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INTRODUCING TUTORING SERBIA

INTERSECTORAL COMMUNITY SERVICE MODEL FOR TACKLING EARLY SCHOOL LEAVING IN THE REPUBLIC OF SERBIA

Belgrade, 2017



WEBIN
Western Balkans Institute
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to create ideas for prosperous societies



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LIST OF ABBREVIATIONS

CSO	Civil Society Organization
ECEC	Early Childhood Education and Care
EEA	European Economic Area
ESL	Early School Leaving
EU	European Union
GBT	Group Belonging Test
GKT	General Knowledge Test
HEI	Higher Educational Institutions
IIEU	Institute for Improvement of Education and Upbringing
ISCED	International Standard Classification of Education
LFS	Labour Force Survey
MESTD	Ministry of Education, Science and Technological Development
NEET	Not in Education, Employment or Training
NGO	Non-governmental Organization
NPA	National Plan of Action
OECD	Organization for Economic Cooperation and Development
PISA	Program for International Students Assessment
PPP	Public Private Partnership
RS	Republic of Serbia
SED	RS Strategy of Education Development
SIPRU	Social Inclusion and Poverty Reduction Unit
SJT	Situational Judgement Test
ToT	Training of Trainers
UNICEF	United Nations Fund for Children
US	United States
VET	Vocational Education and Training
WEBIN	Western Balkans Institute

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INTRODUCTION

This document consists of 2 major parts. The first one covers some theoretical explanation of the ESL issue and relevant data with different approaches, including policy and practice mechanisms for ESL reduction and prevention in the EU, Serbia, US, and Israel. In the second part, the author discusses WEBIN tutoring model for ESL prevention and intervention developed to address the current situation in Republic of Serbia and with possibilities for replication in other countries in the region with similar ESL and elementary education attainment situation.

In wider literature covering developed countries, several terms, i.e. school drop-out in the US, early school leaving and/or NEETs in Europe (Not in Education, Employment or Training) are used to refer to persons (usually aged 18-24 – EUROSTAT, or aged 20-24 – OECD, as to reflect the mandatory secondary school education) who left school achieving pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years¹ and who do not participate in further education and/or training. This group of people, according to numerous research studies and regardless of the country they come from², is often defined as youth at risk and associated with the young people who are:

- socially and economically disadvantaged and with parents of low education background,
- coming from particularly vulnerable groups, e.g. Roma and migrant workers children,
- showing lower attainment level as well as low level of academic performance in school due to absence, poor/failing grades, dislike of school, and homework completion problems,
- coming from broken families and in the US for instance, the related issue of teenage pregnancy should not be omitted when ESL is discussed

In South East Europe, definitions of ESL differ from country to country regarding the educational level this term is associated with. In Bosnia and Herzegovina and Montenegro for instance, both early leavers from primary and secondary education are considered. In Slovenia, Croatia and Serbia authors usually connect ESL to secondary school leavers (Jugović, 2013).

In Serbia, few studies have been presented to cover this topic and few project based initiatives³ have been implemented to address the issue ever since it was recognized as a specific phenomenon to be tackled in the Strategy for Educational Development until 2020 in Serbia. Nevertheless, no comprehensive research findings based on surveys, interviews and focus groups with students, parents, teachers, youth service providers, etc. has so far been done. As a result no holistic community involvement in education of the youth at risk has been introduced to this point. In fact, this publication is primarily based on the figures

¹ Levels 0,1,2 or 3c short according to ISCED classification

² Please refer to http://europa.eu/rapid/press-release_MEMO-11-52

³ <http://www.unicef.rs/wp-content/uploads/2017/01/Kako-do-skole-drustvene-brige-II-drugo-izdanje.pdf>

and data available from the official government documents, i.e. Second National Report on Social Inclusion and Poverty Reduction in RS (SIPRU, 2014⁴) and the RS Strategy for Education Development to 2020 (RS OG no. 107/2012⁵). Furthermore, in developing the tutoring model, WEBIN team focused on tackling the ESL at the primary education level – in elementary schools as to specifically reflect the following educational realities:

- i. Secondary education is not yet mandatory in RS, although this process is underway;
- ii. Even though the rate of ESL in primary schools in RS is said to be at 8% on generational level and much lower than in secondary schools, we still believe that this rate is high for Serbian population, and that tackling the complex issue of ESL would require introduction of intervention (and prevention) measures as early as possible into children education;
- iii. PISA⁶ test results in Serbian 15 year olds still show lower outcomes compared to European average which could be an indicator for the necessary further support on the primary educational level in RS;
- iv. Tutoring service in primary schools should be regarded as an opportunity for the state and non-state actors to still be able to positively influence the attitudes and performance children develop during primary schooling. This should also be considered as a preventive mechanism for later attainment and dropout rates in secondary and/or higher education;

Moreover, in consultation process WEBIN representatives had with primary schools staff participating in the project, it has been suggested that tutors were to assist tutees who are facing academic difficulties, but also to those children whose low level of attainment is due to disciplinary issues, problems at home, low self-esteem and motivation levels. Apart from immediate, short term intervention and individual guidance through a specific subject area, tutoring peer practice is designed as a continuous process of interaction between the tutee and his/her tutor which should in the long term increase the tutees attainment level and motivate them to pursue further education, or in other words, to grow socially and emotionally.

Regardless of the specific definition used and existing differences between countries, regions and municipalities, ESL is a global, complex, multi sector phenomenon - a process whose consequences have major negative effects on both personal human development and general economic development – resulting in possible juvenile violence and welfare dependency. Bearing this in mind, WEBIN introduced tutoring model as a new community intersectoral service/measure for prevention of and intervention on ESL in vulnerable local municipalities and based on the necessary interaction between school, family, and

⁴ Available in Serbian language at <http://socijalnoukljucivanje.gov.rs>

⁵ Available in Serbian language at <http://www.ff.uns.ac.rs/Files/StrategijaObrazovanja.pdf>

⁶ OECD Program for International Students Assessment which was conducted among 5000 Serbian 15 year olds in 2009 and 2012 show that the latest results put Serbia on 43 place out of 62 participating countries; for detailed information please see the following document available in Serbian language at http://www.pisaserbia.org/images/stories/pdf/PISA_2013_Srbija_prvi_rezultati.pdf

community factors and stakeholders. Thus, tutoring involves promoting academic achievement (intervention component) while instilling positive academic attitudes in children and adolescents (prevention component) at the early stage of their education.

1. EARLY SCHOOL LEAVING – A GLOBAL CHALLENGE

1.1. EARLY SCHOOL LEAVING IN THE EUROPEAN (UNION) COUNTRIES

Policy framework

Even though educational policy is the responsibility of each EU and EEA member state⁷, the overall framework in tackling common and cross border challenges in education and training (such as ESL) on the EU level is developed under its strategic approach to form European societies economy based on knowledge and smart, sustainable and inclusive growth⁸. Following the adoption of Europe 2020 Strategy in June 2010, EU member states education ministers agreed on a coherent, comprehensive, and evidence-based policies framework to tackle ESL. It was agreed that all member states exchange best-practices and knowledge on effective ways to address early school leaving. Major EU benchmarks in education and training are further presented in Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'⁹). These include:

- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science by 2020;
- fewer than 10% of young people should drop out of education and training by 2020;

Progress on these benchmarks is assessed in each European country annually, usually in the form of CSRs and data are reported to the European Commission. A pan-European (including EU member states policy and practice representatives as well as their counterparts from Norway, Iceland, and Turkey together with European teachers, parents and students organizations) working group on tackling ESL was constituted in 2011 to exchange information on good practice and share experiences these countries have in reducing ESL. Major product of the working group was a comprehensive report published in 2013¹⁰ which outlines recommendations for policy makers and practitioners focusing on:

⁷ 28 member states of the EU and Norway, Iceland, Switzerland, and Liechtenstein as EEA member states

⁸ Europe 2020: A European strategy for smart, sustainable and inclusive growth. European Commission. Brussels.

⁹ [http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52009XG0528\(01](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52009XG0528(01)

¹⁰ Reducing early school leaving: Key messages and policy support. Final Report of the EU Thematic Working Group on Early School Leaving. November 2013

- i. data collection and monitoring;
- ii. governance issues and cross-sectoral cooperation;
- iii. priorities for preventative, intervention and compensation measures.

As indicated in several documents and policy papers¹¹, EU level policy framework in the area of ESL consists of 3 pillars: identification and analysis, monitoring of situation, and coordination of policies. Identification and analysis involves the processes of data collection and analysis of situation. Monitoring of situation regards monitoring of developments on national, regional and local level and adapting policy to specific situation. Coordination of ESL policies refers to involvement of all policies addressing children, young people, parents, teachers and others working with children; mainstreaming ESL and cooperation on all levels and with all relevant stakeholders.

Regardless of the variety of national policy measures taken to curb ESL, on the EU level all these measures could be divided into 3 categories:

i. Prevention

Prevention measures predominantly relate to the early childhood education and care and VET systemic measures. These include: increase of ECEC participation of disadvantaged groups; ensuring good quality ECEC; paying attention to the duration of compulsory schooling; active desegregation policy; support for children with different mother tongue; strengthening vocational pathways; flexibility and permeability of pathways, etc..

ii. Intervention

Intervention measures are two folded: school focused measures (e.g. early warning systems, reinforcing cooperation with parents and local community, accessing external support, teacher training and non-curricular, non-academic activities) and student focused measures (e.g. mentoring and tutoring, personalised learning support, recognition of prior learning, guidance and career counselling, social and financial support).

iii. Compensation (also referred to as reintegration measures)

Compensation measures include second chance programs, transition classes to re-enter mainstream education, recognition of prior learning and integration of social, financial, educational and psychological support.

¹¹ A. M. Nevala et al. (2011). Reducing Early School Leaving in the EU: Study. European Parliament, Brussels.

These supporting measures are targeting European youth at risk particularly including children from low socio-economic, migrant or disadvantaged minority backgrounds, or from ethnic minorities¹².

Statistical overview

According to the latest EUROSTAT data collected on ESL¹³ in 2011 around 79.5 % of youth aged 20 to 24 had completed at least an upper secondary education level, whereas 13.5 % of those aged 18 to 24 (15.3 % of men and 11.6 % of women) were early school leavers. As presented in Table 1 below, ESL data collected between 2006 and 2011 indicate a slow, yet steady progress in total reduction of ESL in EU countries by 2%. In 2011, 11 EU countries reported to have achieved the required benchmark of having less than 10% leavers from education and training by 2020. The lowest ESL rates in 2011 are reported in Croatia, Czech Republic, Slovakia, Slovenia and Poland. The countries with the highest proportions of early school leavers in the EU are Malta (33.5%) Spain (26.5%) and Portugal (23.2%). Iceland (19.7%) and Turkey (41.9%) are the non-EU countries with the highest reported ESL rates. Data from other EU acceding countries, i.e. Serbia, Bosnia and Herzegovina, and Albania remain unknown in the official EU statistics on ESL.

