



KEC

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Kosova Education Center

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Content

List of abbreviations:	4
INTRODUCTION	6
1. IMPROVING QUALITY OF EDUCATION	9
1.1. Early childhood education	9
1.1.1. FACE and PEACOCK.....	9
1.1.2. K-RAE-EYN network	10
1.1.3. Step by Step	11
1.1.4. Education for social justice	11
1.2. After School Support for Teens (ASSET)	11
1.3. School Development Grants	14
1.4. Quality, Accountability, Integrity and Transparency in Higher Education (QAINT)	15
2. HUMAN RIGHTS	18
2.1. Preparing future teachers: Education for Democracy and Human Rights	18
2.2. Expanding access to quality early childhood education and primary education	18
2.3. EU SIMRAES 2	20
2.4. Technical support for Municipalities in implementation of Action Plans for educational re-integration and social inclusion of repatriated children, members of minority communities and children with special needs	23
2.5. Empowering youth for a more peaceful, prosperous and sustainable future in Kosovo	24
2.6. Promotion and Protection of Children Rights (PPCR).....	25
3. NETWORKING AND PARTICIPATION IN POLICY MAKING	27
3.1. Kosovo Education and Employment Network (KEEN)	27
3.2. Kosovo Integration Initiative - KOSINT 2020	29
4. INFORMATION AND PUBLICATION	32
5. NON-PUBLIC SCHOOL "THIRD MILLENNIUM"	33
Annex: Certified persons according to training programs.....	36

List of abbreviations:

ADA	Austrian Development Agency
KAA	Kosovo Accreditation Agency
APPK	Agency for Employment Support in Kosovo
ASSET	After School Support for Teens
ATTA	Training Academy and Technical Assistance
BSFK	Balkan Sunflowers Kosovo
FPA	Field Professional Assistant
MED	Municipal Education Directorate
EU SIMRAES 2	European Union Support to Implementation of Roma, Ashkali and Egyptian Strategy – Phase 2
EWC	European Wergeland Centre
FACE	Families and Children in Education
GIZ	German Agency for Development
SDG	School Development Grants
SbS	Step by Step
ISSA	International Step by Step Association
SGAC	School Grants Approval Committee
KEC	Kosova Education Center
KEEN	Kosovo Education and Employment Network
KFOS	Kosovo Foundation for Open Society
KITU	Coalition for Integrity and Transparency in University
KOSINT	Kosovo Integration Initiative
KOMF	Coalition of NGOs for Children Protection
K-RAE-EYN	Kosovo Roma, Ashkali and Egyptian Early Years Network
SCQ	State Council for Quality
MEST	Ministry of Education, Science and Technology
OECD	Organization for Economic Cooperation and Development
OSF	Open Society Foundation-London
CSO	Civil Society Organizations
PASCH	Schools: Partners for the Future
PEACOCK	Peace through Cooperation, Competences and Knowledge
PHZH	University of Zurich
PISA	The Programme for International Student Assessment
PPCR	Promoting and Protecting Child Rights
KESP	Kosovo Education Strategic Plan
QAIN	Quality, Accountability, Integrity and Transparency in High Education

GK	Government of Kosovo
LC	Learning Centers
RADC	Roma and Ashkalia Documentation Center
REF	Roma Education Fund
REYN	Roma Early Years Network
SiV	Syri i Vizionit
SIME	System for Information Management in Education
SPARK	Stitching SPARK
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
VoRAE	Voice of Roma, Ashkali and Egyptians in Kosovo
OGG	Office for Good Governance

INTRODUCTION

Publication of PISA test results in December 2019 confirmed that the quality of education in Kosovo has not made any progress in relation to previous years: which regards to reading 15-year-old Kosovars are more than 3 years of schooling behind their peers in OECD countries and 1-2 years of schooling behind their peers in neighboring countries. Besides this, around 79% of 15-year-old children do not possess minimum skills in reading, which subsequently impacts all other disciplines and all fields of life, while at the same time OECD countries have only 28% of children in the same situation, and Kosovo neighboring countries range between 38-55%. The situation is no better in the field of mathematics and sciences which only confirms the complexity of the situation.

Despite this, there have been minor improvements or even no movement at all in the field of educational reforms, as a result of non-implementation of approved strategies and policies. Some of the main findings from the monitoring report of the implementation of the Kosovo Education Strategic Plan for 2019 are given below:

- Participation of children/students in compulsory education and upper secondary education is satisfactory, however low participation of children in preschool education remains a challenge, mainly due to the lack of infrastructure and lack of institutions that are affordable. School dropout is low, and as a phenomenon it is considered to be present among Roma, Ashkali and Egyptian communities. Children with special education needs and children with special talents remain the most marginalized categories in pre-university education.
- Positive steps have been taken in establishing monitoring mechanisms and performance assessment of directors and deputy directors, such as the approval of the Law on Education Inspectorate, approval of the AI on professional practice standards for school directors and approval of the AI on school director appointment.
- Investment in education compared to Gross Domestic Product is comparable to regional countries. However, it has to be mentioned that spending in pre-university education is mainly focused in two categories: 1) wages and salaries and 2) capital expenses, whereas little is invested in improving the education quality. The funding formula review process is not finished yet.
- The legislation in pre-university education is characterized by lack of coherence, conflicts between primary legislation and secondary legislation, and between by-laws.
- The legal framework to assure quality in education institutions was completed in 2018. However, despite all these developments, the initial process of the implementation of regulatory framework for quality assurance faced numerous challenges in appointing quality coordinators at school and municipal level, as well as in building their capacities.
- The legal package regulating teacher professional development is not completed yet as planned. The aspects that are not yet regulated include: 1) Induction into teaching; 2) School based professional development and 3) teacher professional development funding.
- The teacher performance assessment implementation is not in line with the KESP action plan. By 2019, performance assessment was carried out for around 2% of teachers (compared to 60% planned for the period 2017 – 2019). Moreover, despite efforts, teacher licensing process as per the grading system foreseen with the legal framework has shown no progress.

- The implementation of the new competency based curriculum started in 2017/18 despite the lack of textbooks and teaching aids in line with the requirements of the new curriculum. The whole new curriculum implementation process was accompanied with numerous challenges, lack of supervisory mechanisms, support and accountability in the curriculum implementation process, insufficient training and support provided to teachers and directors in implementing the curriculum, etc.
- The interest of youth on vocational schools increased over the last years. Around 52% of students in upper secondary education choose profiles of vocational education. However, the link between professional education and labor market remains a challenge and quality assurance mechanisms are not yet developed. In general, vocational schools remain a second choice, especially for students who could not enroll in gymnasiums. The most required profiles are in the area of engineering, production and construction and the area of business, administration and law. Practical learning in schools and professional practice in business remains unsatisfactory. Career guidance and counselling remains a challenge and services offered are still limited in some municipalities.
- The number of qualified academic staff in the higher education institutions is insufficient - while the “academic staff - student” ratio at the country level is 1:32, in the public sector it remains even more unfavorable - 1:55. The universities in Prizren, Peja, Gjilan and Gjakova are in a quite unfavorable situation, while the situation in the University of Prishtina remains at the level of the last several years 01:46. Although there are improvements in regards to the implementation of selection criteria for academic staff, no concrete actions were taken to address flagrant violations of academic integrity by any higher education institution in Kosovo.

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

1. Improving quality of education:

During 2019 started the implementation of the Project “Quality, accountability, integrity and transparency in high education” (QAINTE) financed by Austrian Development Agency. Also, the project PEACOCK (Peace, through cooperation, competences and knowledge) started being implemented, focused on development of skills for life and career orientation. Besides this, the school based projects “After School Support for Teens” (ASSET) and School Development Grants continued their implementation. 544 persons were certified during this year by trainings offer from KEC and 14,588 hours of training were implemented.

