



Qendra për Arsim e Kosovës
Kosova Education Center

KEC

ANNUAL WORK REPORT FOR 2015

Prishtina, January 2016

Annual work report for 2015

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List of acronyms

MEST	Ministry of Education, Science and Technology
RWCT	Reading and Writing for Critical Thinking
PROCON	Protecting Children Online
SbS	Step by Step
KEC	Kosova Education Centre
SBASHK	Association of Education, Science and Culture Unions
OSF	Open Society Foundation-London
ISSA	International Step by Step Association
EI	Education Inspection
PSI	Pre-School Institutions
UN-HABITAT	United Nations Human Settlement Programme
ADA	Austrian Development Agency
KFOS	Kosovo Foundation for Open Society
UNICEF	United Nations Children's Fund
MED	Municipal Education Department
KIPE	Kosovo Institutions of Public Education
CSSP	Berlin Centre for Integrative Mediation
FORUM ZFD	Forum Civil Peace Service
SCH	Save the Children
USAID	United States Agency for International Development
BEP	Basic Education Program
GIZ	German Agency for International Cooperation
AKM	Association of Kosovo Municipalities
KYC	Kosovo Youth Council
ICSS	International Children's Safety Service
FIT	Centre for Advanced Studies
ARKEP	Regulatory Authority for Electronic and Postal Communication
STIKK	Association for Information and Communication Technology of Kosovo
PTK	Kosovo Post and Telecommunication
KP	Kosovo Police
REF	Roma Education Fund
ECD	Early Childhood Development
K-RAE-EYN	Kosovo RAE Early Years Network

DVV	Deutschen Volkshochschul-Verbandes
FHI 360	Family Health International 360
MLSW	Ministry of Labour and Social Welfare
PLSS	Primary and Lower Secondary School
PDC	Professional Development Centre
KVCV	Kosovo Practice Firms Centre
MCE	Multi-Cultural Education
KESP	Kosovo Education Strategic Plan
APET	Association of Physical Education Teachers
EDC	Education for Democratic Citizenship
HRE	Human Rights Education
GPJ	Global Partners Junior
CEDEM	Centre for Democracy and Human Rights
KEEN	Kosovo Education and Employment Network
ATTA	Academy of Training and Technical Assistance
BSK	Balkan Sunflowers Kosova
CoE	Council of Europe
ESPF	Education Support Pooled Fund
SWOT	Strengths, Weaknesses, Opportunities and Threats
APPK	Kosovo Employment Support Agency

Introduction

Kosovo has achieved a high level of inclusion in pre-university education, comparable with that in European countries. In the field of higher education, with 6.669 students in 100,000 inhabitants, Kosovo scores the highest level of access in Europe. This marks a significant improvement compared with the early post-war years, when access to education and school drop-out were key challenges in education. It is worth noting, however, that the participation in education continues to be a problem for underrepresented groups such as persons with special needs, and members of some ethnic groups such as Roma, Ashkali and Egyptians. For this reason, KEC continues with projects in support of these communities, extending its support beyond mere participation. Another critical issue is the inclusion in pre-school education, which is mainly attributed to the lack of absorption capacity.

After significantly improving participation, the focus has shifted to the challenges with quality in education. MEST has declared quality as its key priority during the ongoing term in office. The main challenge continues to be the low student performance in external testing. At the same time, quality assurance mechanisms and practices remain largely deficient. The implementation process of the new curriculum is lagging behind the schedule, as is the teacher licensing process in pre-university education.

Even though it is not explicitly stated, KEC programmes can be grouped in four, often interlinked, intervention areas:

1. Improvement of quality in education
During 2015, KEC focused its activities in training of teachers and school managers. KEC prides itself with a list of 66 diverse training programmes, with 4,665 persons trained and certified only during 2015. Programmes Reading and Writing for Critical Thinking (RWCT), Step by Step (SbS) and those implemented by the Basic Education Programme (BEP) were at the forefront during 2015. *Kosovision* project, on the other hands, remains the most widely present in Kosovo schools. The “Mileniumi i Tretë” (Third Millennium) lab school continues providing model teaching and learning practices for other Kosovo schools.
2. Human rights
PROCON and “Protection of children from school violence” are two projects working to enhance child safety in the cyber-space, namely implementation of the protocol for prevention of school violence. There are also another two projects aiming at integration of Roma, Ashkali, and Egyptian communities in the field of education.
3. Networking and participation in policymaking

A good number of KEC staff are mobilized to empower and increase the role of SBASHK (Teachers Union) in policy development and strategic planning in the field of education.

4. Research in the field of education

Starting from end of 2015, KEC engaged in a research project to evaluate the Kosovo Law on Higher Education. Besides this project the research component was present in numerous other KEC projects during 2015.

Following are more detailed reports about the main projects that KEC staff was engaged during 2015.

1. Step by Step

Introduction – During 2015 Step by Step programme continued implementing the project “Development of quality in early childhood education in Kosovo”, with support from OSF-London. The main project goal is to strengthen and empower the network of pre-school education institutions and learning centres implementing the “Quality Resource Pack”, designed by ISSA (International Step by step Association).

This project offers a model for quality assurance in early childhood education by setting up a functioning network of educators and professionals. The three main project components include:

- 1) Finalization and distribution of the Quality Resource Pack,
- 2) Building capacity of PSI-s
- 3) Organization of the system for quality improvement and monitoring

During the reporting period the project focused on developing competences of educators and in improving their skills for using “Instrument for assessment of quality practices in early childhood education.”

Project objectives – The following objectives have been set to address the identified institutional and programme needs:

- Enhance quality of work in classes applying “Step by Step” methodology;
- Provide effective support for MEST in developing early childhood policies;
- Engage in continued monitoring of activities in classes applying “Step by Step” methodology;
- Empower learning communities consisting of coordinators and educators engaged in the project for development of educator competences.
- Familiarize coordinators, educators, and teachers with the “Seven competencies of the Step by Step methodology”;
- Introduce coordinators with the assessment documents and process;
- Assess educators using the “Instrument for assessment of quality practices in early childhood education” developed by ISSA;
- Apply a database for collecting data from educator assessment.

Main /programme project activities and results

1.1. The Network of Pre-school Institutions and Learning Centres

Since beginning of 2015 the project has organized regular monthly meetings with one coordinator and one educator from each target pre-school institution and learning centre. The meetings were organized alternately in one of the member institutions. The main purpose of these meetings was to familiarize participants with the assessment instrument and to help them use the database in their particular institutions. During the meetings, educator assessment was simulated with small groups of two – three members, who then discussed their assessment on each individual indicator. Starting from September 2015 directors of these institutions were invited to the meetings to follow up on the organization and application of the database for collection of data resulting from the assessment.

As a result, all coordinators applied the assessment instrument in their respective kindergartens and have set up a full database with regular assessments carried out during the 2015-2016 school year. This means that most of the pre-school institutions now possess a well-organized system to follow up on all aspects of work and services provided for pre-school children.

1.2. Formal approval by MEST of documentation relevant for educator competencies

During July and August 2015, a task force consisting of representatives from the Faculty of Education, MEST, Education Inspection, Save the Children, KEC and two pre-school institutions, analysed the documents of the ISSA's Quality Resource Pack. The team proposed to MEST to approve two documents (basic guidelines and the Instrument for assessment of competencies) as formal documents to help improve quality of performance of the staff working in early childhood education. To best analyse the documents, the task force worked closely with a number of pre-school institutions. This allowed the task force to learn about the role of documents and the impact of the assessment process in improving quality of services in given institution. The report from this exercise, drafted by the representative of the Faculty of Education, was submitted to MEST. It is expected that the MEST will decide on the formal acknowledgment of these documents in the first part of 2016.

1.3. Training for development of educator competencies

The following training activities and workshops were organized during the reporting period with the members of pre-school institutions and learning centres included in the project:

- Follow-up training on educator competencies;
- 10 workshops on educator competencies with coordinators and educators
- Training on database application.



3.4. Monitoring activities

All institutions involved in the project were regularly monitored and supported for their utilization and application of documents from the “Quality Resource Pack”. The primary focus of the monitoring was to identify needs for support in application of the database. It was found that several institutions needed additional support and visits for the full system application.

3.5. External project evaluation

The project funder, Open Society Fund, commissioned an independent project evaluation in two phases (February – March and October – November). The main purpose of the evaluation was to assess the impact of the documents of the Quality Resource Pack on the quality of services in the targeted institutions. All pre-school institutions and learning centres were included in the research and were tested on the application of competencies. The research results are expected to be published in February 2016, and subsequently translated and submitted to MEST and other relevant stakeholders.

Other initiatives of the “Step by Step” programme during 2015

The Step by Step programme engaged in a number of other activities during the reporting period. These activities included:

- SbS training for the second grade teachers in Peja.
- SbS training for third grade teachers in Peja.
- SbS training for fourth grade teachers in Peja.
- Two SbS trainings for educators 3-6, organized by Save the Children in Klina and Mitrovica, including follow-up monitoring visits.
- Training “Persona doll”, supported by ISSA in the frame of peer-learning activities. Daniel Kovac from Hungary served as the main trainer.
- Five training of trainer events for municipal officers implemented in cooperation with UN-HABITAT.
- Training of trainers who will support teachers working with returnee children, carried out in cooperation with the Council of Europe.
- The workshop with teachers who use textbooks for returnee children, carried out in cooperation with the Council of Europe.
- Continuous support in monitoring and training of the staff in the learning centre in Mitrovica, carried out in cooperation with Save the Children.

2. Development of critical thinking

Introduction – Kosovo Education Centre (KEC) has been implementing the Reading and Writing for Critical Thinking - RWCT” Programme since 2000. Due to its flexible nature and the quality of its implementation, this programme has seen an extraordinary interest among Kosovo teachers for participation in its training activities and certification. In cooperation with and support from numerous organizations such as MEST, OSI, KFOS, UNICEF, World Bank, and KulturKontakt, KEC managed to facilitate the professional development of 7,290 teachers around Kosovo.

