

«EDUS» «EDUKACIJA ZA SVE»

Udruženje za unapređenje obrazovanja i podrške djeci sa i bez poteškoća u razvoju

«EDUS» «EDUKACIJA ZA SVE»

Udruga za unaprijeđenje obrazovanja i potpore djeci sa i bez poteškoća u razvitku

«ЕДУС» «ЕДУКАЦИЈА ЗА СВЕ»

Удружење за унапређење образовања и подршке дјечи са и без потешкоћа у развоју

«EDUS»«EDUCATION FOR ALL»

Association for advancement of education and support for children with and without developmental delays

# DEVELOPMENT AND STRATEGY

# 2014-

# 2017

[How and why “EDUS” was founded, achievements, the main strategic directions, goals and activities.]

[ towards  
realization of  
full potential  
of children  
with and  
without  
developmental  
delays]

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## **“EDUS” - “EDUCATION FOR ALL”**

*Association for advancement of education and support for children with and without developmental delays*

### **VISION**

Our vision is for the realisation of the full potential of each child, with or without developmental delays.

### **MISSION of „EDUS“**

„EDUS“ („EDUCATION FOR ALL“) is a non-profit, non-governmental organisation that develops and advances education and support for children with and without developmental delays, in partnership with the government, non-government and business sectors, through education, information and raising public awareness.

### **HOW WAS „EDUS“ FOUNDED?**

„EDUS“ was founded by a gathering of professionals, parents and citizens, as an expression of the need to make an alliance of individuals and groups that share our vision of the full potential of each child, regardless of their stage of development.

The foundation of EDUS was a result of joint effort of parents of children with disabilities and an American-Bosnian scientist Dr. Nirvana Pištoljević, who wished to disseminate her knowledge and experience acquired in the USA to help children in BiH. The parents and professionals gathered around a pilot project in “Mjedenica” school, were looking how to continue, develop and tie into the existing system of education an advanced practice documented in continuous and measured progress of the children who were included.

### **TARGETED AREAS**

#### **• Structural weaknesses in the system of support in development and education of children**

A coherent and integrated system of health, education and social care, a natural and logical requirement in providing optimal support for child development does not exist in BiH, on any level of government.

There is also a problem of weak and unproductive co-operation between government and the non-governmental sector. NGOs are often undertaking activities that should be done by the appropriate government institutions.

The NGO sector in this area consists mainly of different professional associations (pedagogues, psychologists, special education teachers etc.), or parents associations that usually gather parents by different developmental disorders of their children (Down

syndrome, autism, intellectual disabilities, cerebral palsy, etc.) Although it would be natural that they all have common interests in the area of child development, their goals very often diverge, on account of a child with delays in development.

### • **Social exclusion**

According to the UNDP report on social inclusion in BiH (2007), half of the population of BiH is socially excluded, on different bases. Among them, children and adults with special needs are in an extremely difficult position. Although the low economic status of BiH and underdeveloped infrastructure in this area is the biggest cause of this problem, low public awareness of its nature and problems related to development delays, as well as social stigma, also contribute to a high level of social exclusion of children with problems in development and their families. The families of children with difficulties in development have to overcome physical and mental obstacles and prejudice on a daily basis, in playgrounds and public transport, while visiting a doctor or attending school. There are still social environments that stigmatise not just the child, but the whole family. As a result, those children are often excluded from even the most basic education that is available to them, left only in the care of their family, with very limited contact with the outside world.

### • **Lack of adequately trained professional staff and early intervention system**

A family of child with delays in development starts to feel abandoned usually straight after receiving the diagnosis, when the child is 3-7 years old. Because of the acute deficit in the adequately trained professional staff, especially for children with autistic spectrum disorders, medical staff who diagnose disorders are in a very difficult position of not having the capacity to further refer families for specialist care. A system for early intervention, long established in many countries, does not exist even in the vocabulary of many local professionals. Without appropriate professional treatment and support, the child is thus neglected at the age when its brain is most plastic and susceptible to instruction and acquisition of skills. At this stage, most of the children with more difficult disorders, such as autism, don't possess even the most basic skills for attending school: they have not developed listening skills, cannot follow instructions, have no functional speech, even though their cognitive potentials are sometimes even above the average for their age.