Table 1: Youth education attainment level and early leavers from education and training, 2006 and 2011 in %

	Youth education attainment level				Early leavers from education and training			
	Total		Male	Female	Total		Male	Female
	2006	2011	2011		2006	2011	2011	
EU-27	77.9	79.5	76.7	82.4	15.5	13.5	15.3	11.6
Belgium	82.4	81.6	78.3	84.9	12.6	12.3	14.9	9.7
Bulgaria	80.5	85.5	86.2	84.8	17.3	12.8	12.0	13.7
Czech Republic	91.8	91.7	90.6	92.8	5.1	4.9	5.4	4.4
Denmark	77.4	70.0	63.6	76.6	9.1	9.6	12.1	7.0
Germany	71.9	75.8	73.5	78.1	13.7	11.5	12.4	10.6
Estonia	82.0	82.6	79.3	86.1	13.5	10.9	13.1	8.6
Ireland	85.8	86.9	84.7	89.0	12.1	10.6	12.5	8.7
Greece	81.0	83.6	79.8	87.4	15.5	13.1	16.1	10.1
Spain	61.6	61.7	54.5	69.2	30.5	26.5	31.0	21.9
France	83.3	83.8	81.7	85.9	12.4	12.0	13.9	10.2
Italy	75.5	76.9	73.5	80.5	20.6	18.2	21.0	15.2
Cyprus	83.7	87.7	84.6	90.4	14.9	11.2	15.1	8.1
Latvia	81.0	80.4	76.1	84.9	14.8	11.8	15.9	7.7
Lithuania	88.2	86.9	83.0	91.0	8.2	7.9	10.6	5.0
Luxembourg	69.3	73.3	68.9	77.7	14.0	6.2	7.6	6.0
Hungary	82.9	83.3	82.0	84.5	12.6	11.2	12.1	10.3
Malta	51.1	59.2	52.9	66.5	39.9	33.5	38.9	27.6
Netherlands	74.7	78.2	74.6	81.9	12.6	9.1	10.8	7.2

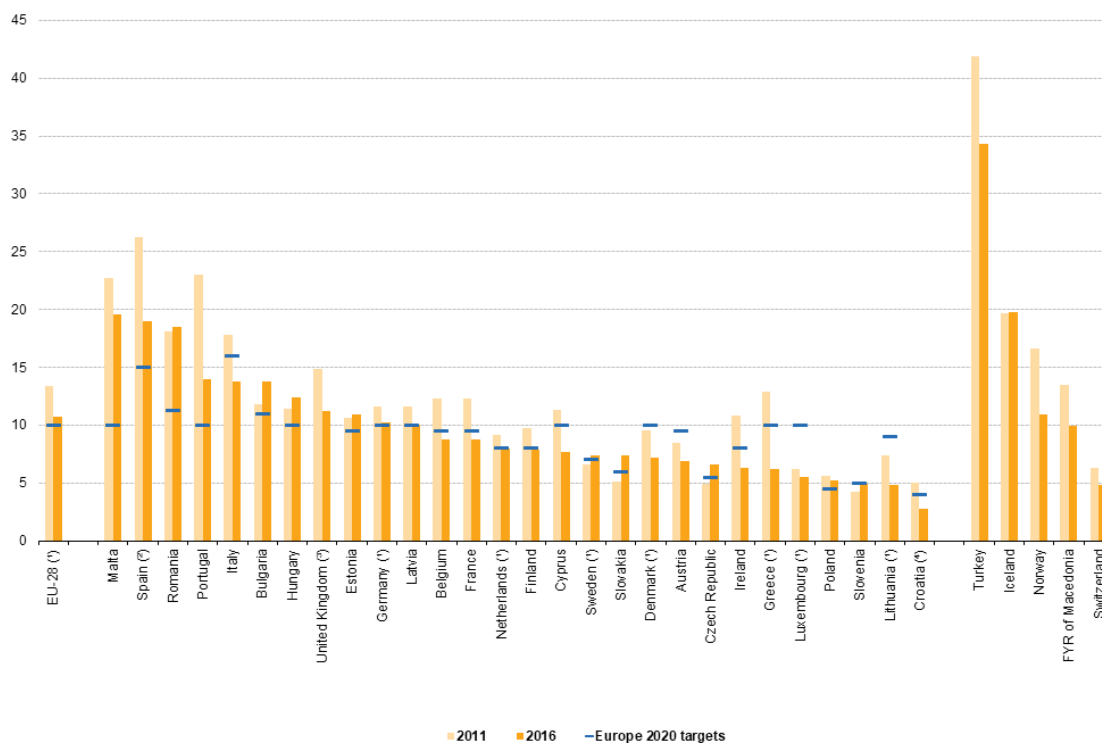
¹² European Commission/EACEA/Eurydice, 2013. Education and Training in Europe 2020: Responses from the EU Member States. Eurydice Report. Brussels: Eurydice.

¹³http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/School_enrolment_and_early_leavers_from_education_and_training

Austria	85.8	85.4	84.0	86.8	9.8	8.3	8.8	7.8
Poland	91.7	90.0	87.4	92.8	5.4	5.6	7.4	3.8
Portugal	49.6	64.4	58.0	71.0	39.1	23.2	28.2	18.1
Romania	77.2	79.6	77.9	81.3	17.9	17.5	18.5	16.6
Slovenia	89.4	90.1	86.8	94.1	5.6	4.2	5.7	2.5
Slovakia	91.5	93.3	92.6	94.0	6.6	5.0	5.4	4.6
Finland	84.7	85.4	83.6	87.3	9.7	9.8	11.2	8.4
Sweden	84.9	88.7	87.4	90.0	13.0	6.6	7.8	5.3
United Kingdom	78.8	80.1	78.4	81.8	11.3	15.0	16.2	13.8
Iceland	49.3	56.9	55.4	58.4	25.6	19.7	22.2	17.1
Norway	68.6	71.2	65.4	77.2	17.8	16.6	19.9	13.1
Switzerland	78.1	83.0	82.6	83.4	9.6	6.3	6.8	5.7
Croatia	94.6	95.6	94.8	96.5	4.7	4.1	4.8	3.4
FYR of Macedonia	75.8	85.3	87.4	83.1	22.8	13.5	11.9	15.2
Turkey	46.0	52.6	57.8	48.0	48.8	41.9	37.7	45.7

Source: EUROSTAT table 2011

The newest data on ESL across EU member states suggests that many countries have indeed made significant progress in lowering its rates accounting for the period 2011-2016¹⁴ e.g. Malta, Spain and Portugal, while other keep lagging behind and need further support, e.g. Romania.



Note: breaks in series.

(*) For the target to be achieved, the share of early leavers from education and training should be below the target value.

(*) Europe 2020 target is defined as the school drop-out rate.

(*) No Europe 2020 target.

(*) 2016: low reliability.

Source: Eurostat (online data code: edat_lfse_14)

Source: EUROSTAT table 2016

¹⁴ EUROSTAT ESL rates for 2016 and comparative analysis are available in detail at http://ec.europa.eu/eurostat/statistics-explained/index.php/Early_leavers_from_education_and_training

Measures tackling ESL in European countries

As Table 2 below indicates, most of the reported national measures to tackle ESL in European countries relate to preventive measures based on early tracking through cross sectoral cooperation and developed data collection systems. In addition, countries report measures to tackle early school leaving that span across several education levels – from ECEC to higher education.

Table 2: Overview of ESL policy measures implemented in European countries

Country	ESL Measure/s
Austria	Families & schools work together to strengthening parent involvement to help children succeed in school. Parent identification and recruitment through home visits. National strategy against was adopted in 2012 to inter-connect measures at the structural level; measures at the level of the specific school (school quality and improvements of teaching and learning environments); and measures to support students at risk (youth coaching as a new nation-wide measure to support students at risk). A number of compensatory initiatives in place, the focus is currently on prevention and intervention. Among others, the strategy comprises of measures on the individualisation of learning and teaching, the implementation of educational standards, the new competence-based and partly standardised university entrance exam and a focus on quality assurance. Ministry of Education have created specific units to implement, coordinate and monitor policies against ESL
Bulgaria	Ministry of Education have created specific units to implement, coordinate and monitor policies against ESL. National Strategy for Reducing Early School Leaving is in the process of adoption.
Denmark	Reducing the student/pupil ratio within classroom Providing guidance for young people under 24 in their transition from school to work through Youth Guidance Centres. Production Schools are set to deliver learning experience through practical work for youth under 25 in a real working community.
Estonia	Get students who had dropped out of VET to complete their studies by creating additional study places, launching a campaign to make young people interested in VET, giving study grants through the so-called KUTSE Program. Estonian Educational Information System (EEIS) is a good example of a comprehensive national register on the education system, including information on educational institutions, pupils, teachers, graduation documents and curricula. Local governments use EEIS to access information on the pupils living in their territory, and on those who have moved to a school located in the territory of another local government. Educational institutions are obliged to enter information into the EEIS and to check and amend the entered information for accuracy. Pupils and teachers can view the education-related information held on them. The register tracks each student's education path including the information if the student has dropped out of school and if he/she has continued in an evening school, vocational school etc.
France	Zones d'Education Prioritaire represents a program for resource channelling to schools in prioritized areas based on the number of students from disadvantaged background – youth at risk. Micro Lycées exist as permanent structures attached to secondary schools offering possibilities for early school leavers to finish upper secondary education.in the framework of the inter-ministerial coordination: 360 local 'platforms' have been created throughout the country since 2010. They work in partnership with local stakeholders and networks active in the fields of education, youth work, social inclusion and provision of guidance, employment, health, justice and agriculture. The aim is to ensure that more coordinated and tailored solutions are offered to young people identified as early school leavers. In addition, the Ministry of Education has introduced a network of training,

	qualification and employment called 'FOQUALE' to improve coordination between all actions and actors under its responsibility and provide support for young people to re-engage in learning.
Finland	Early Tracking is based on placing students in well-defined separate segments in the education process, typically specializing in general and vocational education before entering the upper secondary education.
Germany	Families & schools work together in prevention and early tracking of ESL. Participation in sports is perceived as a mechanism for reduction of ESL. Bildungsketten program is created to enhance the transition between school and VET through individual guidance and help.
Hungary	Annual Life Course Survey tracks school careers of 10.000 students since 2006. It enables collecting of information on socio-economic status, ethnicity, family background and reasons for dropout. Students with low competence results and Roma students form the largest group of youth at risk. Tanoda Centres are established to provide additional support for disadvantaged children to complete mandatory education
Ireland	School Completion Program is formed based on strengthened cooperation among schools, parents and local communities, targeting each young person individually and providing support as early as possible. Youth Reach is another program implemented to support personal and social development and increase of self-esteem, independence and active citizenship in 15-20-year olds who have dropped out with poor or no qualifications
Luxemburg	Action Locale Pour Les Jeunes is implemented to contact young people who have dropped out of school and help them develop educational perspectives. Luxembourg also established a 'House of Guidance' in 2012, which brings together all relevant services for young people and adults such as guidance services, educational and psychological support. Services are hierarchically and financially dependent on different Ministries. This also form grounds for stronger inter-sectoral cooperation on ESL at the national level.
Netherlands	Families & schools work together for early tracking of youth at risk of ESL. Dropout Covenants are established as financial incentives to regions to reduce number of dropouts. Ministry of Education offered contact municipalities 2000 EUR for each early school leaver less in 2006/2007 than in previous academic year. Dropout Explorer or Early School Leaver Monitor is an ESL monitoring model based on individual pupil numbers that allow tracking the educational development of all pupils and offering reliable data on drop-out rates at various levels. At the aggregate level, individual data are linked to socio-economic data per region, city and district. National program for reducing ESL called Aanval op schooluitval is primarily based on multi-stakeholder approach and managed by special unit within the Ministry of Education with 6 account managers responsible for ESL reduction across a number of regions. They negotiate agreements with the regional representatives, monitor progress and also provide assistance and support for their regional, local and school level actors. Also, they facilitate the exchange of experiences with other regions or schools and hold regular meetings with key people from within the region. Four-year agreements are signed between the Ministry of Education and regions, which stipulate the progress each region is expected to make in reducing ESL within a specified timeframe. In total, 39 covenants were signed for the period 2008-2011 and new contracts were drawn for the period 2012-2015. Funding is based on achievement in the reduction of ESL. Each region, city and school is able to decide the type of measures they wish to implement in order to meet the targets assigned to them.
Norway	Certificate of Practice is a 2 year upper secondary program developed as practice based learning with probability of re-entry into education system.
Spain	PROA program provides extra resources to education establishments to address inequalities in education and to prevent social exclusion Ministries of Education have created specific units to implement, coordinate and monitor policies against ESL
Sweden	Early tracking of ESL is enabled through a comprehensive VET reform conducted in 1990's that was based on reduction of differences between vocational and academic

	tracks; prolonging and substantially increasing the academic content of VET track.
UK	Families & schools work together on early tracking. Individual Pupil Number is assigned to track pupils throughout education. EMA – Educational Maintenance Allowance is introduced as tested conditional cash transfer paid to 16-18 year olds for staying in full-time education.

Data source: European Commission (2013) and Final Report on the Thematic Working Group and European Commission (2012a), Reducing Early School Leaving: Efficient and Effective Policies in Europe,

1.2. EARLY SCHOOL LEAVING IN SERBIA

Policy framework

In the aftermath of the world economic crises of 2009, the Republic of Serbia remains a country in a prolonged period of transition which was severally hit by the current world's recession period. This situation inevitably led to many job losses and hence an increase in the number of people living in deprived conditions and poverty, forming the ground for their own and their families' further social exclusion. On the other hand, Serbia for the past several years has showed its firm commitment to join the European Union and assume all the entailed responsibilities under this strategic framework including becoming a fairer and more equitable society for all its citizens.

Along these lines, the Government of the Republic of Serbia drafted a comprehensive *Serbia 2020 non paper* said to be harmonized with the *Europe 2020* strategic document, adopted by the European Commission in March 2010 and based on smart, sustainable and inclusive growth. Now, for reaching all three growth dimensions, it is necessary to improve the quality and effectiveness of educational systems and tutoring program has much to do with this. Furthermore, in 2012 the Government of the Republic of Serbia adopted national Strategy of Education Development until 2020 (hereinafter SED 2020) in which it outlines the strategic educational goals for the following period, including those related to the ESL issue and based on quality, efficiency and relevance of education at different levels.

