide data that will serve as base for evaluation of the achieved progress regarding the realization of child rights. Moreover, it shall assist the policy creation in future regarding the implementation of the Convention.

In addition, after the publication of the report, an event will be organized to promote the key findings and conclusions, thus to make impact on the extent of available information about child rights, the extent of their respect not only by the professionals but also the general public.

Although the UN Committee on the Rights of the Child indicated that “one can notice current developments regarding the system of data on child protection, nevertheless, one can also conclude the absence of systematic approach in data collection for monitoring the situation of children in Republic of Macedonia, whereby there is no centralized database in general for children, and in particular for children belonging to

¹Questionnaires are available in the Annexes to this Report

the vulnerable categories“.² Therefore, during the drafting of the report, we wanted to cover as many municipalities as possible in Republic of Macedonia. Both urban and rural municipalities were selected in order to obtain findings about the situation on particular matters regarding child rights both in urban and rural municipalities. Whether there are differences, what is the difference and where does it originate from? During the drafting of the report, all data were segregated, i.e. allocated on several grounds, based on the extent to which data could be collected and analyzed. Part of the data are based on the sex, ethnicity, place of residence (rural or urban area), with special focus on children in vulnerable situation.

Coalition for monitoring child rights

The informal Coalition for monitoring child rights was established upon initiative of the First Children’s Embassy in the World Megaship in 1997. The Coalition consists of civil organizations that partially deal with child rights. Currently, 15 organizations are members of the informal Coalition. The Coalition is dedicated to the realization of children’s rights and all principles contained primarily in the Convention on the Rights of the Child and its two Optional Protocols. All member-organizations of this Coalition in their work are driven by the best interest of children and respect for children’s rights as guaranteed by the CRC and other international and national norms and standards.

Participating organizations in the drafting of this report, divided according to certain areas and exchange of data per municipalities, are as follows:

- Association for health education and research “HERA“ – Skopje, in the area of immunization of children and informing the youth about HIV/AIDS;
- Association of Albanian Woman in Macedonia- Kicevo, member of the Women’s civil initiative “Antiko“ – Kicevo, in the area of education for children with special educational needs and in the area of Roma children inclusion in the educational preschool institutions;
- Coalition “All for Fair Trial“ – Skopje (coalition of 17 NGOs), in the area of juvenile justice;
- “Lifestart“ – We grow up and learn together – Bitola, in the area of breastfeeding;

²Committee on the Rights of the Child; Reviewing the reports submitted by member states according to Article 44 of the Convention; Concluding Observations; CRC/C/MKD/CO/2, 11 June 2010

<http://www.unicef.org/tfymacedonia/macedonian/CRC.C.M1KD.ConcludingObservationsMK%281%29.pdf>

- Youth Educational Forum – Skopje, in the area of child participation;
- Association for action against violence and human trafficking – Open Gate, La Strada Makedonija - Skopje, in the area of trafficking in children;
- “Open the Windows“ – Association of citizens to support and promote the assistive IT technology for people with disabilities – Skopje, in the area of education for children with special educational needs; inclusion of Roma children in the secondary education in the City of Skopje;
- First Children’s Embassy in the World Megjasi– Republic of Macedonia, in the area of education for children with special educational needs and in the area of inclusion of Roma children in the preschool institutions;
- Council for prevention of juvenile delinquency – Kavadarci, in the area of inclusion of Roma children in education;
- Association of defectologists in Republic of Macedonia, in the area of education for children with special educational needs;
- HOPS – Healthy Options Project Skopje, in the area of rights of the children who use drugs;
- Humanitarian association “Majka“ – Kumanovo, in the area of rights of Roma children, in particular their inclusion in the educational institutions;
- Humanitarian and charity association of Roma in Macedonia “Mesecina“ – Gostivar, in the area of rights of Roma children, i.e. their inclusion in the educational system;
- Centre for civic initiative – Prilep, in the area of inclusion of Roma children in the educational institutions and in the area of realization of the right to education for the children placed in correctional institutions;
- Center for human rights „AMOS“ - Bitola, in the area of education for children with special educational needs

Emerging problems in the course of the survey

One characteristic limitation that we came across during the survey was that part of the respondents that were subject of the survey (kindergartens and primary and secondary schools), did not respond to the questionnaires. Such situation can be expected in all conducted surveys of this type because certain percentage of respondents that will not respond to the survey or that will not submit fully completed questionnaires is always foreseen, which in turn aggravates the process of analyzing the obtained data.

Furthermore, data obtained from certain schools were informal, as those were not supported by adequate records.

Another identified problem during the analysis of the answers in the questionnaires is that some questionnaires were not fully completed, although it was emphasized that complete answers are required in order to take into account the respective questionnaire in the analysis. The analysis was made on the basis of data that could provide certain insight. Some of the questionnaires were not fully completed and therefore the questions for which there were no data were also not taken into account for the analysis.

Ways of conducting the monitoring of the situation of child rights

Reports that were previously drafted by the Coalition were comprehensive and referred to all CRC articles. During the drafting of this report, concrete areas of the Convention on the Rights of the Child were identified and those were further subject of monitoring and analysis. Thus, several indicators were designed that later served as base for collection of data by the member-organizations. Some member-organizations of the Coalition used the data they collected during their everyday work and shared them for the needs of this report. Such was the case with HOPS, HERA and Open Gate. Other organizations collected the data for the needs of this report in accordance with previously set indicators. Indicators were specified and questionnaires for conduction of the survey were prepared during a workshop. The municipalities on which territory the survey will be conducted were also determined.

The following indicators were subject of monitoring:

Area: Child participation

- Extent of information available to secondary school students about the existence and functioning of the Secondary school union;
- Percentage of secondary school students that addressed the Secondary school union;
- Number of schools that have representatives in the Secondary school union.

Area: Realization of the right to education by the children with special educational needs

- Number/percentage of students with special educational needs who are included in the educational institutions.
- Number of children with special educational needs who are included in pre-school, mainstream primary and secondary education according to categorization of difficulties.

- Number of schools that took measures and activities in 2013 to overcome certain difficulties faced by students with special educational needs;

Area: Realization of children's right to health

- Number of children who requested information about HIV/AIDS (from the total number of individuals that requested such information) from the respective medical institutions and civil organizations which primarily deal with this issue;

Area: Rights of children who use drugs

- Number of children who use drugs in the total number of registered users

Area: Inclusion of Roma children in education

- Percentage/number of Roma children in educational institutions
- Number of Roma children who are awarded scholarship by the state

Area: Children victims of sale, trafficking and kidnapping

- Percentage of identified children victims of human trafficking in the total number of recorded victims of trafficking
- Percentage of identified children with high risk to become victims of human trafficking in the total number of recorded potential victims of trafficking
- Number of children victims and children at high risk who are covered by the program for social assistance in the total number of registered highly risky groups of potential victims of trafficking

Area: Juvenile justice

- Percentage of juveniles who committed IT crimes from the total number of crimes committed by juveniles
- Number of juveniles convicted of organized crime and corruption
- Number of juvenile victims of organized crime and corruption
- Domestic violence
- Percentage of youth/children from the Educational-Correctional Home- Tetovo that attend classes for certain educational degree

Area: Breastfeeding

- Number of educational programs for mothers about breastfeeding

- Number of newly opened centers for early childhood development in the respective municipalities (capacities of the centers, utilization of the centers, etc.)
- Number of programs aimed for parents about early childhood development

1. REALIZATION OF THE RIGHT OF ROMA CHILDREN TO EDUCATION

Driven by the comment made by the Committee on the Rights of the Child, whereby it is stated that: The Committee on the Rights of the Child is concerned about *de facto* discrimination against children that belong to the minorities, in particular Roma children...³ In order to continue reviewing the situation regarding the right of Roma children to education, we believed that it would be good if the report considers the general situation about the inclusion of Roma children in the educational process. To that end, we included kindergartens, primary and secondary schools in the survey.

The survey in this area was conducted by several organizations in several municipalities.

- Humanitarian and charity association of Roma “Mesecina” – conducted the survey in the municipality of **Jegunovce** (1 primary school);
- Association of Albanian woman in Macedonia - **Kicevo**, member of Antiko in the municipality of Kicevo (1 kindergarten, 1 primary school and 1 secondary school);
- Humanitarian association “Majka” - Kumanovo – in the municipality of **Kumanovo** (6 primary schools and 2 secondary schools);
- Council for prevention of juvenile delinquency - **Kavadarci** in the municipality of Kavadarci (1 primary school) and in the municipality of **Negotino** (1 primary school);
- Centre for civic initiative – in the municipality of **Prilep** (2 kindergartens, 3 primary schools and 2 secondary schools);
- “Open the Windows“- Citizen association for support and promotion of assistive information technology for people with disabilities (3 secondary schools in the City of Skopje)
- First Children’s Embassy in the World Megjasi in the municipalities: **Pehcevo** (1 kinder garten) **Vinica** (1 primary school, 1 secondary school), **Berovo**(1 kinder garten, 1 primary school, 1 secondary school), **Bitola** (2 kinder gartens, 2 primary

³Committee on the Rights of the Child; Reviewing the reports submitted by the member states according to Article 44 of the Convention; Concluding observations; CRC/C/MKD/CO/2, 11 June 2010

<http://www.unicef.org/tfymacedonia/macedonian/CRC.C.M1KD.ConcludingObservationsMK%281%29.pdf>

schools and 2 secondary schools), **Kratovo** (1 kinder garten, 1 primary school, 1 secondary school), **Debar**(1 kinder garten, 2 primary schools, 1 secondary school), **Aerodrom**(1 kinder garten, 1 primary school), **Radovis** (1 secondary school), Gevgelija (1 kinder garten, 5 primary schools, 1 secondary school), **Resen** (1 kinder garten, 2 primary, 1 secondary school), **Delcevo** (1 kinder garten и 1 primary school), **Zelenikovo**(1 primary school), **Gazi Baba**(2 kinder gartens и 2 primary schools), **Veles**(2 secondary schools).

1.1 Process description

Prior to the survey, in order to ensure adequate response, we communicated with the members of the coalition that were supposed to conduct the survey, whereby we reached mutual agreement about the municipalities where the survey will be conducted.

After the consultations with the organizations, we prepared and adjusted the questionnaires used for the survey.

Prior to the survey, first we informed the municipalities about the purpose, course and manner of conducting the survey. Information about the project and questionnaires were sent to all municipalities. In our view, providing information to the municipalities was of major importance, especially because their cooperation was indispensable for timely realization of the foreseen activities.

1.2 Way of conducting the survey

It is necessary to point out that the number of children included in the survey, in fact presents the current situation in the period from October to December 2014. Some municipalities informed that the number of children, especially in the kinder gartens, is subject to change due to dropping out. Some schools and municipalities informed that in their educational institution there are no children who declared themselves as Roma, without providing additional data about the total number of children who are included in their educational institution.

1.3 Methodology

Inclusion of Roma children in education

Once we received the permission from the municipalities, we conducted the survey with a questionnaire that included 14 questions divided in 3 parts. **The first part** of the questions refers to the total number of children in the educational institution disaggregated by sex, as well as the total number of Roma children disaggregated by sex. **The second part** refers to the family environment and the social status of Roma children. **The third part** refers to the educational process, that includes questions about: language

of instruction for the Roma children, children's achievements, information about dropping out of school etc.

This questionnaire was completed by the professional service in the educational institution or the director because we believed that those individuals dispose of adequate information.

The survey was conducted in the two following ways:

The first way is by visiting the educational institutions, whereby representatives of the organizations that conducted the survey, after being authorized by the municipality, directly visited the institutions and entered the data that were provided over there.

The second way is by receiving the data electronically or by mail from the municipalities or educational institutions.

1.4 Results

1.4.1 Overview of general results

The survey was conducted in 20 municipalities and additionally in the City of Skopje about the secondary schools, in total of 71 educational institutions, 18 of which are kinder gartens, 33 are primary schools and 20 secondary schools.

Table 1. Number of included educational institutions, disaggregated by municipalities

Municipality	Kinder gartens	Primary schools	Secondary schools	Total
Aerodrom	1	1	0	2
Berovo	1	2	1	4
Vinica	0	1	1	2
Veles	0	0	2	2
Gevgelija	1	5	1	7
Gazi Baba	2	2	0	4
Debar	1	2	1	4
Delcevo	1	1	0	2
Zelenikovo	0	1	0	1
Jegunovce	0	1	0	1
Pehcevo	1	0	0	1
Prilep	2	3	2	7
Resen	1	2	1	4
Radovis	0	0	1	1
Negotino	1	1	1	3
Kavadarci	1	1	1	3
Kumanovo	1	6	1	8
Kicevo	1	1	1	3

Kratovo	1	1	1	3
Bitola	2	2	2	6
City of Skopje for the secondary schools	0	0	3	3
Total	18	33	20	71

Table 2. Inclusion of Roma children in the educational process

	Total number of children			Total number of Roma children			Representation of Roma children in %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kinder gartens	2427	2219	4646	116	98	214	5%	4%	5%
Primary	9203	8449	17652	1274	1209	2483	14%	14%	14%
Secondary	6530	5275	11805	219	175	394	3%	3%	3%

This Table shows that the biggest number of Roma children is included in the primary school education or 14%. The inclusion in kinder gartens is 5%, while in the secondary schools it is 3%. This may indicate that parents have not developed the awareness about the importance, primarily of preschool education, as well as secondary school education. Probably, one may be thinking about the lack of basic conditions for survival, or with regard to the secondary school education, the reason may be early marriages. In general, from these data one can notice low level of inclusion of Roma children in the overall educational process.

With regard to the inclusion of Roma children in the education and the respective sex of the children, one can notice that bigger number of male children is included in the educational process in comparison with female children, however; there is no big difference regarding this division.

Table 3. Representation of Roma children in the educational institutions in % by sex

	Total number of Roma children			Representation of Roma children in % by sex		
	Male	Female	Total	Male	Female	Total
kinder gartens	116	98	214	54%	46%	100%
Primary	1274	1209	2483	51%	49%	100%
Secondary	219	175	394	56%	44%	100%

The Table shows that there are no major differences with regard to the inclusion of Roma children based on their sex. According to this Table, the biggest difference is noticed with regard to the inclusion of children in kinder gartens where 54% are male, while 46% of the enrolled Roma children in the kinder gartens are female. Also, with regard to the secondary school education, one can notice that 56% are male, while only 44% are female. One can assume that these data are such due to the early marriages which are characteristic for the Roma families, as well as the impact of tradition on the education of children.

1.4.2 Inclusion of Roma children in pre-school education

Table 4

Pre-school institutions						
Municipalities	Male	Female	Male Roma	Female Roma	Male% Roma	Female% Roma
Gevgelija	330	313	no data	no data	no data	no data
Radovis	58	46	1	no data	2%	no data
Berovo	175	171	16	10	9%	6%
Resen	no data	no data	no data	no data	no data	no data
Pehcevo	61	53	13	5	21%	9%
Aerodrom	260	304	3	11	1%	4%
Delcevo	100	148	15	11	15%	7%
Gazi Baba	463	370	12	10	3%	3%
Prilep	128	127	18	12	14%	9%
Kicevo	39	38	12	13	31%	34%
Kratovo	no data	no data	no data	no data	no data	no data
Kumanovo	591	541	16	11	3%	2%
Debar	222	108	2	5	1%	5%
Bitola	no data	no data	8	10	no data	no data
Total	2427	2219	116	98	5%	4%

With regard to the inclusion of Roma children in preschool education, we have received data from 14 municipalities, whereby the municipality of Resen and the municipality of Kratovo informed that they do not have Roma children in their institutions and did not provide data about the total number of children who attend kinder garten. The municipality of Gevgelija informed that they do not have Roma children, however; they did provide the data about the total number of children that attend the kinder gartens.

