WORK REPORT
FOR 2018

Pristina, March 2019
Work report for year 2018

Contact:
Dukagjin Pupovci
Executive Director
Kosovo Education Centre (KEC)

School Complex "Mileniumi i Tretë" st. "Isa Kastrati", Pristina
Tel. 038/244 257, lok. 105
Fax.038/244 257, lok. 109
E-mail: dpupovci@kec-ks.org
Përmbajtja

Lista e shkurtesave: ........................................................................................................................................ 4

Introduction .................................................................................................................................................. 6

1. IMPROVING QUALITY OF EDUCATION ............................................................................................ 8
   1.1. Early Childhood Education ................................................................................................................ 8
       1.1.1. Promoting innovation for equality and access .......................................................................... 8
       1.1.2. K-RAE-EYN network .................................................................................................................... 8
       1.1.3. Providing first-grade students with complete sets of readers .................................................. 9
       1.1.4. Family and child education (FACE) ............................................................................................ 9
       1.1.5. Step by Step .................................................................................................................................. 10
   1.2. After School Support for Teens (ASSET) ....................................................................................... 10
   1.3. School Development Grants .......................................................................................................... 13
   1.4. School me ......................................................................................................................................... 14

2. HUMAN RIGHTS ...................................................................................................................................... 17
   2.1. Kosovo Academy for EDC and HRE ............................................................................................ 17
   2.2. Together for equity in early childhood .......................................................................................... 18
   2.3. EU SIMRAES 2 ............................................................................................................................... 19
   2.4. Building local capacity through community mobilization and cross-sector cooperation .......... 21
   2.5. Prevention of violence against children ....................................................................................... 22
   2.6. Promoting and protecting children’s rights (PPCR) ..................................................................... 24

3. NETWORKING AND PARTICIPATION IN POLICY-MAKING ................................................................. 27
   3.1. Kosovo Education and Employment Network (KEEN) ................................................................. 27
   3.2. Kosovo Initiative for Inclusion - KOSINT 2020 ............................................................................. 31

4. Information and Publications .............................................................................................................. 33

5. NON-PUBLIC SCHOOL “Mileniumi i Tretë” (“The third Millenium”) ............................................. 34

6. Other activities ....................................................................................................................................... 36

Annex: Certified persons by training program .......................................................................................... 38
Lista e shkurtesave:

**APPK**  Employment Promotion Agency Kosovo

**ASSET**  After School Support for Teens

**ATTA**  Academy for Training and Technical Assistance

**BSFK**  Balkan Sunflowers Kosova

**CoE**  Council of Europe

**CSO**  Civil Society Organization

**DVV**  Deutschen Volkshochschul-Verbandes

**ECE**  Early Childhood Education

**EDC**  Education for Democratic Citizenship

**EDHR**  Education for Democracy and Human Rights

**EMIS**  Education Management Information System

**EU SIMRAES 2**  European Union Support to Implementation of Roma, Ashkali and Egyptian Strategy – Phase 2

**EWC**  European Wergeland Centre

**FACE**  Familjet dhe Fëmijët në Edukim

**FHI 360**  Family Health International 360

**GIZ**  German Agency for International Cooperation

**GoK**  Government of Kosovo

**HRE**  Human Rights Education

**ISO**  International Standards Organization

**ISSA**  International Step by Step Association

**KEC**  Kosova Education Center

**KEEN**  Kosovo Education and Employment Network

**KESP**  Kosovo Education Strategic Plan

**KFOS**  Kosovo Foundation for Open Society

**KOSINT**  Kosovo Integration Initiative

**K-RAE-EYN**  Kosovo RAE Early Years Network

**LC**  Learning Centres

**MED**  Municipal Education Department

**MEST**  Ministry of Education, Science, and Technology

**MLSW**  Ministry of Labour and Social Welfare

**NCCP**  NGO Coalition for Child Protection

**OGG**  Office of Good Governance

**OSF**  Open Society Foundation-London

**OSI**  Open Society Institute

**PASCH**  Schools: Partners for the Future

**PCU**  Project Coordination Unit

**PEN**  Peer Educators Network
PFA  Professional Field Assistant
PHZH  University of Zurich
PISA  The Programme for International Student Assessment
PPCR  Promoting and Protecting of Child Rights
PRTAND  Prevention and Response Team against Non-Registration and Drop-out
RADC  Roma and Ashkali Documentation Centre
REF  Roma Education Fund
SbS  Step-by-Step
SDG  School Development Grants
SDP  School Development Plans
SGAB  School Grants Approval Board
SHL-K  SHL Kosova
SiV  Syri i Vizionit NGO
SJE  Social Justice Education
SPARK  Stitching SPARK
UNICEF  United Nations Children’s Fund
USAID  United States Agency for International Development
VoRAE  Voice of Roma, Ashkali and Egyptians in Kosovo
Introduction

Year 2018 did not bring any significant improvements in the education sector in the state agenda, despite statements that education represents a national priority. In fact, year 2018 began with the training of students who were about to take the PISA test. The training focused more on the psychological preparation of the student to better perform during testing. Besides, the municipal education departments were consolidating from the local elections of the end of 2017. The elections resulted in many personnel changes at the local level. Also, the new Law on the Education Inspectorate was approved and the evaluation process of teacher performance started.

Otherwise, the implementation of the new competency-based curriculum in Kosovo schools continues without a clear prospect of the success that this change will bring about. During 2018, a competition for new textbooks was opened aiming for the textbooks to reach students by the beginning of the 2019/20 school year.

Statistical data indicate a continuous decrease in the number of students in pre-university education, which comes as a result of lower birth rates and migration. Thus, in the academic year 2017/18, the number of students in pre-university education was 20% lower than in the 2007/08 school year, while during the same time period, the number of teachers has increased by 8%. As a result of continued wage growth, pre-university education budget allocation for wages has already reached 94%, while schools are left with very little in the way of securing the necessary teaching materials and equipment.

KEC programs are structured in four, often interconnected, areas:

1. Improving quality of education:

During the year 2018, several projects for early childhood education, as well as the project "Teach me", which promoted the use of information and communication technology in schools, were closed. Alongside this, the After School Support for Teens (ASSET) Project rolled out in schools and new municipalities, while the School Development Grants project began to materialize at school level, supporting activities leading to quality improvement.

During this year, 319 people attended trainings offered by KEC and 10,516 training hours were delivered.

2. Human rights

In addition to protecting children from violence, projects in the field of human rights focused on improving the situation of children of Roma, Ashkali and Egyptian communities. The EU SIMRAES 2, funded by the European Union, continues to support 10 teaching centres throughout Kosovo, while also offering 200 annual scholarships for high school students from these communities. Meanwhile, the TOGETHER project, funded by the Roma Education Fund (REF), completed its two-year support of pre-school children of communities in order to ensure the successful start of compulsory education.
3. Networking and participation in policy-making

During 2018, KEC has been very active in conducting research in the field of education and employment, both at central and local level. Also, there has been continued support for municipalities in drafting local action plans, as well as direct support for schools and communities, with particular focus on Roma, Ashkali and Egyptian communities. Numerous advocacy initiatives have resulted in increased awareness on the state of education, brought to more active involvement of stakeholders in policymaking, and have produced documents in the field of education policy.

4. Research in the field of education

KEC has not carried out specific research projects, but numerous researches have been carried out within the various projects of the organization, such as KEEN, and so on.

In 2018, the quality management system was implemented according to ISO 9001: 2015, focusing on project management and training. Also, advanced documentation and accounting management systems have been implemented.

See below for more detailed reports on the main projects implemented by KEC during 2018.
1. IMPROVING QUALITY OF EDUCATION

1.1. Early Childhood Education

The Early Childhood Education Program is based on the "Step by Step" methodology. In 2018, within the framework of this program, several key projects were implemented, such as: "Providing first-grade students with complete sets of school readers" with the support of MoneyGram International, "Family and Child Education (FACE with support from the University of Education in Zurich, "Promoting Innovation for Equity and Access" and "K-RAE-EYN Network", with funding from OSF-London. Also "Step by Step" trainings for educators working with children of ages 3-6 have been implemented.

