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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*”**

First annual progress report for the Contract No: 2013/318-103

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

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List of abbreviations:

BSFK – NGO 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	
ECTHR – European Court of Human Rights	
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	
STC - Short-term Consultant	
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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Prepared by	CoE Project Team
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Distribution	EU Delegation in Pristina

This first annual report covers the period from 1 July 2013 until 30 September 2014. The choice was made in agreement with the EU office in Pristina to reflect in the document the actual first twelve months of implementation of the joint programme. EU Officer accepted the CoE’s request to extend the reporting period by two months and authorized the submission of the annual report on the 30 September 2014. The project formally started on the 1 July 2013 whereas the project team was assembled in the second half of September 2013.

2. Executive summary and recommendations

The first months of the implementation of the Joint Programme of European Union and Council of Europe “Supporting Access to Education and Multicultural Understanding” have been marked by great efforts of the project staff to understand the situation and find the best place to input its resources to

move forward the education agenda for what concerns the returnees and Roma, Ashkali and Egyptians and this has been reflected in the inception report presented to the EU on the 18th of November 2014.

The implementation of the joint EU/CoE programme is following the set of activities outlined in the inception report as well as in the two Steering Committee Meetings that took place on the 12th of December 2013 and on the 27th May 2014.

While spread over the five components the project assistance efforts can be grouped in two large categories: enhancing cooperation and information sharing among different actors and improving the provision of existing services to the target beneficiaries. Following this methodology and since the approval of the inception report at the first Steering Committee Meeting, the project team carried out over 30 activities involving more than 2,200 people in trainings, workshops, conferences and other events.

ACCESS project team has started activities in all five components and established good working relations with major stakeholders involved in the project.

Access and Attendance

The project is actively working on several fronts with regard to this component, namely in improving the identification of children, clarifying the responsibilities concerning services and funds, reaching out to communities and tailoring services for existing needs. Therefore, the project is supporting the mediation programme to assist over 500 pupils at the risk of dropping-out and out-of-school children to remain or return to school. The project is also facilitating the creation of a conducive environment for the provision of services in cooperation with the Ministry of Internal Affairs (MIA) on drafting the guidelines and the implementation of the same in the pilot municipalities. In this regards, the project has also organised round-tables at the university to expose psychology students to inclusive education challenges.

School Achievement

The project is working on two parallel programmes to support the education system in Kosovo. On the one hand, the project has provided expertise to design, implement and monitor the MIA/MEST language classes programme for the returnees. As a follow up, the project will also develop specific new materials and programmes for these classes in Kosovo. On the other hand, the second programme entitled "Social Inclusion Programme" addresses the overall inclusion of the school and the positive class environment.

Romani Language

The third component presented some challenges in the implementation, but nonetheless, the project is working to collimate MEST requirements of potential Romani teachers, municipalities' interest to run Romani language classes as well as the participation of Roma community to the initiative. The project has opened the discussion with a conference in Prizren and since then is following up with the relevant stakeholders on the three fronts.

Community integration

The component provides support to the Learning Centres (LCs) as a way to increase the integration of returnees and Roma, Ashkali and Egyptian children in schools and local community. In this regard, the project team has facilitated the coordination of NGOs and LCs and has set out the training programme for the following year. The project has also worked on the advocacy side to raise awareness concerning the situation among returnee children in schools with a theatre play that has been shown to over 1500 children in seven municipalities.

Policy review

The project is facilitating the discussion and advancement of the national policies on returnees and relevant Roma, Ashkali and Egyptian strategies through the “Reflection Group on the Education of Forced Returnees and Roma, Ashkali, and Egyptians”. The group has already met twice in accordance with its quarterly schedule.

Recommendations

Based on the assessment of the current situation, the project proposes the following recommendations:

Recommendation 1

Amendment of the Description of Action - During the first year of the active implementation, the project has assessed that certain indicators are not achievable as the situation on the ground has changed considerably from the one described in the description of action. In some cases, between the planning and the beginning of the project other actors have addressed the issues such as the database or the scholarship programme (see p. 14), in other cases, the project had too optimistic expectation about the situation of mediators co-financing and the advancement of language classes (see p. 22). A non-cost extension could also be proposed in order to allocate more time complete certain components, namely the production of guidelines after being tested in schools and the launch of the Romani Language classes for the 2015-2016.

Recommendation 2

Amendment of the budget- In order to design materials, conduct assessments and studies as well as deliver trainings, the project is heavily relying on the local and international consultants. As a consequence, the budget line for local experts will need to receive a robust injection of funds since the originally planned 8,400.00 EUR for local consultants is not sufficient to cover the needs of the project. Moreover, an increase of funds in the subtotal 6 will be required to reflect the addition of the 11th school eligible for grants. The required financial resources can be allocated from international and local travel and international per diem. Both amendments can be carried out in the first quarter of 2015.

3. Review of Progress and Performance

3.1 Policy and programme context, including linkage to other ongoing operations/activities

The project team keeps close contact with various stakeholders. Already during the preparation of inception report, the past experiences of the previous project and publications of local and international organisations were taken into account. Moreover, due to the high numbers of actors contributing to the work of the Government of Kosovo in overlapping sectors, the project cooperates with many agencies in order to avoid duplication of work. Thus, project staff has been invited and actively participates in several coordination meetings.

Forced returnees

The project has frequent contacts with the Department for Reintegration at the Ministry of Interior (MIA) which is the lead institution for what concerns the services provided to the forced returnees. In this field, the project has adapted its activities to the fast-paced reintegration programme coordinated by MIA and closely cooperated with UNICEF, OSCE and the Finnish-Austrian Twinning Project "Strengthening Readmission and Sustainable Reintegration in Kosovo".

In this regard, the project was involved in the finalisation of the "Guidelines for assistance and support of repatriated persons for sustainable reintegration based on reintegration policies" and in the piloting of the action plans in three municipalities by providing its contribution in the field of education.

The project has also successfully supported the mediation of the agreement between MIA and MEST that led to the organisation of language classes in 2014.

Education for inclusion

The team has established good relations with different departments of MEST and involves them regularly in the planning and implementation of the activities. In 2013, the Ministry formed a working group on language classes for returnees to respond to the pressing need of improving the organisation of these services for repatriated children. The ACCESS project was invited to join the working group and played an important role in the implementation of the MIA-MEST initiative.

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) to integrate 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 for school achievement to returnee children, based on the adapted language support and on the recognition and valorisation of the competencies of returnees and of the benefits of their presence for the overall Kosovo society;
3. Improved status of Romani language as a subject in Kosovo schools;
4. Integration of returnee children among peers in school and in local community;
5. Review and assessment of the implementation of the education policies on Roma, Ashkali and Egyptians and forced returnees.

3.3 Activities undertaken

Overview

The implementation of the joint EU/CoE joint programme is following the set of activities outlined in the inception report presented to EU on the 18th of November 2013 as well as in the two following Steering Committee Meetings that took place on the 12th of December 2013 and on the 27th May 2014. Nonetheless, activities were fine-tuned to local reality and to harmonize the efforts undertaken by other organisations. In some rare cases, activities were put on hold when partner organisations, with a prominent role in a particular area, took the leadership and covered some of the activities with a larger scope than the one initially intended in the project.

In that report and during these meetings the methodology of the project was outlined as a twofold initiative, increasing coordination and improving existing services.

On one side the project aims *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. During the preparatory phase and implementation, it has become evident that the project had to bring together partners that were active in similar fields. Therefore, the project team has put a lot of effort in coordination activities in order to avoid overlapping and create productive synergies among partners. ACCESS project joined 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. coordination group of NGOs running learning centres, MIA-MEST working group on language classes for repatriated children and the Reflection group on education of returnees and Roma, Ashkali and Egyptians).

In this context, **the international Conference on “Education of returnees and Roma, Ashkali and Egyptians communities - Challenges and Solutions”** -held on 2-3 of April 2014- was conceived to bring together different stakeholders to approach the education issues in a more holistic way with the support of different stakeholders. The event was opened by high level representation from local authorities such as the Ministry of Education, Science and Technology, the Minister of Internal Affairs and the Deputy Ministers of MEI and MCR. The Head of EU Office/EUSR and CoE representatives closed the introductory speech. The conference hosted 14 local and international speakers and it was attended by more than 220 participants on the first day and 110 on the second day, in line with project estimation. For the very first time a gathering of such magnitude has seen the participation of so many representatives of Roma, Ashkali and Egyptian communities, mediators, staff of the learning centres as well as the representatives of the different municipalities, ministries and media. The outcomes of the conference were summarized by the general rapporteur and the report was distributed electronically to participants and all the relevant stakeholders at the end of July 2014.