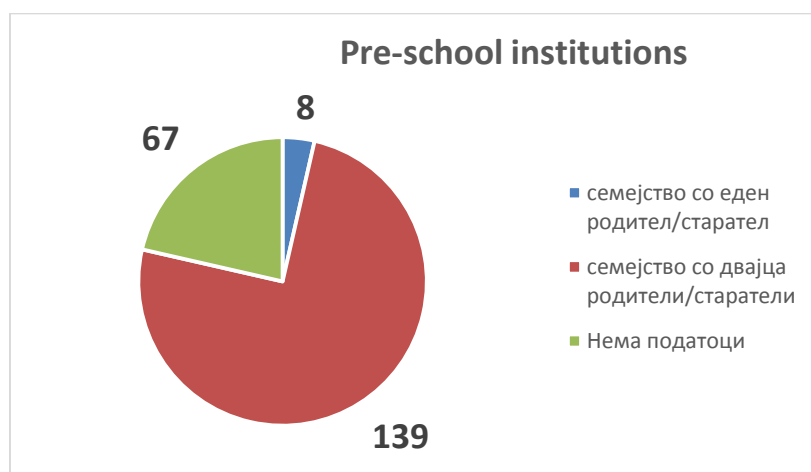
Given the data, one can notice that the biggest percentages of Roma children that visit the kinder garten are found in the municipalities of Kicevo, Pehcevo, Delcevo and Prilep. Inclusion also depends on the percentage of Roma population that lives in the

respective municipality, as well the parents' decision to send their child to kinder garten. From the communication with the representatives of preschool institutions, one can see that there is motivation for increased inclusion of these children in the kindergartens. Since we are all aware that early childhood development is of major importance and probably determines the future development of children, early inclusion of Roma children is an additional motivation both for them and the parents, as well as opportunity for early recognition of their capacities and development of their personal potentials.

Family environment

The graph below shows data about family environment of Roma children who are included in preschool institutions.

Graph 1



From this graph, one can notice that most of the children who were subject of this survey or 139 children live in a family with two parents. There is no information about the family status of 67 children, while 8 children live in a family with one parent/custodian.

Social status and living environment

The Table shows data about the social status of the Roma families whose children are included in pre-school institutions.

Table 4. Social status of Roma children

	Male	Female	Total

Beneficiaries of social welfare allowances	60	47	107
Unknown	56	51	94
Total	116	98	214

From this Table, one can notice that the professional services are not familiar with the social status of the families of most of the children. These data might guide our thinking to keep more detailed records about the family and social status of children. The social aspect is very important for continuation of children's education.

Living environment

The Table presents the data obtained about the living environment of Roma children who are included in preschool education.

Table 5. Living environment

	Male	Female	Total
Urban	84	67	151
Rural	8	8	16
Unknown	24	23	47
Total	116	98	214

The biggest numbers of children live in urban areas which indicate that preschool institutions might not be available to children from rural areas.

Permanent place of residence - Data show that 93 boys and 70 girls have permanent residence. Professional services are not familiar with these data for 51 children. Permanent residence has significant role in the continuous visiting of the kinder garten, because this was stated as one of the reasons for dropping out or not attending the kindergarten.

Language of instruction - In all pre-school institutions where the survey was conducted, the language of instruction is Macedonian, or in the bilingual kinder gartens the language of instruction is also Albanian language.

Program for work with Roma children

In 3 municipalities it is stated that there is developed "Action plan for realization of the educational work" and "Program and plan for cooperation with parents and the social environment" regarding the project "Inclusion of Roma children in the public

kinder gartens“. Other kinder gartens are guided by the program of the Ministry of labor and social policy, i.e. “Standards for early childhood development“.

Employed educators and caretakers of Roma nationality

Given the received data, in 5 of the municipalities there are 6 employed caretakers of Roma nationality.

State assistance for the families

Given the provided data, besides that these families are beneficiaries of social welfare allowances through the project “Inclusion of Roma children“, in two of the municipalities, children do not pay to attend the kinder garten, and there is provided transport from their home to the kinder garten.

Waiting list

In most of the pre-school institutions, there are waiting lists and criteria which are equal for all children. The social-economic status of the family is given due consideration and whether the two parents are employed, whether there is ill person in the family etc.

In one municipality, which is also part of the project “Inclusion of Roma children“there is a waiting list for these children. Criteria which are applied for inclusion of these children are as follows: child with complete documentation (birth certificate, medical certificate about the health status of the child), child that comes from a single parent family, socio-economic status of the family, family where both parents are employed.

Reasons for dropping out or non-inclusion of Roma children in preschool education

The most frequent reason is the financial status of Roma families, the awareness of Roma parents about the importance of preschool education as well as migration of Roma families in the European countries. Lack of permanent residence is accompanied by the fact that they become asylum seekers in the European countries.

1.4.3 Inclusion of Roma children in primary school education

The Table below shows the data obtained about the inclusion of Roma children in mainstream education, distributed per municipalities where the survey was conducted.

Table 6.

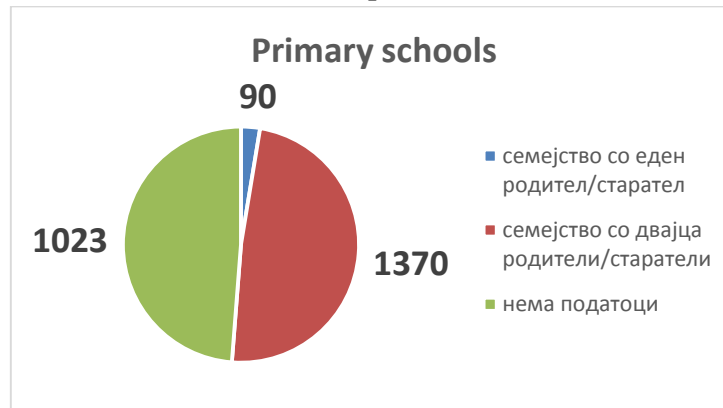
Primary school						
Municipalities	Male	Female	Male Roma	Female Roma	Male Roma %	Female Roma %
Gevgelija	1004	953	1	no data	1%	no data
Kicevo	756	651	183	182	24%	28%
Berovo	414	423	30	32	7%	8%
Prilep	1139	1041	416	363	37%	35%
Zelenikovo	240	242	no data	no data	no data	no data
Kumanovo	2085	1789	123	117	6%	7%
Gazi Baba	894	871	73	98	8%	11%
Aerodrom	279	321	5	4	2%	1%
Vinica	354	309	34	30	10%	10%
Kratovo	353	298	11	8	3%	3%
Jegunovce	118	116	no data	no data	no data	no data
Resen	260	209	25	22	10%	11%
Debar	no data	no data	68	74	no data	no data
Negotino	425	403	81	71	19%	18%
Kavadarci	123	99	28	31	23%	31%
Delcevo	no data	no data	no data	no data	no data	no data
Bitola	759	724	196	177	26%	24%
Total	9203	8449	1274	1209	14%	14%

With regard to the inclusion of Roma children in the primary school education, data were received from 17 municipalities. From the Table one can see that in 3 municipalities there are no Roma children that attend primary schools. The biggest percentage of included children in primary school education, which is mandatory, is noticed in the following municipalities: Prilep, Kicevo, Kavadarci, Negotino and Vinica. However, from the general data, in Table 2 one could see that 14% of Roma children are included in the primary schools. They are most represented in the primary education, however, the number of children should further increase and they should be motivated to continuously attend school and achieve results in line with their abilities and potentials.

Family environment

The graph shows data about the family environment of Roma children who are included in mainstream education.

Graph 2



One can notice that the biggest number of children from primary schools in which the survey was conducted come from families with two parents or 1370 children; the family environment of 1023 children is unknown, while 90 children come from a single parent family. This once again imposes the need for more detailed records about the family environment of children. Driven by the idea that the family has primary importance about the growth and development of children, important data also refer to the family dynamics and status so that the professional services can encourage and guide the children as well as help them in the course of the educational process.

Social status and living environment

The Table shows data about the social status of families of Roma children who are included in the mainstream primary education.

Table 7. Social status of Roma children in primary school education

	Male	Female	Total
Beneficiaries of social welfare allowances	224	203	427
Unknown	1050	1006	2056
Total	1274	1209	2483

The socio-economic status of the family is unknown for 2056 children, while the families of 427 children are beneficiaries of social welfare allowance.

Living environment

The Table presents the data received about the living environment of Roma children who are included in mainstream education.

Table 8.

	Male	Female	Total
Urban	691	659	1350
Rural	88	72	160
Unknown	495	478	973
Total	1274	1209	2483

The biggest number of children live in urban area or total of 1350, 160 children live in rural area while for the biggest number - 973 the living area of the children is not known.

Permanent place of residence – According to the data, 583 boys and 536 girls have permanent place of residence or total of 1119 children. There is no data about 1364 children with regard to their permanent place of residence.

Language of instruction – In most schools, Macedonian is the language of instruction. In one municipality, the language of instruction is Macedonian, which is elective subject from third to sixth grade.

Employed teachers of Roma nationality

In one school there is one employed teacher of Romani language.

Special program for Roma children

In all the schools that provided data, there is no special program for work with Roma children.

Programs for work with parents

Most of the schools dispose of a program for work with parents mostly in the form of counseling, in particular aimed for the children having problems in the educational process.

Awarded scholarships to Roma children

From the received data one can conclude that there are no Roma children who were awarded scholarships.

Assistance by the state

Besides the social welfare allowance that is provided by the state, these families in some municipalities are awarded free textbooks (working books) because textbooks are free for all children, as well as school materials.

Reasons why Roma children do not enroll school or already enrolled Roma children drop out

According to the opinion of the school representatives, the most frequent reasons are as follows: lack of appropriate personal documentation, socio-economic status of the family, irresponsibility by parents, the extent of information among parents, low level of awareness about the importance of education, frequent migrations to European countries or moving for seasonal work.

1.4.4 Inclusion of Roma children in secondary school education

Table No. 10 presents the data obtained about the inclusion of Roma children in secondary school education, distributed by municipality in which the survey was conducted.

Table 10.

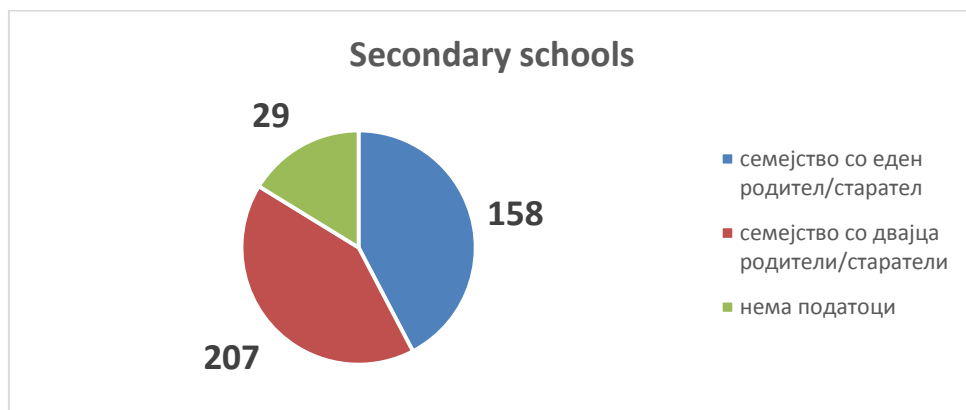
Secondary school						
Municipalities	Male	Female	Male Roma	Female Roma	Male Roma %	Female Roma %
Kratovo	no data	no data	no data	no data	no data	no data
Kicevo	554	513	42	26	8%	5%
Prilep	456	869	49	38	11%	4%
Kumanovo	248	370	3	7	1%	2%
Radovis	401	393	6	9	2%	2%
Vinica	283	310	14	6	5%	2%
Resen	225	209	4	3	2%	1%
Debar	359	312	23	23	6%	7%
Veles	447	140	2	5	0,45%	4%
Bitola	1111	521	33	16	3%	3%
City of Skopje	2219	1369	20	16	1%	1%
Berovo	227	269	23	26	10%	10%
Total	6530	5275	219	175	3%	3%

Data about the inclusion of Roma children in the secondary school education were received from 11 municipalities, and additionally from the City of Skopje, because according to the Law on Local Self-Government, the secondary schools on the territory of the City of Skopje are under its competence. In 1 municipality, one can notice that no Roma children are included in the educational process. From the received data, least number of children are included in the secondary schools, although it is mandatory, as well as in the mainstream schools. The Table shows that the biggest percentages of children who attend secondary schools are in the municipalities: Prilep, Berovo, Kicevo and Debar. Only 3% of the Roma children are enrolled in secondary school. We would like to mention that these data do not provide the overall picture about the inclusion of Roma children in secondary secondary school education.

Family environment

The graph presents the obtained data about the family environment of Roma children who are included in the secondary school education.

Graph No. 3



Given the data, the biggest numbers of Roma children who are included in the secondary school education or 207 come from families with both parents, then 158 children who come from families with one parent and 29 children whose family status is unknown.

Social status and living environment

Table No. 11 shows data about the social status of families of children included in the secondary school education.

Table 11

	Male	Female	Total
Beneficiaries of social welfare allowance	54	36	90
Unknown	165	139	304
Total	219	175	394

From among the Roma children who are included in the secondary schools, for 90 children there are data that they receive social welfare allowances. For 304 children, there is no information about the social status.

Living environment

Table number 12 shows the data obtained about the living environment of the Roma children who are included in the secondary schools.

Table 12

	Male	Female	Total
Urban	140	98	238
Rural	0	0	0
Unknown	79	77	156
Total	219	175	394

The Table shows that the biggest number of children lives in the urban area or 238 children, while for 156 children we do not have information about the area they come from. These data may stimulate our thinking about the importance of the living environment with regard to the inclusion of these children.

Permanent place of residence - 140 boys and 98 girls, according to the obtained data, do not have permanent place of residence. There is no data about 156 children with regard to these questions.

Language of instruction - In most of the schools, the language of instruction is Macedonian, while in the bilingual schools also Albanian language; just in one school we have information that Roma children follow the teaching in Turkish language.

Program for work with Roma children

In the schools where the survey was conducted, there was no special program for work with Roma children. In one school, it was stated that there is program for mentorship with Roma children – developed program for the project for “Scholarships,

mentorship and tuition for Roma secondary school students“about the school year 2013/14.

Program for work with parents

In some schools, there is program for work with parents in the form of counseling which is aimed for all students.

Employed Roma teachers

In the schools where the survey was carried out, there are no employed teachers of Roma nationality.

Roma students who received scholarships

From 8 schools, we got information that total of 56 Roma children receive scholarship. In one school, it is stated that there are Roma children that receive scholarships, however; there is no data about the respective numbers in the course of the survey. The criteria for awarding scholarship are as follows: school achievements, regular attendance of schools and socio-economic status of families.

Reasons for non-inclusion in secondary school or dropping out

The most direct reasons are the socio-economic status, early marriages, and migration to other countries. However, from the available data one can conclude that the students included in the secondary schools rarely drop out.

2. REALIZATION OF THE RIGHT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS TO EDUCATION

Following the concluding observations of the Committee on the Rights of the Child, there is “expressed concern about the continued inadequacy of educational, social and health services for children with developmental difficulties and their families in the environment in which they live. The Committee makes special comment that there are still many obstacles for provision of more equal access to education for the children with developmental difficulties“⁴.

⁴Committee on the Rights of the Child; Reviewing the reports submitted by member states according to Article 44 of the Convention; Concluding observations; CRC/C/MKD/CO/2, 11 June 2010

<http://www.unicef.org/tfymacedonia/macedonian/CRC.C.M1KD.ConcludingObservationsMK%281%29.pdf>

In this report, we believe that it would be good to review the realization of the right to education for the children with special educational needs (SEN) in kinder gartens, primary schools and secondary schools. We believed that in this way we shall have the opportunity to consider the overall educational process, as well as to consider the obstacles faced by these children, as well as improvement of conditions in educational institutions where these children can be included.