2. Human rights

Projects in the field of human rights, besides child protection from violence, continued to focus on improving the position of children from Roma, Ashkali and Egyptian communities. During 2019, the Project EU SIMRAES 2, financed by European Union concluded the support of 10 learning centers and other activities in support of education of Roma, Ashkali and Egyptian communities. On the other hand, the Project “Increased Participation in Early Childhood Education and Quality Primary Education”, financed by Roma Education Fund (REF) achieved its initial concrete results in Prizren municipality schools. The Project “Promotion and protection of children’s rights” (PPCR), financed by European Union also ended, while three other projects in the field of human rights have already started.

3. Networking and participation in policy-making

In 2019 KEC continued to be very active in the field of research which were aimed at monitoring in the field of education and employment, in central level as well as local level. Also, it continued the support for municipalities in drafting local action plans, as well as direct support for schools and communities, with special focus on Roma, Ashkali and Egyptian communities. Many advocacy initiatives resulted with raising the awareness for the situation of education and more active involvement of stakeholders in policy-making, as well as approval of documents in the domain of education policies. A framework contract was signed with European Commission for possible financing of activities in this field for the period 2020-2023.

4. Research in the field of education

KEC didn't have any particular research projects, however many researches were done within different projects of the organization, like KEEN, etc.

The detailed reports of main projects implemented by KEC during 2019 are presented below.

1. IMPROVING QUALITY OF EDUCATION

1.1. Early childhood education

The Program on early childhood education is based on the well-known methodology “Step by Step”. In 2019, within this program several major projects were implemented, such as: FACE and PEACOCK, in cooperation and with the support of University of Education in Zurich, as well as “K-RAE-EYN Network”, financed by OSF-London. Also, “Step by Step” trainings were organized for teachers working with children aged 2-6 years old.

1.1.1. FACE and PEACOCK

FACE and PEACOCK are supported by the University of Zurich for teacher training (Pädagogische Hochschule Zürich- PHZH), International Projects for Education (IPE). FACE (Families and children in education) component is an education project aiming at support for children in marginalized environments and awareness raising for their competences. FACE offers students age appropriate activities, a possibility to find out who they are and what they are capable of achieving, as a first step towards a positive self-concept. FACE is dedicated to children from preschool level to grade four. PEACOCK Component (Peace, through cooperation, competences and knowledge) helps children develop their skills for life and career orientation. PEACOCK is focused on children from grade 5 to 9.

The meeting for drafting the activity plan was held in Zurich in the beginning of the year. School programs and subjects dealing with life skills were analyzed during spring time and then started the process of drafting PEACOCK program. The first draft was shared with the main stakeholders – Faculty of Education, MEST, etc. In the meantime, we are working on the drafting of online training modules for students and in-service teachers.

Two trainings were organized as part of other FACE activities. The first training was organized for 4 Serb schools in Kamenica, with 28 participants and PHZH trainers. Training of trainers for FACE components was organized in October for 16 participants and led by PHZH trainers. Participants were trained for disseminating FACE program knowledge.



Photo 1. Photo taken during FACE component training of trainers.

1.1.2. K-RAE-EYN network

The aim of K-RAE-EYN network is to support equal access in early childhood education for children of Roma, Ashkali and Egyptian communities aged 0-10 years old, by supporting inclusion and improvement of quality of offered services. The network continues to support early childhood education professionals and para-professionals who support children from Roma, Ashkali and Egyptian communities. The network cooperates with more than ten partner NGOs in Kosovo, who have considerable experience in offering services for development of early childhood education for Roma, Ashkali and Egyptian communities.

KRAEYN has increased its role and the network worked in direct activities for capacity building of professionals and para-professionals. The network continues to work with its 138 members, aiming at the improvement of their performance in supporting children from Roma, Ashkali and Egyptian communities.

REYN-ISSA organized the meeting with representatives from 11 countries that have networks, during October 2019 in Zagreb. K-RAE-EYN was represented with 3 participants, who presented the activities and achievements of the network. This meeting was very productive and was used for looking at possibilities of 11 REYN networks' joint application for support in the future.



Photo 2. Photo taken during the international meeting of representatives from 11 national REYN networks from Belgium, Bosnia and Herzegovina, Bulgaria, Italy, Croatia, Kosovo, Hungary, Slovakia, Slovenia, Serbia and Ukraine.

Regarding the advocacy aspect, the Network undertook two initiatives:

- Together with KOMF the workshop for identifying the challenges and problems in the field of education was organized, with the aim of drafting the recommending policy for early childhood, which is expected to be handed to the new cabinet of the MEST minister.
- In a primary school in Municipality of Ferizaj, the Network identified the issue of dropout of 22 students from Roma, Ashkali and Egyptian communities, where 10 students were in first grade. Since the reaction of state institutions didn't give any positive results, the Network is in the process of undertaking other measures, such as informing the media for the issue of dropout in this school.

1.1.3. Step by Step

Two groups for “Step by Step” training were organized since October, dedicated to educators working with preschool children aged 3-6 years old. 35 participants from these two groups were trained and certified. All certified participants were equipped with Step by Step books for respective age. Continuous activities are planned for both groups for the following year, such as workshops and monitoring visits.



Photo 3. Photo taken during the “Step by Step” training with educators working with preschool children aged 3-6 years old.

1.1.4. Education for social justice

Together with organization Nevo Koncepti in Prizren a group which was trained about the program “Education for Social Justice, activities for adults” was organized. 23 participants were present in this group. This training will follow with the second part of the training which will be organized in the meantime with the same participants.

1.2. After School Support for Teens (ASSET)

The ASSET Program is a five-year initiative, designed for secondary schools in Kosovo and their students (grades 10-12) as beneficiaries, which started its implementation in June 2017. The main objective of ASSET is to develop young people’s work and entrepreneurial skills, increase their ability to make informed decisions about their careers, and increase their positive attitude towards the future. The motto of the Program is “Preparing Kosovo Youth for 21st Century Life and Work”. The aims and activities of ASSET are in line with Kosovo Education Strategic Plan, the curriculum framework and core curriculum for upper secondary schools (in particular the curriculum field “Life and Work”).

During 2019, the Program established creative spaces in 14 new partner schools, worked in drafting and implementing the teacher professional development, as well as extracurricular activities for students of partner gymnasiums. During 2019, the Program increased the number of partner municipalities, from 9 to 16. Additional efforts were put on extending activities regarding negative phenomena in schools working on planned topics with representatives of school community. The Program also reviewed the package for assessment of soft skills and expanded its use through trained teachers. Statistical information regarding the results of the program are given below.

Activity 1: Development of life and work competences

Enabling project-based practical learning

- 7 career and entrepreneurship centers were inaugurated in Gjilan, Kamenica, Viti, Han i Elezit, Ferizaj, Fushe Kosova and Vushtri (renovated, equipped with educational technology and functional for student use);



Photo 4. Photo taken during the inauguration of 7 career and entrepreneurship centers.

- The “Design Challenge” competition was organized in partnership with IPKO Foundation, with participation of 13 schools in the following challenges: creating the video for professions; electronics. The best works were awarded with first three places in each category;
- Youth camps were organized in cooperation with MCYS and organization TOKA, were 100 students from partner schools participated;
- Seven new partner schools were selected in seven new municipalities, thus reaching the list of 16 partner school of ASSET Program, which were equipped and prepared for use in December 2019.

Capacity building for teachers

- The course “Assessment for Learning” was approved by MEST;
- 208 teachers were trained for project based learning, who implemented 66 projects with participation of 2,400 students;
- 39 teachers and students were trained in “Technics Clubs” course;
- Summer school was organized for 46 teachers, with 7 short courses on educational technology equipment use;
- Short courses were organized on musical technology and computer sewing machine with 42 teachers and 91 students;
- 30 teachers (18 in “Project based learning” course; 12 “Assessment for Learning” course) were certified as school facilitators.

Development of assessment tools

- A set of 10 soft skills and behavior indicators was piloted with 1753 students within the course “Project based learning”. Following a process of indicator review, 647 other students were assessed according to the new indicators;
- A survey in 7 new partner schools with 1715 students was organized within the baseline study on students’ opinions regarding the education and the future.