The RWCT programme allows training of teachers for implementation of most up-to-date teaching and learning methodologies, which serve to develop student competencies in harmony with the Kosovo Curriculum Framework, the Core Curricula, and for the Learning Field curricula. Classroom implementation of the RWCT enables development of a range of student skills, including:

- Active questioning
- Critical thinking
- Problem solving
- Reading and writing processes
 - Alternative assessment
 - Self-learning
 - Collaborative learning.

Two independent international researches have been organized so far to evaluate the impact of the RWCT in Kosovo. Results of these researches have shown that the implementation of this programme has contributed to the teachers’ professional development, in particular in increasing their skills for applying classroom strategies and techniques that bring about student active participation in the teaching and learning process.

RWCT has been accredited by the State Council for Teacher Licensing as a teacher professional development programme containing 120 training hours. Programme accreditation allows participants to apply knowledge and skills gained during training and to use certification for their promotion in the frame of the teacher licensing process. The teachers certified by the RWCT gain 120 hours of professional development training which equivalent to the requirements for promotion for one level in the teacher licensing scheme. On the other hand, the gained knowledge and skills and, in particular, the portfolio designed during the course will serve participants during their process of performance evaluation in their schools.

Programme / project objectives

Purpose of the programme:

To contribute to building a teacher training system by offering most up-to-date teaching and learning methodologies,

- To support teachers in creating a friendly learning atmosphere in their classrooms.
- To facilitate development of student competencies determined in the Kosovo Curriculum Framework.

Programme goals:

After completing this programme, participants will be able to:

- Set up classes that will encourage open and responsible cooperation.
- Use a teaching structure that encourages critical thinking and autonomous learning.
- Use diverse and effective techniques, which help students in the process of acquiring knowledge and their application.
- Apply techniques that allow for development of student competencies.
- Become a source of experience and knowledge for their peers.

Main programme / project activities and results – During 2015, in cooperation with MEST, Municipal Education Departments in Pristina and Obiliq, and with the American School in Kosovo (ASK) have managed to include 890 teachers from 17 municipalities in the RWCT programme. During the first part of the year, training of 30 teachers of the ASK took place before their solemn certification on May 28, 2015. From March till December 2015 KEC, in cooperation with MEST and the MED in Obiliq implemented training and certification of 760 teachers in 17 Kosovo municipalities: Pristina, Peja, Gjakova, Prizren, Gjilan, Ferizaj, Mitrovica, Suhareka, Istog, Vushtrri, Malisheva, Drenas, Lipjan, Han i Elezit, Obiliq, Podujeva and Fushë Kosova. On the other hand, KEC, in cooperation with the municipality of Pristina, have started implementing the training of 100 teachers from school in the municipality of Pristina.



Concrete activities during 2015:

- Implementation of five RWCT seminars for 30 teachers of the American School of Kosova (ASK).
- Organization of two rounds of classroom monitoring for 30 teachers of the ASK, as well as the follow up discussions during half-day meetings, followed by certification.
- In cooperation with the MEST and MEDs of 17 municipalities, lists of participants were agreed and they were organized 28 training groups.

- Coordination of efforts between MEST, MEDs, schools and trainers in order to ensure the needed logistics for the adequate implementation of the training programme.
- Implementation of the ToT workshop to familiarize them with the concept of development of competencies through RWCT strategies and techniques.
- Delivery of seven two-day seminars for all training groups.
- Monitoring of all training seminars and reporting back from monitoring.
- Implementation of two monitoring rounds for all participants and follow-up half-day discussion meetings.
- Checking of teacher portfolios after participation in the training.
- Assessment whether participants have met all the requirements and preparation of certificates for all teachers who have met the criteria according to the programme standards.
- Certification of 760 teachers in 17 Kosovo municipalities.
- Regular reporting to MEST on the implementation of the training programme.
- Cooperation with Pristina MED to provide the logistical support for the training groups with the teacher trainees from this municipality.
- Delivery of four training seminars for 100 teachers of the Pristina municipality organized in three training groups.
- Implementation of the first classroom monitoring for 100 teachers of the Pristina area and a reflection session referring to monitored classes.
- Reporting to the Pristina MED on the trainings delivered.
- Programme promotion in various events at home and in the region.



3. Kosovision Contest

Introduction – KOSOVIION Contest has been implemented in Kosovo for eight years now. It started as a small project initiated by the Zurich University of Education and the Swiss KFOR in the Prizren region. The idea was to organize a national competition with fifth grade students in Kosovo. With continuous support from the Swiss Office (SDC), this project transferred implementation responsibility from the University of Zurich (PHZH) to the Kosovo Education Centre as a local organization. Ministry of Education, Science and Technology (MEST) became an implementing partner by providing part of project financing. After six years of implementation, MEST extended financing of the project for additional three years. MEST also ensured adequate functioning of the Project Steering Committee, participation in monitoring of project activities and offered to facilitate other important aspects, such as stakeholder coordination and communication, including with MEDs, schools and so on.

Four staff members work for implementation of this project. Additional persons are engaged at the municipality level depending on the number of fifth grade classes in schools of a given municipality. These members of the project team have been extremely useful in ensuring adequate implementation of project activities at the municipal and school level.

Project objectives – The project has been dealing with the same themes for eight years now: student opinion about the future of Kosovo focusing on the following sub-themes: education, infrastructure and environment, economy, and coexistence. This contest is an opportunity for students to express their views and vision about Kosovo.

The project is primarily dedicated to all fifth graders, namely students aged 11 and 12 and belonging to all ethnic groups (Albanian, Bosnian, Gorani, Roma, Serb and Turkish). This project targets also other groups, such as fifth grade teachers, school management, parents and the community.

Main project achievements

Collection of application and selection of classes – From the outset of the school year, all grade five teachers were invited to participate in the project. The call for participation was advertised in printed media and social networks. Around 280 teachers applied who participated in three day information events about the project methodology of work.

Publication of operational materials – MEST has published all operational materials for this project for the coming three years. This year the project only distributed the existing materials early in the school year. As a result all classes were able to start work early and no delays were witnessed.

Development of posters and project ideas in schools: The school staff organized workshops with students on the topic of the present and future of Kosovo,

structured according to sub-themes given by the project. Workshops with teachers lasted three days, whereas those with students lasted for twelve weeks. Students designed posters with their ideas and prospects about the future. They also designed the first project idea including their possible contributions to bring the project to completion.

Regional evaluation and awarding the winners – Student project – ideas were evaluated based on the criteria presented to them by the project management. The evaluation group carried out the review of student work. Various profiles were included among the evaluators: painters, parents, school principals, education officers and teachers. Winners were made public after a meticulous evaluation process. Forty winning classes were selected to be supported by the project budget; twenty-two more classes were selected to be supported by the volunteering municipal budgets. These classes continued participating in the second round of the Contest. The winners of the competition were made public in December 2015.

Certification – Participants were awarded with certificates for successful participation. Teachers received certificates that weighed 24 credits towards their licensing. This programme has been accredited by the Ministry of Education, Science, and Technology.



4. Protection of children from violence in schools

Introduction – In July 2014 KEC started implementation of the project “Protection of children from school violence”, funded by the UNICEF Office in Kosovo. The main goal of the project is to: Create a safe and friendly environment in schools by disseminating and applying the Protocol on Prevention and Referral of Violence in Pre-University Education Institutions in Kosovo.

Project objectives and activities: There are two main project results:

1. Improve mechanisms for protection of children from violence in schools by implementing the Protocol.
2. Raise awareness of key institutions, civil society, media and community to engage in efforts for prevention of violence against children in schools.

Main project achievements

1. Training of trainers’ workshop implemented (Core Group). 26 participants from various institutions (MEST, Kosovo Police, MED Ferizaj, MED Deçan, MED Gjilan, MED Gjakova, MED Pristina, MED Vushtrri, MED Mitrovica, MED Podujeva, MED Klina, Inspection Division, Pedagogical Institute, schools) have been familiarized with the themes from the Protocol, Guidelines for Implementation of the Protocol, and the EMIS Incident Module. This group will serve to further deliver school based training.
2. Training of trainers delivered on setting up and support of Peer Mediation Groups. Initially this workshop was designed as a four-day training; however, after meetings organized with the two partners: CSSP – Berlin Centre for Integrating Mediation from Kosovo and Foundation “Conflict Resolution and Settlement of Disputes” from Albania, the programme was extended to six days, to allow trainees to meet the trainer certification requirements).
3. A study visit was organized in the office of the Foundation “Conflict Resolution and Settlement of Disputes” in Tirana with the purpose of exchanging experiences and receiving more information on implementation of “Peer mediation” in schools.
4. Monitoring visits were organized to all participating schools (30 pre-university institutions).
5. Six school-based trainings have been organized. Representatives of six municipalities participated in the training: Ferizaj, Gjakova, Gjilani, Peja, Pristina, Fushë Kosova and Obiliqi, with a total of 30 school represented;

6. The workshop for drafting indicators of violence in schools was organized. Three main indicators were identified;
7. In cooperation with the Forum ZFD – Office in Kosovo, an additional training was delivered for trainers of the “Peer Mediation” Programme. The training was delivered by the Forum ZFD Office in Macedonia and focused in the field of facilitation and design of training sessions for teachers and children. A one-day study visit was also organized in Macedonia to meet with the members of the Mediation Groups in a multi-ethnic school in Struga.
8. Four school based training sessions were delivered according to the “Peer mediation” programme. Representatives of 16 schools from four municipalities benefited from the training. Each school was represented by five children and two teachers.
9. USAID Basic Education Program (BEP) will train 125 participant in school leadership. In close cooperation with BEP a training module has been designed on Protocol Implementation, which will be offered to all participants as part of the overall BEP training package.



