



WORK REPORT

| 2021 |

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Content

INTRODUCTION	4
1. Improving the quality of education:	6
1.1. Early childhood education.....	6
1.1.1. FACE and PEACOCK	6
1.1.2. K-RAE-EYN Network	8
1.2. After School Support for Teens (ASSET)	9
1.3. School Development Grants	12
1.4. Quality, Accountability, Integrity and Transparency in Higher Education (QAINT)	13
1.5. Quality, Accountability, and Inclusion in Education 2021	18
2. Human rights.....	19
2.1. Preparing future teachers: Education for Democracy and Human Rights	19
2.2. Increasing participation in early education and quality primary education	20
2.3. Together against Child Abuse (TACA)	22
2.4. Youth Empowerment Enabling Prospects (YEEP)	24
2.5. Education for Active Citizenship and Human Rights for Youth	27
3. NETWORKING AND PARTICIPATION IN POLICYMAKING.....	28
3.1. Action for Reducing Inequalities in Education - ARISE	28
4. INFORMATION AND PUBLICATIONS	30
5. "MILENIUMI I TRETE" NON-PUBLIC SCHOOL.....	31
6. OTHER INITIATIVES	34

List of abbreviations

ADA	Austrian Development Agency
ASSET	After School Support for Teens
ARISE	Initiative to reduce inequalities in education
CSO:	Civil Society Organizations
EU	European Union
EPRMB	Dropout Response and Prevention Team
EWC	The European Wergeland Centre
FACE	Family and Child Education
GIZ	The German Development Agency
ISO	The International Organization for Standardization
KAА	Kosovo Accreditation Agency
KEC	Kosovo Education Center
K-RAE-EYN	Kosovo Roma Ashkali and Egyptian Early Years Network
MESTI	Ministry of Education, Science, Technology and Innovation
NGO	Non-Governmental Organization
PASCH	Schools: Partners for the Future
PCU	Project Coordinating Unit
PEACOCK	Peace through Cooperation, Competences and Knowledge
PFA	Professional Field Associate
PHZH	Zurich University of Education
PISA	The Program for International Student Assessment
QAINT	Quality, Accountability, Integrity and Transparency in Higher Education
REF	Roma Education Fund
REYN	The Roma Early Years Network
SQC	The State Quality Council
TACA	Together against child abuse
UNESCO	United Nations Education, Science and Culture Organization
UNICEF	United Nations Children's Fund
USAID	The United States Agency for International Development
YEEP	Youth Empowerment Enabling Prospects

INTRODUCTION

The global COVID-19 pandemic followed by restrictive measures characterized this year of work in KEC. Depending on the conditions, circumstances and measures taken by the Government and other subordinate institutions, the organization of work in KEC was adopted accordingly. During January – July 2021, the work in KEC was organized in the office, namely with physical presence of entire staff. During August 2021, due to rapid spread of the Delta variant of the virus, the Government decided that all public and private institutions should run their work only with essential staff. Consequently, during this period the work at KEC was conducted with the presence of essential staff, while others continued to work from home. Since October 2021, the KEC employees returned to the office, namely there was a physical presence of all staff.

The drastic reduction of new cases of SARS-CoV-2 (COVID-19) infections during June and July led to preparations for the start of the new 2021-2022 school year being channeled towards the return of all children to schools and running the education process by physical presence. Since the second week of August, the epidemiological situation with COVID-19 marked an exponential increase in the number of cases, rising from 3,513 to 23,174 within two weeks (11 – 24 August 2021), consequently the cases of deaths from COVID-19 reported by the University Hospital and Clinical Service of Kosova (UHCS) and hospitals, increased significantly. It was also reported that there was an increase in the number of people affected by the virus in the 0-9 and 10-19 age groups. These circumstances caused the postponement of the new school year, first for two weeks (until September 13), then for another two weeks until September 27. From September 27, 2021, classes began with physical presence respecting the measures against the pandemic and the restrictions on the number of students, a maximum of 20 per class. Meantime, MESTI also drew up the compensation plan for the lost days.

Another important circumstance is that following the 14 February 2021 elections and the formation of the Government on 22 March 2021, expectations for positive changes increased, namely, there were higher hopes for the prioritization of education by the new Government. In this context, in these recent months, there has been an increased willingness of the government to cooperate, which can be translated into a more appropriate environment for joint interventions towards improving the quality of education.

Although the pandemic situation was very unstable and unpredictable, following the changes and adaptations made to the project implementation plans, KEC managed to maintain the quality of services for the beneficiaries.

This year, KEC programs are also profiled in four interconnected areas:

1. Improving the quality of education:

Within the "Education in early childhood" program, through the FACE and PEACOCK projects, many training activities were developed with beneficiary schools along with coordination meetings with the Faculty of Education in Prishtina and Skopje. The "After School Support for Teens (ASSET)" program entered its fifth year of implementation, adapting most activities to online delivery. Meanwhile, the project "Quality, Accountability, Integrity and Transparency in Higher Education (QAIINT)" has marked good achievements, developing some activities that had been delayed at the onset of implementation. The project "Quality, Accountability and Inclusion in Education 2021" funded by the EU Office in Kosovo under the Framework Agreement for Partnerships conducted three researches and six public discussions.

2. Human rights

In the human rights field, the activities of the "Together Against Child Abuse (TACA)" project, funded by the European Union and "Empowering and enabling youth through new opportunities (YEEP)" project have continued their cooperation with SOS Children Villages. The "Increasing participation in early education and quality primary education" project supported by Roma Education Fund has continued the support for the two partner schools in the municipality of Prizren.

3. Networking and participation in policy making

The European Commission-funded project "Action for Reducing Inequalities in Education (ARISE)" has completed the first year of implementation, resulting in six National Reports (Bosnia and Herzegovina, Kosovo, North Macedonia, Serbia, Albania and Turkey) summarizing the policies which address inequalities in education and the situation of children with low socio-economic status. The findings of these research reports are based on project interventions, especially those related to policy-making.

4. Research in the field of education

During this period, in the framework of various projects four researches in the field of education have been conducted: 1. Comparative report of policies addressing inequalities in education and the situation of children with low socio-economic status (six National Reports from Bosnia and Herzegovina, Kosovo, North Macedonia, Serbia, Albania and Turkey are compared and summarized) 2. Monitoring Report: Assessment of the realization of KESP 2017-2021; 3. The Impact of Covid-19 pandemic on pre-university education in Kosovo and 4. Education of Roma, Ashkali and Egyptian Communities in Kosovo.

During 2021, KEC continued to pay attention to the advancement of the quality assurance system. During June and December, meetings were organized with all project managers for Quality Assurance. Also, at the beginning of July 2021, the External Supervisory Audit for ISO 9001:2015 was organized, and no non-conformities were identified.

Following the report, the main developments in KEC implemented projects will be presented according to respective fields.

1. Improving the quality of education:

1.1. Early childhood education

During 2021, several projects have been implemented in the early childhood field: "FACE & PEACOCK" supported by the University of Zurich Education (PHZH-IPE) and KRAEYN - funded by OSF-London.

1.1.1. FACE and PEACOCK

The FACE-PEACOCK project is supported by the University of Zurich, Faculty of Teacher Preparation (Pädagogische Hochschule Zürich - PHZH), International Projects in Education (IPE). The FACE (Families and Children in Education) component is an educational project that aims to support children from disadvantaged backgrounds, in order to make them aware of their competencies. FACE offers students age-appropriate activities to discover who they are and what they are capable of as a first step towards a positive self-concept. FACE is dedicated to children from pre-primary to 5th grade while PEACOCK Component (Peace through collaboration, competencies and knowledge) helps students build personal development and life skills as a basis for career orientation and is focused on students from 5th to 9th grade.