Activity 2: Career and entrepreneurship education

- 66 teachers were trained in career orientation and instructions.
- 10 videos were made by students, out of which 3 were published online in Busulla portal;
- Seven career corners were established in partner schools.
- 48 teachers were trained in entrepreneurship and financial education; and
- Trained teachers started implementation of entrepreneurships together with students, where 1439 students participated together with 62 established entrepreneurships.

Activity 3: Linking schools with businesses and community

- The manual for career clubs was drafted;
- Career clubs were established by students in 9 schools and are functional;
- 33 school-business cooperation agreements were implemented;
- 298 students were engaged in internship/volunteer work;
- 30 teachers were trained on topic “Community mapping by youth” jointly with 176 students, who drafted different research reports.

The Program together with students marked important dates, such as:

- International girls’ day (11 October 2019) in cooperation with IF and UN organizations in Kosovo. 35 girls participated in workshops on educational technology equipment use and in two study visits organized on behalf of this event; and
- Entrepreneurship week, with participation of Haxhi Zeka school and Program officials in T7 TV station with the aim of sharing the experience of establishing enterprises in schools.
- Launching the USAID platform for youth, Youthlead.org, with over 73 students, 6 teachers and 6 other students – the first nominees for Kosovo in this platform.

1.3. School Development Grants

This project is being implemented since June 2017 in cooperation with Ministry of Education, Science, and Technology (MEST), as part of ESIP project, financed by the loan provided by World Bank. The aim of the project is promoting civic engagement through participation of teachers, parents and community in planning, implementation and monitoring of school activities.

The project requires from grant beneficiary schools to initially draft development plans and project-proposals, which are in line with project aim. Following the approval of school development plans and project proposals by the School Grants Approval Committee (SGAC), schools are granted the right to implement projects through MEST financing. In 2017, 160 beneficiary schools were selected from Kosovo within the SDG Project. 140 schools from the beneficiary schools were selected based on the SDG manual and 20 other schools were awarded based on a competition organized among schools that were beneficiaries of grants in another previous project.

During 2019, the Project focused mainly on implementing the activities which contributed to the achievement of two results:

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

Delays of the Ministry of Finance to transfer the money to municipalities impacted the inability of municipalities to implement 366 packages by the end of 2018, out of which 77 packages for goods and 289 packages for services. Following the consultations with World Bank, it was agreed to allow the procurement for these packages for the period September-December 2019. Despite the difficulties, the mobilization of PFAs and directors of the beneficiary schools resulted with implementation of 293 packages by the end of December, out of which 77 packages for goods reaching the amount of 129,479.57 euro and 216 packages for services reaching the amount of 330,823.49 euro. From the total sum of 540,000 euro, foreseen for these packages, packages amounting the sum of 460,303.06 euro were approved, namely 85.24%. Besides delayed packages of 2018, KEC together with schools managed to complete and submit to MEST 584 packages for 2019, which were approved. Out of approved packages, 268 packages were for goods, with the amount of 237,317.97 euro, while 316 packages were for services, with the amount of 340,669.51 euro. Out of 600,727.03 euro foreseen for the year 2019, the project managed to implement packages reaching the amount of 577,987.48 euro, namely 96.21% of the planned sum.

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

During 2019 PFAs conducted three monitoring visits in each of the beneficiary schools to evaluate the process of package implementation. The first monitoring, which started during October 2018 and was implemented in 41 schools continued until March 2019, which marked the completion of monitoring of 93 schools that were able to implement packages during 2018. The second monitoring was conducted during the period April – September 2019. The monitoring of all beneficiary schools was conducted during this period. While the third monitoring was conducted during the period October-December 2019. PFAs completed the monitoring instruments during their monitoring visits, which were signed by the school directors and filed in the project monitoring database. From the monitoring reports it can be observed that schools are utilizing the purchased goods made possible from the grant, as well as the obtained certificates from trainings in cases of their licensing for second level. During 2019 PFAs supported schools in drafting four quarterly financial reports and sending them to respective MED finance offices for verification. All quarterly reports are included in the project monitoring database. On 6 December 2019 World Bank office approved the continuation of the project in 2020 with 80 schools, which will compete for benefiting grants from SDG Project.

1.4. Quality, Accountability, Integrity and Transparency in Higher Education (QAINTE)

The Project “Quality, Accountability, Integrity and Transparency in Higher Education (QAINTE)” aims to have Kosovo higher education system intrinsically acting on internationally aligned quality, transparency, integrity and accountability standards. The long-term Impact of the Action is improved quality and competitiveness of the higher education sector which contributes to social and economic development of the country. The Project has four objectives:

Output 1. Enhanced capacity of the KAA to monitor providers of higher education and advise the MEST on results of the quality assessment, and improved credibility of the accreditation process.

Output 2. Improved transparency, integrity and accountability in the higher education sector.

Output 3. Improved legislation (regulations, procedures and practices) related to academic issues in higher education.

Output 4. Enhanced capacity of young faculty members (young university assistants and/or post-docs) to carry-out research-guided teaching.

During the inception phase, introductory meetings were held with all 7 public HEIs in Kosovo, MEST, KAA, SCQ, as well as with student organizations and activists. The purpose of these initial meetings was to inform all relevant stakeholders about the expected project outcomes, and to set the groundwork for collaboration with respective institutions on concrete actions that will be taken as part of the project. A gender analysis was also conducted as part of the inception phase, taking into account all available gender-related data for both students and academic staff at all public universities, and identifying the issues that can be addressed within the scope of QAINTE project. Social and environmental standards were given the appropriate consideration in developing the project visibility strategy and in overall initial planning. In addition, MEST, KAA, and the University of Prishtina (UP), as the largest public university among the Rectors’ Conference, each appointed a member to the QAINTE Project Steering Board (PSB), who are to provide oversight and overall strategic guidance for project activities. The project kick-off meeting was held on 26 June, 2019 with representatives of ADA, PSB, and the QAINTE Consortium. The proposed composition of PSB and the plan for the official launch of the project were approved at this meeting. The project was officially launched on 11 July, 2019 with a formal reception that brought together representatives of ADA, Austrian Embassy, MEST, KAA, HEIs and partner organizations and institutions.

Output 1: After the official launch of the project, the initial contacts with MEST and KAA were followed up with requests for formal written agreements with these institutions. As a result, on 22nd September 2019, a MoU was signed with MEST, while an MoU with KAA is still under review by this institution. It is worth noting that European Network for Quality Assurance (ENQA) was to issue a final decision on whether to extend KAA’s membership in this organization by the end of summer, and the situation that was created within KAA in anticipation of this decision, along with the already existing political tensions between KAA leadership and SCQ, caused delays in collaboration with this institution. It is also worth noting that the efforts for establishing the cooperation with above mentioned institutions for the project activities coincided with the general political situation in the country, created after the unexpected resignation of the Prime-minister on July 19th 2019 and announcement of preliminary elections for October 6th 2019. This situation slowed down enormously the communication with key partners and was one of the main factors for the delays in establishing the formal cooperation, especially with MEST. Besides this, the final decision of the European Network for Quality Assurance (ENQA) for excluding KAA as a member of this organization, complicated even

further the situation within KAA, with previous tensions between the KAA leadership and SQC, which delayed further the initiation of cooperation of QAIN Project with this institution. Cooperation with KAA was established during December 2019, with drafting of a joint work plan, according to which an international expert will be initially engaged for determining KAA needs.

Output 2: As a QAIN implementing partner and member of the Coalition for Integrity, and Transparency in the University (KITU), ORCA continued the monitoring of SCQ meetings under another agreement signed between KITU and SCQ in April, 2019. A total of 12 meetings were monitored for this reporting period. In addition, a total of 28 relevant documents/types of information were identified as a standard that all public HEIs should meet as a measure of their transparency – documents/types of information that they need to publish on their websites, or otherwise make available for the public. Subsequently, each institution had to report its compliance with this standard through a questionnaire that was designed for this purpose. Public HEIs were also consulted about any possible objections to the identified documents/types of information, and were asked to report their difficulties with making certain documents/types of information available, as well as their needs for assistance in this process. The results of this assessment that took place during the period January – September, 2019, as published in the ORCA report “Universities Under Examination”, in September, 2019, showed that University of Prizren, Peja, Gjakova, Gjilan and Mitrovica have improved in several indicators of their formal transparency with regards to published documents/information; at the same time, University of Prishtina and University of Applied Sciences in Ferizaj did not show any changes in this respect. The last assessment showed a slight increase in formal transparency of public universities, as a first step toward achieving full transparency.