The survey in this area was conducted by several organizations in several municipalities:

- *“Open the Windows“- Citizen Association for support and promotion of assistive information technology for people with disabilities*, conducted the survey in the municipality of **Karpos** (2 kinder gartens and 2 primary schools), in the municipality of **Gjorce Petrov** (1 kinder garten and 2 primary schools) and in 7 secondary schools on the territory of the City of Skopje.
- *Centar for human rights “AMOS“ Bitola-* in the municipality of **Bitola**(2 kinder gartens, 2 primary schools and 2 secondary schools)
- *Association of defectologists in Republic of Macedonia* conducted survey in the municipality of **Centar** (2 kinder gartens, 2 primary schools), in the municipality of **Staro Nagoricane** (2 primary schools) and in 2 secondary schools on the territory of the **City of Skopje**.
- *First Children’s Embassy in the World Megjasi* in municipality of **Aerodrom** (1 kinder garten and 1 primary school), **Gazi Baba** (2 kinder gartens and 2 primary schools), **Ilinden** (1 school), **Jegunovce** (1 school), **Veles** (1 kinder garten, 2 primary schools and 1 secondary school), **Vinica** (2 primary schools), **Debar**(1 kinder garten, 1 primary school, 1 secondary school), **Delcevo** (1 kinder garten, 1 primary school), **Resen** (1 kinder garten, 2 primary schools and 1 secondary school), **Radovis** (1 kinder garten and 1 secondary school), **Kumanovo** (2 secondary schools), **Kratovo** (1 kinder garten, 1 primary school, 1 secondary school)

2.1 Process description

Prior to the survey, the organizations were informed about the course of the survey. Questionnaires were prepared by the organization “Open the Windows“. With this organization, we had several meetings in order to define the questionnaires, the municipalities as well as the course and the manner of conducting the survey. Consequently after the design and adjustment of questionnaires, they were delivered to the other organizations, who were informed about all planned activities.

Respectively, the municipalities were also informed where the survey will be conducted so that they could be familiar with the course of the process, manner of obtaining of data and the purpose of the survey itself.

2.2 Methodology

In order to research the inclusive process of education for the children with special educational needs we used a questionnaire with open and closed questions. The questionnaire consisted of 12 questions through which we followed the three stated indicators. It was aimed for the professional services in the schools that keep records and are directly involved in the work with students with special educational needs. One could emphasize that these data do not provide the complete picture about the situation in the whole municipality because although many schools were included in the survey (i.e. questionnaires were sent), only certain number of schools in a municipality did respond to the questionnaires. The questionnaires, which were not fully completed in the parts of crucial importance for the survey, were not taken into consideration in the analysis. In some questionnaires, some questions were not fully answered, so questions without data were not taken into account for the analysis.

2.3 Results

The survey was conducted in 17 municipalities in total of 57 educational institutions, 16 of which are pre-school institutions, 16 primary schools and 18 secondary schools.

Table 1. Number of educational institutions where the survey was conducted, illustrated by municipality.

	Kinder gartens	Primary schools	Secondary schools	Total
Aerodrom	1	1	0	2
Bitola	2	2	2	6
Vinica	0	2	0	2
Veles	1	2	1	4
Gazi Baba	2	2	0	4
Debar	1	1	1	3
Delcevo	1	1	0	2
Gjorce Petrov	1	1	0	2
Ilinden	0	1	0	1
Jegunovce	0	1	0	1
Resen	1	2	1	4
Radovis	1	0	1	2

Staro Nagoricane	0	2	0	2
Karpos	2	2	0	4
Kumanovo	0	0	2	2
Kratovo	1	1	1	3
Centar	2	2	0	4
City of Skopje for the secondary schools	0	0	9	9
Total	16	23	18	57

2.3.1 Total number of children with special educational needs, included in the educational institutions

Table 2 – Representation of children with special educational needs (SEN) in %

Educational institutions	Total number of children	Total number of children with SEN	Representation of children with SEN in %
Kinder gartens	9008	90	1%
Primary schools	12316	306	2%
Secondary schools	14723	89	1%
Total	36047	485	1%

This Table shows that the percentage of representation of children with SEN in the educational institutions is low. These results indicate the current representation for the period from October to December 2014 and do not present a detailed picture about the inclusion of children with special educational needs in the educational process. One municipality notified that in the school year 2014/2015, there are no enrolled children with special educational needs because their parents decided to enroll them in the newly opened Daycare centre for children with SEN. This Table shows that the biggest percentages of children with special educational needs are included in the mainstream primary schools, then the kinder gartens, and the secondary schools. These data serve as encouragement for future thinking about disclosure of the reasons for the small number of included children in secondary education, as well about the design of stimulating and adjusted programs for the needs of these children, thus to ensure bigger inclusion.

	Total number of children with special educational needs			
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	Male	Female	Unknown	Total	Male%	Female%	Unknown%
Kinder gartens	52	38	0	90	58	42	0
Primary schools	161	78	67	306	53	25	22
Secondary schools	60	27	2	89	67	30	3
Total	273	143	69	485	56	29	15

Table 3. Representation of children with SEN in % by sex and educational institutions

With regard to the sex, one can notice that 56% of the children with SEN who are included in the educational institutions are male, 29% are female, while for 15% of the children, the respective educational institutions did not submit data about the sex of the children.

2.3.2 Children included in educational institutions, disaggregated by the category of problems

Table 4.

Total number of children with special educational needs according to categories									
	Physical disability	Intellectual disability	Impaired sight	Impaired hearing	autism	Learning difficulties	Combined disability	Unknown	Total
Kinder gartens	6	15	8	2	19	10	30		90
Primary	15	83	4	7	14	79	31	73	306
Secondary	7	15	3		2	36	26		89
Total	28	113	15	9	35	125	87	73	485

These data show that the biggest number of children in the kinder gartens with regard to the category of disability have a combined disability, then autism, and autistic spectrum of behavior and intellectual disability. Given the conversations with the professional services, we believe there is willingness for inclusion of children with SEN in the pre-school institutions. With regard to the mainstream education, most of the children have intellectual disability, then learning difficulties and combined disability. It might be good if adjusted programs are designed that will encourage and stimulate a child that shows certain difficulties, in particular about the children with learning difficulties. Also, in primary education one can notice the biggest inclusion of children with SEN. In the secondary education, where according to these data there are least children, most of them are faced with learning difficulties and combined disability.

In general, the Table shows that the least number of children with sight impairment are included in the mainstream educational process, and then follow the children with hearing impairment and physical disability.

The Table also shows that the biggest number of children, i.e. 125 children have learning difficulties and 113 children have intellectual disability.

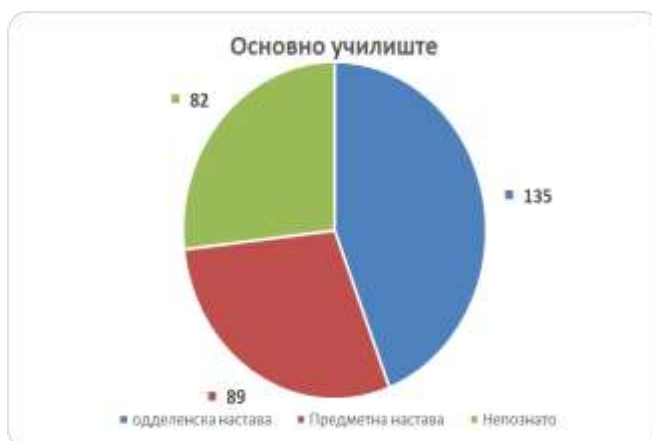
These data stimulate our thinking that maybe there is need to design special adjusted programs, in particular for the children with learning difficulties, that will stimulate them

and help them to acquire the foreseen teaching content. This type of stimulation must start in the preschool education which is the basic education and serves as good ground for further development of children's personal potentials. In addition, it will stimulate and sensitize also the children without difficulties to be able to accept the children with SEN and assist their development into personalities that have positive attitude towards differences.

2.3.3 Type of teaching attended by the children with SEN in primary education

The graph below shows data about the type of teaching attended by the children with SEN in primary education.

Graph 1.



From this graph, one can notice that for most of the children we have been given information that they attend the 0-4 grade teaching or 135 children, then according to the type of teaching attended in the mainstream primary primary school we were informed that 89 children attend the 5-9 grade teaching, while for 82 children we were not informed about the type of teaching they attend.

2.3.4 Difficulties that educational institutions come across in the everyday work with students with SEN

Given the answers to this question that were obtained through multiple choice question, the biggest difficulties that educational institutions come across in their everyday work with children with SEN are as follows:

Preschool institutions:

9 preschool institutions provided the answers to this question. The most frequent difficulties that educators come across in the work with children with SEN are shared below.

- Realization of objectives and adjustment of the curriculum to the needs of the child;
- Inclusion of children with SEN in the activities with the other children;
- Establishment of integration and communication with children with SEN.

Mainstream education:

Answers were provided by 20 schools and the most frequent difficulties they come across in the work with the children with SEN are as follows:

- Realization of the teaching objectives and adjustment of the teaching materials to the student's needs;
- Development of individual curriculum;
- Monitoring and assessment of students' achievements;
- Inclusion of students with SEN in the activities with other students.

Secondary schools:

Answers were provided by 9 secondary schools where the survey was conducted, whereby the most frequent difficulties are as follows:

- Realization of the teaching objectives and adjustment of the teaching materials to the student's needs;
- Development of individual curriculum;
- Monitoring and assessment of students' achievements;
- Inclusion of students with SEN in the activities with other students.

2.3.5 Which are the measures taken by the educational institutions in order to alleviate the access and inclusion of children with SEN in the educational system

Pre-school institutions:

Answers were given by 8 pre-school institutions, out of which: in 3 of them, the professional service designs individual curriculum for the children with SEN, the inclusion team is functional and monitors and supports the process of inclusive education and the kinder garten has developed relations of cooperation with relevant institutions and receives support in the work with children with SEN; in 5 kinder gartens there is an access ramp at the entrance of the building; 1 kinder garten informed that all facilities in that kinder garten are on the ground level and are accessible and therefore there is no ramp. Only in 2 of the kindergartens, the internal space – playrooms, toilets and didactical materials are adjusted in accordance with the needs of children with SEN.

Mainstream education:

Answers were provided by 19 schools where: in 14 schools there are disability access ramps at the entrance, in 13 schools the teachers design individual curricula for the educational needs of children with SEN; in 12 schools there are functional inclusion teams that monitor and support the process of inclusive education, in 8 schools there are established relations of cooperation with relevant institutions and support is received about the work with children with SEN, in 5 schools the internal space - classrooms, toilets and didactical materials are adjusted to the needs of students with special educational needs, 3 schools use assistive technology and only in 2 schools there is a lift.

Secondary school образование:

Answer was provided by 10 secondary schools, whereby: in 4 schools there is a disability access ramp at the entrance, in 3 schools the teachers design individual curriculum for the children with SEN, in 1 school the professional service assists the teachers to design an individual curriculum, in 4 schools the inclusion team is functional and supports the process of inclusion, in 1 school there is an ongoing establishment of the inclusion team and in 1 school there is lift.

2.3.6 What type of direct support did you receive to improve the work with children with SEN?

Pre-school institutions:

On this question, answer was provided by 8 kinder gartens, whereby in 4 kinder gartens there is an employed speech therapist, in 2 there is an employed defectologist, while in 1 kinder garten there is a volunteer defectologist, while in one kinder garten there are personal assistants that assist the children SEN and those are hired by the parents.

Mainstream education:

Answers were provided by 16 schools, whereby: in 6 schools there is a municipal defectologist, in 4 schools children with SEN are assisted by personal assistants who are hired by parents, in 3 schools there is employed defectologist, in 2 schools there is mobile speech therapist and in 1 school the assistance and support are provided by the school pedagogue.

Secondary school образование:

Answers were received from 8 schools, whereby: 3 of the schools stated that they do not get any support, while 1 school additionally informed that there is great need for defectologist, in 1 school the students with SEN get support only from personal assistants who are hired by the parents, in 1 school these children get support from the school psychologist, in 1 school there is employed defectologist, in 1 school assistance and support are provided by the primary school aimed for children with SEN and 1 school stated that assistance and support are provided by the parents.

2.4 Recommendations

Survey data indicate the need for implementation of the following measures and recommendations:

- To establish a system for keeping records and monitoring the number of students with SEN in the regular schools in order to ensure the unification of the procedures in all schools;
- To apply the standards for accessibility during the construction of new and reconstruction of old schools in order to ensure conditions for access and independent functioning of students with SEN in the school space.
- To complete the professional school teams with certain professionals, primarily defectologists who are prepared to recognize and meet the needs as well as abilities and interests of students with SEN. Furthermore, such completion is required in order to ensure the support for the teacher during the implementation of the inclusion process.
- To strengthen and upgrade the knowledge, skills and abilities of teachers for work with students with SEN, through organization of trainings and seminars. In particular, one should strengthen the capacities of the teachers for design of individual curricula and its monitoring, especially its revision (evaluation).
- To intensify the cooperation among schools and local self-government.

3. REALIZATION OF CHILDREN'S RIGHT TO PARTICIPATION

3.1 Methodology

In order to obtain data about the situation of the secondary school organizational forms and the participation of secondary school students in the decision-making processes in the schools, we conducted a survey that will depict the current situation in this area. The survey was conducted through online questionnaire that was submitted to the secondary school students in the towns of Veles and Negotino, as well as through direct communication with the schools on the topic of secondary school communities in order to obtain the required data.

The first part of the survey aimed to establish whether the schools with their official representatives participate in the secondary school forms of organization on national level, as well as on local level in their schools. Thus, through direct communication with the school bodies/representatives as it is a tool that provides true information, we received answers about the official participation/non-participation of schools in the national secondary school forms of organization.

The second part of the survey aimed to explore the experiences and opinion of secondary school students about the forms of organization. To that end, we distributed an online questionnaire in two towns. Answers to the questionnaire were provided by total of 167 secondary school students from two towns, who provided answers about the situation of national secondary school forms of organization and the situation of the local secondary school forms of organization in their town.

In order to provide the recommendations, first it was necessary to conduct a survey about the situation of the secondary school forms of organization. YEF conducted such analysis on national level entitled [„Secondary school forms of organization and participation“](#) in 2013. However, the situation regarding the school management bodies has not changed since that time, that is, the same bodies that run the school and the same professional bodies still exist.

3.2 School management bodies

School board. This is a management body that consists of 12 members, as follows:

- 3 representatives of the founder
- 3 representatives of parents, i.e. custodians
- 4 representatives of teachers
- 1 representative of the Ministry of education
- 1 representative of the business community (without voting right)

The school board is the highest body in the school. Its competencies are as follows: adoption of statute, proposal for Annual program and report on the work, proposal for

annual financial plan, proposal for annual account, public procurement process, decision-making on complaints and appeals from teachers, students, parents etc.

As it was concluded in the previous report, there are no representatives of secondary school students in this management body. It would be most adequate if the representatives of students from all generations are included so that the decision-making process on this level would not be without participation of the secondary school students. The presence of secondary school students in this body is very important if one takes into account the competencies of the school board and the type of documents it adopts, which also requires the position and opinion of secondary school students.

3.3 School professional bodies

Teachers' council. It is comprised of all teachers and professional associates in the school. The teachers' council is responsible for: review and verification of students' achievements, giving opinion on the proposal for Annual program and monitoring of its implementation, adoption of pedagogical measures for students, praising and awarding the students, giving approval for student excursions and expert visits etc. Furthermore, like in the school board, the teachers' council should also include the secondary school students. According to the competencies of this body, one can see that the perspectives and opinion of secondary school students is also important for its competencies.

