

Map 11:
Municipality level data documenting the relative decrease of the number of primary school students in an eight year period (2001/2002 school year). Not all regions filled out all the detailed items in the database that were needed to generate this map.

when the city had a much smaller school age population. Whatever the case may be, Serbia has been undergoing large changes in school enrollment, this is particularly true when we look at the data at the municipality level. Map 11 shows the relative decrease in the number of primary school students that has happened in eight years.

Photograph:

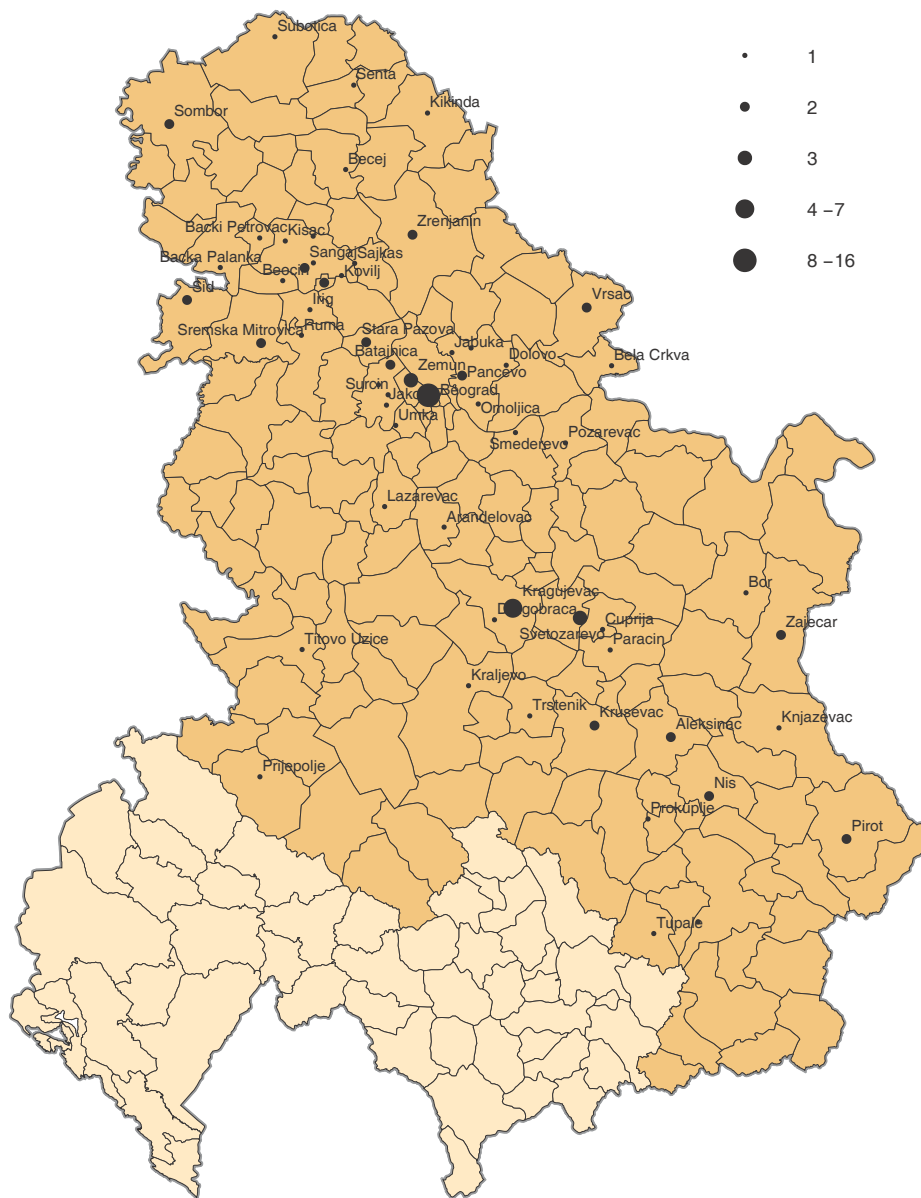
A tree, a ball and a school fence. A school yard in a remote rural area of Sjenica in June. During the winter the temperatures in the municipality fall to -40 degrees Centigrade. Rural areas like the one in the picture are snowed in and cut off from the rest of the world. Yet the schools work. It is quite easy to close down the smallest schools, it is more difficult to match some of their educational achievements.