Broader legislative context is also upheld by the developed Tutoring service model. It entails the relevant laws, by-laws and strategic documents, in force in the Republic of Serbia of national and international kind. Key relevant national policy framework includes the following:

Law on the Basis of Educational and Upbringing System was adopted in September 2009. In Article 3 it is stressed that the system of education should respect the following basic principles:

- a) Quality and balanced education and upbringing based on the heritage and achievements of contemporary science, and adjusted to personal needs of a child, pupil and an adult

- b) Education focused on a child and pupil through various forms of teaching, learning and evaluating which matches the different needs of pupils, develop learning motivation and raise the quality of outcomes
- c) Equal opportunities for education and upbringing at all levels and forms of education and upbringing in accordance with the needs and interests of children, pupils and adults, with no obstacles for changes and continuation of education and lifelong learning

In addition it is stipulated that the system provides for the following:

- a) Different forms of cooperation with the local and general community in order to achieve the harmony between individual and societal interest in education and upbringing;
- b) Efficiency, economic optimum and flexibility of the system in order to achieve as better outcomes as possible,
- c) Openness towards pedagogical and organizational innovations

Law on Volunteering was adopted in May 2010. The Law differentiates the long-term volunteering from short-term volunteering. Long-term volunteering is defined as volunteering lasting for more than 10 hours per month throughout at least three consecutive months. The Law also defines rights and responsibilities of organizers of volunteering and volunteers.

Law on Higher Education in Article 29 stipulates that total workload of students comprises the active teaching, individual work of students, exams, the thesis, voluntary work of students in the local community and other forms of engagements.

National Serbian Plan of Action for Children (NPA) as the comprehensive strategic document was defined and adopted by the Government of the Republic of Serbia in 2004 with the general idea that the future of our children is of interest to all of us and as such different stakeholders should engage in the implementation of NPA including: all local self-governments, NGOs and citizens. NPA defines short-, middle- and long-term policies toward children and priority measures, activities and programs that should be undertaken in the years to come in order to create as favourable as possible conditions for children's development and social integration. For the purposes of this proposal we particularly looked at the section on quality education for all children whose then pilot analyses showed that some 15% of each age group drops out before the end of primary school, and an additional 7% do not continue their education to the secondary level. TUTORING program is directly set for addressing these severe figures and contributing to achieving of the SAP Strategic goal 3: "All children covered by quality primary education: enrolment of all children, keeping them in the school system, reducing the dropout rate and increasing the number of children who complete primary education."

The relevant international policy framework consists of:

Convention on the Rights of the Child (UNCRC Resolution 44/25) from 1990 is in its essence a comprehensive human rights treaty outlining a set of civic, political, economic, social, health and cultural rights of children. It was signed and ratified by the Republic of Serbia (SFRY 1990, The Law on the Ratification of the UN Convention on the Rights of the Child, National Gazette, International contracts no.15/90 and no.2/97) and thereby the country is legally bound to it by international law. The convention requires that signatory states are hold responsible and act in the best interest of the child and that each country regularly reports on the state of affairs to the UN Committee on the Rights of the Child, body responsible for monitoring and assessing compliance. Our program is well suited to enhance and contribute to Convention's basic human rights that children have including to develop to their fullest potential, to be protected from harmful influences, abuse and exploitation and to participate fully in family, cultural and social life. Tutoring model and its implementation team uphold the four core principles of the Convention, i.e. non-discrimination, devotion to the best interests of the child, the right to life, survival and development and respect for the views of the child. The TUTORING program team also seeks that each child involved in tutoring initiative develops harmoniously in a safe and enabling environment and in line with the Convention set standards in the area of education to the best of our possibilities. In particular, this program tackles the issue under Article 28 point (e) as we seek to: *take measures to encourage regular attendance at schools and the reduction of dropout rates*.

Promotion and protection of the rights of children: United Nations comprised of numerous additional documents, General Assembly Sessions, reports by Secretary General, *A world fit for children declaration*¹⁵, Education for All global program etc. regarding elementary education in children were reviewed in the course of tutoring model preparation and will duly be taken into account in its implementation.

UN Sustainable Development Goals (SDGs) makes the tutoring program linkage with the overall framework under SDGs 4 – Quality education and 10 – Reducing inequalities, and specifically related national targets set out to be met by the Republic of Serbia. Bearing in mind and understanding that education and literacy itself are the central starting points to reaching all other SDGs and their respective targets, closely entwined particularly with poverty reduction, only increases the value of this project and student friendly tutoring program initiatives altogether. Apart from this, primary education is also a universal basic human right and an instrument for improving individual and society as a whole quality of living.

To this day, Serbia remains one of the few countries where secondary education is yet not mandatory. According to SED, this situation should change by 2020.

¹⁵ The Declaration text available at: http://www.unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf

Statistical overview

With regard to primary education ESL, the SED sets the target of no more than 5% children who dropout from elementary schools in Serbia by 2020. In Serbia total ESL on the primary education level refers to children who:

- i. do not enroll in primary school;
- ii. do not succeed to pass to 5th grade or
- iii. do not finish primary school

According to SED 2020 data, this amounts to 10-15% children of one generation. Most of them are coming from poor families, local, usually rural areas or Roma community. Unfortunately, no data is yet available to indicate how many children with any kind of disability leaves primary education early.

Regarding secondary education, SED 2020 indicates that ESL in high schools only stands at the level of 10%. Particular issue here is seen with 15 year olds as almost one third of them shows below average results on PISA testing. Further to this, no reliable data are there to measure how many youth is at risk of ESL in vocational secondary schools. However, some data show that total secondary education ESL rate is as high as 30% and in particular with boys and children from socially and economically deprived areas of the country.

Detailed recent statistics data and analysis regarding education and dropout rate are published under the headings of the Second National Report on Poverty Reduction and Social Inclusion in Serbia¹⁶ from 2014. The Republic of Serbia's overall educational statistics compared to the state of affairs and indicators in the EU member states, does not look bright as presented in Table3.

Table 3: Current and expected educational parameters in EU and Serbia

	EU 2010	EU 2020	Serbia 2010	Serbia 2020
Participation of children in preschool education (from the age of 4 until enrollment in mandatory education)(a)	85%	95%	46.9%	80%
Early school leavers not in training % of persons aged 18-24 with primary education (ISCED 2) not in education or training (b)	10%	10%	30%	<15%

¹⁶ <http://www.inkluzija.gov.rs/wp-content/uploads/2010/03/First-National-Report-on-Social-Inclusion-and-Poverty-Reduction.pdf>

% pupils with low levels of reading literacy (below Level 2 on PISA Scale 2009) (v)	17%	15%	32.8% reading 40.6% mathematical 34.4% scientific	<25%
% of persons aged 30-34 who completed university education (g)	31%	40%	21%	30%
Lifelong learning % of adults aged 25-64 participating in education and training (d)	12.6%	15%	n/a	n/a

Sources: (a) for EU - European Commission Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow (2011), for the Republic of Serbia – the data of the Ministry of Education 2010, b) for EU: Eurostat, Structural Indicators, for Serbia ARS, RZS, v) for EU -Commission of the European Communities “Progress towards the Lisbon Objectives in Education and Training; Indicators and Benchmarks” 2009; for the Republic of Serbia - PISA 2009 in Serbia, Teach me to think, Teach me to learn – The Institute of Psychology, 2010, g) for the Republic of Serbia – Survey on labour force, April 2010, presented estimation includes persons with high and postuniversity education d) for EU - Eurostat, Structural Indicators, for the Republic Serbia ARS, RZS, v) for EU Commission of the European Communities “Progress towards the Lisbon Objectives in Education and Training; Indicators and Benchmarks” 2009.

Moreover, working age population in Serbia (15-65) has a relatively low educational level as presented in Table 4 below.

Table 4: Educational level of working age population (15-64)

		No school	Low	Medium	High
Total	4 822 936	42 603	138 079	2 711 945	687 592
Structure(%)	100%	0.88	28.63	56.23	14.26

Source: LFS, April 2010

The table above is read as follows: No school – persons without a single grade of primary school, Low – completed several grades or all of primary school, Medium – three-year and four-year secondary education, High – post-secondary, university and post-graduate university education.

According to the *Second National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia*¹⁷, **educational structure of the population in Serbia is unfavourable**: 3.4% of inhabitants aged 10+ are illiterate (5.5 times as many women than men); 21.9% of the population aged 15+ have not completed primary education, 23.9% have only primary education and 41.1% have finished secondary education. A total of 44.2% of women in rural areas have not completed primary school (2002 Census data). Persons with secondary education constitute more than 50% of the educational structure of the labour active population aged 15+. Approximately 30% of persons aged 18-24 have dropped out of schools

¹⁷ Available at <http://socijalnoukljucivanje.gov.rs>

and do not attend any type of training. Approximately 7% of pupils or 5,997 children of one generation leave primary education early (2000/2001–2007/2008 and also in the period from 2008 to 2014). Children who leave education are most often members of marginalized groups (Roma), who either do not continue education or continue in schools for adult education.

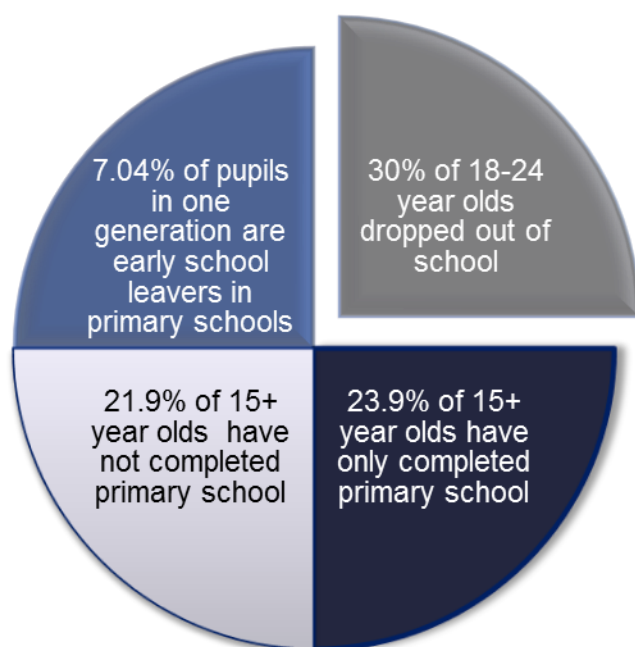


Figure 1: ESL in Serbia – primary and secondary education levels (approximate figures)

Routine statistics show almost universal enrolment (97-98%) to primary education. However, some children only enrol to 1st grade. Children with special needs, children from disadvantaged ethnic minorities and migrant populations, children from remote villages, isolated communities and from urban slums, and children of poor families are particularly affected. Moreover, women have less education than men. Almost 40 per cent of women aged 15-year or older had not completed primary school, while 14.3% had no education at all. Dropout of girls in primary education is still 2 per cent higher than that of boys. Teaching methods are often out dated and not student-friendly. This contributes to further raising the dropout rate. Some measures and recommendations in the form of report with the respect of Roma children were devised in the framework of Decade of Roma Inclusion 2005-2015 that Serbia was a part of. Nevertheless the issue remains persistent as the figures of Roma elementary school children dropouts were as high as 60%¹⁸ (stat 2007). The figure remains as high also in 2014. Previous surveys have indicated an increased percentage of poor children who are leaving education (an increase from 6% to 12% in the period 2002-2007).

¹⁸ Equal Access to Quality Education for Roma, VOL 1, Monitoring report for Serbia, OSI

Therefore, continuous monitoring of the progress of poor children in education (completion of grades, quality, etc.) is necessary.

Data from the Report 2014 show that ESL in primary schools is the highest from 1st to 3rd grade – 2.5% – and 2.1% between the 7th and 8th grades of primary school.

Measures tackling ESL in Serbia

SIPRU Report from 2014 further recommends that systemic measures should be introduced as well as mechanisms to support youth at risk of ESL in Serbia. These should be developed from the national to the local level and tailored to reflect the real needs of children and their families. In order for ESL measures to be sustainable further sound research of this phenomenon should be conducted. Inter-sectoral coordination would be required for successful implementation of ESL measures.

Even though no systemic measures are in place, there is an extensive track record of tutoring programs implemented in Serbia as well as fostering of tutoring tradition (one-on-one work involving a pupil and a teacher) that is mainly interrelated with the school system and assistance in lessons that need to be taught. Lately, we may find the examples of tutoring initiatives also in projects funded under national funding schemes including the local self-governments. However, these programs usually had a weak sustainability aspect and they closed once the funding from particular project was gone. Herein, we outline the subsequent:

- Support program *Big Brother/Big Sister* implemented by the students from the Faculty of Political Sciences, social work track in Belgrade. The working method applied is comparable with TUTORING SERBIA service model;
- Local self-government of the City of Belgrade has provided the means for adult learning tutoring initiative to take place targeting adult Roma population removed from living in non-hygiene settlements. This, however, is not one-on-one initiative as tutoring for 60 tutees is provided by 10 selected students coming from Belgrade University with an overall objective to try to increase the literacy rate in this critical population. The illiteracy rate of adult Roma, according to this project statistics, goes as high as 80%. The program was implemented with the support of the Civic Initiatives, Belgrade based NGO for 12 months in 2012.

