

WORK REPORT 2016

Pristina, March 2017

Work report for 2016

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List of acronyms:

AKK	Association of Kosovo Municipalities
APPK	Agency for Promotion of Employment in Kosovo
ATTA	Academy of Training and Technical Assistance
BCS	Bethany Christian Services
BEP	Basic Education Program
BSFK	Balkan Sunflowers Kosova
CEDEM	Centre for Democracy and Human Rights
CoE	Council of Europe
MED	Municipal Education Department
DVV	Deutschen Volkshochschul-Verbandes
EDHR	Education for Democracy and Human Rights
HRE	Human Rights Education
ECE	Early Childhood Education
MCE	Multicultural Education
EDC	Education on Democratic Citizenship
ESPF	Education Sector Pooled Fund
EU SIMRAES 2	European Union Support to Implementation of Roma, Ashkali and Egyptian Strategy – Phase 2
EWC	European Wergeland Centre
FHI 360	Family Health International 360
GIZ	German Agency for International Cooperation
GIZ CDBE	GIZ Project for Capacity Development in Basic Education
SbS	Step by Step
PI	Preschool Institutions
ISSA	International Step by Step Association
KEC	Kosova Education Centre
KEEN	Kosovo Education and Employment Network
KFOR	Kosovo Force
KFOS	Kosovo Foundation for Open Society
K-RAE-EYN	Kosovo RAE Early Years Network
SCTL	State Council for Teacher Licensing
MEST	Ministry of Education, Science, and Technology
RWCT	Reading and Writing for Critical Thinking
MCYS	Ministry of Culture, Youth, and Sports
MLSW	Ministry of Labour and Social Welfare
NVK	Nevo Koncepti
KCC	Kosovo Chamber of Commerce

OSF	Open Society Foundation-London
OSI	Open Society Institute
CSO	Civil Society Organization
PASCH	Schools: Partners for the Future
BEP	Basic Education Programme
QRP	Quality Resources Package
PEST	Political, Environmental, Social and Technological Analysis
PHZH	University of Zurich
KESP	Kosovo Education Strategic Plan
RADC	Roma and Ashkali Documentation Centre
REF	Roma Education Fund
REYN	Romani Early Years Network
SDC	Swiss Development Office
SiV	Syri i Vizionit (Vision Eye)
EMIS	Education Management Information System
SPARK	Stitching SPARK
SWOT	Strengths, Weaknesses, Opportunities and Threats
SHL-K	SHL Kosova
UNICEF	United Nations Children's Fund
UNSECO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
VoRAE	Voice of Roma, Ashkali and Egyptians in Kosovo
OGG	Office of Good Governance

I. Introduction

Publication of the scores of the PISA test in December 2016 brought the low quality of education to the fore of the public scrutiny in Kosovo. These results represent the needed evidence that Kosovo students lag behind in their skills to implement knowledge about life, not only in relation to the more developed world, but also in relation to the neighbouring countries. On the other hand, Kosovo shows a significantly high level of participation in all levels of education which indicates to the fact that measures to improve participation were not accompanied by measures to improve quality of education.

One day after the publication of the PISA test results, the Kosovo Government approved its Kosovo Education Strategic Plan 2017-2021, which addresses key development issues of the education sector. However, approval of the Plan was not followed by budgetary allocations which makes its implementation very difficult. Implementation of the new Curriculum Framework represents one of the biggest challenges facing this Plan, including lack of adequate school textbooks, lack of information and communication technology equipment in schools, and insufficient teacher development to implement a competence based curriculum.

KEC programmes are focused in four fields, often closely related to one another:

I.1. Improvement of quality of education:

Unlike previous periods, 2016 was not characterised by significantly larger number of trained teachers. In fact, 1,690 teachers were trained and certified for participation in various training programmes (for more see the annex of the report). During 2016 one of the largest training programmes in Kosovo, the Basic Education Programme, funded by USAID, was closed after five years of operation in the field. During 2016 KEC focused on the consolidation of early childhood development programmes and on supporting schools to use new educational technologies through the project “School me”.

I.2. Human rights

Apart from protecting children from violence, projects in the field of human rights were focused on improving position of children from Roma, Ashkali, and Egyptian communities. EU SIMRAES 2 project, financed by the European Union, continues supporting 10 learning centres around Kosovo, as well as provides 200 annual scholarships for secondary school students from these communities. While the TOGETHER project, financed by the Roma Education Fund (REF), continues supporting pre-school children from these communities, aiming to ensure a successful start of universal schooling.

I.3. Networking and participation in policy-making

During 2016 KEC was very active in the process of drafting education policies. Apart from leading the process of drafting of KESP 2017-2021, within the KEEN project, the Strategy for Inclusion of Roma, Ashkali, and Egyptian Communities in the Kosovo Society 2017-2021, which is awaiting for approval from the Government.

I.4. Research in the field of education

The research component was not in the forefront of developments during 2016, aside preparations for monitoring of strategic documents developed within the KEEN project and research activities developed within other projects.

During 2016, special attention was paid to improving management of the organization. Preparations are underway to certify the organization according to ISO 9001:2015 standard, by focusing in the field of management of projects and training efforts. At the same time, an advanced system is being prepared for the management of book-keeping and accounting.

Following are more detailed reports of the main projects implemented by KEC during 2016.

1. Early childhood education

The programme of early childhood education is based on the “Step-by-Step” methodology and is focused on children until 10 years of age. During 2016, two main projects were implemented within this programme: “Quality development in early childhood education in Kosovo” and “K-RAE-EYN Network”, both financed by the OSF-London.

Besides these two projects, the Programme has implemented a range of training supported by the “Step-by-Step” methodology, either as part of other KEC projects or in cooperation with other partners.

1.1 Development of quality in early childhood education in Kosovo

The project "Development of quality in early childhood education in Kosovo," aims to enhance quality in pre-school education. This project provides a model for providing quality in early childhood education by setting up a functional network of professionals.

The main goal of the project was the implementation of the “Quality Resource Packs”- QRP developed by ISSA (International Step by Step Association), which was last year adapted to the Kosovo context by experts. In the first phase of the project QRP documents were translated and representatives of pre-school institutions were trained to implement the same. In the meantime, these documents were tested for a possible adaptation.

There are three components in this project:

1. Finalization and distribution of the Quality Resource Packs
2. Building of PI-s capacity
3. Organization of the system for improvement of quality monitoring.

The main project partners are the Ministry of Education, Science and Technology, Faculty of Education and 14 pre-school institutions.

The main results

The main results of the project are the following:

- The resource pack has been adapted and published as an official document, in cooperation with the MEST;
- The kinder-gardens involved in the project have managed to acquire utilization of the database, which allows them to follow up on the quality provided by educators and kinder-gardens;
- We are in the process of introducing competencies of educators in the syllabi of the Faculty of Education.

Assessment of pre-school institutions in utilization of competencies was carried out by the OSF with technical support from the Washington based expert, Stephanie Olmar. The first phase of assessment is carried out in 2015, with the last phase completed during February of 2016. All institutions participating in the project were monitored and supported in using the documents of the “Quality Resource Pack” by the project staff.

In October 2016, MEST approved the publication of the QRP of competencies, which includes:

- The instrument for professional development and improvement of quality of practice in early childhood;
- The quality assessment instrument;
- The protocol for utilization of the instrument on practice of quality assessment;
- Electronic database.

This pack was delivered to all pre-school institutions and learning centres, as well as to MED-s in which the project was implemented. At the end of the project a conference was organized on the theme of “Quality of services in early childhood education.” In this conference, 130 participants had the opportunity to learn about the published documents of competencies and to give their feedback on them.



1.2. The K-RAE-EYN Network

The purpose of the project is to support the education community in Kosovo to provide social inclusion and quality education for Roma, Ashkali, and Egyptian children, by making possible exchange of knowledge and advocacy through the K-RAE-EYN Network. The Network is based on the concept REYN (Romani Early Years Network) and aims to support equal access to education for children of Roma, Ashkali, and Egyptian communities in the age of 0-10, by promoting inclusion and improvement of the provided services.

K-RAE-EYN Network provides opportunities for professional development for persons involved in the field of early education. Members of the Network are given opportunities to develop professionally, exchange experiences and good practices, to build cooperation and partnerships among themselves and with other members of the REYN networks in other countries. The first phase of the project started in September 2014 and was completed in June 2016, whereas the second phase started in November 2016 and is ongoing in 2017.

During the first phase the project mainly focused in supporting para-professionals and professionals with support activities, whereas the second phase is expected to include organizations and institutions engaged in supporting Roma, Ashkali and Egyptian children.

The main results

- **Setting up of the K-RAE-EYN Network**

The main result of the project was the successful setting up and upkeep of the K-RAE-EYN Network. The project managed to enrol as its network members a number of non-governmental organizations and other entities involved in the field of early childhood. The Network continues providing opportunities to meet and collaborate in efforts to improve early education for Roma, Ashkali, and Egyptian children. During the two phased, regular Board meetings have been organized, with participation of five organizations: Balkan Sunflowers, Save the Children, Nevo Koncepti, KEC, and Bethany Christian Service.

- **Development of the K-RAE-EYN Network Strategic Plan**

In the beginning of 2016 the “Strategy of K-RAE-EYN 2015-2018” was developed. The document foresees measures that will be undertaken by the Network in the planning period. It also provides that financial support for the Network can be asked from the donors and from municipalities in which learning centres are active.