5. Strengthening the role of SBASHK in development of education policies

Introduction – During 2015, KEC continued its cooperation with SBASHK to implement the project “Strengthening the role of SBASHK in development of education policies” financed by the European Union Office in Kosovo. This project aims at strengthening SBASHK capacity for increased participation in the social dialogue, in drafting education policies and in the decision-making process.

A number of activities were implemented to achieve the projected goal, such as: workshops, professional consultations, study visits, and so on, that altogether contributed to build SBASHK capacity to effectively represent membership needs and interests and to negotiate on their behalf with social partners at local and central levels.

Strengthening of SBASHK capacity was achieved through the following activities:

- Participation in various training events and workshops, exchange of experiences in study visits and conferences, and needs-based consultations with experts and training providers,
- Practical implementation of the knowledge gained in workshops by engaging in various research activities, participating in drafting education regulations and policies, designing and drafting online journals, updating of web page information, negotiating discounts with businesses and other organizations on behalf of their membership and so on.
- Engaging experts for providing legal support for SBASHK members and for offering information on the teacher licensing process.

Project objectives

Project purpose:

- To contribute to the process of democratization and EU access for Kosovo by organizing consultations and cooperation between social partners in the education sector;
- Strengthening the role of civil society in shaping education reforms in Kosovo.

Project goal:

- Strengthening SBASHK capacity for increased participation in social dialogue, policy development and in the decision-making process.

During the project implementation the following results have been achieved:

1. Strengthening organizational capacity of SBASHK

This result was achieved by organizing training events with SBASHK leadership in several fields: leadership and strategic planning, organization performance evaluation, development of human resources, fund raising, financial management, and engaging in effective dialogue.



Over 113 SBASHK leaders, managers, members of the steering board and members from school union organizations participated in these training efforts. Knowledge gained in the training of performance evaluations was practically applied during an exercise of performance evaluation of SBASHK carried out by its officers. The evaluation report was made public on the SBASHK web page. Participation in the fund-raising training helped SBASHK identify partners who can support SBASHK activities. As a result of improved organizational capacity SBASHK managed to sign an agreement of cooperation with the German Agency for International Cooperation (GIZ).

2. Increased membership and improved services

During the project implementation, SBASHK drafted two regulations that allow provision of new services to its membership: regulation for legal assistance and regulation for teachers' professional development. As part of implementation of the new regulations, SBASHK engaged two layers and established a team to monitor the process of teacher licensing. The lawyers provided legal advice for the membership; the monitoring team, on the other hand, provided advice and assistance to all teachers who faced difficulties during the licensing process. These new services, together with 115 agreements that SBASHK signed with various businesses and institutions for ensuring discounts for SBASHK membership, have resulted in increased membership of SBASHK.



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3. Empowering SBASHK for participation in dialogue and for policy development

SBASHK leadership participated in trainings that focused on strengthening their capacity engage in a structured dialogue and for active participation in policy development. Knowledge gained in these events was put to practice during the Consultative Forum organized by MEST, Association of Kosovo Municipalities (AKM), and by Municipal Education Departments (MED). These discussions addressed issues that resulted in improved social and professional position of SBASHK membership, such as: standardization of the teachers' working contract, finding new employment for teachers who lost their teaching position as a result of implementation of the new state curriculum, and so on. SBASHK capacity building efforts also benefited

from the two international conferences organized by SBASHK in Pristina. These were good opportunities to exchange experiences and learn from international good practices therein.

Main project activities and results – During the first year of implementation activities were focused on building SBASHK capacity to engage in social dialogue and in policy development. On the other hand, activities carried out during 2015 aimed at practical implementation of the knowledge and skills gained during 2014.

Main activities implemented during 2015 included the following:

- Organization of two regular meetings of the Project Steering Committee to discuss reports on implemented activities, achievement of indicators and plans for the next reporting period.
- Participation in various meetings with the European Commission Office in Kosovo to discuss project implementation.
- Modification (in close cooperation with the EC Office) of project budget and activities in order to better meet SBASHK needs and interests.
- Drafting of the SBASHK action plan for implementation of the SBASHK strategy 2015-2019.
- Finalization of the SBASHK strategic plan 2015-2019, its translation in three languages, printing and distribution to all Kosovo schools.
- Publication of the SBASHK performance evaluation report.
- Finalization of the regulation on providing legal counsel and assistance to SBASHK membership.
- Engaging two lawyers to provide legal counsel and assistance to SBASHK membership.
- Providing legal counsel by licensed lawyers to SBASHK membership.
- Drafting of the document on recognition of students practical learning experiences to students of vocational schools.
- Drafting of the regulation on teachers' professional development.
- Delivery of ten workshops on effective leadership of social dialogue for SBASHK members in the municipalities of Pristina, Peja, Gjakova, Prizren, Gjilan, Vitia, Kaçanik, Ferizaj, Obiliq, Fushë Kosova, Mitrovica, Vushtrri, Suhareka and Rahovec.
- Delivery of training "Development of education policies and the licensing process" for 30 SBASHK members from Peja and Gjakova.
- Redesigning of the SBASHK web page by the IT Kosova Company.



- Maintenance and updating of the SBASHK web page by IT Kosova company with information from SBASHK activities.
 - Online communication with SBASHK membership.
 - Drafting of the detailed plan for implementation of the campaign for increasing SBASHK membership.
 - Organization of the media conference on the membership campaign.
 - Design and publication of the promo video clip of the membership campaign in four national TV channels.
 - Organization of 30 meetings with SBASHK membership in 27 municipalities to promote new services for its membership.
 - Organization of 30 meetings in 27 municipalities with SBASHK membership to discuss the teacher licensing process.
 - Monitoring of the teacher licensing process and support SBASHK members in this process.
 - Design and publication of the advertisement for the SBASHK campaign in all daily newspapers.
 - Design and preparation of the electronic journal for every month of 2015.
 - Design and distribution of various materials for promotion of the project.
 - Design and printing of two leaflets and one poster about the time of teachers' engagement in the process of instruction.
 - Negotiation of discounts for services provided to SBASHK members by various companies.
 - Organization of the second international SBASHK conference on the union action in the field of education, science and culture.
 - Organization of six meetings of the Consultation Forum with representatives of MEST, AKM and SBASHK.
 - Evaluation of implementation of project activities and its indicators.
 - Regular monthly reporting for the European Commission Office in Kosovo.
- The project ended in December 2015.



6. PROCON – Protection of children from cyber threats

Introduction – In December 2013, KEC started implementation of the project “Procon – Protection of children from cyber threats” funded by the European Commission Office in Kosovo. KEC coordinates a consortium of organization engaged in implementation of this project, including the Kosovo Youth Council (KYC) and the International Children’s Safety Service (ICSS) from Hungary.

Other implementation partners include: Ministry of Education, Science and Technology (MEST); Office of Good Governance; Centre for Advanced Studies (FIT); Regulatory Authority of Electronic and Postal Communication (ARKEP); Kosovo Association for Information and Communication Technology (STIKK); Post and Telecommunication of Kosovo (PTK); IPKO Company; Kujtesa Company; Kosovo Police.

Implementation period was 24 months (25 December 2013 –24 December 2015).

Project objectives – The general project objective was to create a safe environment for children in Kosovo, through coordinated efforts of the civil society and other stakeholders in addressing challenges and threats that face children in the cyber space.

The specific objective is to provide better protection of children in Kosovo from internet threats through awareness raising, empowerment and coordinated efforts of the government, civil society and industry to undertake the needed measures.

Main programme activities and results: This two-year project that started to be implemented in December 2013 had two components:

1. **Protection of children from cyber threats** – Within this component a Stakeholder Group was set up coordinated by the MEST and including all relevant government institutions, business organizations, internet service providers and civil society organizations. The project provided support for building capacity of this policy-making group by organizing a study visit to Hungary to become familiar with the positive practices of various organizations and institutions in the field of children’s cyber safety.

The project developed a five-year national strategy for protection of children from cyber threats 2015-2019. The main goal of this strategic plan is to create a safe environment for children in the cyber space by protecting them from various forms of abuse. The plan foresees concrete measures and activities for awareness raising and empowerment of children to help them become more resilient against threats coming from the use of internet; penalizing those who engage in online child abuse; reducing access of children to harmful materials on internet; and offering assistance

for children who exposed to various abuses via internet. This strategic plan takes in consideration the current legal framework in Kosovo, available human resources, coordination of stakeholders and awareness raising. The plan includes its action plan and budget that have been developed for the entire implementation period. The action plan and budget provide broad guidelines for more detailed plans and budgets by state authorities and agencies active in the field of protection of children against the cyber-crime. The total cost for implementation of activities foreseen in this five-year strategic plan is € 345,100 and will mainly be funded by the Kosovo Government Budget. The agency responsible for the implementation of this strategic plan is the Office for Good Governance of the Prime-Minister's Office. Other state agencies, such as MEST, ARKEP, Kosovo Police and local authorities will also be engaged in implementation of the Strategy. The strategy was translated into three languages (Albanian, Serbian and English) and was submitted to the Kosovo Government for further review and approval.

2. **Awareness raising and empowerment** – The project has supported the design and maintenance of a web page for safe internet (www.internetisigurte.org), according to the model applied in numerous other countries. This web page provides information and advice for children, parents, teachers and the wider opinion, with the purpose of raising child awareness about internet safety, informing children with potential dangers during the use of internet, and offering advice and guidance for children about ways to avoid these dangers before they turn into serious problems.

The project also developed information guidelines for children, teachers and parents, translated into three languages (Albanian, Serbian, and English), which served as a basis for organizing 200 information sessions in 104 schools in Kosovo.

Besides, the project organized numerous other awareness raising activities at the school and national level. An awareness raising campaign was organized on the theme of internet child safety, which included broadcasting of video materials from the campaign on the Kosovo national television, publication of awareness raising materials on the main media portals, and marking of the international day of internet safety during February 2015.