1.1.1. Promoting innovation for equality and access

The main focus of the project is the implementation of the "Quality Resource Pack" - QRP, developed by the International Step by Step Association (ISSA), which provides a good model for quality assurance in early childhood services. This initiative has created a functional network of professionals in Kosovo. The project is developed in close cooperation with MEST and the Faculty of Education and has three components: 1) Finalizing and disseminating the Quality Resource Pack; 2) Capacity Building of Preschool Institutions; 3) Organization of the system to improve the quality of monitoring.

The competency package continues to be used with interest by preschool institutions. During 2018, three support workshops were organized for coordinators and educators from each preschool institution involved in the project. Interested educators and directors from other pre-school institutions that were not involved in the project also attended these workshops. In cooperation with the SOS Kinderdorf and Balkan Sunflowers, and with contribution from all kindergartens that apply these competencies, and also three other kindergartens from Albania, a handbook was published containing the best practices for the development of competencies. ISSA has supported the publication of this manual, and part of it has been translated into English.

1.1.2. K-RAE-EYN network

The goal of the KRAEYN network is to support equal access to early childhood education for Roma, Ashkali and Egyptian children aged 0-10 years and to improve access and quality of services. The network continues to support early childhood professionals and paraprofessionals working with Roma, Ashkali and Egyptian communities. The network cooperates with more than ten partner NGOs in Kosovo, who are all experienced in providing early childhood development services to Roma, Ashkali and Egyptian children.

Main achievements of this Project are:

- building capacity of 100 network members with the purpose of improving their performance as educators for the Roma, Ashkali and Egyptian communities.
- Drafting an advocacy strategy for the network;
- Recommendations on MEST policies regarding pre-primary education;
• Continuing cooperation with projects and organizations aimed at early childhood development of Roma, Ashkali and Egyptian communities
• Collaboration with Romawood, Somany in France and providing 100 documentary and feature films on topics related to Roma issues in Europe.

1.1.3. Providing first-grade students with complete sets of readers

The purpose of the project was to equip first-grade students both in Kosovo and Macedonia with packages of reading materials, designed to improve reading skills in early age. The donor, MoneyGram Foundation, selected the judo champion Majlinda Kelmendi as a media figure for promoting books, which became an attraction for both children and teachers.

In addition to publication and distribution of books, workshops were organized for the use of picture books as well as monitoring their utilization. Altogether 25 workshops were organized for 762 teachers in 25 municipalities in Kosovo, as well as 15 workshops for 540 Albanian speaking teachers in 9 municipalities in Macedonia. In Kosovo, the monitoring and training was conducted by education experts, while in Macedonia, they were conducted by the Education Development Bureau in Macedonia, responsible for professional development and teacher support in Macedonia. The monitoring results showed that these books are mostly used in language classes (90%) to motivate students to express their opinions, but are also used in other subjects.

1.1.4. Family and child education (FACE)

FACE is an educational project that aims to support children coming from underrepresented areas in becoming aware of their talents. FACE offers students appropriate activities for their age to find out who they are and what they are capable of doing as a first step towards a positive self-concept. It also encourages students to present themselves and their skills to others and, most importantly, tries to involve their parents as well. For teachers, this is a wonderful opportunity to get to know their students and their families better. The FACE program promotes the quality of living and learning together in a multi-cultural and multi-ethnic environment.
Translation and publishing of the teaching materials includes three brochures translated into Albanian dealing with issues of identity, skills, talents and interests, emotions and heritage and are intended for ages 4-6 and 7-12 years. In 2018, two trainings were organized where participants, under the guidance of trainers from the University of Education in Zurich, shared their experiences in using FACE materials in their daily work.

1.1.5. Step by Step

Three community-based kindergartens in Pristina are involved in a joint project for the implementation of the "Step by Step" methodology. For kindergartens, there is a 5-day basic training for the 3-6 age group, three days of educator planning presentations and three thematic workshops. These activities were attended by 18 educators, who received individual training. Finally, after the monitoring of each educator, a professional development report was prepared on the project implementation. All educators were provided with the certificates of the "Step by Step" program.

1.2. After School Support for Teens (ASSET)

In June 2017, KEC signed a cooperation agreement with USAID to implement the After School Support for Teens (ASSET) in Kosovo. KEC is implementing the ASSET program on behalf of USAID, in partnership with FHI 360 and Crimson Capital. In January 2018, at the request of USAID, KEC developed technical and cost proposals for extending the Program to municipalities and other schools. The ASSET program is a five-year initiative, designed to support high schools in Kosovo and their students (Grades 10-12). The main objective of ASSET is to develop young people's work and entrepreneurial skills, increase their ability to make informed decisions about their careers, and increase their positive attitude toward the future. The motto of the Program is "Preparing Kosovo Youth for 21st Century Life and Work".

During 2018, the Program focused efforts on creating creative spaces in partner schools from the previous year, in drafting and implementing professional development of teachers, as well as extracurricular activities for students of partner gymnasia. During 2018, the Program increased the number of partner municipalities, from two to nine. Additional efforts were made in the area of preventing violent extremism by drafting the framework and activity plan for the Program intervention in schools. The program also drafted and presented to the teachers soft skills that increase youth employability, and the guidelines and tools for measuring them. Below are some of the main results of the program.

**ACTIVITY 1: DEVELOPMENT OF COMPETENCIES FOR LIFE AND WORK**

Enabling project-based practical learning
Two Career Entrepreneurship Centres in Schools have been established (renovated and functional for use by students);
The educational technology catalogue and additional equipment guidelines have been developed and made available online at the Program Web site: http://asset-ks.org/ASSET-%20Shqip/teachersguidance.html;
Four regional information meetings were held for municipalities and schools;
Seven new partner schools were selected in seven municipalities.

Capacity building of teachers

- Four training courses were developed, piloted and accredited (1. Project-based teaching, 2. Orientation and career counselling, 3. Technician clubs, and 4. Entrepreneurship and financial education;
- 39 teachers were trained in project-based teaching;
- 32 teachers and students were trained the Technician Club course;
- The course for formative assessment was developed and entered its pilot phase;
- 10 short modules for teacher training were developed and piloted; and
- Capacity building of teachers as school facilitators has begun.

Development of assessment tools

- A set of 10 soft skills and behaviour indicators were developed and started piloting in partner schools through teacher courses.

ACTIVITY 2: CAREER AND ENTREPRENEURSHIP EDUCATION

Development and implementation of career education training course
• Training course, guidelines and career guidance materials have been developed and piloted;
• 36 teachers have been trained in orientation and career guidance

Improvement of the virtual career portal for use in general education

• 36 teachers have been trained to use the Career Portal 'Compass';
• Ten career video films have been made available online at the Compass portal: https://busulla.com/stories; and
• Two Career Corners have been set up in partner schools.

Creation of student enterprises

• A teacher training course on entrepreneurship has been developed and piloted;
• 32 teachers have been trained in entrepreneurship and have started practical activities with students,

Other Activities:

• 16 school-business cooperation agreements were closed;
• Work experience guide was finalized;
• "Mapping of the community by youth" were realized.

The program marked important dates with students, such as:
International Women's Day (October 11, 2018). 10 girls from partner schools (Xhevdet Doda and Hajdar Dushi) attended the event by visiting the Air Navigation Services Agency and the Zombie Soup programming company; and
Entrepreneurship Week - 50 students who set-up in-school enterprises presented their work to the audience of Jakova Innovation Centre, Innovation Centre Kosovo and the Clothing Convention, where they also had the opportunity to see presentations from other entrepreneurs.