- **Organisation of professional development activities for para-professionals and professionals**

During 2016 a range of activities were organized for the professional development of para-professionals and professionals. Various training events were organized that were followed up by monitoring visitations, such as: Step-By-Step, Education for Social Justice, and Advocacy. In regular monthly meetings, members of the K-RAE-EYN Network had the opportunity to discuss and learn about work with parents, possible activities in support of child development and other themes of interest. More recently, regular meetings were organized in various places around Kosovo, mainly in those towns where there are learning centres operating.

- **Organisation of the Conference on Early Childhood Education of Roma, Ashkali, and Egyptian Children**

On 16 February 2016, the K-RAE-EYN Network organized the first regional conference on early childhood education for Roma, Ashkali, and Egyptian children. Around 80 participants coming from different sectors, organisations, and municipalities including school directors, psychologists, teachers, educators and parents had the opportunity to listen to and discuss about various research and best practices in the theme of early childhood education. The Conference took place in Gjakova and the research findings from the following studies were presented:

- Inclusion of Roma, Ashkali and Egyptian children in pre-school and primary education, by the Kosova Education Centre;
- Communication between pre-school institutions and parents, by the Faculty of Education;
- Early childhood care and analysis of trends in the field, by Save the Children;
- A study on impact and sustainability of Learning Centres, UBO Consulting.

2. Development of critical thinking

The “Reading and Writing for Critical Thinking - RWCT” Programme started with implementation in 2000. The immense interest of teachers to attend the RWCT Programme and its suitable nature for classroom implementation allowed KEC to cooperate with numerous local and international institutions, such as: MEST, OSI, KFOS, UNICEF, the World Bank, KulturKontakt, and so on, in supporting professional development within this programme of in excess of 7,000 teachers around Kosovo.

The RWCT Programme allows training of teachers to implement modern teaching and learning methodologies in their classrooms that which facilitate development of student competencies, which are in fact the focus of the Curricular Framework of Kosovo and of the Core Curricula. More so, implementation of RWCT in classrooms allows for the development of various student skills, including:

- Active probing;
- Critical thinking;
- Problem solving;
- Collaborative learning;
- Self-learning, etc.

Two evaluation rounds with international expertise were organized to assess the impact of implementation of the RWCT Programme in Kosovo. Results of the evaluation showed that the implementation of this programme has contributed to the professional development of teachers, in particular in building their skills to apply a range of techniques and strategies in the classroom that enable active student participation in the teaching and learning process.

RWCT is accredited by the State Council for Teacher Licensing as a teacher professional development programme providing 120 training hours. Programme accreditation enables teachers who have attended and were certified by the programme to use this for career promotion that comes as a result of the teacher licensing process. Teachers certified by the RWCT Programme earned 120 training hours of professional development which is equal to the requirements for one level of promotion according to the teacher licensing and career progressions system. On the other hand, the knowledge gained and the professional development portfolio will further help them during the assessment of their performance.

Main results

During 2016, KEC in cooperation with MEST and the Municipal Education Department in Pristina, have continued training of 90 teachers organized in three training groups. The training took place between January and June 2016. During this period, KEC organized the following professional development activities for these teachers:

- Organisation of three seminars of two days each for each training group;
- Monitoring of all training seminars and reporting on the monitoring to the MED Pristina and MEST;
- Organization of one monitoring visit for each participant to the training and follow up discussion in a half-day meeting;
- Checking of teacher’s files for every participant in the training;

- Assessment whether participants met the certification requirements and criteria and printing of certificates for those who met all the requirement according to programme standards;
- Certification of 90 teachers in the Municipality of Pristina.

There has been increased interest among teacher to participate and benefit from the training; hence the large number of applications for the second level of the programme, which trains them to support their peers who will be attending the basic level training in the future. 29 teachers from Pristina, Mitrovica, Peja/Pec, Gjakova/Djakovica, Gjilan/Gnjilane, and Ferizaj / Urosevac have applied for a second level certification training within the RWCT programme. After monitoring the files of this teachers, after observation of one class, and after verification whether they meet the RWCT programme standards, all teachers were certified as RWCT teacher. A number of these teachers were engaged during 2016 to train their colleagues.

2016 marked a year of immense interest expressed by the teachers to attend the RWCT programme. Lacking MEST, MED, or donor funds for training, a group of 35 teachers from the Municipality of Suhareka started a self-financed training. In 2016, these teachers went through the most part of the programme, including two-day seminars. The remaining activities for this group of teachers will be organized during 2017.

3. The Basic Education Program

The Basic Education Program closed its activities on 31 July 2016. This five-year program targeting all primary and secondary schools in Kosovo was financed by USAID and the Kosovo Government, and was implemented by the FHI 360 organisation, in partnership with MEST and the Kosova Education Centre (KEC), which managed the teacher development component. In the last year of its implementation, the Program was extended for an additional period of eight months, during which period KEC took on several additional activities from the other two BEP components: from the first component, KEC took on implementation of the “Educational leadership”, workshops for school governing boards, parents’ councils, and student councils; whereas from the second component, KEC took the responsibility to implement the “Formative Assessment” training course. During the five years, the Program cooperated with 600 schools in 24 partner municipalities.

BEP had the following objectives:

1. Build capacity of school management;
2. Strengthening of assessment of learning in schools;
3. Improvement of in-service teacher professional development.

The main project goal was to improve institutional capacity of the Kosovo Government in the education sector and to improve quality of primary and lower secondary education. The BEP motto was “Development of 21st century skills in students in cooperation with schools and community.”

Main results

- **Building of capacity of municipal education departments to support teachers professional development**

The programme cooperated with 24 partner municipalities to increase their capacity in planning, organization, and monitoring of teachers professional development activities. Out of the 24 partner municipalities, 22 developed their three-year plans for teachers' professional development.

- **Facilitation of learning standards and master facilitators of learning**

The programme trained 68 master facilitators (46 female and 22 male) and 734 school facilitators (543 female and 191 male) for the 12 accredited courses of the teachers' professional development component. Master facilitators and school facilitators are certified after the successful completion of the specialized three-day courses and after successfully passing the monitoring and practical teaching requirements. Regular quarterly meetings were held with the master facilitators and school facilitators with the purpose of ensuring smooth and quality implementation of these courses at the school level.

- **The framework of school based professional development programme**

During the second year of the Program, KEC in cooperation with the MEST, drafted the Framework for school based professional development. The Framework was reviewed jointly with MEST, municipal education departments, the Kosovo Pedagogic Institute, schools and other program partners. Endorsed by the MEST, the Framework was tested in 12 schools in which the new curriculum framework was piloted. After the testing phase, the course was accredited by the SCTL and was made available to other schools. In total, 99 teachers from 53 schools were certified as coordinators of school based professional development.

- **Development and implementation of teacher training courses / modules**

The teacher professional development component developed and implemented a range of courses meeting the real needs of the teachers. Manuals and training programs were drafted by international and local consultants, with guidance from the Program's technical staff. The drafted materials were tested in assigned schools, and after the testing phase, they were amended and courses accredited by the Ministry. A total of 12 courses were accredited by the MEST during the Program lifetime, within the teacher development component. They are:

- Project based learning in sciences;
- Design challenge in teaching and learning of ICT;
- Environment related learning;
- Use of ICT in teaching and learning of English as a foreign language;
- Student support technician clubs;
- Student centred classrooms;
- Development of 21st Century skills in the subject of mathematics;
- Development of reading skills in early grades;
- Action research;
- Standards of facilitation of learning;
- Computer programming;
- Coordination of school based professional development.

Through seminar based training events run by master facilitators or school based training events guided by school facilitators, 10,756 teachers have been trained and 9,159 certified (6,345 female; 2,814 male) coming from 600 schools. Training materials of these schools have been translated in

Bosnian and Turkish languages and courses were implemented in Bosnian and Turkish languages by facilitators coming from these communities.

In the final year of the project implementation, KEC was entrusted with activities of the other two components that were earlier managed by FHI 360 organization. This included the “Educational leadership” course in which KEC trained 125 school principals and teachers from 22 municipalities; workshops for school government boards, in which 212 members of school boards were trained coming from 55 schools; workshops for parent councils, in which 279 parents participated (126 female; 153 male); workshops for students councils, in which 373 members of these councils participated (237 female; 136 male); and the course “Formative assessment” in which KEC trained 1,736 teachers from schools in three municipalities: Kaçanik, Gjilan/Gnjilane, and Klinë/Klina.

- **Other additional activities with teachers and students**

Within this professional development component, extracurricular activities and projects were designed that help development of practical skills with teachers and students. These include “Green clubs”, “Technician support clubs”, “RobotiKs” camp and so on.



4. School me

In strategic documents of the Kosovo education system, such as the new Kosovo Curricular Framework, the Kosovo Education Strategic Plan, and so on, emphasize the need for development and utilization of online resources, as a way of using alternative resources of instructional content that will support development of student competencies and in enhancing quality of education. Such an approach is promoted by the Ministry of Education, Science, and Technology in particular, which supports implementation of various projects that

enable utilization of digital platforms in the process of instruction. Development and utilization of these platforms allows for a more effective implementation of the Kosovo Curricular Framework, in particular considering the fact that there is a severe lack of adequate school textbooks for implementation of student competencies foreseen by this Framework.