Although there were many challenges this year due to the pandemic, the schools have done their best to continue their activity development plans. Sometimes activities were held online or postponed, but teachers and the management have been very committed and found different forms to develop the trainings and activities foreseen. While students were attending online classes, teachers were challenged to organize regular activities for the use of FACE or PEACOCK materials, as they require interactivity.



Photo 1. FACE 2 activities in schools

During summer, all schools worked on the School Development Plans whereby elements of Personal Development were integrated among the children/students.

All beneficiary institutions have independently developed activities with teachers and students. Schools have created learning communities among teachers and are implementing school-based

Professional Development activities. They meet regularly to discuss and plan activities. During this period the schools and kindergartens have been visited several times and we have been available when they asked for our support. At the beginning of the school year we sent various didactic materials to facilitate the development of activities.

Several school-based workshops have also been organized which have served for teachers to share their experiences using PEACOCK skills development materials for grades 5-9 and FACE for pre-primary level - grade 4.

In November 2021, a training was held with three schools on the use of PEACOCK and FACE books. This training was the first one in which teachers from different schools had the opportunity to meet together ever since the Covid-19 Pandemic broke out. In this training, teachers also had the opportunity to share the activities they are implementing in their respective schools.

In cooperation with the project funded by REF, a two-day FACE training was held dedicated to educators, teachers, tutors and parents in the municipality of Prizren who support children of Roma, Ashkali and Egyptian communities. During the two day training, participants were informed about organizing the teaching in order to develop students' competencies. In the municipality of Kamenica a training was organized for Serbian school teachers about the use of FACE materials.

All PEACOCK books for grades 5-9 have been translated and adapted into Albanian. Teachers are being urged to use them online along with FACE books. Also, all training modules have been translated into Albanian along with integrated video materials.

Several workshops were organized with representatives of the Faculty of Education:

- In April 2021, a workshop was held on the placement of PEACOCK and FACE materials integration methods in curricula. Six subjects were selected, which will include FACE and PEACOCK elements. Meanwhile, after the training, each teacher continued with the design of the curriculum of relevant subjects which have been shared with the representatives of PHZH.
- The online workshop with professors and representatives of PHZH. In the workshop, professors presented their ideas for changes of the curricula for specific subjects. Different forms and alternatives of piloting materials within the Faculty of Education were discussed.
- On May 20, a workshop was organized with the aim of exchanging experiences between the professors of the Faculty of Education in Prishtina and those from Skopje. The two faculties shared their first experiences in integrating PEACOCK materials for personal development.
- Development of research on the impact of the use of Personal Development and FACE materials in schools.

1.1.2. K-RAE-EYN Network

The Network aims to strengthen and position the REYN Initiative as a cohesive, innovative, competent, influential, and participatory international community of national networks of professionals and pre-professionals to meet the needs of Roma, Ashkali and Egyptian children and communities by advocating for supportive and inclusive EU policies and working to provide quality, inclusive and non-discriminatory early childhood development support to all Roma, Ashkali and Egyptian children.

The activities organized during 2021 were:

- A coordination meeting was held with donors and other REYN member states regarding the fourth phase of the project. The meeting discussed the plan and implementation of activities for 2021, partnership agreements, mini-grants within the project, the general report for Roma children in Europe, etc.
- 155 tablets were distributed to the member organizations of the KRAEEYN network and children at the pre-primary level in various municipalities including Fushë Kosova, Prizren, Gjakova, Suhareka and Prishtina.



Photo 2. Moments from the tablets distributions

- In April, two meetings were held with the REYN information officer regarding the writing of a success story of the project. The topic of the article was the film "Daniel" , released at the opening of the "Rolling Film Festival" on 21 April in Prishtina. The article was shared by REYN and KEC on social networks and shared with other REYN members and donors.
- A webinar was organized, attended by representatives from the Ministry of Education, Science, Technology and Innovation (MESTI), representatives from the Municipal Directorate of Education in Gjakova, representatives from the public elementary schools in Gjakova and Prizren and other members of civil society. The webinar aimed to discuss various aspects related to the education and well-being of the Roma, Egyptian and Ashkali communities.

- During August, all the necessary instruments for research with all the information and accompanying documents for reporting were sent by the donor. The research was conducted with Roma families, professionals, institutions and other decision-making players and responsible for the education of Roma, Egyptian and Ashkali communities.
- The analysis has been published regarding the registration and participation of Roma, Ashkali and Egyptian children in the first grade and pre-primary classes as well as the challenges faced by these children, which was then published on the KEC website and posted on Facebook.
- The success story "Toy Library" in the municipality of Prizren was published by REYN.
- On December 6, a roundtable discussion was held on the advocacy initiative "Employment of Roma, Egyptian and Ashkali communities in educational institutions in Kosovo". This event focused on a discussion with representatives and decision-making players in education and employment. The roundtable was organized in cooperation with the QAEI project, supported by the European Union.
- A coordination meeting with REYN was held. In the meeting, working groups were established in order to create and draft guidelines, the work structure and other necessary forms for the activities that will be developed by 11 member states of the project.

1.2. After School Support for Teens (ASSET)

On June 6, 2017, the Kosova Education Center (KEC) signed a cooperation agreement with USAID for the implementation of the Program for supporting teens after regular classes (ASSET) in Kosovo. KEC is implementing the ASSET program on behalf of USAID, in partnership with FHI 360 and Crimson Capital. In January 2018, at the request of USAID, KEC developed technical and cost proposals for the extension of the Program to other municipalities and schools. Following the agreement with USAID to expand the scope of the Program, the modification was signed on February 23, 2018.

The ASSET program is a five-year initiative designed to benefit secondary schools in Kosovo and their students (grades 10-12). ASSET's main objective is to develop job and entrepreneurship skills among young people, increase the possibility for them to make informed decisions about their careers and increase their positive attitude towards the future. The motto of the Programme is "Preparing Kosovo's youth for life and work in the 21st century". ASSET goals and activities are in harmony with the Kosovo Education Strategic Plan, its curriculum framework and the core curriculum for upper secondary schools (in particular the "Life and Work" field of curriculum).

During 2021, the Program supplied partner schools with additional equipment for creative spaces, conducted professional development courses for teachers, as well as curricular and extracurricular activities for partner high school students. The program also drafted three teacher guides with practical examples for the most successful implementation of student learning for 1) Project-Based Learning (PBL); 2) Assessment for Learning (AfL); and 3) Teaching Area "Life and Work". Teachers

trained in PBL and entrepreneurship were supported with advice, mentoring as well as additional materials in the realization of school activities with students by implementing school projects and establishing new enterprises, as well as by implementing AfL and assessing students' soft skills. Student clubs were refreshed with new members and they carried out numerous activities according to annual plans, serving the school community. School safety groups were also established or reactivated by providing awareness-raising activities to the school community about negative phenomena. A considerable part of the work was devoted to the activities for the sustainability of the Program, presenting to MESTI and partners the main interventions and opportunities for their continuation and expansion in other schools.

Statistical information about the results of the program is provided below.