Ever since 2000, numerous projects were implemented based on tutoring working method and/or related to developing new youth values from funds allocated by international donors. We find particularly noteworthy the following:

- Project funded by Amici de Bambini (Italia) and implemented with the support of the Center for Youth Integration (Serbia) which targeted the children without foster care living in home Drinka Pavlović in Belgrade. The project involved a group of university students coming from different

Faculties whom in the framework of workshops dealt with various topics with their tutees including: living skills, gaining independence and being active job seekers in the labour market. Working method applied was a combination of group and individual work, i.e. every beneficiary child had been given a chance to choose his/her student – big brother/big sister to work with;

- From mid 1990s around 50 Roma tutoring assistants have been engaged to work on projects funded by Fund for Open Society in preschool and elementary school institutions. Children Roma Center also engages teaching assistants for supplementary classes through its educational project Education of Roma Children in Serbia. This project was realized in 5 Belgrade elementary schools with the scope to include 1700 children. On these projects 30 coordinators were engaged for cooperation with parents and schools. The projects gained support from the line Ministry at the time in charge for education in RS and have been financed by numerous donors including the Fund for Open Society, Open Society Institute, Norwegian People's Aid, etc.¹⁹
- *Values of Youth in Serbia* project was carried out by the Fund Ana & Vlade Divac and funded with the support of USAID and Institute for Sustainable Communities under the framework of the program Civil Society Advocacy Initiative. With a strong advocacy component this project aimed at connecting of different society components for identification of differences between the wanted and current state of youth values in Serbia and decreasing of its underlying symptoms including street violence, intolerance, disrespecting of others, harassment, etc.
- In the period 2014-2016 UNICEF Serbia implemented a project to reduce ESL in 10 pilot schools in Serbia - 4 elementary and 6 secondary by using better coordination among existing in school resources to support youth risk. A study was produced on intervention and prevention measures in ESL in Serbia²⁰.

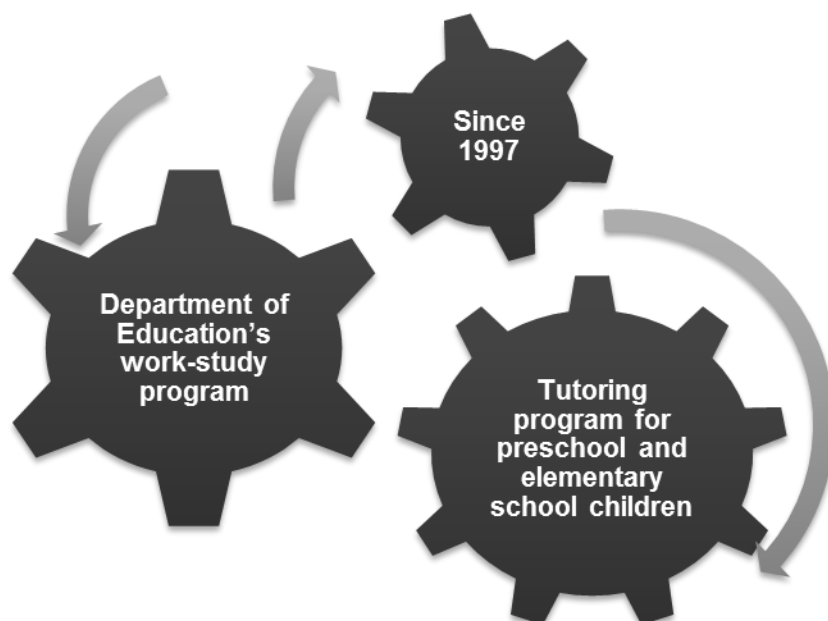
1.3. INTERNATIONAL TUTORING SUCCESS STORIES: US AND ISRAEL

Tutoring programs and projects with this component are no news, yet their successful institutionalization is worth analyzing. For decades in various forms these methods were applied across the nations and continents. Some were more successful than others, yet their long implementations best testifies for the results accomplished. Our attention in preparing the tutoring model grabbed the success story of implemented America Reads Challenge in the US. We also look at the rate of success and obstacles encountered by other major tutoring initiatives such as PERAH tutoring initiative in Israel.

¹⁹ Equal Access to Quality Education for Roma, VOL 1, Monitoring report for Serbia, OSI, p.54

²⁰ A School of Social Responsibility study is available at <http://www.unicef.rs/wp-content/uploads/2017/01/Kako-do-skole-drustvene-brige-II-drugo-izdanje.pdf>

Figure 2: America Reads and Counts Tutoring Initiative



America Reads Tutoring Initiative²¹

On the other side of the world, the America Reads Challenge grassroots program was announced in 1997 by U.S. President Bill Clinton as a national, bipartisan strategy for improving literacy performance among children before they enter the fourth grade, at approximately 9 years of age. Families, schools, and the community form the foundation of this effort. As a national commitment was made to the goal, the primary means of achieving this goal was to place one million volunteers in schools to tutor children in reading. This challenge elevated the importance of reading and education in children's lives. Children who do not learn to read in the early grades begin life's journey on a path of failure and poverty.

Tutors volunteers in this initiative are American college students working with elementary school tutees. For their work, under Clinton administration accepted suggestion these tutors benefit from Nation-wide work-study program (receiving an hourly wage to supplement their studies costs). In USA the tutoring sessions have mostly been held in the very elementary school tutees knew well and felt safe in. To date, this has been the one long-standing USA institutional commitment to community service. Documented outcomes of the program illustrate significant improvement in the literacy and math skills of the tutored children (later on the program was renamed into America reads/counts).

²¹ Deatails of the initiative roots and outcomes are available at: <http://americareads.as.ucsb.edu/about-us/>

Apart from this nation-wide federal initiative, all over America due to their strong commitment and valuing of community work and service, school administrators, principals, and community activists are scrambling to identify and/or develop volunteer tutoring programs that can be used in their schools. There are but a few guidelines for selecting or developing these programs. Literally hundreds of grassroots tutoring programs have been developed and used in schools. There is great variation among these programs. Some have very well developed training programs for tutors; others do not. Some of the programs have written materials for the tutors to follow; other programs rely mostly on oral dissemination of information. Some have student materials, others do not. Also, since many of these programs were developed to fulfill a specific need in a particular school, little attention has been paid to properly evaluating or disseminating the programs.

Particular problem in the US directly related to the rates of dropout and juvenile violence is student attendance. Attendance policies are of great importance in the US also due to financial reasons as schools budgets depend on attendance level. In 2002 No Child Left Behind Act was passed giving further attention to this issue also on Federal level.

Across the US there are numerous local and state successful policies and practices in dealing with dropout. These are all collected and analysed by the staff from the National Dropout Prevention Center/Network (NDPC/N) founded in 1986 to work with youth at risk including students with disabilities and provide studies and effective strategies and measures in ESL prevention.

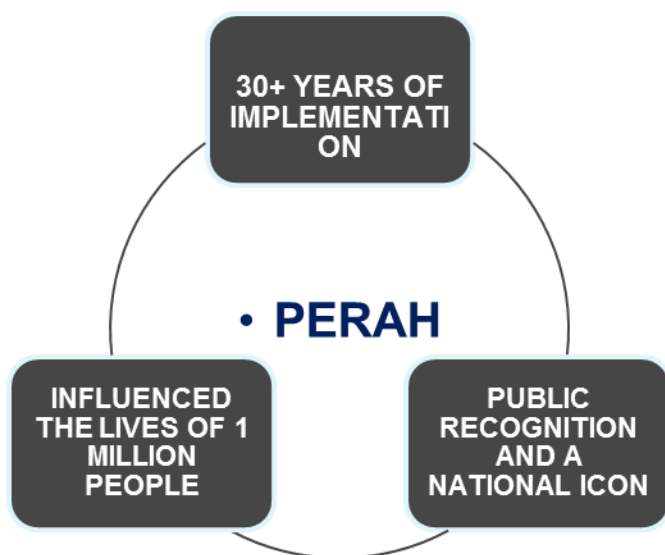
The PERACH Tutoring/mentoring Project²²

PERACH is an acronym in Hebrew for "tutoring project" or "flower". This successful tutoring initiative has paired up needy children from underprivileged backgrounds with university students acting as their tutors and serving as role models. The care children have received from their mentors supported them in realizing their full potential.

PERACH was initiated in November 1972 by a graduate student of computer science at the Weizmann Institute of Science who submitted to the Israeli Ministry of Education a plan of harnessing large numbers of university students to a National Service of one-to-one tutorship, in return for a monetary reward linked to their university tuition fee. The project took off in April 1973, when Dean of Graduate School of the Weizmann Institute, became a passionate partner to the implementation of the plan and gave it the name PERACH or "Tutoring Project".

²² On tutoring and mentoring practises under PERACH initiative please see: <http://www.weizmann.ac.il/pages/perach-tutoring-and-mentoring-project>

Figure 3: PERAH Tutoring Initiative



Remarkably, over the next six years this unique partnership established PERACH as a nation-wide enterprise: expanding from the modest pilot project of a dozen tutoring students to all universities in Israel providing unlimited support, both by establishing the Weizmann Institute as the permanent home of the project and by convincing the Government to accept a gradual adoption of PERACH as a National Enterprise. The project was built on a three pillars foundation today also valid:

1. Strong link between the volunteer spirit of the student-tutor and the reward and incentive of a scholarship, covering part of the university tuition fee (long-term motivating factor).
2. One-to-one tutorship, targeting the underachieving socially disadvantaged children in elementary schools, with a variety of ancillary activities added gradually to this core one
3. Empowering various universities and colleges to provide the administrative support for running the project, under national headquarters and a unified system of operations. This ensures that the Head Office at the Weizmann Institute, controlling and coordinating the national activity, is kept as a tiny team

By now, PERACH has directly touched the lives of a million Israelis, tutors and children, achieving public recognition as a national icon, when the project was awarded the prestigious Israel Prize in May 2008. Today, approximately 15% of all students in Israel's institutes of higher education and tens of thousands of children in need take part in the project each year.

PERACH has a pyramid-like structure, with a small head office located at the Weizmann Institute of Science and a few regional branches at universities around the country. Each of PERACH's regional branches is headed by a manager, who is in charge of 50-70 coordinators. The coordinators, all of whom are students and former mentors themselves, are each responsible for 50 mentors. The coordinator pairs up each

mentor with a mentee, after interviewing them separately and obtaining background information on the mentee. PERACH's staff receives professional guidance and support all year long. Mentors meet with their mentees for two hours, twice a week. Encounters take place at the pupil's home (to acquaint the mentor with the child's home and family life), at the university campus, at playgrounds, libraries, museums or at PERACH's enrichment centers. The activity is supervised and monitored by PERACH coordinators but leaves the pair a lot of leeway to decide what to do – prepare homework, play computer games or soccer, go to the movies, go on nature hikes etc. The project simply was success for all: it assisted children from underprivileged backgrounds to improve their lives; it helped students get the money for their further education or academic credits in return for the good work; finally, through promotion of tolerance and understanding and equal chances for all, it made Israeli society narrow the existing gaps and become fairer. A significant percentage of PERACH's mentors and mentees come from minority groups. Being the largest organization of its kind in the world, PERACH has become a source of inspiration and practical support to PERACH-like organizations, now operating in about 20 countries worldwide. Data from 2009 show that the project encompassed 58 000 children, 30 000 volunteers, and 1300 schools in 207 towns.

2. ON TUTORING SERBIA MODEL

2.1. CONCEPTUAL BASIS

Every child has the capacity to succeed in school and in life. Yet far too many elementary school children living in Serbia today, and especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm in which some students receive high-expectations instruction while the rest are relegated to lower quality education and thereby lower quality futures. For child falling behind with the basic studies and learning skills in elementary school the catching up in secondary school will be a huge challenge if the issue is not dealt with immediately. This is why solid elementary tutoring program can be crucial for long-term development of each individual child. The sorting perspective indeed needs to be replaced by a *talent development* model, one that asserts that all children are capable of succeeding in a rich and demanding curriculum with appropriate assistance and support.

Guided by this concept, WEBIN team developed TUTORING SERBIA program that runs on a peer model offering service and support to our children in transforming their schooling results and enhancing the overall development for those elementary school pupils placed at risk of dropout. TUTORING SERBIA program is established to reflect the needs of local municipalities and the belonging elementary schools, and is therefore complementary to the existing further support in learning, i.e. additional classes, conducted by a qualified adult person: school teachers and professors. Based on a peer learning support, TUTORING SERBIA is implemented when other existing support measures provide insufficient progress.