Aiming to allow for implementation of the new Kosovo Curriculum in pre-university education by using online resources for instructional content, the Kosova Education Centre (KEC) in March 2016 started piloting a two-year project “School Me”. Piloting of this project was made possible by the Kosovo Foundation for Open Society (KFOS) and aims at training of teachers and students in using instructional content of the digital platform “School Me” in the process of instruction. This platform contains instructional content that are in line with the requirements of the core curriculum of the curricular fields for grades 1-9 of the primary and lower secondary schools. This platform contains quality instructional content which are explained according to different instructional subjects, such as implementation of experiments in virtual labs of various phenomena from the subjects of Physics or Chemistry, views of living beings in the subject of biology, presentation of maps in History and of various places that are part of content of the Geography course, and so on. All these materials can be used by teachers and students in schools where the project is being piloted.

The “School me” project is being implemented for the first time in 14 Kosovo municipalities. In the municipalities of Pristina and Gjakova two schools are benefiting from the projects, whereas only one schools is participating from the municipalities of Pejë/Pec, Istog, Malishevë/Malisevo, Rahovec/Orahovac, Drenas/Glogovac, Fushë Kosovë/Kosovo Polje, Suharekë/Suva Reka, Shtime/Stimlje, Podujevë/Podujevo, Hani i Elezit/Djeneral Jankovic, Lipjan/Ljipljane and Vushtrri/Vucitrn.

To reach a more objective picture regarding the impact of this project in schools, KEC will carry out several researches during 2017 and 2018. Findings of this research will reflect advantages of implementation of the project in pilot schools, as well as modifications that need to be done with the purpose of increasing efficiency of its implementation in other schools.

Main results

Initially, the project was foreseen to be implemented in 15 schools throughout Kosovo. As a result of the savings realised from the activities and the readiness of the project management, it was made possible to add another school to participate in the project. Thus the “School me” project started to be implemented in 16 schools of Kosovo.

The “School me” project started being implemented for the first time in Kosovo; this fact required full mobilization of KEC staff to ensure logistics for using the network and training of teachers for using the platform in their process of instruction. From the logistical viewpoint KEC needed to engage to install and distribute internet connection in classrooms of the schools that did not have one or to make internet operational in schools where they had it installed before but unable to use, to install SMART television sets, to enable registration of teachers and students to use the digital platform, and to carry out payments of the fees that would make possible utilization of the platform. KEC also needed to train teachers on ways how to use the “School me” platform in the process of instruction.



During 2016 numerous activities were implemented that made possible achievement of results:

- **Installation of the internet network in eight participating schools and making the school network functional in other schools**
- **Purchase of 144 SMART TV-s and their installation in 16 schools**
- **Cooperation with MED-s to ensure payment of fees for internet connection for beneficiary schools.**
 KEC has managed to sign memoranda of understanding with 12 out of 14 Kosovo municipalities and thus made it possible for these municipalities to finance use of internet of 30-40 Mbs for a two-year period for the 14 beneficiary schools. This way KEC was in position to finance utilization of internet connection only for 12 out of 14 piloting schools, namely for "Emin Duraku" in Shtime and the "Ali Gashi" school in Drenas/Glllogovc. As a result KEC made savings that helped to increase the number of beneficiary schools to 16. Municipalities expressed their interest to support the project since they saw a significant opportunity to improve quality of education in their municipality through this project.
- **Training of teachers for using the digital platform**
 In the end of August 2016, KEC organized two-day schools based trainings for 30 teachers of each of the 16 piloting schools. Training aimed at training teachers working at different levels and in different subjects to use the digital platform "School me" in the process of instruction. During day one of the training, teachers were introduced to the structure of the digital platform, while in day two they were trained on ways how to use the platform for developing student competencies and assessing their performance. One group of the trained teachers organized training afterwards for their peers in their schools. Until the end of 2016, 710 teachers coming from 16 schools were trained in using the digital platform "School me" in the process of instruction by the same project.
- **Registration of teachers and students for the utilization of the digital platform**

KEC cooperated with the company managing the digital platform “School Me” to register 710 trained teachers of the participating schools in this platform. At the same time, the company registered another 5,716 students of these schools to use the instructional content of this platform. This platform is available online 24/7 and students can use it to gain knowledge and to develop their competencies also at home.

- **Monitoring of teachers during their classes**

The project coordinator visited the participating schools several times to advise teachers about the ways to use the digital platform in the process of instruction. During the visits, the coordinator monitored 2-3 teachers of each school to receive information about the quality and extent of utilization of the platform in the instruction process. After the monitoring, the coordinator advised teachers on ways how to maximise utilization of the platform in efforts to develop student competencies during the process of instruction.

5. The entrepreneurship learning programme

Ministry of Education, Science and Technology, in cooperation with the Austrian Development Agency, the Austrian Ministry of Education, Arts, and Culture, and KulturKontakt Austria started implementation of the entrepreneurship project. Since the beginning of the project, 58 vocational schools have been included to participate in the training programme on new methods of learning of entrepreneurship. Initial training was attended by 68 teachers coming from various vocational schools in Kosovo.

New methods of learning entrepreneurship, are oriented towards practical learning, aiming at supporting teachers teaching courses of entrepreneurship and economy. This course was included in the curriculum of vocational schools and apart from the theory part provides also practical learning.

The concept of training consists of three modules of training, round tables, and regional meetings.

The main results

- **Organisation of training**
In three regional centres of Kosovo, three groups of training were successfully organized implementing the second and the third module, each of two training days (since the first module was implemented in 2015). Training events were organized in Pristina, Prizren and in Peja with participation from various municipalities. There were 68 participants that benefited from this training, with 37 female and 31 male participants. The second and the third seminars served to introduce and deliver a new approach of teaching for education of new entrepreneurs.
- **Organisation of round tables**
Round tables brought together all trainers included in the project. The purpose of these round tables was to discuss project achievements so far and to develop ideas on the ways to ensure sustainability of the project in the future.
- **Monitoring**
There was continued follow up monitoring in all centres where the training took place. There was good participation by candidates. The purpose of monitoring was to assess and identify possible interventions to improve the implementation of entrepreneurship learning of the trained teachers.

6. Kosovision Contest

KOSOVISION Contest is already in its ninth consecutive year of implementation. It started as a small project initiated by the Swiss KFOR and University of Education of Zurich covering the region of Prizren to turn into a sizable national competition involving all fifth graders in Kosovo. Through continuous support by the Swiss Development and Cooperation (SDC), the project transferred implementation responsibility from the University of Zurich (PHZH) to the local Kosova Education Center (KEC), with Ministry of Education, Science and Technology involved as a partner and partially covering the financing of the project. After six years of implementation, MEST continued financing the project for another three years, organized the project Steering Committee, provided monitoring of the project activities, and offered assistance in implementation by facilitating communication with Municipal Education Departments and schools participating in events organized by the project.

Since nine years the project has been operating with the same themes, focusing on students' opinion about the future of Kosovo in the fields of: education, infrastructure and environment, economy and coexistence. Kosovision is a medium where they can express their visions on the future of Kosovo.

The project is primarily dedicated to the children attending the fifth grade of primary schools, and involves all ethnic groups. Through this project other factors of learning are engaged too, including teachers of the fifth grade, school management, parents and the community.

Main results

- **Call for applications and selections of classes**
At the beginning of the school year, the Kosovision project published a call inviting all teachers engaged with students of the fifth grade to participate in the project. The call was published through the project and KEC web page, as well as in social networks. In 2016, there were 219 teachers who applied and participated in a three-day workshop in which they were introduced to the project methodology.
- **Publication of the project guidelines**
Manuals for teachers and students were already there from the previous years and were distributed in August to all teachers who had applied. As a result, fifth grades could make an early start of preparations and more time available to work on their ideas.
- **Workshops**
Development of posters and project ideas in schools: The teaching staff participated in joint workshops together with students focusing on themes of the actual situation and future of Kosovo, always regarding the focal project themes. Workshops with teachers lasted three days, whereas those with students spanned over a period of twelve weeks. There were 4,895 participating students in total. Students designed posters on their ideas and the way they imagined the future. They used drafted a project proposal to describe what they thought their classroom could contribute to the project implementation and to a better future.



- **Regional evaluation and selection of winners**

Student ideas were assessed based on the criteria set by the project. Winners were made public after the assessment of student project ideas. Forty classes were selected to be financed by the project budget and another 15 classes were selected to be financed by the Municipal Education Departments (MED-s). These classes would continue to participate in the competition in the second phase of the project. Winners were published in December 2016. Municipalities that contributed with additional funding were: Pristina with 5 projects, Fushë Kosova and Suhareka (with two projects each), and Drenas, Kamenica, Podujeva, Malisheva, Klina and Gjakova with one project each.

- **Certification**

Certification of participants was done at the end of the competition. Teachers received certificates that endowed them with 24 credit hours towards their licensing for the work done. This programme is accredited by the Ministry of Education, Science and Technology.

7. Protection of children from violence in schools

The project “Protection of children from school violence”, which is supported by the UNICEF Office in Kosovo, started with implementation in July 2014 and was completed in 30 June 2016. The main goal of the project was to bring about safe and friendly environments in schools, by disseminating and applying the Protocol on Prevention and Reference of Violence on Pre-University Institutions in Kosovo.

There were two main expected outcomes of this projects:

1. Improvement of mechanisms for protection of children from school violence by implementing the Protocol;
2. Increase awareness of the key institutions, civil society, media and community for the prevention of violence against children in schools.