ACTIVITY 1: DEVELOPMENT OF COMPETENCES FOR LIFE AND WORK

Enabling project-based practical learning

- Maintenance of 16 career and entrepreneurship centers, providing them with additional equipment, such as 3D printers and computers;
- The “Design Challenge 2021” competition was concluded in partnership with IPKO Foundation, in which 16 schools participated with 35 projects in the challenges: creating a video for the presentation of a mathematical/technological scientific concept; creating a pinball game; creating an electric generator; creating a smart home with a control function for opening/closing curtains; building a device for feeding animals automatically. The three best works in each category were awarded with vouchers for the purchase of technological equipment;



Photo 3. The virtual ceremony of announcing the winning schools of the "Design Challenge 2021" competition

- Launch of the “Design Challenge 2022” competition with five new categories: 1) creation of career videos; 2) creation of device for measuring noise level; 3) creation of device for saving electricity; 4) creation of a smart farm for growing plants; and 5) solution of a problem in school. All public high schools in Kosovo have been invited to participate;
- Organization of short trainings for students and teachers, such as: creation of Wiki-clubs, training and installation of weather stations, Open Street Map, training for Arduino-Electronics in cooperation with the organization FLOSSK, as well as training for music technology, video production and for the use of educational technology equipment;
- The establishment of safety groups in partner schools led by the school psychologist or a teacher and training and awareness activities with students have been organized. 49 teachers, school management staff and parents, as well as 324 students participated in the sessions on negative phenomena in schools. A poster of these groups was designed to inform the school community about their activity.

Capacity building for teachers

- The certification of 598 teachers followed the course “Soft Skills in the School Curriculum”;
- Certification of 15 teachers for project-based learning;
- Development of 88 teaching projects with the participation of over 2000 students;
- Certification of 140 teachers in the "Assessment for Learning" course;
- Drafting three guides for teachers with examples from good practices in partner schools;
- Organization of short courses on musical technology with 5 teachers and 39 students;

Use of assessment tools

- The soft skills assessment package was used by 291 teachers trained in the courses “Project-Based Learning” and “Assessment for Learning”, to assess students' skills in the classes they teach;
- The organization of the mid-term study with students on the opinion of students on education and the future, in which 1262 students from the 7 partner schools of the second phase participated;
- Developing research on the atmosphere of critical thinking, within which 51 teachers were observed in 9 partner schools.

ACTIVITY 2: CAREER AND ENTREPRENEURSHIP EDUCATION**Improvement of the virtual career portal for use in general education**

- Registration of 5596 students on the busulla.com portal, through teachers trained by the Program;
- Publication of 21 career videos made by students on the Busulla portal;
- Organizing 1019 career meetings by 16 career clubs in partner schools.

Creation of student enterprises

- Certification of 3 teachers for entrepreneurship and financial education;
- Establishment of enterprises with students by trained teachers, where 779 students participated with 14 established enterprises.

ACTIVITY 3: CONNECTING SCHOOLS WITH BUSINESSES AND THE COMMUNITY**School-Business Connections**

- Implementation of 151 school-business cooperation agreements;
- Organization of 120 information sessions with professionals from different fields by career clubs.

Adopt an Asset

- Engagement of 825 students in internship/volunteer work.

Community youth mapping

- Involvement of 388 students in the research and drafting of 20 research reports on the topic "Community Youth Mapping", under the support of teachers.

Other activities:

The program marked important dates with students, such as:

- International Youth Month in August 2021, during which the students held volunteer activities and painted a mural;
- International Girls' Day (11-12 October 2021) in collaboration with the IPKO Foundation. About 50 girls and boys participated in workshops on artificial intelligence and automated learning;
- Global Entrepreneurship Week 2021, attended by 50 students, teachers and school principals, who shared their thoughts on improving the needs of students about entrepreneurship education in the school system;
- Other online award and recognition events and ceremonies for students or other contributors.

1.3. School Development Grants

This project is implemented from June 2017 in cooperation with the Ministry of Education, Science, Technology and Innovation (MESTI), as part of the ESIP project funded by the World Bank loan. The aim of the project is to promote civic engagement through the participation of teachers, parents and the community in the planning, implementation and monitoring of school activities.

The success achieved in the implementation of the project between June 2017 and December 2019 led MESTI to amend the contract with KEC and to continue the implementation of the project in 2020-2021 with the request to support 80 new schools, as well as to monitor the schools of the first phase (2017-2019) that have not been monitored yet.

During this period, support for 80 second phase schools and monitoring of first phase schools continued. Despite the challenges and difficulties that have followed the implementation of the project, all school packages have been completed. The project is completed in July 2021.

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

Quality, accountability, integrity and transparency in higher education (QAINT) aims to harmonize the higher education system in Kosova with international standards of quality, transparency, integrity and accountability. The long-term impact of this project is to improve the quality and competitiveness of the higher education sector in order to contribute to the social and economic development of the country.

The main activities for 2021 are summarized below:

- In February 2021, the QAINT project signed a Memorandum of Understanding with the Kosovo Agency for Accreditation (KAA). The draft Monitoring Methodology was compiled last year by two international experts together with the local expert. In the meantime, the Government of Kosovo has started drafting a new draft Law on AKA. As a result, the draft Monitoring Methodology and post-accreditation procedures underwent some changes from the initial documents, in order to harmonize the document with the Law on KAA, approved by the Government in December 2021. The project has preceded and supported this process by including representatives of all relevant stakeholders such as SCC, MESTI, NARIC Kosovo and public HEIs to contribute with their comments. The updated Methodology document has been published for public consultation and is expected to be approved in January next year.
- The project has supported the KAA to finalize two very important reports for the Agency, which meet one of the required criteria for membership re-application by the agencies of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register (EQAR). The reports are as follows: KAA & SQC Annual Report for 2020 and the State of Higher Education in Kosovo.



Photo 4. Presentation of KAA Reports

- The monitoring of the meetings of the SQC by ORCA has continued during 2021. During the period, there were no irregularities in the process or the decisions. The last report was published in February 2021. The report covering the monitoring carried out during this year will be published early next year. After the resignation of 5 SQC members in February 2021, new ones were voted through transparent procedures in June. However, three international members resigned after a month, refusing to declare their property to the Anti-Corruption Agency as provided by law. Yet, before resigning, they successfully completed the accreditation round for new students who enrolled in October 2021. Since then, only one international member has been appointed to allow the quorum for decision-making. The other two have not yet been named. It is worth noting the following data:
 - The SQC has accredited 125 study programs in public universities and 79 study programs of private institutions.
 - Three private institutions have lost their institutional accreditation.
- The monitoring of the Kosovo National Center for Recognition and Information (NARIC) has continued this year to ensure transparency of the decision-making process with regards to the evaluation and recognition of domestic and foreign diplomas. QAINT has organized a workshop with the staff of NARIC Kosova and the members of the National Council of Recognition to identify the needs for improvement of the current legislation, for digitalization of processes, for internationalization and the staff needs. As a result of the workshop, NARIC Kosova has requested support in drafting the new Administrative Instruction for the work of NARIC Kosova. Expertise for this activity will begin early next year.
- In March 2021, following an initiative undertaken by the University of Gjakova, ORCA signed a Memorandum of Understanding with this University through which it was given permission to closely monitor the process of academic advances and to provide expertise for meeting the criteria for scientific publications by the professors of this institution.
- During 2021, three reports were published for monitoring the process of academic appointments, scientific publication and justification of academic titles for the University of Mitrovica, Gjilan and Prishtina. The reports have highlighted the following findings:
 - 48% of professors at the University of Mitrovica do not justify their academic titles. The total number of publications at the University of Mitrovica is 256. Of the 71 professors of the University of Mitrovica, 23 or 32% do not have any published papers as the first authors. The average number of publications at university level is 3.61 per professor. Of the 71 professors of the University of Mitrovica, 56 or 78% have published in questionable journals. Of the 71 professors of the University of Mitrovica, 23 or 32% are without any scientific papers published.
 - At the University of Prishtina from 2017 to 2020 the number of papers evidenced as valid for academic advancement has increased by almost 150%. 191 professors have published 672 papers in suspicious journals. 29% (150 out of 509) of professors have

no scientific papers listed on their CVs. Out of 509 professors at the University of Pristina, 227 (or 45%) do not justify their academic titles.

