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Joint Programme between the European Union and the Council of Europe:

**“Increasing Access to Education and Intercultural Understanding:
EU/CoE Support in the field of Education to forced returnees and to
Roma, Ashkali and Egyptian communities in Kosovo*”**

Final report for the Contract No: 2013/318-103

*This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

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List of abbreviations:

BSFK – Balkan Sunflowers Kosova
CCC – Consultative Council for Communities
CoE – Council of Europe
CSO – Civil Society Organisations
EC – European Commission
ECMI – European Centre for Minority Issues
EU – European Union
EUOK – European Union Office in Kosovo
FCNM – Framework Convention for the Protection of National Minorities
GoK – Government of Kosovo
INGO – International Non – Governmental Organisations
KEC – Kosova Education Centre
KPI - Kosovo Pedagogical Institute
KFOS – Kosovo Foundation for Open Society
LC – Learning Centre(s)
MED – Municipal Education Department
MEI – Ministry of European Integration
MEST – Ministry of Education, Science and Technology
MHRU – Municipal Human Rights Unit
MIA – Ministry of Internal Affairs
MOCR – Municipal Office for Communities and Returns
NGO – Non Governmental Organisation
OPM – Office of the Prime Minister
OSCE – Organisation for Security and Cooperation in Europe
OMiK – OSCE Mission in Kosovo
PRTAN – Prevention and Response Team towards Abandonment and Non-Registration
PSC – Project Steering Committee
PT – Project Team (Pristina-based)
REF - Roma Education Fund
TDH – Terre des Hommes
ToT – Training of Trainers
UNDP – United Nations Development Programme
UNHCR – United Nations High Commissioner for Refugees
UNICEF – United Nations Children’s Fund
VoRAE – Voice of Roma, Ashkali and Egyptians

1. Introduction

Project title	“Increasing Access to Education and Intercultural Understanding: EU/CoE Support in the field of Education to forced returnees and to Roma, Ashkali and Egyptian communities in Kosovo”
Reference number	2013/318-103
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2. Executive summary

The Joint Programme of the European Union and Council of Europe, “Supporting Access to Education and Intercultural Understanding” ended on 31 December 2015.

Although separated into five components, the project assistance efforts can be grouped into two larger categories: enhancing cooperation and information sharing among different actors, and improving the provision of existing services to the target beneficiaries. Following this methodology, and after the approval of the inception report at the first Steering Committee Meeting, the project team carried out over 100 activities involving more than 3000 people in trainings, workshops, conferences and other project-related events.

The ACCESS project team achieved the following results in five of the project components.

Access and Attendance

The aim of this component was to increase enrolment in schools and regular attendance of school-age returnee children and disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians.

Supporting the **Education mediation programme** was instrumental for dealing directly with the pupils at risk of dropping out and out-of-school children. From January 2014 till the end of the project, 6 mediators worked on **1204 cases** of Roma, Ashkali and Egyptian pupils in 6 municipalities. Thanks to their work, and in cooperation with teachers, mediators managed to **return 216 out-of-school children to school**. The project launched a **report on the 'Role of Mediators in the Integration of Roma, Ashlai and Egyptian communities in the education system'**.

The project developed a **referral mechanism for mediators and NGOs**, which was included in the European Centre for Minority Issues (ECMI) 'Handbook for PRTANS' that was approved by MEST and local authorities. The project organized training for learning centre staff and mediators on the referral mechanism.

School Achievement

This component responded to the need to provide training, educational materials and support to the teachers and schools in order to address the specific situation of returnee children, as well as to improve education for Roma, Ashkali and Egyptian children. The project was working on two parallel programmes. On the one hand, the project supported the Ministry of Education, Science and Technology and Ministry of Internal Affairs in setting up a **sustainable mechanism to provide additional languages classes for around 400 returnee children**. A new teacher and student handbook for returnee classes was developed and tested in 2014 and 2015. The final module was transferred to trained MEST, MIA and Municipal Education Department staff to ensure its sustainability.

The second programme entitled '**Social Inclusion Programme**' had as a main beneficiary 10 pilot schools and addressed the overall inclusion of the school and positive class environment. The project developed a set of '**Guidelines for teachers for Social Inclusion of Roma, Ashkali and Egyptians in schools**'. The project trained **66 teachers on the whole school approach** in 10 pilot schools in Kosovo.* Small grants were also provided to draft and implement school development plans, fostering inclusive school environments.

Romani Language

At the time of the start of the project this component presented some challenges in its implementation due to the fact that there was only one Romani language teacher in Kosovo working in Prizren municipality. Nevertheless, as a result of continuous work and advocacy in MEST and municipalities a selection for new teachers took place and **four teachers were selected and trained**. The project also developed training materials to prepare the new teachers for their tasks.

The NGO contracted by the project conducted advocacy campaign in several municipalities to inform parents about the opening of new Romani language classes. By the end of the project **120 children were enrolled in Prizren, 30 in Ferizaj and 15 in Gjakova/Djakovica**.

Awareness-raising activities promoting Romani language and culture took place, notably **the conference on ‘Enhancing inclusion and interculturalism in the Kosovo education system: the case of the Romani language’**. As for teaching programmes, **seven lesson plans** were drafted by teachers to include Roma, Ashkali and Egyptian history in primary school lessons.

Community integration

This component provided support to the Learning Centres (LCs) as a way of increasing the integration of returnees and Roma, Ashkali and Egyptian children in schools and local communities. The project trained LC staff in several areas and coupled the trainings with grant opportunities in order to implement them. 12 projects were funded and implemented by the LCs. The project also organized **10 coordination meetings** for all the NGOs running learning centres in Kosovo in order to share experiences and ensure a more homogenous approach. In co-operation with UNICEF the project launched **the study on the impact and sustainability of learning centres in 5 municipalities**.

In addition to this, the Kosovo theatre company was supported under this component for staging **the play ‘Yue Madeleine Yue’**, reflecting the challenges returnees are facing. The performances took place 7 times in 7 municipalities and 1500 children attended.

Policy review

The project set up a **Reflection Group on the Education of Forced Returnees and Roma, Ashkali and Egyptians**, which brought together local practitioners and policymakers to discuss and advance policies on returnees and relevant strategies related to integration of Romani, Ashkali and Egyptian communities in Kosovo. Throughout the project duration this Reflection Group held **six meetings**. On several occasions, the Reflection Group shared recommendations and proposals with OGG and other institutions. It published **two annual policy review reports** to reflect its discussions.

The project also developed a set of self-assessment tools for inclusion that were tested in the ‘Guidelines for Teachers for Social Inclusion’.

3. Review of Progress and Performance

3.1 Policy and programme context, including links to other on-going operations/activities

The project team coordinated its activity with local stakeholders and partners, as many of them contribute to the work of the Government of Kosovo in overlapping sectors.

Forced returnees

The project was recognised as a key partner when dealing with returnees, especially in the field of education. Project staff participated in several conferences and coordination meetings as speakers and resource persons, especially during the wave of irregular migration that Kosovo experienced at the beginning of 2015.

The project played an important role in mediating the agreement between MIA and MEST that led to the organisation of additional language classes.

Education for inclusion

The project staff was extensively involved in advancing the debate on Inclusive Education via their contribution to conferences and working groups with regard to the improvement of quality education in Kosovo, in particular when dealing with minorities.

The project staff were extensively involved in discussions with regard to the drafting of the new Strategy for Roma, Ashkali and Egyptian inclusion. The project team participated in different roundtables and thanks to the work of the Reflection Group, provided important suggestions to share the Education component of the new strategy.

3.2 Progress towards achieving objectives

Overall objective

The overall objective is to ensure greater social cohesion and confidence between communities by supporting the integration of Roma in Kosovo, with special focus on education, as specified in the Roma Education Strategy, Strategy for Inclusive Education in Kosovo, the Strasbourg Declaration on Roma (20 October 2010), the Kosovo Education Strategic Plan (KESP) 2011-2016, and all other relevant policy documents.

Project purpose

The project aims to support returnees and minority communities (especially Roma, Ashkali and Egyptians) in integrating into the education system in Kosovo by increasing access to education and promoting intercultural understanding in the school system in Kosovo.

Expected Results

1. Enrolment in schools and regular attendance of school-age returnee children and of disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians;
2. Increased capacity of the education system to ensure higher chances of school achievement for returnee children, based on the adapted language support and on the recognition and valorisation of their competences and of the benefits of their presence for Kosovo society as a whole;
3. Improved status of the Romani language as a subject in Kosovo schools;
4. Integration of returnee children among peers in schools and in local communities;
5. Review and assessment of the implementation of education policies on Roma, Ashkali and Egyptians and forced returnees.

3.3 Activities undertaken and results

Overview

The joint EU/CoE programme was implemented following the action plan outlined in the inception report and fine-tuned during the Steering Committee Meetings. There are two aspects to the methodology of the project: increasing coordination and improving existing services.

On the one hand, the project aimed *to enhance cooperation and information sharing among different actors* (both institutions and civil society) working in the field of education for forced returnees and Roma, Ashkali and Egyptian children. The ACCESS project joined already existing coordination structures (i.e. MEST donor group, MIA repatriation meetings, working group for strategy on Roma, Ashkali and Egyptians, International Organisations coordination meetings). In addition, the project established light coordination groups when necessary (i.e. a coordination group of NGOs running learning centres, MIA-MEST working group on language classes for repatriated children and the Reflection group on the education of returnees and Roma, Ashkali and Egyptians). This participative approach resulted in solid cooperation with different stakeholders. As a result of the constant efforts to bring the partners together, the project was instrumental in establishing a MEST-NGOs working group to agree on the institutionalization of learning centres.

On the other hand, the project worked *to improve the provision of existing services to the target beneficiaries*. This part of the methodology was strictly linked to the previous one as, in order to further develop services, often there is a need to create better connections among different service-providers, to increase cooperation between the duty-bearers and civil society, as well as to raise awareness of right-holders on the availability of services. This was the case for the groundwork carried out by the project that was fundamental in preparing the MoU between MEST and MED to expand Romani language teaching in Kosovo.

Component 1 – Access and attendance

The aim of this component was to increase enrolment in schools and regular attendance of school-age returnee children and disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians. The project contributed to ensuring that no children are left out of the education system both in case of drop-out and in case of forced return. Mediators played a special role in ensuring a good information flow between institutions and communities.

A.1.1. Establish effective enrolment monitoring system

Throughout the project duration the project staff supported **MEST and MIA for the organisation of additional language classes for returnees** in order to make access to education for repatriated children more effective. Many meetings, several roundtables took place with MEST, MIA and nine MED representatives.

In October 2015, MEST decided to decentralize the additional classes for returnee children so that they become the responsibility of the municipalities. As a result, the project involved representatives from 11 MEDs in Kosovo and trained them as Trainers of Teachers to act as multipliers within their municipalities. Therefore, if a school flags the need for additional language classes, teachers within that school can be trained by the municipal Trainer of Trainers and afterwards organize the classes with the materials elaborated by the project.

