



## IOM MISSION IN SERBIA IN PARTNERSHIP WITH THE MINISTRY OF EDUCATION OF THE REPUBLIC OF SERBIA IS PUBLISHING:

### CALL FOR EXPRESSION OF INTEREST (CEI)

#### 1. *Timeline*

CEI Reference number	CEI/02/2024 <sup>1</sup>
Posted (date)	7 October 2024
Consultative meeting with potential	21 October 2024
Application Deadline	4 November (extended) <del>28 October 2024</del>
Notification of Results	12 November 2024
Implementation Start Date	18 November 2024
Implementation End Date	31 May 2025

#### 2. *Locations*

The project proposal refers to educational institutions from the territory of the Republic of Serbia where migrant, refugee, and asylum-seeking pupils are schooled.

#### 3. *Project information*

The call for project proposals is announced as an activity within the EU funded project: "EU Support to Migration Management in Serbia - Improving reception capacity, protection services and access to education III", which is implemented in partnership by the International Organization for Migration (IOM), as the EU implementing partner, and the Ministry of Education of the Republic of Serbia, with the objective to improve the capacity of professionals in the education system to provide adequate support to migrant and refugee children, create an encouraging and tolerant educational environment and incorporate migrant education quality at all educational levels.

#### Who can apply?

This call is open to educational institutions schooling asylum seekers. To be eligible, an applicant must meet all of the following conditions:

- legal entity.
- educational institution.
- registered in the Republic of Serbia.

<sup>1</sup> Specify the reference number of this call on the envelope when submitting the project proposal.



— directly engaged in the preparation and management of the proposed action and reporting.

Preference will be given to educational institutions that have participated in capacity-building training in the field of migration management and that have so far implemented programs in the field of refugee and asylum-seeking pupil education.

#### 4. **Issuing Agency**

IOM in partnership with the Ministry of Education of the Republic of Serbia

#### 5. **Project Background**

The Republic of Serbia fulfills its obligations in accordance with international conventions and domestic legislation on migrant access to education, registration of migrant pupils, principles of equal treatment, prevention of xenophobia and intolerance.

The activities implemented within the framework of this EU-funded project, "EU Support to Migration Management in Serbia - Improving reception capacity, protection services and access to education III", are based on the best practices and experiences gained through the implementation of previous programs in the field of support to improving access to and the quality of education of school-age migrants and asylum seekers. The European Union has been providing support to the Ministry of Education in the field of migrant education in Serbia since 2018 through the MADAD 2 project and Special Measure 6 and Special Measure 7 programs. Activities implemented by the Ministry of Education since 2018, with EU support, made it possible to meet the educational needs of migrants, asylum seekers and refugees in our country, and the results are: improved structural solutions for providing adequate support to migrants, creation of an encouraging and tolerant educational environment and improved quality of migrant education at all educational levels.

Considering the importance of active and sustainable integration of refugee and asylum-seeking pupils, the Ministry of Education has adopted the *Professional Instruction for Inclusion of Refugee / Asylum Seeking Pupils in the Education System*<sup>2</sup>. The Professional Instructions provide for the inclusive education team (existing in all schools), preparing a school-level Support Plan for the inclusion of migrant, refugee, and asylum-seeking pupils, as well as a Pupil Support Plan. The school-level Support plan includes homeroom teacher activities, organization of general parent meetings and homeroom classes to prepare parents and pupils for the arrival of a new pupil who needs support. The Pupil Support Plan includes adaptation and stress management program; a program of intensive learning of the language of the environment so that language learning takes place in accordance with the methodology of the accelerated mastery of *Serbian as a foreign language* program in supplementary classes, but also through participation in regular classes and extracurricular activities organized by the school; teaching activities individualization through schedule, didactic material, and working methods adjustment.

Considering the need for schools to meet the educational and emotional needs of students in line with their competencies, difficult living conditions and deprivations they have gone through, but also the established fact that families and pupils themselves are motivated and ready to learn, the Ministry of Education has been providing support to educational institutions since the beginning of the migrant crisis. These efforts aim to improve the quality of and access to education for migrant/asylum pupils in the Republic of Serbia. With an affirmative approach, children from sensitive social groups, including refugee and asylum-seeking pupils, can enroll in primary school even without parents' proof of residence and necessary documentation, subject to delivering child's medical fitness certificate. Engagement of educational institutions from the 2015/16 school year has led to inclusion of 97-98% of migrant population children in the education system.