With regard to academic appointments/promotions, the University of Prishtina and the University of Peja were selected as the two public HEIs to be monitored in the first year of the project. The monitoring results will be published later this year although there were no appointments/promotions recorded for the current reporting period. In addition, a grant scheme was set up to energize student activism and support student organizations and informal student groups toward improved quality, transparency, and accountability in the higher education system. A total of 10 grants, in the amount of 16,095.14 €, were given out in the first round of application, August, 2019 – September, 2019. Of those selected, 9 were informal student groups (1 from Roma community) and 1 was a student organization represented in the University of Prishtina’s Student Parliament. Of the 54 volunteers that will be engaged in the projects supported through the grant scheme, 50% are women. The successful conclusion of grant award process for 2019 was marked with an end of year event organized for this occasion, with awards for the best projects.

As to transparency in public money spending in higher education, a written analysis of budgets approved by the Assembly and of expense reports for the reporting period has been compiled; however, its publication is pending information from the internal Audit Report compiled by MEST, which would provide a better picture about the administration of finances within the respective institutions. A formal request for access to this information has been submitted to MEST and is still under review.

Formal monitoring of ENIC/NARIC meetings could not begin during this reporting period, because the signing of an MoU with MEST was delayed until September 2019. ORCA prepared the first draft of the report for monitoring the decisions taken during the period April – October 2019, which should partly include the monitoring within QAIN Project; however, the first meeting of ENIC/NARIC following the signing of Memorandum with MEST was held on November 21st 2019. The findings from the monitoring process will be

reported in the following period. It is worth noting that the new regulation of the University of Prishtina for nominations and promotions of academic staff has improved the criteria compared to the previous regulation.

Output 3: The current higher education legislation in Kosovo, especially as related to issues of quality and good governance in public higher education institutions, has been reviewed to identify areas that might need revision or update. A written analysis in the form of a draft report was submitted to MEST for further review and discussion, and will be finalized in cooperation with QAIN Project consortium in a workshop which is part of MEST plan for amendment/update of the legislation for 2020. At the end of the process, the final version will be published. Furthermore, the strategic plan of University of Peja, necessary for the following accreditation cycle, is currently being drafted in cooperation with the expert from QAIN Project.

Output 4: To enhance research-based teaching capacity of young academic staff at public HEIs, a draft program document has been designed as a foundation for a grant scheme that will support these efforts with financial and administrative support by MEST. The draft program document was discussed and developed together with representatives of MEST, public HEIs, and the QAIN Consortium at a co-design workshop held on 14th November 2019. The results of the workshop were followed by a meeting with MEST officials, with a proposal for establishing the working group, which will draft the legal foundation for this scheme. The proposal for the working group was approved by the Permanent Secretary of MEST in December 2019 to create a solid legal basis for the grant scheme.



Photo 5. Photo taken during the workshop for drafting the grant scheme for research-based teaching.

2. HUMAN RIGHTS

2.1. Preparing future teachers: Education for Democracy and Human Rights

The Project “Preparing future teachers: Education for Democracy and Human Rights”, supported by the Government of Norway, through The European Wergeland Centre (EWC), started its implementation in March 2019. The main aim of the project is: *to improve the quality of education for future teachers in Albania, Bosnia and Herzegovina, Kosovo, Macedonia and Montenegro, through regional partnerships of teacher pre and in service institutions, including national education authorities, where modules on Citizenship and Human Rights will be developed and offered to support the implementation of democratic education reforms in Western Balkan.*

During 2019, the following activities were implemented:

- The first meeting of the Project Steering Committee was held in April 2019 in Oslo, Norway, with participation of representatives from all Western Balkan countries involved in the project. Also, during November 2019, the second meeting of the Project Steering Committee was held in Petrovac, Montenegro. The Committee meetings aim at reviewing the Project Work Plan and offering suggestions for a better way forward for the project, vis-a-vis the needs of the beneficiary countries.
- With KEC support, a Cooperation Agreement was signed between EWC and University of Pristina – Faculty of Education, for participation in the project. Also, contracts with professors involved were signed for adapting the Module on Citizenship and Human Rights for UP-FE needs.

Following the signing of cooperation agreements with 12 Universities of Western Balkans, on 20-25 November 2019 was organized the first regional meeting with participation of all universities from the region involved in the project. During the meeting, the first draft of the module on citizenship and human rights was presented and the training of university professors on using / adapting the module was developed.

2.2. Expanding access to quality early childhood education and primary education

The Project aims to improve the ECD outcomes and school readiness for 1st and 2 grade students of disadvantaged Roma children from six neighborhoods aged 4-6 and 6-8 attending schools in two locations by improving the parenting skills of the parents, strengthening the link between parents and pre-primary and school institutions, expanding the access to integrated ECD services and raising the quality of teaching and learning.

The Project aims the increased participation of Roma children aged 4-6 years old and 6-8 years old, in early childhood education and quality primary education. The objective of the project is to improve the results in early childhood education as well as to foster the readiness of involved and repatriated children from Roma, Ashkali and Egyptian communities for registering in first and second grade in sites where the project is working, namely in Prizren. The project also aims the improvement of the parenting skills of the parents, strengthening the link between parents and pre-primary and school institutions. The project has 4 components.

Component 1. Improving the access in mainstream, non-segregated ECD services

Purchase of books and school packages was conducted within this component, which were distributed to project beneficiary children aged 4-6 years old. 40 children were equipped with books/school packages including 5 repatriated children. In February 2019 two mediators were recruited and during this period the activities for their respective groups started in the schools where the project is implemented. The mediators

successfully collected necessary data for the project in a timely manner. Also, the mediators conducted at least 15 visits per month. Meetings with parents were organized to encourage registration of children in preschool. They identified repatriated families and thus helped and prepared all the necessary documents according to the administrative criteria for school enrolment. All the identified children are involved in the education process for the academic year 2019-2020.

Component 2. Improving the quality of ECD services

In September 2019 two toy libraries were made functional in two sites/schools where the project is being implemented.

The number of toys purchased for the toy libraries is 100 in total, namely 50 toys per school. The number of members registered in toy libraries for both schools is 31. While, the number of children involved in this activity is 38 including both schools. In December 2019 a consultant was engaged as a mediator counsellor regarding the utilization and maintenance of toy libraries. The consultant conducted 4 meetings in both schools during December. During the meeting with the consultant, the mediators learned about the methodology of using and developing the activity. In March 2019 a training with researchers-data collectors for IDELA assessment was organized. This training was conducted with representatives of REF for Kosovo and Albania. The IDELA assessment was implemented during November 2019. The total number of children assessed with IDELA was 42 for both schools.

Component 3. Expanding access to quality primary school education

The early identification of children for enrolment in preschool and primary school was conducted by mediators. Five families were identified as repatriated and their children were registered in school. All children identified were assisted by mediators and enrolled in preschool and primary school in a timely manner. Partner schools of the project were equipped with didactic materials. Intercultural activities were organized due to the end of year events in both classes/schools jointly with children and parents.

Component 4. Improving the Parenting Skills and Practices of Roma Parents

On 21 March, in Prizren was organized the training with facilitator mothers and tutors of the project to provide them with skills of organizing information sessions with groups of mothers from Roma, Ashkali and Egyptian communities. The activity mother club started in October 2019 and two Roma mothers were engaged as facilitators of the activity. Nevertheless, the participation of mothers in this activity is still unsatisfactory. The topics discussed in these sessions are from daily and social life.



Photo 6. Photo taken during the training with facilitator mothers and tutors of the project.