Furthermore, the successful implementation of the model will ensure the attainment of all pupils involved as one of their very own and society's key development points, building on pupils' personal and cultural assets.

TUTORING SERBIA program fits in the so-called prevention and intervention programs whose foundation is nested in the pro-social behavior and guidance. The past practice has recognized different program forms in terms of target population, scope of the field worked in and method of interaction with the beneficiaries. In the Anglo-Saxon practice these are referred to as the (personalized) tutoring programs. Their focal points are delineated as:

- Pro-social behaviour
- Work towards upgrading a set of skills (learning, social and living) for the purposes of enhanced integration into the wider social processes
- Supporting the development of social/psychological values, e.g. solidarity and equality

Tutoring program relevance grows ever more popular with the development of the civil society and the impression of the country's amplified social disparities (i.e. social exclusion and poverty). Their hub is to offer equal chances for all society members. For the most part, they target children and youth and are educational in nature. In terms of target population, it can be distinguished in between:

- Peer programs (based on the same age group)
- Programs entailing various age groups

Policies to reduce early school leaving must address all its triggers and combine education and social policy, youth work and health related aspects such as substance abuse, mental or emotional problems. They should be evidence-based and adaptable to local, regional and national conditions. Developing such policies requires strong political commitment, locally developed partnerships consisting of all important stakeholders and solid knowledge of early school leaving processes.

2.2. UNDERLYING PRINCIPLES AND TECHNIQUES

TUTORING SERBIA program is developed on the following guiding principles:

1) Inclusive and non-discriminatory approach

Inclusion and non-discriminatory approach form the basic principle in the model implementation. The model perceives inclusion as an integrative factor in a child-school-parents-community relation, it offers ways for improvement of this relation and encourages overcoming of the existing obstacles within the relation. Non-discriminatory approach refers to both groups of direct participants in the model, i.e. the tutors and the tutees. The selection of model participants is conducted based on prior defined concept and criteria witch

are to reflect the participants needs and as well as the local ESL situation. The participants are selected without any prejudice referring to their socio-economic background, sex, race, or any other personal trait.

2) Respecting principles devised in the Declaration on the Rights of the Child

This principle is related in particular to UN DRC safeguarding the human dignity of each child and young person and promoting the development of his/her individual qualities. The model is based on respecting fundamental human rights as the foundation for all educational and/or training activities. By promoting and respecting these principles, we empower children and young people to act as responsible members of society. Particular attention in the implementation of the model is paid to respecting personality of each participating individual and with this regard the model is being tailored to the specific needs of each child.

3) Gender and minority mainstreaming

There is a range of themes that cut across model components. It is our approach not to set these issues aside, or treat them as separate policies, but we rather try to bring them to everyday life through the individuals working on the model implementation, and our work with the all the beneficiaries of the TUTORING SERBIA program. Besides equal opportunities and non-discrimination of women, minorities and vulnerable groups, we support the promotion of integration of the gender perspective into every stage of the implementation process – from initial consultations, creation of the local PPPs through tutoring practice – with a view to promoting equality between women and men.

Our gender-mainstreaming vision is integrated within all our and our partners' decisions and activities which are questioned to determine their gender impact. We thrive toward focusing on approaches that have the greatest potential to bring about coherence and positive systemic change, ensuring that gender perspectives and attention to the goal of gender equality are critically central to all our model components. As minorities constitute an integral part of any society, it is of ultimate importance that we ensure their inclusion in the benefits that the results of the successful model implementation will bring about. This does not necessarily mean that we positively discriminate in their favour, but rather that we aim to ensure equal access and equal opportunities for all, including all the minority groups. Such considerations are particularly important in relation to the management and delivery of public services. In all activities consideration will be taken into account for minority groups, their involvement and consultation (where appropriate) as key stakeholders, and the integration of the minority perspective into every stage of the model implementation process – program design tailored to the local community needs, selection processes, division of roles and responsibilities in PPP functioning, monitoring and evaluation, etc.

4) Corporate social responsibility (CSR)

Not all business organizations behave in a socially responsible manner, i.e. showing continual commitment to economic development while improving the quality of life of the workforce and their families as well as

that of the local community and society at large. Our standpoint is that we live in the age of responsibility and the view that business organization should be concerned with social issues and as such they:

- do not have an unquestioned right to operate in society
- should recognize their dependency on society
- rely on inputs from society and on socially created institutions
- have a social contract with the society involving mutual obligations that society and business recognize that they have to each other

Also, we trust that CSR behavior benefits the firm as it improves its public image, while socially responsible actions can also be profitable, improved social environment will be beneficial to the firm, it will attract some investors, increase employee motivation and loyalty, aid the attraction of new staff and attract ethically conscious customers, differentiate the firm from its competitor and can be a source of competitive advantage leading altogether to increased profitability in the long run.

The Government of the Republic of Serbia made its contribution towards mainstreaming CSR initiatives following the adoption of the Strategy on Development and Promotion of Socially Responsible Business Behaviour for the period 2010-2015. Hence, here we thrive towards including corporations acting socially responsible into the model implementation wherever possible as their contribution be it in kind or financial, surely creates an added value and incentive for others to join and contribute in a similar fashion, fostering the development of the communities they operate in.

5) Solidarity

Irrespective of whether one understands solidarity as some type of feeling between people, the principle describing the course of action to be followed, a value or a virtue – it is the community which determines the shape, character and strength of the bonds of solidarity. Here, we consider the solidarity as an attitude of people toward each other, of a single individual towards a group, community or other collective. Solidarity as an attitude involves two components – a cognitive and an emotional one – which means that it is most frequently directed towards people who are disadvantaged, excluded, rejected etc. and at the same time it implies disapproval or protest against such a situation and involves the intention of changing it for the better. We strongly believe the tutoring model is developed to generate a lasting effect on the promotion of the concept of solidarity in the beneficiary communities and in particular among the young generations.

6) Volunteerism

As influential means of engaging people in tackling societal challenges, volunteerism directly transforms the pace and nature of development. It benefits both society as a whole and the individual volunteer by strengthening trust, solidarity and reciprocity among citizens and communities, and by purposefully creating opportunities for participation. Involvement of each participant in the tutoring program is in accordance with

individual needs, voluntary and with no pressure coming from others. The Serbian Government new volunteer policy (Law on Volunteering adopted in May 2010) provides a framework for governmental support for volunteers. Capacity building at the individual, organizational and community level is emphasized, as is community participation and enhanced partnerships. The policy reflects the need to obtain development outcomes and the delivery of a quality and cost-effective volunteer programs.

7) Good governance

In developing tutoring model we were dedicated to ensuring that all our doings and processes of decision making are fully in compliance with the core good governance principles of accountability, transparency responsiveness and fairness.

8) Private and public sector partnership (PPP) building and coordination

The model multi-faceted approach runs on the complementary knowledge, expertise and resources each partner/stakeholder brings together with their experience and technical expertise in the field. Positive working relations among partnership members are critical to ensure smooth model implementation and expected results. Add to this, our model implementation PPP team is firmly committed to the following guiding principles making this model a true success story:

- Taking into account the social, economic and cultural specifics and differences
- Reliance on the existing capacities in Educational System and making the best use of it
- Recognizing the involvement of schools in implementation of tutoring activities
- Demonstrating the required strong comprehension of multi-sectoral approach based on clear understanding of mutual relations among key actors and their roles
- Strengthening Institutional ties of main stakeholders, ensuring the sustainability of the effects
- Focus on project objectives and purpose – having not only decreased dropout rate, but also the societal change in perception of this issue

We dearly value and support the growing participation and influence of various non-state actors in enhancing democracy and shaping multi-stakeholders processes. Acting in direct contact with the respecting community and project-programs beneficiaries, makes the role of civil society in development, outreach and advocacy highly important and therefore special efforts need to be made as to ensure that they are engaged in as many thematic areas as possible. On the other hand, the model is based on full support and engagement of all relevant local actors from the public sector.

All the aforementioned principles are implemented strategically relying on the four core model techniques, including:

- Participation and ownership
- Communication and outreach
- Strategic orientation

Participation and ownership

Technique of ownership and participation ensures the long-term sustainability of TUTORING program results. Ownership of activities defined in our model by all stakeholders is essential for its successful implementation. The main objective here is to ensure that the program is actively led by the beneficiaries themselves, with WEBIN playing a supporting and facilitating role. Strong commitment by the local stakeholders to the program and model principles is dependent on the following:

- Direct and from the onset involvement of crucial public stakeholders in deciding on the most suitable schools to participate in the program and implement the model for ESL prevention and intervention, whereas the selection process of pupils will be arranged through cooperation and decision-making process involving schools, School Parents' Councils, Centre for Social Work, etc. This will determine the course of further actions, suiting their priorities and addressing local realities. Close cooperation of this kind in developing and rolling-out the work plan is critical to gain active support of key stakeholders and successful model implementation;
- WEBIN team encourages the key stakeholders to take the lead in activities implementing the tutoring model and be guided by a local level coordinator. The payoff in terms of ownership of the tutoring model and its entrance into the regular educational system far outweighs any potential downside;

The involvement of beneficiaries and stakeholders, rising of public awareness and dissemination of information are aiming to improve the pre-conditions for the program implementation and, more broadly, foster stakeholders' support for the core model objectives and its possible institutionalization.

Communication and outreach

Tutoring model envisions involvement of numerous stakeholders across the sectors, necessitating the development of strong lines of communication and information-sharing with all parties as this constitutes critical preconditions for coordination of activities and achievement of the common goal. Core communication activities involve:

- Holding regular status meetings with key players to receive feedback, and also promote a collegial working relationship that can in turn provide feedback through less formal channels.
- Harmonisation of tutoring model activities with the work of other on-going activities is critical to ensure that stakeholders do not face conflicting priorities or excessive demands on their time.
- Disseminating achievements within the government and the general public is also pivotal for sustaining results, and a strategy to accomplish this should be agreed upon in the early stages of the model implementation.

Outreach is key to the success of the project. Essentially, it takes the forms of community involvement and institutional support, and parental involvement. Parents or primary caregivers receive monthly reports

featuring their children's work and progress. These reports are well intended and provide opportunities for parents interaction. The larger community outreach process primarily takes the form of advocacy campaign and local media appearances.

Strategic orientation

Strategic orientation implies careful consideration of the relationship between means and ends. All available resources will be examined in terms of efficiency and effectiveness. The strategic model orientation is the result of a process of negotiation and a chain of decisions (selections). The criteria for each selection – such as potential benefits balanced by the related risks – and the options themselves will be negotiated.

Successful execution of the model requires detailed planning, strict quality control and oversight during the implementation process. The methodological approach suggested will enabled that model scope, costs and timing are kept under control, helping the team to increase quality and minimise risks. Objectively verifiable indicators (monitoring & evaluation indicators) are to monitor progress and the backstopping support on the site is to ensure the model stays on track throughout its implementation phases.

2.3. THE HUB

The tutoring model we developed does not rely conclusevily on any other in the world. We rather tried to put together elements of different programs that would be sustainable, useful and deemed possible to work out in Serbia. Nevertheless, we thoroughly looked into the EU, USA and Israel practices in tackling ESL. This being said, we labeled our model with the mission to strengthen children's social, cultural, and intellectual growth by improving their learning skills while at the same time ensuring that enjoyment is a fundamental part of that growth. In the heart of the model is the one-on-one relationship between a caring tutor and a child. At the same time, the model is all about outreach: putting in use the existing community resources (through PPP) and working to involve parents and caregivers in the program. This combination of tutoring and outreach model components is a strong feature of its success and determinant factor of its sustainability as institutions involved are creating longterm partnership relations.

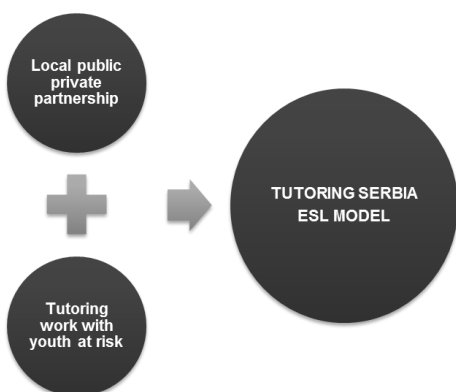
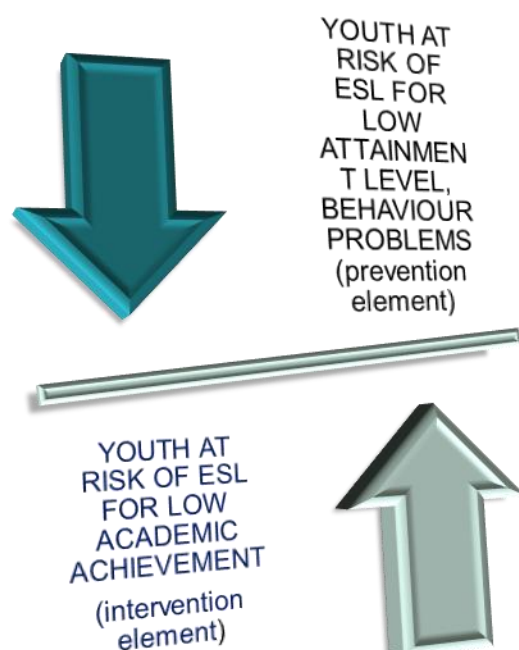


Figure 4: TUTORING SERBIA Model Components

The model serves children/pupils in elementary schools, grades 1-8. Tutoring takes place at pupils schools and is closely monitored by local coordinator/s and assisted and backstopped by independent WEBIN specialist.