1.3. School Development Grants

Kosova Education Centre (KEC) started implementing the School Development Grants (SDG) project in June 2017. The SDG is a project of the Ministry of Education, Science and Technology, which is implemented through a loan received from the World Bank. KEC provides technical assistance to MEST in carrying out the project. The project idea is for schools to draft development plans and project proposals that serve the purpose of the project, which are then funded by the MEST. There are 140 schools selected throughout Kosovo that will benefit from this opportunity and which will be supported by the project. Also, 20 out of the 177 schools that participated in the earlier stages of this project will benefit from the new, competition-based funding. There are six expected results within the framework of the project, while during 2018, the Project focused mainly on the realization of activities from the following two results:

Result # 5: Facilitate the procurement of goods and services that will be purchased with school grants.

To achieve this result, the following activities were implemented:

Organize training for procurement procedures. - After the 2-day training of Professional Field Assistants (PFA) a dynamic plan was devised for the training of directors from beneficiary schools for procurement procedures by the Project Coordination Unit (PCU) officers. At the beginning, 11 training groups were planned. However, at the recommendation of the PCU, a total of 4 training groups were organized, each with approximately 90 participants. These trainings were conducted from 21st to 24th of February. Participation in all groups was more than satisfactory.

Provide technical assistance to schools in procurement plans. - Although schools had procurement plans prepared since February 2018, at the instruction by the PCU, they were not sent for approval until the budget was confirmed by the PCU. On 12th of April, the PCU sent the finalized budget, and based on this budget, KEC together with PFA and schools modified the procurement plans in accordance with the reviewed budget. On April 17th, 2018, KEC submitted to PCU all updated procurement plans based on the new budget and the same were approved by the PCU. Following the approval of the school procurement plans by SGAB, KEC provided technical assistance to PCU in preparing the consolidated procurement plan for approval by the World Bank office. On June 14, 2018, the World Bank office approved procurement plans for all beneficiary schools.

Support schools in procurement of goods and services. - Following the approval of procurement plans, schools with PFA support began preparing the necessary documents for carrying out procurement procedures for goods and services that were part of their project proposals. Even though the schools began preparing the documents, delays in allocation of financial resources by PCU resulted in delayed procurement of packages. In particular, there were changes to rules and procedures in the procurement of packages related to the selection of consulting firms (trainings). This affected the timely implementation of procurement procedures
by the schools. The budget allocation process for schools was not an easy one. It was accompanied with some issues, which influenced the implementation of school-planned packages. Despite the difficulties, PFA succeeded in supporting schools in preparing procurement documents for packages and submitting them to PCU for approval. By the end of 2018, KEC managed to deliver approximately 500 packs to the PCU, of which 277 were approved, 133 were rejected and nearly 90 are under review by the PCU.

Result #6: Mentoring and monitoring of the process of implementation.

To achieve this result, the following activities were implemented:

Mentor and monitor the process of implementation of school projects. - On 24th of September 2018, PCU confirmed the approval of the monitoring plan and the database prepared by KEC. After the approval of the monitoring plan, the monitoring officer together with the relevant PFA conducted monitoring audits and evaluated the implementation of school projects. During this year, monitoring audits were carried out in 41 schools which had started with the implementation of their projects. Monitoring audits were conducted based on the monitoring instruments for the implementation of activities and the achievement of results. All the information gathered from the monitoring of schools is included in the monitoring report and the project database.

In particular, during 2018, the following results were achieved:

- 316 representatives from 160 beneficiary schools were trained on procurement procedures,
- 160 beneficiary schools had their procurement plans approved,
- 277 procurement packages of beneficiary schools were approved by the PCU,
- Monitoring audits were conducted in 41 schools that started with implementation of their projects.

1.4. School me

The Kosovo Education Centre (KEC) began implementing the 3-year project "School Me" in 16 beneficiary schools from Kosovo, in March 2016. The project was funded by Kosovo Foundation for Open Society (KFOS) and implemented in partnership with the Ministry of Education, Science and Technology (MEST), as well as Municipal Education Departments (MEDs) of 15 municipalities: Prishtina, Peja, Gjakova, Gjilan, Vushtrri, Podujeva, Hani Elezit, Istog, Rahovec, Malishevë, Lipjan, Suharekë, Fushë Kosovë, Shtime and Drenas. The purpose of the project is to train teachers to develop the student learning competencies set out in the Kosovo Curriculum Framework through the use of the digital platform "School me" and other online sources in the teaching process.

The project "School Me" was implemented in three phases. During the first phase of project implementation, activities were carried out focusing on providing the technical conditions for using the platform in classrooms, registering teachers and students to use the platform, and training teachers to integrate the digital platform in their methodology of teaching. In September 2016 alone, 16 schools were selected to use the digital platform in the teaching process during the 2016/2017 school year. More than 750 teachers and nearly 6,500 students
in these schools used the opportunity to utilize the platform at school and at home. The interest in using such novelties in the teaching process, especially for implementation of digital teaching, increased the number of beneficiary schools to 23, the number of teachers using the platform to 909, and the number of students who use the “School me” platform to 8076 in the school year 2017/2018.

Since the platform "School me" was first implemented in Kosovo, during the implementation period of the project, five different researches were conducted, which provided information on its quality, perceptions of teachers and students on the usefulness of the platform in the teaching process, as well as on the impact it has in the classroom. The conducted research showed that the digital platform "School me" is considered by teachers as a good opportunity to successfully implement the new Kosovo Curriculum Framework, in particular considering the fact that textbooks are missing for its implementation. The teachers highly appreciated the fact that through the use of the platform they managed to develop digital competence in students as a requirement for the preparation of students for the digital era.

During 2018, the following activities were conducted:

- A competition was organized for the beneficiary schools of the project, with participation of the 22 schools involved in the project; six schools received awards such as laptops, cameras and other items.
- The list was updated of teachers and students of 23 beneficiary schools using the "School me" platform in the teaching process. During the 2018/2019 school year, 909 teachers and 8076 students were registered for using the platform in the teaching and learning process.
- The satisfactory experience of schools "Qamil Batalli" and "Kelmend Rizvanolli" in the implementation of the project in the teaching process offered these schools the opportunity to utilize the platform for the second term of the school year 2018/2019 free of charge.
- An evaluation research was organized on the usefulness of the "School me" platform in the teaching and learning process.
• Monitoring audits were organized in beneficiary schools, aiming to assist the schools in collecting new platform enrolment data and assess the preparations made by schools at the beginning of the school year for using the "School Me" platform in the teaching process.
2. HUMAN RIGHTS

2.1. Kosovo Academy for EDC and HRE

The organization of the 2018 Academy is supported by the European Wargerland Centre (EWC) and the University of Education in Zurich (PHZH). The project implementation began on 1st of July 2018 and will last until March 30th, 2019. The 2018 Academy's goal is to strengthen a democratic culture of 10 Kosovo schools through training of education professionals, community actors and by further developing skills to teach, implement and promote EDC/HRE in their schools and communities. The 2018 Academy is organized as part of the Council of Europe's "Free to Speak, Safe to Learn" campaign. Since the Academy intends to build the capacity of schools to be part of the CoE campaign, additional training is planned for teachers and school students. The training aims to build the capacity of teachers and students to promote the campaign through various activities.

During 2018, the following activities were carried out:

- Support continued for the 11 beneficiary schools of the Kosovo Academy of 2017 for implementation of their school projects to promote the principles of EDC/HRE
- Identification of schools participating in the Kosovo Academy of HRE in 2018
- Organization of three seminars within the framework of the Academy in 2018
- Finalization of 10 school projects for the implementation of EDC/HRE principles in schools and outside of them
2.2. Together for equity in early childhood

The "Together for Equity in Early Childhood" project started on September 1st, 2016 as the second phase and ended on August 31st, 2018. The project was funded by the Roma Education Fund (REF). The objective of the project was to improve the achievements of early childhood education (EFH) and the full integration in schools of the disadvantaged groups of Roma, Ashkali and Egyptian communities aged 4 to 6 in 4 towns. The project also aimed at improving the skills of parents of these children, strengthening the relationship between parents and preschool institutions, enhancing the inclusive approach in early childhood development services, increasing the quality of teaching and learning, as well as advocating for wellbeing, equality and education for Roma, Ashkali and Egyptian children. The project was implemented in four locations: Gracanica, Plemetina (two locations) and Preoc.

