

WORK REPORT

2017

Pristina, March 2018

Work Report for 2017

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List of acronyms:

APPK	Employment Promotion Agency Kosovo
ASSET	After School Support for Teens
ATTA	Academy for Training and Technical Assistance
BCS	Bethany Christian Services
BSFK	Balkan Sunflowers Kosova
CEDEM	Centre for Democracy and Human Rights
CDKD	Centre for Kosovo Society Depoliticisation
CIPOF	ChildProof
CoE	Council of Europe
CRPK	Civil Right Program Kosovo
DKA	Municipal Education Department
DVV	Deutschen Volkshochschul-Verbandes
HRD	Education for Democracy and Human Rights
HRE	Human Rights Education
ESJ	Education for Social Justice
ECE	Early Childhood Education
DCE	Education for Democratic Citizenship
ESIP	Education System Improvement Project in Kosovo
EU SIMRAES 2	European Union Support to Implementation of Roma, Ashkali and Egyptian Strategy – Phase 2
EWC	European Wergeland Centre
FACE	Families and Children for Education
FHI 360	Family Health International 360
FIT	Centre for Advanced Studies
GIZ	German Agency for Development
SDG	Schools Development Grants
SbS	Step by Step
ISO	International Standards Organization
ISSA	International Step by Step Association
IDI	Institute for Development and Integration
SGAB	School Grant Approval Board
KEC	Kosovo Education Centre
KEEN	Kosovo Education and Employment Network
KFOS	Kosovo Foundation for Open Society
KOSINT	Kosovo Integration Initiative
K-RAE-EYN	Kosovo RAE Early Years Network
MEST	Ministry of Education, Science, and Technology
RWCT	Reading and Writing for Critical Thinking
MOU	Memorandum of Understanding
MLSW	Ministry of Labour and Social Work
NVK	Nevo Koncepti
PCU	Project Coordination Unit
OSF	Open Society Foundation-London

OSI	Open Society Institute
CSO	Civil Society Organization
PASCH	Schools: Partners for the Future
PEN	Peer Educators Network
PHZH	University of Zurich
PISA	The Programme for International Student Assessment
PPCR	Promoting and Protecting Child Rights
KESP	Kosovo Education Strategic Plan
SDP	School Development Plan
KG	Kosovo Government
LC	Learning Centres
RADC	Roma and Ashkali Documentation Centre
REF	Roma Education Fund
REYN	Romani Early Years Network
RI2020	Roma Integration 2020
SDC	Swiss Development Cooperation
SDG	School Development Grant
SiV	Syri i Vizionit
SPARK	Stiftung SPARK
SHL-K	SHL Kosova
ToT	Training of Trainers
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
VoRAE	Voice of Roma, Ashkali and Egyptians in Kosovo
GGO	Good Governance Office

Introduction

After the publication of PISA results in December 2016, education issues were in the focus of a continuous social debate. However, there was a lack of meaningful efforts to use the momentum for a more comprehensive remedy of the issues of education in Kosovo. In this regard there were serious shortcomings in implementation of the Kosovo Education Development Plan (KESP) 2017-2021, approved by the Kosovo Government in December 2016. As a matter of fact the plan was not followed by meaningful budget allocations for 2017 or the following years.

In September 2017, the new Kosovo Curriculum started to be rolled out to all pre-university education institutions in Kosovo. However, there is overall agreement that the process was started without due preparations, whereas schools are reporting significant difficulties in relation with curriculum development. National and local elections of 2017 had a significant impact to avert the attention of the public away from educational issues and have slowed down pace of implementation of the agreed reforms.

KEC programmes are focused in four often mutually interrelated areas:

1. Improvement of education quality:

During 2017, KEC started implementation of two new projects in the field of quality: After School Support for Teens (ASSET), a five-year project funded by the USAID and School Development Grants, a project of thirty months financed by MEST through a World Bank loan. Apart from these, KEC continued to further consolidate the early childhood programmes and to encourage schools in using advantages provided by the new technologies through the “School Me” project.

In the same field of quality assurance, 849 persons participated in training events organized by KEC with a total of 30,812 training hours.

2. Human rights

Apart from protection of children from violence, projects in the field of human rights focused in improving the position of children of Roma, Ashkali, and Egyptian communities. EU SIMRAES 2 project, financed by the European Union continues to support 10 learning centres around Kosovo and is offering 200 annual bursaries to secondary school students from among these communities. On the other hand, project TOGETHER, funded by the Roma Education Fund (REF) continued to support pre-school children of the three communities aiming to facilitate a successful start of their compulsory education. Kosovision Contest, which was implemented for eight years in a row, was closed in 2017.

3. Networking and participation in policymaking

During 2017 KEC actively participated in developing local action plans for education and communities and also supported the process of drafting of the strategic plan of the Ministry of Labour and Social Welfare (MLSW). During the reporting year, KEC also engaged in monitoring implementation of the KESP and the Strategy for Integration of Roma, Ashkali and Egyptian communities.

4. Research in the field of education

KEC did not engage in separate research projects, but numerous research was carried out as part of other projects implemented by the organization, such as KEEN and other projects.

During 2017 KEC completed the process of certification of the quality management system according to the ISO 9001:2015 standard, with a focus in the field of management of projects and training events. Besides, advanced systems for management of book-keeping and accounting were also part of the certification process.

Following are more detailed reports on key projects implemented by KEC during 2017.

1. IMPROVEMENT OF QUALITY IN EDUCATION

1.1. Early Childhood Education

Early Childhood Education Programme is based on the renowned methodology of “Step by Step” and targets children until age of 10. During 2017, this programme was implemented by four main projects: “Encouraging Innovation for Equality and Access” and “K-RAE-EYN Network,” financed by OSF-London, “Provision of books sets for first grade children” with support from MoneyGram International, and “Families and Children in Education (FACE),” in cooperation with and support from the University of Zurich.

Apart from these three projects, the Programme has implemented a number of training events supported by the “Step by Step”, either as part of KEC projects or in cooperation with other partners.

1.1.1. Encouraging Innovation for Equality and Access

The Project started to be implemented in 2016 in close cooperation with MEST and the Faculty of Education. The main focus of the project is implementation of the “Quality Resource Pack” - QRP, designed by the International Step by Step Association (ISSA), which provides an ample model for ensuring quality of services in early childhood. This initiative has set up a functional network of professionals in Kosovo.

The main three project components are the following:

- 1) Finalization of the design and distribution of the Quality Resource Pack,
- 2) Building of capacity of pre-school institutions,
- 3) Organization of the system for improvement of quality of monitoring.

The main results:

The pack of competencies is being successfully applied by pre-school institutions. During this phase, four support workshops were organized for coordinators and educators from each institution participating in the implementation of project activities. In these meetings information was disseminated on the institutional self-evaluation system for participating pre-school institutions, which enabled them to gain a fuller picture about their operations, as well as about the quality of services provided for children 3-6 years of age. Educators and

directors from other pre-school institutions also participated in these events to become familiar with the package of educator competencies.

Thirty inspectors and municipal officers were trained in using the utilization of the pack. They all received the respective electronic database, which allows effective monitoring of the application of competencies in pre-school institutions. The training was divided in two parts: the monitoring part using the assessment instrument made available by a kindergarten in Pristina, and the practical part during which participants could practice using the database. The same training was organized for teachers of the Faculty of Education and for a number of school directors.

A group of teachers of the Faculty of Education drafted a document for assessment of student practical teaching based on the pack of competencies. At the same, time KEC and SOS Kinderdorf and Balkan Sunflowers have initiated drafting and publication of a manual with good practices for development of competencies.