A.1.2. Training for Roma, Ashkali and Egyptian education mediators and staff of the learning centres

As a starting point for the implementation of the activities under this component, the project, together with the NGO Balkan Sunflowers Kosova (BSFK) contracted the Kosovo Pedagogical Institute (KPI) to prepare a **study on current work and potential role of Education Mediators**. A special attention was given to mediators' work in relation to the current situation of children from the Roma, Ashkali and Egyptian communities with regard to dropouts, returnees and cooperation between relevant stakeholders. The study focused on the database compiled by the BSFK throughout 2013 validating the data with additional researches and interviews on the field to assess the perception and impact of the mediator's work in the selected municipalities.

This report provided some useful insights to identify areas of improvement for mediators and to plan accordingly for the future training. One of the areas that was considered problematic was the unsuccessful closure of drop-out cases.

In order to address this problem, the project **developed a referral mechanism for mediators and NGOs**. The project team hired a consultant, who adapted the referral tools that had already been designed for the Prevention and Response Team towards Abandonment and Non-Registration (PRTAN) and Municipal Education Departments. The "civil society tools for referral", together with the relevant SOP, were included in the European Centre for Minority Issues (ECMI) "Handbook for PRTANs" that was approved by MEST and local authorities. As a follow-up, the National PRTAN committee requested that the project **draft a module on returnee children in the Handbook's guidelines**. The final outcome was presented during a UNICEF-ECMI conference in January 2015.

In December 2015, the project organized training for learning centre staff and mediators on the **"Referral of cases of children out of school and at risk of dropping out of school/PRTAN/MED/MEST from civil society representatives"**. The training was designed on the basis of the referral mechanism developed for mediators and NGOs that was included in the European Centre for Minority Issues (ECMI) 'Handbook for PRTANs'.

In February 2015 the project **launched a report on the "Role of Mediators in the Integration of Roma, Ashkali and Egyptian communities in the education system"** during a broader conference on Mediation in Education. The event was opened by the Advisor to the Ministry of Education and an EU official. Over 100 participants attended the event.

Following the recommendations of the report, the project, together with Balkan Sunflower Kosova (BSFK), agreed to contract a psychologist to provide monthly methodological support to mediators.

Since January 2015, BSFK held nine meetings to revise some of the most difficult cases mediators had faced. These meetings were aimed to:

- Discuss the challenges and problems that mediators face in their daily work;
- Foster mutual help in dealing with common issues;
- Share experiences and good practices.

A.1.3. Support the work of Roma, Ashkali and Egyptian education mediators and learning centres

For the implementation of this component the project closely cooperated with the NGO Balkan Sunflowers Kosova (BSFK) and **co-financed the mediation programme**. In particular, six mediators in the municipalities of Fushë Kosovë/Kosovo Polje, Obiliq/Obilić, Lipjan/Lipljane, Gjakovë/Djakovica, Pejë/Peć and Ferizaj/Uroševac (Dubrave) were financed.

Since January 2014, 6 mediators worked on 1204 cases of Roma, Ashkali and Egyptian pupils in 6 municipalities. Thanks to their work, and in cooperation with teachers, mediators managed to return 216 out-of-school children to school.

Throughout 2014, the Mediators worked on 574 cases (348 boys and 226 girls). Of the most urgency was work on 156 dropout cases (95 boys, 61 girls), so that these children return to school as soon as possible. Out of 574 cases, 393 were successfully closed.

In 2015 the mediators opened 534 cases. Most of the cases were related to irregular attendance at school (69%), various social problems of the family (15%), child labour (5%) or early marriage (1%).

As a consequence of the mass exodus that took place in the final months of 2014, the Ministry for Education Science and Technology (MEST) issued an administrative instruction to all Municipal Education Departments (MED), to return all the children that returned before March 31st to school.

Therefore, BSFK school mediators worked hard on the difficult task of locating returned children, as the number of families who left Kosovo was high, and they were scattered around different municipalities. In cooperation with different stakeholders, and in particular through good relations with communities, mediators **managed to compile information about families and children who returned to Kosovo, and they started to mediate their return to school**. Please see the information below for 6 localities.

Returned children in Jan - Sept 2015				Returned to school			Working on		
LOCATION	Male	Female	Total	Male	Female	Total	Male	Female	Total
Fushë Kosovë/ Kosovo Polje	26	16	42	12	9	21	14	7	21
Obiliq/Obilić	4	7	11	4	3	7	0	4	4
Lipjan/Lipljane	13	11	24	13	11	24	0	0	0
Gjakovë/Djakovica	8	7	15	8	7	15	0	0	0
Pejë/Peć	6	5	11	2	3	5	4	2	6
Ferizaj/Uroševac (Dubrave)	3	7	10	2	6	8	1	1	2
Total	60	53	113	41	39	80	19	14	33

Taking into consideration the phenomenon of migration and returns, mediators had to have regular meetings with parents (over 1,000 visits), with the aim of improving the involvement of children in the school, and the involvement of parents in dealing with the education issues of their children. Mediators also visited schools (around 350 visits to teachers) and municipal offices (around 110 meetings).

All information is reflected in the BSFK client database.

A.1.4. Out-of-school programmes for returnees and Roma, Ashkali and Egyptian children

In November 2014, the **project coordinated an information gathering process with NGOs dealing with returnees** (NGO URA 2, NGO AWO Nuremberg, AWO Kosova and ReKoKo Project) as well as Roma, Ashkali and Egyptian children. The project set up a dedicated registration page for NGOs to flag eventual returnee children that were in need of additional classes (<http://bit.do/returnees>). After the complete list of children was selected in the nine municipalities, the project shared the information with the mediators to provide additional support outside the classes.

The project continued cooperation with the University of Pristina (UP) with the aim of connecting psychologists working in municipalities and in schools. In cooperation with UP, Awo Nuremberg, URA and UNICEF, on 17 October 2015, the project organised a workshop for 24 psychologists designed to provide the psychologists with an overview of the challenges faced by returnee children and their psychological consequences. During the workshop, experts presented the current situation in Kosovo together with theoretical and practical case studies. The project then connected them with the University of Pristina study that will run for the next 4 years and that will continue to survey the work of psychologists dealing with repatriated children.

A.1.5. Additional language classes in the learning centres

In order to support the involvement of civil society in the provision of services to the returnees, in April 2014 the project provided **its support to the Department of Reintegration (MIA) to identify the mechanism for financing NGOs activities from the Reintegration Fund**. Following the consultation workshop organised by MIA to create a mechanism to fund NGOs activities from the Reintegration Fund, the project team engaged a procurement expert to provide an in-depth analysis of the available options and align them with local and international standards. The provided recommendations were positively received by MIA.

As a follow-up to the 2014 contribution to **support the Department of Reintegration (MIA) in identifying the mechanism for financing NGOs activities from the Reintegration Fund**, in 2015 the project provided in-house expertise to revise the latter, as well as comments that were included in the final draft. MIA should start to use the new Grant Mechanism in 2016.

A.1.6. School scholarships to support the programme

In 2014, the project supported MEST in sharing the information concerning the scholarship programme in Kosovo for Roma, Ashkali and Egyptians. For this reason, **mediators were asked to share information about the scholarship opportunities** in their respective municipalities.

A.1.7. Outreach to parents and local communities

In March 2015, the project, in cooperation with the NGO European Stability Initiative (ESI), **organised a policy workshop with representatives from the media and think tanks on “Kosovo irregular migration and the situation of returnees”**. The outcomes of the meeting were used to prepare a second workshop, which took place on the 31st March, to help journalists improve their reporting on different aspects of returnee issues. The event provided relevant information on migration to journalists to improve and increase their coverage on returns and issues related to returnees. . The second workshop, facilitated by the NGO European Stability Initiative, was attended by 20 journalists and representatives from relevant international organisations.

In June 2015, the **ACCESS project, jointly with the Media Project, organised a roundtable on “Hate Speech against minorities in the media”**. The aim of the event was to increase awareness about reporting with regard to minorities (in particular from the three communities) and how to deal with discriminatory messages in the media. Both journalists and NGOs attended the event held in the Orion Conference Centre, which was opened by the Head of the National Press Council. The Deputy Ombudsperson and CoE experts shared their presentations and positions during the event. On the occasion of this conference, the relevant DOSTA campaign materials were reformatted, reprinted and disseminated.

In July, the project signed a contract with the University of Pristina to conduct a study in the 10 pilot schools which are part of **the Social Inclusion Programme**. Initially 11 schools were selected, but due to an internal problem, one of the schools opted out. The study analysed teachers’ and parents’ perceptions of social inclusion within the school context. In addition, the survey assessed the achievements, opportunities, constraints and weaknesses of the school development plans, including their impact on the social inclusion of children. The team from the Psychology Department of UP selected and trained ten Master’s students from “School Psychology and Counselling”. The raw data was then inserted in the database and analysed. The results were published in a booklet and disseminated in the 10 schools as well as at the final conference of the project (see A.2.6 on the final conference).

Indicators and their current status

Objectively verifiable indicator	Status
Minimum 200 children returned before the start of the project and recorded in the central database, database updated with the newly arrived children.	This indicator is no longer relevant for the project. The MIA electronic database has been fully operational since 2011 and all persons forcibly returned are inserted in the database directly by MIA. Therefore, there is no need to create a parallel database. The project had already recognised this fact in the inception report.
All returnee children from targeted municipalities returned during the project implementation are provided with assistance by the project, in collaboration with and supported by the Kosovo authorities for school registration, based on information provided by MIA structures.	Completed. As a result of the project, MEST and MIA agreed on the mechanism to identify and double check the educational needs of returnee children. NGOs were also consulted in the process.
Minimum 200 Roma, Ashkali and Egyptian children at risk of school drop-out provided with support to attend/re-attend school regularly.	In 2015, 360 children were supported. In 2014, there were 343.
Agreement signed with MEST by the end of the first year of the project to co-fund the salaries of Roma Ashkali and Egyptian mediators.	As already presented in the first annual report and to the Project Steering Committee, the agreement could not be reached due to MEST resistance.
Action plan developed with MEST for medium and long-term sustainability, with strong involvement of the relevant public institutions.	The project managed to include its support within the action plan of MEST in many components (i.e. returnee classes, Romani language teaching) which were foreseen from the start as part of MEST budget. The project also facilitated the process between MEST and NGOs for the institutionalization of the learning centres.

Component 2 – Capacity-building of the education system

This component responded to the need to provide training, educational materials and support to the teachers and schools in order to address the specific situation of returnee children, as well as to improve education for Roma, Ashkali and Egyptian children.

The project was working on two parallel programmes to support the education system in Kosovo. On the one hand, the project was focusing on assisting MEST and MIA directly in providing immediate assistance to returnee children by improving their language competences and their overall integration into the new education system. The goal is a smooth transition from their host country to a new life in Kosovo. In this regard, the project provided expertise to design, implement and

monitor MIA/MEST language class programmes for the returnees as well as to develop specific new materials for these classes in Kosovo.

While this programme is directly focusing on the children of returnees, the second programme, entitled “Social Inclusion Programme”, had as a main beneficiary 10 pilot schools and it addressed the overall inclusion of the school and the positive class environment.

Together they are addressing the short and long-term needs of the returnees to benefit from quality and inclusive education.

A.2.1. Development of training materials and pedagogical resources

Social Inclusion Programme – the project developed the second and third set of training materials.