Throughout the implementation period, the project managed to exceed the planned outcomes starting from the main indicator "Increase access to and participation in regular early childhood education," where the project supported 193 instead of the planned 186 children, which is double of what was planned in 2016. During the 2017/2018 registration period, support for registration for personal documents was provided to 36 children of age 4-5 in pre-school education, to 61 children of age 5-6 in pre-primary, and 70 children of age 6-7 in the first grade.

Besides, even though not required by the project documents, the project staff is committed to supporting 223 children from pre-school to 2nd grade for the 2018/19 registration year. Registration assistance included: providing a health certificate, arranging meetings with health clinics, assisting in providing maternity certificates in municipalities, organizing meetings with school directors, organizing parenting awareness meetings, and so on.
Mediators in Plemetinë, Graçanicë, and Preoc accompanied children in pre-school classes daily. Throughout the project, mediators carried out more than 1420 home visits in 4 project locations. Meetings with teachers and school directors of project locations were organized every week. Mediators met with teachers each day or several times a week, whereas project coordinators met with them as needed. The purpose of these meetings was to closely collaborate with the teachers to make sure that the children attended schooling regularly and were well supported. In Plemetin and Gracanica transportation for preschool and pre-primary school children was provided. Children attending pre-school and pre-primary school classes were provided with school materials and books depending on the requirements of the pre-primary groups of the locations concerned.

The two parts of the IDELA research that assess the children performance were conducted. In both phases, 66 children of age groups 4-6 years were tested. In the first phase, the IDELA average score was 43%, while in the second stage, the average score was 50%. This shows an increase of 7% and indicates that the project has influenced the development of motor skills, reading, language, socio-emotional development, etc. One thing to note is that there was no prior assessment to be used as a baseline. Instead, the two assessments were conducted during the project implementation period.

Activities with the parents of the beneficiary children were conducted on a weekly basis. Mothers through the activity "Your story" met once a week and learned from each other interesting games that they had the opportunity to play with their children at home. Mothers also read and borrowed storybooks for their children at home. Throughout the project, a total of 254 sessions were held in 4 localities. At each place, the project established toy libraries that provided didactic games and books for children aged 2-8 years, which their parents could borrow for their children. Throughout the project, every month, on average, 80 parents borrowed toys or books. Four toy libraries had 98 members.

In implementation of its activities, the project has collaborated with partners such as Balkan Sunflowers Kosovo (BSFK) (in three locations) and Voice of Roma, Ashkali and Egyptians (VoRAE) in one location. These NGOs provided their learning centres for the implementation of project activities, such as meeting parents and children, providing space for the library of toys and books, and co-operation between mediators. Even in the field of education policy, this project drafted a document proposal on quality assurance in early childhood education, with primary focus on the pre-primary level; for this purpose working groups were organized with representatives of MEST and other organizations active in the field of early childhood education. Also, at the national level, the project organized roundtable discussions on early education and presented the findings of IDELA research.

A major challenge for the project was to increase co-operation with parents. This presented quite a hurdle initially, but it improved over time been by involving all stakeholders, including NGOs active in those locations.

2.3. EU SIMRAES 2

The EU SIMRAES 2 project is implemented by Kosovo Foundation for Open Society (KFOS) and Kosovo
Education Centre (KEC) in cooperation with 6 local partners. The specific objective of this project is to ensure equal access of Roma, Ashkali and Egyptian children to pre-primary, primary and secondary education by improving their enrolment, attendance and the performance of these children through community-based and financial support.

During 2018, all project activities started in time and were completed within the planned timeframe.

Support of learning centres.- The implementation of the homework program, which is one of the most important project programs, continues in accordance with the Step by Step methodology. This program continues to engage at least 3 full-time facilitators or 6 part-time facilitators depending on the centre’s needs and the number of children. They are assisted by volunteers or tutors in learning centres. The goal of the project is to provide logistical support to facilitate attendance at school and in the learning centres. This year, the following actions were taken in the framework of the project:

a) 1,600 school packages out of the 800 foreseen for the academic year 2018/2019 were distributed, and the 10 beneficiary locations with children in need were covered;
b) half-meals were distributed on a monthly basis to children attending schooling;
c) didactic materials were distributed in each learning centre;

Training for Trainers "Social Justice Education" (SJU): - During April 2018, the project organized trainings for SJU trainers. The purpose of the training was to prepare a number of new trainers who could provide SJU training in the future. During the training, the participants prepared and presented activities and were evaluated by their peers. Apart from the presentation part, this method enabled each participant to evaluate other participants in the capacity of the trainer as an opportunity to reflect on their performance as a trainer. A total of 16 participants were trained and certified. During April 2018, the project organized a reflective workshop on "Prevention of prejudice, stereotypes and the creation of a democratic school" in collaboration with Prospect +. The training program was organized in a way that allowed participants to get acquainted...
through a number of concrete activities with the prejudices and stereotypes created in our schools and the ways to fight them. During the workshop, the participants presented their own reflections on the implementation of school activities and were also provided additional activities for them to implement in schools.

Monitoring of learning centres. During 2018, a total of 105 monitoring audits were conducted. Centres were monitored to ensure the quality of work in general, including activities with children, the staff performance at work, logistics and, in particular, hygiene. Monitoring played an important role and had a positive impact on the daily work of the LC-s. In the learning centres, order has been established particularly in the implementation of the curriculum. From the current monitoring audits one can notice that there is a steady increase in the number of children attending classes in the education centres, including children from the majority community. The aspects that monitoring recommended for continuous improvement of the detailed planning of thematic lessons, where topics that enable the interconnection of subjects and teaching areas may be included. This kind of teaching will develop student skills through their interaction and individual work.

Mentoring. - The purpose of the mentoring program is to improve the attendance and learning outcomes of the students benefiting from the project by providing them with academic and non-academic support as well as more opportunities to socialize with their peers. During the 2017/18 school year, the project provided mentoring programs for half of the 200 attendees. More precisely, under this program, 114 high school students in the municipalities of Gjakova, Istog and Prizren were supported by 23 mentors. The program has gone well and there was a marked improvement of their performance. During May 2018, the project, in collaboration with VoRAE organized the second module of mentor training provided by the Roma Education Fund (REF). The purpose of the training was to enable mentors to improve their mentoring practices in support of mentored students in order to improve their learning outcomes, their competencies, and social inclusion. The training was attended by 41 mentors who were later became active in the mentoring programs of VoRAE and EU SIMRAES 2.

2.4. Building local capacity through community mobilization and cross-sector cooperation

As part of the GIZ CDBE-IB project "Capacity Building in Basic Education in Kosovo", the project "Capacity Building at the Local Level through Community Mobilization and Cross-sector Cooperation" was drafted, with the main goal to organize training for municipal officials and nongovernmental organizations. The project aims to support MEST to institutionalize standards of learning centres and strengthen their capacity for the reintegration of child returnees into the mainstream school system, with special focus on children of Roma, Ashkali and Egyptian communities. The project has supported building of capacity of schools and learning centres in various forms, using existing structures both locally and centrally. The main focus of the project was
the institutional support of community mediators, supported by several organizations. Mediators serve as a bridge between the school, the family, the teaching centre and the community, especially for Roma, Ashkali and Egyptian communities, by improving communication between different parties for the reintegration of as many children into school as possible and to avoid school drop-outs. Therefore, the project has aimed to increase capacity for cross-sector cooperation at the local level, and to increase co-operation between institutions and organizations with the purpose to improve general conditions for inclusion in education, especially of children returning from other countries.

Initial activities were aimed at gathering information on cross-sector co-operation and the functioning of community mediators. Ample information was collected that helped to compile training programs by six local trainers. Two international trainers with the support of a local consultant were responsible for these activities. From February 2nd to March 15th, twelve trainings were organized for this purpose, involving a total of 19 municipalities and 290 participants from all communities, representing: Municipal Education Departments, Offices for Communities and Return, Social Work Centres, Non-Governmental Organizations / Learning Centres and schools.