2.3. EU SIMRAES 2

The European Union Support for Implementation of the Roma, Ashkali and Egyptian Strategy 2 – Education for Integration (EU SIMRAES 2), was implemented from 1 April 2016 – 31 October 2019. The EU SIMRAES 2 Project was implemented by Kosovo Foundation for Open Society (KFOS) and Kosova Education Center (KEC) in cooperation with 6 local partners.

The specific objective is to ensure fair access of Roma children, Ashkali and Egyptian communities in pre-primary, primary and secondary education by improving enrollment, attendance and attainment of children by providing community and financial support.

During three years of implementation all activities of the project were implemented as per the plan. The indicators and results of the project per each year are summarized in the table below.

Table 1. General results of the EU SIMRAES 2 Project

Indicators	Baseline ¹	Year 2016/17 ²	Year 2017/18 ³	Year 2018/19 ⁴	Target	Reached
1.1. In each beneficiary community attendance in pre-primary and compulsory education increases from 5-10 percentage points	Preschool: 53.9% Compulsory: 78.7% (2013/2014)	81.5% 91.6%	89.5% 95.7%	78.1% 96.8%	5-10%	24.2% 18.1%
1.2 Half of teachers and half of Roma, Ashkali and Egyptian parents in targeted schools actively engage in fighting discrimination and biases against Roma, Ashkali and Egyptian Communities	N/A	82%	85%	85%	50%	85%
1.3 Reduced gap in performance (GPA difference) between Roma, Ashkali and Egyptian beneficiaries and their non-Roma, Ashkali and Egyptian peers.	1.39 (2015-2016)	1.22	0.97	1.06	Difference in %	1.06
1.4 80% of returnee children in beneficiary communities attend primary and lower secondary education	There were no measurements	81.4%	96.7%	100%	80%	100%
2.1 Reduced gap in the transition rate (difference in %) between Roma and non-Roma peers to upper secondary education.	21.60% (2013/2014)	14.5%	15.4%	15.4%	Difference in %	15.42%
2.2 Reduced gap in the transition rate (difference in %) between Roma and non-Roma peers to upper secondary education.	78.8% (2013/2014)	37.5%			Difference in %	37.5%

¹ Strategy for Integration for Roma and Ashkali communities in Kosovo Society 2017-2021 & Multiple Indicator Cluster 2013/2014, Final Report ASSK Prishtina 2014

² Data for years 2016/2017, 2017/2018 and 2018/19 were collected by partner NGOs which gathered them in respective schools.

³ As above

⁴ As above

Supporting Learning Centers

The Homework Assistance Program according to the “Step by Step” methodology continued to be implemented in LC until the end of June 2019. Many other extracurricular activities were provided to children attending LCs. Each Learning Center had 3-6 facilitators and up to 10 tutors engaged, depending on the needs of the center and the number of children enrolled. More than 1000 children (compared to 800 children foreseen with the project) have benefited from these programs by developing personally, academically and socially. Thus, the role of LCs toward educational and social development of Roma, Ashkali and Egyptian children has proved to be crucial. The table below shows the ethnic composition of children attending LCs during the three years of the Project implementation:

Table 2. Children attending LCs programs

School year	Roma	Ashkali	Egyptian	Albanian	Other communities (Turkish, Bosnian)	Total number of children attending LC
2016/17	N/A	N/A	N/A	N/A	N/A	836 ⁵
2017/18	560	482	225	43	4	1314
2018/19	644	601	233	9	0	1487

The Project continued to provide logistical assistance to children to facilitate attendance in school and Learning center. During September 2019, the Project distributed 1620 school packages for all children in need in 10 beneficiary sites. The support with half meals on monthly basis for children attending Learning Centers continued during this time as well.

Monitoring Learning Centers

Monitoring Learning Centers (LC) started in January 2019 and continued until March 2019. 20 monitoring visits were conducted during this period. Monitoring visits were conducted by monitors with experience in the field of education, especially in “Step by Step” methodology. Learning Centers were monitored to ensure work quality, including activities for children, the performance aspect of the staff, logistics with a special focus in hygiene.

The monitoring visits have had an important role and positive impact on daily work of LCs. In general LCs have improved in technical as well as organization aspect. In general, LCs now have their work plans which were drafted jointly with teachers and the support of LC coordinators. Children got the necessary support from facilitators and tutors and were very satisfied with the assistance regarding homework and other activities implemented in LCs. It is worth noting that there was an increase of cooperation between schools, parents and LCs.

The monitoring process which continued during the three years of the project was concluded with 266 monitoring visits.

⁵ This year the data were not segregated for each community. Only during the second year of the Project, when the management team asked the Project partners to report for each community, we were able to have the segregated data for the following two years

Good practices that foster a democratic spirit in schools / classrooms

During April 2019, teachers from partner schools of EU SIMRAES 2 and PROSPECT + projects, as well as staff from the learning centers operating under these two projects have gathered in a three-day workshop to share good practices that foster a democratic spirit in our classrooms and schools. All workshop participants have previously attended the “Education for Social Justice” training and have practiced strategies against prejudice and stereotypes. During the workshop, participants had the opportunity to select best practices to create a summary of activities / strategies that help foster democratic spirit, tolerance, diversity appreciation, cooperation, mutual help, etc. The workshop was attended by 18 participants (13 women; 5 men).

The organization of effective intercultural activities

During June 2019, the EU SIMRAES 2 project, in collaboration with PROSPECT 3, organized a three-day workshop on the topic “The organization of effective intercultural activities”. The participants of this workshop were tutors, facilitators and coordinators of learning centers operating with the help of two projects, as well as teachers from partner schools of these learning centers. Through this workshop, participants were introduced to essential elements for the organization of effective intercultural activities, as well as ways to involve different target groups. Participants also developed planning and organization skills for intercultural activities and summer programs. The workshop was attended by 29 participants (15 women; 14 men).

Renovation of Roma Mahalla Learning Center in Mitrovica

During August 2019 the Roma Mahalla Learning Center in Mitrovica has been renovated. The renovation of the center included the arrangement of doors and windows, the replacement of the floor in two classrooms and the interior walls of the Center. This renovation provided a more conducive environment for work and quality services for the children of these communities.



Photo 7. One of the photos taken during the renovation of “Roma Mahalla” learning center in Mitrovica.

Mentoring

The mentorship program, like the previous year, started on 1 November 2018, following the selection of beneficiary students of scholarships for academic year 2018/19. Aiming at improvement of learning results and attendance of students in upper secondary schools, this year mentorship program continued with regular

individual and group weekly meetings, between the mentors and mentees, meetings with parents and teachers, etc.

Out of 200 scholarship awarded students, the Project offered a mentoring program for 115 students who were supported by 23 mentor teachers in the municipality of Gjakova, Istog and Prizren.

Like the previous years, this year as well the mentoring program contributed to the increase of learning results of the beneficiary students. This is expressed by the increase of average grade, which was 2.61 by the end of first semester and increased in 2.96 by the end of the school year.

The project EU SIMRAES II partnered with VoRAE, in offering the tutoring program for students in need of additional support during the second semester. In general, the mentoring program was successful. The cooperation with school staff and parents was good. Students expressed their satisfaction with offered possibilities and the cooperation with their mentors. Parents and teachers also welcomed the mentoring program and were satisfied with the achieved results.

2.4. Technical support for Municipalities in Implementation of Action Plans for educational re-integration and social inclusion of repatriated children, members of minority communities and children with special needs

The aim of this Project is to improve the capacities of targeted municipalities to create an appropriate environment for implementation of the legal framework towards the reintegration of the repatriated children and other vulnerable groups in the education system through advocacy, coordination, support, capacity building, monitoring, evaluation, accountability and learning activities. The project is financed by GiZ and implemented during the period November 2019 – January 2021. The project is implemented in 4 municipalities (Gjakova, Obiliq, Podujeva and Shtime) and has two results:

Result 1 - "Building capacity of municipalities and effective measures for reintegration within municipal mechanisms"

Result 2 - "School communities are able to ensure reintegration of repatriated children through the implementation of school inclusive approach.

During the two months of implementation in 2019, the information materials regarding the Project were developed, as well as initial meetings with each municipality. Besides this, four field coordinators were engaged who will be responsible for supporting municipal authorities and schools in implementation of activities resulting from the action plans.