A team of three experts (2 international and 1 Kosovar) led the drafting process. In addition, the Kosovo Pedagogical Institute team helped to revise them after each of the trainings. Finally, a Consultative Board, established on an ad hoc basis for the programme and composed of nine practitioners and representatives from education institutions (MEST, University, schools and NGOs), was consulted to validate each module. The role of the Consultative Board was to provide guidance and comments with regard to the work of the experts and to validate their final output. The final meeting with the Board took place in June 2015 and materials received a positive evaluation. The materials were translated into both Albanian and Serbian.

Additionally, a training module on On-line Partnerships was also developed (see A.2.8).

Programme for additional language classes - In October 2014, the project presented the findings of the **assessment of the language classes for returnees programme**, carried out in June 2014, during the meeting held at the Ministry of Education, Science and Technology, with MEST and MIA representatives. The assessment provided useful guidelines and recommendations that were taken into consideration by the team of experts developing the materials. On 18 October 2014, at the second meeting with the Consultative Board, the expert team presented the framework of the new pedagogical materials that will be in line with the European Language Portfolio (ELP), developed by the Language Policy Division of the Council of Europe, as well as the new Framework curriculum of Kosovo education.

From December 2014 to April 2015, the project engaged international and local consultants to work on the production of language materials for repatriated children. **The material developed contains 12 thematic units, 2 evaluations (mid-term and final) and a first introductory lesson about ABC for beginners.** The materials were also piloted during the additional classes’ cycle of 2015 until mid-June. The Consultative Board assessed the units positively during two separate meetings in January and in April 2015. Follow-up meetings took place with high officials of MEST in order to update them on the development of the project.

A.2.2. Training of teachers, school directors and staff of municipal education departments

Ten out of eleven schools completed the grant programme. The 11th school located in Novoberde/Novo Brdo was not able to start the procurement process despite two extensions to the

grant contract. The project staff met several times with the school director and MED of Novoberde/Novo Brdo to discuss the advancement of the project, but due to a problem with the internal administrations, it was not possible for the project to intervene.

#	Municipality	Location	School Name	Main Activities	Status
1	Ferizaj / Uroševac	Feriza / Uroševac	"Tefik Çanga"	<ol style="list-style-type: none"> Lectures to raise student and parent awareness of inclusion through dramatic art. Construction of a mobile theatre stage and establishment of a drama group. Several plays developed in cooperation with professional actors. Extracurricular activities to bring children together (lectures, handicraft classes, leisure activities). 	Completed
2		Zaskok / Zaskok	"Naim Frashëri"	<ol style="list-style-type: none"> Refurbishment of a new space for the library and purchase of new books. Human rights based activities in the school. Extracurricular activities (handicraft workshop) held in the new space. Planting new seedlings in the schoolyard. Football and chess tournaments. Meeting with parents of primary school children and involving secondary school pupils in becoming role models and mediators. 	Completed
3	Fushë Kosovë / Kosovo Polje	Fushë Kosovë / Kosovo Polje	"Mihail Grameno"	<ol style="list-style-type: none"> Renovation of the room to establish a media classroom The class was used for different activities for additional learning in preparation for the college test for English, Chemistry and for a national knowledge quiz competition. The Council of Students together with teachers organized a project called 'Let's help our friends with clothes'. The clothes were collected, organized and delivered to families in need. The media room was also used by students that are working on the Online Partnership Project about "Nature and Environment. The place we live in" together with a school from Romania. Partner NGOs organized workshops for students using the new facilities. 	Completed
4		Fushë Kosovë / Kosovo Polje	"Selman Riza"	<ol style="list-style-type: none"> A room was refurbished to be used as a library and media centre. Parents contributed to the works. The centre was used for online dictation, watching and discussing documentaries, IT activities. Expected activities for 2016 are a reading club, drama group, teacher coordination meetings, and children council meetings. 	Completed
5	Gjakovë / Djakovica	Brekoc / Brekovac	"Zef Lush Marku"	<ol style="list-style-type: none"> Establishment of reading clubs. Sports groups in sports activities from III and IV classes. Setting up mentoring groups, mediation in school. The Exhibition Essay for Diversity. Drafting the plan for the additional teaching programme. 	Completed
6		Gjakovë / Djakovica	"Mustafa Bakija"	<ol style="list-style-type: none"> Refurbishment of a room for extracurricular activities. Creation of a language and literary group for students. Cross-cultural activities organised with the children. Exhibition of children's work (arts and drama). 	Completed
7		Gjakovë / Djakovica	"Yll Morina"	<ol style="list-style-type: none"> Refurbishment of one room to be used as a library and activity space. 	Completed

				<ol style="list-style-type: none"> 2. Establishing of new extracurricular groups for poetry and art that meet regularly after lessons. 3. Creation of additional classes for students with poor grades. 4. Organisation of leisure and sports activities for children to socialise outside the classroom. 5. Awareness-raising meetings with parents of Roma, Ashkali and Egyptian children. 	
8		Medvec	"Fehmi Agani"	<ol style="list-style-type: none"> 1. Refurbishment of one room to be used as a library and activity space. The class was completed also with the support of parents. 2. The creation of activity groups for students on communication, leadership and multiculturalism. 3. Two music and reading clubs were established. 	Completed
9	Lipjan/ Lipljan	Lipjan / Lipljan	"Ismail Luma"	<ol style="list-style-type: none"> 1. Minor repairs to transform a room into a meeting place and a library. Purchasing of books. The room is used both for students groups as well as parent-teacher encounters. 2. Organisation of lectures and presentations on various national and cultural holidays of all communities within the school. 3. Organisation of thematic workshop within smaller groups of students on poetry and literature. 	Completed
10	Novo bërdë / Novo Brdo	Bostan / Bostane	"Miladin Popovic"	The school did not manage to use any funds for the school project	Not completed
11	Shtime / Štimlje	Shtime/ Štimlje	"Emin Duraku"	<ol style="list-style-type: none"> 1. A room was refurbished to be used as a library and media room. Parents contributed by buying some bookshelves. Pupils created other shelves with recycled materials. 2. In cooperation with the local learning centres, movie screenings and debates were organised. 3. Organisation of art workshops for students and exhibition of their works. 4. Three extracurricular groups were created : young creators, science corners and young artists. 5. Organisation of thematic days for children 	Completed

A.2.3. Training of Trainers (ToT) Programmes

The Training of Trainers (ToT) for the Social Inclusion Programme is deeply interrelated with the training of participants. Following the methodology agreed during the summer of 2014, KPI trainers were first of all observers in the training session conducted for four schools by international experts. Half a day before and after the training were dedicated to explaining the key concepts of the modules. The KPI staff then acted as the official trainers for the remaining seven schools, leaving the CoE experts as observers. Therefore, KPI trainers were also involved in the training for the second and third modules, in the Online Partnership training, in the monitoring missions that took place in October/November 2014, November/December 2014, and April/May 2015. KPI trainers were also involved in the follow-up meeting (27-28th September 2015), as well as in the meeting with the school directors and MED representatives (December 2014 and March 2015).

For this reason, **KPI trainers now master the content of the Social Inclusion programme** and they are currently pending MEST accreditation. Finally, KPI also plans to offer this training to other schools in 2016 as part of their future strategy for school development.

A.2.4. ToT and Training for teachers delivering additional school language courses

In the beginning of the project implementation the project team supported the newly established MEST working group in drafting a project proposal on language classes for forced returnees to be co-funded by the Reintegration Fund managed by MIA.

After the official launch of the project for the language classes for the forced returnees, in cooperation with MIA and MEST, the ACCESS team piloted the materials for additional language classes during the 2015 cycle. In February 2015 the project organised training **for 11 teachers and 6 MEST representatives to use the new materials for the additional language classes**. During the training, the CoE experts presented to teacher the materials they drafted, while MEST officials explained the organisation of classes and the specific responsibilities of teachers.

During the implementation of the classes, the project organised **three monitoring visits in six municipalities** to assess the way the materials were used in classes by the teachers. As a result of these visits, CoE experts acquired useful information that was later used to revise the materials.

In April 2015 **a follow-up training was organised for the teachers** with the purpose of analysing the first seven weeks of the language class project and debriefing them on the experience with returnee children and how to organise the language classes in the best possible way. For this reason, a school psychologist was also involved in the training to serve as a resource person and support the teachers in dealing with issues related to repatriated pupils. The training was also the moment for the CoE to introduce the remaining themes to the teachers.

In June 2015, **KEC conducted a final debriefing with the teachers and MEST officials** concerning the entire cycle. In November 2015, the ACCESS project organised a three-day training for ToT on the use of additional language classes' materials. The training, agreed with MEST and designed by the Kosovo Education Centre, was delivered to eleven representatives of MEDs and seven members of the MEST-MIA working group on returnees. The training was developed to be in line with the oncoming administrative instruction that delegates the responsibility of additional language classes for returnees to municipalities. The training module was also submitted to MEST for accreditation upon the completion of the training.

A.2.5. Awareness-raising of the history and culture of Roma, Ashkali and Egyptian communities

As a follow-up to the Conference on Romani Language "Enhancing inclusion and interculturalism in the Kosovo Education System: The case of the Romani language" (see A.3.3), on 30-31 October 2015, the project organised a workshop for 30 history teachers on the "History of Roma, Ashkali and Egyptian communities in Kosovo". The workshop was facilitated by CoE consultants and representatives from the Ministry of Education, Science and Technology, Kosovo Education Centre and the Association of Teachers of History. The objective of the workshop was to provide a context for the introduction of Roma, Ashkali, Egyptian history teaching, by examining the inclusion of materials related to Romani and Traveller history used by teachers in other countries' education systems – UK, Sweden, Turkey, Slovenia, Ireland – in order to progress to delivering practical skills and knowledge for teachers in Kosovo, developing lesson plans, teaching and learning strategies, curricula planning and preparation, assessment strategies and resources, to sustain this initiative

and embed these into the practice of history teachers in Kosovo schools. The remainder of the workshop, once the materials had been introduced and their use in intercultural education in other countries demonstrated, was dedicated to encouraging participants to develop their own ideas and approaches on the topic (on the basis of materials about Roma, Ashkali, Egyptian history from the Council of Europe) and come up with actual lesson plans that could be put into action in a classroom.

A.2.6. Development of guidelines for teachers

The CoE experts who developed the Social Inclusion Programme developed a set of guidelines to improve the inclusion of Roma, Ashkali and Egyptian children in school by using the whole school approach. The guidelines aim to support teacher education and promote targeted measures for social inclusion in schools. They also offer a tool for evaluation and a series of best practices for designing a comprehensive and targeted school development plan; creating a welcoming and supportive school environment; organising social activities including all children; and building links between schools, parents, learning centres and mediators.

The guidelines were presented during the final conference of the project “Fostering inclusion and diversity in school” that was held in Pristina on 9 December 2015. The guidelines were also shared in electronic format with the pilot schools, MEST, NGOs. They are available for download in three languages. The objective of ACCESS was to highlight current policies, activities and support mechanisms to mainstream inclusive education in Kosovo schools especially for Roma, Ashkali and Egyptians. In addition, the conference created an ideal bridge towards a new programmatic initiative that will focus on inclusive and quality education.

The first part of the conference focused on inclusive education and social inclusion in Kosovo (especially involving higher education). In the second part, attention was given to new areas where the inputs of the stakeholders will be fundamental in preparing a concrete project description, such as integrating inclusive education modules in the pre-service and in-service training for teachers as well as improving quality in the education system through strengthening integrity and combating corruption.