The project supported ten schools in Kosovo to develop their individual projects on the theme of child safety on internet:

- Primary and lower secondary school "Zef Lush Marku" in Gjakova;
- Primary school "Mustafë Venhari" in Vushtrri;
- Primary and lower secondary school "Selman Riza" in Gjakova;
- Primary and lower secondary school "MODEL" in Pristina;
- Primary and lower secondary school "Hasan Pristina" in Pristina;
- "Tefik Çanga" school in Ferizaj;
- Upper secondary vocational school "Feriz Guri dhe Vëllezërit Çaka" in Kaçanik;
- Primary and lower secondary school "Thimi Mitko" in Gjilan;
- Primary and lower secondary school "Andon Zako Cajupi" in Mitrovica;
- Primary and lower secondary school "Dëshmorët e Kombit" in Kamenica.

The project supported drafting of the concept-document on founding, operation and organization of the Kosovo Centre for Internet Safety, based on the model of the ICSS centre in Hungary, which is a member of the European Network of Centres for Internet Safety (INSAFE).

As a concluding activity, the Regional Conference for Protection of Children from Internet Threats, which aimed to present results of the PROCON project and to exchange practices with those of other countries in the Western Balkans in the field of child internet safety.

In general, the PROCON project has contributed to the improvement of child awareness on their rights to access information on internet, privacy, protection and participation on internet, as well as guiding them how to use internet in creative and responsible ways, being aware of the nature of internet dangers and ways how to avoid them and who to address when harassed or frightened. These issues were addressed directly by organizing information sessions in Kosovo schools and by supporting school initiatives addressing issues of internet child safety.



7. Kosovo RAE Early Years Network (K-RAE-EYN)

Introduction – The K-RAE-EYN network has a mission to provide opportunities for professional development for individuals who are active in the field of early childhood education. The network consists of professionals and para-professionals who work in early childhood education with children of Roma, Ashkali and Egyptian communities. Members of the network enjoy the opportunity to engage in professional development activities, exchange good practices and experiences, and establish cooperation and partnerships with other members. The network is based on the concept of REYN (Romani Early Years Network) established through an initiative of the International Step by Step Association (ISSA) and active in over 30 countries.

Objectives and activities of K-RAE-EYN: Based on the needs identified in the field, the programme works to accomplish the following main objectives:

- Increase its membership;
- Clear division of roles and responsibilities within the Managing Board.
- Making the network web page and Facebook page fully operational.
- Using additional new materials for needs based training.
- Building capacity of new members of the network, aiming to improve their performance as educators / facilitators working with children of Roma, Ashkali, and Egyptian communities.
- Implementation of advocacy campaigns in the field of early childhood education.
- Drafting the Strategic Plan 2015-2018.
- Increasing opportunities from membership to REYN.

The main project activities.

1. Network in Kosovo

During the reporting period network members participated in eight meetings / workshops. Since September 2015 these meetings are organized every month and always take place in a different municipality – usually in a learning centre. Responsible for organization of the meetings are the K-RAE-EYN Network members. This form of operation gives greater responsibility to the tutors and facilitators because they are expected to prepare meetings. Meetings are usually preceded by a 1-3 hours' workshop dedicated to current themes and issues.

2. Managing council

Member organization of the Managing Council are the following: Balkan Sunflowers Kosova, Save the Children, Bethany Christian Services, Nevo Concept and the Kosova Education Centre. Members of the Managing Council have proposed to increase the number of the Council members by including representatives from MEST and MLSW. This is expected to take place in the beginning of 2016 during the rotation of the presiding member of the Council and

its secretary who come from the Kosova Education and the Balkan Sunflowers respectively.

During the first year, eight successful meetings of the Council were organized with the majority of the members taking active part in the Council activities. These activities included promotion of the Network, designing training materials, meeting with new Network members, organization of monitoring visits, etc.

3. Communication between the K-RAE-EYN members

Even though most of the information about the network activities is disseminated through the web page (www.rae-edu.net), the Facebook page and via the electronic mail, these sources of information are being used sufficiently. In one of the meetings of the Council, options were discussed to make the web platforms more functional. Other ideas were also discussed, including using of blogs and other forms of more interactive communication with the new network members.

4 Setting up a support system for persons engaged in ECE activities with members of the RAE and other communities

The following training activities were organized during 2015 for the network members:

- Step by Step basic level,
- Step by Step – advanced level,
- Let us prepare for school,
- Social justice education,
- Advocacy.

These activities served to support practitioners and parents in creating a permissive learning environment. This permissive and friendly environment would replace prejudices in community centres, schools and at homes. Advocacy training was dedicated to network member organizations.

After each training support or monitoring visits were organized to help teachers and para-professionals engaged in learning centres. These visits were organized by the members of the network Managing Council.

During the same period, three network members had the opportunity to participate in meetings and workshops organized abroad by the REYN network.

5. Advocacy

Three successful advocacy campaigns were organized during the reporting period.

- In Prizren, Nevo Concept organized a campaign between July and October 2015 on the theme of increasing participation of Roma, Ashkali, and Egyptian children in early childhood education. During this campaign, meetings were held with various stakeholders, such as: officers, school principals, teachers and parents. As a result of this campaign, a new class is expected to be opened soon with pre-

primary pupils in one of the schools in the catchment area with Roma, Ashkali, and Egyptian students.

- In Fushë Kosovë an advocacy campaign has been initiated by Sos Kinderdorf, Balkan Sunflowers and by the representative of the musicality. The purpose of this campaign was to identify needs for setting up of new pre-school classes and for recommending adequate planning that would ensure more equality for children of Roma, Ashkali, and Egyptian children in pre-school education in the municipality of Fushë Kosovë. Several meetings have been held with the MED, NGO-s active in the municipality and with parents coming from these communities. As a result of the needs assessment exercise, it is expected that the MED in Fushë Kosovë will initiate opening of pre-primary classes that are currently missing in the schools in this municipality.
- In Brekoc village of Gjakova, Bethany Christian Service organized a campaign in efforts to strengthen cooperation with the primary school and to increase parents' awareness on the need to include children in pre-school education. During the campaign, information leaflets targeting parents were designed, printed and distributed and young activists engaged to contact every family who has pre-school age children. Also an idea was initiated that the learning centre in Brekoc to serve as a satellite class of the pre-primary class in the primary and lower secondary school "Zef Lush Marku". The municipality of Gjakova is expected to issue a decision on this matter.

6. Drafting of the K-RAE-EYN strategic plan 2015-2018

In November 2015 a working group with representatives from MEST, MLSW, Unicef, Balkan Sunflowers, Nevo Koncept, Sos Kinderdorf and KEC, participated in the process of drafting the strategic plan of the K-REA-EYN network for the 2015-2018 period. The draft has been shared with various stakeholders and the finalization of the Strategic Plan is expected during January 2016.



8. TOGETHER – Support integration of children from Roma, Ashkali, and Egyptian communities in pre-school education

Introduction – The project aims to improve preparedness for pre-school education among new entrants and improvement of early childhood performance of Roma, Ashkali, and Egyptian children (age of 5-6) currently attending pre-school school institutions in five locations in Kosovo: Plemetin, Sërbobran, Graçanica, Preoc and Gjakova. The project aims to achieve this by facilitating their access to services of Early Childhood Education (ECE) and by improving parental practices in these three communities. The project has opted to engage in settlements with higher presence of Roma, Ashkali, and Egyptian communities. These areas are characterized by a high level of unemployment, a low level of participation in education in general, and an even lower level of access to pre-primary education services, in particular. The project is funded by the Roma Education Fund (REF).

Project objectives – The project aims to overcome problems related to participation of Roma, Ashkali, and Egyptian children 5-6 years of age to ECE. The project aims to improve their access to pre-primary education through financial and material support, by improving relations between pre-school institutions and RAE communities and by engaging directly with parents from these communities. The project is built on three main components:

1. Improve access and participation in mainstream services in Early Childhood Development.
2. Improve parenting skills and practices among the parents of Roma, Ashkali, and Egyptian communities.
3. Improve the quality of services for Early Childhood Development.

Main project activities

Component 1: Improve access and participation in mainstream services of Early Childhood Development.

During 2015 the project engaged in various planned activities that provided support for pre-school children of Roma, Ashkali, and Egyptian communities, including facilitating their registration in the first primary grade and their retention in the system.

Mediator supporting children and their families: Since last year, mediators in two residential areas in Plementin, Graçanica, Preoc, Piskota, and Serbobran continue to accompany children daily to attend their pre-school education. This year they have supported children enrolment in the first primary grade in the 2015/2016 school year. Support for enrolment includes: providing the health certificate (3 residential areas), making appointments with healthcare centres, facilitation of extracting birth

certificates in municipality administrations, organization of meetings with school principals, organization of awareness raising meetings with parents, etc.

There are 124 children benefiting from the project (14 more than planned). 64 of them attend pre-school education and 57 go to the first grade of primary education (after having benefited from pre-primary education last year).

Place	Pre-school children	First-grade children
Graçanica	13	15
Preoc	7	9
Plemetin – Serb-speaking	19	16
Plemetin–Albanian-speaking	13	3
Gjakova	7	14
Serbobran	5	3
	64	60
Total number of children benefiting:		124

Regular meetings with school principals and teachers are organized weekly. Mediators meet with teachers every day or several times a week, whereas project coordinators meet with them as needs arise. The purpose of these meetings is to provide closer cooperation with them in order to ensure full participation and support for children in these schools.

Mediators meet together once a month to discuss the monthly progress and to design plans for the coming months. Two trainings were organized to support mediators' professional development: means of communication and mediation and communication with stakeholders.