- Out of 40 professors at the University of Gjilan, 26 (or 65%) do not justify their academic titles. 21 professors (or 53%) have not published any papers as first authors. 14 (or 35%) have published papers in suspicious journals. The total number of such works for the entire university is 33.
- Two reports on Transparency and Accountability in Public Universities were published during 2021: 1. (c) Public Information and 2. Finance Management. The reports have highlighted the following findings:
 - Four of the public universities have suffered a decrease in formal transparency or publication of documents and information needed for the public, as a result of the change of their websites or the migration of data. The University of Prizren and Gjilan have shown improvement in this measurement of formal transparency. The most transparent universities in this measurement are the University of Prishtina and the University of Gjakova, while the University with the least transparency remains that of Ferizaj.
 - There has been a steady decline with additional compensations for management staff at public universities since our first measurement in 2019, with a drastic decline in the University of Prishtina.
- Project partner ORCA has distributed five grants to informal student groups. The projects covered areas that are generally of particular importance to students, such as supporting the improvement of their overall academic and classroom experiences, assessment, encouraging critical thinking and research practices. Several projects have built reading corners in five public universities. ORCA has also launched a book donation campaign for public universities and has so far collected over 600 books and more will be purchased as part of the student grant scheme. The books will be distributed to public universities by the end of the year.
- The Governing Council of the University of Prishtina has been refunctionalised, as it has been dysfunctional for several months. The project has maintained communication with the rectorate and is awaiting the adoption of the Regulation on Data Openness which will constitute the legal basis for the implementation of a data openness system, initially at the University of Prishtina, with the possibility of replication in other public universities.
- The project has supported KAA in drafting a Regulation on internal organization and systematization of jobs, as well as drafting job descriptions for these positions. The experts, in close cooperation with KAA staff, have drafted the Regulation, taking into account the needs and context of KAA, including the new Law on KAA. The proposed measures will increase the capacity of the KAA to (1) implement the methodology for monitoring higher education institutions and (2) maintain cooperation with MEST and HEIs in determining the most effective course of action to improve quality in higher education. The document is expected to be placed in public consultation and approved by MESTI at the beginning of next year.

- The University of Peja has requested the support of QAINT in drafting the anti-plagiarism Regulation. Two international experts have worked on the draft Regulation and developed practical guidance documents for students and professors. We are currently awaiting the approval of the Regulation by the university management.
- The project also supported the University of Mitrovica with a workshop to train professors on how to protect themselves from suspicious publishers.
- Two workshops were held with the staff of the Faculty of Education at the University of Prishtina, for drafting manuals that will improve the quality of entry exams, for both BA and MA levels. The purpose of providing this expertise was to improve the quality and standards of admission of students in the teaching profession.



Photo 5. Discussion table on the academic integrity of entering the teaching profession

- The University of Gjakova has requested the engagement of a local expert to draft a feasibility study on the sustainability of current academic practices at this university. The report has been drafted and will serve as a basis for improvements to be made at the university by management.
- The project has engaged an expert to review and update the report “Review of the Legal Framework for Higher Education in Kosovo” for 2021. The update was needed so that the project team can identify areas in higher education legislation where the project can provide support.
- Following a request from MESTI, the project engaged an expert to conduct a feasibility study for the operationalization of the Higher Education Management System (HEMS), identify technical problems and provide recommendations to MESTI on how to address the identified problems. The study shows that due to many technical shortcomings, SMIAL should be created as a new system. The final draft was published in December 2021.
- QAINT has provided technical support to the Department of Higher Education of MESTI in the process of revising the internal organization of this department, with a focus on the areas related to academic integrity, transparency, accountability, research and innovation.
- The project has received another request from MESTI to provide technical expertise in the revision and finalization of the Administrative Instruction for the allocation of scholarships and

the drafting of guidelines for the administration of scholarships for students at domestic and foreign universities. The project has recruited the expert and the activity is expected to be completed early next year.

- The project has supported the KAA in providing technical support and bug fixing expertise for the e-Accreditation platform, in order to facilitate the management of online processes regarding the accreditation of HEIs.
- Following a request from KAA, QAINT has agreed to provide support for the development of a framework that will classify fields of study and determine the suitability of professors to teach subjects when HEIs apply for accreditation. The project has recruited two experts and the consultancy is expected to be completed in the coming months.
- The AI for the Research-Based Teaching Program underwent a public consultation process and comments were addressed by the working group appointed by MESTI. In addition, meetings were organized with the Ministry staff to speed up the process. However, in December 2021, the Program was approved by the Minister in the form of a Decision. The realization of this activity is expected to start very soon.

Stories of success:

- Public institutions of higher education have shown a higher level of accountability and institutional transparency this year, by providing the required information, allowing monitoring of relevant processes and making efforts for improvement. Both management and staff of public universities, as well as students have been more accessible and cooperative, having themselves addressed representatives of the QAINT project with requests and suggestions for activities that could be carried out in cooperation or with the support of the QAINT project. Some of the main achievements of this cooperation have been as follows:
 - All public universities have improved in the ranking of universities in Webometrics (According to Edition 2021.2.4, July 2021).
 - The management of the Faculty of Education of the University of Prishtina has stated that after analyzing the entry tests and the results, they have confirmed there was a marked improvement in the quality of the exams, in line with the guidance drafted with the support provided by QAINT.
 - The 2021 EU Progress Report was quite positive in terms of the KAA, especially in the efforts to join ENQA and in successfully completing the accreditation process.
 - The monitoring by ORCA shows that all academic appointments and advances at the University of Gjakova have been meritorious. The University of Prishtina has also gone through the process of academic appointments, but the process is not yet completed. Preliminary data shows that all appointments to this university are also merit-based.
 - For the first time in its history, the University of Prishtina ranks first at country level for academic integrity, with 55% of professors justifying their academic titles, compared to 72% in 2017.

- The number of students involved in student activities has increased significantly this year and a higher percentage of them were women.
- The Pro European Students' Union-USPE has won a grant for the implementation of the TechUP project, which aims to connect students with experts in the field of information technology. This project will enable students to know successful people, who will share their experiences and perspectives for the future.

1.5. Quality, Accountability, and Inclusion in Education 2021

The one-year program *Quality, Accountability and Inclusion in Education* is a project funded by the European Union Office in Kosovo (EUOK) and implemented by the Kosova Education Center (KEC), within the Framework Partnership Agreement (FPA) signed between EUOK and KEC. The project started on January 1, 2021 and ended on December 31, 2021. This program is an integral part of the KEC Strategy 2020-2024 and, as such, aims to improve quality and accountability through involvement in policymaking and advocacy, monitoring of policy implementation, conducting research in the field of education, and organizing public discussions.

In this sense, the program is organized in two components:

- I. Research and Monitoring, and
- II. Policy Making and Advocacy.