These trainings served for institutions to approach each other, especially governmental institutions with non-governmental; organizations. The training program provided good opportunities for exchange of information, where everyone learned more about the work done by the other parties and also identified potential for cooperation. In most of the training sessions, groups representing municipalities showed commitment to work on initial drafts of the municipal action plan for cooperation with other institutions.

2.5. Prevention of violence against children

The "Prevention of Violence against Children" project, which was supported by the UNICEF Office in Kosovo, started its implementation in February 2017, and it was completed in July 2018. The main purpose of the project was to create safe and friendly environments in schools, through the dissemination and
implementation of the Protocol on the Prevention and Referral of Violence in Pre-University Education Institutions in Kosovo.

During 2018, the following activities were conducted:

- 3 training sessions were held in the field of Peer Mediation for the schools included in the project. While with the support of the forumZFD organization, three other trainings in this field were conducted, including 10 schools from the municipalities of Peja, Prizren, Pristina and Podujeva. Each school was represented in the training with 7 participants (5 students and 2 teachers).
- Training materials, including training guides, presentations and leaflets, were summarized in a document that is distributed to all trainers. This material has undergone a review following the training. The finalized material was submitted to the forumZFD organization for design and publication.
- In April 2018, the call for applications for project proposals for the beneficiary schools was opened. The schools applied with ideas to make Mediation Corners in their schools fully functional. 6 schools benefited with a grant € 1,000 each to make the Mediation Teams functional. Peer Mediation Corners were established in six schools. Some schools changed the destination of existing rooms into mediation corners while others refurbished rooms assigned for the purpose of mediation corners.
- During the project implementation period, all schools involved in the project were visited by project staff in order to provide support / mentoring. Schools involved in the project were monitored / mentored by the Project Manager. Thanks to committed engagement of a municipal official, Pristina municipal schools were visited on a daily basis. In total, over 150 mentoring / monitoring visits were conducted within the project.
- Individual meetings were held with the MED-s of the municipalities involved in the project to discuss the implementation of the Protocol and to support schools in reporting violence to the EMIS Case Registry Module.
- In close cooperation with COCP and SOS Kinderdorf, the project organized trainings on the Child Protection Policy, with participants from members of COCP. As a result of this training, COCP adopted the existing child protection policy within their organization. This activity served to increase capacity of civil society organizations to set up mechanisms for child protection.
- On February 6th 2018, in cooperation with MEST and the Kosovo Internet Safety Committee, the project organized a roundtable on "Addressing cyberbullying in schools". After a successful presentation and discussion with about 100 participants including policy-makers, school directors, teachers, students, media and CSO representatives, a list of recommendations was addressed to all stakeholders. This activity was organized to mark the World Safe Internet Day - SID2018.
The project supported the Office for Good Governance - OGG, in organizing a round table / workshop on the Strategy for the Protection of Children’s Rights. This activity provided the Strategy with contributions from CSOs and other relevant stakeholders.

The closing conference of the project titled "Mediation Groups as a Tool for the Prevention of Violence in Schools" was organized on 21st of June, 2018. During the conference, representatives of MEST, UNICEF and beneficiary schools gave their presentations. The project achievements and outcomes were also presented. More than 140 participants had the opportunity to see the project impact on target schools. During the conference, the Project Impact Assessment Report was also presented to the beneficiary schools. This activity was organized with the support of forumZFD organization.

An important accomplishment of the project during this period was the reaching of the agreement with numerous organizations and other partners active in this field for a unified approach to the issues. The cooperation with Peer Education Network, NGO OPPORTUNITY, COCP and the SOS organization to implement joint activities in this field should also be emphasized.

2.6. Promoting and protecting children’s rights (PPCR)

Kosovo Education Centre (KEC) and forumZFD have collaborated in the development of the Prevention of Violence Protocol in pre-university education institutions that effectively defines all the necessary steps required to address the issue of violence in schools. This Protocol was later approved in the form of a regulation by the Government of Kosovo - Regulation GRK no. 21/2013. KEC and forumZFD also developed a mediation program that was used to initiate Protocol implementation in schools. Having taken the first steps of implementing the Protocol in 30 schools in Kosovo under the project "Supporting Justice for Children" - Phase III (2013-2016) funded by UNICEF and the EU, both organizations, KEC and forumZFD decided to
cooperate in the implementation of this project. Through EU funding, and in cooperation with 10 NGOs, KEC and forumZFD are implementing the project "Promotion and Protection of Children's Rights". This project aims to empower local communities to improve child protection measures through awareness raising, mediation and peaceful conflict resolution. Through this, the project aims to contribute to the creation of friendly and non-violent environments for children in Kosovo schools through focused efforts by civil society organizations and local communities to promote child rights.

The activities carried out during 2018 have further strengthened the role of NGOs and schools.

Raising awareness of the project - The platform developed at the beginning of the project aimed to bring up-to-date information about the project and is populated with reader friendly information materials for teachers, parents, children and the general public, in the form of leaflets, brochures, video clips and other materials used in this field. This component continues to be one of the focal points of the project, and is enriched with additional publications developed by beneficiary NGOs (www.childrights-ks.org). Also, a project visibility action plan was drafted and a closed Facebook project group was formed in order to encourage debate and conflict resolution in beneficiary schools to protect children.

Organizing media contest for the best article on child rights - This event was organized in cooperation with COCP and forumZFD, and an award ceremony was organized after the selection process and and the decision of the Awards Selection Committee. This year’s winners were: Kaltrina Rexhepi with "The child mother" / RTK; Edona Kutleshi with "along the treacherous mountain path towards education" / Koha Ditore; Emirjeta Vllahiu with "The 10 Euro Supplement does not cover the essential expenses for child raising" / kallxo.com; Festim Kabashi with "Punishment" / RTK and Agnesa Citaku with" Between the desire and inability to be educated."

Organization of trainings on child rights and mediation for selected NGOs, students, parents and teachers - The six-day training program started with addressing the fundamental concepts on human rights and mediation, based on the principles of the Convention on Child Rights. Further, general aspects of human rights were addressed, as well as specific aspects such as discrimination, harassment and violence against children, as well as identification of the parties and ways to avoid and address these cases. The training followed the method of
active learning, with activities based on the learning cycle through experience. Given that the participants were engaged in the training program with school teams, priority was given to the basic components of the trainer's skills and advice was provided to the participants. The total number of participants was 30 (3 for each beneficiary NGO), of which 29 attendees were certified (23 female and 6 males). Afterwards, 40 training days were organized with students, teachers and parents, with a total of 154 participants (58 men and 95 women), parents - 16 participants (9 men and 7 women) and students - 96 participants (24 boys and 72 girls).

**Study Visits** - Within the project framework, a study visit was organized with representatives of non-governmental beneficiary organizations of the PPCR project and the directors-teachers of the project beneficiary schools. To really understand how mediation in a conflict resolution in school works, we must look to schools which have implemented mediation. Mediation in schools is relatively new in Kosovo, and there are not many schools that can demonstrate its effects. However, there are such schools in Macedonia and Albania, so a study visit was carried out to learn different forms of mediation as a group.

**Supporting NGOs in Project Implementation** - In order to support NGOs in carrying out their projects, this project organizes regular bi-monthly meetings where activities of each NGO are discussed. Also, monitoring in the beneficiary schools is an inherent part of the work, which also facilitates cooperation between schools and NGOs. With the support of NGOs, 40 mediation corners were established in the beneficiary schools and as a result of the trainings and setting up of these corners, the mediating students managed to mediate in 110 different cases, helping their peers and creating a friendly environment.
3. NETWORKING AND PARTICIPATION IN POLICY-MAKING

3.1. Kosovo Education and Employment Network (KEEN)

In December 2015, Kosovo Education Centre (KEC) started implementing the project "Kosovo Network for Education and Employment - KEEN" supported by the European Union Office in Kosovo. The KEEN project is implemented by a strategic coalition of four civil society organizations (Balkan Sunflowers Kosovo - BSFK, Kosovo Employment Support Agency - APPK, Training and Technical Assistance Academy - ATTA and Stichting SPARK) which are engaged in education, employment and social policies and aim to improve the employability of vulnerable groups in Kosovo through their involvement in policy development and decision-making while monitoring the implementation of their involvement at central and local level. KEEN also intends to close the gap between education and the developing of skills for the labor market. The duration of the KEEN project is until December 2019. The implementation period of the project is 48 months (December 28th 2015 – December 28th 2019).