A.2.7. Study visit of teachers from Kosovo to one of the former host countries

On the 24-27th March 2015, in the framework of a **study visit to Berlin, Germany**, 22 Kosovo teachers visited several schools and teacher-training institutions to learn about best practices from German schools and how to increase access to education for migrant children and children coming from Roma communities. The visit was particularly important as the host organisation, RAA Berlin (Regional Centre for Education, Integration and Democracy), presented its flagship project “One Square Kilometre of Education” in Moabit to the Kosovo teachers. The project functions on the alliance and cooperated efforts of a learning centre, mediators and teachers in 3 schools of a neighbourhood with a high number of migrant families. As a result, the visit brought the potential of effective cooperation with local NGOs and mediators to the attention of the Kosovo teachers. Some of the teachers who participated in the study visit were also involved as resource persons in the training programme “Social Inclusion for Learning Centres”, creating solid ties with neighbouring LCs.

During the study visit, the English teachers involved in the online partnerships (see A.2.8) met with a representative from e-Twinning. The meeting created the basis for long-term cooperation as the school will have the possibility, from January 2016, to be part of the European e-Twinning mechanism by submitting their cooperation proposal.

A.2.8. Development of (online) international partnerships

Online learning partnership is an educational activity, using project-based learning, performed over a period of several weeks by two partner classes, who work on the same topic or on similar topics and interact via the Internet. In February 2015, on the occasion of the general trainings for teachers, the project organised a training on 'Online Partnerships', a module of the 'Social Inclusion Programme' that enabled English teachers to develop joint classes with colleagues in other countries. The 11 English teachers have been put in contact with their counterparts in Romania to prepare the first pilot test of the programme. The first pilot phase took place from April to June 2015.

From October-December 2015, the second round of online partnerships was implemented by eight schools. The overall theme of the second round was "Nature and environment, the place we live in." Schools worked on different projects and exchanged views with their partners at the end of each session. The topic had a multi class approach that went beyond just English lessons, and included topics such as biology, physics and geography. However, from the point of view of the English language, teachers had the opportunity to explore a wide range of themes, from basic animal and plant vocabulary to more complex concepts related to climate change and environment protection.

The key element of the partnership was to work at local level. The more teachers contextualized the overall environmental issues at the level of their own towns, the more interesting and accessible it was for their students (including for the online partners who had the opportunity to discover others' experiences).

The list of schools involved in the second round of online partnerships is below:

No.	Location	Municipality	Place	School Name
1	Kosovo	Fushë Kosovë	Fushë Kosovë	"Mihail Grameno"
2	Kosovo	Fushë Kosovë	Fushë Kosovë	"Selman Riza"
3	Kosovo	Gjakovë	Brekoc	"Zef Lush Marku"
4	Kosovo	Gjakovë	Gjakovë	"Mustafa Bakija"
5	Kosovo	Shtime	Shtime	"Emin Duraku"
6	Kosovo	Gjakovë	Gjakovë	"Yll Morina"
7	Romania	Timisoara	Timisoara	"Liceul Tehnologic Transporturi Auto"
8	Romania	Abrud	Abrud	"Liceul Horea, Cloșca și Crișan"

Indicators and their current status

Objectively verifiable indicator	Status
All school directors and at least 3 teachers in all targeted schools received training and developed a school plan on how to promote and ensure equal access to quality education for returnee children, RAE children and other	Completed. The project invited six teachers per school in order to reach a critical mass to implement projects within the school.

children at risk.	
All schools in Kosovo provided with a package of educational materials for which a request for official endorsement will be submitted to MEST.	Guidelines were distributed both electronically and in hard copies. The training at the base of the guidelines was submitted to MEST for accreditation.
Minimum 100 children provided with adapted classes in the language of teaching.	Completed. As a result of the first pilot programme for the language classes, over 280 children were part of the catch up classes. 120 children in the second.
Minimum 6 online school partnerships established with schools from EU countries.	Two cycles completed

Component 3 – Romani Language Teaching

This component initially presented some challenges in its implementation. This was due to the fact that at the time of the start of the project there was only one Romani language teacher in Kosovo working in Prizren municipality.

Nonetheless, as a result of the continuous work and advocacy with relevant departments in MEST and municipalities, the public authorities of Kosovo decided to take the initiative in expanding the Romani language teaching in four new municipalities, namely Obiliq/Obilić, Ferizaj/Uroševac, Pejë/Peć and Gjakova/Djakovica.

MEST signed four MoUs with four municipalities and with the exception of Obiliq/Obilić, all the other municipalities countersigned the document. This paved the way to the selection of Romani language teachers and the introduction of the classes.

A.3.1. Development of pedagogical materials for teaching the Romani language

In March 2014 the project team organised a conference on the ‘Romani Language Teaching in Kosovo’. The aim of the conference was to raise awareness among local municipalities and civil society about the plans of MEST concerning the teaching of Romani language. The conference was the first large scale event organised on this topic and was attended by over 70 participants. The working groups presented a proposal on how to advance forward the expansion of the teaching of Romani language in Kosovo.

The training module for Romani language teachers was developed. The main goals of the training module are to provide theory, teaching methodologies and didactic resources for the implementation of the Romani language classes in line with the first Romani language book published by MEST; to equip teachers with a variety of classroom activities that allow students to move into practice; and to raise teachers’ awareness on their role and responsibility of delivering quality classes for the first Romani language classes.

The full package was sent to MEST for accreditation after the follow-up training in order to ensure that participants' comments were included in the final version.

A.3.2. Training for Romani language teachers

The project supported MEST in the selection of the new Romani language teachers. After having agreed on the selection process with MEST and MEDs in August 2015, the project contracted an expert to prepare the Romani language tests. The selection process consisted of two parts: a written test and an interview with all the candidates. For this purpose, the expert prepared a test and interview questions for the candidates. The selection was conducted on 7-8 October in Pristina, after the Ministry of Education, Science and Technology announced vacancies for the Romani language teachers. Professor Ljatif Demir participated in the selection process, contributing his expertise on assessing the candidates' competencies in the Romani language. Seven candidates applied for the positions, of which three candidates were selected.

On 10-14 November 2015, the project, in cooperation with MEST, conducted a five-day training for the new Romani language teachers who will deliver Romani language classes as of November 2015 in four new municipalities (Gjakova/Djakovica, Ferizaj/Urosevac, Peja/Pec and Obiliq/Obiliq). In addition to the new Romani language teachers, the existing teacher from Prizren also participated in the event. An important part of the training was to transfer language teaching competences in order for the teachers to see themselves as professionals for delivering Romani language classes. In addition, the training helped to develop a culture of further shared learning among them through sharing experiences and best practices to help each other and improve the delivery of the Romani language classes in Kosovo schools.

A follow up training was organised on 5-6 December 2015 to consolidate the content of the training and to make sure the module was relevant to the actual needs of the Romani language classes.

A.3.3. Awareness-raising of the Pristina University Faculty of Education and Faculty of Philology about Romani Language teaching

On the 15th of December 2014, the project team, together with the Faculty of Education of the University of Pristina, organised **the conference 'Enhancing inclusion and interculturalism in the Kosovo Education System: The case of the Romani language'**. The conference was organised at the red hall of the Faculty of Philology and was attended by approximately 70 participants, including MEST representatives, municipal officials, both from the Directorates of Education and Offices for Community and Returns, university professors and students, different international organisations as well as local civil society organisations working in the field of education and minorities.

The welcoming speeches were delivered by the representative of the Rectorate of the University of Pristina, MEST and CoE. All speakers stressed the importance of the inclusion of marginalised groups into the Kosovo Education system and presented favourable education policies created to support such inclusion. The opening remarks were followed by three presentations: two from professors of the University of Pristina, discussing the current state of play of interculturalism and inclusion in the Education System in Kosovo, and one from the professor of the University of Zagreb, who elaborated more on the Romani language taught in schools as a tool and a benefit for the inclusion of Roma children in the education system.

A.3.4. Awareness-raising to encourage registration of children to Romani language classes

Two NGOs, contracted by the project through a competitive process, conducted advocacy campaigns in several municipalities to inform parents about the opening of new Romani language classes. In Gjakova/Djakovica, the NGO Amareo Ternipe conducted several meetings with municipality representatives, school directors and parents. The NGOs published leaflets and posters that were distributed during community meetings. They also organised a round table with the participation of the Deputy Minister of Community and Returns, MEST and MED representatives. The NGO runs several adverts on the radio to raise awareness about the oncoming classes in two schools as well as radio debates on the topic. In Ferizaj/Urosevac, the NGO Voice of Roma Ashkali and Egyptians conducted a door to door survey to inform parents about the new classes and examine their interest in enrolling their children. In Gjakova/Djakovica, brochures and posters were developed with the support of the Romani teacher from Prizren and one from Ferizaj/Urosevac.

While full-fledged advocacy activities were conducted in Ferizaj/Urosevac and Gjakova/Djakovica, only preliminary meetings and activities were possible in Obiliq/Obilic and Peja/Pec. In Peja/Pec, MED had consultations with the NGO and MEST and decided to start the classes in the second semester. For this reason, the NGO prepared and conducted only some of the advocacy meetings as most of the activities will be done in 2016. In Obiliq/Obilic, MED is still deciding which school will host the Romani language classes. Originally, the plan was to have the classes in the Sveti Sava School, however –after an initial agreement- the director of the school withdrew, leaving the MED to look for another suitable school.

Teachers started classes in the other two municipalities on 14 December 2015.

Indicators and their current status

Objectively verifiable indicator	Status
Romani language teaching and learning materials, for which a request of official endorsement will be made to MEST, distributed to all schools in Kosovo attended by Roma children.	Teacher training materials were developed.
Minimum 12 Romani language teachers trained to deliver quality teaching.	MEST conducted selection for new teachers. Four teachers were considered fit for the position and trained.
Minimum 140 Romani children attending Romani language classes as part of school curriculum.	Currently, 120 children enrolled in Prizren; 30 in Ferizaj and 15 in Gjakova/Djakovica.

Component 4 – Integration in schools and local community

This component aims to support learning centres as a way to increase the integration of returnees and Roma, Ashkali and Egyptian children in schools and local communities.

A.4.1. Training for community-based on non-formal education activities

Over a decade after the creation of the first Learning Centres (LCs), Kosovo counts more than 40 LCs in 15 municipalities, of which over 20 were established in 2013. As LCs were created by different NGOs, following diverse methodologies and approaches, there was neither a homogenous approach to provision of their services, nor a commonly agreed vision for the future. Starting from 2014, the project **organized regular coordination meetings for all the NGOs running learning centres in Kosovo**. In the course of the project implementation 10 such meetings took place.

On the 17th December the project launched, in cooperation with UNICEF, **the study on the impact and sustainability of learning centres in 5 municipalities**. The study covered 5 municipalities and over 15 learning centres. The study was conducted to provide easily understandable information and analysis of the actual work of learning centres, their impact, best practices, challenges and their impact on children and their community. It also explored opportunities to make the learning centres more sustainable and integrated within the current education system.