1.1.2. K-RAE-EYN Network

The Network is based on the concept of REYN (Romani Early Years Network), developed by OSI and aims to support equal access to education of Roma, Ashkali, and Egyptian children of 0-10 years of age, by advocating inclusion and for improvement of quality of the provided services. K-RAE-EYN Network aims to support the education community to facilitate social inclusion and quality education for children of Roma, Ashkali, and Egyptian communities. The Network supports exchange of knowledge and advocates quality education for Roma, Ashkali and Egyptian children. Members of the Network are also offered opportunities to participate in professional development events, exchange good practices, and establish cooperation and partnerships within the Network and with members of the REYN Networks in other countries.

The Project is in its second phase since January 2017 and will continue until April 2018.

The main results:

Regular Board meetings were organized with representatives of five organizations: Balkan Sunflowers, Save the Children, Novo Koncepti, KEC, and Bethany Christian Service. During 2017 the Network has expanded with new members to reach the total number of 85 individual and institutional members who support education and welfare of Roma, Ashkali, and Egyptian children.

Several workshops were organized for Network members on themes that were proposed by member organizations. Beside, once a month, members of the KRAEEYN were in position to discuss and learn about cooperation with parents, activities in support of child development and other relevant issues and themes. In November and December, two workshops were organized with movies shot on the theme of lives of Roma community followed by debates. It is planned to organize such monthly projections and debates every month until the completion of the project. These movies are selected from among a list of 100 movies made available by a support project implemented by NGO-s Somani and ROMAWOOD. Two students – members of this community – completed their internship of 5 months, which was seen as an opportunity to learn and to support activities of K-RAE-EYN and other similar projects in this field.

1.1.3. Supplying first grade students with sets of books for children

Goal of this project was to supply first grade students in Kosovo and Macedonia with sets of readers designed to improve literacy skills at a young age. The project also trains and monitors teachers in using these readers, sharing of literature and stories with children and promotes reading and creative storytelling. The panel consisting of representatives of MEST, Faculty of Education, KEC, parents, education experts and teachers, selected 15 readers from among the ISSA “Reading Corner”, which were then designed to be placed in an attractive carton box. Publication of the books took longer than foreseen, primarily because of the orthographic mistakes that needed to be corrected and later delays during the printing process with the printing house. The Foundation for Education and Cultural Initiatives Step by Step was responsible for design, publication and distribution of the readers in Macedonia. The donor, MoneyGram Foundation, selected the judo champion Majlinda Kelmendi as the media personality to promote readers.

The main results

The Kosovo team managed to print 3800 sets of readers instead of the originally planned 2400 sets; this came as a result of managing to negotiate a lower printing price. Thus, apart from 1,515 first grade classes in 600 primary schools, a number of pre-primary classes were also supplied with these readers both in schools and kindergartens. In Macedonia, first grade classes with instruction in Albanian were supplied with 800 sets, whereas 500 sets were distributed in schools with instruction in Macedonian.



1.1.4. Families and children in education (FACE)

FACE is an education project that aims to support children coming from marginalised areas to increase awareness regarding the need for development of their competencies. FACE provides tailor-made activities to identify their talents and strengths, as a first step towards a positive self-identity. Besides, students are supported and encouraged to present themselves and their abilities and, most importantly, to try to involve parents in this process. For teachers, this is a wonderful opportunity to get to know their students and families better. The FACE Programme promotes quality of living and learning in a multi-cultural and multi-ethnic area. The teaching material includes three brochures dealing with the issue of identity, abilities, talents and interests, emotions and heritage and are dedicated to groups of 4-6, 7-9 and 10-12 years of age. Materials

were published on www.face-lifeskills.com . Some of the themes addressed are the following: "About self", "My family and I", "My friends", "My preferred places", "My abilities", "Feelings", "My body and health", "How I solve conflicts".

The main results

In June the launching of the project was organized with the participation of representatives of MEST, MED, schools, and learning centres. This event prompted interest of many schools and learning centres to be included in the project activities. In October two training events were organized with participation of fifty teachers and learning facilitators. Both trainings were facilitated by trainers coming from the University of Zurich, which is also financing this training. Initially, two schools with instruction in Serbian language expressed their interest to participate in project activities, but later withdrew from it.



1.2. After School Support for Teens (ASSET)

On June 6th 2017, Kosova Education Centre (KEC) signed a cooperative agreement with USAID. KEC is implementing ASSET on behalf of USAID in partnership with FHI 360 and Crimson Capital. ASSET is a five-year initiative designed to benefit upper secondary schools in Kosovo, (serving grades 10-12). ASSET's main objective is to develop employability and entrepreneurial skills in Youth, increase the likelihood of them making informed career choices, and increase their positive attitude towards future. The Program's motto is "Preparing Kosovo Youth for 21st Century Life and Work". ASSET's aims and activities are aligned with Kosovo's Education Strategic Plan, its curriculum framework and its Core Curriculum for upper secondary schools, in particular the curriculum area of "Life and Work".

ASSET includes the following three main activities:

1. Developing Life and Work Competences
2. Careers and Entrepreneurial Education
3. Connecting Schools to Business and the Community

The main results:

1. Developing life and work competences

The Program has identified two partner schools to start Program activities for year one, the gymnasium “Xhevdet Doda” in Pristina and gymnasium “Hajdar Dushi” in Gjakova. The Program signed MOUs with both municipalities and respective schools. Both schools have selected suitable venues which will be used for establishment of Careers and Enterprise Hubs (makerspace). The Program team has started the procurement procedures and some of the equipment is already procured and placed in the Program office. In addition, the Program has established a model makerspace in the office, which will be used for training purposes. In order to help high school students to develop skills, competences and attitudes that will be useful when they become employed or establish their own businesses, the ASSET Program has identified ten soft skill sets relating to employability. They are: 1) Critical thinking skills; 2) Communication skills; 3) Problem solving skills; 4) Creativity; 5) Emotional Intelligence; 6) Conscientiousness; 7) Perseverance; 8) Teamwork; 9) Information gathering (research) skills; and 10) Entrepreneurial Skills.

Within each skill set ASSET has identified a number of observable behaviour indicators which students can use for self-assessment purposes and teachers can use for formative assessment and for reporting purposes.

2. Careers and entrepreneurial education

The MEST has developed a careers portal www.busulla.com in cooperation with LuxDev, “Smart Bits” and “Basic Check” of Switzerland. In addition, they are developing a Guidebook for the implementation of a Career Guidance Information System in Kosovo schools. The Program has also signed a Letter of Intent with Lux Development to agree on areas of partnership. In terms of entrepreneurship education, the Program, through the partner Crimson Capital, has appointed a lead consultant for financial literacy and establishing student enterprises in schools.

3. Connecting schools to business and the community

The Program has signed Letters of Intent with the following organizations: IPKO Foundation, Cactus Education, J-Coders, and KAMA (Kosovo Apparel Marketing Association). These letters intend to set areas of partnership in supporting different activities of students as well as connecting schools with businesses. The Program has also prepared the Scopes of Work for local consultants, to be engaged

through Crimson Capital, to support preparation of guidelines and agreements for cooperation of schools and businesses. In addition, the Program, through FHI 360, has identified an American company “Block by Block” who will provide a training program and platform on Youth Community Mapping.



1.3. School Development Grants (SDG)

School Development Grants (SDG) is sub-component 1.3 of the Education Support Institutional Project (ESIP). The main goal of this sub-component is strengthening of the school capacity financed by public funds to plan and manage their resources, as well as to promote civic engagement by involving teachers, parents and community in planning, implementation and monitoring of school activities. The project is being implemented by the Ministry of Education, Science and Technology (MEST) and financed by a World Bank loan, whereas KEC is engaged for technical assistance.

The project idea is to support schools design development plans and project proposals that serve to achieve the above mentioned goals. These project proposals are ten financed by MEST. So far, 140 schools around Kosovo have been selected to benefit from the opportunity to be supported by the SDG project in the process. Another 20 of the 177 schools that have participated in earlier phases of the project, will be able to compete for school grants within the new project. The contract for providing support for the implementation of the SDG

project between MEST and KEC was signed on 5 June 2017, while project activities are expected to complete by 31 December 2019.