During 2018, the following activities were conducted:

Outcome 1: Improve the capacity of civil society organizations to participate in policy-making and the monitoring of their implementation:

Activity 1.1. Launch and make functional the KEEN Network
- During the year 2018, eight (8) meetings of the Council of KEEN were held;
- The project website and the Facebook site are updated regularly according to project activities and needs. Web: www.keen-ks.net

Activity 1.5. Organize study visits to the EU and the region
- After the realization of four (4) study visits and the reflection session in the previous year, in 2018, the study "Participation and impact of civil society organizations in policy making and decision-making in Kosovo" was developed.

Activity 1.6. Drafting the Network Strategy
- The first draft of the Network Strategy was prepared, and it was shared with the project partners for comments or suggestions.

Outcome 2: Encourage participation of civil society organizations in policy / legislation development at central and local level by offering their support:

Activity 2.1. Establishment of specialized working groups to contribute to the development of national policies
- The Sector Strategy of the Ministry of Labour and Social Welfare was approved by the Government on 28th of February 2018.
Activity 2.2. Organize debates on various topics in the field of education and employment

- A total of 6 debates were organized where KEEN studies were presented and topics on education were discussed.

Activity 2.3. Support local authorities in developing local plans for implementation of national policies

- As a result of advocacy, 12 local action plans for education and community involvement drafted by municipalities during 2017, with the support of the project, were approved by municipal assemblies.
- During the third year of project implementation, KEEN has supported the drafting of three new local action plans: Suharekë, Dragash and Prizren.

Outcome 3: Involvement of civil society organizations in monitoring of the implementation of key policies at central and local level in the field of education and employment.

Activity 3.1. Develop monitoring frameworks for selected policies at central and local level

- Following the approval of the Education Development Plans in seven municipalities and the Local Action Plans for the inclusion of Roma, Ashkali and Egyptian Communities in five municipalities, this year, the Project started the monitoring of their implementation. For this purpose, two monitoring frameworks were developed targeting the implementation of strategies at local level.
- After the adoption of MLSW Sector Strategy, KEEN developed a monitoring framework for its implementation at the central level.

Activity 3.2. Monitoring of national and local policies

- Following activities of 2017, KEEN organized events for the presentation of the two following monitoring reports:
  - On March 12th 2018, the monitoring report on the implementation of the 2017 Kosovo Education Strategic Plan was presented.
On April 18th, 2018, KEEN in cooperation with KOSINT presented a monitoring report on the implementation of the Strategy for Community Inclusion of 2017.

- In 2018, as part of the monitoring of the Kosovo Education Strategic Plan 2017 - 2021, KEEN drafted thematic reports aimed at assessing each strategic objective separately. During 2018, KEEN developed the following seven (7) reports / studies:
  - Challenges of pre-school education in Kosovo;
  - Management of pre-university education in Kosovo;
  - Impact of the quality of teachers and school resources on the student performance in Kosovo: Findings from the PISA test results of 2015;
  - Challenges of the implementation of curricular reform in pre-university education;
  - Education and vocational training in Kosovo - Successful models in Europe;
  - The impact of the accreditation process on quality assurance in higher education in Kosovo;
  - Culture of scientific research in institutions of higher education in Kosovo.

- With regard to the monitoring of policy implementation at the central level, KEEN drafted a report on monitoring of the implementation of the Sector Strategy of the Ministry of Labour and Social Welfare in 2018.

- In regard to the monitoring of policy implementation at the central level, KEEN monitored the implementation of education development plans in seven (7) Kosovo municipalities as well as local plans for inclusion of Roma, Ashkali and Egyptian communities in six (6) Kosovo municipalities.

- Following the collection of data, KEEN drafted the two following reports:
  - Education in Kosovo - Findings from nine (9) Kosovo Municipalities;
  - Inclusion of Roma, Ashkali and Egyptian Communities in Kosovo - Findings from six (6) Kosovo Municipalities.

Activity 3.3. Advocacy for policy implementation in the field of education and employment

- In order to improve the position of Roma, Ashkali and Egyptian communities, the advocacy council has developed and approved the implementation of three (3) advocacy initiatives, as follows:
  - Increasing the number of participants from Roma, Ashkali and Egyptian communities in vocational training programs provided at Vocational Training Centres (VTCs).
  - Establishing and making functional the Municipal Action Committees for the implementation of the Strategy for the Inclusion of Roma and Ashkali Communities in Kosovo 2017 - 2021 in seven (7) municipalities of Kosovo.
  - Supporting the work of Prevention and Response teams against non-enrolment and drop-outs in five municipalities: Peja, Klinë, Istog, Gjakova and Prizren.
Outcome 4: Encourage the participation of civil society organizations in the development of policies / legislation at the central and local level by improving the relevance of vocational education and by developing skills for the labour market.

Activity 4.1. Conducting a study on linking education with the needs of the labour market

- As a continuation of the activities in 2017, on March 6th, 2018, KEEN has organized an event for introducing studies on wood processing and the construction sector in Kosovo.

Activity 4.3. Organizing two study visits to learn from other countries' experiences on the cooperation of vocational schools with businesses

- Following the realization of study visits during 2017 on February 22nd 2018, KEEN organized a reflection session for identifying experiences from study visits and how they could be adapted to the context of Kosovo.

Activity 4.4. Support of 10 vocational schools in establishing business cooperation

- KEEN has started supporting eight (8) vocational schools and two (2) vocational training centres for establishing partnerships with businesses.
- From September 17th to September 19th, KEEN organized a two-day seminar for selected institutions (eight vocational schools and two VTCs) to share their initial ideas for establishing cooperation with businesses and designing projects for this purpose.

Project Management

- KEEN carried out the "Mid-term project evaluation" for the two years of implementation 2016 and 2017.
3.2. Kosovo Initiative for Inclusion - KOSINT 2020

The KOSINT 2020 project aims to increase access of Roma, Ashkali and Egyptian communities to education, employment and social welfare by contributing to the fulfilment of Kosovo Government commitments through sector reforms focused on education, employment and social welfare. Monitoring of the implementation of these reforms and their impact on policy development and budget planning are the ways in which the coalition of implementing partners of KOSINT 2020 seek to ensure the implementation of these policies and consequently increase the involvement of Ashkali and Egyptian communities in Kosovo society.

KOSINT 2020 is implemented by a coalition led by Kosovo Education Centre (KEC) in cooperation with Balkan Sunflowers Kosovo (BSFK), Roma & Ashkali Documentation Centre (RADC) and Syri i Vizionit (SIV). This project co-operates closely with civil society organizations, as well as government institutions such as the Office of Good Governance (OGG), the Ministry of Education, Science and Technology (MEST) and the Ministry of Labor and Social Welfare. The KOSINT 2020 project began its implementation in January 2017 and will be completed until January 2020. During 2017, the KOSINT Network was established, and along with its 4 implementing partners, includes 6 organizations: VoRAE, Nevo Concept, RROORAEK, The Ideas Partnership, BRAN and Health for All. During the year 2018, the foreseen project activities were implemented which contributed to the achievement of project results.