On the other hand, the project works *to improve the provision of existing services to the target beneficiaries*. This part of the methodology is strictly linked with 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.

Therefore, the project supports institutions and civil society with technical capacity to improve these services in the domain of education. In order to do so, in February 2014, the project team has disseminated a call **for Expression of Interest for Local Consultants** in the field of education to create a roster of experts. This Roster enables the project to respond, in an immediate and efficient manner, to the need of specific expertise required to support local stakeholders and partners in the three thematic areas: 1. Curricula development; 2. Non-formal education and 3. Romani language teaching. The call was shared among stakeholders and published on local job market website.

Following the good practice of the CoE Pristina Office, CoE in Strasbourg has also issued a **call for a tender for International Consultancy Services in six specific areas** related to the education of forced returnees and to children of Roma, Ashkali and Egyptian communities in Kosovo. The call aimed at canvassing candidatures of international experts interested in joining the project. The call was shared among stakeholders and advertised on the Strasbourg CoE website.

Component 1 – Access and attendance

The aim of this component is 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 is actively working on several fronts with regard to this component, namely in improving the identification of children, clarifying the responsibilities for services and funds, reaching out to the communities and tailoring services to existing needs.

A.1.1. Establish effective enrolment monitoring system

The project established an effective cooperation with the Department of Reintegration within the Ministry of Internal Affairs as a lead institution dealing with services for returnees. In this regard, the project **contributed to the drafting of the “Guidelines for assistance and support of repatriated persons for sustainable reintegration based on reintegration policies”**. Throughout the December 2013 and January 2014, the project team conducted several meetings with the Department of Reintegration at MIA to define the road-map to achieve a better information sharing mechanism between MIA and MEST, both at the central as well as municipal levels. Thus, the project has strengthened its cooperation also with UNICEF, OSCE, UNDP and IOM, to improve synergies and avoid duplication on the new guidelines clarifying the Regulation 20/2013 on repatriation. **On the 21st of January 2014, the project co-financed together with UNICEF the consultation round on education** for the draft zero of the guidelines and then provided comments to the following drafts both in February and in May 2014.

In agreement with the Department of Reintegration, the project has also joined the process led by the Austrian/Finnish Twinning Project “Strengthening Readmission and Sustainable Reintegration in Kosovo” to pilot the Reintegration mechanism in the Municipalities of Gjakova/Djakovica, Ferizaj/Uroševac and Prishtinë/Pristina.

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

The project, together with the NGO Balkan Sunflower 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 BSFK throughout 2013 validating the data with additional researches and interviews on the field to assess the perception and impact of mediator’s work in the selected municipalities.

While the report is in the concluding phase and pending finalisation, it has already provided useful insights to identify areas of improvement for mediators and to plan accordingly for the future trainings.

One of the areas that has been considered problematic was the unsuccessful closure of drop-out cases. In this regard, the project is **developing a referral mechanism for mediators and NGOs**. The project team has hired a consultant to adapt the referral tools already designed for Prevention and Response Team towards Abandonment and Non-Registration (PRTAN) and Municipal Education Departments (MEDs). The so-called "civil society tools for referral", together with the relevant SOP, will be included in the European Centre for Minority Issues (ECMI) "Handbook for PRTANs" that will be later approved by MEST and local authorities. Once the tool is finalised, a series of trainings for mediators will be organised.

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

At the beginning of the year, the project signed an agreement with the NGO Balkan Sunflowers Kosova (BSFK) to **co-finance 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. In the past eight months, the Mediators worked on 574 cases. A high number of drop-outs has been witnessed especially in Fushë Kosovë/Kosovo Polje and Pejë/Peć. Mediators are intensively working on 156 dropout cases (95 boys, 61 girls), so that these children return to school as soon as possible. Besides dropout cases and children at risk of dropping out, mediators have worked on discrimination cases, cases where irregular attendance was very high and other issues related to the children from Roma, Ashkali and Egyptian communities. Overall, from 574 cases, 393 have been successfully closed while others are still currently ongoing.

Table 1: Number of cases per month

Mediator	January		February		March		April		May		June		July		August		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Obiliq	13	7	6	4	4	5	3	7	3	1	1	0	0	0	0	0	30	24
Lipjan	6	5	13	9	8	6	7	4	3	4	3	3	0	0	0	0	40	31
Gjakove	6	4	6	3	9	4	0	0	0	2	0	0	0	0	0	0	21	13
Fushe Kosove	15	19	55	42	0	0	3	0	2	1	0	0	0	0	0	0	75	62
Peje	21	7	19	13	40	10	48	22	11	7	4	1	0	0	0	0	143	60
Ferizaj (Dubrave)	3	2	7	4	0	2	2	4	4	8	7	1	8	4	8	11	39	36
Total by gender	64	44	106	75	61	27	63	37	23	23	15	5	8	4	8	11	348	226
Total	108		181		88		100		46		20		12		19		574	

Table 2: Client Database results for Jan - Aug

Mediator	Client Reports		Closed Client Reports		Successful Client Repors		Unsuccessful Client Reports	
	M	F	M	F	M	F	M	F
Obiliq	30	24	30	24	9	11	21	13
Lipjan	40	31	40	31	33	30	7	1
Gjakove	21	13	21	13	9	2	12	11

Fushe Kosove	75	62	75	62	42	36	33	26
Peje	143	60	143	60	130	59	13	1
Ferizaj (Dubrave)	39	36	39	36	19	13	20	23
Total by gender	348	226	348	226	242	151	106	75
Total	574		574		393		181	

As of April 2014, Mediators conducted a campaign to identify children starting first grade and facilitated their registration in schools. The campaign continued until September with the aim to help and encourage parents to register their children. The six mediators identified 367 children. Up to 19th of September, 321 children were registered, equal to 87.47% of the identified children. Children registered were fewer than last year apparently due to the large number of families who left Kosovo during the summer.

	Registered		Not registered		Total identified
	Male	Female	Male	Female	
Dubrave	21	27	9	0	57
Fushe Kosove	36	48	19	7	110
Obiliq	14	14	0	3	31
Peje	24	15	0	0	39
Gjakove	53	28	2	6	89
Lipjan	20	21	0	0	41
Total	168	153	30	16	367

The project conducted regular meetings with BSKF mediation coordinator to assess mediators' work and define their needs. In addition the team has opened an ongoing discussion with MEST on the recognition of the role of mediators also linked to the eventual co-financing of the six mediators for the second year of the project. At the moment, after 8 months that the project has taken charge of the work of mediators, it does not seem likely that MEST will agree to co-finance mediators' fees for 2015. Moreover, the report on mediators has indicated that there is an incompatibility between the high standards set by MEST as prerequisites (in particular, the need for a higher education degree) and the current education level of the mediators.

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

On the 4 February 2014, the project organised an information meeting with NGOs dealing with returnees (NGO URA 2, NGO AWO Nuremberg, AWO Kosova and ReKoKo Project) as well as MIA and MEST representatives. The goal of the meeting was to share the information about the different services provided by organisations to returnees in the field of education. As a follow up the project put in contact these NGOs with Learning Centres and Mediators in order to facilitate the identification of children and eventual support services.

On 24 February, Council of Europe agreed with the Department of Psychology at the University of Pristina **to organise a series of thematic round-tables on several aspects of inclusive education** giving particular attention to inclusion of Roma, Ashkali and Egyptians and forced returnees in mainstream society and with a focus in education. The decision to cooperate with the University and organise the round-tables presented the current issues and presently existing best practices to tackle the latter that could be of interest from a psychologist/school counsellor point of view. This approach was chosen due to the scarce number of psychologists in the schools and the need to advocate these topics at the university.