The main results

The project organised training in the field of school development planning (SDP) in planning of school projects for the 140 selected schools. It also provided intensive one-day training for 109 schools in the competition scheme. Apart from training, the network of field experts of the project provided support to the selected schools in development of school project proposals.



The support for selected schools resulted in 140 school development plans and 140 school project-proposals within the set deadlines and according to the required standards. Besides, in line with the plan of action and the SDG Manual, the Project managed to submit to the Project Coordination Unit (PCU) 140 grant application pack by the selected schools. Only one of the selected schools withdrew from the application with the justification that they do not have the staff trained to carry out the process of drafting the application package. This school was replaced by MEST with another school, who also received the needed technical assistance. Out of the 177 schools from the competitive scheme, 109 participated in the training and 57 submitted their applications.

Main challenges of the project include the following: local elections, lack of experience among schools in developing project-proposals, as well as lack of project staff within the MEST / PCU. The main project results could be briefly summarised as follows:

- 262 members of staff coming from the 140 selected schools trained in school development planning;
- 250 members of staff coming from the 140 selected schools training school project-proposals;
- 171 representatives of the competing schools were trained in drafting of school development plans and school project-proposals;
- 140 School Development Plans drafted by the selected schools
- 140 school project-proposals developed by the selected schools
- 140 packages for grant applications approved by SGAB/ MEST.

1.4. SchoolMe

The project “SchoolMe” started with implementation in Kosovo in March 2016. The project is funded by the Kosovo Foundation for Open Society (KFOS) and is being implemented by the Kosova Centre of Education (KEC) in partnership with the Ministry of Education, Science and Technology (MEST) and the Municipal Education Departments (MED) of fifteen municipalities where the project is being piloted: Pristina, Peja, Gjakova, Gjilan, Vushtrri, Podujeva, Hani i Elezit, Istog, Rahovec, Malisheva, Lipjan, Suhareka, Fushë Kosova, Shtime and Drenas. The main goal of the project is to train teachers to improve student learning competencies as set out in the Kosovo Curriculum Framework by using the digital platform “SchoolMe” and other online resources in the process of instruction.

At the outset of the project implementation, a number of activities were implemented that focus on providing technical conditions for the utilization of the platform in classrooms, registration of teachers and students for using the platform, and training of teachers to integrate the digital platform in their teaching methodologies. In September 2016, sixteen (16) schools were selected to utilise the digital platform in the process of instruction. More than 750 teachers and 6500 students from these schools used the opportunity to use the platform both at school and home. The great interest among schools to use innovative approaches and digital teaching in the process of instruction resulted in an increased number (from 16 to 23) schools benefiting from the project; at the same time, the number of teachers who are using the platform increased to 909, whereas the number of students using the “SchoolMe” reached 8054.

After the first year of implementation of the “SchoolMe” Platform, it was decided to analyse the level and quality of its implementation through monitoring activities and five separate researches, that provided the needed information regarding its quality, teacher and student perceptions on the benefits of using it, and the impact it has when utilised in classroom instruction. Researches carried out until the end of 2017, showed that teachers consider the digital platform “SchoolMe” as a very good tool to facilitate implementation of the Kosovo Curriculum Framework, in particular when considering the lack of school textbooks in line with the reformed curricula. Besides, the way the platform is designed and the flexible access teachers have to its learning materials allows them to organized content in line with the structure of the New Curriculum Framework. This comes very handy for the implementation of instruction contents according to the new curricula. On the other hand, quality of the materials and 24/7 availability provides unique learning opportunities for the development of student competencies. At the end of the project, research reports will be published and made available to all stakeholders.



The main results:

The following results were achieved during 2017:

1. Registration of teachers and students who were involved in the project during 2017. – This concerns seven new schools, who expressed their readiness to use the platform by using own school lap-tops and projectors. All teachers and 200 students from each of the seven schools were registered and allowed access to use the platform.
2. Updating of student and teachers' lists for the 16 schools benefiting in the first year of implementation. – This process implies the registration of all students from the previous year in a higher grade of instruction and replacement of the students from the same school who have completed the respective level of education with new students attending the school.
3. Organisation of a reflection workshop with school directors and coordinators of the schools benefiting from the "SchoolMe" Platform. – The workshop was held from 6-8 June 2017 in Durrës, Albania with the main goal to analyse project accomplishments in the benefiting schools and identification of challenges in the process of project implementation.
4. Analysis of the functioning of the platform in beneficiary schools. – From 5-12 July 2017, a company commissioned to analyse functioning of the Platform in the selected schools, visited 18 out of the 20 benefiting schools and drafted a situation report with concrete recommendations on ways to improve various aspects and elements of the Platform.
5. Organisation of research regarding advantages of using the "SchoolMe" Platform in the process of instruction. – Since the "SchoolMe" Platform is being implemented for the first time in Kosovo, it was decided to carry out five research modules during the second year of the piloting phase, with the purpose of providing the needed information regarding the advantages of utilizing the Platform in the process of instruction. During 2017, the research was completed on the perception of teachers on the advantages of using the platform. Two more researches are in their final stage, one on Student Perceptions on benefits of using the Platform, and another one on Evaluating the Quality of online resources. The fourth research module that focuses on the effects of utilisation of online resources is in the process of implementation. The fifth research module on the impact of using of online resources on the quality of teaching will be carried out during 2018.

6. Organisation of monitoring in beneficiary schools. – During September 2017 a protocol was drafted for the monitoring of implementation of the “SchoolMe” Platform in classrooms and school principals were trained in using the protocol. Later, during November, 13 out of 18 beneficiary schools were monitored as part of project activities. Monitoring was carried out through interviews with school principals, meetings with teachers, as well as visitation of 2-5 teachers in their classes.

1.5. Development of critical thinking through reading and writing (RWCT)

The programme “Reading and writing for critical thinking - RWCT” started with implementation in the year 2000. Immense interest among teachers to attend this training programme and its applicability for classroom implementation in various levels of education and curricular fields made way for KEC to collaborate with a number of local and international institutions (such as MEST, OSI, KFOS, UNICEF, World Bank, KulturKontakt, etc.), in supporting professional development of around 8000 teachers around Kosovo.

RWCT has been accredited by the State Council of Teacher Licensing as a basic programme for teacher professional development consisting of 120 training hours. Techniques and strategies employed by the RWCT have been used for the development of a number of other teacher training programmes, such as: Education against corruption, Ethics and institutional integrity, Mathematics and teaching of mathematics, etc.

The main results

Notwithstanding the large number of teachers trained by this programme, there is still significant interest among teachers to participate in its implementation due to its adaptability for classroom application. Despite the great interest among teachers though, MEST and MED-s do not see its implementation as a funding priority. By end of 2016 a group of 35 teachers from the Municipality of Suhareka started attending the RWCT course as a fully self-financing initiative. During 2016, two seminars were organized for this group, whereas the remaining five seminars and the class monitoring took place during the first part of 2017. After initial accomplishments of this group, another group was established with 39 teachers from the municipalities of Suhareka and Prizren, who attended RWCT training parallel with the first group. This group was also organised on a self-financing basis.

2. HUMAN RIGHTS

2.1. Kosovision Contest

The year 2017 was the ninth and last year of implementation of the KOSOVIION Contest project, that started being implemented as a small project with an initiative of the Swiss KFOR and the University of Zurich in the region of Prizren only to turn later into a prominent national competition including all fifth grade students in the country. Through a continuous support from the Swiss Development Agency (SDC), the project transferred implementation responsibility from the University of Zurich (PHZH) to the local organisation Kosova Education Centre (KEC), whereas Ministry of Education, Science and Technology (MEST) was involved as a partner, participating in the financing of the project. After six years of implementation, MEST extended its support for another period of three years (2014 to 2017), by setting up a project steering committee, providing support for project implementation, liaising with the Municipal Education Departments and schools, and participating in and monitoring project activities, etc.