A.4.2. Local activities promoting social interaction and positive mutual relations

The project, in cooperation with the NGO Balkan Sunflowers Kosova, organised **a six month training cycle (from December 2014 through June 2015) for 30 practitioners working in learning centres** (tutors, teachers, coordinators). The aim was to expose learning centres staff to innovative mediation mechanisms that will improve their overall skillset. The training explored concepts of mediation, negotiation and communication, adapting them to the working contexts of learning centres, namely the relations between schools, parents and children.

The training methodology, based on the School Mediation Manual, focused more on the practical aspect rather than the theoretical side of mediation. Participants were then involved in the session through effective practical and participatory methodologies, including discussions, work groups, brainstorming, demonstration, role-plays, and case studies. The training cycle was composed of three two-day training sessions. As a follow-up to the first two trainings, participants had the opportunity to have two on-the-job mentoring sessions with a trained mediator. The first one took place in the city where the mediator works, while the participants hosted the second one in their own learning centres.

In addition, **the project organised a training programme for learning centres to foster Social Inclusion in the education system**. While the training on mediation was offered to individual staff, the training on Social Inclusion was offered to learning centres as a whole. The training programme had the following objectives:

- Raise awareness and improve the knowledge of the LC staff on concepts and strategies for promoting the social inclusion and educational success of Roma, Ashkali and Egyptian children;
- Develop the ability of LC staff to plan and organise innovative social inclusion and intercultural activities;
- Improve the cooperation between LC, school and local community.

A.4.3. Social and educational activities supporting links with the country from which they returned

The Social Inclusion training for learning centres also included the possibility of applying for a grant (up to 1,200 EUR). Learning centres submitted their proposals to a CoE expert who then assessed them and, if necessary, sent them back with comments and suggestions to improve the content.

Out of 15 projects submitted, 12 projects were funded.

#	Municipality	Location	NGO	Status
1	Ferizaj/Uroševac	Zaskok/Zaskok	Caritas Kosova	Completed
<ul style="list-style-type: none"> - The LC purchased 80 books for a library that can now be accessed by 246 students (138 female and 108 male). This space enables the development of joint classes with students from Albanian and Ashkali communities by promoting communication and making integration easier. - On several occasions, volunteers organised common sport games and quizzes with pupils from the primary school "Naim Frasheri". Over 35 children, from Albanian and Ashkali communities, attended each event. - Visits to cultural and religious monuments were organised on the 6th of May. The group of 52 participants was composed of Albanian and Ashkanli children, supervised by centre staff. - Four lessons were organised to raise awareness about social issues in society. This activity, in the format 'peer to peer', was organised and around 30 participants attended each event. 				
#	Municipality	Location	NGO	Status
2	Fushë Kosovë / Kosovo Polje	Fushë Kosovë / Kosovo Polje	Balkan Sunflowers Kosova (BSFK)	Completed
<ul style="list-style-type: none"> - Two meetings organised with the school director of "Selman Riza" and teachers, to define the plan of activities for children. Parents were also informed about it and their consent was obtained for children to participate in activities. - Two workshops were organised with two groups of children (30 pupils in each workshop) on "prejudice" and "stereotypes". - Movies were screened in the school and they were followed by a debate. Over 50 children took part in the activities. - LC staff and teachers accompanied 43 children to visit historical places in Kosovo. - A summer camp was organised at the learning centre at the end of the school year. Planned activities were conducted every day. By the end of the week over 150 children came to LC. 				
#	Municipality	Location	NGO	Status
3	Fushë Kosovë / Kosovo Polje	Fushë Kosovë / Kosovo Polje	The Ideas Partnership	Completed
<ul style="list-style-type: none"> - Children were brought to Janjevo to discover the cultural heritage of the town. Over 40 children from different communities were accompanied by LC staff and teachers. - Four workshops on drawing, handcrafts, writing essays and writing poems were organised. Over 80 children attended them. Their work was displayed at the LC. - Over several weekends, children were invited to participate in sessions of cooperative games and sports. Quizzes and other more static games were also organised. During these activities, LC volunteers also presented the importance of sport for physical and social development through various games. Over 40 children attended. - A child-friendly lesson on the importance of the environment and recycling was organised. At the end of it, children, together with volunteers, were involved in cleaning up their neighbourhood. 				
#	Municipality	Location	NGO	Status
4	Istog / Istok	Gurrakoc	Visioni 02	Completed
<ul style="list-style-type: none"> After having met with MED, teachers and parents, the LC organised several activities to bring together children and young people from different communities. - A group of 30 pupils from mixed communities from the hall of "Martin Camaj" Primary School were supported to prepare a show (songs and dances) for other children and parents as part of a larger municipal event. - A joint excursion to cultural and historical monuments in Prizren was organised for 55 children to raise awareness on cultural heritage. - Over two weekends, two bicycle races were organised for children of primary schools. 				

#	Municipality	Location	NGO	Status
5	Istog / Istok	Serbobran	Visioni 02	Completed
<p>The activities carried out by the LC revolved around the theme of healthy environment and healthy lifestyle.</p> <ul style="list-style-type: none"> - LC volunteers involved young people with an environmental campaign that culminated with the cleaning of Serboran park. - Several sports activities were organised for young people with the cooperation of the local school, namely a football tournament and an open air excursion with swimming contests. - A photography exhibition was prepared with photos taken by children in the local schools. The exhibition portrayed the natural beauties of different neighbourhoods such as: Gurakoc, Serbobran and Istog. 				
#	Municipality	Location	NGO	Status
6	Gjakovë / Djakovica	Brekoc / Brekovac	Bethany Christian Services	Completed
<p>LC staff organised thematic activities in the learning centre and also at the school "Zef Lush Marku" in the same neighbourhood. Over 200 children from Roma, Ashkali, Egyptian and Albanian attended.</p> <ul style="list-style-type: none"> - A film week was organised around the topic of human rights, inter cultural relationships, children's rights, the role of school and life in the community. - During the week of Earth day, LC cooperated with teachers to involve children, to plant flowers in the schoolyard, to clean the yard around the LC and to organise a nature walk. - A three day workshop was organised aiming at teaching pupils how to create small books. The work of the children was exhibited during the last month of the school. - On the occasion of Cultural Diversity Day for Dialogue and Development, a workshop was organised with 63 children to present cultural heritage and diversity in Kosovo. - Other one day activities were organised for "International Day without tobacco" and "International children day." 				
#	Municipality	Location	NGO	Status
7	Shtime / Štimlje	Shtime / Štimlje	Balkan Sunflowers Kosova (BSFK)	Completed
<ul style="list-style-type: none"> - The LC organised joint training with teachers of Grades 1-5 from Emin Duraku primary school and learning centre staff in Shtime. The participants involved in this training were 6 teachers, 9 staff members of the SHLC, 2 representatives from Sports sans Frontieres and one from the Local Youth Action Council. The training aimed at assisting teachers and staff of the centre in the implementation of the plan of the educative and sports programme, focused on active participation, team building and life skills. - LC organised several film screenings and debates for primary school pupils. In these activities LC witnessed active participation of children from all communities. Over 130 children (75F/55M) attended the screening and the followed the discussion. - LC staff, together with teachers, involved 160 children in a workshop to create small books. The activity took place over several days in the school. - LC set up four workshops for over 150 pupils on the theme of children's rights. LC volunteers cooperated with teachers to have four activities to inform children of their rights. Children were asked to work together to create posters and materials to showcase a specific right of the child. 				

#	Municipality	Location	NGO	Status
8	Gjakovë / Djakovica	Ali Ibra	Caritas Kosova	Completed
<ul style="list-style-type: none"> - The LC planned a 5 day Summer Camp for 40 children from "Ali Ibra" LC and 20 children from "Yll Morina" school. During the camp, sport and art activities were organised with an intercultural approach. - From September, the LC hosted dance classes for children and parents from LC and the local school. After selecting the best dances, the group performed in the hall of the Centre in front a mixed audience of LC children and school pupils. - The LC also hosted several educational activities organised with the Yll Morina school. A group composed of 20 children from the Ali Ibra neighbourhood wrote poems and essays, followed by drawings inspired by stories they read together. - The LC organised an art workshop for 50 children (all children of the Centre included) to create cardboard masks, face painting and other designs for Halloween. The children's work was presented in front of parents during a Halloween party. - The LC hosted an event with parents, touching upon sensitive topics for the community, namely those related to 				

the problem of domestic violence and education drop outs as well as early marriages.

#	Municipality	Location	NGO	Status
9	Gracanice / Gracanica	Gracanice / Gracanica	Balkan Sunflowers Kosova	Completed

The LC decided to start a research programme with children.

- 27 children were trained in speaking with families and interviewing techniques. They were also trained on the technical use of cameras.

- The children were divided into three, with one Roma volunteer from the community and one person from the Centre. The groups visited 11 families from the Roma Mahala and recorded their family stories.

- Stories were translated from Serbian into English and Albanian to reach a wider audience and create a better understanding of Roma lifestyles. The final collection of stories was published in a booklet.

- The book was launched at the learning centre by the centre coordinator in front of people from the community, other NGOs, Balkan Sunflowers, OSCE, a municipality representative, staff from the centre and children. 50 people attended, certificates were presented, and stories were read by the people who submitted them.

#	Municipality	Location	NGO	Status
10	Obiliq / Obilic	Public building	Balkan Sunflowers Kosova	Completed

The LC organised a project to prepare, in a participative way, a festive event for children. The LC involved parents and school teachers in preparing the event.

- Children were invited to several workshops to prepare costumes and dance choreographies.

- The final event was advertised with posters and attended by over 120 people from different communities.

#	Municipality	Location	NGO	Status
11	Obiliq / Obilic	Plementina	Balkan Sunflowers Kosova	Completed

- The LC held several meetings with parents to discuss and raise awareness about children's school attendance and the issue of dropping out.

- The LC organised a workshop for 23 children to create art from recycled materials. At the end of the workshop the three most hardworking children were selected (children themselves made the selection by vote) and rewarded with symbolic gifts.

- The LC involved children in shooting a short film (15 minutes) about the environment situation in Plementina village, which has issues with air pollution and is overloaded with waste. Recordings lasted about ten days and fourteen children participated. The film was edited by a professional and presented at the last meeting with parents and teachers.

- Several sports activities were organised with children from 6th to 9th grades, together with the physical education teacher.

- A visit was organised with children from all communities at the Prizren zoo. The Municipality of Obiliq/Obilic paid for the transport.

- Finally some funds were used to create a green space in front of the learning centre. This will be used as botanical laboratory for children.

#	Municipality	Location	NGO	Status
12	Prizren	Prizren	Durmisho Asllano	Completed

- The LC organised two tournaments for girls and boys at basketball and soccer.

- An exhibition of books and literature in Roma language was organised in the school. This event was also followed by the media in the programme in Roma language "Yekhipe" www.RTKlive.com and it was presented in the daily news in Roma language and in the weekly show, Yekhipe.

- A knowledge quiz was held at the LC with pupils from local schools.

Indicators and their current status

Objectively verifiable indicator	Status

A plan of non-formal educational activities, sports and cultural activities elaborated for each targeted municipality.	Completed. 15 learning centres prepared action plans in their municipalities.
Minimum 3 local activities organised in and with each targeted municipality, attended by RAE and returnee children and other members of the local community.	Completed. 12 learning centres received a grant to implement their action plans.
5 public theatre performances of the play "Yue Madeleine Yue", produced by a Kosovo theatre company and reflecting the challenges returnees are facing, attended by children and other members of the respective local communities.	Completed in 2014. Over 1,500 children attended 7 shows in 7 municipalities.

