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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*”**

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

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

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List of abbreviations:

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

1. Introduction

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

The second year of the Joint Programme of the European Union and Council of Europe, “Supporting Access to Education and Intercultural Understanding”, was dedicated to fully implementing the key activities in all five of the outlined components, listed below.

The joint EU/CoE programme is being implemented following the action plan outlined in the inception report, and fine-tuned during the Steering Committee Meetings. The last two SCMs took place in December 2014 and June 2015.

In June 2015, the project was granted a six-month non-cost extension by the EU Delegation in Pristina until 31st December 2015. The non-cost extension was first of all recommended in the first annual report, approved by the Steering Committee in December and officially requested by the Council of Europe (CoE) in April 2015. Throughout the additional months, the project will mainly focus on ensuring that the pilot programmes, which started in the school year 2014/2015, are properly monitored and continue running smoothly into the following school year. In particular, this will be crucial for the Social Inclusion component as well as for the Romani language classes.

Although separated into five components, the project assistance efforts can be grouped into two larger categories: enhancing cooperation and information sharing among different actors, and improving the provision of existing services to the target beneficiaries. Following this methodology, and since the approval of the inception report at the first Steering Committee Meeting, the project team has carried out over 65 activities involving more than 3,000 people in trainings, workshops, conferences and other project-related events.

As of October 2014, the project had completed 6 training cycles on improving the skills and competences of over 300 teachers, trainers, practitioners and local officers. Most of the trainings were not delivered in one specific way, but were often matched with grant opportunities, mentoring, study visits and on-the-job training. Moreover, the project attempted to bridge the gap between formal and informal education with a cross-pollinating approach; it created opportunities for teachers and LC tutors as well as for MEST and NGO representatives to work together.

The ACCESS project team has continued its activities in all five of the components.

Access and Attendance

This year, the project continued its work in ensuring that no children are left out of the education system, both in case of drop-out and in case of forced return. Supporting the mediation programme was instrumental for dealing directly with the pupils at risk of dropping out and out-of-school children. Moreover, the continuous assistance from MEST and MIA ensured that additional language classes for returnees were also implemented in 2015 with improved materials.

School Achievement

The project has finished producing training materials and delivered them to the school team. In addition, the project has financed the realisation of 11 school development plans. A monitoring system for the Social Inclusion Programme, as well for the additional language classes for returnees, has been implemented.

Romani Language

As a result of the project's groundwork, MEST has launched four additional vacancies for Romani language teachers in four different municipalities. The project has also developed training materials to prepare the new teachers for their tasks.

Community integration

This component provides support to the Learning Centres (LCs) as a way of increasing the integration of returnees and Roma, Ashkali and Egyptian children in schools and local communities. The project has trained LC staff in several areas and coupled the trainings with grant opportunities in order to implement them. Currently over eleven LCs have been funded.

Policy review

The project is facilitating the discussion and advancement of 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." Throughout 2015, the project focused on

driving forward the debate on different aspects of the Government of Kosovo's new policy document on the inclusion of the Roma, Ashkali and Egyptians.

3. Review of Progress and Performance

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

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

Forced returnees

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

The project maintained an important role in mediating the agreement between MIA and MEST that led to the organisation of additional language classes in 2015.

Education for inclusion

The project staff was extensively involved in advancing the debate on Inclusive Education via their contribution to conferences and working groups with regard to the improvement of quality education in Kosovo, in particular when dealing with minorities. Throughout the summer of 2015, the project was also involved in providing comments to the new draft law on State Matura. As a member of a group international actors working in the education sector, ACCESS project was requested by MEST to contribute with comments to the draft law on State Matura. While the funds to hire the consultant were provided by CoE Strasbourg, ACCESS project team facilitated the revision process. As a result, on 21 September the Project Manager run a panel on the donor Workshop "On the revision of the draft of the law on the state matura exam". The workshop was attended by MEST deputy minister and several members of the Education committee of Kosovo Parliament. Most of the comments were incorporated into the final draft.