Main results

- **Information sessions**

Between January – June 2016, fifteen information sessions were organized in fifteen municipalities (Pristina, Podujeva, Shtime, Lipjan, Skenderaj, Glllogoc, Malishevë, Suharekë, Vushtrri, Fushë Kosovë, Obiliq, Istog, Klinë, Rahovec and Deçan). In total, 455 school managers participated in these information sessions. Participants were introduced with the Protocol on Prevention and Reference of Violence in Pre-University education institutions and with the Manual on Implementation of the Protocol. Besides, there was a simulation of the reporting of cases in the Incident Module within the Education Management Information System (EMIS). Within this activity, Municipality of Pristina was supported to organize a half-day meeting with all managers of schools and pre-school institutions. The purpose of the meeting was to present the Platform on Safety in Schools and presentation of the Coordinator of the Office for Safety in Schools.

- **School based training**

As part of the component on Peer Mediation, from January till June 2016, six training events were organized on peer mediation in Pristina, Gjakova, Klina, Podujeva, Shtime, and Peja. The purpose of the training was to increase capacity of schools to handle the non-violent settlement of conflicts. Each school participating in the training was represented by five students and two teachers. In total 168 participants benefited from this training. The main result of these trainings was he setting up of the Mediation Groups in target schools.

- **Support provided to schools to set up Peer Mediation Groups**

After a call for expression of interest, all schools participating in the project were invited to apply with project proposals for setting up and empowering of Peer Mediation Groups. A panel consisting of MEST, UNICEF and KEC representatives selected eight schools that were awarded a grant of 1,000 EUR each. During the next two months, schools organized a range of activities, including renovation of an area within the school that would serve in the future as the Mediation Room or Mediation Corner.

- **Evaluation of the project impact**

From January till June 2016, the external evaluation of the project impact was carried out by an external expert with the purpose of providing evidence on project impact or the progress achieved. The findings of the evaluation show that the project was successful in implementing the Protocol for Prevention of Violence, in particular with reference to such a vulnerable target groups such as children exposed to violence in a school context. Besides, the impact evaluation report shows that the implementation of the project was not only successful in providing technical and financial support to the schools, teachers and students, but it was also in line with the respective state policies, namely with the Protocol for prevention of violence in schools for the lower levels of education approved by the Government of the Republic of Kosovo.

- **The closing conference**

On June 24 the closing conference of the project was organized. The main purpose of the conference was to present the main achievements of the project and recommendations for future steps in the sector. Besides, during the conference all publications of the project were also presented. There were 160 participants attending the conference coming from various government and non-government institutions.



8. Kosovo Academy on EDC and HRE

The Kosovo Education Centre (KEC), in cooperation with the Ministry of Education, Science, and Technology (MEST), the Council of Europe (CoE) and the European Wergeland Centre (EWC) started in 2015 to organize the Kosovo Academy of Education for Democracy and Human Rights (EDHR). This Academy aims to train school teams in the field of Education for Democratic Citizenship and Human Rights Education, based on the programme of the Council of Europe “Learning Democracy and Human Rights”.

The Academy provided training for school teams consisting of three members representing participating schools. Teams consisted of two school representative, school principal or deputy principal and a teacher, as well as a representative of the Parents’ Council or a member of an NGO cooperating with a given school.

The training followed the whole-school approach in EDHR, which addresses a various spheres of school life, such as: teaching and learning process, school governance, as well as community involvement and partnership building. This approach encourages active participation of all parties in bringing about an environment in which to learn and practice principles of human rights and democracy.

The training is based on the Council of Europe materials on EDC/HRE, democratic governance of schools, manuals “Living Democracy”, as well as manuals Compass and Compasito, which are focused on human rights for children and youth.

KEC has applied for accreditation of this programme and the MEST is expected to accredit it very soon. The programme aims at training teachers and school management to include principles of democracy and human rights in the teaching and learning process, as well as in building a democratic culture in processes of school governance.

Main results

During 2016 the following main results were achieved:

- **Successful implementation of school projects in 11 schools of the Municipality of Pristina**
Between January and April 2016, all eleven school of the Municipality of Pristina which participated in the Kosovo Academy for EDHR of 2015 successfully implemented their school projects. Within these projects, a range of activities were organized, including:
 - Inclusion of democratic and human rights principles in various instruction units;
 - Organization of voluntary work in school premises and in the community;
 - Organization of debates with children and adults; preparation and presentation of performances and role plays on the issue of human rights performed by children;
 - Setting up of mediation groups in schools for conflict settlement between students;
 - Promotion of free expression of students in the classroom and in school, etc.

Some of the above project were presented as good practices and models in the Kosovo Academy of EDHR held end of 2016.

- **Certification of 31 representatives of 11 schools from the Municipality of Pristina**
Apart from regular and active participation during the academy, participants were expected to show commitment in implementation of school projects, which would serve as evidence of practical

implementation of the knowledge gained from the training. Out of the 33 participants in the Kosovo Academy for EDHR of 2015, 31 met all the certification requirements. Certification of the 31 participants of Academy of 2015 took place on 27 December 2016.

- **Training of 33 representatives of 11 schools from around Kosovo at the Academy for EDHR**
The Academy for EDHR was organized from 6-10 December 2016 at hotel “Sharri” in Prevala. The training was attended by 33 participants from 11 selected schools. Training sessions were delivered by Prof. Dr. Rolf Gollob, the national coordinator for EDHR Mr. Arbër Salihu, as well as other certified trainers of the programme Veton Sylhasi, Petrit Tahiri and Arberie Nagavci. At the end of the training, the eleven school teams prepared a draft project for practical implementation of the knowledge gained during the training in their schools.



- **Drafting of 11 school projects for practical application of the knowledge gained at the Academy**
During the second part of December 2016, teams from eleven participating schools worked together with the trainers to finalize the eleven school projects that would be implemented between January and April 2017. Implementation of these projects is one of the certification requirements of the Academy participants.

9. TOGETHER 1 & 2

The project “Together – Supporting integration of Roma, Ashkali, and Egyptian children in pre-school education” started being implemented in March 2014 and continued until July 2016, with financial support from Roma Education Fund. After the completion of project activities, KEC applied for a sequel with another project that would serve as the second phase of the project, titled “Together for equality in early childhood” with most of the project activities picking up where the first project left. The project started on 1 September 2016 and is expected to be completed on 31 August 2018.

The project goal is to improve early childhood education performance (ECE) and full integration in schools of groups of children coming from vulnerable Roma, Ashkali, and Egyptian communities between 4-6 years of age living in four municipalities. The project also aims at improving knowledge and skills of their parents, strengthening links between parents and pre-school institutions, extending the integrated approach in providing early childhood development services, improving the quality of teaching and learning and advocating for well-being, equality and education for Roma, Ashkali, and Egyptian children.

Three components of the project “Together 2” continue from the “Together 1” project:

1. Improve access and participation in regular and early education
The purpose of this component is to mitigate the current obstacles in pre-school and pre-primary education and to increase participation of Roma children age 4-6 years coming from the given residential areas.
2. Improve skills and practices of Roma parents
This component aims to significantly improve skills and practices of parents, in particular of mothers, dedicated to Roma children 4-6 years of age in the given residential areas. This is achieved through informal training in the field of literacy and story-telling skills (your story); also by organizing various community events targeting parents, events referring to early childhood feeding, information on health and education, increasing interaction between Roma and non-Roma parents, and so on.
3. Improving quality of ECE services
The purpose of this component is to improve quality of services in pre-primary education by building capacity of educators by organizing child centred training programmes.
4. Advocacy on rights and equality in education for Roma, Ashkali, and Egyptian children at the local and central level.
This component aims to mobilize relevant stakeholders to contribute to decision-making by identifying, reviewing and providing alternatives for development of policies at local and central level, with the purpose of ensuring inclusion of the Roma community in the system of education.

The main results

From the beginning in March 2014 the project “Together 1” has provided the following support for:

- 189 children, 5-6 years of age, in pre-school education;
- 174 students in grade one, and
- more than 200 Roma, Ashkali, and Egyptian families

“Together 1” has managed to successfully include, integrate and continue education in pre-primary for all children who were part of the project; the project continues to provide support for these children. Educators of pre-primary classes organized regular meetings as a way to extend increased support to Roma, Ashkali, and Egyptian children. Besides, with project support educators included also parents in their learning activities. Actually, the entire primary and pre-primary school staff appreciate and support the project activities. Overall, all primary school teachers were very satisfied with the children who attended pre-primary classes; they also added that there were significant differences in performance between children who had attended the pre-primary class with those who did not have that opportunity.

“Together 2”, as the second phase of the project, started its activities in September 2016 by supporting:

- 36 children age of 4-in pre-school education;
- 58 children age 5-6 in pre-primary education; and
- 70 children age 6-7 in the first grade.

As part of the first component, mediators in Plemetina, Graçanica, and Preoc/e continue their daily activities in accompanying and supporting in pre-school classes. Mediators are trained to work on daily basis with children, parents, teachers and other beneficiaries by facilitating integration and improving performance of the targeted children. During their work, mediators gain new experiences that help them improve their skills and at the same time become more committed to the children and the community they are serving and caring for. This year they supported registration of children in the first grade, pre-primary grade and in pre-school classes for the 2016/2017 school year. The support for registration included: providing the child’s health certificate, arranging meetings in health clinics, support to obtain the birth certificate in municipal administration, organizing meetings with school directors, organizing awareness raising meetings with parents, etc.



Regular weekly meetings are organized with teachers and school directors. Mediators meet with the teachers daily or several times in a week, whereas project coordinators meet them on a needs basis. The purpose of

these meetings is to engage in closer cooperation in order to ensure higher participation and regular child attendance in these schools.