Component 5 – Policy review and improvement

The project aimed to facilitate the discussion and advancement of national policies on returnees and relevant Roma, Ashkali and Egyptian strategies. During the April 2014 conference, one parallel session focused its work on the capacity of central and regional authorities to respond to educational challenges of the target group. During the discussion, the project identified several key persons who were later invited to participate in the "Reflection Group on the Education of Forced Returnees and Roma, Ashkali, and Egyptians."

A.5.1. Setting up a mixed working group involving local policy-makers and CoE and local experts

Following the identification of the future members of the mixed working group (Reflection Group), the project identified a local expert and an international one to serve as facilitators. After a series of meetings with relevant stakeholders, the project selected and invited the representatives of the following organisations and institutions:

- Ministry of Return and Communities (MRC)
- Ministry of Education, Science and Technology (MEST)
- University of Pristina (UP)
- Consultative Council for Communities (CCC)
- Platform of NGOs dealing with Roma, Ashkali and Egyptians
- Ministry of Internal Affairs (MIA)
- Office for Good Governance (OGG)
- Kosovo Pedagogical Institute (KPI)
- OSCE (Organisation for Security and Cooperation in Europe)
- Office for Community Affairs (OPM)
- UNICEF (United Nations Children's Fund)
- KFOs (Kosovo Foundation for Open Society)
- Ministry for European Integration (MEI)
- MED Gjakova/Djakovica (in the role of a coordinator of MEDs)

The 'Reflection Group on the Education of Forced Returnees and Roma, Ashkali and Egyptians' brought together local practitioners and policymakers to discuss and advance policies on returnees and relevant strategies related to integration of Romani, Ashkali and Egyptian communities in Kosovo.

A.5.2. Quarterly review of policies and procedures in light of practical needs identified in the implementation of the activities under the other components

Throughout the project duration **the Reflection Group** held **six** meetings.

The constitutive meeting of the Reflection Group took place on 9 July 2014 in Pristina. The meeting served not only to establish the Group but also to begin setting the agenda for future activities through a round of consultation on the most pressing issues related to the education of the forced returnees and Roma, Ashkali and Egyptians.

The second meeting was held on the **24 September 2014** where UNICEF was invited as a speaker to present the preliminary findings of their report on 'drop-out and out of schools children' carried out in seven municipalities. The discussion revolved around the policy gaps in Kosovo and, in particular, focused on the inability of the education system to reach out to out-of-school children.

The **third meeting of the Reflection Group** took place on the 12th December 2014, in Pristina. The theme of the meeting was cooperation between the government and civil society in Kosovo, in relation to the integration of forced returnees and Roma, Ashkali, and Egyptians in education. The case study of the language classes for returnee children was used to provide a concrete illustration of the state of cooperation between the government and civil society in Kosovo.

On the 12th March, the project organised **the fourth meeting of the Reflection Group**, focusing on the situation of the implementation of the Strategy of Roma, Ashkali and Egyptians, as well as on the drafting of a new policy document on communities' inclusion. Two presentations from OGG and MEST laid the groundwork for discussion by the members of the Reflection Group about the design and implementation of the current Strategy and how experiences with the Strategy can be applied in a new policy document.

Recommendations arising from the discussion took into account the continued relevance of the objectives of the current Strategy as well as the need for changes in approach in order to ensure that the next policy document is appropriately designed and effectively implemented. They focused on:

- 1) Retaining the current objectives in the area of education;
- 2) Basing the next policy document on evidence;
- 3) Facilitating civil society participation;
- 4) Improving communication and coordination.

Following these recommendations, the project extended its cooperation with OGG and **co-organised two regional consultation meetings in Gjilan/Gnjilane (16 June 2015) and in Mitrovce/Mitrovica (23 June 2015).**

The sixth meeting of the Reflection Group took place on 9 October 2015, in Pristina. The overall theme of the meeting was building a holistic strategy to address the participation of Romani, Ashkali and Egyptian communities in pre-school, primary and secondary education. The need for such a discussion was identified on the basis of the Kosovo Government's limited progress to date in developing a new policy document to replace the Strategy for Roma, Ashkali and Egyptian Communities, which expires at the end of 2015. The RG discussed root causes of the drop-out phenomenon and proposed concrete ideas on how to shape the Education section of the new strategy. The outcomes were shared with the OGG.

As a result, on 5 November 2015, the project manager participated as speaker in the "Round table to discuss the development of the new Kosovo policy for the inclusion of Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities". The project manager also attended a seminar on "Roma, Ashkali and Egyptian Communities in Kosovo, State of Play and Beyond 2015 Policy and commitments" on 12 November 2015, presenting the current situation on Education.

A.5.3. Development of instruments for monitoring, evaluation and impact assessment

The **fifth reflection group meeting** that took place on the 12th June 2015 focused on the revision of the latest report on the Strategy for Integration of Roma, Ashkali and Egyptians. The aim was to revise the current reporting system, of the Office of Good Governance, in order to assess the advancement of the strategy. The recommendations generated related to improving reporting practices both in relation to the current Strategy, and under the policy document that will be produced to replace the Strategy for the period after 2015. The most important recommendations were:

- **Focus on impact.** The data reported should be compared with the baseline values included in the strategic documents; extracting lessons learned where a lack of impact or negative impact is apparent.
- **Involve civil society.** Inclusion of civil society at different stages, such as providing inputs or verification of data, can contribute to the quality of the reporting (the European Commission's consultations with civil society organisations providing a positive model in this regard).
- **Ground recommendations.** The recommendations provided in reports should be explicitly linked to the data reported upon the realisation of relevant objectives.
- **Link reporting to planning.** In order to allow annual report findings to be taken into account in planning activities and accompanying budget allocations for the following year, the reporting process should be completed no later than the end of the first quarter of that year. Expected publication dates should also be made public well in advance.

A.5.4. Elaboration and publication of annual policy review reports

The first annual report of the Reflection board was prepared in January 2015. It covered a summarised version of the meetings held in 2014 and was shared with local stakeholders. The second annual report was submitted on 14 December 2015 and covered the different topics discussed during the Reflection Group. The report is aimed at a larger public that did not necessarily attend the Reflection Group meetings.

Indicators and their current status

Objectively verifiable indicator	Status
Annual policy review reports published.	Two reports published
Set of instruments for monitoring, evaluation, and impact assessment developed by the project in use by educational authorities (e.g. concerning inspection procedures).	The project developed a set of self-assessment tools for inclusion that were tested in the 11 pilot schools and then included in the 'Guidelines for Teachers for Social Inclusion'.
Recommendations for amendments/proposals to improve current legislation, policies and administrative practices submitted to relevant central authorities.	On several occasions, through the meeting's reports and the annual reports, Reflection Group shared recommendations and proposals with OGG and other institutions.

3.4 Resources and budget used

The total cost of the project is EUR 1,115,000.00. For more details, please see the financial report in the Annex.

3.5 Assumptions and risks

#	Assumed potential risk	Contingency plan	Updates
1.	Political risks: elections, appointment of a new minister(s) and new mayors, change of heads of different departments.	Since the work is done based on already approved multiannual strategies, it is expected that the project will continue to be supported. Immediate relationships will be established with the new administration, while activities will continue as planned in cooperation with the permanent staff of the MEST, MIA and relevant municipalities.	Remained relevant throughout the project. While the change in the local administrations did not affect the project implementation, the slow creation of a government may have impact on the activities.
2.	Difficulty in locating returnee children, particularly those belonging to minorities, as many do not register in schools or move to another city and drop out of school.	Work with mediators from minority communities will allow us to obtain up-to-date information at the community level, while the work with MEST and MIA will also focus on setting up, in cooperation with other relevant stakeholders (public institutions, international organisations and NGOs), an effective system for locating returnees and monitoring their school registration.	Remained relevant throughout the project. However the successful cooperation with MEST and MIA made the risk significantly lower. Problems with the identification of children do remain, as now there is an increasing trend for Roma, Ashkali and Egyptian to move away from Kosovo.
3.	Some minority returnee children, particularly Roma, choose to attend Serbian schools, which is out of the control of MEST.	Some of the learning centres and mediators are active in such Serbian communities and they are expected to take on increased responsibility in providing support to the children concerned, to compensate for the potential lack of involvement from the part of the school.	Remained relevant throughout the project, but the project also managed to successfully include a Serbian school into the pilot programme.
4.	The project's operational	References will be made in the invitations to existing	Remained relevant throughout

	<p>plan is based on the commitment of various stakeholders. Potential lack of participation, decreased, discontinued or lack of interest on the part of key stakeholders, such as school directors or staff of the municipal directorates of education, would present a great risk to successful implementation and long-term impact.</p>	<p>commitments and policy priorities, and invitations will be sent with the support of the MEST and respective MED.</p> <p>Awareness-raising of Kosovo authority obligations at local and central level, which are linked to EU pre-accession and VISA liberalisation requirements;</p>	<p>the project as connected to risk #1. Nonetheless, cooperation until the end of the of the Project was considered very positive.</p>
5.	<p>Lack of participation in activities and loss of motivation due to the long-term nature of the work being conducted.</p>	<p>Encouragement of involved parties through external means, including a small grant for local activities and equipment given to each school from the project budget on condition that regular attendance of trainings and implementation of local activities are ensured.</p> <p>Clear communication about the legal and policy obligations; how they link to VISA liberalisation and EU pre-accession obligations;</p> <p>The online international partnerships and the study visit will also represent incentives towards continuous involvement (it has been proven by the current European practice of online international school partnerships that they contribute to increasing and maintaining the motivation of teachers and pupils; e.g. the e-Twinning Programme of the European Commission or Connecting Classrooms Programme of the British Council).</p>	<p>Remained relevant throughout the project. The contingency plan was functional.</p>
6.	<p>If the sustainability of the network of learning centres and the position of mediators is under threat, this would present a significant risk to a key part of the activities.</p>	<p>The CoE has strong cooperation with the organisations which set up these centres. These organisations were encouraged to establish partnerships with MEST and local municipalities for the recognition of the mediators and their potential take-over within the education system. Some of the centres were established with EU support and have alternative sustainability strategies, based on the involvement of the municipalities.</p>	<p>Remained relevant throughout the project, however the project created good ties with the network as it facilitated the coordination meetings for NGOs running learning centres.</p>
7.	<p>Lack of interest and involvement of ethnic minorities in the project activities.</p>	<p>Key local minority NGOs will be involved from the start (e.g. coordination meetings and a kick-off conference) and consulted throughout the project implementation. Mediators will also be trained and supported to work at local level with minority leaders and community members to ensure their participation and cooperation.</p>	<p>The response from the side of the three communities was, in general, quite positive. The contingency plan remained valid and accurate.</p>
8.	<p>Sustainability in the use of the capacity built through project activities.</p>	<p>A sustainability plan was elaborated and is described below, targeting policies, school-based work and out-of-school resources, such as the mediators and the learning centres.</p>	<p>The risk and the contingency plan remained relevant throughout the project..</p>

9.	The United Nations Interim Administration Mission withdraws.	Depending on the Council of Europe's position at the time and depending on who or what may replace the United Nations Interim Administration Mission, the Council of Europe will need to agree acceptable ways with the European Union on how it can continue implementing the project.	The risk was relevant, but yet it was very low and it did not severely affect the project.
10.	Romani language teaching.	There is no institutionalisation of salaries for Romani language teachers; no teaching materials or school books have been produced yet and, above all, there are no potential teachers to carry on with the teaching. This can bring the results of component 3 under threat.	The risk was relevant throughout the project. MEST produced the new teaching materials for the Romani language. However, the limited number of teachers remained to be still a concern.