<sup>2</sup> <http://www.mpn.gov.rs/wp-content/uploads/2017/06/STRUCNO-UPUTSTVO.pdf>.



Migrant, asylum-seeking, and refugee pupils have equal access to education in Serbia with additional support provided by the education system through mentorship, overcoming the language barrier by translating educational materials into Arabic, Farsi, Urdu, and Ukrainian, training of 4,000 school employees, as well as through additional efforts in learning Serbian, which is the language of instruction. It should be noted that so far over 3,000 individual migrant Pupil Support Plans and 115 school-level Support Plans have been created, over 10,000 supplementary Serbian language classes have been held, and migrant pupils are included in all extracurricular activities, such as school trips, nature school, visits to theater and other institutions, sports and cultural activities.

So far, schools where migrants and refugees are educated have set up digital libraries and provided daily computer and other IT equipment use, improving the digital skills of employees and pupils. By providing textbooks, school supplies, physical education equipment for migrant pupils, the access to and quality of education for this sensitive social group has been increased. School workshops on interculturality, tolerance, friendship, getting to know migrant pupils' culture, anti-discrimination, non-violent communication, developing empathy and providing support to migrant pupils have improved the culture of respect for human rights in schools. Considering the pronounced language barrier, and that it is also regulated by law that the institution organizes the learning of *Serbian as a foreign language* for pupils who do not know the language of instruction, the Ministry has so far trained more than 600 Serbian language and foreign language teachers to implement the new *Serbian as a foreign language* curriculum, with materials and Teacher Manual available on the website of the National Education Portal of the Institute for the Advancement of Education. As a support to faster and better inclusion in the education system, the Ministry introduced the elective *Serbian as a foreign language* course and included it in the list of optional elementary school courses, which made this type of support available to all pupils who do not know at all or do not know enough of Serbian to follow classes.

The Ministry of Education, with the support of implementing partners, is guided by the idea that exclusion should be prevented, as exclusion causes intolerance, and inclusive educational practices can be a mechanism for preventing extremism and radicalism, since they are designed so that every child is valued and accepted.

## 6. **Expected Results**

1. Migrant and refugee/asylum-seeking pupils are necessarily included in primary education, which requires raising the quality of teaching and building teachers' competencies for inclusive education.
2. Migrant and refugee/asylum-seeking pupils continue their education by enrolling in secondary schools, even though secondary education is not obligatory in the Republic of Serbia.
3. The intercultural climate in the school and the sensitivities of all school stakeholders (pupils, teachers, parents) are improved to support students from the migrant and refugee population to successfully integrate into school life and be accepted in the local environment.

## 7. **Indicative Budget**

The maximum amount of individual grants within the *School Grant Allocation* grant line for approved projects is **EUR 4,000 in dinar equivalent at the UN exchange rate in force on the day of payment**.

Applications are to be submitted by the educational institution - project holder.

The application shall comprise mandatory documentation and supplementary documentation.

Grant funds are paid to **the school's dedicated dinar account** in the value of the received grant in EUR, at the UN operational rate of exchange in force on the day of payment. The school has to open a dedicated dinar account to be used



for the grant within the Project. To open a dedicated account, the school needs to attach activity implementation contract signed with the IOM.

### Non-eligible costs<sup>3</sup>

- Debts of the Implementing Partner to any third party
- all costs that would finance activities foreseen in other projects
- exchange rate differences costs
- costs of fees and remuneration for school employees, including per diems of employees of the school that is project holder and civil servants of the Ministry of Education;
- individual employee study or training scholarships;
- retroactive financing of other school projects or regular activities currently being implemented or completed;
- capital investments and works on school infrastructure;
- purchase of computer and related equipment not necessary for project activities implementation.
- VAT costs (see section 8 *Other information*, VAT exemptions)
- purchase of land or buildings
- subcontracting costs
- all costs incurred after project completion (e.g. final evaluation)

### Eligible costs:

#### 1. Human resource costs:

- Costs of hiring experts and/or associates to support the education of refugee, migrant and asylum-seeking pupils.