3.2 Progress towards achieving objectives

Overall objective

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

Project purpose

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

Expected Results

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

3.3 Activities undertaken

Overview

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

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

On the other hand, the project works *to improve the provision of existing services to the target beneficiaries*. This part of the methodology is strictly linked to the previous one as, in order to further develop services, often there is a need to create better connections among different service-

providers, to increase cooperation between the duty-bearers and civil society, as well as to raise awareness of right-holders on the availability of services. This was the case for the groundwork carried out by the project that was fundamental in preparing the MoU between MEST and MED to expand Romani language teaching in Kosovo.

Component 1 – Access and attendance

The aim of this component 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. This year, the project continued its work in ensuring that no children are left out of the education system both in case of drop-out and in case of forced return. Mediators played a special role in ensuring a good information flow between institutions and communities.

A.1.1. Establish effective enrolment monitoring system

On the 16-18th December, **the project team delivered training in each of the 3 pilot municipalities on “Effective and sustainable services in the field of education: language classes for returnee children”**. The trainings were aimed at building the capacity of the municipal teams to draft the local action plans for reintegration as a part of 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. According to MIA plans, the three municipalities were supposed to complete the pilot phase by December 2014. After that MIA would have expanded the piloted mechanism to all Kosovo. However, so far MIA so far has delayed the extensions of the holistic repatriation system to all municipalities as the three pilot municipalities have not submitted their action plans. Therefore, the project was forced to put on hold the planned support to the educational component in other municipalities. Nonetheless, as the education part is still centralized, we approached the identification and referral mechanism at the central level involving 9 municipalities that provided additional language classes in 2015.

The project staff continued to **provide support to MEST and MIA for the organisation of additional language classes for returnees**. On the 12th November, the project liaised with the MIA and MEST working group to prepare the ground for a new cycle. Particular attention was given to the correct identification of the children in need of the additional language classes. The project brought different stakeholders together to contribute to the identification and double-checking of the list of returnee children. The list was revised in the following months due to the spike of irregular migration from Kosovo in January 2015.

On the 11th December, during the monthly meeting between MEST and Municipal Directors for Education, the project team presented the outline of the Council of Europe’s support with language materials and the organisation of training for teachers for the use of the new materials in 2015. The meeting was instrumental in informing **municipalities about the new structures of the additional language classes** and in securing their commitment and cooperation in implementing the activities (in particular transportation and teachers’ recruitment).

On the 12th February, the project organised a roundtable with MEST, MIA and nine MED representatives. During the first half of the day, the discussion focused on the logistical and practical arrangements of the language classes for returnees. As a result, the agreement was reached for the classes to start the following week.

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

The project has **developed a referral mechanism for mediators and NGOs**. The project team has hired a consultant, who adapted the referral tools that had already been designed for the Prevention and Response Team towards Abandonment and Non-Registration (PRTAN) and Municipal Education Departments. The “civil society tools for referral”, together with the relevant SOP, were included in the European Centre for Minority Issues (ECMI) “Handbook for PRTANs” that was approved by MEST and local authorities. Additionally, in December, as a follow-up, the National PRTAN committee requested that the project **draft a module on returnee children in the Handbook’s guidelines**. The final outcome was presented during a UNICEF-ECMI conference on the 27th January.

On the 26th February, the project **launched a report on the “Role of Mediators in the Integration of Roma, Ashkali and Egyptian communities in the education system”** during a broader conference on Mediation in Education. The event was opened by the Advisor to the Ministry of Education and an EU official. Over 100 participants attended the event.

Following the recommendations of the report, the project, together with Balkan Sunflower Kosova (BSFK), agreed to contract a psychologist to provide monthly methodological support to mediators. Since January, BSFK have held seven meetings to revise some of the most difficult cases mediators have faced. These meetings were aimed to:

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

As an additional follow-up to the report, on the 17th May, the project manager, together with BSFK representatives, met with the office for Social Services. They were seen as a potential alternative to MEST accreditation. Unfortunately, the Welfare and Social Services Ministry state that they would not be able to license Mediators, as they do not fall into their category for Social Workers.