Other school professional bodies are as follows:

- **Council of the year.** This is a vocational council comprised of teachers who conduct the teaching and the vocational associates.
- **Class council.** This council consists of the teachers that conduct the teaching in the class and the vocational associates.
- **Head of class**
- **Vocational groups** of teachers in certain vocational areas

3.4 Council of parents

The Council of parents has its role in the school management. In this way, the views of the secondary school students are indirectly represented by their parents. However, the position of any secondary school student cannot be replaced by his parent as s/he is not direct beneficiary and person upon who adopted decisions are applied. However, given its competencies, there is necessity for presence of the presidents of generations at the sessions, although with no voting right. This is required in order to express the rights of secondary school students in all bodies so that they can be taken into account.

3.5 Secondary school forms of organization within the schools

The need for secondary school forms of organization is due to the advocacy for their own rights in the educational process in the secondary schools. A student should have a clear picture about his/her status, role and activities both in the school and the society, to know his/her rights, duties and obligations, how to get adjusted to them and take actions for improvement. According to the answers obtained from secondary schools in the last survey, the forms of organization of secondary school students are neither unified, nor close to one particular structure. One can see different forms of organization depending whether the school is gymnasium or secondary vocational school, which makes sense. Such secondary school forms of organization are encountered under different names, such as: youth activism, school community, youth organization, school parliament and these are only some of the names of forms of organization of secondary school students.

However, unlike the national secondary school organizations, secondary school students from the schools in Veles and Negotino do not recognize the forms of organization of secondary school students in their school. Yet, given that these are relatively new forms of organization in each of the schools, one should work on increasing the trust of secondary school students in their representatives and secondary school organizations, so that they can be the first instances which every secondary school student would address for solution of problems.

In fact, from the previous survey we concluded that several levels of organization can be recognized in practice:

- **First instance**. In these schools, the organizational forms of secondary school students are reduced to the lowest level so far. Thus, those are special organizations, and in their bylaws they have internal bodies for work, consultations, management and similar. Among these organizations, one can encounter special objectives, manner of work and functioning and efforts especially for the rights of the secondary school students and improvement of the upbringing-educational process. Hereby, we have developed special structure, as well as special procedures for election of internal bodies. In addition, those are recognized by the school as third party, which they consult only for certain matters.

The secondary school students from the schools in Veles and Negotino are at this first level or instance, which means that the organizational forms in the secondary schools in these two towns are most visible in Republic of Macedonia.

- **Second instance**. Some instance or level below are the organizations of secondary school students which are not recognized as separate and formal organizations and do not have bylaws; however, they dispose of separate programs for their functioning and activities which are part of the annual school program which is prepared every year. According to that program, the organizational forms function similarly to the previously stated; however, they are not formal organizations and have simpler structure without

special bodies. Despite their informal status, these types of organizations may be praised that they are still recognized by the management of the schools because their annual program is part of the overall annual program of all school bodies.

- **Third instance.** This form of organization includes the clubs in the secondary schools depending on the interests of secondary school students for certain area. In this form, students are most often organized by their professors. Although the clubs are not organized upon initiative of the secondary school students, yet it is positive that they show interest and gather together in some informal way.

- **Fourth instance.** These are forms of organization that do not have their programs and way of functioning, but they are consulted for most prominent matters of interest for the secondary school students as well about organization of certain matters, such as prom, excursion, election of representatives from all classes to present the opinion of secondary school students. Association of this type among the secondary school students for resolution and decision-making about certain matters must not be neglected. Although such organization among the secondary school students is not made throughout the whole year and it is at the lowest level, yet it can serve as solid base and example for their association in future. In addition, this is a possibility for the school management to apply this way of consultations with secondary school students about all other issues.

The purpose of all types of organization among the secondary school students that were previously stated is mostly refers to the advocacy for the rights of the secondary school students, promotion of freedom and security in the educational process, stimulation of all forms of creativity and expression by the students, etc.

3.6 Secondary school forms of organization on national level

Among the secondary school students that were given the questionnaire, most of them do not recognize the existence of any national secondary school form of organization that would advocate their interests. Yet, there are students who believe that some national form of organization exists. Although they know about some national form of organization, still the secondary school students from these two towns do not recognize the Union of secondary school students as their organization on the level of Republic of Macedonia, i.e. do not recognize their work as national representative organization of secondary school students. In the past, there used to be two types of organization of secondary school students on national level – Union of secondary school students and Secondary school student's union. Nowadays, one can only recognize the Union of secondary school students only because it is registered as such. Furthermore, also MASSUM (Youth association of secondary vocational schools in Macedonia) exists as an organization. However, this association works only with the secondary vocational schools and it is not recognized as representative of certain group of secondary school students, but only as association that works on the promotion of the status of secondary school students from the secondary vocational schools. Yet, as an official representative

one can recognize only the secondary school form of organization that represents all secondary school students, whereby for this type of organization only small percentage of secondary school students are informed about its existence. This perception of the secondary school students was confirmed also by the schools, that they have not sent official representatives of secondary school students to the Union of secondary school students of Macedonia. The positions stated by the secondary school students in the survey only confirmed the findings from the previous survey. These answers only confirmed the overall picture additionally that the secondary school students are not included in any way in the decision-making process, whereby their opinion is only advisory, which is contrary to their central role in the educational process at the level of secondary school.

4. REALIZATION OF CHILDREN'S RIGHT TO HEALTH

The civil organization HERA as member of the Coalition of non-governmental organizations for child rights, made an analysis of the data it has at disposal from the everyday work. The data refer to the children who are immunized in their youth centers and their structure, as well as the number of children that approached the school doctor for service in the stated centers. As organization, they followed the recommendation of the Committee on the Rights of the Child, where it is stated that one should continue raising the health standards for the children through "increasing the quality and availability of medical services in order to eliminate the disparities between urban and rural areas; and also through provision of the necessary medical aid and health care for all children with accent on the development of the primary healthcare, in particular through expanding the coverage of children who are part of vulnerable groups of the population"⁵

4.1 Immunization

⁵Committee on the Rights of the Child; Reviewing the reports submitted by member states according to Article 44 of the Convention; Concluding observations; CRC/C/MKD/CO/2, 11 June 2010

4.1.1 Methodology

These data are obtained from the two youth centers „Sakam da znam (I would like to know)” of the non-governmental organization HERA –Association for health education and research. One center is located in Centar, and the other in Suto Orizari. Some of the services offered in these centers refer to immunization and check up by the school doctor. Proper records are kept for each client that visits these centers. Each service provider with regard to the provided service completes a list for the client (the clients in these centers are registered under a code, due to the confidentiality principle), with demographic data and data regarding the provided service. The information from these record lists is further entered into the database, which is then used to generate reports.

4.1.2 Results

According to the obtained results, in 2012 total of 103 people were immunized, out of which 34 are male, 69 are female. Based on the ethnicity, 100 people are Roma, 2 people are Albanians and 1 person belonged to other ethnicity. All 103 people stated that they live in urban area.

In 2013, according to the obtained data, 136 people were immunized, out of which 45 are male and 91 are female. They are all members of Roma nationality.

The increased number of immunized children in the course of 2013 in comparison with 2012 is due to the introduction of several shifts of the people responsible for the immunization process as well as building partnerships with the other citizen associations and institutions.

Check up by school doctor

In 2012, 39 individuals scheduled a visit to the school doctor, 9 of whom were male and 30 were female. 38 of the children were representatives of Roma nationality, and 1 child was representative of other ethnicity.

In 2013, 133 children applied for the same service, 50 of whom were male and 83 female. All children were members of the Roma national community.

The difference in the number of persons that approached the centers “Sakam da znam“ for the service school doctor in 2013, in comparison with 2012 is due to the fact that in 2013 more partnerships were made and the visibility of the service increased in the community.

In parallel, in 2012 on the territory of the municipality of Suto Orizari, the so-called Roma health mediator (RHM) started functioning, who provides information on the field and people can approach him/her about the needs they have in the health sector.

4.1.3 Recommendations

- Promotion of the cooperation among the public health centers, immunization teams that work in the health homes, centers for social work and citizen associations in order to increase the number of children who are not immunized and have not undergone the regular check up for different reasons.
- Intensified activities by field workers, health mediators and people from the community who visit the families/communities that have children for immunization.

4.2 Adolescent health

4.2.1 Methodology

These data were collected from the two Youth centers “I want to know” of the non-governmental organization HERA. One centre is located in Centar, the other one in Suto Orizari. These data were collected through the provision of the following services: gynecological, dermatological, counseling (social worker, pedagogue, and psychologist), education by professionals (social worker, pedagogue, and psychologist) and peer education.

Accurate records are kept for every client that visits the centre. Each service provider with regard to the provided service completes a list for the client (the clients in these centers are registered under a code, due to the confidentiality principle), with demographic data and data regarding the provided service. In a situation when there is education, regardless if it is peer education or education provided by a professional, records are also kept about the persons that were part of certain educational session (demographic data, covered topics during the session, used techniques, distributed materials). Furthermore, the information from the record lists is entered in the database which is then used to generate reports.

4.2.2 Results

The number of people who requested services/information about sexual and reproductive health and rights, which also includes the topic of HIV/AIDS, in 2012 at the centers “Sakam da znam” amounts to 1793 individuals. 1294 of them were female, while 499 were male.

In 2013, that number increased and accounted for 1842 individuals, whereby 1320 were female, and 522 were male. Based on their ethnicity, 405 individuals were Macedonians, 1399 Roma, 30 Albanians and 8 were members of other ethnic communities.

In 2013, HERA organized educational-promotional events for raising the awareness of the Roma population on the topics of HIV/AIDS and tuberculosis, whereby in 5 towns throughout Republic of Macedonia total of 900 young people of Roma nationality were included. These events enabled that increased number of young people get information about HIV/AIDS, as well as for the other areas of sexual and reproductive health.

4.2.3 Recommendations

- To intensify the cooperation among citizen associations, local government units and the Ministry of health for the purpose of budgeting the activities of informational and educational nature in the area of youth health, with focus on HIV/AIDS and sexual and reproductive health.
- To introduce comprehensive sexual education in the primary and secondary schools so that young people can have access to information about sexual and reproductive health, including HIV/AIDS.

BREASTFEEDING

The Committee in its Concluding observations in 2010 points out that the “rate of inclusive breastfeeding is declining”⁶, although the provisions of the International code for marketing breast milk substitutes are included in the Law on Food Safety and Law on Consumers’ Protection and that paid maternity leave and breaks for breastfeeding are guaranteed by law. In order to follow up whether the trend of decline further continues or there are certain improvements, we set three indicators according to which we monitored the situation in this area in three municipalities of Republic of Macedonia. The indicators referred to the existence of *educational programs for mothers of newborns regarding breastfeeding; Number of newly opened centers for early childhood development in the stated municipalities (Capacity of the centers, utilization of the centers, etc.); Number of programs aimed for parents about early childhood development; Number of parents who attended these programs; and Number of parents of children with special educational needs that attended the program.*

4.3 Methodology

“Lifestart” a member organization of the Coalition, that monitors the situation about breastfeeding in certain municipalities in Republic of Macedonia in the past years, prepared data for this report that refer to the municipalities of Bitola, Mogila and Novaci and made comparison of data for the period between 2007 and 2013.

Data submitted by “Lifestart” were collected through conducted interviews and obtained statistics from the public medical institution – Health Home Bitola. Questions

⁶ Committee on the Rights of the Child; Reviewing the reports submitted by member states according to Article 44 of the Convention; Concluding observations; CRC/C/MKD/CO/2, 11 June 2010

<http://www.unicef.org/tfymacedonia/macedonian/CRC.C.M1KD.ConcludingObservationsMK%281%29.pdf>

asked during the conducted interviews referred to the content of the program for breastfeeding aimed for mothers of newborns, program objectives, number of included

	2007	2008	2009	2010	2011	2012	2013
Total number of newborns	1019	1066	1000	1074	1014	971	929
Male newborns	462	460	458	477	411	411	
Female newborns	381	432	462	414	439	394	
Newborns at risk	176	174	180	183	164	166	
Breastfed up to 3 months	622	599	632	841	861	890	889
Breastfed up to 6 months	225	248	261	612	662	709	711

mothers, number of newborns, as well as breastfed babies up to 3 and up to 6 months.

Table 1. Comparative analysis for the period 2007-2013

4.4 Results

From the obtained information, one can notice that year after year the number of newborns breastfed up to 6 months is on the increase based on the survey conducted in the three respective municipalities.

4.5 Educational programs on breastfeeding for mothers of newborns

The goals and grounds of the programs that promote breastfeeding are as follows:

- The breastfeeding act creates an irreplaceable psychological relation between the mother and the child;
- Breast milk impacts the immunological system of the newborn in most efficient way and protects it from infections;
- Breast milk does not cause allergic reactions;
- Chemical composition of breast milk is adjusted to the needs for growth and development of the newborn and it is adjusted to the characteristics of its digestive system;
- Breast milk is sterile and economically most cost-effective.

4.6 Number of newly opened centers for early childhood development in the municipalities of Bitola, Novaci and Mogila

That is, facilities and institutions for education, care and early childhood development for children aged 0 to 6.

In Bitola there are 2 central kinder gartens with their own branches:

- Majski cvet - 7 branches
- Estreja Ovadija Mara - 8 branches

In the context of facilities and institutions for education, care and early childhood development for children aged 3 to 6, there are 7 centers for early childhood development (play areas) that function in the rural areas and suburbia where there are no kinder gartens, that is, the children from those areas cannot be part of the programs that stimulate early childhood learning and development or play areas which are assisted by donors, local community and municipalities. In the context of the previously stated, changes were also made to the Law on Preschool Education.

Table 2 Number of centers for early childhood development

Municipalities	Mogila	Novaci	Bitola
Number of centers for early childhood development	1	1	5
Number of children that visit the centers	20	20	200

4.7 Programs for work with parents

Standards for early learning and development – program aimed for working both with children and parents, whereby this document presents the expectations that children at preschool age should reach in different domains of development (motor, socio-emotional, learning approach, language development, literacy and communication and cognitive development and acquiring general knowledge), while the values they should possess while they achieve the standards for early learning and development are independence, creativity, making initiatives, responsibility for oneself and the environment, acceptance and respect for those who are different, tolerant behavior and solidarity, as well as respect for the community and the country as a whole.

As part of the work of the CECD, parental meetings are held once a month on topics related to the Standards for early learning and development that children should

reach at certain age, whereby the parents of all children that visit the centre are included in those meetings.

4.8 Recommendations

- To continue the implementation of the Programs that stimulate exclusive breastfeeding
- To increase the inclusion of parents with children with special needs in the programs for early childhood development

5. REALIZATION OF THE RIGHTS OF CHILDREN WHO USE DRUGS

HOPS – Healthy Options Project Skopje, as member organization of the Coalition, conducted a detailed analysis of the data it has at disposal from its everyday work, driven by the recommendations of the Committee on the Rights of the Child where it is stated that “there is concern with regard to the absence of preventive measures and services for rehabilitation of children who are users of drugs and alcohol”⁷, and at the same time recommends the development of such preventive measures and services for rehabilitation.

5.1 Methodology

Based on the data available to HOPS, this report provides information about the number of children who use drugs in comparison with the total number of people who use drugs with whom HOPS has contacts and to whom it provides services.