Transport and school materials: The project provides transport for children who need to commute more than 1.5 kilometres to attend lessons. Transport for pre-school children from Graçanica was provided from the very beginning and continues to be so to this day. In Piskota neighbourhood of Gjakova, transport has been organized for 21 children since December 2015, after the change of schooling venue. Books have been provided for children who attend pre-school class in Serbian language, whereas children learning in Albanian language have been provided with school materials depending on the demands coming from the pre-primary classes where they learn.

Cooperation with others: There is continued successful cooperation with Balkan Sunflowers Kosova (in three locations) and the Voice of Roma, Ashkali and Egyptians (in one location). These NGO-s offer their learning centres for the implementation of the project activities, such as meetings with parents and children, providing space for

library and toys, as well as a space for cooperation for cooperation between mediators.

Component 2: Improving parenting skills and practices for parents of Roma, Ashkali, and Egyptian communities.

Parent's Club: Parents' Clubs have been organized monthly in every location. The purpose of these clubs was to empower families and to improve family practices. In 2015 alone 6 sessions were organized in each location. The sessions included topics such as: social and emotional development, current parenting practices, democratic relations and sensitive issues, development of positive attitudes and behaviour, cognitive development, and relations between family members. These sessions were mostly interactive, which resulted in more active participation and more contribution on the part of parents.

The sessions resulted in improved relations between parents also making possible a joint picnic outing by the Badovc reservoir and another one by the river near Plemetin. These events motivated parents to maintain positive and cooperative relations.

"Your story" sessions: Activities engaging mothers of pre-school and first grade children included: reading of a book, discussion of the book, engaging in various games, and spending time together, all with the purpose of socialization of mothers. The project selects books that fit the purpose of this socialization; in the end of each session mothers take a book home as a contribution to their modest family libraries. During 2015, 139 meetings with mothers were organized in six different locations.

In preparation for these sessions, facilitators participated in two training events titled "Your story". The first training was foreseen in the project and subsequently covered by the project budget; the second training was funded from an additional grant provided by the REF Budapest.

Toys and books library: In April 2015, five libraries were opened in five locations. These libraries used the premises of schools or learning centres where children were attending their education. Community representatives or Mediators served to facilitate more effective activities of these libraries. It is expected that the library in Piskota village will be made operational soon. So far over 70 members have been borrowing toys and books from the libraries. The purpose of these libraries is to familiarize parents with these games and books, so that they encourage their children to borrow, use and enjoy them more. There has been a good number of children using the toys and books; the relatively low number of parents engaged with libraries, started growing (to reach the current number of 70 parents) after an awareness raising campaign organized by the project.

Component 3: Improving quality of services in early childhood development

Mediators and a number of teachers engaged in pre-school education participated in two training events on Step by Step Basic level and Step By Step Advanced level. The teachers engaged in the parallel system with instruction in Serbian language have not shown any interest to participate in project activities. The project carried out concrete steps to address this issue. For this purpose, the project goal, objectives and activities was presented in several schools and as a result it is expected that closer cooperation may take place in the near future with members of this community.

Monitoring visits were organized during the reporting period of classes with pre-school and primary students. More monitoring visits are planned to take place during 2016 in order to monitor children's progress.

Other important activities:

- Monitoring of the project progress by the donor 28 - 29 May 2015.
- Organization of two workshops as part of the monitoring exercise: training of the surveyors for the research on parent – child interaction and training of mediators to operate toy libraries organized on 28 - 30 October 2015.
- Evaluation of the “Learning environment at home” was done by interviewing 50 families in 3 locations by the REF.
- In Gjakova, the venue was changed in June 2015. Instead of the “Haxhi Imeri” neighbourhood and “Emin Duraku” school, the project is now running in Piskota village (Municipality of Gjakova) in collaboration with “Selman Riza” school. The reason for this change of location was the small number of children benefiting from the project in the previous location.



9. Regional support for inclusive education

Introduction – Regional Support for Inclusive Education is a regional project targeting South-eastern Europe. The project aim to extend social inclusion and cohesion in the region by promoting inclusive training and education. The project was implemented in Albania, Bosnia and Herzegovina, Croatia, Serbia, Macedonia, and Kosovo and was financed by the European Commission (90%) and the Council of Europe (10%).

The project promoted the concept of inclusive education as a reforming principle that respects and observes diversity of all students, by focusing in particular on the groups at risk from marginalization and exclusion.

This project focused its activities in 49 pilot schools (seven in each benefiting country: three primary school, two secondary general schools and two secondary vocational schools). Experiences gained from these pilot schools will provide policy-makers with useful suggestions on best ways to further extend practices identified as most effective in a given area. All this will help them to ensure growing social diversity and a more inclusive society beneficial for all their members.

Programme objectives and activities – A regional approach to issues of inclusiveness was made possible by the similarity of contexts and common social, political and economic issues in the SEE countries. These factors can serve as common ground for a more effective application of inclusive education at the national level.

The project had two objectives: To break barriers standing before the vulnerable groups in the education sector and to promote the concept of inclusive education as a principle of reforms that observes diversity among all students.

Main project results – Below are presented the main achievements of the project during its implementation period:

- **The network of inclusive schools:** Included 49 pilot schools, seven in each benefiting country, with 245 members (teachers, school directors, parents, students and local community representatives) who were supported by the web platform.
- **Small grants** were given to these schools to build and strengthen an inclusive school environment. During the implementation period, an additional 35 schools were invited to participate in the network activities and to benefit from the training to develop school development plans.
- **Network of inclusive teachers:** support was provided to 245 teachers active in pilot schools to engage in peer learning activities and school development planning. The Handbook for improvement of teacher competencies in an inclusive school was drafted based on 38 similar programmes in the SEE region.

- **Inclusive Policy Network:** consisting of seventy members (policy developers and participants from the school and teacher networks), was set up to initiate a policy making dialogue, based on best practices of the pilot schools.
- **Recommendations for regional policies** on inclusive education have been designed through a consultation process with participants and change agents from seven target countries.
- **Awareness raising of the groups in need for inclusive education** was achieved through various events, including production of the Euro News documentary (broadcasted in 15 languages); production of television shows and participation in local radio stations in all member countries; organization of awareness raising events in seven capital cities of the beneficiary countries titled “The Inclusive Day” and so on.

10. Basic Education Program

Introduction – The Basic Education Program (BEP) is a five-year project targeting all primary and secondary in Kosovo. BEP is financed by USAID and by the Kosovo Government. The project is implemented by FHI 360, in partnership with MEST and the Kosova Education Centre (KEC). KEC manages the third BEP component. The project is currently running an eight months extension after five years of implementation. During the extended period, KEC was ask to implement a number of activities from the first (Educational leadership) and the second (Formative assessment) components that were responsibility of FHI360). The fifth year of implementation and the extended period focused mainly on ensuring sustainability of the project results. During the first five years sustainable partner relations were built with MEST, partner municipalities, schools, teachers, and with other donors. KEC offers low cost professional development activities in twenty four partner municipalities where BEP centres of professional development were established and made fully functional. The school professional development approach has been strengthened turning into a sustainable working culture in a considerable number of school throughout the country. In the last project implementation year, activities were extended to include three new municipalities: Gjilan, Viti and Kamenica, increasing the number of schools partnering with the third project component. The number of partner schools has grown to 500 plus schools in Kosovo.

Project objectives – *BEP* has three main objectives that are implemented through three components:

1. Increase capacity of school management
2. Strengthening assessment of learning outcomes
3. Improvement of professional development of teachers in the system.

The main goal of the project is to improve institutional capacity of the Kosovo Government in the education sector and improvement of quality in basic education. The BEP moto is the 'Development of 21st Century skills in students in cooperation with school and community.'

Main project results during the reporting period – This report includes activities implemented between January and December 2015. During this period, the third component covering teacher professional development, focused on reviewing its teacher training programmes, implementation of new training and strengthening of partnerships with education institutions at the central, local, and school level. In the non-cost extended period, KEC has been contracted by the FHI360 to implement activities of the first two BEP components, Educational Leadership and Formative Assessment.

Activity 3.1 Increase capacity of School Development Centres (SDC) to provide quality training for teacher professional development

The programme continued with the support of municipalities in implementing their municipal plans for teacher professional development, in particular those municipalities that were more active during the reporting period. In this regard Municipality of Istog showed greater interest and consequently organized a workshop for Coordination of Schools Based Professional Development for all schools in the municipality. This training continued in Pristina to include representatives of the MEST schools piloting the new curriculum. In the end, 73 participants met all requirements and were consequently certified in August 2015.



Photo from the ceremony of certification of school based facilitators

Activity 3.2 Training of teachers to develop relevant skills of their students and to successfully implement the new curriculum framework in Kosovo by implementing a comprehensive teacher development programme.

Review of training materials and provision of new training

During this year three BEP courses have been reviewed and submitted for reaccreditation: Action Research, Student Centered Classroom, and Technical Clubs. All training efforts continued to be organized in the PDCs and were school based by their mode of delivery. The school based approach dominated *Literacy* and *Mathematics* courses; other training programmes delivered in schools included *Computer Programming* and *Environment Related Learning*. Other courses were organized during the reporting period in the PDCs, such as *Action Research*, *Coordination of school based professional development*, *Technology*, and *English Language*. During 2015 alone, 3100 teachers were trained, whereas the total number of teachers trained by the teacher development component coordinated by KEC has exceeded the figure of 8300 teachers. One half of this number of teachers have attended the Literacy course. Until the end of the project (April 2016) 500 more teachers will have completed the mathematics course.

Number of certified teachers

The number of teachers who have met the certification requirements during the reporting period is 2200, whereas from the outset till end of 2015 7600 teacher were certified. .



Computer programming course, Glllogovc



Mathematics Course, Vushtrri

More educational technology in schools

During the last year of project implementation the following materials were distributed to schools: 20 packs of science materials, 65 plastic bottle crushers, 20 technology packs, 20 digital cameras, 26 packs for technical clubs, 3 Lego robots, 3 robotic arms, 54 solar packs, 54 digital microscopes, 300 literacy packs, 60 mathematics packs. Apart from these. Course materials have been distributed for every teacher who participated in the training.