During the ten years of its operation, the project promoted the same idea: students' opinion about the future of Kosovo focusing on four main themes: education, infrastructure and environment, economy, and co-existence. In these projects they expressed their vision for a future Kosovo.

The project targeted all fifth grade primary school children from all ethnic communities, as well as teachers working with students of the fifth grade, school management, parents and the community.

The main results:

Workshops. – Between September and November 2016, teaching staff and students held joint workshops regarding the present and future of Kosovo, discussing the themes given by the project. In these workshops students designed posters about their ideas and visions of the future. They also designed a project idea containing class inputs for its implementation. In total, 540 fifth grade classes participated in the project from around Kosovo.

Regional evaluation and selection of the winners. – In the end of 2016 student work was evaluated by an evaluation panel according to a set of criteria. The panel consisted of various profiles, such as: painters, parents, school managers, teachers and education officers. After the evaluation of work the winners were announced. Fifty-five classes were selected to continue the competition into the second round of the project.

Awards. – The best selected project ideas from all Kosovo regions were awarded. These classes continued with implementation of school projects based on the needs identified during the joint workshops. Teachers attended tailor-made training for designing and implementing school projects. After the training, the teachers engaged in implementation of the approved project proposals. Implementation of projects commenced in March 2017. In line with the six-year tradition of the Kosovision Project, two classes coming from two schools were randomly selected to spend a "Skiing weekend". Schools "Dardania" from Pristina and "Naim Frashëri" from Podujeva were winners for this year. Two classes from these schools spent three days on the Sharr Mountain, getting to know each other and engaging in diverse activities involving their experiences, culture and so on.

Implementation of school projects. – The second phase of the project continued with 55 winning classes. They were monitored continuously during their implementation of project activities. They were expected to thoroughly implement the activities foreseen during the training workshops organized for this purpose. The evaluation was based on the monitoring of the implementation phase, but also based on the portfolio prepared by the involved students and teachers. At the end of this phase teachers were certified for 36 hours of training. The final award winning, certification and closing event was held with 500 participants in the Red Hall of the Youth Palace on 30 May 2017. Winners of this year's edition were made selected and announced in this event.



2.2. Increase social inclusion in the field of education

The project “Increase social inclusion in the field of education” was implemented by two Kosovo organisations, the Kosovo Education Centre and the Bethany Christian Services, and three organisations from Montenegro: Centre for Democracy and Human Rights – CEDEM, The Pedagogical Centre of Montenegro, and Children organisation. The project was implemented within the “Programme of Cross-Border Cooperation Kosovo – Montenegro 2011-2013” and covers the following municipalities: Berane, Bijelo Polje, Rozhajë, Ulqin and Podgorica (Montenegro) and Peja, Gjakova and Istog (Kosovo).



The overall project objective was to *advance social inclusion in the field of education, by improving institutional response and services targeting underrepresented groups from Roma, Ashkali, and Egyptian communities.*

Project specific objectives were to:

- Enhance capacity of civil society organisations engaged in supporting Roma, Ashkali, and Egyptian communities to engage in a dialogue with education institutions and to better respond to the priority needs of these communities in the field of education.
- Improve peer learning and sharing of knowledge and partnership between established civil society organisations in the national level with local civil society organisations from border regions, with the purpose of supporting efforts for inclusion in the field of education.

The main results

The following activities were implemented during 2017:

- The second meeting of the Project Coordination Board was organized to discuss progress in the project implementation.
- Two meetings of the informal network of stakeholders of Roma, Ashkali, and Egyptian communities.
- The Needs Assessment Report was distributed to the relevant stakeholders in Kosovo and in Montenegro.
- The policy on the role of learning centres for preventing dropping out from schools of children of Roma, Ashkali, and Egyptian communities was drafted and distributed to all project partners.
- A training titled “Social inclusion – education policies, standards and practices” was organised for representatives of CSO-s included in the project.
- Two new project ideas were developed by the group of CSO trainees with support from experts engaged by the project.
- Beneficiary schools drafted and implemented their action plans. These activities targeted students from four participating schools in the municipalities of Gjakova, Peja and Istog municipalities.
- Guidelines for Parents and CSO-s was distributed to all stakeholders with the purpose of promoting inclusion in education.
- Four training events were organised with parents of Roma, Ashkali, and Egyptian communities to enhance their parenting skills and to promote importance of education for children.
- Various promotion materials were drafted and distributed regarding project activities.

- The closing project ceremony was organised in Ulqin from 4-6 June 2017. Project achievements were presented in this project and a list with conclusions and recommendations was drafted and distributed to all stakeholders.

2.3. Kosovo Academy for Education for Democratic Citizenship and Human Rights

Kosovo Academy for Democracy and Human Rights Education has been operating since 2015. This Academy is organised annually by the Kosova Education Centre (KEC) in cooperation with the Ministry of Education, Science and Technology (MEST). Since the beginning of its implementation, the Academy has been supported by the Office of the Council of Europe (CoE), European Wergeland Centre (EWC) and the University of Education in Zurich (PHZH). This Academy aims to strengthen capacity of school teams to implement and promote principles and practices of Human Rights Education (HRE) and Education for Democratic Citizenship (CDE) in schools and in their communities. Training of school teams is implemented in two phases according to the programme of the Council of Europe “Learning of democracy and human rights”.

During the first phase of the Academy, school teams consisting of two school representatives (the school principal and a teacher), a representative of the parents’ association or an NGO engaged in direct cooperation with the school, participated in a five-day training. The training addressed various aspects of school life, such as: the process of instruction, school governance, and inclusion of community in building of partnerships. This approach encourages active participation of all stakeholders in building an environment in which human rights can be learnt and practiced. In the second phase the beneficiary schools were provided technical support to implement in practice the skills obtained during the training. Trainers continued providing support to schools to implement their school projects, which aimed at promoting HRE in school and in school community.

The training programme “Education for Democracy and Human Rights - EDHR” was accredited by MEST in 2017.

The main results

The following results were achieved during 2017:

1. Successful implementation of school projects in eleven (11) schools around Kosovo, which participated in the Kosovo Academy for EDHR in 2016. School projects were carried out on various themes, such as organisation of voluntary work within the school facility to support the Down Syndrome Kosova association of children, mobilisation of children to support the Association of Pensioners, organisation of debates with participation of students and adults on the theme of coexistence of religious communities, and so on.
2. Of the 33 participants in the Kosovo Academy for EDHR in 2016, 32 successfully met the certification criteria. The certification of the 32 participants of the Academy 2016 took place on June 1, 2017.
3. Training of participants within the EDHR Kosovo Academy - edition of 2017. Thirty-two (32) representatives of 11 schools participated in the training. Training sessions were organised by international and local trainers. At the end of the training, all 11 school teams designed a draft project for practical implementation in their schools based on knowledge and skills gained during the training.
4. Finalisation of the 11 school projects for practical school-based implementation of the knowledge gained during the Academy. During the second part of December, teams from the eleven participating schools worked

together with their trainers to finalise 11 school projects that will be implemented during the January – April 2018 period.

2.4. Together for Equity in Early Childhood

The “Together for Equity in Early Childhood” project started being implemented on 1 September 2016 as a second phase of the project “TOGETHER – Support for Integration of children of Roma, Ashkali, and Egyptian Communities in Pre-school Education” and will be completed on 31 August 2018. The project is supported by the Roma Education Fund.

The project goal is *to improve achievement of early childhood education (ECE) and full integration of children of under-represented Roma, Ashkali, and Egyptian communities in the age of 4-6 years in four residential areas.* The project also aims to improve skills of these children, strengthening links between parents and pre-school institutions, extending integration and outreach of early childhood education services, increasing quality of teaching and learning, as well as advocating for well-being, equity and education for the Roma, Ashkali, and Egyptian children.