The value of funds for the hired experts and associates fees **may not exceed 30% of the total proposal budget.**

#### 2. Direct project costs:

- costs of purchasing equipment that serves to raise the quality of teaching. The value of funds for the purchase of equipment, teaching materials, didactic material and literature **may not exceed 25% of the total proposal budget;**

#### 3. Other direct costs – up to 30%:

- costs of direct support to migrant and refugee/asylum-seeking pupils through the purchase of textbooks, teaching materials and school supplies;
- costs of meals for migrant and refugee/asylum-seeking pupils;
- costs of adequate clothes (shoes and clothing) for the current season for migrant and refugee/asylum-seeking pupils to facilitate access to school in all weather conditions;
- costs of parent meetings - external associates fees, food and refreshments for the meetings;

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<sup>3</sup> The Implementation Agreement stipulates that all costs classified by IOM or the project donor(s) as non-eligible under the terms of the Agreement shall be returned to IOM within 30 days of IOM's written notification of cost non-eligibility.



- costs of extracurricular activities including all school pupils and migrant and refugee/asylum-seeking pupils;
- costs of horizontal learning and exchange activities between schools;
- travel expenses for the purposes of project activities implementation.
- **costs for the implementation of activities and/or the organization of events aimed at improving inclusion and social cohesion - at least 15%** of the total proposal budget - for example: organizing joint activities of several schools attended by migrant and refugee pupils, organizing activities for migrants and refugees and their families at the local self-government level, local cuisine fairs, presentation of the culture of the migrants' origin countries, joint marking of important dates at the local self-government level and similar activities that bring together participants from various local institutions and civil society organizations.

#### **Eligibility conditions:**

Costs must:

- be incurred in accordance with the Agreement signed between IOM and the Implementing Partner, and as per donor's requirements
- be necessary to perform the activities required by the above Agreement and Project Document.
- be anticipated and included in the project budget.
- be incurred during the implementation timeframe, as specified in the Agreement.
- be accurate, reasonable, justified and in line with the good financial management principle.
- be easily recognizable, verifiable through accompanying documentation (periodic and final financial and narrative report) and accounted for by the Implementing Partner in line with its accounting practice.

#### Indirect project costs:

- money transfer fees and bank commissions 1-2% - **must be included in the budget.**

#### 8. **Other Information:**

The Committee consisting of representatives of the Ministry of Education, IOM and the IPA III Project Unit shall approve the financial support plan and the final amount to be allocated to the school, program beneficiary. The school that receives support for project implementation enters into agreement with the IOM for the period planned by the project proposal and the financial plan accompanying the project proposal. The agreement will specify school obligations with regard to the intended use of funds and financial reporting, as well as IOM obligations. The planned funds will be paid to the dedicated project account of the school in two installments (in 90%-10% ratio).

#### Mandatory documentation:

- Completed concept note form<sup>4</sup>
- Completed budget form, a document that presents a tabular presentation of the structure of all proposal costs and a narrative description of the budget which constitutes an integral part of the budget in which the planned project costs are presented much more clearly and precisely.

<sup>4</sup> (Annex 1. Template-for-IP-Concept-Note-with-Guideline).



- All annexes (with the exception of annexes A and F), must be duly filled out both in English and Serbian language, signed and stamped by authorized person.
- Statement of project proposal submitter, signed by the responsible person. The statement must also contain the signed consent to project implementation of the board representative of the school project holder, the parents' council and the student parliament (Annex H).
- Completed and signed Declaration of conformity for implementing partners (Annex 4. Declaration-of-Conformity-for-Implementing-Partners).
- School-based Support Plan for the inclusion of migrant/asylum-seeking pupils as per the Professional Instruction for Inclusion of Refugee / Asylum Seeking Pupils in the Education System.

#### Supplementary documentation:

- Reference letters

#### VAT exemptions

Pursuant to the Framework Agreement between the Republic of Serbia and the Commission of the European Communities on the rules for cooperation concerning EC financial assistance to the Republic of Serbia and the provisions of the Agreement on use of IPA funds signed by the Government of the Republic of Serbia and the European Union, **grant holder schools are exempt from VAT payment.**

#### VAT exemption is realized as follows:

- The school submits to the IOM a list of persons authorized to sign VAT exemption forms (PPO-PDV);
- IOM sends the Tax Administration a list of schools, signed implementation agreements and a list of persons authorized for tax exemptions;
- The school obtains a proforma invoice for the goods/services it will acquire for project needs (the proforma invoice date must always be at least 7 days after the transaction, so that VAT exemption can be timely realized);
- **Before making any payment to the supplier, the school obtains the PPO-PDV form based on the invoice;**
- The school downloads 2 copies of the verified form from the Tax Administration website;
- Payment for goods and services exempt from tax is made in the net amount (amount exclusive of VAT);
- One original PPO-VAT form copy is kept by the school, while the other is delivered to the supplier, who then issues an invoice with amount exclusive of VAT (transaction date).