### • **Problems of inclusive education, regular and special schools**

The inclusion of children with developmental delays, although a statutory responsibility of government and enthusiastically welcomed by the parents of those children, has been understood and applied in a very narrow and inefficient way: inclusion means that every child has right to attend the mainstream school. The meaning of the inclusion starts, and, unfortunately, finishes there. Since only a few teachers have required skills and knowledge on disorders, any success is purely incidental, depending on the good will of the already poorly paid and overloaded primary school staff. The faculties in which the professionals are being trained (Pedagogy, Philosophy-Psychology), have no Chairs for education of children with difficulties and developmental disorders. Their curriculum is based on outdated text books, resulting in unacceptably low level of competence in inclusive education. The methods used are especially inadequate for children who don't accept conventional teaching methods, such as children with autism. In addition, there are no scientific tracking of child's development, regardless of their abilities. At request of the parents whose children were previously attending special school, the professionals of „Mjedenica“ Institute have conducted a research on the current abilities of those children. The results were very

discouraging: the functionality of most children has actually decreased since they left the special school and started attending the mainstream. (Report is available at the Institute).

Special schools in BiH, although unpopular and neglected by government after the promotion of inclusive education, are still necessary and active. Although better equipped with patience and knowledge of the developmental disorders/ delays, these schools are out-of-date in terms of best practice, much of which was developed in the last twenty years, during the war and post-war period in BiH. The education system does not impose the requirement or make provisions for continuous advancement of professional staff through acquisition of the latest knowledge and introduction of best practices.

### • **Problems of the higher education and science**

Beside undeveloped relevant university Chairs, or a curriculum that would include modern, scientific methods of work with children with and without developmental delays, the most common problem of Faculties is scarce and inadequate practical education, reduced to a few tens of hours during a four-year courses. Since it is impossible to learn how to work with children in any other way but through actual experience, in addition to acquisition of knowledge from the text books, the problems described above are not surprising.

Scientific research in this area, unless it is done as a condition of receiving academic titles, is almost non-existent.

### • **Insufficient legal protection of a child's best interest**

A child's best interest is at risk from insufficient legal protection. For example, if parents during a divorce cannot agree whether their child needs special education or not, the expert opinion is taken into consideration, but the final decision is made in the end of the process, which can last for months and potentially deprive the child of required education in the crucial period of its development.

Also, the classification of developmental disorders is outdated and too narrow. There are only 5 categories (compared for example, to 14 in the USA, 10 in Austria, 8 in Slovenia etc.), that are harsh reflections of diagnosis, directed not towards educational needs, but needs of government administration.