During the program year, the work plan was realized and the activities were developed at the planned pace, regardless of the conditions and limitations of the Covid-19 pandemic. In this regard, three researches have been conducted in the field of education, namely: 1) Assessment of the implementation of KESP 2017 – 2021, 2) Impact of COVID-19 pandemic on Pre-University Education in Kosovo and 3) Education of Roma, Ashkali and Egyptian Communities in Kosovo. These researches, especially the evaluation report of KESP present a critical assessment of the implementation of reforms in the education sector. At the same time, in addition to providing data, they offer numerous recommendations that could be used in the case of new planning in education, but also as a platform for improving the quality of education in Kosovo.

Six public discussions were held. Discussions were held on the following topics: the impact of the pandemic on pre-university education, presentation of findings from the KESP evaluation report, employment of communities in the education sector, involvement of parents in the school life of students, and education of communities. For each of them, a summary report was drawn up, in the form of an editorial, which was then published on KEC Facebook page and website.



Photo 6. Moments from public discussions

During the program year, two planned advocacy initiatives were implemented: advocacy initiatives for employment of Roma, Ashkali and Egyptian communities in the education sector, and advocacy initiatives for effective involvement of parents in the school life of students. The first was conducted in cooperation with the KRAEYN network, and the second in cooperation with the ARISE project.

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 goal of the project is to improve the quality of education for future teachers in Albania, Bosnia and Herzegovina, Kosovo, North Macedonia and Montenegro, through regional partnerships of pre-service and post-service institutions for teachers, including national education authorities, whereby Citizenship and Human Rights modules will be developed and offered to support the implementation of democratic education reforms in the Western Balkans.

Considering that the project is of a regional character and is implemented by EWC, below we will present only the activities that have been developed or supported by KEC as a partner in this project during 2023:

- The fourth meeting of the Project Steering Committee was held during the month of September;
- 3 webinars have been developed for University Teams;
- A visit was organized by EWC representatives in Kosovo, where besides that with the University of Prishtina, the Faculty of Education, a joint meeting was held between EWC, KEC and the Norwegian Embassy in Kosovo to look at the possibilities of continuing the project for the coming years.

2.2. Increasing participation in early education and quality primary education

The project aims to increase the participation of Roma children aged 4 to 6 years and 6 to 8 years in early education and quality primary education.

The overall objective of the project is to improve early education outcomes, as well as promote the readiness of children, including repatriates from Roma, Egyptian and Ashkali communities, to enroll in first and second grade at the sites where the project is located, namely in Prizren. The project also aims to improve the skills of parents and strengthen the connection between parents and educational institutions. Raising the quality of learning and teaching are also objectives intended to be achieved within the REF 4 project.

Component 1: Improving access to primary early childhood services

During this year, the project staff has continued to identify and address the needs of the beneficiaries, including the necessary protective measures (masks, disinfectants) and other school materials for the 2020-2021 school year.

- Books and school materials have been donated for the pre-primary and primary cycle in the two beneficiary schools.
- A total of 100 school packages were purchased and distributed. A symbolic ceremony was organized for the distribution of these packages, attended by school principals, parents and project staff.
- Transportation is provided for preschool children for the period February-May 2021. The provision of transport has positively affected the regular and active participation of children in learning, in both beneficiary schools.
- Facilitation of the access, registration and attendance of Roma children and returnees (ages 4-5) at preschool and pre-school level (ages 5-6) through the identification, recruitment and training of school mediators.
- The databases with the data of the beneficiaries for the year 2021-22 have been identified and updated on a monthly basis. From the fieldwork, no children have been identified, including children repatriated for preschool and primary school enrollment.

Component 2.Improving Quality in Early Childhood Services

- The toy library has continued to be used by beneficiaries, with the exception of children aged 4-5, including 5-6 year olds and first graders. The project tutors are engaged and have monitored this activity. Toy libraries have been supplied with 358 new toys and 87 books in both beneficiary schools.



Photo 7. Supply of toys in Toy Libraries

- The assessment of IDELA phase three (endline) was developed according to the plan. The IDELA assessment was conducted with children aged 3-5 years and children aged 5-8 years. Of the 34 children, 23 were assessed for both schools. In parallel with the children, the assessment of the parents was conducted.
- Three trainings were provided and conducted during this year as follows:
 - Two-day FACE (Skills Development for Children) training supported by PHZ Pädagogische Hochschule Zürich for educators, teachers and project staff.
 - "Quality in preschool education" training for all beneficiaries in all countries where the REF donor operates projects.
 - The training "Education for Social Justice (ESJ)" was attended by directors, teachers, educators, psychologists and teachers of the project partner schools in the municipality of Prizren, as well as project staff.

Component 3. Increasing access to quality primary school education

- Early identification of children has been carried out for enrollment in the first and second grades through mediators. All children who have completed first grade have passed in second grade, and children who have completed pre-school were enrolled in first grade. Families have been informed and helped to prepare documents for school enrollment. The numerous and frequent visits of mediators have convinced families of the importance and registration of children in school. In this regard, 2000 brochures and 300 posters were printed which the project staff distributed to families door-to-door, in awareness campaigns, community meetings, etc.
- All children in the program are enrolled and placed in regular classes.
- We have not identified any new children, including children who returned this school year, in the preschool cycle.
- All children are enrolled in school and have successfully completed preschool education in the 2020-21 school year.

- Holiday books were provided for the age group of 6-8 years.
- A total of 40 packages with didactic materials for classes I and II were provided.



Photo 8. Moments from the distribution of school packages and didactic materials

- A total of 34 meetings with the leadership of partner schools were held relating to the enrollment of students and other issues regarding project activities.
- The meetings with school educators were aimed at exchanging work methods based on the MESTI scenarios, such as: instructions for adjusting hours and classes and other measures related to the beginning of the school year. And 20 meetings were held with educators from partner schools.
- A full 104 individual and group meetings were held with teachers of the first and second grades, regarding the progress of children and their absences.

Components 4. Improving the parenting skills and practices of Roma Parents

- The activity of the mothers' club was developed on a monthly basis by the project facilitator. Parent sessions are held with physical presence. A total of 49 sessions were held.
- During this time, there were purchases and distributions of 100 books with stories and tales for the beneficiary mothers.
- Two meetings of the network with school representatives were held and a discussion table was organized, in which two reports published by KEC were presented regarding the rate of dropout of children from the Roma, Egyptian and Ashkali community.
- Community meetings have continued. The meetings mainly discussed the risks of the COVID-19 pandemic in the field of education, with a special focus on pre-school and pre-primary education, as well as the progress and challenges of children during the 2020-21 school year.

2.3. Together against Child Abuse (TACA)

Through EU funding, the Kosova Education Center – KEC and the Center for Advanced Studies – FIT have started to implement the project “Together against Child Abuse” since February 2020 and will last until 30 January 2023. The specific objective of the project is: to protect children from all forms of

abuse, as well as minimize the effects of the abuse experience by raising individual and institutional capacities for protection from abuse and victims. It works in three components:

Component 1: Supporting authorities and schools to deal with all types of risks associated with abuse.

Component 2: Educating students, teachers and parents to prevent child abuse in schools and respond to abuse in an appropriate way.

Component 3: Raising awareness through numerous activities aimed to increase people's sensitivity to the problem.