The first **round-table touched upon the drop-out phenomenon**. The event held on 10 April 2014 was opened by the research of students on the topic which then received comments by guest speakers and school psychologists. During the round-table, the NGO Balkan Sunflowers presented practical cases of work with drop-out through mediation, while OSCE representative gave an overview of the relevant legal framework and the impact of the PRTAN mechanism. The event was then followed by an open discussion with students. Over 80 students from BA and MA levels attended the round-table.

The second event, held on 22 May 2014, focused on situation of forced returnee children. During the event, representative of CoE, UNICEF and the NGO Monitor presented the situation of children of repatriated families with a particular attention on their psychosocial issues. The round-table was moderated by a professor of the department and it was attended by around 60 students.

Finally, on 29 May 2014, project invited representative of CoE, UNICEF and the NGO Monitor as well as NGOs Terre des Hommes and Save the Children **to analyse the situation of children of repatriated families with a particular attention on their psychosocial issues and inclusive education**. The panel also provided suggestions to the students who had prepared research on that topic. The round table was attended by 40 students.

As a follow up, the project team has agreed with the Psychology department the details of the second phase of the cooperation agreement. The department of Pristina University will be in charge of conducting an assessment of inclusiveness in the 10 pilot schools selected for the Social Inclusion Programme. The department will use the methodology developed by the EU/CoE Regional JP on Inclusive Education in order to obtain comparable results.

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 was asked by the Department of Reintegration to provide technical expertise to identify the most effective way to allocate funds to NGOs for the provision services to the returnees. Therefore, the project engaged a procurement expert to provide an in-depth analysis of the available option and align them with local and international standards. The recommendations were positively

received by MIA which in turn paved the road to valorise the internal procedure currently in use by the ministry.

A.1.6. School scholarships to support the programme

During 2014, Roma Education Fund (REF) took the lead in shaping MEST scholarship programme in Kosovo for Roma, Ashkali and Egyptians. For this reason, the project has agreed with MEST to support the new mechanism by **improving the communication and outreach between the ministry and local authorities** (MED/MOCRs) as well as local NGOs. Through the mediators, the project will help in spreading more effectively the information about scholarships in all the municipalities to avoid that young people miss the opportunity to apply for scholarships.

A.1.7. Outreach to parents and local communities

The project has involved parents of the children in the several phases of the implementation. During the study on mediators in four municipalities (Pejë/Peć, Gjakova/Djakovica, Obiliq/Obilić and Fushë Kosovë) **parents were invited to contribute to the research by sharing their views and information** about mediators' work. Four focus groups were organised to collect their opinions.

As part of the assessment of the additional language classes for returnees, parents were also involved in a survey to evaluate their satisfaction concerning the services provided.

Indicators and their current status

Objectively verifiable indicator	Status
Minimum 200 children returned before project start recorded in the central database and database kept updated with the newly arrived children.	This indicator is no longer relevant for the project. The MIA electronic database is 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 recognized the fact in the inception report.
All returnee children from targeted municipalities returned during project implementation are provided with assistance by the project in collaboration and supporting Kosovo authorities for school registration, based on information provided by the MIA structures.	Ongoing. The project is supporting the piloting of the reintegration mechanism in three municipalities.
Minimum 200 Roma, Ashkali and Egyptian children at risk of school drop-out provided with support to attend/re-attend school regularly.	Ongoing - 343 children have been already supported.
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.	The discussion is ongoing. However it seems unrealistic that the project will achieve this indicator.
Action plan developed with MEST for the medium and long-term sustainability with strong involvement of relevant public institutions.	Ongoing. The project will conduct advocacy activities and work with the partner to plan future sustainability.

General remarks

The component one (1) has the largest spectrum of activities which goes to support the existing activities run by other organisations and institutions. Therefore, it is the component that is most susceptible of the adaptations as ACCESS project is not the leading partner of these activities/processes. That has been reflected in the component in 3 ways:

1. **Pilot municipalities.** The municipalities have been selected by MIA and the overall coordination for the formulation of local action plans have been done by the Twinning Project. Since ACCESS project is dealing only with the education component, the project team had to postpone the support until the training plan of the Twinning project was ready (September 2014).
2. **Scholarship Support.** At the beginning of 2014, the NGO Voice of Roma, Ashkali and Egyptians and Roma Education Fund have become the major partners for MEST in this sector by developing a scheme for over 500 scholarships. Therefore, the ACCESS project, as mentioned also during the SCM, has decided to focus only on the outreach, as the review of the current scholarship programme, as well as the development of a scholarship mechanism were no longer considered relevant.
3. **Mediators' sustainability.** In the inception report, the project has flagged as a risk the lack of the recognition of the position of mediators from MEST. Whereas the project is committed to continue the work to advocate for mediators' recognition, the, non-ability to ensure co-financing from MEST for 2015 has to be acknowledged.

Component 2 – Capacity-building of the education system

This component responds to the need, confirmed during the inception period, 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 is working on two parallel programmes to support the education system in Kosovo. On the one hand, the project is focusing to assist directly MEST and MIA in providing immediate assistance to returnee children to improve their language competences and, overall, their integration into the new education system. The goal is a smooth transition from their hosting country to the new life in Kosovo. In this regard, the project has provided expertise to design, implement and monitor the MIA/MEST language classes programme for the returnees. As a follow up, the project will also develop specific new materials and programmes for these classes in Kosovo.

While this programme is directly focusing on children of returnees, the second programme entitled "Social Inclusion Programme" has a main beneficiary 11 pilot schools and it addresses the overall inclusion of the school and the positive class environment.

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

A.2.1. Development of training materials and pedagogical resources

Social Inclusion Programme- In May 2014, the project hired two international consultants and a local expert to develop a methodology and pedagogical materials for the programme. The experts had conducted three missions to Kosovo (3-7 June 2014, 2-4 July 2014 and 26-29 August 2014) to assess the current situation and design the educational products. During each of these missions, the experts met with Consultative Board established on ad hoc basis for the programme and composed by nine practitioners and representatives from education institutions (MEST, University, schools and NGOs). The role of the Consultative Board is to provide guidance and comments with regard to the work of the experts and validate their final output. The suggestions of these professionals will also be instrumental to facilitate the accreditation of the materials. The CoE experts have already produced the first set of materials and they have been translated in both Albanian and Serbian.

Therefore, in cooperation with MEST, the project team has issued in May 2014 a call for interest to all primary schools of Kosovo to apply to join the Social Inclusion Project. Following the latter call, 34 schools applied and the project, together with representative of MEST and EU Office selected 10 schools following the criteria presented in the call. After the selection process, project was informed that one of the selected schools had undergone a significant change in its staff as it was merged with the neighbouring school due to a problem of segregated classes.

Therefore, in the new configuration, the first school has classes from 6th to 9th grade and the second one hosts classes of 1-5 grade. For this reasons, some teachers from the first school, who were selected for the programme, were moved to the other school, including some of those who were selected for the training programme. Upon request of the Head of Gjakova/Djakovica MED, the project agreed to include both schools in the programme. The final list of the schools participating to the programme is the following:

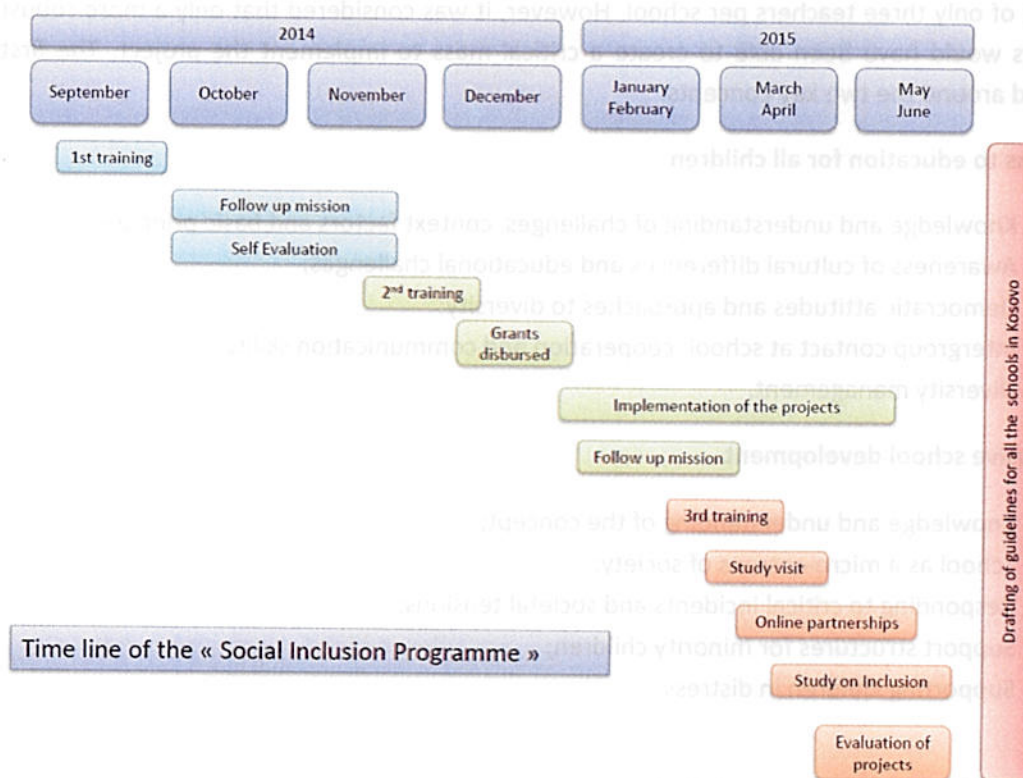
No.	Municipality	Place	School Name
1	Ferizaj/Uroševac	Ferizaj/Uroševac	"Tefik Çanga"
2	Ferizaj/Uroševac	Zaskok/Zaskok	"Naim Frashëri"
3	Fushë Kosovë/Kosovo Polje	Fushë Kosovë/Kosovo Polje	"Mihail Grameno"
4	Fushë Kosovë/Kosovo Polje	Fushë Kosovë/ Kosovo Polje	"Selman Riza"
5	Gjakovë/Djakovica	Brekoc/Brekovac	"Zef Lush Marku"
6	Gjakovë/ Djakovica	Gjakovë/Djakovica	"Mustafa Bakija"
7	Gjakovë/ Djakovica	Gjakovë/ Djakovica	"Yll Morina"
8	Lipjan/ Lipljan	Medvec	"Fehmi Agani"
9	Lipjan/ Lipljan	Lipjan/Lipljan	"Ismail Luma"
10	Novobërdë/Novo Brdo	Bostan/Bostane	"Miladin Popovic"
11	Shtime/Štimlje	Shtime/Štimlje	"Emin Duraku"

Programme for additional language classes - One international expert was identified and hired to support the CoE team in drafting of pedagogical and training materials for the language classes for the

repatriated children in August 2014. During the first mission to Kosovo (1-4 September 2014), the expert engaged in meetings and consultations took place with representatives of local institutions and other relevant stakeholders. As in the case of the “Social Inclusion Programme,” a Consultative Board was established to guide the consultants during the drafting process of pedagogical materials. The Consultative Board consists of 13 members encompassing representatives of different institutions such as MEST, MIA, Faculty of Education, Pedagogical Institute of Kosovo, MED and a language teacher. A trip to Obiliq/Obilić municipality was organised with teachers involved in language classes for the repatriated children. On 17 September 2014, the expert has provided a preliminary report on the future configuration of the classes for the returnees and its materials.

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

On 28 August 2014 the project held the **first introductory meeting with 10 school directors** (at that moment the Gjakova/Djakovica case was not known yet) and 10 teachers, the representatives from MEST as well as MED and MOCR for each of the six municipalities, representatives of NGOs and Learning Centers connected to the schools. The event was opened by the Policy Director of MEST and was attended by 65 people. During the event, the entire social inclusion programme was explained in all its phases.



The Social Inclusion Programme aims to contribute to the social inclusion, the well-being and the development of pupils from marginalised communities. Its focus is to build a positive and non-discriminatory social climate in schools. Therefore, the training set is focused on inter-group contact among children and on strategies for building an inclusive and democratic school culture. The programme also aims to:

- To contribute to school development based on democratic values and principles of equality and inclusion;
- To promote rights of children to education;
- To assist Kosovo in developing an accredited teacher training programme in line with the ongoing educational policy reforms;
- To facilitate dialogue and communication between schools and civil society initiatives;
- To familiarize teachers and school psychologists with European methodologies and approaches, as well as good practices in social and psychological support of returned children.

On 19-20-21 September 2014 and 26-27-28 September 2014, **the experts together with the six KPI trainers conducted the first training for 66 teachers from 11 schools**. Originally, the plan foresaw the training of only three teachers per school. However, it was considered that only a more robust team of teachers would have been able to create a critical mass to implement the project. The first training revolved around the two key concepts:

1. Access to education for all children

- Knowledge and understanding of challenges, context factors and basic principles;
- Awareness of cultural differences and educational challenges;
- Democratic attitudes and approaches to diversity;
- Intergroup contact at school: cooperation and communication skills;
- Diversity management.

2. Inclusive school development

- Knowledge and understanding of the concept;
- School as a micro-cosmos of society;
- Responding to critical incidents and societal tensions;
- Support structures for minority children;
- Supporting children in distress.

A.2.3. Training of Trainers (ToT) Programmes

The selection of trainers of teachers is a crucial element for the sustainability of the Social Inclusion Programme. Analyzing previous lessons learnt, the project decided that it was important to contract an

educational institution, rather than individual trainers. An educational institution was deemed to have more opportunity to use and replicate the programme than a pool of trainers individually contracted.

In line with the indications issued during the First Steering Committee meeting, the project contacted the newly established in-service teacher training agency of the Faculty of Education of Pristina University. However, by May 2014, the Agency was still not fully functioning and it did not guarantee that it would have been active by September 2014. Therefore, **the project decided to contract Kosovo Pedagogical Institute (KPI)**. Involving KPI in the Social Inclusion Programme is of strategic character as it is the institution mandated to conduct the entire in-service training for teachers to prepare them for the new curriculum framework of Kosovo.

The Training of Trainers (ToT) for the Social Inclusion Programme is deeply interrelated with the training of participants. Due to the piloting stage of this programme that will be spread over one year and its specificities, the project decided to dedicate more efforts to the training and mentoring of trainers. Therefore, instead of organising a cascade training, each training session (composed of 4-6 modules) is firstly conducted for four schools by international experts having KPI trainers as observers. Half a day before and after the training is dedicated for the explanation of the key concepts of the modules. The KPI staff is then the official trainers for the remaining seven schools. During this second session, the CoE experts are the observers. Also in this case, two extra half-days are used to debrief KPI staff on the methodology used. KPI trainers will also conduct follow up missions in the schools after each training, in order to support the design and later the implementation of the school projects. Since all the trainers have to go through an intense process of mentoring and on-the-job training, the project selected a pool of six trainers instead 15 as initially planned. A larger number of trainers would have been unpractical and they would not have fully participated in the phases of the programme.

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

During December 2013 and January 2014, **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. This project was developed while taking stock of the 2012-2013 pilot project developed by MEST in four municipalities of Kosovo. The project was successfully presented to MIA on the 16 January 2014. The project was implemented in 10 municipalities that had the highest number of returnees in need of catch-up classes. Over 320 children took part in this initiative. However, 37 of them dropped out during the classes. Out of 283 children who attended the classes, 100 were boys and 183 girls.

After the official launch of project for the language classes for the forced returnees, in cooperation with MIA and MEST, **the ACCESS project team organised an induction meeting for the 20 selected teachers (20 female) and six MIA regional coordinators (six male)**. The aim of the event was to prepare teachers for their new assignment. During the event, teachers were familiarised with the procedures of the course, the evaluation modules as well as the psychological situation of the forced returnees and on how to work with them. The last topic was presented by a psychologist from the NGO URA 2. Between

March and June 2014, the project team also conducted three monitoring missions in order to collect best practices.

While the project was still regarded as pilot, it was a continuous source of lessons on how to deal with repatriated children with regard to the language issues. The project also commissioned an assessment of the programme, carried out in June 2014, to provide guidelines and suggestions on the shape of the next programme for language classes that should start in January/February 2015.

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

Preliminary contacts were made with the University of Pristina to identify potential local experts to prepare a module on awareness raising on Roma, Ashkali and Egyptian cultures.

A.2.6. Development of guidelines for teachers

The guidelines for teachers will be prepared at the end of the programme in June 2015.