2.5. Empowering youth for a more peaceful, prosperous and sustainable future in Kosovo

The Project “Empowering youth for a more peaceful, prosperous and sustainable future in Kosovo” supported by UNICEF Office in Kosovo, started its implementation in August 2019. The Project has three main results:

Result 1: Until the end of the Project, teachers and children from the 20 schools in targeted municipalities will have knowledge and skills to deal with conflicts according to the methodology “Non-violent conflict resolution” and “Peer mediation”

Result 2: Until the end of the Project, the school officials’ capacities are empowered to monitor and support children for implementing the methodologies “Non-violent conflict resolution” and “Peer mediation”

Result 3: Increased cooperation between schools and local authorities for exchange of good practices for promotion of a calmer, prosperous and sustainable environment for youth

During 2019, the following activities were implemented:

- During October 2019 the project promotional materials have been designed and printed, which will be used during the activities that will be implemented with schools (2 roll-up banners; 1000 leaflets; 1000 folders and 1000 notebooks)
- The selection of beneficiary schools was done in close cooperation with MEST as a proof of KEC’s commitment to help MEST for implementing the Protocol, by analyzing the data on violence reporting and school needs for support. 20 schools that will benefit from the project were selected during the two meetings with MEST representatives.
- The materials of the Training Program “Peer mediation” were reviewed, including the guide, presentations and handouts. This review was done with the help of trainers who expressed interest and readiness to be part of the project.
- A training was organized in the field of Peer Mediation for the schools involved in the project. In the first training schools from the municipality of Prishtina, Podujeva and Obiliq were included. Each school was represented with 7 participants in the training (5 students and 2 teachers).
- During September – November 2019, several individual meetings with MEDs from municipalities involved in the project were organized to inform them about the project and to offer support / suggestions with regards to the implementation of the Protocol and support offered to schools with regards to reporting violence in the Case Register Module in SMIE.

Several schools that will be involved in the Project were visited, with the aim of offering support / mentoring. Schools that are part of the Project were monitored / mentored by the Project Manager, while during the second part of the Project (January – June 2020) they will be mentored by the trainers engaged in the Project.

2.6. Promotion and Protection of Children Rights (PPCR)

Kosova Education Center (KEC) has supported Ministry of Education, Science and technology in drafting the Protocol for Prevention of Violence in Pre-University Education Institutions which determines all the necessary steps in a very effective manner for treating the topic of violence in schools. The Protocol was approved later in a form of regulation by the Government of Kosovo - Regulation GRK No. 21/2013.

KEC and forumZFD developed a Program for Peer Mediation which supports schools in implementing the obligations coming from the Protocol. Initially 30 schools in Kosovo were supported to implement the obligations coming from the Protocol. This was done with the financial support from the UNICEF Office in Kosovo.

Taking into consideration the results from previous projects, KEC and forumZDF, extended the cooperation by drafting and implementing the project “Promoting and Protecting Children’s Rights” during the period April 2017 – September 2019.

The project aimed at empowering the local communities to improve protection measures for children, through awareness raising, mediation and conflict peaceful resolution. Through this, the project aimed to contribute to creating friendly and non-violent environments for children in Kosovo schools through targeted activities of civil society organizations and local communities for promotion of children’s rights.

Main achievements during 2019 are:

Awareness raising about the project - The Platform developed in the beginning of the project aimed to bring updated information regarding the project and to update with friendly information for readers/teachers, parents, children and general public including leaflets, brochures, video clips and other materials in this field. This activity continued to be one of the main points of the project enriching with additional publications developed according to the needs of the project and beneficiary NGOs (www.childrights-ks.org). The published materials from beneficiary NGOs were: 15 publications and 4 animated movies done by students for children rights.

NGO support for implementation of projects – The Project organized regular meetings where NGOs discussed all their activities as a continuous support for NGOs for implementing their projects. Also, monitorings in beneficiary schools were part of continuous work which facilitated the cooperation among schools and NGOs. With the support of NGOs 40 mediation corners were established in beneficiary schools and as a result of trainings and establishment of these corners, schools, namely mediator students achieved to mediate 146 different cases, thus helping their peers and creating a friendlier environment among themselves.

Collection and publication of best practices in beneficiary schools – Examples of good practice resulted from the implementation of activities in schools, they were analyzed in detail by the expert engaged for this purpose. The project aimed at researching new practices for advancement of protection measures for children in school environment and further in society. The publication of good practices in a form of a book facilitated learning and promoted protection measures for children and peaceful conflict resolution in schools. In general, good practices were focused in a variety of fields, such as: school policy, governance and organization; peaceful conflict resolution; school culture and relations among groups.

Organization of the Regional Conference for Children Rights – The regional conference for promotion and protection of children rights at the end of the project implementation period, as the final event of the project.

The results of the project were presented in front of interested parties and general public presenting materials and methods developed within the project. The conference joined around 200 participants from Kosovo, Albania and North Macedonia.



Photo 8. Photo taken during the regional conference, as the final event of the project.

3. NETWORKING AND PARTICIPATION IN POLICY MAKING

3.1. Kosovo Education and Employment Network (KEEN)

In December 2015, Kosovo Education Center (KEC) started the implementation of the project supported by the European Union Office in Kosovo, the Project “Kosovo Education and Employment Network – KEEN”. The KEEN Project is implemented as a strategic coalition of four civil society organization (*Balkan Sunflowers Kosova - BSFK, Agency for Employment Support in Kosovo - APPK, Academy of Trainings and Technical Assistance - ATTA and Stichting SPARK*) and aims to improve the employability of vulnerable groups in Kosovo through their inclusion in both the education sector and labor market by participating in decision making, policy development and policy monitoring at central and local levels. KEEN also aims to synchronize education and training programs with labor market needs. The duration of KEEN Project is until January 2020.

The main achievements of the project during 2019 are:

Organization of debates in the field of education and employment

- On 12th of April, KEEN organized a public discussion regarding Pre-University education in Kosovo. During this discussion four (4) studies have been presented that were drafted by the project which treat different aspects regarding pre-university education management, preschool education, implementation of curricular framework in pre-university education in Kosovo, as well as the situation of education in Kosovo municipalities. Moreover, during this discussion the challenges pre-university education faces have been identified and different recommendations for improvement of the situation have been offered.
- Furthermore, within the monitoring activities regarding the quality of school textbooks in Kosovo, the Project organized four (4) discussion tables with teachers of different curricular fields to identify the main disadvantages characterizing school textbooks in Kosovo.

Monitoring national and local policies

- 15 monitoring frameworks in total have been developed during 2019 which cover the whole period of implementation of local action plans and as such were shared with respective municipalities for monitoring the implementation of activities during the future period.
- Within the policy monitoring in the field of education, KEEN drafted three (3) thematic reports which aim to evaluate different aspects regarding pre-university education in Kosovo, such as: 1) The quality of school textbooks in Kosovo; 2) Teacher Professional Development in Kosovo 3) Vocational Education and Training in Kosovo – Challenges and Possibilities. Also, in order to gather quality data for each report, interviews with different stakeholders were organized and based on the research focus groups were organized as well.
- Within the monitoring of policy implementation in central level, during 2019 were evaluated and monitored the implementation of two main strategies in the field of education and employment. As a result, two monitoring reports were drafted:
 - Mid-term evaluation: The implementation of Kosovo Education Strategic Plan 2017 – 2021;
 - Implementation of Ministry of Labor and Social Welfare Sectorial Strategy in 2018 and 2019.
- With regards to monitoring of implementation of policies in local level, KEEN monitored the implementation of development plans for education in nine (9) Kosovo municipalities as well as local plans

for inclusion of Roma, Ashkali and Egyptian communities in six (6) Kosovo municipalities. Following the data gathering KEEN drafted two monitoring reports:

- The situation of education in municipalities of Kosovo – Monitoring Report on implementation of education development plans in nine (9) Kosovo municipalities.
- The situation of Roma, Ashkali and Egyptian communities in municipalities of Kosovo – Monitoring report on implementation of local plans for inclusion of Roma, Ashkali and Egyptian communities in six (6) Kosovo municipalities.