Activity 3.3 Increase capacity of trainers and training service providers

During the last year, the programme continued offering opportunities for school facilitators to be promoted to master facilitators. In this regard, as a result of a master facilitator training workshop, six teachers qualified as new master facilitators. The number of master facilitators has reached the number of 56, offering various teacher development courses in PDCs. At the same time, there are 413 school facilitators, certified to provide training for their colleagues in their schools. They offer training in courses of literacy, mathematics, action research, computer programming, etc.

Activity 3.4 Increasing opportunities for participation of teachers in peer learning, professional networking, and research with the purpose of improving their skills and performance in schools.

RobotiKS 2015

Unlike in previous years, when KEC organized all RobotiKS activities alone, this year IPKO Foundation and Municipal Education Departments cooperation and supported its implementation. Four municipalities expressed interest to participate: Pristina, Gjakova, Obiliq and Mitrovica. It is considered a story of success that the

municipalities shared in the implementation of the events, which ensures sustainability for the future implementation. 107 students participated in this event coming from the four municipalities.



Pristina students in RobotiKS 2015

Two new school manuals

During 2015 two new school manuals were designed and printed in 1000 copies each: the one on Action Research and one on Green Clubs. Teachers who participated in the training workshops benefited from these materials, schools of these teachers, as well as other schools that expressed interest to organize these course on their own initiative.

Green clubs and recycling

During the fifth year, the programme continued cooperation with the Green Clubs in partner schools inviting them to come up with initiatives for organization of activities during days marking environment related festivities. As a result, Green Clubs of these schools organized the Earth Day in Pristina, Mitrovica, Rahovec, Gjakova, Podujeva and in Obiliq. Meetings were held with Green Club representatives and respective environment related activities were planned.

11. Entrepreneurship learning programme

Introduction – Ministry of Education, Science, and Technology of Kosovo, in cooperation with the Austrian Development Agency, the Austrian Ministry of Education, Art and Culture and with Kultur-Kontakt Austria started implementation of the ECO NET project in 2005. This project made allowed for application of a more practical approach in Kosovo vocational schools. Since the beginning of project implementation, twelve schools have been equipped with labs for practice firms.

Kosovo Practice Firms Centre (KPFC), established in cooperation with MEST and Swiss Contact project for practice firms, plays a central role is the system of practice firms in Kosovo.

Teachers and trainers trained within this project are an important pillar for the future of this system in Kosovo. The basic training was attended and completed by over 100 teachers. From among them, a number has been selected and trained to train future cohorts of secondary school teachers and students.

In September 2014, KulturKontakt - Austria engaged the Kosova Education Centre to take on implementation of this project. It is KEC responsibility to take over all implementation and administrative tasks to effectively organize project activities. This includes, ensuring that participants are timely supplied with invitations and agendas of foreseen activities, making sure that the adequate venues are available and ready, workshop materials are available in electronic and paper format, experts are contracted, and that funds are managed as planned for implementation of activities and financial reports are drafted and submitted.

Programme objectives and activities – New methods of entrepreneurship teaching are focused on practical aspects of teaching and in enhancing teaching skills of the teachers teaching entrepreneurship and economy courses. This course has been included in the curriculum of Kosovo vocational schools and provides theory and practical instruction.

In order to facilitate the complex teaching and learning process of this subject the project has designed a handbook. Every teachers attending this training will receive a handbook at the end of the training programme. Participants need to be trained in particular in the practical implementation of the knowledge and skills gained in the training in the field of entrepreneurship; this in order to be able to transfer these skills and to advise students once teaching the course in schools.

The education and training programme consists of:

Three training modules – Including new methods for teaching entrepreneurship.

Round tables – These round tables serve to discuss project achievements in the reporting period and to generate new ideas to ensure further sustainability in the project implementation in the future.

Main project results

Training efforts – Three training groups have been implemented in the regions in Kosovo, including the first two-day training module. The training took place in Pristina, Prizren and in Peja with participation of teachers from other Kosovo municipalities. Number of participants reached 68 trained teachers, of which 37 were female and 31 male.

The first seminar aimed at elaborating themes such as: What is entrepreneurship and how can it be organized? What is the role of teachers and / or that of students? What method of work is applied in entrepreneurship? What processes are developed for entrepreneurship? New methods of entrepreneurship education.

Round tables brought together all trainers involved in the project. The purpose of these round tables was to discuss project achievements in a given project period and to develop new ideas that would serve to ensure sustainability for the project development in the future. The tables also discussed good practices determined by Kultur-Kontakt for the purpose of being addressed in more detail during January – February 2016 when the new modules will start being implemented in the field of entrepreneurship.

Monitoring – There has been regular monitoring in all centres that hosted training events. There was good attendance of participants and their evaluations and comments were regularly taken account of and used to improve coming events.

Certification – After all three modules have been organized, teachers will be awarded with certificates of participation for each module. KulturKontakt will determine the certificate design. Certificates will be awarded to participants who have met all participation requirements.

12. Multicultural and Intercultural Education

In the frame of cooperation between the Kosovo Education Centre (KEC) and DVV International – Office in Kosovo, which started in 2007, a number of activities have so far been implemented with the goal of advancing multicultural education in Kosovo. The activities were focused in building the capacity of human and material resources in promoting multicultural education. Below the main achievements are presented:

- Drafting of the handbook Multicultural Education (MCE)
- Drafting and review of the MCE Curriculum
- Training of over 150 teachers
- Training and professional development of 20 MCE trainers
- Model Lessons for Multicultural Education

On October 10, 2015, the project organized the closing conference on “Multicultural and Intercultural Education In Kosovo”, in which the main project achievements were presented, together with good practices from the region (Albania and Macedonia), and the International Day of Human Rights (respectively the day of approval of the Universal Declaration of Human Rights) was marked.

Parallel with the presentation of project achievements and the good regional practices, other institutions made presentations on the topic, including the Ministry of Education, Science and Technology, the Institution of the Ombudsperson, Faculty of Education, University of Pristina and so on. Participants benefiting from project training events coming from around Kosovo and belonging to all communities also participated in the conference. There were 100 people attending the conference.

The conference featured a side-event: a group of five arts students, guided by Professor Fitim Aliu, designed 6 paintings and installations on the theme of human rights and multicultural education. At the end of the conference the works of art were given to key participating institutions and key-note speakers.



13. Support for the development of KESP 2017-2021

The purpose of this project is to provide support to MEST in the process of drafting the Education Strategic Plan of Kosovo 2017-2021. The process started in June 2015 by setting up an entire planning mechanism and by starting the review of the KESP 2011-2016. The GIZ project for Capacity Development in Basic Education (GiZ CDBE) contracted a consortium consisting of PEM Consulting and KEC to provide technical assistance for drafting the KESP 2017-2021; the review of the KESP 2011-2016 was carried out by the Education Sector Pooled Fund (ESPF).

Activities of the PEM-KEC commenced in September 2015, after the review of the KESP had reached an advanced stage of implementation. Initially a detailed plan of action was designed, which outlined all phases of development of the KESP 2017-2021, foreseen to be completed in July 2016. The organizational structure of the consisted of three levels:

1. The Core Group that is responsible for managing the entire for the quality of the final product. The Group consists of the MEST department directors, a representative of the Collegium of Education (of the AKM), and the representatives of the Prime-Minister's Office and of other ministries; the Group is chaired by the MEST General Secretary.
2. The Plenary Body is a group consisting of the members of the Core Group and other representatives of MEST, municipalities, academic community and civil society. The role of this group was to provide a link between the Core Group and sub-groups.
3. Sub-groups are the level of the structure that will engage in strategic planning and in specific discussions in their fields of specialization. Seven sub-groups have been set up for the seven identified intervention fields: Participation and Inclusion, Education System Management, Quality Assurance, Teaching and Learning, Teacher Development, Vocational and Adult Education and Training, and Higher Education.

During the October – December period the project made the following deliverables:

- Four meetings of the Core Group were organized in which key decisions were made on the structure of the process and in assigning tasks related to planning. In these workshops results of the planning process were reviewed and further planning took place.
- A workshop was organized to carry out a situation analysis that brought together all groups. The groups carried out a SWOT analysis and drew conclusions on the current situation in the various intervention fields. The workshop was linked with the KESP 2011-2016 assessment conference, the results of which were used in the situation analysis.
- The situation analysis narrative was drafted as the first part of the Strategy document, and the needed preparations were made for the sequel of the process into 2016.

14. Kosovo Academy on EDC and HRE

Introduction – The Kosovo Academy for Education on Democratic Citizenship and Human Rights Education (EDC/HRE) is a training in the field of Education on Democratic Citizenship and Human Rights Education, implemented jointly by the Kosovo Education Centre (KEC), The Municipal Education Department (MED) of Pristina, the Council of Europe (CoE) and the European Wergeland Centre (EWC).

The Academy is based on the Council of Europe’s programme “Education on Democracy and Human Rights”; it is financed by Norwegian contributions and promotes whole-school approach in education for democratic citizenship and human rights.

The Academy builds on the work of the Council of Europe in Kosovo’s project “Interculturalism and the Bologna Process.” As part of this project, the Council of Europe translated the key materials about EDC/HRE in the local languages (completed in 2011), and had them Accredited with the Ministry of Education, Science, and Technology. These and other materials were used during the training and will be applied by the participating schools.

The Academy 2015 was attended by three members form the schools of the municipality of Pristina. Each team consisted of two school representatives, including the director or deputy-director and a teacher, and a representative of the Parents’ Association or a representative of a CSO that is actively engaged in or plans to cooperate with the school.

The training follows the whole-school approach in EDC/HRE and deals with various spheres of the school life: teaching and learning process, school governance and community inclusion and partnerships. This approach encourages active participation of all school stakeholders in building a learning environment where one can learn and practice EDC/HRE.