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

At the beginning of 2015, the project renewed the 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.

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

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

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

In the first nine months of 2015, **Mediators opened 360 new cases.** Most of the cases were related to irregular attendance at school (69%), various social problems of the family (15%) or child labour (5%).

Client report opened in Jan - Sept 2015			
LOCATION	Males	Females	Total
Fushë Kosovë/Kosovo Polje	86	44	130
Obiliq/Obilić	38	34	72
Lipjan/Lipljane	28	20	48
Gjakovë/Djakovica	12	9	19
Pejë/Peć	28	30	58
Ferizaj/Uroševac (Dubrave)	16	17	33
Total	208	154	360

From April, mediators started **their annual campaign to identify children for inscription into the first grade and assist parents in registering their children** in the first grade of primary school. From approximately 353 children who were eligible to be registered in the first grade of primary school, mediators assisted in the registration of 303 children (94%).

Location	Total children eligible to be registered in 1st grade	Registered	Registered in percentage	Not registered	Not registered in percentage
Fushë Kosovë / Kosovo Polje	114	107	94%	7	6%
Obiliq/Obilić	31	21	68%	10	32%
Lipjan/Lipljane	65	65	100%	0	0%
Gjakovë/Djakovica	74	70	95%	4	5%
Pejë/Peć	45	45	100%	0	0%
Ferizaj/Uroševac (Dubrave)	24	22	92%	2	8%
Total	353	330	94%	186	6%

Mediators are continuously having meetings with parents. In 2015, taking into consideration the phenomenon of migration and returns, mediators had to have regular meetings with parents (over 1,000 visits), with the aim of improving the involvement of children in the school, and the involvement of parents in dealing with the education issues of their children. Mediators also visited schools (over 350 visits to teachers) and municipal offices (around 85 meetings).

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

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

The project is currently preparing a **workshop for 20 child psychologists** working in schools and different municipalities to expose them to the issues related to forced returnees. The workshop's programme is designed to give the psychologists an overview of the challenges facing returnee children and their psychological consequences. During the workshop, experts will present practical case studies and support mechanisms for psychologists.

A.1.5. Additional language classes in the learning centres

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

A.1.6. School scholarships to support the programme

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

A.1.7. Outreach to parents and local communities

On the 6th March, the project, in cooperation with the NGO European Stability Initiative (ESI), **organised a policy workshop with representatives from the media and think tanks on “Kosovo irregular migration and the situation of returnees”**. The outcomes of the meeting were used to prepare a second workshop, which took place on the 31st March, to help journalists improve their reporting on different aspects of returnee issues. . The event provided relevant information on migration to journalists to improve and increase their coverage on returns and issues related to returnees. . The second workshop, facilitated by the NGO European Stability Initiative, was attended by 20 journalists and representatives from relevant international organisations.

On the 10th June 2015, the **ACCESS project, jointly with the Media Project, organised a roundtable on “Hate Speech against minorities in the media”**. The aim of the event was to increase awareness about reporting with regard to minorities (in particular from the three communities) and how to deal with discriminatory messages in the media. Both journalists and NGOs attended the event held in the Orion Conference Centre, which was opened by the Head of the National Press Council. The Deputy Ombudsperson and CoE experts shared their presentations and positions during the event. On the occasion of this conference, the relevant DOSTA campaign materials were reformatted, reprinted and disseminated.