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

The Social Inclusion Programme also includes a study visit to Berlin that will take place in March 2015. The Study tour will be the first element in organisation of online partnerships between Kosovo schools and German ones. During the visit, the teachers will have the opportunity to learn the methodology of the exchange and to meet in person with their counterparts.

A.2.8. Development of (online) international partnerships

As a part of the Social Inclusion Programme, the experts designed the approach for the online partnerships. The module, which will start with a study tour to Germany in March 2015, will continue for the following two months in at least six pilot schools. The online partnership in each school will be led by the English teachers who are also part of the team of six teachers participating in the Social Inclusion Programme

Indicators and their current status

Objectively verifiable indicator	Status
All school directors and at least 3 teachers in all targeted schools have received training and have developed a school plan on how to promote and ensure equal access to quality education for returnee children, RAE children and other children at risk.	Ongoing. The project has invited six teachers per each school in order reach a critical mass to implement projects within the school.
All schools in Kosovo provided with a package of educational materials for which request for official endorsement will be submitted to MEST.	Expected in June 2015. The project is finalizing the development of the materials that will be submitted for accreditation in November 2014.
Minimum 100 children provided with adapted classes in the language of teaching.	Ongoing. Thanks to the first pilot programme for the language classes over 280 children were part of the catch up classes.
Minimum 6 online school partnerships established with schools from EU countries	Activity will start in March 2015.

General remarks

The component two is ongoing and without major changes throughout its implementation. The only minor modifications were connected to the development of the pedagogical/training materials that requested change in the modality of ToT as well as in the increase in the number of teachers included in the programme.

Component 3 – Romani Language Teaching

As indicated in the inception report, the third component presented some challenges in its implementation. Currently, there is only one Romani Language teacher in Kosovo working in Prizren/Prizren municipality. The lack of qualified teachers is considered one of the main issues the project is facing. Nonetheless, some positive developments have also occurred. The Government of Kosovo has declared its commitment to the promotion of the Romani language teaching and it has demonstrated the latter by publishing the first Romani Language handbook for children studying in the second grade. This manual will be followed next year by a second publication aimed at the third graders. Moreover, some municipalities, namely Obiliq/Obilić, Fushë Kosovë, Ferizaj/Uroševac, Pejë/Peć and Gjakova/Djakovica, have declared their interest in opening Romani language classes in 2015.

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

The project team, together with MEST, has organised a **conference on “Romani Language Teaching in Kosovo” in Prizren** on 18 March 2014. 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 event served as an occasion to start the discussions on practical aspects of the organisation of the future Romani language classes, namely the criteria for teachers’ selection and their identification.

This conference was the first large scale event organised on this topic and was attended by over 70 participants from MEST, MED, MOCR, university, schools, Roma associations and civil society. As a result of the work of the parallel sessions and the plenary discussion, it was acknowledged that the process of studying the Romani language and culture should be under the aegis of the Ministry of Education, Science and Technology, the existing educational institutions which are under the jurisdiction of MEST, as well as in cooperation with the international organisations who support the development of education in Kosovo.

The working groups presented a proposal on how to advance forward the expansion of the teaching of Romani Language in Kosovo:

1. Define the criteria and requirements of new potential Romani Teachers;
2. Inform Municipalities of the possibility to start of Romani Language Classes;
3. Set-up an ad hoc training for Romani Teachers to fill the gaps;
4. Inform parents and children about Romani Language Classes.

The project team has collected detailed information from three municipalities (Obiliq/Obilić, Fushë Kosovë/Kosovo Polje and Ferizaj/Uroševac) with regard to the number of Roma children who are in the elementary schools in all municipalities with considerable numbers of Roma, as well as identification and selection of potential Roma teachers. The data gathered indicate that there are 208 Roma children attending primary schools in the Obiliq/Obilić municipality, 29 children Fushë Kosovë/Kosovo Polje and 63 in Ferizaj/Uroševac (gender disaggregation is not available).

A.3.2. Training for Romani language teachers

Definition of criteria and then identification of potential teachers are steps of paramount importance in order to define the type of training that Romani language teachers should undergo in order improve their skills following FYROM modules. The work on the definition of criteria for the potential teachers is expected to start in December 2014, and once the criteria are approved by the MEST the selection of potential teachers will follow in February 2015.

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

The project team met with the Vice Dean of Faculty of Education of Pristina. The meeting was, among other topics, related to the issue of possibility of opening a Romani language training module (using the module of Zagreb University). Moreover, organisation of a round-table with the Faculty of Education and the Faculty of Philology of the University of Pristina for promoting the Romani language and culture was discussed. The round table will be held in December 2014 and will bring together MEST representatives, faculty professors, NGOs working in promoting the education of Roma, Ashkali and Egyptian communities as well as students interested in the topic.

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

The project aims to **reach out to parents from Roma communities in Prizren and to inform them about the importance of enrolling their children in Romani language classes**. Therefore, ACCESS project decided to open a call for project proposals to involve on this matter the local NGOs of Prizren municipality including those from Roma community and non-Roma NGOs. The call was open for two weeks, 14-27 August 2014. One information meeting was organised on 19 August to support all the interested NGOs to learn more about the open call, the requirements, the obligations, etc. Throughout this period the external consultant was available to support NGOs on any questions and/or clarifications. Only one NGO applied. The evaluation team was composed by CoE staff, external evaluator and MEST representative and selected the NGO Durmish Asllano to implement the latter activities in October 2014. NGO Durmish Asllano is a Roma-led NGO based in Prizren.

Indicators and their current status

Objectively verifiable indicator	Status
Romani language teaching and learning materials, for which request of official endorsement will be made to MEST, distributed to all schools in Kosovo attended by Roma children.	If the criteria and requirements for teachers are approved by MEST, the project will focus on teaching methods for teachers.
Minimum 12 Romani language teachers trained to deliver quality teaching.	The project recommends that this indicator will be modified as it is not feasible to train and

	employ such high number of Romani language teachers.
Minimum 140 Romani children attending Romani language classes as part of school curriculum.	The project recommends that this indicator is modified. Currently, 80 children were enrolled in Prizren and, even if new classes open in other municipalities the new pupils will not be as numerous.

General remarks

The project has experienced some delays as it has taken a cautious and conservative approach concerning the development of any teacher training or pedagogical materials before the question related to the requirements of teachers (and their final identification) is clarified. Also following the remarks of the ROM evaluation undertaken in June 2014, the project is focusing in bringing the component up to speed. For this reasons, the project has prepared a detailed action plan to formalize the support of MEST for what concerns the identification of the potential Roman language teachers. After that, the project will tailor the preparatory training around specific teachers' needs. At the same time, the project will support Municipalities to liaise with MEST and prepare to set up language classes for 2015.

Component 4 – Integration in schools and local community

The 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 community.

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

Over a decade after the creation of the first LCs, Kosovo counts more than 40 LCs in 15 municipalities, of which over 20 were established in 2013. As LCs have been created by different NGOs following diverse methodologies and approaches, there was not a homogenous approach to provision of their services nor a commonly agreed vision for the future. Starting from 2014, **the project organised, together with twelve NGOs running 40 LCs, a coordination meeting** to exchange data, best practices and common challenges as well as to plan together to ensure centres' sustainability.

On 22 January 2014, the project team held the **first workshop with international and local civil society organisations** in Kosovo to foster coordination among the NGOs working in the field of education. The focus of the meeting centered on the increasing of the collaboration and cooperation among Learning Centres and finding common ways to ensure long term sustainability for for the LCs and mediators' programme. Moreover, 35 representatives from 15 organisations attended the event. As a conclusion, NGOs requested that CoE continues its role as impartial facilitator of the coordination meeting. This event was the first occasion for the NGOs running the learning centres to meet and to share best practices and discuss how to foster cooperation among them.

On 5 March 2014, the project team held the **second coordination meeting**. Each of the 15 NGOs sent a focal point to represent the organisation in order to have a more effective discussion. The outcome of

the meeting was the agreement over the definition of the mission on the Learning Centres. During the meeting the project team presented **the matrix of the 40 learning centers compiled after mapping exercise** was conducted together with all the NGOs. The matrix was the first answer to the need of collecting reliable data in a standardized way throughout the Learning Centres as well as their training requests.