The main achievements during 2021 are:

Component 1

- Drafting a detailed plan for the activities of the school year 2021/22.
- Preparation of the online questionnaire for students about school abuse in which 1640 students participated.
- Meetings with municipal officials are organized every month by field associates while, every three months joint meetings with the three municipalities are organized serving to assess the level of implementation of activities foreseen in the Action Plan for Implementation of the Protocol on Prevention and Referral of Violence.
- Organization of Awards Ceremonies for the so-called “Friendly and Nonviolent Schools” in cooperation with each beneficiary municipality. This year, 30 prizes were awarded.



Photo 9. Moments from the awards ceremonies of the friendly and nonviolent schools

Component 2

- In March 2021, MESTI issued the decision to approve the basic program ‘Protection of children from abuse’ for a duration of two years. The content of the training course/programme focuses on understanding what child abuse and neglect is; supporting teachers to understand the responsibilities for early identification of child abuse (Early Warning System);

understanding the role of the school community to prevent and report child abuse; elaborating on the topic of child abuse prevention and consequences through extra-curricular activities.

- Since March 2021, when the online platform became active, a total of 6216 participants have completed online trainings. Of them, 1096 parents, 745 teachers and 4375 students.

Component 3.

- Social campaigns have been organised to raise public awareness of the risks associated with abuse and disseminate information on good practices. Within the project, February 9 was marked Safe Internet Day, then June 1, International Children's Day, in the three beneficiary municipalities with various activities for children. Even this year, each municipality has chosen the form of organizing these activities by trying to give more voice to the rights of children and prevention of abuse. Since the beginning of November, when the activities around the awareness campaign for child protection against abuse have started, various workshops have been organized, either within the project, or with the initiative of the beneficiary schools. In the three beneficiary municipalities, parades were organized in the squares of three cities, raising awareness for the entire population about the sensitivity of this topic.

2.4. Youth Empowerment Enabling Prospects (YEEP)

The YEEP Project (Youth Empowerment Enabling Prospects) is a two-year initiative designed to develop employability and entrepreneurship skills among young people by creating a positive perspective for their future. The project focuses on improved employment prospects and active participation in the labor market of vulnerable and disadvantaged youth. The YEEP project is funded by The German Federal Ministry for Economic Cooperation and Development (BMZ), SOS Children's Villages Worldwide, Hermann-Gmeiner Fund Germany (HGFD) and implemented in cooperation with SOS Children's Villages, Kosovo.

Key achievements during 2021 include:

Trainings with Youth

Despite the difficulties caused by the pandemic, we have managed to meet the project objective and train 61 young people with the training programs "Basic Life Skills" and "Employability". Since the first group of 20 participants completed the training in December 2020, we organized the certification ceremony in February 2021, where we certified 20 young people (15F, 5M). The ceremony was attended by the Director of the Directorate of Education (MED), the Director of the Directorate of Culture, Youth and Sports (MDYS), the Director of the Directorate for Economic Development (MDED), the Director of the Center for Social Work (CSW), representatives from SOS Villages, the Vocational Education Center (VETC) and businesses.



Photo 10. Certification Ceremony of Beneficiaries

Also, at the beginning of the year the creation of the second training group was initiated, which started the training in April 2021 and ended in June 2021. In July, the certification ceremony was organized for this group, in which 19 young people (16F, 3M) were certified.

The third group completed the 16 training sessions on December 24, according to the plan. Certification for this group is expected to take place in January 2022.

At each certification ceremony we have had significant participation from local businesses, which has resulted in the creation of contacts between young people and businesses, as well as their engagement in practice or work.

Beneficiaries of the project

Cluster 1: October-December 2020	Cluster 2: April – June 2021	Group 3 October – December 2021
15 (women/girls)	16 (women/girls)	18 (women/girls)
5 (boys/men)	3 (boys/men)	4 (boys/men)

According to the project, out of the 60 beneficiaries, 40% are expected to be women, as a vulnerable category that should be stimulated to be included in the labor market. So far we have managed to include 49 women in the project, or 80% in total. In addition to the trainings within the manuals "Basic Life Skills" and "Employability", we also organized the training "Right to Public Representation – Advocacy" for a group of project beneficiaries. The three-day training was organized in October 2021. Participants, divided into three groups, based on issues of interest, have identified and prepared advocacy plans for the three following issues addressed by them: 1. Youth unemployment, 2. Social housing and 3. Infrastructure for people with special needs.

Cooperation with institutions/businesses/NGOs

Since we signed the MoU with the Municipality of Gjilan in September 2020, which opened the doors for us to communicate with different institutions, our focus this year has been on cooperation with

businesses and organizations. During this year, we managed to sign two more MoUs, one with Meridian Express in August 2021 and the other with Zëri Rinor-Gjilan NGO in December 2021.

In September 2021, together with the donor, we organized two roundtables in parallel with the topic "Developing concrete policy recommendations for improving the situation for socio-economic integration of marginalized youth", which came as a result of the research on the same topic. During this round table, there was a presentation of the report and the recommendations from research compiled by BD Group in partnership with the organizations implementing the YEEP project.



Photo 11. Discussion table "Development of concrete policy recommendations for improving the situation for socio-economic integration of marginalized youth"

Involvement of young people in the labour market

So far we have managed to include 18 young people in the labour market, of which 14 are engaged in practical work, 1 is self-employed, 3 are employed and 6 are engaged in vocational training. Six young people managed to successfully complete the practical work according to the project criteria. KEC and SOS Villages have managed to engage young people in the labor market through partnerships with businesses, such as Meridian Express, or partnerships with organizations such as Kosova CSR and Zëri Rinor Gjilan.

Partnership with SOS Village

- The young beneficiaries of the project, in addition to various trainings, have had the opportunity to be part of the sessions with the project psychologist engaged from SOS villages. The beneficiaries of the KEC project have been very active in this regard and have taken advantage of the opportunity to receive help from the psychologist.
- During 2021, SOS Fshatrat has organized the training for trainers (ToT) in Prizren, the training on the topic "Securing Online Donations" (Digital Fundraising) and in cooperation with BD Group, trainings have been organized for the development of staff capacities, with the topic "Project cycle management".

2.5. Education for Active Citizenship and Human Rights for Youth

From 2017, KEC with financial support from DVV International – Office in Kosovo, on an annual basis organizes the training “Education for Active Citizenship and Human Rights”. This training module is a combination of the Multicultural Education Programme, the Human Rights and Democratic Citizenship Programme by the Council of Europe and the Social Justice Education Programme by the International Step by Step Association.

The purpose of the training is to prepare the citizens of Kosovo, with particular emphasis on young people, teachers, representatives of Civil Society Organizations, to learn throughout their lives and to contribute to the advancement of human rights in Kosovo. Through this program, participants are offered content that makes them reflect on the overall social development and the changes that need to be made to create equal educational and professional development opportunities for all strata of society, including Adult Education.

During November-December 2021, the training was held on the topic “Education for Active Citizenship and Human Rights”. To ensure equal opportunities for all stakeholders, the selection of participants was made through the Open Call published in the official communication channels of KEC. From 42 received applications, 25 participants were selected who best met the specified criteria. It should be noted that the group has been very heterogeneous in terms of ethnic, religious, gender and professional affiliation. The training was conducted in a very positive spirit. The training sessions have covered the following main topics: Understanding active citizenship; Cultural prejudices and stereotypes; Human Rights; Activism for Active Citizenship and Human Rights; The role of CSOs in promoting Active Citizenship and Human Rights etc. The last day of training has focused more on the preparation of future individual plans for concrete actions that will be taken by each participant to further advance active citizenship. During the last training session, the training evaluation was done. From the findings of the Evaluations Sheets and from what was said during this reflective session, we can conclude that the training had a great effect in providing everyone with new information and knowledge on Active Citizenship and Human Rights, and the biggest effect of the training remains on the impact of the training on the participants, making them more self-critical about civic actions or inaction.