The project covers the following four localities: Graçanica, Plementina (two localities), and Preoc. Main project components include:

1. Improve access and participation in early childhood mainstream education;
2. Improvement of skills and practices of Roma, Ashkali, and Egyptian parents;
3. Improve quality of ECE provision;
4. Advocacy for rights and equity for Roma, Ashkali, and Egyptian children at the local and central level.

The main results

During 2017, the project provided daily support for 97 children age of 4-6 years to successfully complete respective programmes in pre-school and pre-primary institutions. During the registration period for the school year 2017/2018, the project provided support for registration and for obtaining personal documents to:

- 35 children age of 4-5 years in pre-school education,
- 61 children of age 5-6 years in pre-primary education,
- 70 children of age 6-7 years in the first grade of primary school.

The registration support included: obtaining the health certificate, arranging meetings with health clinics, support to obtain birth certificates from municipalities, arranging meetings with school directors, organizing awareness raising meetings with parents, etc.

Within the first project component, project mediators in Plementina, Graçanica, and Preoc continue to escort children daily to their pre-school classes. The mediators are trained to work on a daily basis with children, parents, teachers, and all other target groups in order to facilitate integration and improvement of performance of the beneficiary children. During 2017 alone, 502 family visits were carried out in the four project localities.

Meetings with teachers and school directors are organised on a weekly basis. Mediators meet with the teachers daily or several times a week, whereas project coordinators meet with them based on the needs of

individual children. The purpose of these meetings is to provide close cooperation that will allow for better participation and support for children in these schools.

The project has organised a research into the performance of children benefiting from the project. The first part of the research was completed during the reporting period (2017), whereas the complete report will be finalised in January 2018. The purpose of the research is to inform on the project accomplishments, challenges, and new areas for improved outreach and performance in early childhood development not only by the children benefiting from the project.

Activities targeting parents of children supported by the project are organised on a weekly basis. Mothers, organized within the activity “Your story”, meet once a week to exchange experiences with each-other, to learn new pleasant games they can play with their children, and read and borrow books with tales to read to their children at home. During 2017 alone, 97 such sessions were organised within project activities in four localities.

Apart from these, there is library in each locality providing didactic toys for children of 2-8 years of age, which parents can borrow for their children. During 2017, in average 86 parents borrowed toys or books every month. There are 98 members in the four libraries. The project organised 38 sessions with four parent clubs in the four localities. The themes of these sessions covered a wide range, such as: feeding in early childhood, information on health and education, increased interaction between Roma and non-Roma parents and so on. Besides, various other activities were organised outside of the localities to participate in projections of documentary movies on education issues and watching movies in the cinema (to some parents this was the first such experience).



The project is implemented through close cooperation with the Balkan Sunflowers Kosova (in three locations) and the Voice of Roma, Ashkali and Egyptians (in one location). The NGO-s provide space in their learning centres for the implementation of project activities, such as meetings with parents and children, providing space for the library, as well as for cooperation between mediators. During this period an expert team was set up who organised three meetings for the development of early childhood policies that aim to identify and provide alternatives for development of policies at the local and central level.

2.5. EU SIMRAES 2

The project for Support of the Implementation of the Strategy for Integration of Roma, Ashkali and Egyptian Communities 2 – Education and Integration (further in this report: EU SIMRAES 2), started to be implemented on 1 April 2016. The EU SIMRAES 2 project is implemented by the Kosovo Foundation on Open Society (KFOS) and the Kosova Education Centre (KEC) in cooperation with six local partners. The specific project objective is *to provide equal access for Roma, Ashkali, and Egyptian children in pre-primary, primary and high-school education by improving registration, attendance and performance of children through community base and financial support.*

The main results

All project activities started and were implemented as planned. Modifications of activities during the first year of implementation resulted in achieving all project indicators already in the first year of implementation. For illustration, at the pre-primary level, which the main focus of the project, there is already 92 % of attendance, that is, out of 195 identified children, 179 are already attending education in this level. At the primary school level too, there is an increase of 13% to achieve 91.62% of enrolment compared to the project baseline of 78.7%. The project also provides specific activities targeting repatriated children, in particular those coming from the western countries. So far, over 80 % of repatriated children have returned to school, which was originally planned to be achieved as a final project indicator. The project has also achieved a high transition rate from grade 9 to high school. Thanks to intervention by learning centres in the respective localities and the grants provided by the project, there is already a transition rate of 77%. The scholarship and mentoring programme has resulted in a 97 % persistence rate by the project beneficiaries. Namely, only 14 students, from among 500 winners of bursaries given by all donors, dropped out of school during the 2016/17 school year. The majority of the 14 drop-outs received their bursary from MEST. This bursary is allocated in one instalment in the beginning and, as a result, students do not feel the obligation to attend schooling. On the other hand, the other donors have provided their bursaries in instalments and tied them with regular school attendance. The only indicator that has not marked any improvement during the 2017/18 school year is the one on average grade (scores) in compulsory education. Already during 2017, the project designed activities that aim to improve student performance in the process of instruction.

During the reporting period, visits were organised to 10 learning centres¹ and partner municipalities,² together with various awareness raising and intercultural activities. Support for student homework, considered to be one of the more important project activities, continued to be implemented according to the Step by Step methodology. This activity employs at least three full-time facilitators or six part-time facilitators depending on the needs of the Centre and the number of children supported. Children are supported by volunteers or tutors of learning centres. The EU SIMRAES project also provides logistical support to facilitate attendance in school and learning centre activities. During the reporting period, the following activities were organised:

¹ Jeta e Re (Prizren), Pirane village (Prizren), Learning Centre in Plementin, Social Work Centre in Plementin,(Obiliq), Gurrakoc, Serbobran (Istog), Lagjja e Romëve – Roma Neighbourhood (Mitrovicë), Lagjja e Romëve - Roma Neighbourhood (Rahovec), Fidan Lahu (Fushë Kosovë), and Brekoc vllage (Gjakovë)

² Prizren, Mitrovicë, Gjakovë, Fushë Kosovë, Obiliq, Istog and Rahovec



- a) 1500 school packages were distributed instead of the originally planned 800; namely, the project met the identified needs for school pack of all children in the target localities;
- b) Every month half a food ration is distributed to every child attending instruction support in learning centres;
- c) Didactic materials were distributed to each learning centre;
- d) Besides the renovation of the learning centre in Plemetin and Rahovec, the project carried out three major renovations and provided central heating to learning centres that did not have this system before.
 - Renovation of the learning centre in Brekoc and installation of central heating
 - Renovation of the learning centre in Fushë Kosovë
 - Renovation of the learning centre in Plemetin village
 - Installation of central heating in the satellite class in the learning centre in Rahovec.

The project also organised various training for the staff of the learning centres, teachers and parents of Roma, Ashkali, and Egyptian children.

- “Step by Step” training – advanced level for the staff of ten learning centres, organised for seven groups with 147 participants (86 female and 61 male). Of these, 116 participants were certified (77 female and 39 male).
- Training against discrimination “Education for social justice” (ESJ), which involved 286 trainees (181 female and 105 male), of which 235 (148 female and 87 male) were certified. After the training, the project staff monitored 76 teachers, working with community children, in ten schools to monitor level of implementation of training activities, cooperation with parents, inclusion of children and school activities in fighting discrimination.
- Mediator training involved 37 participants (21 female and 16 male) and was implemented according to the programme developed by the Balkan Sunflowers Kosova.
- Training of learning centre coordinators for measuring performance based on performance indicators according to the logical framework approach.