On 17 April 2014, as a follow-up to the two previous coordination meetings the project team held the **third coordination meeting** with representatives of the NGOs running Learning Centres in Kosovo. MEST focal point for learning centres was also invited to discuss with NGOs potential options and to explore ways to increase the LC sustainability. This was the first time all the LC representatives met with a MEST official to define concrete prospects for a potential cooperation in order to define the legislative framework of the Learning Centres.

On 4 July 2014, the project team held the **fourth coordination meeting** of all the NGOs running Learning Centres in Kosovo. The meeting was facilitated by Dr. Calin Rus, CoE expert, who analyzed the current Kosovo situation on Learning Centres and presented related successful European experiences and models of Youth/community centres. The meeting triggered a separate reflection of four NGOs to prepare plans to set up educational programme to be included in the school programme.

During the summer months, the team of experts working on the "Social Inclusion Programme" was also tasked to elaborate an **adapted programme for Learning Centres, touching upon the issues of interculturalism, discrimination and the inclusion of minority-majority groups** with a particular attention to the returnee children. The programme will start in January 2015 and will be associated to small grants for LCs to implement the planned set of local projects and activities.

Furthermore, two other trainings were identified for the LC staff and currently under development are the one on referral of drop-outs and out-of-school children (see above) and training on mediations. The project, based on the existing experience with school mediation of the Balkan Sunflowers NGO, will expand and replicate this practice further onto a larger number of municipalities and schools by offering support to learning centers' staff to develop school mediation skills. The aim is to build capacity of the tutors/teaching assistants with school mediation skills, to be utilized in their everyday work with children. It will also be useful, on the long run, to form a potential new generation of mediators.

On 25 September 2014, during **the fifth coordination meeting**, the training plan was approved as well as the ToR for a study on the learning centres.

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

In cooperation with Qendra Multimedia, the project **has organised to show the theatre play "Yue Madeleine Yue" in seven municipalities** to pupils from 7th to 9th grade, especially from classes with returnee children. The central focus of this musical tragicomedy of the absurd is a Roma family, which was forcibly expelled from Germany to Kosovo. In agreement with the local school directors, the play was considered a powerful tool for pupils and teachers to get more familiar with the situation of the

returnees in Kosovo as well as breaking stereotype vis-à-vis Roma, Ashkali and Egyptian communities. After the play, the actors engaged with students to discuss their impressions and the content of the show.

Between 22-30 April 2014, over 1,500 pupils and teachers from 15 schools attended the play in the following municipalities: Mitrovicë/Mitrovica, Prizren/Prizren, Gjakovë/Djakovica, Prishtinë/Pristina, Fushë Kosovë/Kosovo Polje, Obiliq/Obilić, Lipjan/Lipljan.

The plays were generally positively received by teachers and pupils who were interested and asked several questions to the actors at the end of the show. In some cases, returnee children among the audience also presented briefly their experiences of coming back from a foreign country. The exception to this trend was the show in Mitrovicë/Mitrovica where the audience was not sympathetic with the topics threatened in the show and was visibly unruly.

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

Under the scheme of the Social Inclusion Programme for the Learning Centres, in 2015 LCs will be eligible to apply for a grant to implement the content of the trainings.

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.	Ongoing. The Social Inclusion Programme for LCs will start in January.
Minimum 3 local activities organised in and with each targeted municipality, attended by RAE and returnee children and other members of the local community.	Planned from February 2015. After the training, the project will also disburse grants for LC to implement activities.
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. Over 1,500 children attended 7 shows in 7 municipalities.

General remarks

The component is ongoing without changes in its structure.

Component 5 – Policy review and improvement

The project aims at the facilitating the discussion and advancement of the national policies on returnees and relevant Roma, Ashkali and Egyptian strategies. During 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, later on, were

invited to participate in the “Reflection Group on the Education of Forced Returnees and Roma, Ashkali, and Egyptians”.

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

Following the identification of some of the future members of the mixed working group (from now on 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 for 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 Egyptian
- 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” brings 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. The membership of the Reflection Group is intended to ensure an open exchange of experiences, information, and views on the education of forced returnees and of Roma, Ashkali, and Egyptians from a wide range of stakeholders in academia, civil society, Kosovo institutions, and international organisations. The Reflection Group meets on a quarterly basis, providing guidance to ACCESS and acting as a sounding board for the Kosovo Government in relation to policies and activities on education of returnees and Roma, Ashkali and Egyptians. The expertise and logistical support necessary to facilitate the work of the Group will be provided through ACCESS.

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

The **constitutive meeting of the Reflection Group** took place on 9 July 2014 in Pristina. This first meeting served not only to establish the Group through an intensive discussion of its mandate, but also to begin setting an agenda for future activities through an round of consultations on the most pressing issues related to the education of the forced returnees and Roma, Ashkali, and Egyptians; and on the

relationship between the most pressing issues on the one hand and existing policies and activities on the other.

Discussion of the mandate of the Reflection Group focused on the draft Terms of Reference (ToR) prepared for the meeting. Key points emerging from this discussion include the following:

- The main function of this group is to produce recommendations on action, information, and research needed for more effective implementation of policies on returnees and relevant strategies relating to the integration of Romani, Ashkali, and Egyptian communities.
- The work of this group will support and enrich the work of the institutions and cross-institutional bodies dealing with issues related to the education of returnees and Roma, Ashkali, and Egyptians.
- The Reflection Group will not replace or seek to replace other established mechanisms, but will complement them.
- The Group's position outside government gives it flexibility in relation to its agenda and to make use of additional resources available through ACCESS.
- The focus of the Reflection Group will be on the actions that will make policies implementable.

At the end of the first meeting, the Reflection Group identified several themes to be discussed in the future sessions. Among them, the Group selected "Drop-out and out of school children" as the topic for the following meeting.

The **second meeting was held on the 24 September 2014** where UNICEF was invited as speaker to present the preliminary findings of their oncoming report on "drop-out and out of school children" carried out in seven municipalities. The discussion revolved around the policy gaps in Kosovo and, in particular, focused on the (in)ability of the education system to reach out to out-of-school children. Although attention to out-of-school children and youth has increased in recent years and dropout rates have decreased slightly, both participation and data gathering remain insufficient. Despite variations in figures from one source to the next, there is a consensus among governmental and non-governmental actors that Roma, Ashkali, and Egyptians are disproportionately represented among out-of-school children and youth, with late enrolment common. Recent findings from UNICEF indicate that dropout is also more frequent for K-Albanians among children of divorced parents, children missing one or both parents, and children of substance abusers. In addition, the notion of dropout is ambiguous, apparently covering not only interruption of school attendance, but also non-enrolment. Moreover, the mandatory local teams for preventing and responding to dropout have not been established in all municipalities, and Municipal Education Directorates lack accurate information not only on dropouts, but also on children of school age who have never been enrolled in school. The fact that civil society is not officially involved by the Government to tackle this problem was also touched upon and it was identified as a natural continuation for the next meeting.

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

In preparation of the first meeting, the project, together with the experts, conducted a desk review on the legislative framework and current policies on education in Kosovo. The member of the reflection group also contributed to the exercise as a follow up of the first meeting. In addition, for each of the themes tackled a specific update will be produced.

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

The first annual report drafted by Reflection Group facilitators' is expected on December 2014.

Indicators and their current status

Objectively verifiable indicator	Status
Annual policy review reports published.	Ongoing. The first report is expected by December 2014.
Set of instruments for monitoring, evaluation, and impact assessment developed by the project in use by educational authorities (e.g. concerning inspection procedures)	Ongoing. The development of these instruments will not be done within the framework of the working group, but instead, it will be part of the work of the action plan developed by the pilot municipality in Component 1.
Recommendations for amendments / proposals to improve current legislation, policies and administrative practices submitted to relevant central authorities.	Ongoing.

General remarks

The component is ongoing as planned. The only variation has occurred in the activity 5.3 as the project will develop the mechanism to monitor the advancement of the impact of services for returnees in connection to the piloting of repatriation plan of three municipalities rather than in the framework of the Reflection group in order to collect first hand data.