Outcome 1: Enhanced opportunities for participation of civil society organizations in monitoring of sector reforms, policy making and budget planning

Within the framework of the first component and for the achievement of outcome 1, regular monthly meetings of the Network Council KOSINT were held, to which 3 new organizations were added, Roma Versitas, Terre des Hommes and SHL-Kosova. These meetings were very effective in coordinating and mobilizing civil society for activities and initiatives that impact the improvement of Roma, Ashkali and Egyptian communities’ lives. On this occasion, civil society organizations, also members of the KOSINT network, joined in the joint declaration which requires a 10% employment quota for members of Roma, Ashkali and Egyptian communities to be met. Apart from CSO-s, members of Parliament from the ranks of the Roma, Ashkali and Egyptian communities also joined this statement. From the KOSINT network came the initiative to create a group of friends from party MPs of the majority community.

Outcome 2: CSO monitoring of sector reforms towards GoK pledges to integrate Roma, Ashkali and Egyptian communities

As part of activities to accomplish outcome 2, two thematic reports and two monitoring reports on sector reform were drafted. The first thematic report deals with the scholarships allocated to Roma, Ashkali and Egyptian students for secondary education, while the second thematic report deals with the level of employment of Roma, Ashkali and Egyptian community members. Both reports have been used and served to
inform two reports on assessment of the implementation of the Kosovo Education Strategic Plan 2017-2021 and the Sector Reform of the Ministry of Labour and Social Welfare, both of which are related to the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017-2021.

**Outcome 3: Increasing the impact of CSO-s on the implementation of sector policies and budget planning process in the interest of Roma, Ashkali and Egyptian communities**

Within Component 3, the following activities have been implemented which have contributed to the completion of outcome 3.

- **Technical Analysis and Recommendations for the Promotion of Employment of Roma, Ashkali and Egyptian Communities** were drafted. During the presentation of this document, various stakeholders who attended started a new cooperation agreement with the Ministry of Labour and Social Welfare for the involvement of CSO-s in drafting the new Labour Policy.

- A survey on the impact of Learning Centres on Roma, Ashkali and Egyptian children was drafted. This document contributed to the work of CSO-s and the Friends Group, and provided additional EUR 500,000 from the Kosovo Government budget for the Learning Centres for 2019.

- The KOSINT project supported the Ministry of Labour and Social Welfare in drafting the new Employment Policy 2019-2021, by making possible the participation of SCO-and an opportunity to contribute to improving the position of Roma, Ashkali and Egyptian communities in the new Employment Policy.

- **Civil Society Organizations** participated in the review of the Administrative Instruction on the Establishment and Functionalization of Learning Centres. MEST requested revision of the Administrative Instruction on Learning Centres, which was approved by MEST in August 2017. The member organizations of the KOSINT network were part of the review and had the opportunity to give their contribution to the new regulation. The new regulation is in favour of Roma, Ashkali and Egyptian communities, as it provides for a specific budget line within the subsidies for the Learning Centre.

- The member organizations of the KOSINT Network worked together to create a Friends Group, which includes Members of Parliament from the political parties of the majority community and ambassadors of embassies based in Prishtina. This Friends Group has pledged to help CSO initiatives to
improve the lives of Roma, Ashkali and Egyptian communities. So far, the initiative succeeded to lobby for the allocation of the budget of 500,000 euros to the learning centres for 2019.

- The advocacy initiative was implemented for the population into EMIS of the data for children enrolled in learning centres. In the framework of the initiative, a workshop was held with participation of where the staff of learning centres. This initiative has also contributed to renew the process of reviewing the Administrative Instruction on Learning Centres that had stagnated until then.

- Around 50 members of Roma, Ashkali and Egyptian communities participated in the advocacy initiative for increasing the number of members of Roma, Ashkali and Egyptian communities in the services provided by the Vocational Training Centres, who were briefed first-hand with the services and opportunities provided by Vocational Training Centres. This initiative contributed to a closer cooperation with the Employment Agency.

- The EPRMB initiative in the Dukagjini region turned out to be a great and timely decision since in some municipalities these groups were not functional and were dismantled due to changes in the staff of the respective municipalities. So, this initiative influenced these groups to regroup and become functional.

- A public discussion on University challenges for Roma, Ashkali and Egyptian communities was also organized. From this discussion several activities emerged that will be carried out by the member organizations of the KOSINT network in 2019.

4. Information and Publications

Information and publication activities are present in all KEC projects. Below we present the overall achievements in this area at the institutional level:

- During March of 2018, the KEC Profile was drafted. The organization's profile is an overview of KEC, which shows the main features of the organization and how it works.

- In April of 2018, an action plan was developed to increase the coverage of KEC events. This Plan includes steps to be taken, or activities to be carried out for the successful implementation of KEC's communication strategy. Various activities were foreseen in this plan which were successfully implemented during the year.

- During 2018, activities implemented by KEC were updated regularly on the KEC profile and were closely followed by photographs. KEC Facebook page has more than 9,500 followers, of which 7500 are organic, and around 1200 are part of sponsorships. The average reach this year has almost doubled totalling up to 38,000 profiles per month, unlike the previous year, when KEC page saw up to 20,000 profiles per month. KEC’s site this year was quite interactive, where we tried to answer every inquiries and follower questions. Over the last few months KEC started placing "Infographics"; plans are in place to focus more on this aspect in the first months of next year. In addition, in 2018 KEC started using live videos and video animations aimed at informing or sensitizing the audience.

- Throughout the year, KEC’s website was updated upon the arrival of new projects and the completion of others. The same thing happened with the arrival of new staff or with leaving of former staff. All activities are documented, whereas all documents and materials drafted during 2018 are posted on the web site. During 2017, KEC website had more than 68,000 visitors, of whom 81% were new visitors, and 19% of
them were returning visitors. We had about 6,500 visitors a month, but in certain cases as during the months when we had open calls for applications, the number of visitors reached 15,000. Of these visitors, 45.85% were women and 54.15% were men. In terms of age, 27.50% were aged 18-24, 33.50% aged 25-35, 15.50% aged 35-44, 5.50% aged 55-65 and 5.50% are over the age of 65. About 4,000 downloads were made from the publication page.

- During this year, the web site was updated with the new button "work with us" through which calls for consultants, associates or any position within the organization are opened. Adding this button has made for a significant increase in the number of web site visitors. There were approximately 10,000 downloads of job descriptions for 18 positions when they opened between May and December 2018.

- KEC staff supported organization of numerous conferences held during 2018. These activities included providing the venue, contacting the media, sending invitations and agenda, and preparing promotional materials.

- This year we started organizing various activities to mark internationally recognized days. During September 8th 2018, an activity was organized with SOS Village children to mark the Literacy Day. Subsequently, on 11th of November, within the framework of the ASSET program, a joint activity with IF was organized on the occasion of Girls' Day in Technology. On November 20th, activities were organized with the children of the M3 School in the premises of the organization on the occasion of the International Children's Day.

- During the reporting year, many information and promotional materials were printed on KEC projects, including banners of various formats and sizes, leaflets, posters, USB-s, and various project reports. Printing of notebooks, folders, and pens with the KEC logo and contacts continues to comply with the Brandbook rules, which KEC staff uses at various meetings and during training sessions.

There was a good coverage of KEC activities by the media during the reporting year. Most of the conferences organized during 2018 were covered by the media. KEC representatives participated in several electronic media programmes that discussed education, more frequently focusing on preparations for the PISA test. Also, activities of the ASSET program attracted enormous media attention. Expanding this program to other municipalities has increased the number of articles on this initiative on various portals. Also, the competition for the best article within the PPCR project had a large media coverage. The project as a whole also attracted great interest in the media, resulting in nine TV presentations by KEC and ForumZFD project managers. In this year KEC start keeping evidence on media presence of KEC staff on a monthly basis. The Information Officer provided assistance to KEC specific projects and sectors, as per request and planning.

5. NON-PUBLIC SCHOOL “Mileniumi i Tretë” (“The third Millenium”)

During this calendar year, “Mileniumi i Tretë” carried out a range of teacher professional development activities, and the plan was based on individual teachers’ needs for professional development and on educational innovations in Kosovo. A year was completed with formal implementation of the New Curriculum – even though the school started implementing competence based and global learning practices years ago. The school prioritised activities of four curriculum trainers who worked with colleagues for the best
implementation of the competence based approach and in providing ongoing support to staff by the school curriculum coordinator. The training on Social Justice Education was successfully completed.