### MAIN ACHIEVEMENTS (2010-2013)

- The most important success of EDUS has been the provision, in already the fourth consecutive school year, in Public Institution “Mjedenica” and EDUS Early intervention centre, of intensive, every-day multidisciplinary therapy (15-23 hours/week), set to the highest scientific standards, for now up to 100 children with developmental delays. In total, until now over 250 children were direct beneficiaries of EDUS services. We have also provided training for the parents of these children and in-situ training for over 40 professional staff in total (currently 25 professional staff such as pedagogues, psychologists, special educators, physio- and occupational therapists, social workers, etc.) working in the EDUS-CABAS® classrooms at “Mjedenica” school.
- EDUS was the main initiator and co-organiser of the Conference: “Early Detection, Diagnosis and Intervention as a Key for Success in the Treatment of Neurological Developmental Disorders in Children” at the Academy of Sciences and Arts of Bosnia and Herzegovina, April 2011. This event, initiated by EDUS, has kick-started the process of establishment of early intervention services in BiH, in which EDUS plays a major role of one of the main and very few service providers.
- In 2011 an EDUS Centre for Early Intervention was open, the first one of a kind in BiH. Children with a diagnosis of developmental disorder at an early age, or young children for whom parents and medical professionals detect any kind of developmental delay, receive intensive multidisciplinary treatment at the age when it is most effective, which considerably improves their future prospects. The Centre is currently the only address to which children with disorders such as autism can be referred and the families from the whole country come here looking for help.
- In 2012, EDUS begins with trainings of professionals from the BiH centres other than Sarajevo: Banja Luka, Zenica, Bugojno and others, spreading the area of its activities to the whole country. In 2013 EDUS is becoming a partner to UNICEF and BiH Federation Ministry of Health in the project of training of professionals in early detection and intervention.
- Besides the core programme of application of behaviour analysis to schooling, in the 2013/14 school year, EDUS has introduced a women empowerment project titled “The voice of women who are the voice of children with disabilities”, financed by the US Embassy in Sarajevo, where 40 mothers and fathers were trained to apply the scientific methodology at home. They also attended lectures and workshops related to human rights and social protection.
- During school holidays a Summer and Winter Schools were organised, which provided closing of the gaps between semesters that proved to be immensely useful for both children and parents.
- EDUS has published several thematic brochures: the first one on CABAS methodology, the second on early development of child, informing parents on indicators of typical development, signs of delay and disorder, as well as useful tips on how to help

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development of their child, whether it is typical child or the one with difficulties, then in 2013. the early childhood milestones map, which is now the first document in Bosnian/ Croatian/ Serbian on the web page of worldwide known organisation for autism- Autism Speaks.

- There were many media reports, a short documentary film produced on EDUS programme, numerous articles on EDUS in the local papers. Articles were also published in papers in the Vienna Review, The West Australian and Dubai News.
- At the public calls for projects related to social inclusion, made by the UNDP and local government within the Project of Strengthening of Local Democracy, financed by the EU, EDUS project was twice appraised as the best one, winning both times the full limit of the grant, 70 000 KM.
- In May 2013, at the conference of South Eastern Europe Autism Network (SEAN) “Multidisciplinary approach to early detection and intervention with focus on children with autism” that was organised in Sarajevo, by the UNICEF, Autism Speaks and Federation BiH Ministry of Health, EDUS’ professionals and parents were focal point and the practice presented by them has proven to be the most advanced, in the Region and wider.
- In November 2013, at the occasion of the Universal Child’s Day, the Embassy of Australia in Vienna and the UNICEF have organised a reception in the Art Gallery of BiH in order to attract attention of the authorities to the need of support of rights of children with disabilities to quality education, giving a platform to EDUS to promote its good practice.
- Marking the World Autism Awareness Day on 2 April, each year since its foundation, EDUS has conducted very successful campaigns, informing general public on autism and starting the action “Light it up Blue”, by which Sarajevo has become the first city in the Region to join this world-wide action. On the occasion of the WAAD, EDUS’ version of Early Childhood Milestone Map was placed on the web page of “Autism Speaks”.
- EDUS was also active on the local and international professional and scientific stage, participating in conferences in New York, Milan, Granada, Banja Luka, Tuzla, Zenica and Sarajevo. Several scientific papers, made by the EDUS professionals during their practical work with children, were successfully presented at these conferences.
- EDUS has organised three exhibitions of artwork of children with disabilities in Sarajevo, as well as a couple of classical music concerts for these children and several benefits. In 2013, at the occasion of the Universal Child’s Day, a photographic exhibition was organised in the Art Gallery of BiH.
- EDUS classrooms have been visited and supported by the representatives of UNDP, UNICEF, OSCE, NATO, the US Embassy, the Embassies of UK, Australia, Japan, Norway and Switzerland, “Autism Speaks”, “Jigsaw school, The College of Arts and Sciences of Northern Carolina, Dubai Care, as well as many local health and education professionals.
- EDUS has grown to an association of around one hundred, with many additional