In Plemetina village and in Graçanica, transport is being still organized for children attending pre-primary and pre-school education. School materials are provided for children who are attending pre-school education depending on the requirements of the institutions in a given residential area.

Activities with parents of the beneficiary children continue being organized on a weekly basis. Mothers meet once a week within their activity “Your story” to exchange good practices with each other, to learn enjoyable games that they can organize later with their children, to read books that they can also take home to read to their children and so on. Besides in each residential area, there are libraries and corners with toys and other didactic materials for children of 2-8 years of age, which parents can borrow to use with their children.

10. EU SIMRAES 2

The project for support of implementation of the Strategy for Integration of Roma, Ashkali, and Egyptian communities 2 – Education for Integration (further in this document EU SIMRAES 2), started being implemented on 1 April 2016. The EU SIMRAES 2 project is implemented by the Kosovo Foundation for Open Society (KFOS) and the Kosova Education Centre (KEC) in cooperation with six local partners: Balkan Sunflowers Kosova (BSFK), Bethany Christian Services (BCS), Nevo Koncepti (NVK), SHL Kosova (SHL-K), Syri i Vizionit (Vision Eye - SiV), and the Roma and Ashkali Documentation Centre (RADC).

The overall project of the EU-SIMRAES 2 project is to support the Kosovo Government in developing a democratic and multi-ethnic society by implementing the Strategy for Integration of the Roma, Ashkali, and Egyptian Communities and its Action Plan.

The specific objective is to ensure equal access of Roma, Ashkali and Egyptian children in pre-school, primary and secondary education, by improving enrolment, attendance, and performance of children by providing community based and financial support.

The target groups include:

- 10 residential areas dwelled by members of Roma, Ashkali, and Egyptian communities with a total of 8,127 inhabitants;
- Five year old children – a total of 154, of which 98 attend pre-primary education and 56 who are not included by pre-school provision;
- Children in the age of 6-14 years; in total 1,246 children, 1,002 of which attend compulsory education, and 244 that are not included in the process of instruction;
- Parents of school age children from 10 targeted residential areas;
- School teachers working in school that cater to the targeted communities;
- Students - members of the targeted communities;
- 200-300 secondary school Roma, Ashkali, and Egyptian students;
- 7 civil society organizations;
- The wider public in Kosovo.

The main project activities include the following:

- Increasing awareness of the parents members of Roma, Ashkali, and Egyptian communities on the need for timely enrolment of children in schools;
- Providing logistical support for children of Roma, Ashkali, and Egyptian communities to attend pre-pre-primary education;
- Providing individual mentoring and support for doing homework for school children;
- Organization of training against prejudice and stereotypes targeting teachers and parents;
- Organization of local events to facilitate better integration of children of Roma, Ashkali, and Egyptian communities at the school level;
- Providing support for registration of Roma, Ashkali, and Egyptian children in upper secondary education;
- Providing 200 scholarships for secondary school students of Roma, Ashkali, and Egyptian communities;
- Providing a mentoring programme for 100 students beneficiaries of project scholarships;

- Setting up of an informal network of CSO-s engaged in improving education opportunities for Roma, Ashkali, and Egyptian communities;
- Providing opportunities for professional development of the network members, aiming to improve their advocacy and service providing skills.

Main results

Initially, visits were carried out to learning centres¹ and a meeting was held with implementing partners in the beneficiary municipalities.² In these meetings tasks and responsibilities were assigned and contracts were signed with implementing partners. In the first quarter, Coordinators of Learning Centres were recruited, facilitators and mentors were identified, a needs assessment was carried out for equipment and inventory, and preparations made for the awareness raising campaign.

The project started to be implemented during April and May 2016, focusing on the field work in order to increase awareness on the need to register children returnees from foreign countries and to identify age-groups of 5-6 years for their registration in the pre-primary system in the residential area where they attend their schooling. The project cooperated closely with the families of targeted children to regulate the needed documents, which has often been one of the main reasons for non-registration of children in schools and even for dropping out of school. During the campaign promotion materials were distributed to allow for more comprehensive and easy access to information to facilitate registration of children. In September 2017, a total number of 213 children were registered in the pre-primary class in ten residential areas. The homework programme is one of the key components of the project and is carried out based on the Step-by-Step methodology; it started being implemented on 1 September 2016 at the beginning of the new school year. Three facilitators were engaged full time in this component and six facilitators recruited part-time, depending on the needs of the learning centres and the number of children. The program was monitored by the project staff, showing that participation of children in this programme was at a satisfactory level. It is worth mentioning that only in September a total number of 806 children (435 boys and 371 girls) attended the programme regularly.

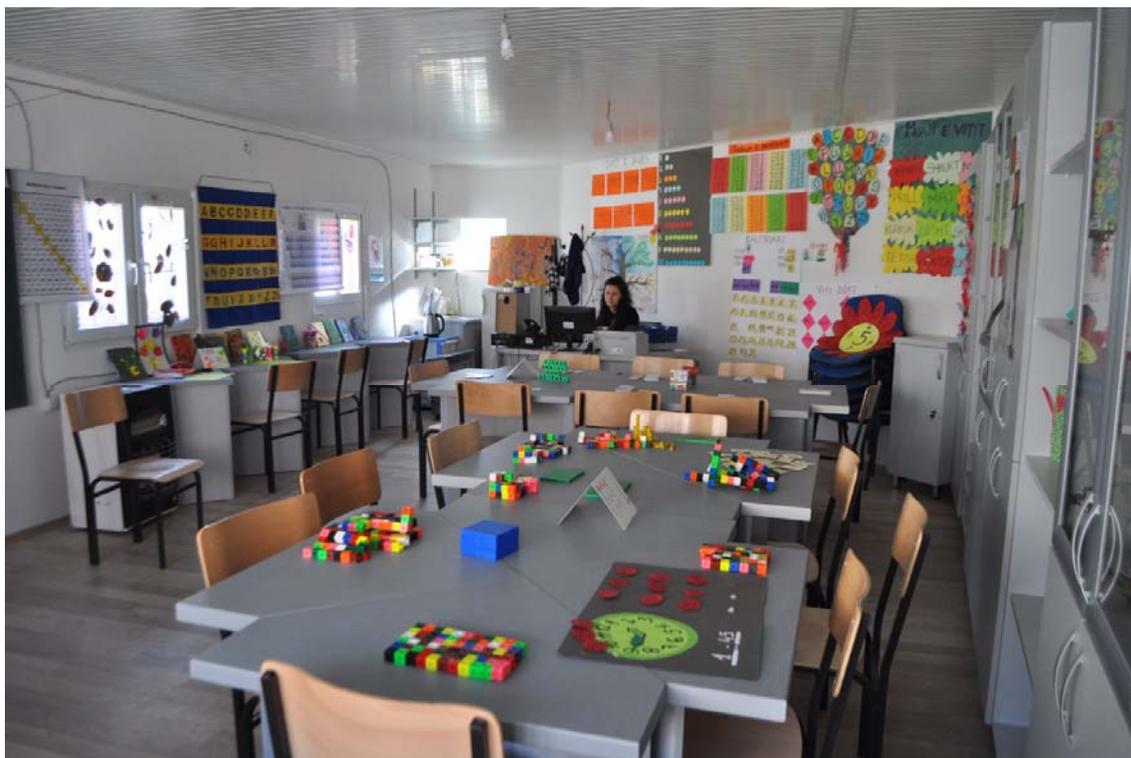
EU SIMRAES project foresees logistical support to facilitate attendance in schools and in learning centres, and for this purpose the following actions have taken place:

- Distribution of 1500 school packs, which is beyond 800 foreseen packs, and all children in need for school materials benefited in 10 residential areas;
- Every month half a meal was distributed for children who benefit for learning activities in learning centres;
- Didactic materials were distributed in every learning centre;
- Various interventions in infrastructure of the learning centres helped improve working and learning conditions in the learning centres. This interventions included an entire renovation of the learning centre in the Social Centre in Plemetin and the change of sewage pipes in the entire building in the building housing members of Roma, Ashkali, and Egyptian communities.

¹ Jeta e Re (Prizren), Piranë village (Prizren), Learning Centre in Plemetin, Social Centre in Plemetin, (Obiliq), Gurrakoc, Serbobran (Istog), The Roma Neighbourhood (Mitrovicë), the Roma Neighbourhood (Rahovec), Fidan Lahu (Fushë Kosovë), and Brekoc village (Gjakovë)

² Prizren, Mitrovica, Gjakova, Fushë Kosova, Obiliq, Istog and Rahovec

The residential areas benefiting from the project are inhabited both by majority community members and members of Roma, Ashkali, and Egyptian communities. For this reason, the project organized a number of multi-cultural in the areas covered by the project involving members from all groups. It is worth pointing out that the event marking the International Day of Tolerance involved members of majority community, school and municipality staff, and as such attracted the attention of the national media who broadcasted this event.



The project foresees a range of training events for the staff of the learning centres, teachers and parents of the students of Roma, Ashkali, and Egyptian communities. It also foresees mentoring of 100 students and 200 recipients of scholarships distributed by the project. In this process, the Kosovo Foundation of Open Society (KFOS) closed an agreement with MEST, KEC, REF and VoRAE to integrate the scholarship and mentoring programmes. KEC adopted the REF mentoring programme, also endorsed by the MEST, which is in its third year of implementation. EU SIMRAES 2 set the criteria, responsibilities for mentors and other accompanying documents and is going to engage 30 mentors for the implementation of this programme. As a rule, one mentor can support up to five students, depending on the total number of students and their geographic distribution. Mentors are trained for this programme, by receiving training in the first module (an induction training programme for mentorship). After the follow-up practical work with students they are expected to be provided further training during which they are in position to reflect on their work with students. The process of mentoring will start on January 10, 2017 in three municipalities: Gjakova, Prizren and Istog.