3.6 Management and coordination arrangements

Management and coordination arrangements remain the same. Throughout the project, the project team provided reports on a monthly basis in order to reflect: (i) the key events during the reporting period, (ii) the problems encountered during the implementation, (iii) major achievements, (iv) visibility issues and etc. This applies to the whole cycle of the reporting period.

The CoE Project team in Pristina was responsible for the management and implementation of activities, based on decisions taken by the Steering Committee. The CoE Project team in Pristina and responsible representatives of the European Union Office in Kosovo met regularly and followed management and coordination arrangements between the EU Office and CoE.

The CoE team in Strasbourg ensured the overall contractual and financial oversight support to the project team in Pristina, in accordance with the CoE rules.

3.7 Financing arrangements

The financial arrangements remained the same as the one agreed in the Agreement between the Council of Europe and the European Union signed on 13th May 2013. However, due to the non-cost extension, the closing of the project was postponed until 31st December 2015.

3.8 Key Quality/Sustainability issues

Throughout the implementation, the CoE teamed up with their counterparts at both local and central level and worked closely in improving current practices with regard to the education of Roma, Ashkali and Egyptian communities, as well as the inclusion of forced returnee children into mainstream education.

The project cooperated closely with MEST and MIA (as key authorities with responsibilities in this field), and was also reaching out to the local administration, as they are the ultimate service providers when it comes to education and reintegration policies.

The two main results of this approach were the successes in the provision of sustainable services, namely the language classes for returnees as well as the expansion of Romani language teaching. Both initiatives, strongly supported by the project, were financed by MEST, MIA and MED. As a result, they will be continued even after the end of the project.

Another important result connected with the sustainability issue is the creation of a MEST-NGO working group that will deal with the institutionalisation of the learning centres.

3.9 Visibility actions

The project followed EC visibility guidelines. Throughout the second year of implementation, the project ensured the visibility of the EU's contribution, based on EU visibility policies, at every stage of its activities. The project team took all appropriate measures to highlight the joint agreement with the European Union. All reporting and information used and disseminated acknowledged that actions were carried out by displaying the European Union logo in an appropriate way.

The Project submitted the drafts of all publications to the EU, including booklets, leaflets and brochures that were distributed throughout the year.

3.10 Cross-cutting issues (gender equality, minority and environment)

Gender Equality

Equality and non-discrimination are fundamental values for the CoE, and as such were a priority for all project activities. In that respect, even though gender equality was not the main focus of the Action, it was a natural element of the activities. A gender-sensitive approach was adopted and practised starting from the design and planning of the activities to monitoring and assessment efforts.

Particular attention was paid to getting a better perspective on the burden of gender discrimination, which pushes Roma, Ashkali and Egyptian girls to the margins of their societies. Low educational achievement, high rates of irregular attendance and school dropouts, early marriages deprive girls of realistic possibilities for integration and full participation in society. These questions got particular attention during the round table discussions at the project's major awareness events.

With regard to data collection, particularly concerning school drop-out cases, where the situation with girls is more critical (e.g. the report of the Pedagogical Institute reflects the disbalance of school returns by gender with around 59.5% for male students), the project also collected disaggregated data by gender. The Survey on Inclusive Education in Ten Primary Schools of Kosovo shows the data on the distribution of gender by classes and in addition to these data sampling was conducted with careful attention to gender balance.

Minorities

With regard to the minorities, the overarching goal of the project was to support Roma, Ashkali and Egyptians to achieve better success in education and therefore the attention paid to minorities is the

driving force behind all the activities. A special positive discrimination action was taken concerning the trainee programme. The project launched the programme in order to expose university students and young professionals coming from Roma, Ashkali and Egyptian communities to the work on inclusive education and interculturalism. The programme drew from the experience of the project “Best Practice for Roma Inclusion” that highlighted, as a priority, the access to work for the members of these three communities. Moreover, the project launched the discussion with local institutions to jointly host interns from Roma, Ashkali and Egyptian communities in order to increase their knowledge on the work of government and civil society, as well as to prepare them for their future career. The first internship started in June 2014, the second in February 2015 and the third in October 2015.

Throughout the project implementation, translation and interpretation was provided in the official languages (Serbian & Albanian), along with English. Translation and interpretation in Romani language was provided during conferences and events related to the expansion of Romani Language teaching, in the third component of the project.

4. Lessons learnt

4.1 Policy and programme context – including institutional capacity

The current situation at the end of the project was quite different from the one from September 2013.

Returnees

The migration wave of January 2015 fundamentally changed the challenges and the approach to repatriation issues. First of all, the profile of the returnee is now very different from the one outlined in 2012/2013. Originally the returnees were mostly families that had spent a long time in an EU country with children that often had never lived in Kosovo before. Most of these returnees had tenuous links with their original communities in Kosovo and they were often from Roma, Ashkali and Egyptian communities. The average returnee who left Kosovo in 2015 is of Albanian ethnicity. For these reasons, children have fewer problems in being re-enrolled in schools once they are back in Kosovo as there is no language barrier. However, some issues of recognition of their temporary studies abroad might arise and children might risk losing one year of school. As well as these limited cases, there might still be more difficult cases of long-term return from disadvantaged communities. In these cases, the system created by MIA and MEST with the support of the CoE is still valid and ready to be used.

For all the children, however, a forced return might create a powerful psychological trauma and the GoK, with the support of CoE and other organisations, started to take in account this issue at national level.

Another important change in the repatriation mechanism is that most of the competences, especially in the education sector, have been transferred to local municipalities. As a result, services are provided at local level and the decision process is shorter and closer to the returnee. However, it will become more difficult to monitor these services as well as to provide support to repatriation mechanism in a systematic way.

The project managed to adapt to these unexpected changes, shifting from a central approach to language classes in 2013 to providing training to municipalities in compliance with the soon-to-be-approved Administrative Instruction on Additional Language Classes for children.

Learning Centres

The position of learning centres vis-à-vis MEST strongly improved in the last 2 years and the ACCESS project directly contributed to it. The project hosted regular coordination meetings, organised the first self-assessment process for all LCs as well as launched the first study on the impact and sustainability of LCs. As result, the NGOs running learning centres managed to focus their efforts and open a constructive dialogue with MEST. Currently a mixed (MEST-NGOs) working group is discussing the elements that should be included in the future Administrative Instruction on Learning Centres.

As the learning centres are moving towards a common legalization of their position, it is important that the donor community focuses more on common standards rather than supporting individual centres. Setting criteria and requirements are fundamental for two reasons. On the one hand it will give learning centres clear benchmarks to improve their work and their standards. On the other hand, it will also ensure that when LCs are asking for funds both from GoK or donors, they can apply on equal ground and be assessed in a fair, transparent and predictable way. Donors cannot keep funding learning centres unilaterally if there is no commitment from the side of the Government to have them integrated in their policy and strategies and eventually also in their budget. An agreed plan between MEST and NGOs must be funded otherwise the cost of losing the LC contribution would be greater than the cost of maintaining them.

Romani Language

Thanks to ACCESS work, two new municipalities started Romani language classes, a third one will start in January and a fourth one is in the process of defining the school. While the project based its work on the existing Romani classes in Prizren, the new classes are a new step towards the systematization of Romani classes for a number of reasons.

Firstly, the teachers were selected through a competitive and transparent process. This enabled MEST to select the best candidates among several qualified ones. Moreover, selected teachers were invited to take part in training (5+2 days) based on the current Romani language materials in use. As the Prizren teacher had never received specific training, he was invited to participate. In addition, since the Romani classes were organised by MEST and MED, the Romani classes were more integrated in the schools. The experience of Prizren shows that there is no official evidence that Romani language classes have been realised in the past 4 years, existing instead only in the personal notebooks of the teachers. The same is happening with recording the students' attendance and grades. In Ferizaj/Urosevac, however, the new teacher was given the official registrar so that her notes will then be integrated in the school one, leaving a track of the classes. This will also help the Prizren teacher to improve relations with local schools.

Finally, the most important change after the project is that the entire process is replicable and it does not depend anymore on the "unique" situation of Prizren.

Nonetheless, as the process has just begun, it is very important that the process of the realisation of the Romani language classes be followed and further supported by MEST and the local government institutions.

Since the existing educational institutions (the elementary schools) are under the jurisdiction of MEST, we recommend MEST to invite and organise a meeting with the school principals and municipal representatives to discuss the existing problems, and to ensure their support in providing the basic needs for the realisation of Romani language classes. Some motivational activities or additional benefits such as involving those schools in joint multicultural projects or providing didactical or other materials and resources needed for the teaching process could efficiently catalyse and raise their interest and support for this process. Additionally, schools and MEDs could initiate mentoring support at local level by enabling an Albanian language teacher from the same school to be a mentor for his new colleague, a Romani language teacher. This would positively influence building positive cooperation and relations among the school staff, and contribute to avoiding the negative influence of some teachers on their students not to attend the Romani language classes.

4.2 Process of Project Planning/design

As highlighted in the inception report, the situation was quite different from the one originally presented in the Description of Action. On the one hand, due to the dedicated support of an EU Twinning project, the Department of Reintegration had set up a solid mechanism to provide services to returnees.

On the other hand, regarding the engagement of civil society organisations in the education system, the situation was not as positive as expected. Several municipalities did not keep their commitment to funding the learning centres and mediators were not recognised at central level.

Despite these changes, the ACCESS project managed to redesign the project in order to make relevant contributions to the existing situation. In this context, the work done during the inception report was crucial to re-define some of the activities.

An important element to be considered in the future planning is the overall length of the project focusing on education. Ideally this type of project should cover at least two full school years (September to June) and have enough preparatory time to set up the activities. Therefore, an appropriate time frame would be to begin in April (Year 1) and finish not earlier than June (Year 3) for a minimum of an active 26 months.

Having the possibility of implementing the project for two full school years will allow for the improvement of the quality of the materials produced, as well as allowing other beneficiaries in the school year to benefit from the activities, while monitoring the impact on the first group.

4.3 Project Scope

The ACCESS project was designed to tackle the education issues of returnees and Roma, Ashkali and Egyptian children from several perspectives. Each of the five components was interconnected with the others. Moreover, on the one hand, the project aimed to work both with NGOs and institutions, and on the other hand, ACCESS was designed to constantly move from central level to local level.

While this approach was challenging to realise, it also paid off, as components started to bring added value to the work of the project. An example is the work with schools and learning centres. While at the beginning of the project, training and other activities were aimed separately at each specific target group to gain confidence and prepare the bases for future exchanges, in the second phase, the project started to combine the components and invite different stakeholders to meetings and discuss together.

In particular, the project put a special effort into creating connections between teachers and learning centre staff. On several occasions, the project organised training where representatives from schools presented their initiatives to LCs and the other way around.