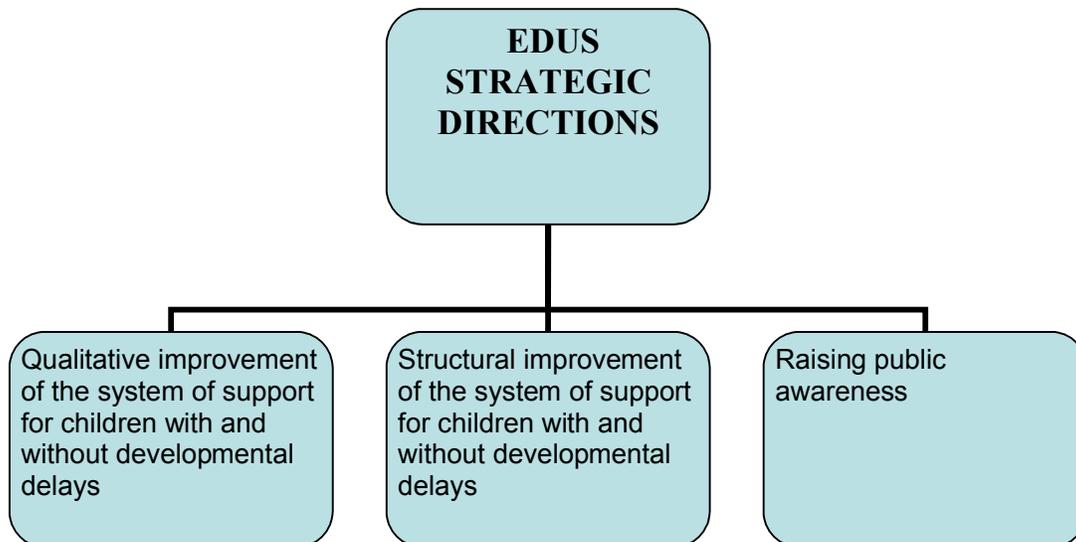
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supporters. Among these are professionals working with children, parents, artists, local and international organisations and government officials. In its Board of Honorary Directors, EDUS has attracted world renowned scientists and university professors, a CEO of an international company and an artist.

- Our main donors are European Union, through the projects of the UNDP, UNICEF, the US Embassy in Sarajevo, NATO HQ in Sarajevo, Embassy of Australia in Vienna, BHeart, Federal Ministry of Health, City of Sarajevo, UN Women's Guild Vienna, Centar and Stari Grad Municipalities.

Based on the above stated problems, bearing in mind EDUS' vision, these are the main strategic directions and activities to be undertaken in order to meet the strategic goals:



## STRATEGIC GOALS AND ACTIVITIES TOWARD ACHIEVING THOSE GOALS

### Strategic direction 1:

#### Qualitative improvement of the system of support for children with and without developmental delays

**Goal:**

**1.1. Education of professionals, students and parents through introduction of modern and effective, evidence-based methods of work with children with and without developmental delays;**

**Activities:**

- a) Continuation of EDUS-CABAS programme in "Mjedenica" school and in the EDUS Early Intervention Centre with the same capacity (80-100 children);
- b) Establishing the EDUS Resource Centre in Sarajevo, with branches in all of the larger cities in BiH and wherever there is a need; besides professional training in usage of advanced scientific methodology, it would double as an inclusive kindergarten and school for children with and without developmental delays, as well as a professional and research centre affiliated with universities in BiH and wider.
- c) Organising lectures on the faculties (Pedagogy, Philosophy, Special Education, Medical Faculty) and other public institutions that express interest (primary and secondary schools, clinics, education institutes, etc.), throughout BiH;

**Goal:**

**1.2. Assistance in development of the system of early detection, diagnosis and intervention for disorders and other problems in development;**

**Activities:**

- a) Continuation and further development of already existing EDUS Early Intervention Centre;
- b) Expert assistance and lobbying with the relevant government and public institutions to take an active role in building the early intervention system;
- c) Assisting in implementation and maintenance of the early intervention system, after it's formed.