3.4 Resources and budget used

The total cost of the project is EUR 1,115,000.00. As of 30 September 2014 EUR 493,176.00 have been spent and committed which is 78.83% of the first tranche (EUR 625,563.00). For more details, please see the financial report in the Annex. The current rate of expenditure is mainly due to the late start of the project as well as the fact that most of the cost-intensive activities are planned for the second year of the project.

3.5 Assumptions and risks – status/update

A couple of paragraphs about the main risk (MEST co-financing, Romani language) refer to Component 4 for updated risk log.

#	Assumed potential risk	Contingency plan	Updates
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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	Still relevant. While the change in the local administrations did not affect the project implementation, now the slow creation of a Government may have impact on the activities.
2.	Difficulty to locate returnee children, particularly those belonging to minorities, as many do not register in schools or move to another city and drop out from school	Work with mediators from minority communities will allow getting up-to-date information from the community level, while the work with the 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	Still relevant. However the good cooperation with MEST and MIA made the risk significantly lower. Problems with identification of the children remain as now there is an increasing trend for Roma, Ashkali and Egyptian to move out of Kosovo.
3.	Some minority returnee children, particularly Roma, choose to attend Serbian schools, out of the control of the MEST	Some of the learning centres and mediators are active in such Serbian communities and they are expected to take over increased responsibilities for providing support to children concerned, to compensate the potential lack of involvement from the part of the school	Still relevant, but the project managed to include successfully also a Serbian school into the pilot programme.
4.	The project operational plan is based on the commitment of various stakeholders. Potential lack of participation, decreased, discontinued or lack of interest from 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.	References will be made in the invitations to existing commitments and policy priorities and invitations will be sent with the support of the MEST and respective MED. Awareness raising of Kosovo authority obligations at local and central level which are linked to EU pre-accession and VISA liberalisation requirements;	Still relevant as connected to risk #1. Nonetheless cooperation up to now was considered very positive.
5.	Lack of participation in activities and loss of motivation due to the long term nature of the work being conducted.	Encouragement of involved parties through external means, including a small grant for local activities and equipment given to each school from the project budget, conditioned by regular attendance of trainings and implementation of local activities. Clear communication about the legal and policy obligations; how they link to VISA liberalisation and EU pre-accession obligations; The online international partnerships and the study visit will also represent incentives towards continuous involvement (it has been proven by current European	Still relevant. The contingency plan is still valid as well.

		practice of online international school partnerships that they contribute to increase and maintain motivation of teachers and pupils; e.g. the e-Twinning Programme of the European Commission or Connecting Classrooms Programme of the British Council.	
6.	If the sustainability of the network of the learning centres and position of mediators is under threat, this would present a significant risk to a key part of the activities	The CoE has a good cooperation with the organisations which have set-up these centres. These organisations have been encouraged to establish partnerships with the MEST and local municipalities for the recognition of the mediators and their potential take-over within the education system. Some of the centres have been established with EU support and have alternative sustainability strategies, based on involvement of the municipalities.	Still relevant, however the project has created good ties with the network as it currently facilitates the coordination meetings for NGOs running Learning Centres.
7.	Lack of interest and involvement of ethnic minorities in the project activities.	Key local minority NGOs will be involved from the start (e.g. coordination meetings and kick-off conference) and consulted throughout project implementation. Mediators will be trained and supported to work also at local level with minority leaders and community members to ensure their participation and cooperation	The response from the side of the three communities was, in general, quite positive. The contingency plan is still valid and accurate.
8.	Sustainability in the use of the capacity built through project activities	A sustainability plan has been elaborated and is described below, targeting policies, school-based work and out-of-school resources, such as the mediators and the learning centres	The risk is still relevant as well as the contingency plan.
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 is still relevant, but yet very low and it will 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 produced yet and above all no potential teachers to carry on with the teaching. This can bring component 3 results under threat.	The risk is still relevant, even if slightly lower than one year ago. MEST has produced the new teaching materials for Romani language. However, the limited number of teachers is still a concern.

3.6 Management and coordination arrangements

Management and coordination arrangements remain the same. During the last twelve months, the project team has provided reports on monthly basis in order to reflect: (i) the key events during the reporting period, (ii) problems encountered in 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 is responsible for the management and implementation of the 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 meet regularly and follow management and coordination arrangements between the EU Office and CoE.

The CoE team in Strasbourg ensures 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 stand the same as the one agreed in the Agreement between the Council of Europe and the European Union signed on the 13 May 2013.

3.8 Key Quality/Sustainability issues

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

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

Nonetheless, a significant point that will need to be considered in the second year of the project is the fact that in the original project document local authorities should share mediators' fees for additional 12 months. This element was included in the project document, but it was left to the project team to assess the feasibility of the agreement. Judging from the findings of the Study on School Mediation and from the discussion held at the local level, it seems unrealistic to foresee that municipalities will co-share mediators' salaries as some steps have to be taken further for mediators to be first considered as a professional category and not hired as individuals. The project has sufficient resources, already allocated in the original budget, to fully fund 6 mediators for at least the following 9 months.

3.9 Visibility actions

The project is following EC visibility guidelines. Throughout the first year of implementation, the project ensured the visibility of the EU's contribution based on EU visibility policies at all stages of its activities. The project team has taken all appropriate measures to highlight the joint agreement with the European Union. All reporting and information used and disseminated will acknowledge that actions have been carried out by displaying in an appropriate way the European Union logo.

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

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

Equality and non-discrimination are fundamental values for the CoE, as such are priority for all project activities and will remain so throughout the project implementation.

The project will proactively seek to ensure gender balance in all activities and trainings. In the occasion of the training for the eleven pilot schools measures were taken so that at least 50% of the teachers were female.

For what considers the minorities, the overarching goal of the project is to support Roma, Ashkali and Egyptians to achieve a better success for education and therefore the attention to minorities is the driving force for all the activities. A special positive discrimination action was taken concerning the internship programme. The project launched the latter, 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 draws from the experience of the project “Best Practice for Roma Inclusion” that highlighted, as priority, the access to work for the members of these three communities. Moreover, the project started the discussion with local institutions to jointly host interns from Roma, Ashkali and Egyptian communities in order to increase their capacities on the work of government and civil society as well as to prepare them for their future carrier. The first internship started in June 2014.

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

4. Workplan for the next period (Annual Plan)

4.1 Results to be delivered – quantity, quality and time

Result	Quantity	Quality	Time
The project will foster the enrolment in schools and regular attendance of school-age returnee children and of disadvantaged minority children in general, with special attention to Roma,	1 day training for three pilot municipalities.	Contribute to the training plan to pilot the new reintegration scheme in three municipalities	October 2014 – December 2015
	Follow up meetings	Monitoring and support to the implementation in the three pilot programme	February 2015 – June 2015
	Assessment and dissemination of results	Final assessment of the system of monitoring school enrolment of returnee children and dissemination of	June 2015

Ashkali and Egyptians.		best practices	
	Launch of the report on mediation	Presentation of the report on Education Mediators	November 2014
	One training session 1 day x 15 persons	Training for Mediators on civil society referral tool	December 2014
	Assessment for other form of recognition for mediators (1 expert 5 days)	Define alternative to MEST recognition to officialise mediators' positions.	May 2015
	Final study on perception on inclusion in 11 pilot schools	Through the work of psychology students, the 11 schools will be assessed at the end of the training cycle	May 2015
	One workshop for 30 journalists One workshop for 30 journalists	Training for journalists on forced returnees issues Training for journalists on Roma, Ashkali and Egyptians (in cooperation with the CoE Media project)	November 2014 April 2015

Component 2. Capacity-building of the education system

Result	Quantity	Quality	Time
Increased capacity of the education system to ensure higher chances for school achievement of returnee children and Roma Ashkali and Egyptian children.	Materials produced and submit for accreditation	The pedagogical materials for the social inclusion programme will be completely finalized, translated and sent for accreditation to MEST.	November 2014
	Monitoring missions in the 11 schools (2 missions per each school)	Follow up and mentoring in each school by KPI trainers.	October 2014, February 2014
	2 training session organized for 66 teachers	Training sessions on the second and third part of the social inclusion programme organised.	December 2014, March 2015