Despite the continuous increase in competition, this year was seen as the most successful in eight years with an increase of 11% in the number of students, reaching at 562 students. The senior management successfully conducted all informative talks with parties interested on enrolment. As a result of the increased number, the School applied a moderate increase in the price of its education services and a similar increase in staff salaries. The month of March featured the external electronic student assessment (grades 4-11), while in May a spring camp in project-based learning was organized, with concrete products, such as the construction of a greenhouse, planting of potted flowers designed by students themselves, various household items, and the construction of a genuine boat. For all these creations, recycled paper, plastic bottles, seashells, and other items were used. The real-life learning experience inspired student creativity, which culminated in delivery of entertaining presentations on the last day, coupled with fun activities, campus games and water sports.

On the strategic level, the school expanded its activities with MEST licensing and opened the pre-primary classroom. In 2018, applications were submitted for several projects with the Council of Europe and the British Council; four projects were granted and results are pending for the fifth one. The Student Council and the Charity Club were acclaimed for regular monthly humanitarian actions throughout Kosovo. The Parents Council elected a new chairman, and 4 parents committees for monitoring school performance were made fully functional again.

In the framework of the German Future Partnership Schools (PASCH), five students participated in the summer camp in Ohrid, 3 students were in summer camps in Germany, while one student was granted one year of education in the tenth grade at an international school in Germany. A fifth-grade student won the gold medal on the Kosovo Olympic Day in a contest that saw participation of 2,500 elementary school students who were born in 2008, to mark the Kosovo Liberation.

Recently, the school started piloting the online platform Classtime, by equipping two cohorts of the gymnasium students with tablets. This online platform is expected to eventually be utilized by the entire school.

School departments saw numerous accomplishments, and worked to overcome challenges in efforts to ensure quality of educational services:

- Increased efficiency and responsibility of middle management;
- Successful implementation of the new Curriculum in grades: 0, 1, 2 6, 7, 10, 11;
- Draft of annual, bi-monthly and daily lesson plans according to the KCF;
- Continuous, diverse and numerous assessments of students and teachers;
- Regular monitoring of lessons and teacher performance appraisal;
- Functional online journals for assessment, homework, study, attendance at foreign languages, clubs, student remarks, teacher substitutions and professional development databases;
- Systematic check-ups and anthropometric measurements of all students;
- Non-institutional thematic visits, lectures and parents’ contributions;
- Exhibitions, knowledge competitions, associations; festive program scenes;
- Sports competitions with other schools in football and volleyball;
- Realization of activities for: The First School Day– Stage Games; International Writing and Reading Day - open reading fair / reading library corners; International Day of Democracy; International Peace Day; International Day of Child Rights - Go Blue; Flag Day - "Towers of Albania" models; Smiling Gift Day - Humanitarian Gifts and so on;
- International projects: Micro-bit (2 years in a row); Education on Democracy Through language learning (Multilingualism & Plurilingualism); Community music project through coding; "Jumping floor"; Unlimited work across Europe;
- Humanitarian actions - 3 times during a semester, provision of clothing, food & end-of-year gifts for poor families; special donation for the "Mitrush Kuteli" school to help the neighbourhood community, with lockers and teaching equipment; arranging a festive environment for the New Year in a house in Suharekë; purchase of year-end postcards for SOS villages to assist orphan children and so on.

6. Other activities

Coalition for Integrity and Transparency at University (KITU)

The Coalition for Integrity and Transparency at University (KITU) is a network of civil society organizations that focus on transparency, integrity and accountability in higher education. The Coalition was established in 2017 by 11 civil society organizations and is very active with studies, awareness activities, capacity building and advocacy. Although the Coalition does not have a formal hierarchy, KFOS is the leading organization of the Network and provides most of the financial resources needed for activities of the member organizations within the scope of the Coalition. In addition to regular participation in Coalition activities, KEC has drafted a study on the situation in the University of Pristina

Prospect +

The target group of the Prospect+ are four disadvantaged Roma, Ashkali and Egyptian localities, in the municipality of Peja “September 7th”, Vitomirica and Gelance and Leshan in the municipality of Suhareka. Each of the four localities has a primary school involved in the project. After the trainings on "Social Justice Education" which were organized in order to promote the prevention of discrimination and activities of inter-culturalism in the 4 localities involved in the project, other activities were organized aiming to assist the integration of Roma, Ashkali and Egyptian children in the school community, effectively addressing existing problems and prejudices. To ensure the practical implementation of teaching skills acquired during the training, monitoring and focus group meetings were organized to track the changes that occur in their daily school practices. These focus groups were organized in cooperation with EUSIMRAES 2 project. A workshop
was organized in Durrës on April 11-13, attended by 32 participants from schools, parents and representatives of organizations that are part of the project. The training program activities were designed so that participants get acquainted with the prejudices and stereotypes existing in our schools and the ways to fight them. Likewise, participants at all times had the opportunity to share their experiences in bringing about a more democratic school.

**Youth academy for active citizenship and human rights**

In the framework of cooperation between the Kosovo Education Centre (KEC) and DVV International - Office for Kosovo, which started in 2007, so far, a series of activities have been implemented aiming at advancing the multicultural education in Kosovo. Specifically, activities were focused on building human and material capacities for the advancement of multicultural education. During 2017, the project aimed at increasing the capacity of young people in the concepts of multiculturalism and human rights. The event was organized in the form of a four-day training with young people.

**K-RAE-EYN 3 Network**

Given the importance of continuing activities of the Network K-RAE-EYN (see 1.1.2), the third phase of the network support project was launched, aiming to increase the number of beneficiary members. At this stage, the network will focus more on advocacy. Besides, the project provided adequate professional development opportunities for the members of the network, including a group study visit. The project is planning to organize a regional conference on the education and welfare of Roma, Ashkali and Egyptian children in 2019.

**Increasing inclusion in preschool and primary education**

In December 2018, the implementation started of the three-year project "Increasing inclusion in preschool and primary education", funded by REF with EU funding. The aim of the project is to work on improving the outcomes of pre-school education and the level of preparation for the first and second grade for Roma children aged 4-6 years and 6-8 years, improving parental skills as well as strengthening the links between parents and pre-primary and primary institutions. The project will be implemented in two schools of the city of Prizren and consists of three components: 1) Improving access to non-segregated ECE services; 2) Improving the quality of ECE services; 3) Increase participation in quality primary education; 4) Improving parental skills and practices among parents of the Roma community.
Annex: Certified persons by training program

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Number of hours</th>
<th>Participants</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>008</td>
<td>Step by Step (initial training 3-6)</td>
<td>40</td>
<td>27</td>
<td>1,080</td>
</tr>
<tr>
<td>036</td>
<td>Education on Social Rights – activities for adults and children</td>
<td>32</td>
<td>21</td>
<td>672</td>
</tr>
<tr>
<td>037</td>
<td>Problem-based learning</td>
<td>8</td>
<td>44</td>
<td>352</td>
</tr>
<tr>
<td>051</td>
<td>Peer-violence – prevention and mediation</td>
<td>32</td>
<td>155</td>
<td>4,960</td>
</tr>
<tr>
<td>066</td>
<td>Training of trainers for working with adult learners</td>
<td>24</td>
<td>17</td>
<td>408</td>
</tr>
<tr>
<td>068</td>
<td>Step by Step – Building competencies of educators working with children of ages 3-6</td>
<td>32</td>
<td>22</td>
<td>704</td>
</tr>
<tr>
<td>069</td>
<td>Education on Democracy and Human Rights</td>
<td>60</td>
<td>33</td>
<td>1,980</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>319</strong></td>
<td></td>
<td><strong>10,156</strong></td>
</tr>
</tbody>
</table>