**Important: VAT exemption must be done BEFORE the payment or transaction of goods and services. In the absence of an adequate exemption procedure, the paid VAT amount will be reimbursed by the school.**

In case the selected supplier is not a VAT payer, the above procedure is not carried out.

#### 9. ***Selection Criteria***

- The number of migrant/asylum-seeking and refugee students enrolled in primary and secondary schools during the previous 2023/24 and the current 2024/25 school year (not less than 3 students);
- Project proposals can be submitted by two or more schools (One school is a leader who submitted the proposal, signs the contract with IOM and report on project implementation including financial report).
- successful project implementation during previous calls in the field of migrants/asylum seekers education;
- prepared institution-level Support Plan - to be attached as part of the school's documentation for the inclusion of migrant/asylum-seeking pupils in accordance with the Professional Instruction for Inclusion of Refugee / Asylum





Seeking Pupils in the Education System<sup>5</sup>;

- planned primary school activities aimed at encouraging the continuation of education and enrollment in secondary school (for example: primary and secondary schools organize joint activities with pupils from the 6th, 7th and 8th grades of elementary school - presentations of secondary school profiles, workshops on strengthening the importance of continuing education, work with parents of pupils from the migrant population to raise the level of knowledge about the possibility of continuing education in secondary schools);
- planned project activities that facilitate higher achievements in regular classes and/or inclusion in extracurricular activities of migrant/asylum-seeking pupils: e.g. parents' meetings, peer activities, food and refreshments for meetings, horizontal learning activities, etc.
- planned project activities through direct support to migrant/asylum-seeking pupils in the form of purchase of textbooks, teaching materials and school supplies and meals for migrant/asylum-seeking pupils lead to greater coverage and sustainable inclusion of these children in the system: e.g. physical education equipment, meals, school supplies, textbooks (adequate clothing and footwear for all weather conditions if this form of support is not provided by other local organizations,);
- planned project activities lead to the development of interculturality and tolerance;
- activities aimed at improving the quality of the teaching process for migrant/asylum seeking and refugee pupils through purchase of technology and computer equipment, teaching aids, didactic material and literature (up to 25% of the grant value);
- project activities are distributed equally to boys and girls.

Criterion	Number of points
the number of migrant/asylum-seeking and refugee students enrolled in primary and secondary schools during the previous 2022/23 and the current 2023/24 school year;	10
attached School Support Plan for the inclusion of pupils in accordance with the Professional Instruction for Inclusion of Refugee / Asylum Seeking Pupils in the Education System;	10
experience in and successful implementation of projects of inclusion, fight against discrimination and similar initiatives in the field of education	10
planned primary school activities for refugee pupils aimed at encouraging the continuation of education and enrollment in secondary school	10
planned project activities through purchase of equipment and didactic material facilitate higher achievements in regular classes and/or inclusion in extracurricular activities of refugee/asylum seeking pupils	10

<sup>5</sup> <http://www.mpn.gov.rs/wp-content/uploads/2017/06/STRUCNO-UPUTSTVO.pdf>



planned project activities through direct support to refugee/asylum-seeking and refugee pupils lead to greater coverage and sustainable inclusion of these children in the system	30
activities aimed at improving the quality of the teaching process for migrant/asylum-seeking and refugee pupils through purchase of technology and computer equipment, teaching aids, didactic material and literature (up to 25% of the grant value);	5

## 10. **Attachments**

Description	URL
ANNEX A – Terms of Reference	<a href="#">Please download from IOM website</a>
ANNEX B - Implementing Partner References Checklist	<a href="#">Please download from IOM website</a>
ANNEX C - Implementing Partners General Information Questionnaire	<a href="#">Please download from IOM website</a>
ANNEX D - Concept Note Template	<a href="#">Please download from IOM website</a>
ANNEX E - Financial and Narrative Reporting Templates <sup>6</sup>	<a href="#">Please download from IOM website</a> <a href="#">Please download from IOM website</a> <a href="#">Please download from IOM website</a>
ANNEX F - Project Implementation Agreement Template <sup>7</sup>	<a href="#">Please download from IOM website</a>
ANNEX G – Declaration of Conformity for Partners	<a href="#">Please download from IOM website</a>
ANNEX H – Statement of project proposal submitter signed on behalf of authorised person	<a href="#">Please download from IOM website</a>

**For more information on this partnership opportunity, and to apply, please visit: <https://serbia.iom.int/procurement>**

The organizations responding to this call need to demonstrate their capacity to implement all listed activities as a single package. Partial applications for individual activities will not be considered.