In July, the project signed a contract with the University of Pristina (UP) to **conduct a study in the 11 pilot schools which are part of the Social Inclusion Programme**. The study will analyse teachers’ and parents’ perceptions of social inclusion within the school context. In addition, the survey will assess the achievements, opportunities, constraints, and weaknesses of the school development plans, including their impact on the social inclusion of children. The team from the Psychology Department of UP has worked together with international experts (or an international expert) to prepare the survey questionnaire in line both with the Social Inclusion training as well as the study conducted in South East Europe by the CoE in order to ensure that data are relevant and comparable. The department has also selected and trained ten Master’s students from “School Psychology and Counseling” to conduct the survey in the field. As a result, students will also enhance their research skills.

Indicators and their current status

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

General remarks

The project is following the guidelines set by the recommendations of the previous Annual report.

Component 2 – Capacity-building of the education system

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

The project is working on two parallel programmes to support the education system in Kosovo. On the one hand, the project is focusing on assisting MEST and MIA directly in providing immediate assistance to returnee children by improving their language competences and their overall integration into the new education system. The goal is a smooth transition from their host country to a new life in Kosovo. In this regard, the project has provided expertise to design, implement and monitor MIA/MEST language class programmes for the returnees as well as to develop specific new materials for these classes in Kosovo.

While this programme is directly focusing on the children of returnees, the second programme, entitled "Social Inclusion Programme", has as a main beneficiary 11 pilot schools and it addresses the overall inclusion of the school and the positive class environment. The programme has been running for a year and has so far included training, grants, online partnership and a study tour to Berlin.

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

A.2.1. Development of training materials and pedagogical resources

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

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

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

From December 2014 to April 2015, the project has engaged international and local consultants to work on the production of language materials for repatriated children. **The material developed contains 12 thematic units, 2 evaluations (mid-term and final) and a first introductory lesson about ABC for beginners.** The materials were also piloted during the additional classes' cycle of 2015 until

mid-June. The Consultative Board assessed the units positively during two separate meetings in January and in April 2015. Follow-up meetings took place with high officials of MEST in order to update them on the development of the project.

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

In line with the programme presented to the School directors in August, each Social Inclusion training was followed by a follow-up session in each school. In October and November 2014, KPI trainers conducted monitoring/mentoring missions in the 11 pilot schools to support the teams of teachers in defining the content of their school development plans.

On the 16-17th November 2014, local and international experts delivered the second module of the training for 24 teachers, focusing on the drafting of the Social Inclusion project in schools. The remaining 42 teachers received the training on the 6-7th December 2014. **Following the training, school teams were tasked to prepare school development plans to be implemented in the first half of 2015.** As an integral component of the training delivered by CoE trainers, pilot schools were visited on three additional occasions (December 2014, February 2015, May 2015) by the Kosovo Pedagogical Institute, in the framework of monitoring and mentoring visits. At the same time, school directors were regularly engaged in the process, both in December 2014 and March 2015, with targeted meetings to ensure their full endorsement of the grant projects prepared by their school team. As a result, on the 13th March, the project invited 11 principals of the schools taking part in the Social Inclusion Programme, together with the MED officers from relevant municipalities, to participate in a meeting. During the meeting, an expert from the Kosovo Pedagogical Institute presented an overview of the Programmes' latest milestones, while principals updated their peers about their respective school development plans. The event was closed with the official signatures of the Grant Agreements.

On the 26-27th September, **teachers were called in again for a follow-up meeting** in order to prepare the activities for the next school year, as well as to share best practices that will be featured in the guidelines (see A.2.6)

School grants

The first two modules of the training were specifically focused on preparing teachers to **conduct an assessment on the level of social inclusion in their schools and to draft school development plans** to address eventual shortcomings. The plans developed by schools were composed of two elements: on the one hand, teachers prepared lists of activities to increase the participation and inclusion of Roma, Ashkali and Egyptian children in the school following the guidelines of the training; on the other hand, teachers prepared requests for grants to procure eventual materials needed for the activities, as well as to refurbish rooms for special uses. The grant (5,000EUR) acted as a catalyst for the school development plan and gave more visibility and recognition in the school to the six members of the school team.