Advocacy for implementation of policies in the field of education and employment

During 2019, the KEEN advocacy council developed and approved seven (7) advocacy initiatives:

- *Early retirement due to health issues – The case of teachers.* Within this initiative a study was drafted, which reviewed the legal basis for regulating the retirement issue in Kosovo as well as identified the practices for regulation of early retirement in several European Union countries. The study also offered different alternatives on how to regulate early retirement for education employees, budgetary implications these opportunities could have and recommendations for preparation of legal basis which enables the early retirement of education employees who are dealing with serious chronic illnesses. Also, on 20th of March a public discussion was organized during which the study was presented and discussed regarding the possibility of early retirement of education employees.



Photo 9. Photo taken during the public discussion “Early Retirement due to health issues – The case of teachers”

- *Support for Municipality of Rahovec in drafting the local action plan for inclusion of Roma, Ashkali and Egyptian communities* – During 2019, KEEN supported municipality of Rahovec in drafting the local action plan through organization of three two-day workshops for analyzing the situation, setting the strategic objectives as well as the budget and monitoring the implementation of the plan. The plan was approved by the Municipal Assembly in November 2019.
- *Increased inclusion of children in preschool education through public-private partnership* – Within this initiative a policy-proposal was drafted which reviewed different forms of public-private partnerships.

Moreover, KEEN joined the initiative of KOMF and other NGOs engaged in the field of preschool education for organizing several discussions for identifying the main challenges and priorities in this level of education.

- *Empowering the Parent Council in central and municipal level* – KEEN organized three (3) awareness raising campaigns with parents regarding the importance of their involvement in the education of their children as well as their role in increasing the quality and accountability in school. The awareness raising campaigns were organized in three (3) municipalities of Kosovo, such as: Deçan, Fushe Kosova and Vushtrri.
- *Improvement of the data reporting regarding the school drop-outs in EIMS* - KEEN organized information sessions with municipal education officials and school directors for data gathering and reporting regarding school drop-outs. Also, in cooperation with MEST a guide was drafted and published for use of Education Information Management System (EIMS) in municipal level.
- *Inclusion of schools in prevention of school drop-out* – During the week against school drop-out, KEEN in cooperation with MEST organized information session with upper secondary school directors regarding the mechanisms for prevention of school drop-out as well as establishment and empowerment of teams for prevention and reaction against non-registration and school drop-out.
- *Supervision of curricular reform implementation* – Within this initiative two three-day workshops were organized for increasing the capacities of the professional team in the municipality of Prishtina for offering support to schools regarding the implementation of the new curricula. The workshops focused in two main aspects, namely 1) Drafting and evaluating annual work plans according to the requests from the new curricula and 2) Teacher Mentoring. Also, a guide for teacher mentoring during the implementation of the new curricula was drafted.

Improvement of the link between education programs and vocational training with labor market requests

- During 2019 as a continuation of activities from 2017 a new study was drafted: “Link between institutions for vocational education and training with businesses”. This study identifies challenges of cooperation between professional schools with businesses as well as opportunities for increasing the cooperation among them.
- KEEN supported eight (8) professional schools and two (2) vocational training centers for implementation of projects regarding the increase of their cooperation with businesses. Beneficiary institution functioned as a joint learning community, which through KEEN organized workshops shared their experiences, challenges and suggestions for implementation of projects as well as increase the cooperation with businesses.

3.2. Kosovo Integration Initiative - KOSINT 2020

KOSINT 2020 Project aims to improve access of Roma, Ashkali and Egyptian communities to education, employment and social welfare and contribute to the fulfilment of Kosovo Government commitments through sectorial reforms focused in education, employment and social welfare.

The coalition of KOSINT 2020 implementing partners by monitoring the implementation of these reforms and influencing the development of policies and budget planning aims to guarantee the implementation of these policies and consequently the integration of Roma, Ashkali and Egyptian communities in Kosovar society.

KOSINT 2020 is implemented by a coalition led by Kosova Education Center (KEC) in cooperation with Balkan Sunflowers Kosova (BSFK), Roma & Ashkali Documentation Center (RADC) and Syri i Vizionit (SIV). The Project is in close cooperation with civil society organisations, as well as with government institutions, such as Office for Good Governance (OGG), Ministry of Education, Science and Technology (MEST), Ministry of Labor and Social Welfare, etc.

The general objective of the project is improvement of the access of Roma, Ashkali and Egyptian communities in education and employment through empowerment of dialogue between Civil Society Organizations (CSO) and Kosovo Government (KG). Its aim is contribution to fulfilment of KG commitments regarding the integration of these communities in our society.

The Project has three main components:

- Building capacities of civil society organizations to participate in reform monitoring, policy development and budget planning;
- Monitoring sectorial reforms in education, employment and social welfare, in the framework of government commitments for the inclusion of Roma, Ashkali and Egyptian communities;
- Policy development and advocacy through the influence of civil society organizations on reform policies in education, employment and social welfare, in the best interest of Roma, Ashkali and Egyptian communities.

KOSINT 2020 Project started its implementation in January 2017 and will conclude in January 2020.

During 2019 the activities foreseen by the project were implemented which contributed to the achievement of project results.

1. Within the first component regular monthly meetings of the KOSINT Network Council were organized, which was enlarged by three more organizations, PRAM, Prospect+ and Kosovo Advocacy Group. These meetings were very fruitful in coordination and mobilization of civil society for activities and initiatives which influence in improvement of Roma, Ashkali and Egyptian communities lives. Thus, the civil society organizations, also members of KOSINT network worked together and coordinated for implementation of different activities regarding the Roma, Ashkali and Egyptian communities, which also contributed to the achievement of the finalization of the process for the Administrative Instruction for Registration of Learning Centers.

2. Within the activities for achieving the Result 2, five thematic reports and 2 sectoral reforms monitoring reports were drafted.

- Reasons for school drop-out by Roma, Ashkali and Egyptian students;
- Difficulties Roma, Ashkali and Egyptian students encounter in schools;
- Effectiveness of PRTANs.
- Respecting employment quota;
- Effectiveness of ALMMs.

These reports were used and contributed to the drafting of two evaluation reports of implantation of Kosovo Education Strategic Plan 2017-2021 and Sectorial Reform of the Ministry of Labor and Social Welfare, both linked to the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017-2021.

3. Within the component 3 the following activities were implemented which contributed the achievement of the result.

- Civil Society Organizations participated in drafting the Guide for implementation of the Administrative Instruction for Establishment and Functionality of Learning Centers. Despite the approval of the Administrative Instruction by MEST and drafting the Guide, CSOs did not have the opportunity to apply for registration since the Guide remained not approved by MEST. Thus the Civil Society Organizations organized for an advocacy initiative to push the process forward. This initiative was successful since the Guide was immediately approved, which enables CSOs to apply in 2020 for registration of Learning Centers with MEST. Following the registration, the Learning Centers will have the possibility to apply for funds with MEST within the subvention grants.
- The advocacy initiative regarding antigypsyism and hate speech was implemented in 3 municipalities, Ferizaj, Peja and Fushe Kosova, where it was worked with MEDs from these municipalities, Student Councils and students from all communities in target schools.
- Due to a request from RIO in line with the approach they are planning, the Campaign My Vote Counts was organized during the parliamentary elections held in October 2019. Thus a collection of 2500 signatures was conducted from members of Roma, Ashkali and Egyptian communities and candidates for Members of the New Parliament of Kosovo. By signing the declaration, members of the communities agreed for three priorities which the new government should have, while the MP candidates committed to take into consideration these three priorities.
- KOSINT Project supported the Ministry of Labor and Social Welfare for evaluation of the implementation of the Employment Policy 2019-2021, and gave recommendations for increasing the employment of members of Roma, Ashkali and Egyptian communities.
- A workshop for Responsible Budgeting was organized with participation of members of civil society, part of KOSINT Network. From this workshop, three initiatives for responsible budgeting were drafted. One initiative has to do with funding for Learning Centers, the second initiative has to do with employment of 5 Employment Officers, while the third about the registration quota for Roma, Ashkali and Egyptian students in UP. Following the drafting of these initiatives which include the necessary budget, members of KOSINT Network agreed to continue with two out of three initiatives, the first two and leaving out the one about university since we didn't have sufficient justification.
- The drafting of Local Action Plan for municipality of Rahovec was supported.
- A public discussion regarding the Challenges in the field of housing was organized. Several recommendations came out from this public discussion which were shared with all relevant stakeholders.
- A public discussion regarding Responsive Budgeting was organized to precede the work plans regarding budgeting for 2020.