Photo 12. Certification ceremony of participants for the training “Education for Active Citizenship and Human Rights”

3. NETWORKING AND PARTICIPATION IN POLICYMAKING

3.1. Action for Reducing Inequalities in Education - ARISE

The ARISE- Action for Reducing Inequalities in Education project has been developed by a group of NEPC member CSOs and research institutes from the Western Balkans and Turkey (IPA countries) that will support schools, community-based organizations and policy makers in developing initiatives and policies aimed at reducing the effect of low economic status on student achievement, while reducing inequalities in education. The project is financed by the European Commission through the Civil Society Facility and Media Program 2018-2019.

Main achievements during this period:

- The Narrative and Financial Report for the first year of project implementation was prepared, which was then approved;
- The meeting of the Steering Committee of the project was held, with the Work Report for the first year of the project and the Work Plan for the second year of the project presented;
- Comparative report of policies addressing inequalities in education and the situation of children of low socio-economic status (six National Reports from Bosnia and Herzegovina, Kosovo, North Macedonia, Serbia, Albania and Turkey) are compared and summarized);
- Two webinars were held in order to share experiences from European countries (Bulgaria and Slovenia) in addressing inequalities in education and integration of children with low socio-economic status;

- A five-day summer school “Bridging Equity Gaps in Education/School” was held, attended by 30 representatives from consortium partner organizations and community-based beneficiary organizations;
- The Call for expression of interest for members has been opened and the National Coalition of Stakeholders has been established in order to promote and advocate in the field of education inequalities;



Photo 13. Moments from the first meeting of the National Coalition

- The Call for Expressions of Interest has been opened by schools in five Western Balkan countries (Bosnia and Herzegovina, Kosovo, North Macedonia, Serbia and Albania) to be part of the project. 127 schools have applied, while 25 (5 from each country) have been selected based on the unified evaluation matrix.
- Each of the 5 members of the consortium that will work with schools, have determined school mentors, who will support the schools to plan to include concrete measures and actions within the School Development Plans that aim to address the needs of children with low socio-economic status.
- In November 2021, a training was held for all school mentors (10 in total). The training was provided by the project partner Center for Educational Initiatives "Step by Step" from Bosnia and Herzegovina.
- The other partner from Bosnia and Herzegovina, ProMente, has designed the methodology and instruments of the initial research that will be done in the selected schools. The same instruments were used by the school mentors during the research in the partner schools.

4. INFORMATION AND PUBLICATIONS

Main achievements:

Managing your KID's Facebook profile - During 2021, the KID's Facebook page has been very active. So far, the site has 13,703 active followers. All KEC activities are regularly published on the FB page, which are developed through projects and programs accompanied by photos, videos, etc. Also, other information about the opportunities of engagement in KEC, participation in various events such as trainings, workshops, etc. are regularly prepared and published. At the same time, the KEC staff communicated regularly on a daily basis with the followers about requests, information and questions related to the various organized activities.

KEC website management – During 2021, the KEC website has been updated with news, relevant information and activities, as well as information about projects and programs that started being implemented during this year. Likewise, various publications developed by KEC, such as reports, editorials, research, etc. are regularly placed on the website, within the framework of various projects.

During 2021, KEC's website had about 17,861 users/visitors of which 81.8% were new visitors, while 18.2% of them were old visitors. Of these visitors, 45.85% are women, while 54.15% are men. In terms of age, 27.50% are aged 18-24, 33.50% are aged 25-35, 15.50% are aged 35-44, 12.5% are aged 45-54, 5.50% are aged 55-65, and 5.50% are 65+.

KEC Youtube channel maintenance - Published this year are the video "Parent involvement in the school life of their children" prepared through the project "Quality, Accountability and Inclusion in Education 2021 – QAEI" as well as the video animation prepared for June 1, the international day of children from the project "Together against Child Abuse – TACA".

Professional development of staff: In order to professionally develop the staff, training was organized regarding the use of the online platform "Moodle". At the same time, the staff has completed the online training "Protection of children from abuse" in the capacity of parents, and has been certified. In order to advance the knowledge with some design/infographic platforms and the possibility of using them in the future, training was organized about the use of some platforms such as Infogram, Canva, Visme, Adobe Spark, Genial. The staff has had the opportunity to participate in other trainings through various projects related to topics such as "Project Management", "Stress Management", "Digital Fundraising", "Education for Active Citizenship and Human Rights" etc.

KEC Profile Review: During the year the KEC Profile has been reviewed, it being a document which serves to inform and promote the work of KEC over the years and contains numerous information about the organization, as well as various references to the work, including various partners and donors.

Marking of internationally recognized days – Different international days related to the field of activity of projects are marked and published on the social network Facebook and at times on online

portals. One of the special activities was held during October, when KEC staff joined the breast cancer prevention awareness campaign. Through ribbons embroidered by the women of the Hands of Hope center, staff has expressed support to all the powerful women who struggle with this disease. Another important activity was the joint photograph of the staff in the form of a blue ribbon to mark November 19 "International Day for the Prevention of Child Abuse" followed by the organization of the 3-day training for the marking of December 10 "International Human Rights Day".

Also, there were invitations and participation of the staff in various shows in the local media.

During the year, various informative and promotional materials were designed and printed for several KEC projects, including banners, posters, notebooks and various project publications. Also, several promotional materials have been prepared, including end of the year ones for staff and co-workers.

During this year an infographic with figures and facts about the main activities developed during 2021 through projects and programs has been prepared. It was shared on the social network Facebook.

Constant contact with the media regarding KEC's activities – this year there has been an interest and support from the media about KEC's activities. Event communications have been sent in advance to the media, which have supported these activities with their publication. Likewise, the KEC staff has been part of shows, interviews and pronouncements on various television and radio channels.

5. "MILENIUMI I TRETË" NON-PUBLIC SCHOOL

Despite the continuation of the coronavirus pandemic, the "Mileniumi i tretë" school marked an extraordinary calendar year both in quality and large number of students facing constant demands for enrollment. For the school this increase in numbers and quality assurance only increased the managerial responsibilities of all levels, ready for any change of the new Covidian era with all the accompanying innovations. As of January 2021, new enrolments were announced, which were completed in record time, with increasing demand for additional classes, which forced the school to accommodate young pupils in the five first grades, and mini-seniors in three sixth grades.

All energy was now focused on fully developing the technological skills of staff and students, with the support of the e-learning coordinator. After achieving great success with the provision of technological devices, such as cameras, bluetooth and then SMART boards, continuous trainings for teachers were organized in the school, designed in accordance with the identified needs for various online platforms and programs. Moodle, as one of them, began to be used from the beginning of the 2021-22 school year, which is one of the school's medium-term goals related to the creation of online content for various cross-curricular courses.



Photo 14. Moments from trainings with school staff about the "Moodle" platform

The school also built a continuous system for following the teaching by the students in the livestream, when for whatever reason they are absent from the school, as well as organizing the teaching by teachers themselves if for objective reasons they remain at home.

The classes in the new school year began online, with a reinforcement week and a week of project-based learning, as planned, two weeks before public schools, which were postponed due to the increase in cases infected with COVID-19. Soon, the students returned to school in all three school cycles. In the last quarter, there were no cases of isolation or infection of students and staff, which enabled the regular implementation of the curriculum plan and the achievement of school objectives.