The work of HOPS with the target groups is carried out in one Day Centar that supports sexual workers and also work on the ground, while the people who use drugs use the services of the three drop-in centers for needle exchange, located in the municipalities of Centar, Cair and Suto Orizari, then the services of the Daily centre for

⁷ Committee on the Rights of the Child; Reviewing the reports submitted by member states according to Article 44 of the Convention; Concluding observations; CRC/C/MKD/CO/2, 11 June 2010

<http://www.unicef.org/tfymacedonia/macedonian/CRC.C.M1KD.ConcludingObservationsMK%281%29.pdf>

rehabilitation and resocialization of drug users located in the municipality of Centar, whereby the field team can visit different locations throughout the City of Skopje. Drop in centers unite several services under the same roof, where no documents are required and the services are free and anonymous. Children who use drugs use the services in the presence of a parent, and when they come alone they can get advice, food, clothes. Every client is given a code, which is a combination of numbers and letters that cannot disclose the identity. Since it started its operation, HOPS keeps records about the type of services which are provided to the users of drugs by keeping daily lists and preparation of monthly, quarterly and annual reports. The data from daily lists and reports are entered in the electronic database where records are kept about the client, date, place and type of service. For the needs of this report, the data shall be used from the database that HOPS established and updates since 1999. In more specific cases, HOPS teams prepare case studies, which is part of the organizations' records which shall also be used in the report about the situation of children that use drugs. Given that HOPS works on the territory of the City Skopje, the data from this report shall refer to Skopje with special focus on the municipalities where needle exchange centers function, such as: municipality of Centar, municipality of Cair and municipality of Suto Orizari.

5.2 Results

The data provided by HOPS in this report refer to the total number of children that use drugs. HOPS has these data at disposal and they do not correspond to the real number of children who use drugs in Republic of Macedonia and the City of Skopje. From 1999 to 31.12.2014, HOPS contacted total of 3914 people who use drugs. 2712 of them are male, and 339 female, while for 863 people there are no data about their sex or age at the time when they were registered by HOPS. **Until 31.12.2014, total of 43 people are entered into the database who at the time of the first contact were aged below 18.**

In addition, HOPS has contacts and offers services to children who use drugs or glue through their parents. These children are not entered in the database as special clients. The number of contacted children who are not registered in the HOPS database in 2014 is 22, who are aged between 5 and 17. Most of these children inhale glue, some of them use heroin, and one of them is injecting heroin. Majority of these children are begging in the centre of the town as this is a way to earn for their living. These children do not attend school and are not placed in any institution and only occasionally use the daily centre for homeless people „Gazi Baba“. Most often, the contacts with them are made on the field at different locations in the town, while children with their parents rarely visit the centers for harm reduction which function in three municipalities in Skopje (Centar, Cair and Orizari).

5.3 Recommendations

Based on the positive obligation which the country has undertaken to ensure the highest standard of health for the children who use drugs, the following would be necessary:

- To establish a system for monitoring the situation of children who use drugs;
- To enable treatment for drug addiction based on evidence-based medicine for all children, irrespective of their age;
- To open centers for rehabilitation and resocialization of children who use drugs;
- To open programs for work with families that have children who use drugs.

These recommendations are in line with already given recommendations by the Committee on the Rights of the Child for Republic of Macedonia, [CRC/C/15/ADD.118 \(CRC, 2000\)](#) and the Committee for elimination of all forms of discrimination against women in Republic of Macedonia, CEDAW/C/MKD/CO/4-5 (CEDAW, 2013).

6. JUVENILE JUSTICE

In this part, the focus on the two indicators referred to the juveniles as perpetrators of crimes, i.e. juvenile delinquency. Accordingly, data were collected about the number of juveniles that committed crimes in the area of information technology or known as cyber crime as relatively new form of crime in this area. The interest was also directed towards the number of juveniles who are accused of having committed crimes in the area of organized crime. The third indicator referred to the juveniles as victims of crimes, i.e. as victims of organized crime and corruption.

6.1 Methodology

6.1.1 Ways of collecting data

Statistics of the Coalition prepared on the basis of monitoring court cases, correspondence to the Public relations office at the Basic court Skopje I – Skopje; Analysis of the annual report by the national rapporteur for fight against human trafficking and illegal migration in RM for 2013 of the Ministry of interior.

The Coalition ‘All for Fair Trial’ as part of its program for monitoring court cases in 2013, continued the realization of project activities - project “*Monitoring court cases in the area of organized crime and corruption*”, that started in September 2012. It was foreseen that the project should end in September 2013.

The data used in the report are taken from the Coalition’s own records that were collected through direct monitoring of court proceedings in front of the Department for organized

crime and corruption at the Basic court Skopje I – Skopje. The monitoring is conducted by teams of trained observers (they have degree in law) who enter the data from the observation in standardized questionnaire and send them to the project coordinator. The person that maintains the database would enter the data in the database.

The other data needed for the report are obtained from the publicly announced court decisions and from the communication with competent institutions that dispose of data.

- **Monitoring January 2013 – July 2013**
- **Observers – Questionnaires – Database**
- **Publicly announced court decisions**
- **Communication with institutions**
- **Analysis of data published by the Ministry of interior and the State Statistical Bureau**

6.2 Results

Percentage of juveniles who committed crimes in the total number of crimes committed in 2013

According to the data of the State Statistical Bureau about the number of registered juveniles – perpetrators of crimes in 2013, compared to the same period in the previous year, there is an increase of 0.4%.

In 2013, in comparison with 2012, the number of convicted juveniles – perpetrators of crimes has decreased for 14.9%.⁸

The biggest number of crimes committed by juveniles, or 45% has been registered on the territory of the Sector for internal affairs - Skopje, and unlike 2012 one can notice an increase in the number of juvenile perpetrators of 30%. In the course of 2013, 1.184 juveniles were reported for committed crimes, while this number in 2012 accounted for 723 juveniles; however; given the fact that they have committed several crimes (some of them even 30 crimes), those are registered as 2.485. From the registered juveniles, 1.126 individuals or 95% are male, while 58 are female, and most often they have been reported for property crimes. With regard to the crimes that were accompanied with elements of violence, there is an increasing concern about the frequent use of firearms and side arms, that were mostly used at public places such as schools, buses, bus stops etc., by inflicting

⁸<http://www.stat.gov.mk/PrikaziSoopstenie.aspx?rbtxt=14>

harm to peers, and with such behavior they have caused feelings of fear and anxiety among the citizens.⁹

According to the type of crime, 98% of juvenile crimes in 2013 are in the field of classical crimes, that is 1.531 crimes are listed in this area. More than one third of the crimes were committed on the territory of the Sector for internal affairs Skopje - 470 crimes, and least on the territory of the Sector for internal affairs Tetovo - 36 crimes. These crimes were usually committed by juveniles in an organized way, that is, in a group comprised of juveniles and adults.

In recent years, juveniles also appear as perpetrators of crimes with elements of violence, primarily robberies, and their number accounts for 62, or less for three in comparison with 2012. Although the share of juveniles in the other areas of crimes is minimal, yet, as part of the crimes against life and body, 47 crimes are committed in comparison with 2012 when this number accounted for 46 crimes, i.e. one more than in 2012, among which the biggest number are 24 heavily physical assaults. Crimes against sexual freedom and sexual morale have been more than double in comparison with 2012, i.e. 26 crimes have been committed, whereby in most of the cases, i.e. 18 it is a "sexual assault on juvenile below the age of 14."¹⁰

Among the crimes against the public peace and order, most prevalent is the crime "violence"- 42 crimes (23 in 2012), and there is an increasing concern that those are almost doubled in comparison with the previous year, while more than one third or almost 16 crimes were committed in Skopje.

With regard to illicit trade, 18 crimes were committed (21 in 2012), among which eight crimes were "enabling the use of narcotic drugs", that were committed by juveniles in their homes who enabled other individuals to use drugs.

With regard to organized crime, the number of crimes have decreased twice in comparison with 2012, that is, juveniles committed 4 crimes (8 in 2012), whereby two of the cases refer to the crime "counterfeit money". However, there is increase in the number of crimes committed by juveniles in the area of economic crimes, that is, 5 crimes were committed (2 in 2012). Thus, one can note that there were disclosed cases in which juveniles illegally provided personal data and then made illegal banking transactions with forged credit cards.

Juveniles also emerge as perpetrators of misdemeanors against the public order and peace, whereby in 2013, 940 (1.378 in 2012) perpetrators were juveniles, i.e. one can notice a significant decline in the number of perpetrators from 32%. Juveniles were most often reported for the offence "physical assault"- 429 (626 in 2012) and "participation, instigating or provoking fight"- 335 (490 in 2012), while other offences are less present.¹¹

⁹Ministry of Interior. *Analysis of the situation of juvenile delinquency in 2013*. Skopje, 2014.

¹⁰Ibid.

¹¹<http://www.mvr.gov.mk/ShowAnnouncements.aspx?ItemID=13221&mid=1094&tabId=201&tabindex=0>

	SIA Skopje	SIA Stip	SIA Kumanovo	SIA Strumica	SIA Bitola	SIA Veles	SIA Ohrid	SIA Tetovo	OSOSK	Total
2012	546	248	163	99	137	127	177	84	1	1582
2013	708	185	170	123	111	105	84	70	2	1558

6.2.1 Recommendations

In order to improve the situation regarding the juvenile delinquency, several key steps need to be taken in this area:

- Trainings for mentors and mediators for work with juveniles,
- Development of protocol for treatment of children at risk and juveniles who are perpetrators of crimes,
- Furnishing rooms for interviewing child victim and child perpetrator of crime,
- Preparation of plans and programs for prevention of this phenomenon,
- Increased presence of the police at endangered places, where one can notice the biggest concentration of juvenile delinquents
- Regular visits by police officers to the schools and their cooperation with the pedagogical-psychological services,
- Organization of public debates, workshops and trainings for detection of problems and finding solutions to improve the situation in this area.

6.3 Number of juveniles accused of organized crime and corruption

In order to specify the notion of corruption, the most frequently used definition is the definition of the World Bank according to which corruption means abuse of public authorizations to acquire private gain.

Organized crime means: illegal activities conducted by a structured group of three or more people that exists for a longer period of time in order to commit serious crime through joint activities by use of intimidation, violence, corruption or other means in order to obtain financial or other material gain in direct or indirect manner (Council of Europe 2002, 6).

The Department for organized crime and corruption at the Basic Court 1 Skopje Skopje is the only competent institution to act in cases of organized crime and corruption on the whole territory of Republic of Macedonia. In 2013, the coalition "All for Fair Trial" observed 37 cases from this department. In none of these cases there were no accused juveniles for the reason that in most of the cases the perpetrators were accused of violation of the official position and authorizations – article 353 from CC, where the crimes were committed by an elected or appointed official, officer or responsible person in the legal entity.

6.3.1 Ways of collecting data

Statistics of the Coalition that was prepared on the basis of the observed court cases and publicly announced court decisions.

6.3.2 Number of juveniles victims of organized crime and corruption

“Victim of crime“ means any person that suffered damage, including physical or mental harm, emotional suffering, material loss or other harm or endangering of his/her fundamental freedoms and rights as consequence of the committed crime.

“Child victim of crime“ means a juvenile up to the age of 18.¹²

In 2013, total of 15 victims of human trafficking were identified, all female, among whom: juvenile 9 (8 domestic and 1 foreign), adults 6 (1 domestic and 5 foreign). One fact that raises the concern is that the domestic victims are mostly juveniles. They come from Gostivar, Tetovo, Prilep, Gevgelija, Kumanovo and Skopje, and were exploited in the north-western Polog region of Republic of Macedonia, and some of them were exploited abroad.¹³

According to the monitoring undertaken by the Department for organized crime and corruption, which is the competent institution to act on cases where defendants are accused of the crime “Trafficking in children“ according to Article 418 -d¹⁴ from the CC,

¹² Article 122 paragraph 22 of the Criminal Code

¹³Annual report of the national rapporteur for fight against human trafficking and illegal migration in RM for 2013.Ministry of interior. Skopje, 2014.

¹⁴Trafficking in juveniles, Article 418-d of the Criminal Code

- (1) Any person who recruits, transports, transfers, buys, sells, harbours or accepts a juvenile for the purpose of exploitation by prostitution or other forms of sexual exploitation, pornography, forced labour or servitude, slavery, forced marriage, forced fertilization, illegal adoption or similar relationship, or illegal transplantation of human organs, shall be sentenced to imprisonment of at least eight years.
- (2) Any person who commits the crime as referred to in paragraph (1) by using force, serious threats, delusion, or other form of coercion, abduction, deception, or abuses his or hers position or conditions of pregnancy, disability or physical or mental incapability of another person, or by giving or taking money or other benefits in order to get consent from a person who has control over another person, shall be sentenced to imprisonment of at least ten years.
- (3) Any person who uses or enables another person to use sexual services or other type of exploitation of a juvenile person, for whom he or she knew or was obliged to know that the person is a victim of human trafficking, shall be sentenced to imprisonment of at least eight years.
- (4) Any person who takes away or destroys a personal identification card, passport or other identification document that belongs to another person, for the purpose of committing the crime as referred to in paragraphs (1) and (2), shall be sentenced to imprisonment of at least four years.

there are 5 active cases. Most often, the number of accused in the cases is three or more individuals, whereby the place where the crime was committed is usually night clubs and bars. Furthermore, they used beauty salons, massage, employment agencies etc. as covert way for action.

Total number of juveniles as victims in these 5 cases is 6

In the case KOK No.16/11	1 (one) juvenile is the victim
In the case KOK No.18/11	1 (one) juvenile is the victim
In the case KOK No.30/11	1 (one) juvenile is the victim
In the case KOK No.14/13	1 (one) juvenile is the victim
In the case KOK No.13/13	2 (two) juveniles are victims

In most of the cases, the recruitment, transfer, transport, purchase, sale and harbor of a juvenile by the defendants is made for the purpose of exploitation through prostitution or other forms of sexual exploitation. In the monitored cases where the juvenile victim is the damaged party, witness or both, the court acted in a way that would ensure that possible detrimental effects on his/her personality and development are avoided¹⁵.

Namely, the juvenile in the capacity of damaged party was interviewed in the presence of his/her proxy, as a pedagogue and representative of the Centre for social work; the public was excluded due to protection of the interests of the juvenile during the hearings that were attended by the observers from the coalition “All for Fair Trial” as expert audience. Thus, the president of the council warned all persons that attended the main hearing that they are obligated to keep confidential everything they learnt about during the hearing and underlined that any disclosure of secret shall constitute a crime. Therefore, one can conclude that the court pays a lot of attention to the protection of the psycho-physical integrity of the juvenile and his/her privacy.

A juvenile victim may be interviewed only if that does not make any detrimental effects on his/her psychological development. A juvenile may be interviewed as witness only twice, and if the special circumstances of the case require the juvenile can be questioned for the third time.

6.3.3 Recommendations

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- (5) If the crime referred to in paragraphs (1), (2), (3) and (4) of this article is committed by an official person while performing his/her duties, he/she shall be sentenced to imprisonment of at least ten years.
 - (6) The consent of the juvenile person in relation to the activities as referred to in paragraph (1), shall bear no importance regarding the existence of the criminal offence as referred to in paragraph (1).
 - (7) If the crime referred to in this article has been committed by a legal entity, it shall be punished with a monetary fine.
 - (8) Any real estate and the items or transport vehicles used to commit the crime shall be seized.

¹⁵ See Article 137 to Article 143 of the Law on Juvenile Justice (Official Gazette of RM No.87/07 dated 12.07.2007. Changes from 19.08.2008 and 24.12.2008, changes and amendments dated 05.11.2010.)

The procedure in which the victim is a juvenile is an urgent procedure. However, due to the complexity of cases taken in front of the Department for organized crime and corruption and the frequent non-availability of the accused individuals, as well as postponement of hearings, the proceedings last for several years, which has negative impact on the victim. In order to avoid the unnecessary postponement of the main hearings, the court cases need to be better managed.

In cases where the juvenile was victim of human trafficking, there is a danger when s/he returns to the community and the conditions where s/he used to live because there is a great probability to be revictimized. Therefore, the state should take measures for complete protection of victims after the completion of the procedure, i.e. the victim should be separated from the environment where s/he became victim of human trafficking.

Although in Article 418 – d, paragraph 7 from the CC, there is a stipulated possibility for sanctioning a legal entity, in the cases that the Coalition monitored there was not a single fine imposed to any legal entity. The court should commence the adoption of sanctions also for legal entities which are perpetrators of crimes.