Photo 10. Photo taken during the Public Discussion on Responsive Budgeting

4. INFORMATION AND PUBLICATION

Management of KEC profile on Facebook – During 2019, KEC implemented activities were reflected all the time in KEC profile, followed by photos. KEC site on Facebook counts around 10,489 followers, out of which 9,892 organic, and around 597 from sponsorships. This year the reach was up to 22 thousand profiles a month. KEC profile was very interactive this year, trying to respond to every request and question from followers.

Management of KEC Webpage – Throughout the year KEC webpage was updated with publication of news and activities implemented by respective projects. The same happened regardless the coming or going of the staff. All activities were documented, all developed documents and materials during the year are already in the webpage.

During 2019, KEC webpage had more than 79 thousand visitors, out of which 85% were new visitors, while 14% were returning visitors. Out of these visitors 45.85% are women, while 54.15% are men. Regarding the age, 27.50% are of the age 18-24 years old, 33.50% of the age 25-35 years old, 15.50% of the age 35-44 years old, 5.50% of the age 55-65 years old and 5.50% are 65+ years old.

Maintenance of KEC Youtube Channel – The publication of several animated movies was done within the Project Promotion and Protection of Children Rights - PPCR. Also, several short documentaries were done within the Project EU Support for Implementation of Roma, Ashkali and Egyptian Strategy - EU SIMRAES II. The links of these movies were published also in the KEC Facebook page, in order to inform the followers.

Event organization – During the year several events were organized within the projects (conferences, discussion tables, workshops, etc.) for which the Information Officer have her support. This support consisted mainly of organizing work like: contacting media, sending invitations and agendas as well as promotion materials. During this period the most support was given to the Project “After School Support for Teens” – ASSET, since the Program organized many such events.

Marking International Days – During 2019 KEC Programs and Projects organized different events for marking International Days (KEC representatives participated in different debates organized by media and partners, offered lectures during the Celebrities, organized trainings, etc.)

Preparation and printing of materials – During this year many information and promotion materials for KEC Projects were printed, including banners of different formats, leaflets, posters, and reports from different projects. During the end of year festivities, end of year promotion materials were prepared.

Keeping continuous contact with media regarding the KEC activities – Media coverage of KEC activities was satisfactory. Most of conferences that were organized during 2019 were covered by media. KEC representatives participated in several shows and debates where education was discussed. During this year the evidence of participation in media and pronunciations by KEC staff was registered, all separated by the respective date.

5. NON-PUBLIC SCHOOL "THIRD MILLENNIUM"

"Third Millennium" school during the year implemented several activities regarding teacher professional development, planned based on the teacher needs for professional development and education innovation in Kosovo. Another year was concluded with New Curricula implementation, even though the School was challenged years ago with such original planning forms. This year the evaluation of learning results for competence for grades 2, 7 and 11 was conducted. A priority for the school were four trainers of curricular fields, who worked for the best implementation of this approach, as well as the continuous support given to the staff by the school curricula coordinator.

Despite the continuous growth of the competition, this year was marked as the most successful among all years with an increase of the number of students. The high management successfully led all the information talks with interested parties for enrolment.

In organization aspect, March was the month when the external electronic evaluation of students (grades 4-11) was done, while in May the spring camp was organized within the project based learning. This year, the camp was organized with two groups of students, divided according to the grades. Developed topics were "Environment Protection" and "Health", which were implemented through several activities with different products.

During the project based learning week, in November, the whole school was covered in activities on the topic of prevention of bullying. The products were different starting with posters, leaflets, Power Point presentations to short movies.

The External Evaluation average in school was 66.02%.

During this year, several international projects were implemented, like "FRED" in cooperation with Council of Europe, "Europe's boundless working worlds" in cooperation with Goethe Institute in Athens and Erasmus+, Competition in Code Club Global Competition organized by Raspberry Pi where our School reached the second place, and a presentation activity within the project with British Council "21st Century Schools". Lately the School won another international project "RYCO" in cooperation with municipality of Vlora in Albania. The implementation of the project activities starts from January 2020. This year our students were distinguished also in the Kosova Makers League Competition, where until now they won the maximal points. The School Student Council together with Charity Club were distinguished for their regular humanitarian activities throughout Kosovo. The Parents Council selected a new chair, and 4 parent committees that follow school's work were re-functionalized. The school was represented massively in sport competitions and games.

Within the German project "Future Partner Schools" (PASCH), 5 students participated in a summer camp in Oher and 9 students were in a summer camp in Germany.

Teacher subscription in the online platform "Classtime" was done, which is expected to continue further with the whole school, while the three gymnasium generations are already equipped with tablets.

We are working for the development of a Software "Student Management System", a software which will be available for students, teachers and parents.

School departments marked several achievements alongside the challenges for quality assurance:

- Increase of middle management efficiency; higher responsibility;
- Successful implementation of New Curricula in grades: 0, 1, 2, 3, 6, 7, 8, 10, 11, 12;

- Drafting of annual, bimonthly, weekly and daily plans according to NKC;
- Continuous and Multiple Evaluation of students and teachers;
- Regular monitoring of lessons and VPM;
- Functional online diaries: assessment, homework, study, foreign languages, clubs, student remarks, teacher substitutions and professional development database;
- Systematic visits and anthropometric measurements of all students;
- Thematic out-of-institution visits, lectures and parent contribution;
- Exhibitions, knowledge competitions, associations; festivity program stages;
- Sport competition with other schools in football and volleyball;
- Music workshops in German language, Spelling Bee competitions, English language week on the topic Life and Work of William Shakespeare;
- Implementation of activities for: First day of school - relay games; International Charity Day; Reading and Writing International Day – open reading fair / library reading corners; International Democracy day; International Tourism Day; International Elders Day; International Diabetes Day; International Television Day; International Food Day; International Peace Day; International Children’s Rights Day; Flag Day; World Smile Day – humanitarian gifts;
- International Projects: Micro-bit (2 years in a row); Education for Democracy through language learning (Multilingualism & Plurilingualism); Music Projects for community through coding; “Jumping floor”; Work without borders throughout Europe;
- Humanitarian actions – 3 times during the semester for poor families, clothes, food & gifts for end of year; donation for SOS Villages in Kosovo for the International Food Day from the funds gathered during the food fair organized by fifth graders, purchasing of end of year cards from SOS Villages helping orphan children;



Photo 11. Photo during the humanitarian action from fifth grade students.

The result on achievement test (9th grade) was **71** points average, while in the Matura test, which had altogether **200** points, the average was **128** points.

Nominal success, at the end of this semester was **4.98** – primary level, lower secondary level - **4.36**, and upper secondary level **3.82**, making the total at school level **4.38**.

Staff statistical table				
Management Administrative	Teachers, teaching assistants	Technical and support staff	Restaurant employees	Total
10	59	16	12	97
Student statistical table in both semesters				
Level	Grade	Students		
I	0-I-V	329		
II	VI-IX	157		
III	X-XII	146		
	Total	632		

ANNEX 1: Certified persons according to training programs

Code	Title	Number of Hours	Participants	Total hours
008	Step by Step (Basic training 3-6)	40	35	1,400
050	Standards of Facilitation Basic Education program - Facilitator	24	24	576
069	Education for democracy and human rights	60	22	1,320
072	Technics' club	24	3	72
073	Project based learning	24	282	6,768
074	Entrepreneurship and financial education	24	76	1,824
075	Career orientation and counseling	24	97	2,328
		Total	544	14,288