**Goal:**

**1.3. Advancement of higher education system;**

**Activities:**

- a) Lobby for new Chairs for special applied pedagogy and applied psychology;
- b) Lobby for more intensive practical education of students of the relevant faculties that could, in part, be executed in the planned Resource Centre and its branches;
- c) Expert assistance to the faculties in creating the curriculum, editing textbooks;
- d) Assistance in scientific research to the post-graduate students.

**Goal:**

**1.4. Lobby for more precise and developed legal framework to protect a child's best interest;**

**Activities:**

- a) Lobby for legal framework for the early intervention system;
- b) Lobby for legal framework for modernisation of the categorisation of children with special needs in accordance with world best practices in order to direct it toward children's educational needs;
- c) Lobby for revision of the relevant laws (Family law, Primary Schooling Law, Law on pre-school education, etc.), and creation of legislative framework to provide the optimal solution for each child.

**Goal:**

**1.5. Tracking current world trends in education and support for children and the application of best practises;**

**Activities:**

- a) Provision of the professional literature necessary for application of the project model of education, as well as general information and advancement;
- b) Participating in international scientific conferences and application of the acquired knowledge.

**Goal:**

**1.6. Support to the relevant scientific research and co-operation at state and international level;**

**Activities:**

- a) Presentation of work in the project classrooms and examination of its effects through the scientific research papers;
- b) Presentation of those works at the international conferences;
- c) Founding of the international scientific research centre;
- d) Organising workshops for design of scientific research;
- e) Organising seminars and conferences.

**Goal:**

**1.7. Organisation and realisation of the out-of-system activities that can improve quality of the support of development of children;**

**Activities:**

- a) Organising sport activities (swimming, hypo therapy etc.);
- b) Organising art workshops and performances for children;
- c) Setting up day care centres for older children;
- d) Organising visits to museums, cinemas and theatres.

**Strategic direction 2:**

**Structural improvement of the system of support for children with and without developmental delays**

**Goal:**

- 2.1. Gathering professionals, parents and other citizens who wish to improve the current systems related to development of children (education, science, health, social care) and adjust them better to the individual needs of each child;**

**Activities:**

- a) Promotional activities in media;
- b) Animating public through lectures and discussions;
- c) Organising seminars and workshops.

**Goal:**

- 2.2. Better integration of education, health and social care system in order to make it closer to the real needs of children with and without developmental delays, and their families;**

**Activities:**

- a) Organising meeting with the relevant ministries on all levels of government;
- b) Lobby for better integrated system;
- c) Assistance in creation of new policies and plans in health, education and social system, according to the best practises in world.

**Goal:**

- 2.3. Co-operation with government, non-government and business sectors in the areas of common interest;**

**Activities:**

- a) Signing partnership agreements and sponsorship contracts;
- b) Planning and implementation of joint projects;
- c) Joint advocacy of children's interests before the government.

**Strategic direction 3:  
Raising public awareness**

**Goal:**

- 3.1. Raising public awareness on the need for comprehensive approach in the support and education of children in order to meet their individual needs;**

**Activities:**

- a) Media campaigns (articles, billboards, broadcasts)
- b) Showing stories and documentaries on EDUS on TV.

**Goal:**

- 3.2. Improving general information on developmental disorders, needs of children and existing support system;**

**Activities:**

- a) Printing and distribution of brochures, pamphlets and posters;
- b) Publishing help books for broader audience;
- c) Taking part in radio and TV shows and electronic media;

**Goal:**

- 3.3. Raising awareness on potentials of the children with delays in development.**

**Activities:**

- a) Organising children's exhibitions, shows and concerts;
- b) Organising electronic media groups;
- c) Promotion in media of a) and b).