11. Increase social inclusion in the field of education

The project “Increase social inclusion in the field of education” is implemented by two Kosovo organizations: Kosova Centre of Education in cooperation with Bethany Cristian Services and three organizations from Montenegro: Centre for Democracy and Human Rights – CEDEM in cooperation with the Pedagogical Centre of Montenegro and the organization “Children”. The project is implemented within the “Programme of Cross-border cooperation between Kosovo and Montenegro 2011-2013” and covers the following municipalities: Berane, Bijelo Polje, Rozhaje, Ulqin/Ulcinj and Podgorica (Montenegro) and Peja, Gjakova and Istog (Kosovo). Implementation of the project started on 15 December 2015.

The overall objective of the project is to enhance social inclusion in the field of education, by improving the institutional response and by improving services for marginalized groups from among the Roma, Ashkali, and Egyptian communities.

Specific objectives of the project are the following:

1. Strengthening capacity of civil society organizations working with Roma, Ashkali, and Egyptian communities, to engage in a dialogue with educational institutions and to better respond to the priority needs of their members in the field of education.
2. Enhance peer learning, sharing of knowledge and partnerships of experienced organizations with local civil society organizations in the bordering areas, in order to support efforts for inclusion in the field of education.

Expected project outcomes:

1. Strengthened cooperation between local civil society organizations, educational institutions and local authorities from bordering areas in the field of education of the Roma, Ashkali, and Egyptian communities.
2. Comprehensive assessment of local level needs, policies and implementation mechanisms in the field of education for Roma, Ashkali, and Egyptian communities; identified and exchanged best practices; concrete recommendation for intervention at the local level.
3. Increased capacity of the civil society organizations to generate financial and non-financial resources and to provide better services in the field of education for Roma, Ashkali, and Egyptian communities at the local level.
4. There is inclusion in education for Roma, Ashkali, and Egyptian communities promoted at all levels of education to prevent discrimination and segregation of children from these communities and to enhance their access in higher education.

Main results

During 2016, the following activities took place:

- **Setting up of the Project Coordination Board**
The Project Coordination Board is established, which held its first meeting on 5 February 2016;

- **Organization of the first meeting of the Network**

On 23 September 2016 the first meeting of the informal Network of stakeholders engaged in working with Roma, Ashkali, and Egyptian communities was held in Ulqin, Montenegro. The purpose of this meeting was to involve all stakeholders in discussing the challenges facing Roma, Ashkali, and Egyptian communities, as well as to look into the options of an integrated approach at the local level. Project achievements were also presented in this meeting.

- **Organisation of two study visits**

Two study visits were organised (one in Montenegro and one in Kosovo). The Montenegro study visit was organised on 28-29 March 2016, whereas the study visit in Kosovo took place on 26 and 27 April 2016. 10 participants from various Kosovo institutions (Ministries, municipalities, NGO-s and other relevant parties) and 10 from Montenegro, had the opportunity to meet with their counterparts and to exchange experiences and relevant information. During the study visits schools, camps and various institutions were visited. Two detailed reports were drafted about the two visits.

- **Research for assessment of needs of Roma, Ashkali, and Egyptian communities**

Between August and October 2016, the project organized a research looking into the needs of the members of Roma, Ashkali, and Egyptian communities. 150 households were included in this research, of which 70 came from Gjakova, 50 from Peja and 30 from Istog. For the purpose of this research, a questionnaire was drafted that included general family data, level of education of household members, economic situation, coexistence, discrimination, and other important issues for identifying their main needs. Field interviews were carried out by trained field researchers from among members of the Roma, Ashkali, and Egyptian communities. Findings of the research and their analysis were consolidated in a report. The report will be published in January 2017.

The collected data and their analysis showed that community based Learning Centres played a special role to include children from Roma, Ashkali, and Egyptian communities in education, in pre-school education in particular. For this reason a document was developed that told the story of the importance of the Learning Centres in order to draw the attention of the municipalities and donor organizations to the important role Learning Centres as the best route to providing efficient and effective services to the Roma, Ashkali, and Egyptian community members.



- **Organisation of training on management of EU projects and on Social Inclusion**

In May 2016, 10 members of CSO-s from the ranks of Roma, Ashkali, and Egyptian communities were selected to participate in a training that focused on two key modules: Management of EU projects (Module 1: a six day training; Improving parenting skills and active participation in school bodies (Module 2: a two-day training); and Social Inclusion (Module 3: a two-day training). From 9 till 14 May 2016, the first training took place in Ulqin, with participation of 20 trainees (10 from Kosovo and 10 from Montenegro). The second training, was organized again in Ulqin, between 23-25 September 2016. The third training will be organized in the first week of February 2017. Detailed reports were developed for each of the trainings.

- **Organisation of training on actions against discrimination and on techniques for management of cases of school leaving**

Between 23-25 November 2016 the training of teachers and students on: “Actions against discrimination and on methodologies of managing cases of schools leaving” was organised in Istog. The training focused on techniques and methodologies that see cultural, linguistic and ethnic diversity as human values that should be appreciated. The training included activities that encourage acceptance of the others without prejudice, as a critical element in strengthening social cohesion. Participants came from Kosovo and Montenegrin schools (10 from Kosovo and 10 from Montenegro).

12. Kosovo Education and Employment Network - KEEN

The Project KEEN is implemented as strategic coalition of five civil organization: Kosova Education Centre – KEC, Balkan Sunflowers Kosovo - BSFK, Kosovo Agency for Promotion of Employment - APPK, Academy of Training and Technical Assistance – ATTA, and Stichting SPARK, which are engaged in the field of education, employment and social policies and aims to improve employability of groups in need in Kosovo by including them in policy development, decision making and monitoring of their implementation at the central and local level. KEEN also aims to bring closer together education and training based on labour market demands. The KEEN project is planned to be implemented until December 2019. The project period lasts 48 years (28 December 2015 - 28 December 2019).

Expected outcomes of the KEEN project are the following:

1. Improvement of capacity of civil society organizations for participation in policy making and for monitoring of their implementation;
2. Supporting participation of civil society organization in developing policies / legislation at the central and local level by offering their contributions;
3. Inclusion of civil society organizations in monitoring implementation of key policies at the central and local level in the field of education and employment;
4. Supporting participation of civil society organizations in developing policies / legislation at central and local level by offering their contributions for improvement of linkages of vocational education and training with the needs of the market.

Main results

So far, the following main activities of the KEEN project have been implemented:

- **Launching and making the KEEN Network fully functional**

The KEEN Project Council has been established consisting of project partners: KEC, APPK, ATTA, SPARK and BSFK. The Council has developed and approved its Rules of Procedure of the KEEN Council. Six meetings of the Council took place during 2016.

The project web-page has been designed and published and project promotion materials have been published on www.keen-ks.net



- **Needs analysis for development of capacity and development of the Capacity Building Plan**
The Planning Team for Capacity Building has been established, consisting of representatives of the five partner organizations. Also the needs analysis has been carried out and recommendations on the Capacity Building Plan have been drafted focusing on capacity building on policy-making, lobbying and advocacy. The Plan has been approved by all project partners.
- **Implementation of activities for building of capacity according to the Capacity Building Plan**
Based on the Capacity Building Plan, the KEEN Council has identified thematic and organizational training fields as follows:
Thematic training: Strategic Planning, Project Development Cycle, Advocacy and Monitoring, and Research Methods.
Organizational training: Project Writing and Fund-raising, Communication, Finances and Procurement, Organizational Management and Management of Human Resources.
Modules for all planned training programmes have been developed and trainers have been assigned. Training will start to be implemented during 2017.
- **Organisation of study visits to EU and the region**
Two groups have been identified for study visits, each group with representatives from project partners and project target institutions: MEST, MLSW, MCYS, AKM, OGG). During 2016 three study visits were organized, to Netherlands, Slovenia, and Croatia.
- **Setting up of specialized working groups to contribute the process of policy development**
Two specialised groups have been established, with representatives from the civil society and two experts who supported the drafting of the Kosovo Education Strategic Plan (KESP) 2017-2021, namely the strategic objectives “Participation and inclusion” and “Vocational Education and Training and Adult Education.”

KEEN, in cooperation with the Platform (an informal network of civil society organizations working for the promotion of the rights of Roma, Ashkali, and Egyptian communities in Kosovo), has organized several planning workshops to review the draft Strategy for Roma, Ashkali, and Egyptian Communities in Kosovo 2017-2021. Besides the project has supported drafting of an analytical plan to assess implementation of the former Strategy. The project has supported the finalization of the Strategy by providing expertise for the following fields: Education, Employment and Social Welfare, Health and Housing.

In cooperation with the MLSW, the project has started to support the process of the review of the sector strategy of the MLSW and its Action Plan. For this purpose, the project has provided a team of five experts for a number of strategic thematic fields.

- **Organisation of debates on various themes in the field of education and employment**

The KEEN project organized two round table discussions with organizations engaged in favour of the Roma, Ashkali, and Egyptian communities to discuss implementation of the former Strategy and developed an analytical report with the respective assessment and recommendations for the new policies.