The tutoring sessions are embedded within a larger social context and as such we realize the model needs to be expanded as to serve larger school populations, cover more schools and include larger number of the youth at risk. This might require some modifications to reflect local level specificities, but it mostly relies on specific markers of success of the program which are determined (what strategies work and how to replicate them) through the system of monitoring and evaluation, so that these features could be replicated in any further expansion in other municipalities within Serbia but also in throughout the region. Here, the model also constitutes a singular site for research activities – as in its essence it is a form of social experimentation.

Figure 5: Prevention and Intervention Model Elements



Although the primary focus of the TUTORING SERBIA program remains increasing the youth at risk learning capacities and proficiency, its particular importance is that it also provides for an environment that encourages development of numerous social skills, including confidence and enthusiasm for learning. And this forms a universal societal benefit regardless of where and/or when the model is implemented. In other words, the model has both prevention and intervention logic. Tutoring styles naturally vary, but the model follows closely and constantly devise strategies to incorporate best practices in increasing students' learning capacities and comprehension.

Cost arrangements

Tutoring programs realized in different societies and continents, indicate that the expences connected with the successful implementation are affordable if the whole community is sensitive enough to comprehend their long term benefits. In most of the countries, program costs are born by combination of local community development grants and general fundraising. Much of the operational budget comes from inkind services, contributions from the community that keep the costs down, i.e. ensured school space and learning equipment and materials, transportation, etc. Tutors are volunteers or possibly funded by the state work-study programs. Fundraising from the corporations acting in a socially responsible manner to obtain small stipends money for the tutors and cover their monthly transportation costs may also be possible. Further on, the schools are eager to open the doors for tutors and provide the necessary space and materials.

The model currently being piloted in the RS is cost effective and self-sustainable as it combines and puts in a more efficient and effective use the existing resources provided within the local community. This rational approach to the costs incurred in the model implementation is possible as the it relies on a strong involment of all the local actors with normative prerogatives in different aspects of elementary education and who are already working with children and youth.

Model components

TUTORING SERBIA program as explained above, is based on a model underpinned by the two components:

1) Local PPPs

The model strives to use the existing legislative frameworks and local structures in order to connect them and foster the cooperation among them that will result in the early school leaving prevention, intervention and monitoring. Local actors and community approach to the issue is therefore the model 1st component upon which the tutoring practice is dependent. Local PPPs for ESL reduction are constituted of representatives coming from local self-government authorities, schools, parents associations, higher education institutions, social work centers, youth offices, and NGOs that will be dealing with the drop-out prevention. Particular importance is devoted to the participation of local authorities as they can invest expertise and finance in networking between relevant partners and facilitating the transfer of knowhow, and can provide support for a more structured approach to work with young people at risk. Also, they can build networks for the early detection and support of youngsters with problems in their school which could quickly link tutees with tutors who can provide support and guidance, help to avoid expulsion from school or ease reintegration. The local partnerships are built and particular roles of each partner defined through

workshops and formalized through signing the Memorandum on Cooperation by all partners. An expert team within each local PPP will be formed and engaged to perform tasks related to the selection of tutees, selection of tutors, and monthly monitoring and professionally supporting tutors work with youth at risk. This team will preferably consist of specialist in the areas of social work, psychology, pedagogy, and education, coming from different institutions forming the local PPP.

2) Tutoring work with youth at risk

Responding to the needs of modern day society that necessitates independent, creative and flexible personality, the pivotal form of tutoring model is individual work, following the principle of one-on-one working arrangement, i.e. one tutor at the time provides learning support to one pupil only. It is envisaged that over the course of academic year, a tutor works with his/her tutee for 2 hours per week. Individual approach is the working arrangement in which each pupil independently works on his/her assignment putting all efforts and strenghts into it. His/her tutor tries to the best possible way to keep the learning process individual through providing the tailor-made learning support that corresponds with the specific needs and individual characteristics of each child. Working one-on-one with the child, the tutor fosters his/her creativity, independance and self-reliance and studying habbits for future learning on his/her own. In order to make the job easier for the tutors and help the targeted young person at risk of ESL, i.e. tutee, as much as possible, the model suggest that each tutor from the set-off pose to him/herself the following questions and answer them (with the tutee's assistance where applicable):

- ✓ What specific achievement is desired for us to accomplish?
- ✓ In what practical ways will our success be measured?
- ✓ Is this goal attainable, practical, and in alignment with the student's overall abilities?
- ✓ Over what period of time will this goal ideally be reached?
- ✓ What milestones can be set between the starting point and end goal to monitor progress and modify tactics?
- ✓ Is there anything specific about the student's situation that might interfere with reaching the set goal?

Support provided to tutees in enhancing their learning skills and capacities may take one or several of the following forms:

- Meaningful learning
- Learning though discovering
- Convergent learning – logic based
- Interactive learning
- Practical learning

Tutors may apply the following working methods:

- Exposure
- Dialogue: providing guiding lines
- Description
- Explanation/clarification: demonstration through introducing practical examples and/or use of didactic materials
- Practice
- Participative method

During the course of working with tutee, the following tasks and goals should be achieved:

- Learning how to learn – presenting different strategies and learning methods
- Focused learning – focusing towards the set goal
- Homework
- Repetition of lessons learned
- Cooperation with parents, teacher/class master professor in terms of information and experience sharing and upgrading of relations
- Social development and creating relation based on trust

The role of space

The support to tutees will be provided in their very schools following the regular school classes or in a suitable space provided by the local municipality stakeholder, e.g.. The choice of space is based on numerous criteria discussed and approved within each local PPP, but for the most part it is suggested that school provides adequate space as this is the place connecting all the stakeholders in the process, i.e. pupils/tutees, tutors, parents and teachers/professors, psychologists. Moreover, the school is a safe environment the tutees know well and are used to, equipped in accordance with all the necessary quality assurance standards for successful teaching.

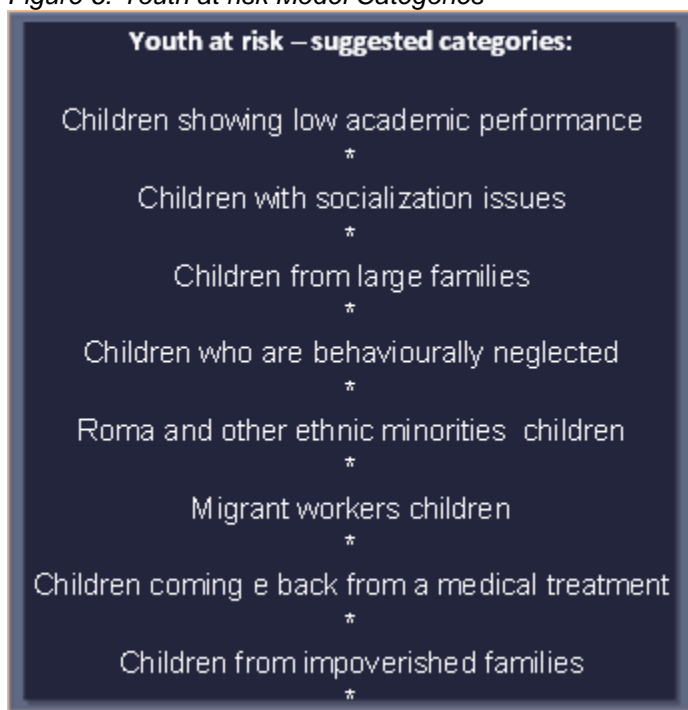
As already mentioned, the tutoring takes place after the regular school classes, or imminently before the beginning of classes which is determined in advance and on the relation tutee/parent – teacher/professor – tutor. Our schools are equipped with the necessary didactic material for making tutoring possible as well as adequate architectural-normative conditions, i.e. enlightened and furnished classrooms, etc. All this provides for the maximum result and realization of good and friendly relations between the tutee and tutor. Also, one of the reasons for implementing project activities in the schools is that in doing so, the implementation of model activities is one step closer to be integrated in the long run into the regular school system (possibility for its institutionalization grows). In itself this approach inevitably leads to the project self-sustainability, the notion of which the project implementation team puts high on the agenda.

Who are the tutees?

As stated before, in Serbia youth at risk of ESL usually comes from impoverished families, local/rural surroundings, Roma or migrant families. In general we distinguish two categories of youth in risk of dropping out from school:

1. youth with difficulties in learning and understanding the lectures (poor overall school performance record, marginalization in terms of difficulties experienced in learning school lessons, language barrier as the main obstacle in successful learning)
2. youth with behavioral/discipline disorders (failing to fit in the peer environment, low attainment level, etc.)

Figure 6: Youth at risk Model Categories



Selection process

The selection process of tutees is conducted in close cooperation with the following local institutions, whose delegated representatives are forming the expert team for the tutees selection:

- Representatives of the school system, a multistakeholders team of individuals with different professional orientation (pedagogue, psychologist, class master professor or teacher for the lower grades, school principal)
- School Parents' Council as one of crucial bodies responsible for the selection and motivation of pupils to join the tutoring program
- City Government, e.g. Secretariats for Education

- Center for Social Work

However, the final selection criteria are based on the local needs, and are therefore the responsibility of the local PPP.

Why become a tutee?

1. Improve your school record
2. Increase your self-confidence
3. Learn how to study more effectively
4. Get first hand tips on assignments, exams, etc. given by somebody who went through the same course not so long ago
5. It is free of charge

Who are the tutors?

Students in their junior or senior year of undergraduate studies coming from a broad range of faculties/other higher education institutions (working mostly with tutees whose academic performance is at the low level - acting in an intervention manner), or youth workers (working mostly with tutees whose attainment level is low and who express behaviour problems – acting in a prevention manner) who attended training on working with children and successfully passed the final tests are qualified to become the tutors. Based on the criterion above, the model distinguishes between a) tutors whose core work is oriented on the methods of learning; and b) tutors whose core work is related to the increase of learning motivation in youth at risk.

Tutors training/orientation

Two-day training or one training of trainers (ToT) orientation session organized for the local PPP representatives followed by their delivery of an orientation session for the tutors, take place in the framework of preparatory work resulting in the completed selection process of tutors who will be responsible for direct work with the selected tutees.

In terms of contents, these training/orientation sessions with aim to introduce the participants to concrete model implementation steps in working with tutees, purpose, expected results and the methods we seek to apply. This is also a stepping stone for the tutors (and PPP representatives) to get familiar with the identified ESL issue we want to tackle and prevent, and the begging of their active participation in the life of the community they live in. Furthermore, our detailed training/orientation sessions design is suggested to be drafted together with local PPP coordinator/representatives and it to preferably cover the following topics:

- Communication – basic aspects, its significance and prospect for improvement
- Learning styles and strategies
- Leading the group
- Personalized approach

- Managing the crisis situation
- Monitoring and evaluation, etc.

Selection process

Following the carefully conducted training/orientation sessions, the process of selection begins. In order to make it fair and ensure equal chances for all the participants, the selection process is based on tests scores. This method is measurable, easy to assess and it creates a general picture of both one's knowledge base and character traits. Here the model takes a comprehensive approach and thus tests an individual's general knowledge, information acquired, managerial and teaching skills, team work, motivation, readiness and dedication. For this purpose tutors-to-be take the following tests: (1) General Knowledge Test (GKT), which includes general and informative knowledge questions); (2) Situational Judgment Test (SJT), which includes managerial and teaching skills and motivation, questions (3) Group Belonging Test (GBT)²³, which includes team work, readiness and dedication. The outline of each of the tests is provided here below:

- 1) GKT in brief: The test aims at revealing the student's general knowledge and information gained and adopted as well as their logical thinking. This test forms an important part of the selection criteria.
- 2) SJT in brief: The test is designed to show the student's responses to various situations he/she may be exposed to in their work with pupils, their line of thoughts and dealing with the possible crises situations. This test presents a comprehensive overview of human reactions in responding to being placed in the given situation.
- 3) GBT in brief: The test indicates on the level an individual can function well in a group, share the information and upgrade numerous skills, as well as individual overall development.