Monitoring of learning centres started in February 2017 to continue until December 2017. In this context, coordinators, facilitators and tutors in each learning centre were regularly monitored to ensure quality of education activities with children. Aspects that were monitored and the respective recommendation for improvement, included the following: use of textbooks and materials, communication with children, cooperation with parents and schools to in order to align education activities, conditions in which activities take place and so on. In total, 137 monitoring visits were organised. Monitoring will continue in the next reporting year, with two visits a month to every learning centre.

The project foresees monitoring of 100 out of the total of 200 bursary winners supported by the project. During the school year 2016/17, between January and June 2017, the mentoring programme supported 112 beneficiary high school students in the municipalities of Gjakovë, Prizren and Istog. For the school year 2017/18, the mentoring programme started on 1 November 2017 providing support for 114 students in the same municipalities. The programme is implemented through high school teachers, engaged as mentors, who advise students regarding their attendance, performance, and career and who keep in close contact with their parents, school and community to make sure that the set project objectives are fully accomplished.

2.6. Prevention of violence against children

The project “Prevention of violence against children,” which is supported by the UNICEF Office in Kosovo, started with implementation in February 2017. The main purpose of this project is to *create safe and friendly environments in schools, by disseminating and implementing the Protocol for Prevention and Reference of Violence in Institutions of Pre-university Education in Kosovo*. The project has set three main outcomes:

Outcome 1: Improvement of child protection mechanisms in 26 schools in 11 municipalities by implementing the Protocol

Outcome 2: Until the end of the project, capacity of municipal education officers has been built to monitor and support schools for the implementation of the Protocol.

Outcome 3: Until the end of the project, capacity of 10 CSO-s active in the field of child protection has been advanced to support the implementation of the Protocol.

The main results

During 2017, the following activities were organised:

- Two training events were organised for the implementation of the Protocol in schools targeted by the project. There fifty participants from the school community (directors, psychologists, pedagogues, and teachers) attending these trainings.
- Two training events were organised in the field of Peer Mediation for schools supported by the project. Eight schools were involved in these events. Each school was represented by seven participants in the training (5 students and two teachers).
- Ten persons were selected through a public call to participate in a training of trainer (ToT) programme. The training lasted for ten intensive training days and two more days of consultations and planning activities. Trainers who participated in the ToT events were also engaged in training efforts organised in schools. This activity was developed with the support from the German organisation *forumZFD*.

- Training materials, including guidelines, presentations and leaflets were consolidated in a document that was distributed to all trainers. This material will be disseminated to all schools participating in project activities.
- During the project implementation period, all selected schools were visited by the project staff with the purpose of providing support/monitoring, additional information or other forms of support. Each visit was followed by a brief report containing concrete recommendations for schools.
- From the outset, the project provided a safety expert to the schools in the Municipality of Pristina. The expert engaged in occasional visits of schools in the municipality to assess safety level in schools and to provide advice based on the School Safety Platform, a document drafted by the MED of Pristina and approved by the Municipal Assembly.
- The project developed three indicators on school violence based on the UNESCO methodology for drafting of indicators. This activity was followed by a range of advocacy activities targeting MEST representatives, as a result of which the three indicators on school violence were included in the MEST list of education indicators.

An important achievement of the project during this period was also the accord reached between a number of organisations and partners active in the field of prevention of school violence with the purpose of building a shared approach to the issue. It is worth pointing out the agreement with the Peer Education Network (PEN) organisation and the NGO “Mundësia” (Eng.: Opportunity) for implementation of joint activities in a number of municipalities. Apart from this, a similar agreement was reached with the SOS organisation for implementation of joint activities in four schools of the Municipality of Pristina.

2.7. Promotion and protection of the rights of the child (PPCR)

This project goal is to *empower local communities to improve child protection measures by raising awareness, mediation and peaceful settlement of conflicts. Through this, the project aims to contribute to creating child friendly and violence free environments in schools of Kosovo through foreseen activities of civil society organisations and local communities serving for promoting rights of the children.* The project is implemented by KEC and *forumZFD*, starting from 1st April 2017. The project activities synergise with those of the project on “Prevention of violence against children” (see 2.6).

The main results

During the first year of its implementation, most of the project activities were of preparatory nature. The main results are presented below.

Setting up of an online platform for raising awareness on the rights of children and measure for their protection. – Since the very first day of the project activities an online platform was created to increase awareness on child rights and on measures for their protection. The Platform aims to provide regularly updated information regarding the project and will be fed by reader friendly information materials dedicated to teachers, children and the wider public, including leaflets, brochures, video-clips and other materials in the field of protection of child rights.

Development of information materials for children, parents and the wider public. – A range of materials has been designed dedicated to communicate with children, teachers, parents and the wider public on the theme of children’s rights and protection of children, which can be adapted for various contexts in the country. As

part of the project activities convenient materials were developed for use by teachers, parents, students and the wider public. The activity was carried out by experts in the field. The experts were selected based on terms of reference and a project open call for applications.

Organisation of the media contest on the best article on the theme of child rights. – Starting from the identified need and relevance of increasing media coverage of the situation with the rights of the children and protection of their rights, a public competition was organised as a means to engage media in awareness raising activities. The action was organised by making an open call for the best written/published media article during 2017. The activity was organised in close cooperation with the Coalition of NGOs for Child Protection in Kosovo (KOMF) and a separate panel selected the winner. In the end a joint event was organised to award the winning article. The winners of this call were: Saranda Bujupi- Rama/KLAN KOSOVA; Agan Hajdarhoxha/KLAN KOSOVA; Edona Kutleshi/KOHA DITORE; Vullnet Krasniqi/INSAJDERI; and Dafina Halili/KOSOVO 2.0

Selection of 10 local NGO-s to work with 40 schools in rural areas. The project called on local NGO-s to support school communities and to implement measures for efficient protection of the rights of the children focusing on peer mediation and peaceful conflict resolution. The project targeted a group of 40 primary schools located in rural areas serving communities with limited access to basic services such as health and education, poor public infrastructure, lack of sports and cultural facilities, limited employment opportunities and so on. Each applicant was seeking partnership with at least four rural schools in the area to implement a project idea related to protection of child rights through peer mediation and peaceful conflict resolution. The final decision on the winning NGO-s was brought only after a thorough review of each application. The list of winners included the following NGO-s: The Centre for Advanced Studies FIT, CDKD, Education Comes First, Women Association “FEMINAE”, CRPK, Mundësia (Eng.: Opportunity), IZHI, CIPOF, Shpresa e Jetës (Hope of Life) and Qeshu-Smile.



After the selection of successful applicants, two planning workshops were organised to support them in developing action plans and to inform them about the process of monitoring. The contracts with each selected NGO were signed and KEC and Forum ZFD are responsible for the implementation of activities carried out by the NGO-s and schools selected by the project.

3. NETWORKING AND PARTICIPATION IN POLICY-MAKING

3.1. Kosovo Education and Employment Network (KEEN)

In December 2015, the Kosova Education Centre (KEC) started implementation of the project “Kosovo Education and Employment Network - KEEN”, supported by the Office of the European Union in Kosovo. The KEEN project is implemented by a strategic coalition of four civil society organisations (*Balkan Sunflowers Kosova - BSFK, Employment Promotion Agency Kosovo - APPK, Academy of Training and Technical Assistance - ATTA and Stichting SPARK*) that are active in the fields of education, employment and social policies. The project aims to improve employability of under-represented groups in Kosovo by including them in policy development, decision-making and in monitoring of their implementation at the central and local level authorities. KEEN also aims to align and facilitate linkages between education and training programmes with the demands of the labour market. The project duration is until December 2019, namely 48 months (28 December 2015 – 28 December 2019).

The main results

Below are presented the main project results during 2017, structured by expected outcomes.

Expected outcome 1: Improvement of capacity of civil society organisations for participation in policy making and in monitoring of their implementation.