6.4 Domestic violence

The coalition “All for Fair Trial“within the program for monitoring court cases in 2013 was also engaged in the monitoring of the activity from the project “A glimpse from outside“ – Whether and how the required protection of victims of domestic violence is provided when sanctions are imposed, a project implemented by the Association for emancipation, solidarity and equality of women - ESE.

The data used for the report are from the records of the Coalition. Those were obtained through direct monitoring of court proceedings. Total of 84 court cases were monitored for adoption of interim measures of protection, that is, 168 court proceedings were monitored in ten basic courts in the following towns: Bitola, Kumanovo, Stip, Strumica, Veles, Radovis, Delcevo, Debar, Gostivar and Tetovo.

The monitoring was conducted by ten trained monitors (they have degree in law) who enter the data from the monitoring into a standard questionnaire and then send them to the project coordinator.

- Monitoring/Insight into court cases, November 2013 – April 2014
- Observers – Questionnaires – Database
- Prepared analysis
<http://esem.org.mk/pdf/Publikacii/2014/Analiza%20na%20postapuvanijeto%20na%20sudovite.pdf>

The protection of the victim from violence, holding the perpetrator responsible and the emphasis on the inadmissibility of such behavior is the purpose why such interim

protection measures were introduced. The procedure for adoption of interim protection measures is regulated in the Law on Family of RM.¹⁶

Children may also be victims of domestic violence.

In more than half of the court cases, the proposal was submitted by the spouse or extra-marital partner, then parents, former spouse, children, siblings, other household members such as former daughter-in-law, former father-in-law, mother-in-law, nephew, uncle.

In only 5 cases, the direct victims of domestic violence were children that through the Centre for social work submitted proposal for adoption of interim protection measures.

Yet, there is a raising concern that in most of the cases the perpetrators of domestic violence are the spouse or extra-marital partner who has juvenile children. Thus, in most of the cases, children were indirect victims of domestic violence and they are mostly exposed to psychological violence.

Perpetrators of domestic violence most often come from dysfunctional families and families with poor economic and material status, some of them are drug addicts or excessively use alcohol, and some of them have psychological disorders.

When interim measures of protection are pronounced, the court should take care of the interests of the juvenile and also to take into consideration the findings and opinion of the professional team from the Centre for social work.

In cases when the juvenile should testify in front of the court, the psychologist from the Centre for social work must be present.

- The procedure should be urgently completed in order to avoid secondary victimization of children.
- The Centers for social work should pay more attention on cases of domestic violence where children are victims, regardless if directly or indirectly, and the professional team of the CSW should continue working with children victims for their proper psycho-physical development.
- To prepare a public campaign that would encourage children victims to report cases of domestic violence.

7. Realization of the right to education of juveniles in educational-correctional institutions

¹⁶<http://esem.org.mk/pdf/Publikacii/2014/Analiza%20na%20postapuvanjeto%20na%20sudovite.pdf>
ctp.9

7.1 Methodology

The situation of child rights in the educational-correctional institutions shall be analyzed through available information from relevant institutions which are directly involved in the work with juveniles that committed offences.

The data represented in this report are obtained from the analysis of official reports from all relevant stakeholders – Ombudsman, Bureau for development of education, Ministry of education and science, intermunicipal centers for social work, Ministry of justice, Centre for civil initiatives and other civil organizations and media.

The available reports from the institutions refer to the year 2013, for the reason that all 2014 reports will be published in March 2015. The analysis of available reports provides a general picture about the situation of child rights at the Educational and correctional home Tetovo, however; one has to point out that despite the good legal framework and the realization of projects by the Directorate for execution of sanctions – Skopje for education and reintegration of juveniles, the right of juveniles to education is still not realized. Also, information is disclosed by the media¹⁷ for alleged violence of juveniles over other juveniles (rape), whereby the institutions have not expressed any clear position about any imposed sanctioning in this case from August and September 2014.

7.2 Results

Table 1: Number of juveniles in the educational-correctional institution by age

Age of juveniles	Number of juveniles
14 to 16	4
16 to 18	15
18 to 23	17
Total	36

From the information along with a proposal for measures to be taken by the Ombudsman of RM, submitted on 14.12.2014 to the Ministry of justice, Directorate for execution of sanctions, it is clearly stated that from the conversations with the educators in 2014, that **educational process is not conducted**. The following data can be obtained from the information: 9 juveniles are illiterate; 2 have completed 3rd grade; 3 have completed 4th grade; 1 has completed 5th grade; 1 has completed 6th grade; 3 have completed 7th grade; 8 have completed 8th grade; 2 have completed secondary school. In the report it is stated that lists have been submitted to the Directorate for execution of sanctions, however, the educational process is still not started. Furthermore, the

¹⁷<http://www.time.mk/c/ff73d21ef0/uste-eden-maloletnik-siluvan-vo-tetovskiot-zatvor.html>

Ombudsman concluded that several juveniles continued the education at their own expense, and the educational-correctional home enabled them conditions to take the exams. Given that formal education is missing, both primary and secondary education although they are mandatory, the educators conduct some form of informal education for the juveniles at the educational-correctional home.

7.3 Comments about the data

The institution which is in charge of execution of the educational measure “referral to the educational correctional home“ for juveniles is the Educational-correctional home Tetovo. This institution is under the competence of the Directorate for execution of sanctions under the Ministry of justice of R.Macedonia.¹⁸

The legal framework of Republic of Macedonia is quite rich and provides for overall regulation of matters related to the children in conflict with the law and respect for child rights. Here, among others, one can mention the following: the Constitution of Republic of Macedonia, criminal and procedural legislation for juveniles – Law on Juvenile Justice, Law on Execution of Sanctions, Law on Education, Law on Social Protection, Law on Health Care etc.

It is worth mentioning that the Macedonian legislation makes efforts to provide standards and to respect the rights of juveniles who are in conflict with the law, which is the required balance among the rights of punished individuals, rights of victims and disrupted peace in the community in connection with the public security and prevention of evil to occur. This is done in order to provide for alternative options, which results in decline in the number of pronounced imprisonment sentences and in order to rationalize the policies of the criminal law, and thus taking into consideration the observation of human rights, requirements for social rights and needs for resocialization and reintegration.

In general and as a whole, the legal framework is complete and guarantees adequate treatment of juveniles in conflict with the law in accordance with international standards in this area. The relevant fact here is the respect for the rights and guarantees in practice as it is stipulated in the internal legislation with regard to the category of juveniles who are in conflict with the law. In the framework of those rights and for the objectives and specifics of this manual, we shall keep the attention on the right to education.

The information that was analyzed by CCI, and that refer to the realization of the right to education, it is worth pointing out that the Directorate for execution of

¹⁸Juveniles and their rights in the educational-correctional institutions, 2011, publication of CCI

sanctions currently implements the project: “Improvement of prison conditions for reintegration of juvenile convicts” in the period from 01.06.2013 – 31.05.2016. Although the project is focused on the reintegration of juveniles, yet it has very important role for the educational process.

In this context, one process that indirectly influences the education of juveniles is the Law on Probation, that is:

REPUBLIC OF MACEDONIA, MINISTRY OF JUSTICE, DIRECTORATE FOR EXECUTION OF SANCTIONS- STRATEGY FOR DEVELOPMENT OF PROBATION SERVICE IN REPUBLIC OF MACEDONIA (2013-2016), page. 14 – The scope of competencies and authorizations of the probation service refers **exclusively** to adult perpetrators of crimes, while the execution of alternative measures for juveniles remains under the competence of the Centers for social work.

7.4 Recommendations

- Compulsory introduction of secondary education within the educational-correctional institutions in accordance with the current curricula which are realized in RM;
- Creation of protocols between the educational-correctional facilities and the Ministry of education and science that will guarantee the mandatory secondary education;
- Appointment of “mentors” for students who will be enrolled at the universities, and those mentors shall monitor and assist their work;
- Introduction of educational, rehabilitation and training programs that deal with the development of intellectual skills that enable the acquisition of professional competencies;
- Monitoring the educational process in the educational-correctional home and after the residents leave the institution;
- Monitoring the realization of the execution of alternative measures in cooperation with the CSW as very important segment for resocialization and education of juveniles.

8. CHILDREN VICTIMS OF TRAFFICKING

The Association for action against violence and human trafficking “Open Gate” was registered in September 2000 and has been actively working for 14 years on prevention of human trafficking both on national and international level, through membership in “La Strada”. The organization implements activities for lobbying and advocacy, awareness raising, prevention and education as well as provision of direct support for victims of human trafficking.

Since 2005, “Open Gate“provides services to the victims of human trafficking in the shelter, as well as for victims that reside in their environment. To that end, “Open Gate“has developed a complex Program for social assistance and support for the victims and their families. This program follows the established standards in international protocols and conventions that Republic of Macedonia has signed. Hereby, one can mention the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (Palermo protocol), which complements the UN Convention for fight against transnational organized crime (2000), documents which prescribe the minimal services to be provided to one victim.

The NGO “Open Gate“ in its many years of work with victims of human trafficking has applied a new approach to the work which is based on complete respect for human rights as well as active participation of the victim in the creation of individual plan for assistance.

8.1 Methodology

The following sources were used for the needs of this report:

- Analysis of individual cases of the beneficiaries of the Program for social assistance of “Open Gate“;
- Consultations/views and opinions by key individuals that participate/-ed in the work with victims of human trafficking;
- Review of reports on protection of victims of human trafficking of “Open Gate“;
- Review and analysis of strategic documents (national strategies, programs, action plans and standardized operational procedures);

For the needs of the report, qualitative and quantitative methods were used as well as analysis of the content of personal files and statistical processing of data. Interviews were conducted with three persons – members of the team of “Open Gate“who directly worked with the victims of human trafficking.

The analysis of the content of data was made in order to ensure complete and overall understanding of risks for human trafficking, the process of involving the victims in human trafficking and support for the victims with special emphasis on children.

During the preparation of this analysis, special challenge was the systematization of data (statistics and qualitative data) about the socio-economic characteristics and support for the victims of human trafficking who were included in the Program for social assistance of the Citizen association against violence and human trafficking “Open Gate“.

8.2 Results

8.2.1 Percentage of identified children victims of human trafficking in the total number of registered victims of human trafficking (in Open Gate/La Strada)

In 2013, there were total of 12 victims of human trafficking who were identified, whereby ten were children or 83,3 %.

In 2014, there were total of 12 victims of human trafficking identified, whereby ten were children or 83,3 %.

Thus, data were provided about the children, i.e. their age, sex, origin-place of residence, family structure, education, who identified them, how long they were trafficked, what has been provided to them. The data are shown in the tables below by use of different indicators.

Table 1. Beneficiaries of the shelter for 2013

Number of beneficiaries of the Shelter based on their age in 2013					Total
10 - 14	15-18	19 - 24	25 - 29	30 - 34	
2	8	1	0	1	12

With regard to the age, 2 of the children were at the age of 13; 8 children were at the age of 16 and 17.

Table 2. Beneficiaries of the shelter for 2014

Number of beneficiaries of the Shelter based on their age in 2014					Total
10 - 14	15-18	19 - 24	25 - 29	30 - 34	
1	4	1			5

With regard to the residents of the shelter, the age structure is as follows: 1 person at the age of 14; 3 persons at the age of 15; 1 person at the age of 16.

Table 3. Children victims based on their age for 2013

Overview of children victims based on their age in 2013			Total	
Male	Female			
0	10		10	
Overview of children victims based on their education in 2013				
Not included in the educational process	Uncompleted primary education	Uncompleted secondary education	Other	Total
5	2	2	1	10
Overview of children victims based on their place of residence in 2013				
Rural area		Urban area	Total	

6	4	10
Overview of children victims based on the family structure in 2013		
Dysfunctional family	Single parent	With two parents
2	3	5
	Without parents	Total¹⁹
		10

These tables can be used to describe the profile of one child victim of human trafficking. All persons in 2013 were female. With regard to the education, 4 persons started their education, but dropped out and are no longer included in the educational system. One person has completed the 3rd grade, one person started the 3rd grade but dropped out and one person has completed 4th grade and one person has completed the 8th grade but dropped out. Two children dropped out from regular school but did return to school and attend school on regular basis, one person attends the 5th grade in mainstream primary school, and one person due to the age continued the education in the 6th grade in school for adults. One person regularly attends the classes in the II year of secondary school, and one child regularly attends the classes in III year in secondary school. One child attended alternative education – course for hairdressers at the Workers’ university. These people most often drop out of school after completion of the 4th grade and do not want to return to school despite the legal framework on mandatory education. Three persons did not continue the education because juvenile marriages had been arranged and they had to follow the tradition and will of their parents.

Six of the children victims of human trafficking come from rural areas, while four of them come from urban areas. One can notice that children both from the rural and urban areas are included. With regard to the family structure in 2013, one can notice that although those children have two parents, yet their number is significant - 5 children, while two of them come from dysfunctional families, and the number of children from single parent families is reduced to 3. The exposure to the risk is equal for the children from families with two parents, from single parent families and children from dysfunctional families that do not take care of their children, follow the tradition and customs and quite often see their children as the only source of income. Children without parents and parental care are not included in the report.

Table 4 overview of children victims based on their sex for 2014

Overview of children victims based on their gender in 2014		Total
Male	Female	
0	10	10
Overview of children victims based on their education in 2014		

¹⁹One child can be shown in several categories

Not included in the educational process	Uncompleted primary education	Uncompleted secondary education	Other	Total
5	3	1	1	10
Overview of children victims based on place of residence in 2014				
Rural area		Urban area	Total	
4		6	10	
Overview of children victims based on the family structure in 2014				
Dysfunctional family	Single parent	With two parents	Without parents	Total²⁰
4	2	4		10

All persons are female. With regard to the education, 4 children are not included in the educational system, one child regularly attends primary school, and one child regularly attends the school for adults. One child regularly attends the secondary school. From the analysis, one can notice bigger presence of children from urban areas, while there is decline in the number of children from rural areas this year. With regard to the family structure, all categories are equally present, i.e. single parent family, families with two parents, where one can notice elements of dysfunctional family, as well.

Table 5. Comparative overview with data from previous years about the beneficiaries of the Open Gate La Strada Shelter

	Number of beneficiaries of the Shelter based on their age								
	2005	2006	2007	2008	2009	2010	2011	2012	Total
10 - 14	1	2	2	5	1	2	2	2	17
15 - 18	2	4	5	7	6	7	7	3	41
19 - 24	1	2	9	0	0	0	1	3	16
25 - 29	1	0	7	0	2	0	0	0	10
30 - 34	1	1	3	0	0	0	0	0	5
Total	6	9	26	12	9	9	10	8	89

²⁰One child can be shown in several categories

8.2.2 Percentage of identified children at high risk to become victims of human trafficking in the total number of registered potential victims of human trafficking (in Open Gate / La Strada)

As part of the project “Assistive social work“which was implemented in the course of 2013 and 2014, 12 people were identified among whom 11 were children at risk of human trafficking or 91, 6 %, that is, in 2013 there were 6 person among whom 5 were children or 93, 3%, whereas for 2014 there were 6 identified persons, among whom 6 are children or 100 % of identified persons.

Before commencing the activities with the children, the team of social workers of “Open Gate“organized meetings with their parents. During the meetings, the parents were introduced with the project objectives and they voluntarily stated that they want their children to be included in the project. They signed the consent for cooperation as well as statement for acceptance of the program. Within this project, the social program that includes the children and their families was also realized. The children were referred by the Centers for social work. Most of the families of these children are beneficiaries of social allowances which are granted by the Ministry of labor and social policy. The project activities are implemented on the ground. Individual meetings are held twice a month, while meetings with the families are held once a month. The meetings with children and parents are arranged in advance in order to ensure more efficient realization of the project. The team of social workers has prepared an individual plan for each of the children, which is created according to the matrix of resources that covers several segments, such as the income of the family, housing, employment, health, mental health, social work, recreation, education, legal assistance and everyday activities. The most urgent needs are selected in the individual plan and work is carried out intensively in the respective areas.