The highest combined score will indicate on the students that suffice the criteria to be able to work with the selected tutees. Several participants-volunteers will be placed onto the reserve list according to merit-based principle. The Commission constituted of local PPP expert team members will, in the last stage of the selection process, interview the short listed candidates in order to reach the final decision and close the selection process. The Commission is usually formed out of the professional staff coming from different institutions within the PPP including a school psychologist, representatives from the center for social work, city/municipal government, etc. Tutors team leader will also be selected at this point. He/she will coordinate tutors work and communicate urgent matters with the Commission members throughout implementation process.

What could be the motives for a young person to become a tutor?

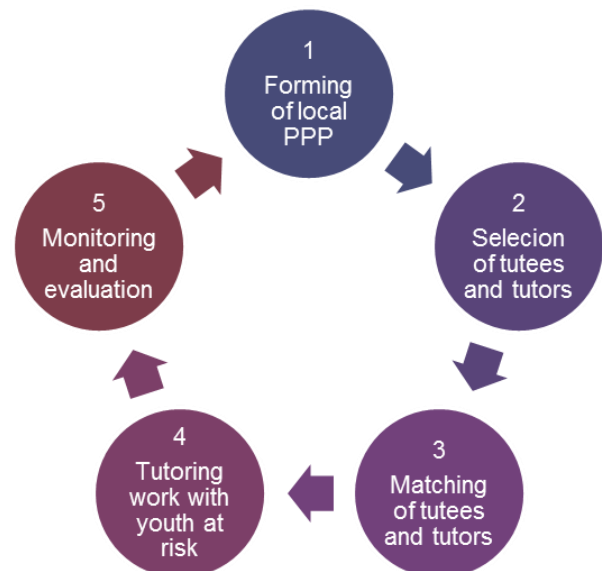
²³ These tests are provisional only. The local PPP is responsible for choosing which tests will be taken

1. Volunteering one's time to others who struggle with passing school lectures indicates on one's kindness to assist others, while commitment to maintain weekly tutoring position/schedule form an impressive part of one's CV
2. Other personal and/or professional interests, i.e. connecting one's academic background with practice, developing new soft skills, and so forth
3. Get a certificate in tutoring at the end and /or even ECTS credits
4. Sense for group belonging – development of youth friendly approach
5. Getting actively involved in the development of one's own local community; Direct participation develops one's personal potentials
6. Use the chance to inspire others to once become tutors themselves
7. Increase the sense for responsibility with respect for the community and individuals
8. Society's positive recognition of delivered measurable results and effects of the work one does
9. Meet fellow peers across the country and expand your social network!

Matching tutors and pupils

The matching process between tutors and tutees is conducted by the tutors' selection Commission which pairs the participants based on the information received on them, paying close attention to provide the best tutor possible to a tutee with specific requirements, i.e. difficulties experienced with certain subjects, low motivation level for learning, etc. The first encounter between a pupil/tutee and his/her tutor is planned to take place in school surroundings (or another suitable space as agreed upon by the local PPP members), during the group meeting that will include the selected pupils/tutees and tutors and responsible school staff -teachers/professors, psychologist, and parents. The meeting commences with a brief 15-minute program/model presentation and information on the support network, followed by a 30 minute workshop enabling pupils and tutors to get to know and familiarize with one other.

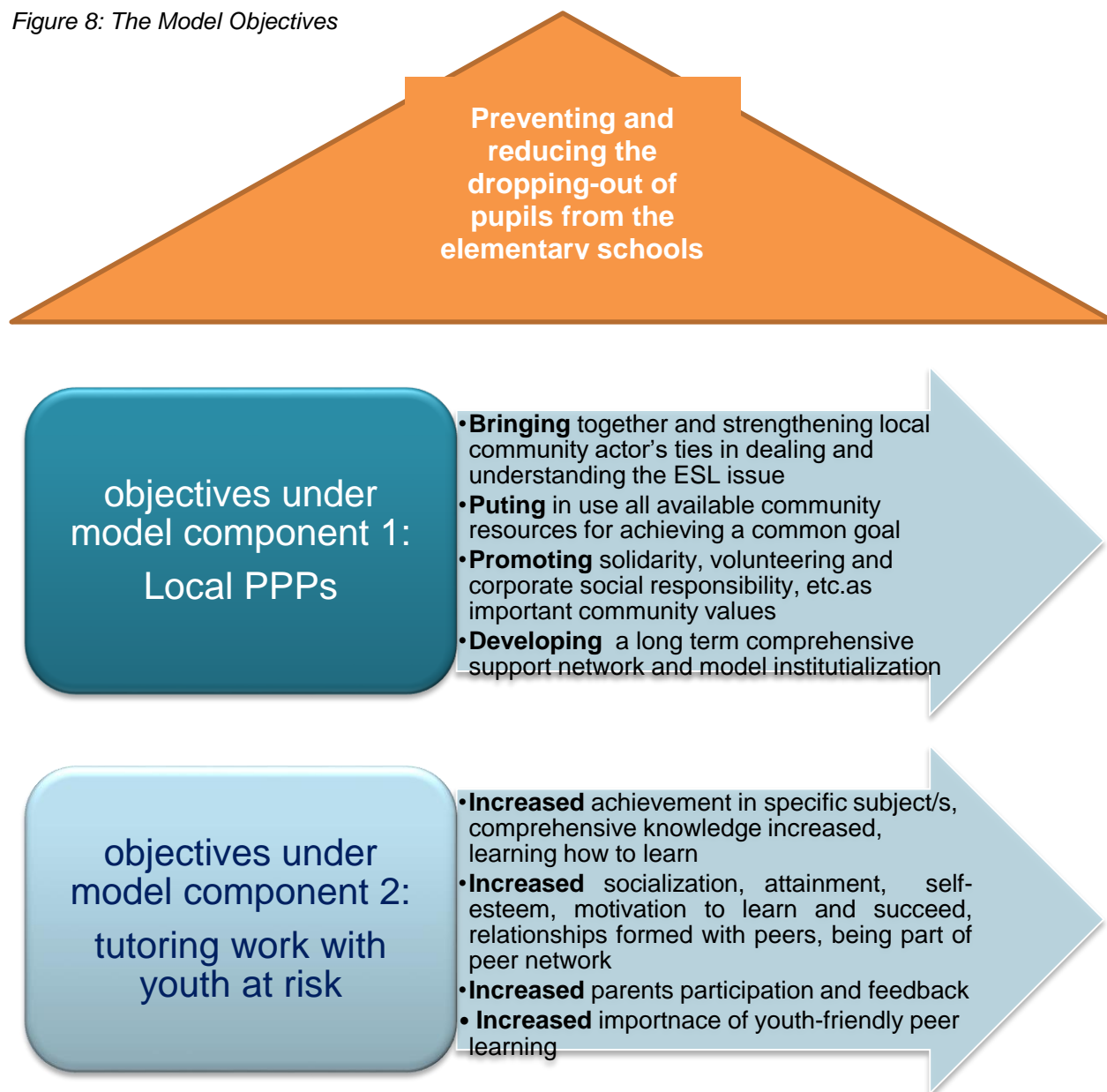
Figure 7: Tutoring Model - Milestone Activities in 5 Steps



2.4. OBJECTIVES AND RESULTS

As previously indicated an overall objective the successful implementation of this model should bring about is preventing and reducing the dropping-out of pupils from the elementary schools throughout Serbian municipalities and through providing the system of support and mentoring. Apart from this general objective, several major specific accomplishments are expected to result from the implementation of both model components (see Figure 8).

Figure 8: The Model Objectives



2.5. THE STAKEHOLDERS

As the model components are ambitiously set to become institutionally recognized and accepted into the educational system, it is pivotal to pay close attention to all of its numerous stakeholders, direct and indirect beneficiaries and specific roles played and entwined around them. In the following paragraphs it is set out the institutional framework the model is situated in on national and local level.

1. On the national level the main interlocutors important for providing institutional support and thereby enabling long-term model perspective and sustainability, include:

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

The MESTD assumes the responsibility for drafting and proposing all country's policies in the area of education. Particularly targeted interlocutors are coming from the Ministry's Sector for Preschool and Elementary Education and Upbringing. The Ministry may take an active role in the process of schools selection as well as in tracking ESL rates and promotion of its reduction.

Ministry for Youth and Sports of the Republic of Serbia

Notwithstanding the fact that The Ministry of Youth and Sports is in charge for Serbian young population between the age of 15 and 30, and in Serbia elementary school ends around a person's 15 year of age, it would be quite important for the representatives delegated also from this Ministry's Sector for Youth to be involved and well informed on the model implementation and the related progress in ESL reduction. This is especially important also for the long term tutoring program implementation that will involve also population in the secondary schools in Serbia.

National Parliament

Members of Parliament interlocutors important to be kept informed on the progress in ESL and prevention and intervention model elements include those from the Committee for Education, Committee on Youth and Sports and Committee on the Rights of the Child.

Institute for Improvement of Education and Upbringing (IIEU)

IIEU is responsible for accreditation of new programs and training being introduced at the elementary and secondary school level. This is of importance for the possible model institutional acceptance envisaged after the evaluation of its piloting phase.

2. On the local level the main model interlocutors include elementary schools' authorities (cooperation with the multidisciplinary school team comprising of directors, pedagogists and psychologists, teachers, class master professors representatives from the Council of parents), centres for social work and primary tutees'

families (parents or caregivers), youth office representatives, local municipal authorities (the Secretariats for Education), Student Parliaments and organizations as well as parents associations and NGOs.

Multidisciplinary school team

School professional team holds the genuine responsibility to provide safe space for tutoring sessions and enable an enhanced and continuous communication between the program implementation team and tutees parents. School authorities are also a crucial partner for ensuring project sustainability over the long run and evaluating properly projects results and outcomes against measurable set of indicators or benchmarks.

Local centres for social work

Local centres for social work will be consulted in the framework the model implementation with respect to the process of tutees selection so that the procedure is enhanced and based on valid set of criteria and taking account on their own experience and expertise. Centres may also enable somewhat better cooperation with the selected schools. Through targeting tutees population as the main beneficiaries, they also engage their primary families that may act more reluctantly should there be no centre for social work involved. Here strategies and methods of psycho-social support are applied.

Pupils'/tutees primary family (parents or caregivers)

The primary family a tutee is coming from is of crucial importance for tracking of child's school progress and social development and is also a key linkage in relation school-child-model implementation team. Their active participation and feedback on children progress is of particular importance for the evaluation of the obtained results.

Local municipal authorities

Local municipal authorities play pivotal role in assembling and coordinating the tutoring program as well as the monitoring of successful mode implementation.

Youth offices

Youth office representatives form an important part of local PPP. Particular role of the youth office may be seen in advocacy and in logistical arrangements required by the model, e.g. administration of the open calls for tutors, and so forth.

Secretariats for Education

These institutions may be of particular importance for the model sustainability as deemed to be handed over the implementation of tutoring program following the end of the piloting phase. They may assume the responsibility to select tutees, students and schools for further and extended participation in tutoring program in their respective local communities. Acting as the main implementation agencies ensuring

project's sustainability over the long run, these institutions are also to be held responsible for the general tutoring program coordination.

Student Parliaments

Student Parliaments may be addressed as important stakeholders for the recognition of students community work. Student Parliaments are also important linkage and facilitators of students' initiatives towards University and/or other HEI authorities.

Students' and youth workers organizations

Acting at Universities and/or other HEIs and National Youth Council these institutions may be addressed through this model as important stakeholders for the recognition of students/youth workers community engagement. In addition, these organizations are perceived as important mobilizers of students/youth workers who want to be socially engaged during their studies.

Parents associations

In those local municipalities where parents associations exist, these will be actively involved and consulted in the model implementation as part of the local PPP and, where applicable, also with delegated expert team members. Through its implementation model, TUTORING SERBIA program therefore seeks to promote parents voice in the development of educational policies and programs, whereas at the same time it recognizes parents' central role in and responsibility for their children education.

2.6. UNDERLYING ASSUMPTIONS, RISKS AND SUSTAINABILITY

Identified underlying assumptions as well as a series of risks whose effectuation might influence the probability for the models success are discussed in forth coming pages. Comments on how issues might be addressed and any risks mitigated are provided for all considered assumptions and risks.

Assumptions

Notwithstanding the list of assumptions for proper implementation of the service in wide communities, the assumption lies within the learning culture of the community itself and the school as well. The learning culture should be based on open school and open communities approach to learning process that is the so called whole school approach to tackling ESL²⁴.