- Based on the capacity building plan developed during the first year of project implementation, KEEN organised ten (10) capacity building events of the civil society organisations in the field of policy development and monitoring, advocacy and project management. Training was divided in thematic and organisational training. In this regard, five thematic training events were organised with participants from project partner organisations and with representatives of other civil society organisations in Kosovo. In total, 41 participants from eight CSO-s participated in these events, with 17 of them male and 24 female. Another five training events were organised in the field of organisational aspects with participants from the project partner organisations. There were 19 participants in these training events – five male and 14 female.



- The fourth study visit was organised in Vienna, Austria, during which participants got the opportunity to visit various civil society organisations active in the fields of education, employment and social policies and to witness various Austrian practices allowing for participation of civil society in policy-making.

Expected outcome 2: Encourage participation of civil society organisations in developing policies / legislation at the central and local level by providing their inputs.

- A group of five experts was set up to support the Ministry of Labour and Social Welfare (MLSW) in reviewing its Sector Strategy and for drafting its Plan of Action. The Strategy was reviewed and the final draft was submitted in the Ministry for further approval.
- KEEN organised a round table discussion to address the issue of non-inclusion of the Egyptian community in the Community Strategy. The KEEN project, together with KOSINT project, organised a number of planning workshops with representatives of civil society organisations for the purpose of drafting the Administrative Instruction.
- KEEN supported the process of development of Local Education Development Plans and Local Plans of Action for inclusion of Roma, Ashkali, and Egyptian communities in 12 municipalities of Kosovo. However, due to the occurrence of local elections, only local action plans in six municipalities were approved, with another six plans in the process of approval in six other municipalities. As a result, education development plans were approved in five municipalities: Gjakova, Prizren, Peja, Gjilan and Pristina. On the other hand, the local action plan for inclusion of the Roma, Ashkali and Egyptian community was only approved by the Municipality of Lipjan.

Expected outcome 3: Inclusion of civil society organisations in monitoring of key policies at the local and central level in the field of education and employment.

- Monitoring teams were established for monitoring of KESP and the Strategy for Communities consisting of civil society activities engaged in the fields of education and inclusion of Roma, Ashkali, and Egyptian communities in Kosovo. Monitoring frameworks were designed for monitoring of implementation of KESP PSAK 2017 – 2021 and the Strategy for Inclusion of Roma, Ashkali, and Egyptian communities in the Kosovo Society 2017 – 2021.

- The monitoring report was drafted on the implementation of the Strategy for Communities 2017. See item 3.2. for more information.
- The monitoring report was drafted on the implementation of KESP 2017, which was also translated into English and Serbian languages.
- Starting from the purpose of this component, which is to monitor the three national strategies (including the MLSW Sector Strategy, which is still in the process of approval by the Kosovo Government), the Project decided to draft a progress report for the field of employment and social welfare, which is based mainly, but not inly, on the previous Sector Strategy. The Report was drafted and translated into English language.
- KEEN has established the Advocacy Council, consisting of the representatives of member organisations, as well as other organisations engaged in advocacy activities. The Council has identified a number of fields as opportunities for advocacy initiatives.

Expected outcome 4: Encourage participation of civil society organisations in the development of policies / legislation at central and local level by providing their inputs for the improvement of linkages between vocational education and training programmes with the needs of the labour market.

- KEEN drafted and published two studies: 1) An analysis of the skills gap in the wood processing sector in Kosovo: A special focus on the workers for installation and operation of wood processing machines; 2) An analysis of the skills gap in the construction sector in Kosovo: A special focus on workers for laying and finalisation of concrete and similar.

3.2. Kosovo Inclusion Initiative - KOSINT 2020

The KOSINT 2020 project aims to improve access of the Roma, Ashkali, and Egyptian communities in education, employment, and social welfare, by contributing to the fulfilling of Kosovo Government pledges by implementing sector reforms focused in education, employment, and social welfare. The monitoring of implementation of these reforms and influencing the process of policy development and budget planning are the main lines of action through which the KOSINT coalition of implementing partners aims to make sure for the implementation of these policies that would finally result in inclusion of Roma, Ashkali, and Egyptian communities in the Kosovo society. KOSINT 2020 is implemented by a coalition lead by the Kosova Education Centre (KEC), in cooperation with Balkan Sunflowers Kosova (BSFK), Roma & Ashkali Documentation Centre (RADC) and Syri i Vizionit (Eng. Eye of Vision). This project works closely with the Kosovo Education and Employment Network (KEEN), and with institutional stakeholders, such as Office of Good Governance (OGG), Ministry of Education, Science and Technology (MEST), etc.

The overall objective of the project is to improve access of the Roma, Ashkali, and Egyptian communities in education and employment by strengthening the dialogue between the Civil Society (CS) and the Government of Kosovo (GoK). The goal is to contribute to the Government of Kosovo to meet its pledges regarding the inclusion of these communities in our society. KOSINT 2020 project started to be implemented in January 2017, and will be completed in January 2020.

The main results

Below are presented the main results of the KOSINT project, organised by its main components.

Component 1: Building of capacity of civil society organisations (CSO) for participation in monitoring of sector reforms, development of policies and budget planning;

KOSINT 2020 has established an informal network of CSO-s engaged in working with Roma, Ashkali, and Egyptian communities in Kosovo. Apart from four implementing partners, KOSINT Network consists of six other organisations: VoRAE, Nevo Koncepti, RROGRAEK, The Ideas Partnership, BRAN and Health for All. The KOSINT Network operates based on the regulation approved jointly by all members. During 2017, the Network approved the strategy for internal and external communication, as well as the procedure for selection of the representatives of the Network for participation regional meetings organised by the Roma Integration 2020 (RI2020).

In close cooperation with the KEEN project, four thematic training events were organised for building of capacity in strategic and budget planning, policy development, research methods, advocacy and monitoring. In total, 74 staff members of the KOSINT 2020 partner organisations, member organisations of KOSINT Network, as well as from various CS organisations engaged in working with Roma, Ashkali, and Egyptian communities.



During 2017, representatives of KOSINT participated in five various regional events organised by RI2020 in several countries of the region and of Europe. These meetings and workshops provided opportunities to exchange experience with various regional organisations working with communities.

All KOSINT project activities are published on the internet web-page (www.kosint2020.net) and on the Facebook project page (<https://www.facebook.com/KOSINT2020/>).

Component 2: Monitoring by CSO-s of sector reforms regarding pledges of the Kosovo Government for the integration of Roma, Ashkali, and Egyptian communities.

In cooperation with the KEEN project, monitoring frameworks were developed for monitoring of the Kosovo Education Strategic Plan 2017-2021 (KESP, component of communities) and of the Strategy for Inclusion of Roma, Ashkali, and Egyptian Communities in the Kosovo Society 2017-2021 (the component of education, employment and social welfare). Monitoring teams, which consisted of field researchers from among members of Roma and Egyptian communities, engaged in collecting data and their processing. Monitoring experts completed their monitoring reports, which are being translated into English, Serbian and Roma

languages. The reports in these languages will be printed and distributed to relevant stakeholders and will be used for promotion purpose. At the same time, they will be published in respective virtual platforms.

Component 3: CSO support for implementation of sector policies and the budget planning process in the best interest of Roma, Ashkali, and Egyptian communities.

A group consisting of experts in the field of community education, in cooperation with the members of the KOSINT Network, the KEEN project and other CSO-s, organised public debates related to setting up of a formal structure to support the work of the learning centres active in providing services for children of these communities. After drafting the framework document for regulating operations of the learning centres, the group engaged in advocacy activities for approval of a formal document for formal functioning of learning centres. The proposal was presented to the MEST and was approved on 25 August 2017 as Administrative Instruction No. 12/2017 on Setting up and Functioning of Learning Centres, which set out criteria for establishing and operation of learning centres, staff qualifications, principles of work, accountability, etc. A team of experts was set up to contribute to the policy reform in the field of employment and social welfare and a public discussion was held that proposed solutions for encouraging employment and improvement of the social welfare scheme.