	Evaluation of the training session	Expert mission to assess the school project.	May 2015
	Meeting with the 11 school principals	Updates and sharing of information with the 11 school principals about the advancement of the programme	December 2014
	Drafting of materials for language classes Training of trainers	Finalization of the materials for the language classes. Training of at least 5 trainers on the new pedagogical materials.	January 2015 January 2015
	Monitoring of additional language classes	Monitoring of the 2015 additional language classes.	February – June 2015
	Workshop organized	Organise awareness raising session for school directors and teachers with a focus on Roma, Ashkali and Egyptian language and history elements.	April 2015
	Development and distribution of guidelines	Guidelines for the use of the social inclusion materials will be developed and distributed.	June 2015
	Study visit implemented	Study visit for teachers running the online platforms will take place in Berlin.	March 2015
	Online partnerships established	At least six schools will put in place online partnerships with partnering school in EU.	From March 2015

Component 3: Romani Language Teaching

Result	Quantity	Quality	Time
Improved status of Romani language as a subject in Kosovo	Development of training programme	Participative Assessment of the status of education of Romani language in Kosovo	February 2014

schools.		Identification of training gaps for Romani Language teachers and their training needs in 3-4 municipalities.	
	Training to potential teacher of Romani language	Training on the existing curriculum and materials for Romani language	April 2015
	Conference of Romani language	Conference on Romani language and culture in partnership with the University of Pristina	December 2014
	Awareness raising campaign conducted in Prizren	An NGO will conduct meetings with parents, teachers and school directors to facilitate the enrolment of children in Romani language classes	October 2014

Component 4: Integration in school and local community

Result	Quantity	Quality	Time
Integration of returnee children among peers in school and in local community	Round table with NGOs (3 sessions)	Facilitate regular meetings of NGOs running LC to map their status of activities, exchange best practices, common issues and potential learning needs.	November 2014, January 2015, April 2015.
	Development of three training materials	Preparation of training materials for LC staff	January 2015
	Study on Learning Centred	Conduct together with UNICEF a study on Learning Centres in five municipalities	April 2015
	Translation in local languages of DOSTA! Material.	Diffusion of Dosta! Materials to be distributed in the pilot schools.	April 2015
	Implementation of project through small grants (15 learning centres)	Implementation of small grants connected with the training "Social Inclusion for Learning Centres staff"	February 2015

	Evaluation of the projects	Collection of best practices from local LC project	June 2015
	Implementation of school based project through small grants (11 schools)	Disbursement of grants for 11 pilot schools	January 2015
	Assessment of the impact of the eleven projects	Evaluation and collection of best practices of project implemented in the schools	June 2015

Component 5: Policy review and improvement

Result	Quantity	Quality	Time
Policy review and improvement	Quarterly reflection group meeting (3 sessions)	Enhance discussion regarding policy support in the field of forced returnees and Roma Ashkali and Egyptians.	December 2014, March 2015, June 2015
	Selection of an expert to improve data collection mechanism	A consultant will be hired to work on monitoring the implementation of returnees enrolment in the three pilot municipalities	November 2014
	Roundtable (one session x 1 days)	Identification of the stakeholders, definition of the scope of monitoring and evaluation, assessing relevant baselines	February 2015
	Annual report (two issues)	Annual reports based on the quarterly reports	December 2014, June 2015

4.2 Activity schedule - including any key milestones and lead responsibilities

	2014	2015	
	Q4	Q1	Q2
General activities			
Project steering committee meetings	x		x

Final evaluation conference			x
Promotional activities	x	x	x
Cooperation with NGOs	x	x	x
Final evaluation and reporting			x
Component 1: Access and attendance			
1.1. Establish effective enrolment monitoring system	x	x	x
1.2. Training for RAE education mediators and for staff of the learning centres		x	x
1.3. Support the work of the RAE education mediators and of the learning centres	x	x	x
1.4. Out-of-school programmes for returnee and RAE children	x	x	x
1.5. Additional language classes in the learning centres	x	x	x
1.6. School scholarships support programme	x	x	x
1.7. Outreach to parents and local communities	x	x	x
Component 2: Capacity building of the education system			
2.1. Development of training materials and pedagogical resources	x		
2.2. Training of teachers, school directors and staff of municipal education departments	x	x	
2.3. Training of Trainers (ToT) Programme	x	x	
2.4. ToT and Training for teachers delivering additional schooling languages courses	x		
2.5. Awareness raising of the history and culture of RAE communities	x	x	
2.6. Development of guidelines for teachers			x
2.7. Study visit of teachers to a former host country of returnee children		x	
2.8. Development of (online) international partnerships		x	x
Component 3: Romani language			
3.1. Development of pedagogical materials for teaching Romani language		x	
3.2. Training for Romani language teachers			x
3.3. Awareness-raising of the Pristina University Faculty of Education and Faculty of Philology about Romani Language teaching	x	x	
3.4. Awareness-raising to encourage registration of children to Romani language classes	x	x	x
Component 4: Integration in local community			
4.1. Training for community-based non-formal education activities		x	x
4.2. Local activities promoting social interaction and positive mutual relations		x	x
4.3. Social and educational activities supporting links with the country from which they returned.		x	x
Component 5: Policy review and improvement			
5.1. Setting-up a mixed working group			
5.2. Quarterly policy review based on on-going monitoring	x	x	x
5.3. Development of instruments		x	
5.4. Annual policy review reports	x		x

4.3 Resource schedule and budget

The funds have been transferred to the CoE Office in Pristina according to the delegation of financial responsibility and authority for the financial management of the EU contribution agreement number 2013/318-103 "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*."

All financial and administrative formalities are in line with the CoE and EU rules and regulations. The accounting system and the administration of the project resources will follow the contract.

4.4 Updated risk management plan

The plan designed during the inception report is still relevant. See paragraph 3.5.

4.5 Special activities to support sustainability

The project will focus on the long-term feasibility and sustainability of each intervention throughout the project implementation.

- **Social Inclusion Programme:** the project is planning to leave a pool of experienced trainers belonging to KPI who will be able to replicate the training. Moreover, contacts with the twinning project “Learning Together” will be increased to have the programme included in the training for schools who are switching to the new framework curriculum.
- The data collected in the Report on Mediators will be presented to MEST and Municipality to advocate for recognition of the role of mediators.
- Guidelines that sum-up the project experience will be prepared and shared to all MEDs.

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 done 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 returnees of school age 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

<p>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>	<p>Effective system of monitoring school enrolment of returnee children.</p> <p>Mediators contracted to facilitate school enrolment and ensure regular communication between school and families.</p> <p>Mediators and staff of learning centres trained to address the specific needs of returnee children.</p> <p>Returnee children provided with support for school registration, for coping with the new reality and for responding to school requirements.</p> <p>Prompt early interventions in cases of drop-out.</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 schooling.</p>	<p>MEST document</p> <p>List of mediators</p> <p>Reports of school mediators, learning centres and municipality education offices</p> <p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Monitoring reports</p>	<p>The flow of returnees is managed in an appropriate way by the authorities and it does not go over the capacity of local communities to integrate the newcomers</p> <p>Responsible authorities are providing effective support to returnees in terms of policies to facilitate access to public services, housing, employment, recognition of education records, etc.</p>
<p>2. Increased capacity of the education system to ensure higher chances for school achievement to returnee children, based on adapted language support and on the recognition and valorisation of the competencies of returnees and of the benefits of their presence for the overall Kosovo society.</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>Training reports</p> <p>Distribution lists</p> <p>Local activity reports</p>	
<p>3. Improved status of Romani language as a subject in Kosovo* schools</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>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Local activity reports</p>	

<p>4. Integration of returnee children among peers in school and in local community</p> <p>5. Policy review and implementation</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>Link to online publication</p> <p>List of instruments produced</p> <p>Official registration of the proposals submitted</p>	
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 (done in parallel with activities 2.1 and 2.2)</p> <p>2.4. ToT and Training for teachers delivering additional schooling languages courses (done 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>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 recognize and use the resources delivered by the project</p>

<p>2.7. Sturdy 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 of Education and Faculty of Philology about Romani Language teaching</p> <p>3.4. Awareness-raising to encourage 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 the 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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Updated Annual Workplan for next period

Excel file attached.

Updated Budget

No changes

Signed by Mr. Jean-Christophe BAS, Director of Democratic Citizenship and Participation on 28/11/2014