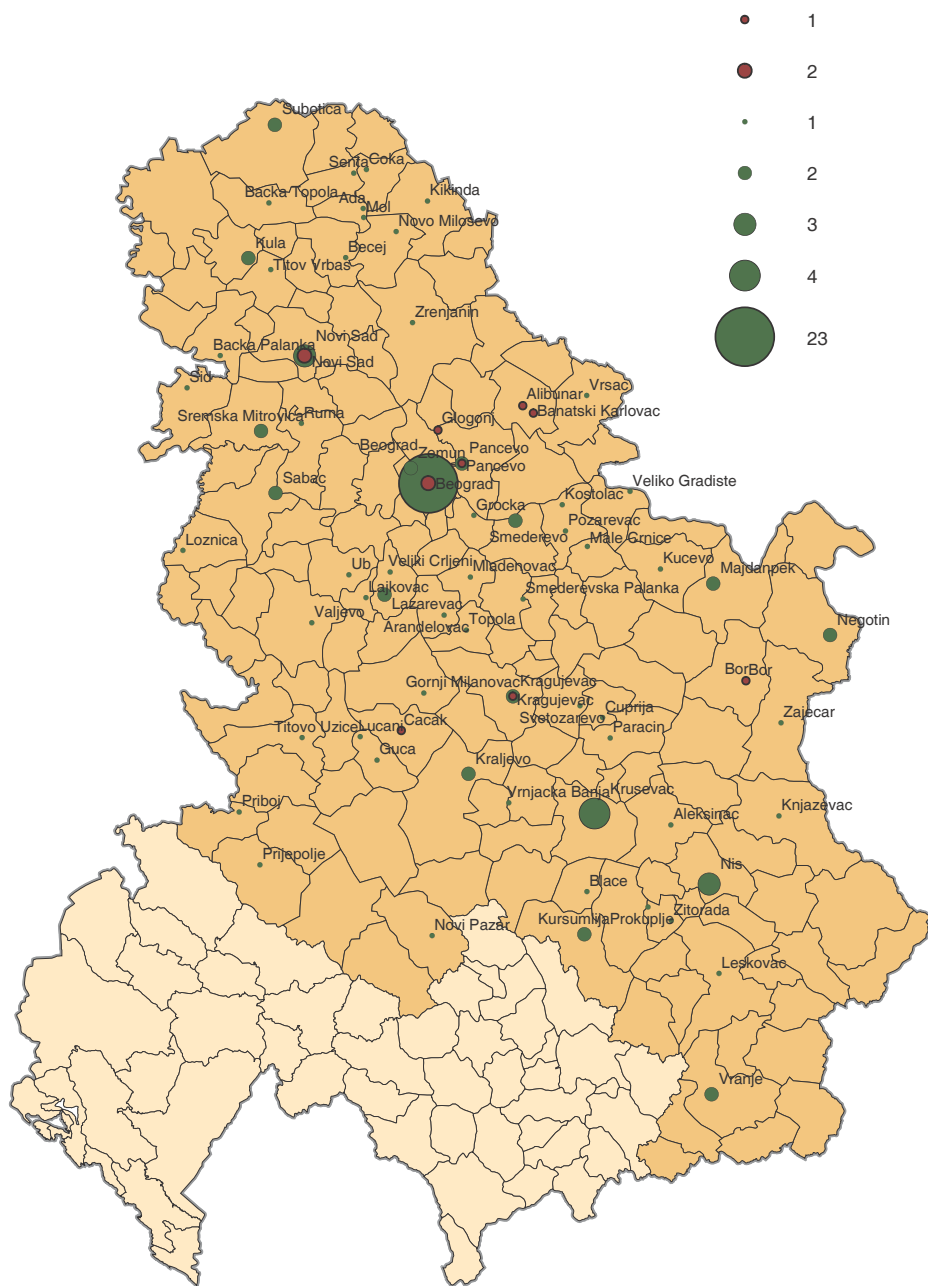
Networks of special, art and secondary schools

Up to this point we have mostly focused on the network of regular primary schools. The network of schools has other important subsystems in it such as the special schools (for children with special needs - this subnetwork of schools is of particular importance for questions of access to schools, specially of that segment of the population which already has problems related to the realization of the universal right to education), art schools as well as the "second chance" primary schools for adults. Of course, one of the most important subsystems is the network of secondary schools (high schools and vocational training schools). The secondary school network also has its special schools and art schools.