Overall, there is already a consolidated cooperation platform in operation bringing together civil society organisation working with Roma, Ashkali, and Egyptian communities and organisations engaged in the field of human rights, children, women, health issues, and so on. Besides, there is an increased communication between CSO-s and an improved coordination between them on similar or joint activities, thus economising on time and resources and avoiding duplication of efforts.

4. INFORMATION AND PUBLICATIONS

Activities related to information and publication are present in all KEC projects. Below we present main achievements in this component at the level of organisation:

Managing the KEC profile on Facebook – During 2017, activities developed by KEC were regulated presented on the KEC Facebook profile, followed by pictures and images. The KEC Facebook profile has about 8,000 followers, 6500 of which are organic and 1500 as part of sponsorships. The average reach has increased from 15,000 profiles last year to 30,000 profiles a month during 2017. The KEC page this year was more interactive and efforts were made to respond to every request or inquiry made by followers.

Management of the KEC web-page – Throughout the reporting year the KEC web-page was updated on occasions of new projects or completion of the previous ones. All activities were documented, whereas new drafted and approved documents were all published on the web-page. During 2017 alone, the KEC web-page had 48,000 visitors, with 75 % of them being new visitors and 25 % returning visitors. There were in average 4,000 visitors a month, but in cases when there were calls for application, the number of visitors would increase up to 9000 per month.

Organisation of events – The unit engaged in organising various events and conferences held during 2017, including booking of the venue, contacting of the media, sending out invitations and programme agendas, and

preparation of promotion materials. A special event organised during the reporting year was organisation of the Tuesday Salon organised in cooperation with the D4D organisation on the occasion of the International Education Day. There were around 120 participants in the Salon.

Preparation and printing of materials – During this year numerous information and promotion materials were printed on KEC projects. The materials included banners of different formats and sizes, leaflets, posters, USB-s, and various project reports.

Maintaining regular contact with the media regarding KEC activities – This year we saw a good coverage by media of the KEC events. All conferences that were organised during 2017 were covered by the media. KEC representatives participated in a number of TV shows that focused on education in general, with a more notable focus on the PISA results. The beginning of the ASSET project drew significant attention of the media. The call for best article within the PPCR project also enjoyed good media coverage.

5. NON-PUBLIC SCHOOL "MILENIUMI I TRETË" (ENG. "THE THIRD MILLENIUM")

The "Third Millenium" school continued catering to a solid number of students during 2017, despite the growing competition. In march 2017, for the first time, the school organised the external student assessment online, which provided much more reliable results: copying during the testing was eliminated as a result of randomly chosen test questions, test administration significantly improved, there was much more efficient use of time during the testing process, significant amount of paper was saved, and processing of students' scores were sent promptly to students via emails. Besides, the Project Based Learning Week was organised as a spring camp in Albania – resulting in numerous high quality products and deliverables of student team-work.

The school participated in the national mathematics test – Kangaroo – and four students from the school were ranked among the 70 best students in Kosovo, who are now continuing with learning activities within the "Atom" project of talented students. Starting from July 2017, the school organised training of its entire teaching staff in "Implementation of the new curriculum" through careful planning of global learning within curricular areas; the workshop "Use of technology in student assessment – online testing," was organised by trainers selected from among school staff; the workshop "Face", related to social justice; "Introduction to school experiments" was organised in the field of sciences and so on.

Recently, the school won the British Council project "21st Century Schools" through which the schools received 30 Micro Bit pieces of equipment as a grant. Teachers were trained to use them and to apply basic skills in their teaching: critical thinking and problem solving and digital skills.

At the same time, during the reporting period the planning group at the school level worked on drafting the School Development Plan. The main challenges identified during the needs assessment phase were turned into the following strategic objectives:

- Enhanced leadership and increased accountability;
- Professionally developed teaching;
- Quality teaching and deep learning;
- Committed students to work; and
- A collaborative culture and a safe working environment.

The main results

Despite numerous challenges, school departments achieved a number of results in the field of quality assurance:

- Successful implementation of the new curriculum in grades one, five and ten;
- Development of annual, bi-monthly and daily lessons plans in line with the new curriculum;
- Full implementation of the syllabus in the vast majority of the subjects and curricular areas;
- Systematic and diverse student assessment and evaluation of teachers' performance;
- Supplying all fifth-graders with tablets; setting up of resources centres to supply students with learning resources;
- Readiness and commitment on the part of the majority of students for active and creative engagement in the process of instruction;
- Students have actively engaged in and developed their critical thinking, research skills and learning by doing;
- Close cooperation between teachers and class-masters made possible for early and preventive measures to be taken in a number of cases;
- Anthropometric measurements were carried out for all students together with systematic medical check-ups followed by lectures and presentations on health and educational issues;
- Signing of a new Memorandum of Understanding (MoU) with the PASCH project. Since November 2017, the school has transferred its cooperation from the Goethe Institute Office in Belgrade to the Goethe Institute Office in Skopje.
- Implementation of a multi-media workshop with 30 students with two experts of PASCH. Students wrote scripts in German language and acted them on the scene; they also filmed short movies, which were published on the school web-page.
- A number of events were organised to mark important days, and on educational issues; visits were organised to various institutions; numerous presentations were made by parents and humanitarian activities were organised by the school charity club;
- Presentations were organised regularly within the school departments on various issues as part of the teacher professional development programmes; they were published on the Drive for further utilisation by teachers;
- Online journals were made fully functional for the following aspects: assessment, homework, study, attending courses in foreign languages, participation in activities of various clubs, student feedback, keeping evidence for make-up classes and as a database for professional development;
- Enhancing utilisation of technology by students of grades 4-5, M-Coders club, and so on.

6. CERTIFICATION FOR ISO 9001:2015

The process for development of the quality management system in KEC started in June 2016 and ended in July 2017 with the certification for ISO 9001:2015 by an accredited certification body. The scope of the certification includes:

“Design, development, management and implementation of training projects and programmes in the field of education, human rights, youth and social services.”

To meet the certification standards, nine new operation procedures were developed:

- PR-01 Control of documents,
- PR-02 Control of registration,
- PR-03 Corrective actions,
- PR-04 Preventive measures,
- PR-06 Technical and technological maintenance,
- PR-07 Internal auditing,
- PR-09 Project management,
- PR-10 Training management,
- PR-11 Staff recruitment.

Besides, four operation guidelines were drafted:

- UP-1 Code of conduct and Staff Manual,
- UP-2 Financial Procedure Guidelines,
- UP-3 Travel regulation,
- UP-4 Guidelines for procurement procedures.

Procedures and guidelines introduced new quality assurance practices in the operations of KEC, such as: risk analysis at the level of organisation and its units, measurement of client satisfaction, significant changes in the staff recruitment, etc. All these were consolidated in the “Quality manual,” which presents the key document for quality assurance. Besides, KEC staff is regularly updated with the new procedures and guidelines and is trained for their implementation. After the certification, significant improvements were made to documents in order to meet the special requirements of the contract with USAID for the implementation of the ASSET programme; the most improvements were made in the financial and procurement procedures. Consequently, at the end of 2017, all procedures and guidelines were reviewed and respective changes were done to them.

Annex: Number of persons certified by training programme

Code	Title	Number of participants	Training hours	Total hours
002	Planning of school projects	264	16	4,224
005	Reading and Writing for Critical Thinking (RWCT)	74	120	8,880
011	Step by Step (Advanced training – the first grade)	134	40	5,360
036	Education for social justice – Adult and child activities	138	32	4,416
060	Kosovision Contest – Training of teachers	98	24	2,352
065	Kosovision Contest – Training of teachers (Phase 2)	93	36	3,348
069	Education for Democracy and Human Rights	30	60	1,800
071	School Development Plan	18	24	432
		849		30,812