## EDUS DEVELOPMENT AND STRATEGY 2014-2017

STRATEGIC DIRECTION	STRATEGIC GOAL	ACTIVITY	PERIOD	COST KM
<b>1. Qualitative improvement of system of support for children with and without developmental delays</b>	<b>1.1. Education of professionals, students and parents through the introduction of modern and effective, evidence-based methods of work with children with and without developmental delays;</b>	a) Continuation of EDUS-CABAS programme in "Mjedenica" school and in the Early Intervention Centre in Dobrinja with the same capacity (around 100 children);	Jan 2014- Jun 2015	<b>250.000 KM (125,000 EUR) per school year</b>
		b) Establishing the EDUS Resource Centre in Sarajevo, with branches in all larger cities in BiH and wherever there is a need; besides professional training in usage of advanced scientific methodology, it would double as an inclusive kindergarten and school for children with and without developmental delays, as well as a professional and research centre affiliated with universities in BiH and wider.	Sep 2015	<b>Building 1.500.000 KM or 750,000 EUR, programme as per a)</b>
		c) Organising lectures on the faculties (Pedagogy, Philosophy, Education-Rehabilitation, Medical) and other public institutions that express interest (primary and secondary schools, clinics, education institutes, etc.), throughout BiH;	Jan 2014- Dec 2017	<b>10.000 KM Per school year</b>
	<b>1.2. Initiate and help development of the system of early detection, diagnosis and intervention for disorders and other problems in development;</b>	a) Continuation and further development of EDUS Early Intervention Centre	Jan 2014- Dec 2017	<b>Included in 1.1.</b>
		b) Expert assistance and lobbying with the relevant government and public institutions and the international organisation such as UNICEF to take an active role in building the early intervention system;	Jan 2014- Dec 2017	<b>0 KM</b>
		c) Assisting in implementation and maintenance of the early intervention system, after it's formed.	Jan 2014- Dec 2017	<b>0 KM</b>
	<b>1.3. Advancement of higher education system;</b>	a) Lobby for new Chairs for special applied pedagogy and applied psychology;	Jan 2014- Dec 2017	<b>0 KM</b>
		b) Lobby for more intensive practical education of students of the relevant faculties that could, in part, be executed by the experts of „EDUS“, within its projects;	Jan 2014- Dec 2017	<b>0 KM</b>
		c) Expert assistance to the faculties in creating the curriculum, editing textbooks	Jan 2014- Dec 2017	<b>10.000 KM</b>
		d) Assistance in scientific research to the post-graduate students.	Jan 2014- Dec 2017	<b>0 KM</b>

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STRATEGIC DIRECTION	STRATEGIC GOAL	ACTIVITY	PERIOD	COST KM
<b>1. Qualitative improvement of system of support for children with and without developmental delays</b>	<b>1.4. Lobby for more precise and developed legal framework to protect child's best interest;</b>	a) Lobby for legal framework for the early intervention system;	Jan 2014- Dec 2017	<b>0 KM</b>
		b) Lobby for legal framework for modernisation of the categorisation of children with special needs in accordance with world best practices in order to direct it toward children's educational needs;	Jan 2014- Dec 2017	<b>0 KM</b>
		c) Lobby for revision of the relevant laws (Family law, Primary Schooling Law, Law on pre-school education, etc.) and creation of legal and sublegal framework to provide the optimal solution for each child.	Jan 2014- Dec 2017	<b>0 KM</b>
	<b>1.5. Tracking the current world trends in education and support for children and the application of best practises;</b>	a) Provision of the professional literature necessary for application of the project model of education, as well as general information and advancement;	Jan 2014- Dec 2017	<b>15.000 KM</b>
		b) Participating in international scientific conferences and application of the acquired knowledge.	Jan 2014- Dec 2017	<b>20.000 KM Per school year</b>
	<b>1.6. Support to the relevant scientific research and co-operation at state and international level;</b>	a) Presentation of work in the project classrooms and examination of its effects through the scientific research papers;	Jan 2014- Dec 2017	<b>10.000 KM</b>
		b) Presentation of those papers at the international conferences;	Jan 2014- Dec 2017	<b>Already included</b>
		c) Founding of the international scientific research centre;	Jan 2014- Dec 2017	<b>By project</b>
		d) Organising workshops for design of scientific research;	Jan 2014- Dec 2017	<b>Included in seminars</b>
		e) Organising seminars and conferences.	Jan 2014- Dec 2017	<b>30.000 KM</b>
	<b>1.7. Organisation and realisation of the out-of-system activities that can improve quality of the support of development of children;</b>	a) Organising sport activities (swimming, hypo therapy etc.);	Jan 2014- Dec 2017	<b>10.000 KM</b>
		b) Organising art workshops and performances for children;	Jan 2014- Dec 2017	<b>5.000 KM</b>
		c) Setting up day care centres for older children;	Jan 2014- Dec 2017	<b>By project</b>
		d) Organising visits to museums, cinemas and theatres.	Jan 2014- Dec 2017	<b>3.000 KM</b>