KEEN, in cooperation with MEST and the KCC, organized the conference “Education and Employment – cooperation of vocational schools with businesses,” to discuss and issue recommendations for modalities of cooperation between vocational schools and businesses aiming improved implementation of the students practical work in businesses.

- **Support for local authorities for the development of local action plans and national policies**

After the approval of the Kosovo Education Strategic Plan 2017-2021, the KEEN project, in cooperation with the Association of Kosovo Municipalities, selected seven regions of Kosovo to support their development of Strategic Plans at the local level. The selected municipalities are: Pristina, Prizren, Peja, Gjakova, Ferizaj, Gjilan, and Mitrovica.

Pending approval of the Strategic Plan for Inclusion of Roma, Ashkali, and Egyptian Communities in Kosovo 2017-2021, the KEEN project, has selected five municipalities that will be supported to develop their local action plans for inclusion of Roma, Ashkali, and Egyptian communities. The selected municipalities are: Gjakova, Ferizaj, Fushë Kosova, Graçanica, Lipjan.



13. Support for drafting the Kosovo Education Strategic Plan 2017-2021

The purpose of this project is to provide support for MEST in the process of drafting of the Kosovo Education Strategic Plan 2017-2021. The process started in June 2015 by setting up the needed planning structure and by initiating the review process of the KESP 2011-2016. The GiZ project for Capacity Building in Basic Education (GiZ CDBE) has contracted the consortium consisting of PEM Consulting and KEC to provide the needed technical assistance for drafting of the KESP 2017-2021, whereas review of implementation of the KESP 2011 – 2016 was carried out with support from the Education Sector Pooled Fund (ESPF).

Activities of the PEM-KEC consortium started in September 2015, after the process of review of implementation had reached an advanced point. In the beginning a detailed action plan which outlined all phases of the development of the KESP 2017-2021. The organizational structure of the process consisted of three levels:

1. The Core Team, responsible for the overall management of the process and for the quality of the final product. The group consisted of the heads of MEST departments, one representative of the Collegium of Education, representatives of the Office of Prime-Minister and other ministries, and was coordinated by the Secretary General of the Ministry of Education.
2. The Plenary Group consisted of the members of the Core Group and other representatives from MEST, municipalities, academic community and from the civil society. The role of this group is to ensure linkages between the Core Group and the sub-groups.
3. Sub-groups are the level that will engage directly in the writing of planning and will engage in discussing strategic measures in their fields of specializations. Seven sub-groups were set up for the seven intervention fields: Participation and inclusion, Management of the education system, Quality Assurance, Teaching and Learning, Teacher Development, Vocational Education and Training and Adult Education, Higher Education.

Main results

From January 2016, the process of development of the KESP was supported by the EU funded project Kosovo Education and Employment Network – KEEN” that provided expertise for the two sub-groups covering thematic fields: “Participation and Inclusion” and “Vocational Education and Training and Adult Education.”

Below are given main steps of the process in a chronological order:

- Situation analysis was a process that was carried out using the planning methods SWOT and PEST. Apart from SWOT and PEST analysis, findings of the review of implementation of the KESP 2011-2016 were used by the authors. The situation analysis results were consolidated in a work report drafted by the Core Group.
- Setting of the vision, mission and of strategic objectives. After having agreed on the formulation of the vision and mission of the education sector, participants drafted strategic objectives for each of the seven intervention fields. Strategic objectives were then translated into expected outcomes, and for each of the outcomes the respective activities were defined, followed by objectively measurable indicators of performance. To achieve this, two workshops of the Core Group were held, two workshops of the sub-groups and one workshop of the plenary group. The results of this phase were summarised in a document drafted by the Core Group.
- Drafting of the KESP initial version used the results of the work done in first two phases. This draft reflects all changes that were suggested by the Core Group at the end of the second planning phase.



- On 5 May 2016 a national conference was organized in which the first draft of the KESP was discussed. Over 100 participants, representing all relevant government sectors: education institutions, civil society, development partners and other stakeholders, had an opportunity to give their feedback and suggestions on the KESP document, which were consolidated in a new draft by the group of experts.

- On 21 and 22 May a workshop was organized of the Core Group, in an extended format, in which comments and feedback from the national conference were reviewed and the final modifications were done to the KESP document, with an exception of the changes done in the field of Vocational Education and Training (VET) and Adult Education (AE). The changes in this field were incorporated two weeks later, after a separate workshop with the members of the VET and AE sub-group. In the meantime, comments sent by the OSCE and the Council of Europe were also included in the next draft version of the KESP document. Besides, during this period performance indicators were also discussed by the Core Group and other structures within the MEST.
- The budget planning process took place during June 2016. Two planning workshops were organized in this month with participation from the Core Group in extended set-up. Parallel to this process, the implementation plan of the KESP was developed for the period 2017-2021.
- The final version of the KESP document was drafted during July 2016 based on instructions issued by the Core Group. The document for further edited and reviewed by experts and Core Group members.
- After a final review of the document by the Strategic Planning Office of the Office of the Prime-Minister, the final version of the revised strategic document was submitted for approval to the Government of Kosovo. The document was approved on 7 December 2016.

14. Ethics and institutional integrity

During 2016, the Kosova Education Centre (KEC) has continued successful implementation of the project “Ethics and Institutional Integrity”, funded by the Kosovo Foundation for Open Society (KFOS). This project is a sequel to two previous projects “Challenges of the Decentralization of Finances in Education”, which aimed at identifying the level of devolution of finances from the municipal to the school level, as well as bringing about a climate of personal and institutional responsibility between the Municipal Education Departments and schools in ten municipalities of Kosovo. The successful implementation of the projects on decentralization of finances in education, encouraged KEC to design and implement a one year project “Ethics and institutional integrity” in three municipalities of Kosovo, namely in Pristina, Gjakova and Podujeva.

The project “Ethics and institutional integrity” aimed at creating a climate of personal and institutional responsibility within the central and municipal institutions and in schools by strengthening institutional leadership to bring them up to implementing standards of ethics and institutional integrity in their workplaces. Schools involved in the project, in cooperation with MEST and Municipal Education Departments of Pristina, Gjakova and Podujeva drafted an action plan foreseeing activities that would allow for practical application of the principles of ethics and institutional integrity in their schools. Besides, the schools worked together with their MEDs in drafting Codes of Ethics and internal rules of procedure that served to facilitate smooth implementation of the process of instruction and prevention of negative phenomena in their schools.

The main results

During the project implementation the following results were achieved:

- **Development of the document “Ethics and institutional integrity in public administration” – A guide for human resource managers**
This guide is developed to train managers in public institutions, mainly those responsible for development of human resources in MEST, Municipal Education Directors and school directors to implement principles of institutional ethics and integrity in their workplace. The Guide is developed using the most up-to-date literature in the field of ethics, which was adapted to respond to the needs and requirements of educational institutions at central, local and school level.
- **Training of MEST and MED officers on concepts of ethics and institutional integrity**
Twelve officers from MEST and three MED-s (Pristina, Gjakova and Podujeva) participated in a two-day training organized on the topic of “Ethics and institutional integrity.” Officers responsible for development of human resources were introduced to the theoretical concepts pertaining to ethics and moral code, and looked into various important aspects related to quality public service, such as principles of public service, prevention of corruption and strategies to combat the same, building of personal and institutional integrity, as well access to value based public service. This information helped the officers to manifest ethical behaviour and institutional integrity at work and to guide their colleagues towards activities based on professional and social ethical principles and values.
- **Training of school teams in 18 schools regarding concepts of ethics and institutional integrity**
Six schools were selected from each of the three municipalities included in the project to participate in a two-day training “Ethics and institutional integrity.” School teams participating in the training consisted of the school director, one teacher and a representative of the School Board, totalling 54 members of the selected schools. By the end of the training, each school team had developed an action plan for promotion of good practices of ethics and institutional integrity. Apart from these action plans, four schools managed to draft Codes of Ethics and five others drafted internal rules of procedure of the school. All codes of ethics and internal rules of procedure were drafted in cooperation with the MEST and MED officers for development of human resources in order to ensure alignment between documents drafted at central and local level of educational institutions.

- **Increasing awareness of educational staff on the need for drafting of codes of ethics and school regulations**

Between October and November 2016, KEC organized three round table discussions with education officers and school directors. Codes of ethics and school regulations developed by schools participating in the project were presented in the round table as documents that help the smooth implementation of the instruction process, serve to prevent and mitigate negative phenomena, and ultimately help increase quality in education. The importance of the codes of ethics and internal regulations were also discussed in two radio shows that took place during November and December in Radio Kosova and in Radio Gjakova.