8.2.3 Provided services for children included in the program of “Open Gate“ for 2013-2014

- Safe accommodation – shelter or other safe environment
- Provided humanitarian assistance- food, clothes and hygienic means necessary immediately after the placement and during their stay.
- Medical assistance (regular medical check-ups, gynecological check ups, HIV/AIDS tests and hepatitis testing etc.)
- Specialized psycho-social assistance – Regular psycho-social assistance and counseling for the victims including different sessions and treatment, group therapy and individual counseling
- Legal counseling - Support for the victims of human trafficking about realization of their rights and representation in front of the court.

- Regular and alternative education in different forms (regular, extraordinary and night schools)

8.3 RECOMMENDATIONS

Throughout the work in 2013-2014, one could notice several problems in the work with victims and provision of services from the program for social assistance conducted by Open Gate. The recommendations to improve the work and the overall support system for the victims are as follows:

- Planning and provision of technical, human and financial resources at the level of state institutions for the purpose of provision of adequate social support for the victims of human trafficking in accordance with their individual needs.
- The Government should provide funds for financing NGOs that implement activities against human trafficking. Besides the support from international donors, funds should also be provided from own internal resources.
- Preventive work should be taken about a family which is a risk factor for the person to become victim of human trafficking, that is: overcoming the dysfunctionality, conflicts between spouses/parents, domestic violence, alcoholism, criminality and improvement of the material status of the family.
- More intensive work is required for detection of exploitation, especially labor exploitation, for which there is a trend of increase, through identification of more sophisticated approach in the detection of victims of human trafficking and prosecution of the traffickers.
- Partnership regarding the planning and realization of these activities is mandatory, while the interests and needs of the persons/child should always be priority when providing direct assistance and protection. One needs to develop a longer and more intensive treatment for the victim of human trafficking in order to overcome the situation of the victim.
- Given the fact that most of the victims return to the same environment and encounter the problems they used to have before they were victimized, there is need for increased support by the CSW, NGOs and the members of the community to ensure their more efficient integration in the society.
- To identify new forms of care and reintegration of victims, while the immediate return to the biological family should be realized only when it is in the interest of the victim.
- Reintegration processes on local level need to be strengthened. The civil sector in partnership with the Centers for social work can give its contribution in this area.
- Although the communication between the civil society and the state is on satisfactory level, yet, there is need for increased recognition of the role of non-governmental organizations that work in this area and which are important actors in the reintegration process.

- Strengthening the role of the available SOS lines in the process of identification and referral of victims of human trafficking through promotion of the telephone number and services provided for the general public.
- To identify ways for efficient compensation for victims of human trafficking which is awarded during the court proceedings.

9. ANNEXES

Annex 1

Questionnaire about the inclusion of Roma children aged 3 to 5 in pre-school educational institutions for children

Dear participants,

The purpose of the questionnaire in front of you is to collect data about the inclusion of Roma children in your kinder garten/Centar for early childhood development. This questionnaire is aimed for the members of the professional service in your institution, whereby the data refer to the number and manner of inclusion of Roma children in pre-school educational institutions.

Information collected from this survey shall be part of the Report on the situation of child rights in Macedonia²¹.

Thank you in advance for your cooperation and we wish you a pleasant work!

1. Which is the total number of children included in your kinder garten/Centar for early childhood development aged 3 to 5?

Total number of children aged 3 to 5	
Male	
Female	

2. Which is the total number of Roma children who are included in your kinder garten/Centar for early childhood development?

3. Please state the number of Roma children in accordance with the below stated division:

Total number of Roma children

²¹More about the Report on the situation of child rights in Macedonia, can be seen in the attached text..

Male	
Female	

	Male	Female	Total
Roma children that live in a single parent/custodian family			
Roma children that live in a family with two parents/custodians			
Roma children whose families are beneficiaries of social allowances			
Roma children whose families have permanent residence			
Roma children who live in urban area			
Roma children who live in rural area			

4. How many Roma children are included in your kinder garten/ Centar for early childhood development and attend on regular basis? (Please state the number)

5. Does your kinder garten/ Centar for early childhood development have special program for work with Roma children? If the answer is yes, please state the type of program.

6. In which language do Roma children follow the program in your kinder garten/Centar for early childhood development?

7. Are there employed educators of Roma nationality in your kinder garten/Centar for early childhood development?

8. Is there a program in your kinder garten/ Center for early childhood development for work with parents/custodians of the children that visit your institution?

9. Do families of Roma children receive any support from the state, if yes, what kind of support/in which form?

10. Is there a waiting list for inclusion of children in your kinder garten/Centar for early childhood development?

- If yes, please state which is the ethnic composition of the children?

- Which are the criteria applied for selection of children that will be included in the kinder garten/Centar for early childhood development when there is free place?

11. How many Roma children dropped out from your kinder garten/Centar for early childhood development in 2013/2014 that were aged 3-5.?

Total number of Roma children who dropped out in 2013/2014	Male	Female

12. Do you have information about the number of Roma children that completed the classes in the kinder gartenra/Centar for early childhood development and continued the education/enrolled the regular primary school in 2012?

Total number of Roma children who completed the education in 2013/2014	Male	Female

Total number of Roma children who were enrolled in school in 2013/2014	Male	Female

13. In your opinion, for which reasons parents/custodians do not enroll Roma children in the kindergarten/centers for early childhood development or why do they withdraw the already enrolled children?

Annex 2

Questionnaire about inclusion of Roma children in primary school

Dear participants,

The purpose of the questionnaire in front of you is to collect data about the inclusion of Roma children in your school. This questionnaire is aimed for the members of the professional service in your institution, whereby the data refer to the number and manner of inclusion of Roma children in primary-school institutions.

Information collected from this survey shall be part of the Report on the situation of child rights in Macedonia²².

Thank you in advance for your cooperation and we wish you pleasant work!

1. Which is the total number of children included in your school?

Total number of children	
Male	
Female	

1. Which is the total number of Roma children included in your school?

2. Please state the number of Roma children according to the below stated table:

Total number of Roma children	
Male	

²²More about the Report on the situation of child rights in Macedonia, can be seen in the attached text..

Female	
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	Male	Female	Total
Roma children that live in a single parent/custodian family			
Roma children that live in a family with two parents/custodians			
Roma children whose families are beneficiaries of social allowances			
Roma children whose families have permanent residence			
Roma children who live in urban area			
Roma children who live in rural area			

3. How many Roma children are included in your school and attend it on regular basis? (Please state the number)

4. Does your school have special program for work with Roma children? If the answer is yes, please state the type of program.

5. In which language do Roma children follow the program in your school?

6. Are there employed teachers of Roma ethnicity in your school?

7. Is there a program in your school for work with parents/custodians of children who attend your school?

8. Do families of Roma children receive any support from the state, if yes, what kind of support/in which form?

-
-
9. Do you have information about the achievements of Roma students who are enrolled in your school?
-

10. Are there Roma children enrolled in your school who were granted scholarship?

If yes, please state how many Roma children receive scholarship?

Which criteria are applied for selection of children that will be awarded scholarship?

11. How many Roma children were withdrawn from school in 2013/2014?

Total number of Roma children who dropped out in 2013/2014	Male	Female

12. Do you have information how many Roma children who completed your school continued their education/enrolled the regular secondary school in 2013/2014?

Total number of Roma children who completed the education in 2013/2014	Male	Female

Total number of Roma children who were enrolled in school in 2013/2014	Male	Female

13. In your opinion, for what reasons parents/custodians do not enroll Roma children in regular primary school and why do they withdraw the already enrolled children?

Annex 3

Questionnaire about the inclusion of Roma children in secondary school

Dear participants,

The purpose of the questionnaire in front of you is to collect data about the inclusion of Roma children in your school. This questionnaire is aimed for the members of the professional service in your institution, whereby the data refer to the number and manner of inclusion of Roma children in secondary-school institutions.

Information collected from this survey shall be part of the Report on the situation of child rights in Macedonia²³.

Thank you in advance for your cooperation and we wish you pleasant work!

1. Which is the total number of children included in your school?

Total number of children	
Male	
Female	

2. Which is the total number of Roma children included in your school?

3. Please state the number of Roma children according to the below stated table:

²³More about the Report on the situation of child rights in Macedonia, can be seen in the attached text..

Total number of Roma children	
Male	
Female	

	Male	Female	Total
Roma children that live in a single parent/custodian family			
Roma children that live in a family with two parents/custodians			
Roma children whose families are beneficiaries of social allowances			
Roma children whose families have permanent residence			
Roma children who live in urban area			
Roma children who live in rural area			

4. How many Roma children are included in your school and attend it on continuous basis? (Please state the number)

5. Is there a special program for work with Roma children in your school? If the answer is yes, please state the type of program.

6. In which language do Roma children follow the teaching in your school?

7. Are there employed teachers of Roma ethnicity in your school?

8. Is there a program in your school for work with parents/custodians of children who attend your school?
9. Do families of Roma children receive any support from the state, if yes, what kind of support/in which form?

10. Do you have information about the achievements of Roma students who are enrolled in your school?

11. Are there Roma children enrolled in your school who were granted scholarship?

If yes, please state how many Roma children receive scholarship?

Which criteria are applied for selection of children that will be awarded scholarship?

12. How many Roma children were withdrawn from school in 2013/2014?

Total number of Roma children who dropped out in 2013/2014	Male	Female

13. Do you have information how many of the Roma children that completed your school continued their education in 2013/2014?

Total number of Roma children who completed the education in 2013/2014	Male	Female

Total number of Roma children who were enrolled in school in 2013/2014	Male	Female

14. In your opinion, for what reasons parents/custodians do not enroll Roma children in regular secondary school and why do they withdraw the already enrolled children?

Annex 4

Questionnaire about the educational process of children with special educational needs in pre-school institutions

Dear participants,

The purpose of the questionnaire in front of you is to obtain information about the manner in which the inclusive process is conducted for upbringing and education in your kindergarten. This questionnaire is aimed for the members of the professional service in the kinder garten.

Thank you in advance for your cooperation and we wish you pleasant work!

1. Which is the total number of children that visit your kinder garten? _____

2. Which is the total number of children with special educational needs who are included in your kinder garten?

Total number of children with special educational needs: _____	
Male	
Female	

3. Please state the number of children with special educational needs according to the below stated table:

Children with physical disability	
Children with intellectual disability	
Children with impaired sight	
Children with impaired hearing	
Children with autism and autistic spectrum of behavior	
Children with learning difficulties	
Children with combined disability	

Please make sure that you count each child only once. If there are children with combined disability in your kinder garten, please write only in the line/column – children with combined disability. Also, please describe which the combined difficulties, that is, disability are.

4. For how many children the parents have submitted documentation (findings and opinion) from relevant institution that confirms the special educational need of the child?

5. Does the total number of children with special educational needs include the children for whom no documentation was received from a relevant institution that confirms the special educational needs of the child?

6. Which are the biggest difficulties that you encounter in the work with children with special needs that visit your kinder garten? (you can select several options).

- Realization of objectives and adjustment of the program to the needs of the child;
- Development of individual work program;
- Following and valuation of children's achievements;
- Inclusion of children with SEN in the activities with other children;
- Establishing communication and interaction with children with SEN;

7. Which measures are taken by your kinder garten to alleviate the access and inclusion of children with SEN? (you can select several options)

- The kinder garten has access ramp at the entrance of the building;
- The interior, play rooms, toilets and didactic materials are adjusted to the needs of children with SEN;
- The professional team develops individual program for children with SEN;
- The kinder garten has developed relations of cooperation with relevant institutions and receives support in the work with children with SEN;
- In the kinder garten, there is a functional team for inclusion that monitors and supports the process of inclusive education;
- Other _____

8. What kind of direct support do you receive to improve the work with children with special educational needs in your kinder garten?

- There is an employed defectologist in the kinder garten;
- The kinder garten is supported by a mobile (municipal) defectologist;
- Children with SEN get support from personal assistants hired by their parents;
- Other _____

9. In 2013, did the staff from your kinder garten (professional associates, educators, caregivers) attend trainings to improve the work with children with SEN?

10. How many staff did attend the trainings?

Total number of staff that attended trainings: _____	
Male	
Female	

11. Please state briefly the topics of trainings that your staff attended as well as the trainers:

Topic:	Organizer/trainer
_____	_____
_____	_____
_____	_____

12. Could you please briefly describe the initiatives that your municipality has taken so far to improve the inclusive education for children with SEN.

Annex 5

Questionnaire about the educational process of students with special educational needs in primary schools

Dear participants,

The purpose of the questionnaire in front of you is to obtain information about the manner in which the inclusive educational process is conducted in your school. This questionnaire is aimed for the members of the professional service in the school.

When answering the questions, please make sure that you take into consideration only the students with special educational needs who are included in regular classes.

If there are functional special classes in your school, please make sure that you include that information below this paragraph and write down the number of students in the special classes.

There are functional special classes in the school YES NO

If the answer is YES, please state

- *Number of special classes* _____
- *Number of students in the special classes* _____

Thank you in advance for your cooperation and we wish you pleasant work!

2. Which is the total number of students in your school? _____

2. Which is the total number of students with special educational needs who are included in your school?

Total number of students with special educational needs: _____			
Male		0-4 grade	
Female		5-9 grade	

3. Please state the number of students with special educational needs according to the below stated table:

Students with physical disability	
Students with intellectual disability	
Students with impaired sight	
Students with impaired hearing	
Students with autism and autistic spectrum of behaviour	
Students with learning difficulties	
Students with combined disability	

Please make sure that you count each student only once. If there are students with combined disability in your school, please write only in the line/column – students with combined disability. Also, please describe which are the combined difficulties, that is, disability.

4. For how many students, the parents have submitted documentation (findings and opinion) from relevant institution that confirms the special educational need of the student?

5. Does the total number of students with special educational needs include the students for whom no documentation was received from a relevant institution that confirms the special educational needs of student?

6. Which are the biggest difficulties that you encounter in the work with students with special needs that attend your school? (you can select several options)

- Realization of objectives and adjustment of the teaching program to the needs of the student;
- Development of individual curriculum;
- Monitoring and valuation (assessment) of students' achievements;
- Inclusion of students with SEN in the activities with other children;
- Establishing communication and interaction with students with SEN;

7. Which measures are taken by your school to alleviate the access and inclusion of students with SEN? (you can select several options)

- The school has access ramp at the entrance of the building;

- The school has lift;
- The interior, classrooms, toilets and didactic materials are adjusted to the needs of students with SEN;
- Teachers develop individual curricula for students with SEN;
- The school has developed relations of cooperation with relevant institutions and gets support in the work with students with SEN;
- There is a functional team for inclusion in the school that follows and supports the process of inclusive education;
- Other _____

8. What kind of direct support do you receive to improve the work with students with special educational needs?

- There is an employed defectologist in the school;
- The school is supported by a mobile (municipal) defectologist;
- Students with SEN get support from personal assistants hired by their parents;
- Other _____

9. In 2013, did the teachers from your school attend trainings to improve the work with students with SEN?

10. How many teachers attended these trainings?

11.

Total number of teachers who attended trainings: _____			
Male		0-4 grade	
Female		5-9 grade	

Please state briefly the topics of trainings that your staff attended as well as the trainers:

Topic:

Organizer/trainer

12. Could you please briefly describe the initiatives that your municipality has taken so far to improve the inclusive education for students with SEN

Questionnaire about the educational process of students with special educational needs in secondary schools

Dear participants,

The purpose of the questionnaire in front of you is to obtain information about the manner in which the inclusive educational process is conducted in your school. This questionnaire is aimed for the members of the professional service in the school.

Thank you in advance for your cooperation and we wish you pleasant work!

3. Which is the total number of students in your school? _____
2. Which is the total number of students with special educational needs who are included in your school?