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STRATEGIC DIRECTION	STRATEGIC GOAL	ACTIVITY	PERIOD	COST KM
<b>2. Structural improvement of the system of support for children with and without developmental delays</b>	2.1. Gathering professionals, parents and other citizens who wish to improve the current systems related to development of children (education, science, health, social care) and adjust them better to the individual needs of each child;	a) Promotional activities in media;	Jan 2014- Dec 2017	<b>Included in media campaign</b>
		b) Animating public through lectures and discussions;	Jan 2014- Dec 2017	<b>Included in cost of lectures</b>
		c) Organising seminars and workshops.	Jan 2014- Dec 2017	<b>Included in cost of seminars</b>
	2.2. Better integration of education, health and social care system in order to make it closer to the real needs of children with and without developmental delays, and their families;	a) Organising meeting with the relevant ministries on all levels of government;	Jan 2014- Dec 2017	<b>0 KM</b>
		b) Lobby for better integrated system;	Jan 2014- Dec 2017	<b>0 KM</b>
		c) Assistance in creation of new policies and plans in health, education and social system, according to the best practises in world.	Jan 2014- Dec 2017	<b>0 KM</b>
	2.3. Co-operation with government, non-government and business sectors in the areas of common interest;	a) Signing partnership agreements and sponsorship contracts;	Jan 2014- Dec 2017	<b>0 KM</b>
		b) Planning and implementation of joint projects;	Jan 2014- Dec 2017	<b>0 KM</b>
		c) Joint advocacy of children's interests before the government.	Jan 2014- Dec 2017	<b>0 KM</b>

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STRATEGIC DIRECTION	STRATEGIC GOAL	ACTIVITY	PERIOD	COST KM
<b>3. Raising public awareness</b>	3.1. Raising public awareness on need for comprehensive approach in support and education of children in order to meet their individual needs;	a) Media campaign;	Jan 2014- Dec 2017	<b>10.000 KM</b>
		b) Showing EDUS documentary on TV.	Jan 2014- Dec 2017	<b>0 KM</b>
	3.2. Improving general information on developmental disorders, needs of children and existing support system;	a) Printing and distribution of brochures, pamphlets and posters;	Jan 2014- Dec 2017	<b>By project</b>
		b) Publishing help books for broader audience;	Jan 2014- Dec 2017	<b>By issue</b>
		c) Taking part in radio and TV shows and electronic media;	Jan 2014- Dec 2017	<b>0 KM</b>
	3.3. Raising awareness and affirmation of potentials of the children with delays in development.	a) Organising children's exhibitions, shows and concerts;	Jan 2014- Dec 2017	<b>3.000 KM</b>
		b) Organising electronic media groups;	Jan 2014- Dec 2017	<b>0 KM</b>
		c) Promotion in media of a) and b).	Jan 2014- Dec 2017	<b>Included in media campaign</b>