The same approach was used vis-à-vis returnees. In that case, the project created bridges between MEST and MIA as, at the time of the inception phase, the two ministries were not committed to cooperating on that issue. ACCESS staff facilitated the creation of a mixed working group and valorised the resources and capacities that the two ministries could provide in order to create an integrated mechanism to provide educational services to returnees.

Another example of this methodology was used to assist NGOs in entering into a constructive discussion with MEST. The project firstly cooperated with the NGOs to foster their coordination, and then it involved MEST to present their vision and concerns regarding learning centres. In this case, MEST was concerned by the lack of data and clear understanding with regard to the work of the LCs. As a result, the project involved UNICEF to produce a study to provide baseline data for NGOs, MEST and other stakeholders. The preliminary results disseminated in May facilitated the discussion that led to the creation of the mixed working group.

4.4 Assumption and risks

The assessment of potential risks done in preparation for the project drafting, as well as the fine-tuning carried out during the inception report, resulted in a clear mapping of potential challenges of the project.

Perhaps the most immediate risk was connected with the realisation of the Romani language classes. In order to minimise the risk, the project conducted a round of assessments with local institutions, MEST and civil society to identify the three key elements for the success of the component, namely the capacity of MED/MEST in opening new classes, the availability of teachers as well as the interest of parents in enrolling their children.

For each of the three elements, measures were taken to ensure that the potential problems would be identified and solved in advance such as MoU signed between MEST and Med; an open call for the selection of teachers; and awareness campaigns for parents run by local Roma NGOs.

After the first feasibility check, the project decided to tackle the component, dividing it into smaller consecutive blocks, aiming to create first the legal/financial framework for the classes, then to identify and train teachers and finally present the concrete opportunity to parents with the support of Roma NGOs.

By controlling the outcome of the smaller blocks, the project was able to immediately identify issues and provide solutions in a timely manner.

4.5 Project management/ coordination arrangements and stakeholder participation

Due to the large scope of the project, ACCESS set up a steering committee with representatives from institutions (of which four ministries) and international organisations. NGOs were not invited to join the steering committee as most of the relevant NGOs would have also been potential beneficiaries for project grants, creating a possible conflict of interest. The Consultative Council for Communities was instead offered the role of senior representative of the communities' interests.

The decision of having a large SC paid off as the meetings presented useful opportunities to share ideas and plans with a large number of key players. Moreover, it ensured that all the components of the project were well balanced.

4.6 Project financing arrangement

The financial arrangement between the EU and CoE proved to be effective. The non-cost extension was instrumental to follow up on the social inclusion programme and the language programme. During the additional six months, the project evaluated the programmes and revised the training materials in order to submit them to MEST for the final accreditation. Moreover, the project ensured that the 11 schools will set up their social inclusion activities in the school year 2015/2016. The same procedures were followed for the materials designed for the additional classes for returnees. After the completion of the second cycle in June, the project requested feedback from teachers to assess the effectiveness of the materials and it will implement changes if needed.

As a final work, the experts then drafted guidelines for the Kosovo education system on how to increase access to education for returnee children and Roma, Ashkali and Egyptian children.

The non-cost extension will be crucial to support MEST and MEDs in launching Romani language classes in four new municipalities.

4.7 Sustainability

After its closure, the ACCESS project leaves behind a wealth of knowledge and experiences compiled in studies, reports and a collection of best practices.

Following the approach outlined in the inception report, the project organised its activities to maximise the sustainability of its outputs. Therefore, the project involved key counterparts and stakeholders right from the conceptualization and planning of activities. While this required the project to move at a slower pace during the beginning of its course, it proved beneficial at the later stage, as during the implementation of the activities, authorities and civil society were familiar with the entire process and felt ownership towards the final products.

The additional language classes for returnees and the Romani language classes are two cases where the project worked with the central authorities to set up services that from the very beginning were entirely managed by the line ministries. The ACCESS project helped to organise the services and channelled the vast CoE knowledge and expertise in order to tailor an effective support based on the actual needs of the authorities. As a result, since their inception, the core budget for these activities was allocated from the relevant ministries and municipalities.

While working with civil society organisations, ACCESS identified two of the biggest problems in the education sector: the fragmentation of their activities as well as the lack of reliable assessment of their impact. For this reason, the project moved in two parallel tracks. On the one side, it fostered cooperation and encouraged them to have a common long-term vision about their work. On the other hand, it conducted two studies on themes that did not have a comprehensive external review. That allowed NGOs to better present their results to the authorities and advocate with more force for a stronger cooperation with MEST.

Finally, the project submitted training modules to accreditation in order to allow MEST and other organisations to replicate the training.

Annexes to the Annual Plan

Updated Logframe Matrix

LOGFRAME PLANNING MATRIX FOR Project Fiche:		Programme name: IPA 2011	
'Increasing access to education and intercultural understanding: EU/CoE support to forced returnees and minority communities in the education reform process in Kosovo		Total budget:	IPA budget:
		1.15 million Euros	1 million Euro
Overall objective	Objectively verifiable indicators	Sources of Verification	
To ensure greater social cohesion and confidence between communities by supporting the integration of Roma, Ashkali and Egyptians in Kosovo, with special focus on education, as specified in the Roma Education Strategy, Strategy for Inclusive Education in Kosovo, the Strasbourg Declaration on Roma (20 October 2010), the Kosovo Education Strategic Plan (KESP) 2011-2016, and all other relevant policy documents	<p>Improved attitudes between communities and between locals and returnees</p> <p>Enrolment at different levels of education of returnees, Roma and other disadvantaged communities</p> <p>Increased capacity of the education system to ensure access to rights related to education for all children and to take into account the specific needs of disadvantaged communities</p>	<p>Media analysis reports, opinion polls</p> <p>Reports on the implementation of strategic documents carried out by public institutions, local NGOs and international organisations</p>	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
To support returnees and minority communities (especially Roma, Ashkali and Egyptians) to integrate into the education system in Kosovo by increasing access and promoting intercultural understanding in the school system in Kosovo	<p>Percentage of school age returnees attending school</p> <p>Number of returnee children with high achievement and with risk of school failure</p> <p>Overall number of returnee children and of local children from Roma or other disadvantaged communities receiving specific support</p>	<p>Comparison between statistics on returns and on education</p> <p>Statistics of the education system</p> <p>Reports prepared by teachers and mediators</p> <p>Project evaluation report</p> <p>CoE reports (PACE, ECRI, Human Rights Commissioner, etc)</p>	Policies focused on ensuring equal rights, by considering the specific needs of disadvantaged groups, are continued and publicly supported
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
1. Enrolment in schools and regular attendance of school age returnee children and of disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians	<p>Effective system of monitoring the school enrolment of returnee children</p> <p>Mediators contracted to facilitate school enrolment and ensure regular communication between schools and families</p> <p>Mediators and staff of learning centres trained to address the specific needs of</p>	<p>MEST document</p> <p>List of mediators</p> <p>Reports of school mediators, learning centres and municipality</p>	<p>The flow of returnees is managed in an appropriate way by the authorities and it does not exceed capacity of local communities to integrate the newcomers</p> <p>Responsible authorities are</p>

<p>2. Increased capacity of the education system to ensure higher chances of school achievement for returnee children, based on adapted language support and on the recognition and valorisation of their competencies and of the benefits of their presence for Kosovo society as a whole</p> <p>3. Improved status of Romani language as a subject in Kosovo schools</p> <p>4. Integration of returnee children among peers in school and in local community</p>	<p>returnee children</p> <p>Returnee children provided with support for school registration, for coping with new reality and for responding to school requirements</p> <p>Prompt early interventions in case of drop-outs</p> <p>Teachers from schools attended by returnee or RAE children trained</p> <p>Educational materials provided to schools</p> <p>Returnee children attend additional courses in the language of their school</p> <p>Adapted educational activities in schools</p> <p>Online partnerships with schools from former host countries of returnees</p> <p>Teachers trained to teach Romani</p> <p>Materials for teaching Romani language available in schools attended by Roma children</p> <p>Children registered to Romani courses</p> <p>Staff of learning centres, teachers and other relevant local staff trained for organising non-formal education activities</p> <p>Activities aimed at facilitating integration organised in school and local community</p> <p>Policy review reports published annually</p> <p>Instruments for monitoring, evaluation and impact assessment produced</p> <p>Proposals for amendments formulated and submitted</p>	<p>education offices</p> <p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Monitoring reports</p> <p>Training reports</p> <p>Distribution lists</p> <p>Local activity reports</p> <p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Local activity reports</p> <p>Link to online publication</p> <p>List of instruments produced</p>	<p>providing effective support to returnees, in terms of policies to facilitate access to public services, housing, employment, recognition of education records, etc</p>
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5. Policy review and implementation		Official registration of the proposals submitted	
Activities	Means	Costs	Assumptions
<p>Component 1: Access and attendance</p> <p>1.1. Establish effective enrolment monitoring system</p> <p>1.2. Training for RAE education mediators and for staff of the learning centres</p> <p>1.3. Support the work of the RAE education mediators and of the learning centres</p> <p>1.4. Out-of-school programmes for returnee and RAE children</p> <p>1.5. Additional language classes in the learning centres</p> <p>1.6. School scholarships support programme</p> <p>1.7. Outreach to parents and local communities</p> <p>Component 2: Capacity-building of the education system</p> <p>2.1. Development of training materials and pedagogical resources</p> <p>2.2. Training of teachers, school directors and staff of municipal education departments</p> <p>2.3. Training of Trainers (ToT) Programme (carried out in parallel with activities 2.1 and 2.2)</p> <p>2.4. ToT and Training for teachers deliver additional school language courses (carried out in parallel with activities 2.1, 2.2 and 2.3 and all activities of Component 3)</p> <p>2.5. Awareness-raising of the history and culture of RAE communities</p> <p>2.6. Development of guidelines for teachers</p> <p>2.7. Study visit of teachers from Kosovo to one of the former host countries</p> <p>2.8. Development of (online) international partnerships</p> <p>Component 3: Romani language teaching</p> <p>3.1. Development of pedagogical materials for teaching Romani language</p> <p>3.2. Training for Romani language teachers</p> <p>3.3. Awareness-raising of the Pristina University Faculty</p>	<p>Local and international staff and expertise</p> <p>Services for the organisation of events, publication and distribution of materials, theatre performances, etc.</p> <p>Small grants allocated to schools and support for learning centres</p>	<p>Details in attached budget</p>	<p>-active engagement of municipalities and schools</p> <p>-teacher training institutions understand and effectively engage in the process;</p> <p>-schools recognise and use the resources delivered by the project</p>

<p>of Education and Faculty of Philology about Romani Language teaching</p> <p>3.4. Awareness-raising to encourage the registration of children to Romani language classes</p> <p>Component 4: Integration in school and local community</p> <p>4.1. Training for community-based non-formal education activities</p> <p>4.2. Local activities promoting social interaction and positive mutual relations</p> <p>4.3. Social and educational activities supporting links with the country from which they returned</p> <p>Component 5: Policy review and improvement</p> <p>5.1. Setting-up of a mixed working group involving local policy-makers and CoE and local experts</p> <p>5.2. Quarterly review of policies and procedures in light of practical needs identified in the implementation of the activities under the other components</p> <p>5.3. Development of instruments for monitoring, evaluation and impact assessment</p> <p>5.4. Elaboration and publication of annual policy review reports</p>			
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