Table 5: Underlying project assumptions

Assumption	Observations/Comments
An adequate number of tutees/pupils selected and willing to participate in tutoring program	The involvement of schools, and the Centres for Social Work personnel on the model PPP, should ensure that an adequate children are selected and expressed their interest in participating.
An adequate number of trained tutors selected, available and ready to work on the model through direct engagement with the tutees	Based on our staff previous engagements, students are eager to volunteer and tutor. We assume no major difficulties provided that the selection procedure is defined in advance by the local PPP.
Adequate tutoring space and material available and confined to be used for tutoring purpose by the schools	As all school authorities will be involved in tutoring program and informed thoroughly on its rationale, we presume no difficulties will be faced regarding the provision of space. In case this however occurs.
All implementation details clearly defined at the beginning of the model execution and fully respected by all parties involved	Through preparatory, consultative meetings we will make sure all the stakeholders understand their roles and obligations connected to tutoring program. The monitoring and reporting system will provide a timely follow up.
A long term support of beneficiaries and stakeholders, especially the Secretariats, municipal government, youth offices, and schools	We assume that by the end of the model pilot organisational and manpower capacity will exist to organise a continuing, year on year tutoring programs involving more schools and districts across the country. This assumption is based on the establishment of applicable and results driven role model with carefully planned monitoring and reporting leading to positive evaluation. In this sense, it is our conviction that regardless of the political parties in power and in charge for education, positive results of the model should generally be able to attract political elite (of new and old cabinet alike)
In order to attain a good prospect for sustainability of the outputs, local PPP should be agreed and attested by the signed Memorandum of Cooperation with defined roles of all involved partners	All parties benefit from clearly defined lines of responsibilities and benefits that the successful model implementation would bring to the local community development.
An adequate number of schools applied to participate on the program	The schools are expected to be willing to join the project on the beneficiaries' side as decreasing of ESL will be an indicator of their own success and openness to new initiatives

²⁴ For details please see *Whole Community and School Approach to Tackling ESL: A Handbook for Formal and Non formal Educators, Parents and other Local Actors* available at <http://www.wb-institute.org/library/>

Risks and sustainability

On the side of the risks, WEBIN has prepared a list of those whose effectuation might lead to some undesirable scenarios. Notwithstanding their existence, we have concluded, after cautious deliberation, that likelihood for their actual materialization remains at a reasonably low level. In case they should however manifest, these could be maintained by the flexible approach and managed in accordance with the contingency plan devised to keep the project on track and play down their negative impact. A number of identified risks pertain to the general risks group whose origin is based on similar previous experience and which can be of a great influence regarding the successful implementation of any project in any field. Another group of risks pertains to pedagogical practice and is specifically relevant for tutoring model implementation.

Risks

Table 6: Risks, likelihood, impact and mitigation

Risk	Likelihood	Impact	Mitigation Strategy
Constraints in the collaboration and communication amongst involved institutions, or their staff	Low	High	These constraints may preclude or delay realization of model activities. WEBIN team will engage in direct talks and organize meetings with institutions/staff to prevent this kind of bottleneck.
Possible delays in the delivery of the requested documents and information since these have to be provided also in English	Low	Mid	Since the number of stakeholders and beneficiaries is numerous, some delays in terms of information sharing and/or drafting documents are expected, yet the implementation team will take full responsibility to provide translation of all documents and ensure all stakeholders involved understand the importance of timely and accurate reporting and information sharing.
Lack of available financial and/or other resources for continuing the tutoring programmes over the longer term and/or existence of other efficient mechanisms that would motivate and reward successful tutoring providers to keep with the good work	Mid	Mid	Through strong and effecting advocacy tutoring program will aim to ensure that a number of certificates is awarded to all successful volunteering tutors. Moreover, we will try hard to discuss and identify any other possible mechanisms that would motivate tutors over the long-run.
Parliamentary elections and the campaign in place may lead to delays before the new	Mid	Mid	From our part we will be expecting these delays that may not directly jeopardize the tutoring itself, but rather postpone those events planned to take place with the Ministry or other important interlocutors

Risk	Likelihood	Impact	Mitigation Strategy
cabinet is established and operational, and further loss of time in renewal of contacts and ensuring their further support			participation. As soon as the new cabinet is set up, our contacts will be established or renewed with the relevant interlocutors. All else with reference to these delays is beyond our influence.
Starting date of the project is the begging of II school semester with no tutoring available during the summer break	High	Low	In direct contact with the schools and parents, and local PPP coordinator, we will try hard to still enable tutoring for those pupils in strong need: who might face the risk of failing their grades.
Fluctuations in the body of tutors for various raisons, e.g. leaving the project during different phases, inconsistency in the tutoring lectures dynamics, etc.	Low	High	Regular team meetings arranged, positive team atmosphere and nurturing relations maintained should prevent this risk from occurring; continuous contacts among team members and well led selection process will ensure existence of a larger number of students/youth workers who passed the training for tutors and are put on the reserve list.
Lessening the number of tutees interested in participation on the project	Low	High	Interactive and active relations between tutor and tutee; larger number of participants engaged on the project; larger number of school-partners informed on the project activities and tutees success.

2.7 MONITORING AND REPORTING

Under this heading we discuss and suggested the monitoring and reporting procedures that will be upheld closely throughout the course of the model implementation. These suggestions are based on some of the best in-use guidelines on monitoring and reporting requirements, and are closely adhering to the current project management practice. Monitoring involves systemic data collection of the program's/model inputs, outputs, outcomes and impact. The meaning of these terms differs in the following way:

- Input refers to the resources invested in the program/model (e.g. money, staff, equipment, supplies, etc.)
- Output represents the immediate results achieved by the program/model (e.g. drafted reports, trained staff, conducted selection process, etc.)
- Outcome constitutes short-term or mid-term results achieved by the program/model (e.g. change in attitude, behaviour, trends, grades, etc.)
- Impact concerns the long-term (5-10 years period) results achieved by the program/model (e.g. sustainability of the PPP as local support network, improved ESL situation, model replications, etc.)

Under internal monitoring procedure²⁵, the local PPP coordinator supported by the expert team bears all monitoring, reporting and evaluation responsibilities. This type of monitoring is nested in the production of monthly activity and monitoring progress reports, including updates with regard to work plan and activities carried out, resources allocation and schedules. Also, the six month term report may be devised to have the monitoring function towards possible donor/s and also internally. Add to this, regular program on-site missions for monitoring the management, progress and status of the model implementation, troubleshoot or act as mediator if need be may take place by WEBIN staff and/or local PPP coordinator. This may as well increase interregional cooperation on ESL. Tutors are also required to keep their notes and timely report to the local expert team on the progress achieved in working with the tutee or issues encountered. In a nutshell, our approach perceives the monitoring as a way to ensure timely, effective, efficient and sustainable management of the model outcomes through performance measurement and assessment. The control and best use of the funds made available for the model piloting and further replication will be ensured throughout the implementation process, through performing strict monitoring against the work plan agreed at the local PPP level. The tentative list of monitoring indicators is delineated here below:

Table 7: Indicative list of model monitoring/evaluation indicators

1. Number of tutees enrolled in tutoring
2. Number of schools participating
3. Number of students/youth workers participating in tutoring
4. Number and % of tutees whose parents and teachers/professors reported improved attitudes and motivation for their child/student towards school work over the duration of the program

²⁵ Detailed monitoring plan will be explained in the publication TUTORING SERBIA: Step by Step

5.	Number and % of tutees who increased (or maintained) their weekly hours of doing homework over the duration of the program
6.	Number and % of tutees who increased (or maintained) weekly hours spent learning over the duration of the program
7.	Number and % of tutees who showed a reduction in, or absence of, times they skipped class over the duration of the program
8.	Number and % of tutees who showed a reduction in, or absence of, times they skipped a day of school over the duration of the program
9.	Number and % of tutees who improved substantially on tests from entry to program completion
10.	Number and % of tutees who improved their grade point average since entering the program.
11.	Number and % of tutees participating who passed their grades
12.	Number and % of tutees participating who are enrolled in secondary the first year after elementary school graduation
13.	Number of guest appearances of PPP representatives on electronic media
14.	Number of articles and reports about the model published in printed media
15.	Number of participants at PPP meetings
16.	Number of parents involved and providing feedback on their children progress

As this list of indicators is not exhaustive and is indicative only, we leave open the possibility for it to be further upgraded and adjusted accordingly, in particularly following the forming of each local PPP, but also throughout the model implementation. Also, for monitoring purposes regular monthly or ad hoc meetings may be arranged and led by the local PPP coordinator.

2.8. EVALUATION

Evaluation²⁶ is defined as systematic application of procedures aiming at assessing the short, mid (outcomes) and long-term (impact) program/model results. It is meant to provide answers to the following questions: (1) to what extent were the objectives of the program/model achieved, (2) what short and long-term results are observed, (3) what do these results mean, (4) whether the program/model makes a difference? As assessing long-term results is a demanding process done over the long run requiring continuity in implementation, and is as such beyond the imminent reach, WEBIN team focuses primarily on determining the short-term results. Following the model piloting end date as well as after each year of implementation, a final evaluation report will be compiled and based on the information acquired through the results of monitoring and quality assurance processes. Continual internal performance assessment process should by and large contribute to motivation of all persons involved to give their best and ensure the achievement of the highest possible results.

It is our understanding that evaluation of the model involving tutoring component, goes beyond the conventional empirical procedures. The reason for this lies in its complex nature and abundance of anecdotal evidence to draw from, i.e. strengthened independent learning skills, increased overall and confidence in achieving better results at school, enjoying the interaction work with tutors. Also, the model success is assumed to generate parents' enthusiasm about their children's participation and improved grades. This being said, tutoring model for reduction and prevention of ESL is clearly not easily evaluated in classical statistical terms. Relationships with tutors, the warm and inviting space itself, the individual attention in such a supportive environment, the enrichment activities apart from tutoring, all carry certain weight immeasurable in concrete figures. Considerable evidence of the positive value of after-school tutoring initiatives, is thus inevitably divided into empirical, anecdotal and evidence based evaluation. Measurable indicators of success can be school progress, term report cards and the like, but social interaction in an attractive and dedicated space is also a factor in the students' gains which cannot be measured directly. Moreover, evaluation conducted on models of this kind in the US showed that individual reading instruction given to students during the school day and within the classroom setting, does not necessarily produce strong gains in reading scores which implies that the working settings matters severely.

Nevertheless, in order to have positive evaluation ensuring permanent gains and progress for tutees and tutors enrolled in the tutoring program and social experimentation model, it is of outmost importance to make every effort possible to reach out to families, schools and the community at large, safeguarding their constant reinforcement and support. Successful programs empower people and communities they live in,

²⁶ A detailed description and outcomes of the evaluation process is presented in the TUTORING SERBIA Evaluation publication.

are sustainable and prone to continual transformation. Their expansion presents problems and challenges but also brand new opportunities.

Evaluation logic method applied

Mainly for the purpose of proper evaluation, here is presented the basic structure of a logic model we follow in our work, including for measuring performance and attaining sustainability, which is comprised of: **Inputs** -----→ **outputs**-----→ **outcomes**-----→ **impact**

Further general illustration of the nature of inputs, processes-activities, results and outputs, outcomes and impact expected to be employed to our tutoring initiative is portrayed here below:

Table 8: General evaluation logic model applicable to projects with tutoring component

Inputs	Outputs	Short-term Outcomes	Impact
Tutoring learning support	Number of pupils obtaining better grades	Improved attitudes towards oneself and the society	Independent living
Tutoring learning support	Number of pupils passing their grades	Increased self-reliance and confidence	Improved social life
Tutoring learning support	Learning how to learn effectively and efficiently	Improved family life Getting into secondary school of choice	Increased likelihood to attend university

The provisional outcomes framework for this model is outlined here below.

1. Knowledge/learning/attitude (short-term outcomes)
 - a) Knowledge and learning skills common indicators
 - Increase in grades after attending (percentage?)
 - Ones that believe skills were increased (percentage?)
 - b) Attitude common indicators:
 - Improvement as reported by parent, teacher (percentage?)
 - Improvement reported by participant (percentage?)
 - c) Readiness (qualification) common indicators:
 - Percent feeling well-prepared for a particular task
 - Percent meeting minimum qualifications for next level

2. Behaviour (short and long-term outcomes)

a) Incidence of bad behavior common indicators:

- Incidence rate
- Percent reduction in reported behavior frequency

b) Incidence of desired behavior common indicators:

- Success rate
- Percent that achieve goal
- Rate of improvement

c) Maintenance of new behavior common indicators:

- Number weeks/months/years continued
- Percent change over time
- Percent moving to next level/condition/status
- Percent that do not reenter the program/ system

3. Condition/status (long-term outcomes)

a) Participant social status common indicators

- Percent with improved relationships
- Percent who graduate
- Percent who move to next level/condition/status
- Percent who maintain current level/condition/status
- Percent who avoid undesirable course of action/behavior

b) Participant economic condition common indicators:

- Percent who establish career/employment
- Percent enrolled in education programs

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