IOM reserves the right to cancel/reduce the scope of planned activities or to introduce new/broaden the scope of the existing activities. Selected Implementing partner needs to be ready to develop a detailed budget based on submitted proposal in two weeks upon receiving the notification from IOM.

All applicants will receive written notification, within the two weeks after the deadline for the submission of Concept Note, of the outcome of the selection process. Should an applicant request further clarification, IOM will provide a response

<sup>6</sup> Even though provided only in Serbian, applicants awarded with school grants are obliged to share the reports both in English and Serbian language

<sup>7</sup> Project Implementation Agreement template is provided only in English. Applicants with dedicated grant are obliged to have the Agreement translated in Serbian, signed, stamped and shared with IOM in both English and Serbian.





explaining the transparency and integrity of the selection process undertaken.

IOM reserves the right to decline disclosure of the specificity of decision derived by the IOM mission due to reasons related to confidentiality.

IOM reserves the right to accept or reject any Expression of Interest, and to annul the selection process and reject all Expression of Interest at any time, without thereby incurring any liability to the affected Implementing Partners.

For more information, please contact in writing [iombelgrademission@iom.int](mailto:iombelgrademission@iom.int).

## 11. *Expression of Interest submission guidelines*

Instructions on the preparation and submission of the Application including Annex A: IP Information are as follows:

1. The Application must be submitted either by hand or through mail in sealed envelope to IOM with office address at 19 Žorža Klemansoa St, 11000 Belgrade, 5<sup>th</sup> floor, no later than Monday 28 October 2024, by 5:00 pm. Late application will not be considered.
2. A detailed description must be provided on how the requirements specified in the Call for Expression of Interest (CEI) issued by IOM will be matched by the capabilities, experience, knowledge and expertise of the Implementing Partners
3. The Application must be submitted in one original and electronic form (USB, CD) and envelopes must be marked "Original". If there are any discrepancies between the original and the electronic form the original governs. Both envelopes shall be placed in an outer envelope and sealed. The outer envelope shall be labeled with the submission address, reference number (CEI/01/2024), title of the Project ("EU Support to Migration Management in Serbia - Improving reception capacity, protection services and access to education III") and name of the Implementing Partner.
4. The Application must be submitted in the English and Serbian language and in the format prescribed by IOM within the CEI. All required information must be provided, responding clearly and concisely to all the points set out. Any application which does not fully and comprehensively address these CEI requirements may be rejected.
5. The Application must include all annexes duly filled out in both English and Serbian language, duly signed by authorized person (except of the Annex A – Terms of Reference and Annex F – Template of Project Implementation Agreement)

### **The Application document should comprise of the following:**

1. Cover Letter.
2. Duly accomplished application documentation as outlined within the CEI (section 10 – Attachments), signed on all pages by the prospective Implementing Partner's Authorized Representative; and
3. Any other relevant documents.
4. Applications may be modified or withdrawn in writing, prior to the closing time specified in this Request for EoI.
5. The Implementing partner shall bear all costs associated with the preparation and submission of the Application and IOM will not in any case be responsible and liable for the costs incurred.
6. IOM on no occasion will ask an application fee from Implementing Partners.



7. Partners can use [IOM's We Are All In platform](#)<sup>8</sup> for reporting fraud, corruption or misconduct.
8. All information given in writing to or verbally shared with the Implementing Partners in connection with this CEI is to be treated as strictly confidential. The Implementing Partner shall not share or invoke such information to any third party without the prior written approval of IOM. This obligation shall continue after the selection process has been completed whether or not the Implementing Partner application is successful.
9. IOM will treat all information (or that marked proprietary/sensitive/financial) received from Implementing Partners as confidential and any personal data in accordance with its Data Protection Principles.
10. The Implementing Partner, by submitting an application, gives consent to IOM to share information with those who need to know for the purposes of evaluating and managing the proposal.
11. By submitting the application/expression of interest, the applicant confirms adherence to IOM's Declaration of Conformity Form and acknowledges receipt of the list of Proscribed Practices (enclosed).
12. IOM reserves the right to accept or reject any Application, and to cancel the process and reject all Applications, at any time without thereby incurring any liability to the affected Implementing Partner or any obligation to inform the affected Implementing partner of the ground for IOM's action.

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<sup>8</sup> <https://weareallin.iom.int/>