Total number of students with special educational needs: _____	
Male	
Female	

3. Please state the number of students with special educational needs according to the below stated table:

Students with physical disability	
Students with intellectual disability	
Students with impaired sight	
Students with impaired hearing	
Students with autism and autistic spectrum of behaviour	
Students with learning difficulties	
Students with combined disability	

Please make sure that you count each student only once. If there are students with combined disability in your school, please write only in the line/column – students with combined disability. Also, please describe which are the combined difficulties, that is, disability.

4. For how many students, the parents have submitted documentation (findings and opinion) from relevant institution that confirms the special educational need of the student?

5. Does the total number of students with special educational needs include the students for whom no documentation was received from a relevant institution that confirms the special educational needs of student?

6. Which are the biggest difficulties that you encounter in the work with students with special needs that attend your school? (you can select several options)

- Realization of teaching objectives and adjustment of the teaching program to the needs of the student;
- Development of individual curriculum;
- Monitoring and valuation (assessment) of students' achievements;
- Inclusion of students with SEN in the activities with other children;
- Establishing communication and interaction with students with SEN;

7. Which measures are taken by your school to alleviate the access and inclusion of students with SEN? (you can select several options)

- The school has access ramp at the entrance of the building;
- The school has lift;
- The interior, classrooms, toilets and didactic materials are adjusted to the needs of students with SEN;
- Teachers develop individual curricula for students with SEN;
- The school has developed relations of cooperation with relevant institutions and gets support in the work with students with SEN;
- There is a functional team for inclusion in the school that follows and supports the process of inclusive education;
- Other _____

8. What kind of direct support do you receive to improve the work with students with special educational needs?

- There is an employed defectologist in the school;
- The school is supported by a mobile (municipal) defectologist;
- Students with SEN get support from personal assistants hired by their parents;
- Other _____

9. In 2013, did the teachers from your school attend trainings to improve the work with students with SEN?

10. How many teachers attended these trainings?

Total number of teachers who attended trainings: _____

Male	
Female	

11. Please state briefly the topics of trainings that your staff attended as well as the trainers:

Topic:	Organizer/trainer
_____	_____
_____	_____
_____	_____
_____	_____

12. Could you please briefly describe the initiatives that your municipality has taken so far to improve the inclusive education for students with SEN

10. INFORMATION ABOUT ORGANIZATIONS – MEMBERS OF THE NATIONAL COALITION FOR CHILD RIGHTS

1. Association for health education and research “HERA” – Skopje

“HERA” – Association for health education and research is a non-profit organization that was established through free assembly of citizens in order to ensure the realization of the fundamental human right of women, men and youth to be informed and to be able to freely express their choice about sexual and reproductive health, as well as to advocate for realization of that right. Thus, special accent is put on the reach out, advocacy, provision of services and referral to services for promotion of sexual and reproductive health, information about HIV/AIDS, sexually transmitted diseases and blood borne diseases, unwanted pregnancy and avoiding unsafe abortion. The activities are aimed for the general population, with special emphasis on the youth, poor people and people that do not have access to services and do not exercise their rights.

Contact details:

Street „Debarca“ 56/4, 1000 Skopje, Macedonia

Tel/fax:+ 389 2 3290 395

E-mail: hera@hera.org.mk

Web: www.hera.org.mk

2. Women’s civic initiative “ANTIKO” – Skopje (Network of 18 local organizations)

Women’s civic initiative „ANTIKO“ is an interethnic network of 18 civil organizations that work in the field of anti-discrimination, pluralism and tolerance. Its mission is promotion of culture of peace and non-violence through societal engagement of women from several ethnic groups in R.Macedonia. „Antiko“ is striving towards affirmation of the importance and safety of every individual regarding all its dimensions: physical security, socio-economic security, respect for human dignity and right to identity and inclusion. Non-violence, tolerance, solidarity, multiculturalism, equality, sustainable development, networking, citizen’s activism, social justice – are the basic values in its 13-years long active work in the local communities in R.Macedonia.

Contact details:

Street “Tale Hristov“ Lamela 1 Lokal 9

1000 Skopje, Macedonia

tel: + 389 (0)2 2 614 641

fax: +389(0)2 2 60 11 12

E-mail: contact@antiko.org.mk

Web: www.antiko.org.mk

3. Coalition “All for Fair Trial“ – Skopje (coalition of 17 NGOs)

The coalition “All for Fair Trial“ is a network of 17 citizen associations that was established in 2003. The primary mission of the Coalition is: monitoring and respect for human freedoms and rights, especially international standards for fair trial, by insisting in different forms that the extent of their implementation is increased, initiation of institutional and legal reforms, as well as restoring the trust of citizens in the judiciary and other institutions in the system.

Contact details:

Street „Makedonija“ 11/2-10, 1000 Skopje

Tel/fax:+389 (0) 2 613 9874

E-mail: contact@all4fairtrials.org.mk

Web: www.all4fairtrials.org.mk

www.pravicnosudenje.org.mk

4. “Lifestart“ – Bitola

The NGO “Lifestart“ from Bitola is an organization that was founded in 1998. Since the very beginning, its work was dedicated to projects that deal with education for parents of children at pre-school and school age. In the past period, the following projects were implemented: “We grow up and learn together“, “Early Childhood Development“, “Vavilon“, “Literacy for adults“, “Social development of the community“. Evaluations have shown that previously stated projects have largely assisted the children at pre-school age to gain the necessary knowledge in order to be prepared for school. Parents become aware about all changes that accompany the growth and development of children and get informed about the ways to cope with the changes and how to make a positive impact.

Contact details:

Street „Petar Petrovik Njegos“ No. 129

PO Box 137, Bitola

Tel/fax:+389 (0) 47 253 637

E-mail: lifestartmk@yahoo.com

5. Youth Educational Forum – Skopje

“Youth Educational Forum“ (YEF) is a youth non-governmental organization that was established in 1999 and works in the field of education and human rights. The activities of the organization are realized as part of three programs:

- 1) Informal education (consists of the programs: Debate, Learning law and Training for youth);
- 2) Research, analysis and creation of youth and educational policies;
- 3) Youth activism;

YEF programs are aimed to promote the critical thinking, encouraging tolerance and respect towards other’s ideas and attitudes, promotion of law and democracy and development of quality and transparent education.

Contact details:

Street. Drenak 34-a

1000 Skopje, Makedonija

02 31 39 692, 02 31 14 412

info@mof.org.mk,

www.mof.org.mk

6. Association for action against violence and human trafficking – Open Gate La Strada Makedonija-Skopje

The Association for action against violence and human trafficking “Open Gate“ was registered in 2000 as independent, critical, apolitical, non-governmental and non-profit organization.

“Open Gate“, member of La Strada – International European network for fight against human trafficking is a citizen association that promotes human rights and advocates for the interests and needs of people at risk or people that suffered violence and human trafficking through prevention, social support and lobbying both on national and European level.

WE provide protection, strengthening of capacities and integration of trafficked persons and other vulnerable groups in the society.

Contact details:

Street „Sava Kovacevik“ No.1A

PO Box: 110, 1000 Skopje

tel: +389 2 2700 107

E-mail: lastrada@lastrada.org.mk

Web: www.lastrada.org.mk

7. “Open the Windows“ – Citizen association for support and promotion of assistive information technology for people with disabilities - Skopje

“Open the Windows“ (OW) is the only civil organization in Macedonia and in the region which is focused on enabling access for disabled people to information technology. On one hand, the organization offers services to people with different types of disability, including: intellectual, physical, combined and sensory disability. On the other hand, OW implements projects for promotion of assistive information technology in all spheres of societal life. In the last three years, the organization is especially active in the area of primary education; in 2010 it conducted the first national survey about the needs for assistive technology in the primary schools throughout the country, while in the last three years it cooperates with 31 primary schools where assistive technology is provided as well as support and training for teachers and professional associates through the USAID financed project on e-accessible education.

Contact details:

Bul. “Partizanski Odredi“ 62/2-29

1000 Skopje, Macedonia

Tel/fax:+389(0)2 3068 630

E-mail: contact@openthewindows.org

Web: www.openthewindows.org

8. First Children’s Embassy in the World “Megjasi“ – Skopje

The First Children's Embassy in the World "Megjasi" – Republic of Macedonia was founded on 29 April 1992 as an international non-governmental organization for protection of child rights.

The Children's embassy "Megjasi" makes efforts for respecting the child's personality through protection of child rights, advocacy for child's interests and enriching the life with contents that make the childhood safe and creative.

With its activities, the embassy "Megjasi" contributed to the development and strengthening of the citizens' awareness about child rights. It broke the silence about children's suffering, especially about the physical, sexual and economic abuse of children, thus disclosing several cases of abuse in public and making direct efforts for establishment of more efficient mechanisms for child protection.

Contact details:

Street „Kosta Novakovik” 22a, 1000 Skopje

Republic of Macedonia

Tel/fax. +389 2 2465 316

E-mail: info@childrensembassy.org.mk

Web: www.childrensembassy.org.mk

9. Council for prevention of juvenile delinquency (CPJD) – Kavadarci

The CPJD was established in 1996, and its main activities were directed towards the fight against all forms of asocial and other behavior of young people in Kavadarci. The work of CPJD is mainly divided in two sectors:

- Legal sector that works on the improvement of the status of juveniles in the juvenile justice system through changes and improvements of juvenile justice, legislation and further adequate implementation;
- Youth sector, which aims to organize the free time of young people from Kavadarci and the surrounding places, through providing different possibilities to be involved in different forms of informal education and activities.

Contact details:

Sporting hall „Jasmin”, street „Braka Hadzi Tefovi”, 28

Kavadarci, R. Macedonia

Tel/fax:+389 (0) 93 412 947

E-mail: sppmd@mt.net.mk, contact@sppmd.org.mk

web: www.sppmd.org.mk

10. Association of defectologists of Republic of Macedonia

The Association of defectologists of Republic of Macedonia was established in 1953 as non-governmental, professional and humanitarian citizen association in order to promote the special education and rehabilitation, as well as to promote the quality of education, social and health care and improvement of access to services for people with disabilities.

The mission of the Association of defectologists is to create conditions for equal opportunities for societal inclusion of all individuals through building the societal capacities, development and promotion of defectologic theory and practice.

Contact details:

Street "11 Oktomvri 42A" DHO „Dare Dzambaz“, Skopje, Makedonija

Telephone:+389 2 3166 131 extension 23

E-mail: sojuz_defektoloji@yahoo.com

Web: www.sojuznadektoloji.org

11. Association HOPS – Healthy Options Project Skopje

HOPS – Healthy Options Project Skopje is a non-governmental, non-profit and non-partisan organization that started to work as the first project in Republic of Macedonia for needle exchange in 1997. Since then, it has developed the following programs: harm reduction program, prevention of HIV/AIDS and other sexually transmitted and blood borne diseases, social reintegration and resocialization of vulnerable and marginalized communities in Republic of Macedonia. HOPS implements its activities through the following three programs, that is: Services for drug users and sexual workers, CEDI – Centre for education, documentation and information and Advocacy program.

Vision of HOPS: Society where human rights and freedoms of all people are equally respected and they enjoy social, health and economic wellbeing.

Mission of HOPS: Promotion, respect and protection of human rights and freedoms in order to improve the health and socio-economic status of all people, in particular drug users, sexual workers and other marginalized communities, based on the principles of harm reduction, through equal access to services, strengthening the community, raising the capacities, research, analysis and advocacy.

Contact details:

Street „Hristo Smirnenski”, No.48/1-6, Skopje, R. Makedonija

Tel.: 02/3 246 205 Fax: 02/3 246 210

E-mail: hops@hops.org.mk

Web: www.hops.org.mk

12. Humanitarian association “Majka” – Kumanovo

The humanitarian association “Majka” from Kumanovo is functioning since 1992 when it was established as response to the needs at the time of dissolution of former Yugoslavia. H.A. “Majka” organized numerous humanitarian activities for the refugees from the wars in Bosnia and Herzegovina, Kosovo and during the crisis in Macedonia. Activities were organized for distribution of food, medicines and other necessities for the displaced people from the regions of Kumanovo, Kriva Palanka and the surrounding area, whereby some of the activities were as follows: organization of the placement of families in homes, reconstruction of demolished houses, resocialization of children and women, whereas after the conflict in 2001 it also organized psychosocial workshops for women.

Nowadays, the vision of the organization is as follows: women, children and youth – equal participants in the creation of the society. Mission: Building culture of personal participation in the affirmation and realization of rights and freedoms of women, children and youth in R. Macedonia through their education and direct support. Values of the organization: equal opportunities, knowledge and personal participation. Problems on which the organization works: violation of human rights– rights of children and women (information and education), gender inequality and peace in the region.

The organization has been twice awarded the November award in 1995 and 2010 for its work and contributions for the community (the award is presented by the municipality and the mayor for achievements on local level).

Contact details:

Street „Gjorce Petrov“ No.33, Kumanovo

tel. +389 (0) 031 614 139

fax +389 (0) 31 411 088

E-mail: vavku@freemail.com.mk

13. Humanitarian and charity association of Roma in Macedonia “Mesecina” – Gostivar

The Humanitarian and charity association of Roma in Macedonia “Mesecina” – Gostivar is a citizen association that was established to contribute to the social integration, effective participation and equal participation in the democratic rights and potentials aimed for the Roma community both on national and local level through strengthening the capacities, direct support and advocacy for Roma.

The work of “Mesecina” is based in the following 4 sectors:

- Education;
- Socioeconomic integration and additional education for marginalized groups;
- Human rights and interethnic relations, tolerance and dialogue;
- Information, coordination and development of public awareness and policy.

Contact details:

Street „Braka Gjinoski“ No. 61

1230 Gostivar, Republic of Macedonia

tel: +389 (0) 42 22 22 71

Tel/fax:+389 (0) 42 22 22 72

E-mail: mesecina@mt.net.mk

14. Centar for civic initiative – Prilep

The Centar for civic initiative (CCI) in cooperation with non-governmental and governmental organizations as well as the business sector tries to motivate the citizens to take action in the construction of civil society in RM and in wider context. The ultimate goal of CCI is that all citizens have equal human rights, get involved in the decision-

making process and have equal access to education. CCI organizes different activities and projects in order to accomplish these goals by increasing the participation of Macedonian citizens in the process of building a better and more open democratic society.

Contact details:

Street „Dimo Narednikot“ bb (building Erik)

7500 Prilep, Republic of Macedonia

tel: +389 (0) 48 400 480

fax: +389 (0) 48 425 125

E-mail: ccimk@cgimk.org.mk

Web: www.cgimk.org.mk

15. Centar for human rights „AMOS“ - Bitola

Centar for human rights „AMOS“ – Bitola is a citizen association that was registered on 6.4.2001 and aims to promote human rights, women’s human rights, and primarily child rights. It is an independent, non-profit, apolitical and non-governmental organization which is completely autonomous in its work.

The Centar for human rights „AMOS“ – Bitola pays serious attention to the following:

- Promotion, implementation, advocacy and education for human rights, women’s human rights, and above all, child rights.
- Monitoring and following the implementation of the UN Universal declaration of human rights, European declaration of human rights, UN Convention on the rights of the child, and numerous charters and recommendations in these areas.
- Contribution for building and development of democratic and civil society
- Prevention from all types of abuse, primarily on children and youth.
- Striving to keep the peace, understanding, tolerance, non-discrimination and dialogue
- Cooperation, partnership and networking with other non-governmental organizations, institutions and individuals from the country and abroad
- Organization and implementation of trainings, seminars, workshops, study visits, competitions, presentations and exhibitions.
- Production and publication of written, audio and visual materials available to the general public
- Implementation of trainings on education about human rights, democratic citizenship and prevention from violence and abuse of children and youth.

Contact details:

Street „Skoevska“ No. 114, 7000 Bitola, Republic of Macedonia

Tel/Fax +389 47 252 307

E-mail: amos@amos.org.mk

Web: www.amos.org.mk