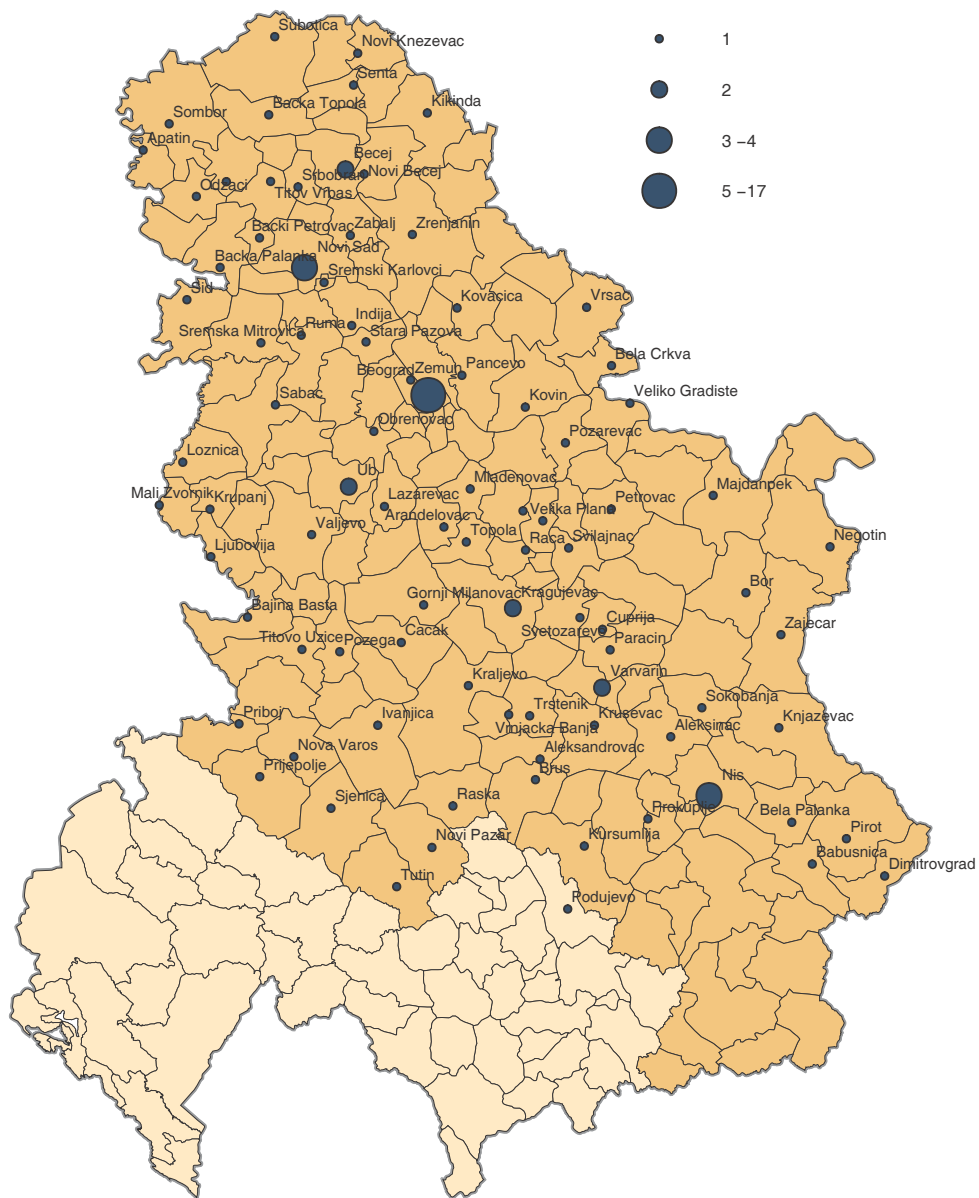
Each of these subsystem has its own specificities. The analysis of these specificities falls out of the scope of the current project, yet it is important to present basic information regarding the size and the extent to which these subsystems cover the country. Map 12 gives the distribution of special schools, while Map 13 gives the distribution of art schools. From these maps we see that even these subsystems represent truly