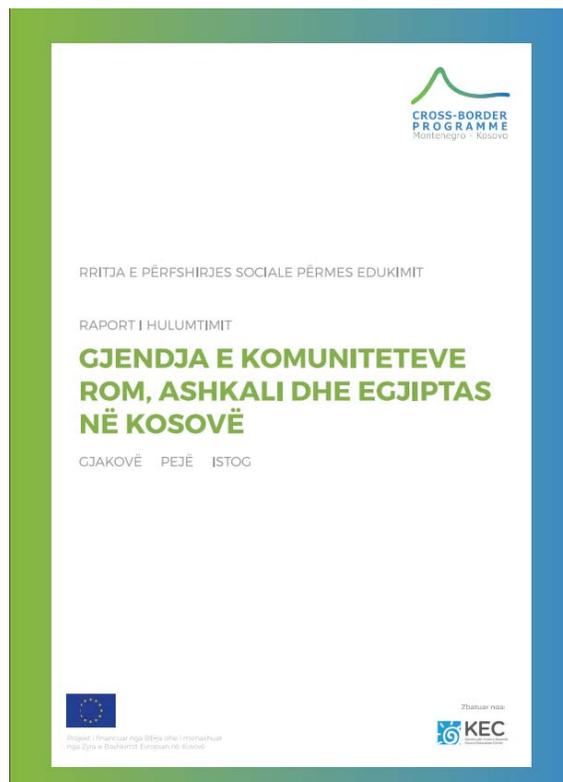
15. Information and publications

During 2016 the information division implemented the following activities:

- **Creation of the KEC project database**
Using an excel sheet, the KEC project database was created including projects from the time the organization was established. All project descriptions, together with key data and other details are included in this document written in Albanian and English languages. The project database has been published on the new KEC web-page.
- **Publication of data and administration of KEC web-page**
KEC designed and published a new web page in 2016. The web-page features all information about the organization, including a brief history, description of organization, partners and donors, the project data-base and types of trainings provided. The news page publishes information about all KEC activities accompanied by pictures. The page also includes and updated various facts, such as about start and completion of projects and personnel changes. The new web-page has given a new dimension to mirroring of KEC activities and has resulted in significantly increased interest of the public opinion and media about the services and KEC work.
- **Drafting of communication strategies**
Communication strategies and plans have been developed to meet specific objectives for promotion within a given deadline. These documents identify challenges and issue recommendations for development of the needed activities in the field of information. The communication strategy of the “EU-SIMRAES 2” project, inter alia, foresees recommendations for harmonization of internal communication of the network members. Based on these strategies, respective action plans have been drafted outlining implementation of foreseen activities during the coming year.
- **Management of KEC profile on Facebook**
During 2016, activities implemented by KEC were periodically made public on the KEC Facebook profile accompanied by photographs. The KEC wall on Facebook has around 7,000 followers, of which 5,500 are organic and 1,500 as part of sponsorships. Average distribution reaches up to 15,000 profiles a month. The KEC page was quite interactive in 2016, whereby we tried to respond to every request of question of the citizens. In December we started the practice of sponsored publications which will be in the focus of our efforts during the coming year.
- **Organization of events**
The section engaged during 2016 realization of organizational aspects of various conferences, including booking the venue, contacting the media, sending out invitations and agenda, as well as preparation of promotion materials.



- Technical preparation and printing of materials**
 During the reporting year a large amount of information and promotion materials were printed serving various KEC projects and events. These included banners of different formats and sizes, leaflets, folders, posters, USB-s, pens wit KEC logo, which are used by KEC staff in various meetings and training events.



- **Maintaining continuous contact with media related to KEC activities**

There has been a good media coverage of KEC activities during 2016. All conferences organized in 2016 were covered by the main media. KEC representatives participated in various media shows and programmes that dealt with the issues of education and training, as well with new projects such as the “School Me” project.

- **Creation of Brand Book**

The “Guide on Brand Standard and Image” has been developed, which includes rules that determine organizational functioning from the perspective of creation and promotion of a sustainable identity. This includes such basic information as: an outline of the organization, history, vision, mission, key values, and so on. Based on these, rules of visibility were identified, including: guidelines for the use of logo (giving visual illustrations of the right and wrong use of the logo), the range of colours to be used together with the font type and size, instructions about using pictures, design and guidelines for all promotion materials, guidance on the profile page on all social networks, web-page guidelines, as well as guidelines for other forms of advertisement.

16. Non-public "Mileniumi i Tretë" ("Third millenium") school

Among the key indicators, as set in the school strategic development plan, are the teachers' professional development, empowering of the school department heads and peer mentoring. This orientation has increased contributed to getting closer to the school vision and to accomplishing the strategic objectives. So, 2016 was dedicated mainly to training efforts, courses and other school based professional development activities aiming at developing student competencies. Among the training events, we can include: class management, assessment of knowledge, skills and habits, project based learning, constructivist learning strategies, and so on, which together resulted in concrete deliverables, new criteria for assessment of learning and of project work.

As part of efforts to prepare for the implementation of the new curriculum, the mathematical gymnasium profile was transformed into the sciences gymnasium profile and three classes were enrolled in grade ten.

In the context of extra-curricular activities, "The Third Millenium" school organized numerous events and competitions that gave added value and uniqueness to our school among all other schools in Kosovo.

This years the school increased its transparency and involvement of parents and supporting learning of their children by designing and applying the online study journal (apart from the assessment class-book and the register of online complaints). The online study journal allows parents to follow up one their child's engagement and regularity with homework in the distance.

The school contributed to increase staff accountability by introducing electronic cards for registration of staff entering or leaving the building.

Google Drive platform is already being used for annual, monthly and daily lesson planning, which allows access for the mid- and senior-management. This has added to the quality of planning, preparation and implementation of intended learning activities.

Teacher performance, cooperation and exchange of experiences was improved by introducing various presentation in the regular monthly meeting at the department levels.

In 2016 all fifth and sixth grades started implementing the special M3-Coders club. This club trains young programme encoders who are certified at the end of the successful training.

Lower grades engaged more actively this year in modular projects. Numerous high quality products of their efforts tell the story of most junior students' achievements.

This year, our school continues with its humanitarian programme, including six new scholarships for students of grade nine (now totalling 28 scholarships), and two full scholarships for the two main actors of the "Shok" movie who managed to tread on the Oscar stage. They gave much appreciated added artistic value to our school.

Apart from the existing German PASCH project (since 2009), starting this year, the school signed a new cooperation agreement with Saraswati World School (UNESCO) in India for implementation of joint activities and their mainstreaming in the school curriculum.

Test and activity calendars, working groups - classrooms, and other forms of information in online calendars continue being used actively by the school staff and students.

Visits to various institutions, excursions with a learning character, lectures and presentations coming as a result of cooperation with families remain being as integral part of the school culture.

During the first term of the 2016/17 school year, a total of 50 classes were monitored by the senior- and mid-management, followed by post monitoring interviews and recommendations from the visitation.

Systematic medical check-ups were carried out by a parent paediatrician and the school nurse, giving professional medical suggestions to the children as per check-up results. The report stated that the school maintains a high level of hygiene culture of both students and staff.

Finally, despite the growing competition, the “Third Millenium” school continues seeking new alternatives for the sustainable development of the full potential of all its members.



17. Other activities

In 2016, the Kosova Education Centre carried a number of other activities, which are briefly presented below.

1. The Project of Common History – Phase II

The purpose of the Common History Project – Phase II is to contribute to increase reconciliation and mutual understanding of the recent past in the Western Balkans and Turkey through transnational history education and objective reporting of transitional justice. In December 2016, the launching Conference was organized in Pristina of the two new publications that will be used as alternative resources by the history teachers. The new issues cover the period from the World War Second until 2008. This issue is characterised by the diverse treatment of various historic events through different perspectives. The textbooks are currently only published in English language. They are expected to be translated next year into the languages of the countries of the Western Balkan region and training of teachers will be organized to facilitate their application in the process of instruction.

2. Schools as generators of a democratic society

The project “Schools as generators of a democratic society” started being implemented in December 2014 in cooperation with partners from Bosnia and Herzegovina, The Check Republic, Slovakia, and Poland. In February 2016, KEC representatives, Municipality of Pristina and Model School from Pristina (as one of the beneficiaries of the project), participated in the regional conference “Service Learning- Students' Engagement and Functional Knowledge”, in which they presented good practices and achievements from the implementation of the project in Kosovo, namely in the Model Scholl. Good practices were presented in the conference from the participating schools from five countries with the purpose of exchanging experiences and replicating the same in other schools.

3. Multicultural education

Part of cooperation between Kosova Education Centre (KEC) and the DVV International – Office in Kosovo that started in 2007, a number of activities have been organized aiming at enhancing multicultural education in Kosovo. Activities were in particular focused on building human and material capacity for enhancing multicultural education. In 2016, the project aimed to increase capacity of non-governmental organizations, but making them familiar to the ideas and concepts of multicultural education, and to set up a non-formal network for cooperation and exchange of experiences between member organizations.

Annex: Number of persons certified by training programme

Code	Name	Number of participants	Training hours	Total hours
005	Reading and Writing for Critical Thinking (RWCT)	119	120	14,280
008	Step-by-Step (Basic training 3-6)	9	40	360
010	Step-by-Step (Basic training – grade one)	286	40	11,440
011	Step-by-Step (advanced training – grade one)	48	40	1,920
018	Project based learning	3	8	24
035	Social Justice Education: Class activities	123	24	2,952
036	Social justice education – Activities for children and adults	101	32	3,232
047	Design Challenge and Teaching and Learning of ICT (grades 6-9)	10	34	340
053	Student Support Technician Clubs (grades 6-9)	19	34	646
057	Development of 21 st Century Skills in the field of Mathematics (grades 1-5, 6-9)	496	24	11,904
058	Action research	27	24	648
059	Development of Early Grades Reading Skills	60	24	1,440
060	Kosovision Contest – Training for Teachers	238	24	5,712
062	Computer programming (grades 1-9)	9	24	216
064	Coordination of school based professional development	1	30	30
065	Kosovision Contest – training of teachers (Phase 2)	90	36	3,240
067	Step-by-Step – Development of competencies training of educators working with children of age 0-3	20	32	640
069	Education for democracy and human rights	31	60	1,860
Grand total		1,690		60,884