The training is based on the following materials of the Council of Europe:

- The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education
- democratic governance of schools
- How can all teachers support civic education: a framework for development of competencies
- “Living democracy” manual
- Compass – handbook for human rights education with youth
- Compasito – handbook for human rights education with children

Project objectives

The purpose of the academy:

The Academy aim to strengthen the democratic culture in the schools of the Pristina Municipality by training education professionals and community actors and by further developing their capacity to apply and promote EDC/HRE in their schools and communities.

Expected outcomes:

More specifically, the focus of the Academy is to:

- facilitate sharing of experiences and good practices in the field of EDC/HRE
- support participants in developing and implementing the school project
- encourage cooperation and partnership between various actors included in education and between the participating schools
- support setting up of a network of professionals who promote EDC/HRE
- facilitate application of the Council of Europe Charter on EDC/HRE and utilization of the Council of Europe materials at the local level.

The main project activities and results – Preparations started early in 2015 for continued coordination with international partners (EWC and CoE) and the local partner (MED Pristina). The key activities are the following:

Drafting of the Academy concept and format: it was decided to pilot the Academy in the schools of Pristina in the reporting period; this was done by calling 11 schools through an open call for application. It was also decided to follow the format of the similar academies in the region by organizing a preparatory phase, the residential training phase and the follow up phase of implementation of school projects.

Call for applications and the process of selection: – in August 2015 the call for applications was advertised for the schools in the Municipality of Pristina. In the end of September the selection of the participating schools was done, based on the previously set criteria. 11 schools were selected with three members each.

The preparatory meeting: the team of trainers and organizers met in a two-day planning meeting on 11-12 September in the KEC premises. On the first day, the representative of the Council of Europe in Kosovo Mr. Giovanni Mozarelli participated, together with the representatives from the Ministry of Education, Science and Technology, Mr.



Arbër Salihu and Ms Shqipe Gashi. Organizational issues were discussed there, including roles of partners, and the profile of schools applying for the Academy was

reviewed. On the second day, the team of trainers and the EWC project coordinator designed the outline of the training programme. Also tasks were divided between the training team members for the further implementation of the training sessions.



Curriculum Division of the MEST.

The five-day training – From 2-6 December 2015, a training was organized in “Sharri” hotel in Prevala. 32 participants attended from 11 schools. The training programme was coordinated by the National Coordinator of EDC/HRE in Albania, Mr. Astrit Dautaj. Part of the training programme was monitored by the National EDC/HRE Coordinator for Kosovo, Mr. Arbër Salihu and Ms Shqipe Gashi from the

The training programme applied the methodology of collaborative learning, which resulted in active participation and high level of responsibility by all trainees to



achieve all learning outcomes. On the last day of training, all school teams came up with the first draft of the action plan for their school projects to be implemented in schools.

Participants assessed the training on the last day of training. The cumulated results showed a high average mark for the quality of training at 4.91 on a scale of 1-5.

The training team also held an evaluation meeting at the end of the training and the impressions were positive. It was agreed that the training had a natural and successful flow, and that the modifications done during the training days were in line with the needs of participants, that the working atmosphere was very good as was the cooperation between trainers and between trainers and participants. Few recommendations came from this meeting for minor modification of the programme for application in similar training in the future.

15. Information and publications

During the reporting period, the Information Division implemented the following activities:

- **Maintaining close contact with the media regarding KEC activities** – KEC has enjoyed a very good media coverage of its activities in 2015. All conferences that took place during this year were covered by the electronic and printed media. KEC representatives participated in numerous programmes and shows where education was discussed.
- **KEC profile on Facebook** – During 2015, KEC activities were presented intermittently on Facebook with stories and images. The KEC Facebook page has 3700 followers.
- **Preparation and printing of materials:** Several leaflets and other information materials were designed and printed during 2015 on KEC projects and programmes. At the same time we have continued printing KEC notebooks and folders, which are used by KEC staff in various training events and meetings.
- KEC Information and Publication Office made itself available to KEC staff in various activities, including drafting of documents, their design, language editing and visual arrangements. The Office also helped with the organization and implementation of the campaign for registration of new students in the “Mileniumi i Tretë” (Third Millenium) school. Also, the office was engaged in providing logistical support for workshops and training events in and out of the KEC premises. Finally, activities of the “Third Millenium” school were supported.

16. The “Third Millenium” non-public school

On its course of serving as a lab school, constantly engaged in innovative activities, year 2015 brought to the “Third Millenium” school numerous challenges, but also successes for further development. The same as a decade ago, when the school founders decided to have innovation as the key motto, the school continues serving as an embodiment of CHANGE at all levels of education services delivered in this school. On this course, the school remains committed to trying new ways for the first time in Kosovo, but in a way that best fits the Kosovo situation and needs.

Parallel with the mainstream instruction, modular projects were implemented quarterly in the lower classes. These projects were focused around curricular themes and were finalized in concrete products. The book “Cicërimat e zogjve” (Bird chirp) was published with poems of the third grade; short filming projects with dolls were realized by the second grade students, supported by the arts teacher; projects were presented to the parents; a project was implemented with the grandparents of the students, with support given by the parents.

The school continued with the further development of the departments by empowering the role of their chairs, both by organizing various activities and by regular teacher monitoring and mentoring. On the other hand, the school continued with organization of traditional school activities. The Week of Albanian Language was organized, together with the Project Based Learning Week, the English Language Spelling Week, the Week of German Language, and the Cultural Week of the photography competition, the Week of the Natural Sciences and Mathematics, as well as the week of Humanities. All of these were organized as competitions with awards given in the final stages. These events encouraged students to continue their efforts towards accomplishing the school vision.

At the same time, the school marked noted global days, such as the day of human rights, literacy day, day of the elderly; also a day for planting seedling was organized, humanitarian actions, visits to various institutions, activities for development of student skills, etc. In the end, the Festivity of the ABC book was organized, together with the graduation ceremony of the senior students with educational and entertaining programmes for parents.

As part of the teacher professional development programme, the school implemented four modules of the ECDL training, and managed to be licensed as a testing centre for ICT programmes. These were not the only activities that distinguished this school from the other schools. After having attended an ICT programme in Sweden, two of the teachers nominated by the school director, started implementation of various Google online tools (Edmodo, Padlet); they organized workshops for students and for staff and facilitated application of various technology programmes in teaching and learning in the school. This year, application of online journals and digital books in English language classes resulted in higher student performance and results in external testing in the subject (reaching the average percentage of 85 %) at the school level. This speaks in favour of the human resources commitment to contribute to the development of the school through personal development.

As part of participation in contests outside school, students won the second place in a knowledge competition organized by the German Embassy; one student won the second place at the municipal level in the Mathematics Olympics, the arts students ranked second and third, and one student had her poem awarded as the best poem by the "Ok Kids" magazine.

The school invited teachers from around Kosovo to encourage them to participate in the Vienna project ACES. At the same time, the school disseminated information about the possibilities for similar regional cooperation. A teacher and a student of the Third Millenium School were selected by the ERSTE Foundation to advise and disseminate information among other institutions.

The newsletter was published twice during the calendar year, the school magazine was published at the end of school year, whereas the web page was regularly updated throughout the year. All these played their role and were reflected in increased enrolments in the new school year. Extracurricular activities were part and parcel of every day of the week in our school, including students clubs in grades 1-9 meeting student needs to relax in weekend afternoons after more serious academic activities.

Total number of students in 2014/15 was 536 in grades 1-12, distributed in 29 classes. It is worth pointing out that last year was a source of concern regarding enrolment in the first grade. In the end, only two instead of the commonly three classes were enrolled in this grade.

For a better start of the 2015/16 school year a different strategy was applied. The school enrolled four children with outstanding intelligence quotient from the ATOM project (two in the first and two in the tenth grade) by supporting their tuition fee and their transport expenses, to continue providing a challenging learning and development environment for them. Also, one child was enrolled in grade ten, free of tuition, from the SOS villages of Kosovo.

Grades 3-5 this term implemented a half-day modular project; these culminated with a presentation of concrete results in front of their parents. Fifth graders won the Kosovoision contest for implementing a project targeting to support children with Down syndrome.

During this term all teachers were covered with monitoring. The monitoring aimed at ensuring effective teaching and learning and to assess teacher performance. It will last until the end of the 2015/16 school year. Department chairs were supported in the monitoring task by the director and deputy director; in some cases there was individual monitoring because of the large number of teachers. Even though monitoring provides useful information for the school management, teachers sometimes complain about the feedback they receive from the department heads. All cases were discussed with the principal in the presence of all sides with the purpose of avoiding resistance and reservations that could negatively affect school performance.

This year, monthly plans are downloaded from Google drive; plans and activities, courses and training events as well as testing schedule are downloaded from the specially designed calendars; register of student complaints is found on the "drive" for general information; all these serve for better school performance.

A novelty in the Department of foreign languages is the implementation of the Global Partners Junior (GPJ) with 14 students by the New York City Global Partners, Inc., a non-governmental organization that links the office of the Mayor with other cities around the world. This programme focuses on challenges faced by various cities around the world from an arts perspective. Youth from various cities and those from New York share the same curriculum by exchanging knowledge using blogs, conversations, videos and online discussions. After two first modules, a student from our school was selected among the ten best students for outstanding engagement. Other classes in foreign languages implemented the following activities: quizzes, essays, CVs, motivation letters, various reports, etc. Occasionally, students watch movies and engage in activities related to those movies. Songs and documentaries are a constant feature of this department

Hour of code – was implemented by two teachers. The Third Millennium is the first school in Kosovo to apply this form of work, initially limited to a club and later with students of grades V and VI. This activity aimed at increasing student awareness about the programme, as well as presentation of the programme through games. Due to the increased student interest, it is planned to implement the activity again using the club model with other students.