This period raised the school image further by becoming a model of the genuine approach of distance learning through the diversity of activities that were carried out with the competent planning of the organizing council. Various manuals for work, access to the new school software, which was launched in the first semester of 2021-22, as well as the training manual for Moodle, were drafted.

The entire staff of the school was vaccinated, mostly with two doses, and this also had an impact on the regular attendance of lessons. The school built a system of covid case management, rapid PCR testing and vaccination of staff and students. Afterwards, in order to better protect against the Coronavirus, the School decided to provide air purifiers for all additional classrooms, since the construction of the underfloor with a total of 4 teaching rooms was achieved, which for a short time solved the problem of lack of space.

The approach of monitoring lessons and evaluating teachers' performance was complemented in favor of quality improvement through the multiplicity of Distributive Leadership roles. Each lesson was physically monitored in the classroom by the principal, deputy principal and head of the department, depending on the professional curriculum area, by the e-learning coordinator online monitoring of the use of ICT, and all plans were checked/assessed by the curriculum coordinator at the school, who also trained all the new teaching staff for the implementation of the new curriculum to influence the development of pedagogical practice. Thus, in the first semester, a total of 31 teaching hours were

monitored and evaluated, while 7 teachers were subjected to *VPM. Although under very unusual conditions due to the pandemic, the entire VPM process was considered successful.

Many students sought professional support from the school psychologist, who invited the entire school staff for emotional care towards students.

Due to the limitations in the pandemic situation many traditional school activities were replaced with individual approaches to preserve the health of the school community, but there were also joint recreational and academic activities such as: autumn crosses, friendly games with other schools, individual and group thematic and inter-subject projects, together with school clubs, which were refunctionalized. In the framework of the German project "Partner Schools of the Future" (PASCH) the students participated in online workshops and a theater & multimedia was conducted at the "ODA" theater, led by two German experts.

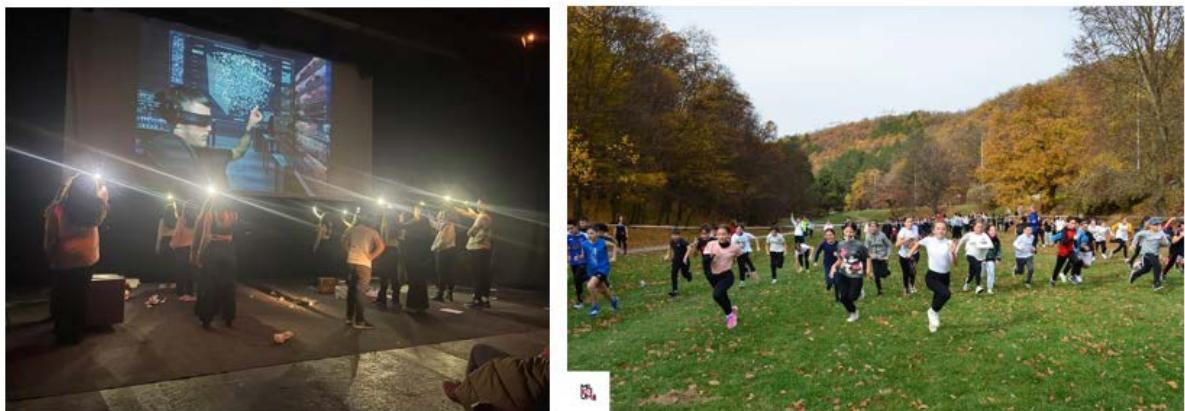


Photo 14. Different student activities

The school kitchen resumed work with some menu changes and additional staff. It seems that there is still a need for raising the quality of work in the kitchen.

All high school students were provided with tablets for ease of learning, while this year the school also awarded 5 scholarships for ninth grade students.

The school, on the eve of the year-end holidays, distributed gifts to all the students, the children of the staff, to the staff themselves, and to the children of the neighborhood. Meanwhile, the charity club carried out the humanitarian action with the distribution of students' gifts for the NGO "Happy Mothers and Children", while a retreat was organized for the staff in the city of Shkodra.

Main achievements:

A series of achievements were marked by school departments in addition to the extraordinary challenges for organizing work during the pandemic and for quality assurance:

- The 18th Year
- 110 employees – 62 teachers and teaching assistants
- 3 school cycles - 782 students

- 33 class groups
- Teaching with physical presence in school – (in some cases even online)
- Separate Teacher and Assistant Teacher roles (7)
- Psychologist & Assistant Teachers – Professional Support
- Coordinator for e-Learning, PR - event organizer
- The first 5 classes
- Good management of the pandemic situation in the school
- Implementation of the new Curriculum in all grades 1-12
- Drafting of annual, bimonthly and daily plans
- Checking the plans from the Curriculum Coordinator
- Professional development of teaching staff, through training:
- Using the School's new software – SMN
- Creation of online courses on the Platform - Moodle
- Together against child abuse
- Practical Implementation of the New Kosovo Curriculum (for new staff)
- Meeting of the Parents' Council of the school;
- Joint and individual meetings with parents;
- School Clubs; Robotics competition – maximum points
- Remote schools – organizing online learning in pandemic conditions
- Project-Based Learning Week;
- Presentations from various universities and organizations for graduates;
- Classroom, Geogebra, Moodle, Robocompass, Mural, Phet, etc.
- Humanitarian Action Gifts for the Holidays
- Changing the school logo (modernizing it)
- School Site Redesign – Brandbook

The accessibility test (class IX) averaged **75.5%**, while the score on the Matura exam, which had a total of 100 points, averaged **59.8%**.

At the end of the first half-term of 2021-22 the nominal success was: **5.0** - primary cycle, lower secondary cycle - 4.51, and upper secondary cycle **4.27**, which in total at school level is **4.59**

6. OTHER INITIATIVES

During 2021, in order to promote, advance and open up new opportunities, the following activities have been developed:

1. During April – May 2021, through a partnership with UNICEF Office in Kosovo, in response to the need of schools for technological equipment, we distributed 91 laptops to 40 KEC partner schools from 10 municipalities in Kosovo.
2. In May 2021, the application for membership in the European Association for Adult Education (EAEA) was prepared. The EAEA is a European organisation whose aim is to network and represent European organisations directly involved in adult education. Originally known as the European Agency for Adult Education, the EAEA was founded in 1953 by representatives of several European countries. The EAEA promotes adult education, access to and participation

in non-formal education for all adults, especially for currently under-represented groups. At the meeting of the EAEA Assembly held at the end of June KEC was accepted as a full member.

3. Since April, three meetings have been organized with representatives of the University of IOWAs, in order to strengthen the cooperation. As a result of these meetings, the MoU was signed for long-term cooperation with the University of IOWAs in the field of higher education.
4. In response to the phenomenon of violence in schools and the treatment of this topic in society, in cooperation with KOMF – Coalition of NGOs for Child Protection, a plan has been drafted for the organization of three webinars open to the audience, where this topic has been addressed by professionals. The webinars are organized during October-December 2021.

Appendix 1: Certified people according to training programs

Code	Item	Number of Hours	Trained teachers
005	Critical thinking during reading and writing	120	15
010	Step by Step Initial training for the first class	40	17
070	Mediation between peers	24	38
073	Project based learning	24	32
077	Protection of children from abuse	8	1,277
078	Soft skills in the school curriculum	18	5
079	Skills for personal development	20	194
Total			1,578