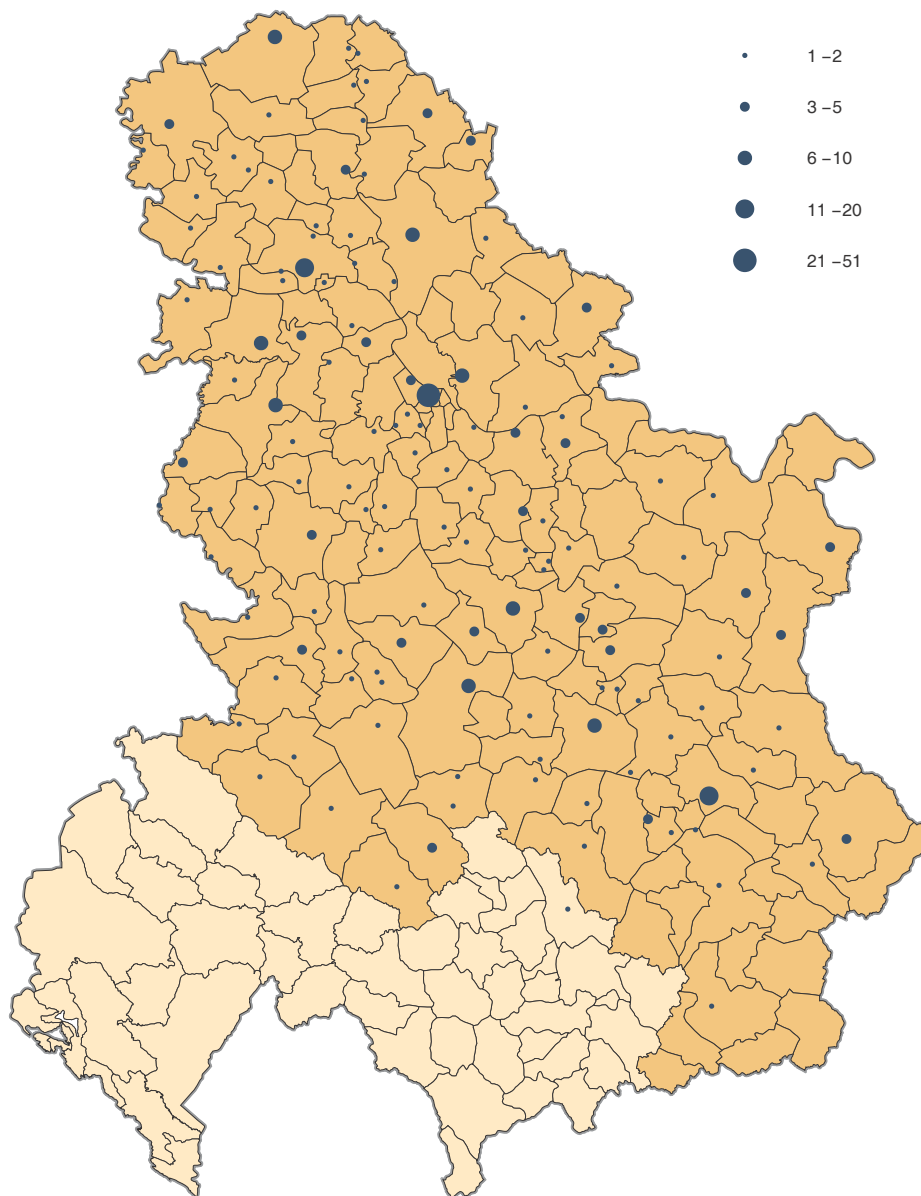
Map 12:
 Distribution of special schools (schools for children with special needs).
 Larger circles denote higher concentrations of such schools (2001/2002
 school year).



Map 13:
 Distribution of art schools (primary music or ballet schools). Larger circles denote higher concentrations of such schools (2001/2002 school year).



Map 14:
 Distribution of high schools. Larger circles denote higher concentrations of such schools (2001/2002 school year).



Map 15:
 Distribution of vocational education schools. Larger circles denote higher concentrations of such schools (2001/2002 school year).