German Theatre Workshop – which lasted for an entire week and implemented by two German experts within the PASCH project and which resulted in a student performance as one of the more accomplished events. A memorandum of understanding was signed with the two experts. The school is aiming to organize the same performance in the second term again, provided it can obtain support from some source.

A special research project in Albanian language titled “You and the power of the word” was finalized with a visit to the Klan TV. The Albanian Language Club gave a performance in the Oda Theatre on the theme of protection of environment. The sociology class carried out a research on literacy with students of the schools in Pristina. As part of the humanitarian activities, the project MAT (support for poor people) was supported, whereby food and clothing were distributed during the solidarity month.

The skills subjects completed another successful year with a range of activities during the last term, including: Youth Days – organized by the Municipality of Pristina; “Streetball”, friendly football match with the primary school “Mihail Grameno” – Fushë Kosova, a competitive football match, as part of the competition of primary and secondary schools (this division is based in the pointing system), with the ISP school, a football match with the “Sami Frashëri” secondary school, participation in football and basketball competition organized by SHPKF and the Municipal Department for Education, Sports and Culture. Our school ranked third in the basketball competition. Also, festive concerts were organized and the scene arranged on every occasion. Little children decorated the so called Christmas Tree of Wishes, which expressed their wishes and expectations from the Santa Clause.



In conclusion, the school and its students had the pleasure of hosting the reigning World Judo Champion, Majlinda Kelmendi, who helped hoist their motivation for more ambitious achievements in sports and in life.

Traditionally, the school has been helping the children of the SOS village by purchasing their festivity cards for the school children from the neighbourhood and for the children of our staff.

The first term was successfully brought to an end for all three cycles of education, namely grades 1-12. The nominal average grade at the school level was 4.37 in a scale of 1-5. All meetings of the school councils (the council for lower grades, higher grades, Student Council, Pedagogic Council and the Parents Council) were organized as planned.

In all these meetings relevant themes were addressed to enhance the quality of schools services, including discussion of several discipline measures (approved by the respective councils) taken for breaches of the school regulations and its code of conduct; special attention was dedicated to the completion of the school pedagogic and administrative documentation. Finally, the school bodies actively engaged in making the software for student assessment fully functional.

The first week of the second term will start with a massive teacher training event on the theme of “Action research”, which is expected to strengthen the classroom and school based research component.



Statistical tables on staff and students during 2015/16 school year.

Statistics about the staff				
Administration Management	Teachers, teaching support	Maintenance and support staff	Restaurant staff	Total
7	66	16	11	100
Statistics about students				
Cycle	Grade	Students		
I	1-5	203		
II	6-9	175		
III	10-12	159		
	Total	537		

17. Other activities

In 2015, the Kosovo Education Centre engaged in a series of other activities, some of which are briefly presented below.

1) The network „First, second and interculture“ – During 2015, the Kosovo Education Centre (KEC) in cooperation with MEST and the Faculty of Philosophy continued implementation of the two-year project “First, second and inter-culture”. The project was financed by the Swiss State Secretariat for Education, Research and Innovation and has the purpose of establishing a network of Swiss, Albanian, Kosovo and Macedonian experts for a thematic exchange of experiences, theories, concepts and ideas and the promotion of a scientific dialogue among experts in the fields of education for democracy, intercultural pedagogy and pedagogy of socialization. The project is focused in exchanging experience in two aspects:

- Orientation between the first, the second and the interculture (among migrants, returnee migrants and minority community members)
- Education on Democratic Citizenship and on Human Rights (EDC/HRE) in various countries.

As part of this project, two international conferences were organized during 2015. The first conference titled, “Contribution of supplementary instruction and school textbooks in supporting orientation between the first, the second and the interculture,” was held from May 7-9, 2015 in Zurich; whereas the second and final project conference on the theme of “Teacher education on democratic education and on supporting orientation of ethnic minorities among different cultures and norms” was held in November 5-7, 2015 in Tirana. The materials from the conferences and knowledge gained during the two years of project implementation will be published and disseminated in a special publication. It is expected for the project to continue as a cooperation arrangement between the involved countries by implementing various projects in the field of education for democratic citizenship and human rights.

2) Institutional integrity and ethics – In November 2015 KEC started implementation of a one year project “Institutional integrity and ethics”, funded by the Kosovo Institute for Open Society (KFOS). This project will be implemented in three Kosovo municipalities: Pristina, Gjakova and Podujeva. The project will support drafting of a guide and training of human resource officers of five ministries, three municipalities and twelve school principals from the involved municipalities.

The project aims at bringing about a climate of responsible personal and organizational behaviour at central local and institutional level by building capacity of the institutional leadership to apply standards of institutional ethics and integrity. Schools engaged in the project will draft an action plan in which to foresee activities

that will allow for application of the principles of institutional ethics and integrity in their schools. Implementation of these plans during 2016 will be monitored by KEC.

3) Building social inclusion through education – In cooperation with partners from Montenegro and Kosovo (Centre for Democracy and Human Rights – CEDEM, the Pedagogic Centre of Montenegro, organization Children – Enfants, Bethany Cristian Services from Gjakova) on 15 December 2015 KEC started implementation of the project: Building Social Inclusion through Education. The general objective of this project is: Advancing social inclusion in the field of education by improving institutional response and better services for the marginalized Roma, Ashkali and Egyptian communities. The project is funded by the European Commission as part of the cross-border cooperation programme.

4) The project of common history – Phase II – This project has the following goal: *"To contribute to increasing reconciliation and common understanding of the recent past in the Western Balkans and Turkey through transnational historical education and objective reporting on transitional justice."*

During this year, the following activities have been implemented:

- Training for history teachers from the Western Balkan countries organized in Mostar in Bosnia and Herzegovina. The KEC delivered a training session during this training.
- Exchange of experiences and materials through online groups set up by the project.

5) Kosovo Network for Education and Employment (KEEN) – In the end of 2015, KEC started with implementation of a four year project, which aims to support setting up of a strategic coalition between four civil society organizations focused in the fields of Education, Employment and Social Policy. Members of the coalition are: KEC, Agency for Support of Employment in Kosovo (APPK), Balkan Sunflowers (BSF) and Academy of Training and Technical Assistance (ATTA). The Dutch organization SPARK is a supporting partner of the project, which has a funding of over EUR 1 Million. Project activities are organized in four interrelated components: 1) Strengthening the KEEN Network; 2) Participation in policy-making; 3) monitoring; 4) Linking education and employment with the labour market.

6) Schools as generators of a democratic society – In cooperation with partners from Bosnia and Herzegovina, the Check Republic, Slovakia, and Poland the project "Schools s generators of a democratic society" was started in December 2014.

The following activities were implemented during this year:

- A joint training for representatives of ten schools from the five involved countries was held in Pristina;
- Projects between schools from different countries started being implemented during 2015 and will be finalized in 2016;

- In February 2016 school from Kosovo involved in the project will present their project achievements in a regional conference expected to be organized in Sarajevo;

7) Support for the development of the Quality Assurance Strategy – Based on a contract with Kultur Kontakt-AUSTRIA, KEC supported the twinning project “Support for the implementation of the KESP 2011-2016” in drafting a quality assurance strategy for pre-university education in Kosovo. In the beginning of 2015 a study visit was organized in Austria with the purpose of introducing good practices in quality assurance I pre-university education to the team drafting the quality assurance strategy document. The visit served to facilitate the drafting of the strategic document in a process with broad participation and consultation at all levels. In December 2015 the Strategy was approved by the Government of Kosovo and a public presentation of the document was organized. This strategy will form an integral part of the KESP 2017-2021 as one of the seven pillars of this document.

8) Assessment of the HigherKos project: In cooperation with the Swiss company KEK-CDC, KEC won the tender for the final evaluation of the project “HigherKOS – Support for Institutional Development of Higher Education and Science in Kosovo”, which was implemented by an Austrian consortium with financial support for the Austrian Development Agency (ADA). The process of external evaluation was carried out during September 2014 with a combined Swiss and Kosovo expertise. In October, the report, including the lessons learnt and recommendations for future interventions was submitted to the funding agency.

Annex 1: Persons certified by programmes accredited by MEST

No.	Name of training programme	Number of certified participants	Training hours by programme	Total training hours
1	Project based learning in sciences	29	34	986
2	Design challenge in teaching and learning of technology	30	34	1 020
3	Environment related learning	111	34	3 774
4	Application of ICT in teaching and learning of English language	25	34	850
5	Student technical support clubs	37	34	1 258
6	Development of XXI century skills in mathematics	623	24	14 952
7	Development of literacy in early grades	1906	24	45 744
8	Computer programming	103	24	2 472
9	Coordination of school based professional development	79	30	2 370
10	Action research	81	24	1 944
11	Standards of facilitation of learning	209	24	5 016
12	Kosovision Contest for phase I	322	24	7 728
13	Kosovision Contest for phase II	90	36	3 240
14	Step by Step 3-6 basic level	46	40	1 840
15	Step by Step 3-6 advanced level	10	40	400
16	Step by Step grade three	14	24	336
17	Step by Step grade four	14	24	336
18	Advocacy training	8	16	128
19	Training of trainers for working with adults	88	24	2 112
20	Social justice	12	32	384
21	Reading and Writing for Critical Thinking	791	120	94 920
Total number of certified participants in accredited programmes during 2015		4 628		191 810

Annex 2: Persons certified by other programmes

No.	Name of the training programme	Number of certified participants	Training hours by programme	Total training hours
1	Persona Doll	18	24	432
2	Training of trainers for teachers working with returnees (in the process of accreditation)	22	24	528
3	Let us get ready for school	35	24	840
4	Peer mediation	114	16	1 824
5	Training for implementation of the protocol for prevention and referral of school violence	189	16	3 024
6	Educator competences	19	16	304
Total trained in other programmes during 2015		397		6 952