In order to facilitate the implementation and the reporting of the grants, the **project has adapted a guidebook for the Kosovo procurement roles**, drafted by the EU/CoE Regional Initiative for Inclusive Education in South East Europe. This was deemed necessary as, per Kosovo regulation, grants were channeled through MEDs. Therefore, schools had to use the local procurement system. As some of

the schools did not have very much experience, the guidelines –shared also with relevant MEDs– facilitated the procurement and reporting process.

By the 30th September, five schools had completed the grant programme. Another five schools are expected to submit their final report by the end of October. A meeting is scheduled with Novo Brdo school, as the political situation in the municipality does not allow for continued cooperation at the moment.

During the planning and the implementation of the grant, the project conducted monitoring missions through KPI at least three times for each school (see A.2.3). At the end of the process, the project had two evaluation meetings with all the schools on 26-27 September (see A.2.6 for more details).

#	Municipality	Location	School Name	Main Activities	Status
1	Ferizaj / Uroševac	Feriza / Uroševac	"Tefik Çanga"	<ol style="list-style-type: none"> Lectures to raise student and parent awareness of inclusion through dramatic art. Construction of a mobile theatre stage and establishment of a drama group. Several plays developed in cooperation with professional actors. Extracurricular activities to bring children together (lectures, handicraft classes, leisure activities). 	Completed
2		Zaskok / Zaskok	"Naim Frashëri"	<ol style="list-style-type: none"> Refurbishment of a new space for the library and purchase of new books. Human rights based activities in the school. Extracurricular activities (handicraft workshop) held in the new space. Planting new seedlings in the schoolyard. Football and chess tournaments. Meeting with parents of primary school children and involving secondary school pupils in becoming role models and mediators. 	Completed
3	Fushë Kosovë / Kosovo Polje	Fushë Kosovë / Kosovo Polje	"Mihail Grameno"	Ongoing	Ongoing
4		Fushë Kosovë / Kosovo Polje	"Selman Riza"	Ongoing	Ongoing
5	Gjakovë / Djakovica	Brekoc / Brekovic	"Zef Lush Marku"	<ol style="list-style-type: none"> Establishment of reading clubs. Sports groups in sports activities from III and IV classes. Setting up mentoring groups, mediation in school. The Exhibition Essay for Diversity. Drafting the plan for the additional teaching programme. 	Completed
6		Gjakovë / Djakovica	"Mustafa Bakija"	<ol style="list-style-type: none"> Refurbishment of a room for extracurricular activities. Creation of a language and literary group for students. Cross-cultural activities organised with the children. Exhibition of children's work (arts and drama). 	Completed
7		Gjakovë / Djakovica	"Yll Morina"	<ol style="list-style-type: none"> Refurbishment of one room to be used as a library and activity space. Establishing of new extracurricular groups for poetry and art that meet regularly after lessons. 	Completed

				3. Creation of additional classes for students with poor grades. 4. Organisation of leisure and sports activities for children to socialise outside the classroom. 5. Awareness-raising meetings with parents of Roma, Ashkali and Egyptian children.	
8	Lipjan/ Lipljan	Medvec	"Fehmi Agani"	Ongoing	Ongoing
9		Lipjan / Lipljan	"Ismail Luma"	Ongoing	Ongoing
10	Novo bërdë / Novo Brdo	Bostan / Bostane	"Miladin Popovic"	Ongoing	Ongoing
11	Shtime / Štimlje	Shtime/ Štimlje	"Emin Duraku"	Ongoing	Ongoing

A.2.3. Training of Trainers (ToT) Programmes

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

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

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

The materials for additional language classes for returnees were piloted during the 2015 cycle. Therefore, on the 14-15th February, the project organised training **for 11 teachers and 6 MEST representatives to use the new materials for the additional language classes**. During the training, the CoE experts presented to teacher the materials they have drafted, while MEST officials explained the organisation of classes and the specific responsibilities of teachers.

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

On the 15th and 16th April, **a follow-up training was organised for the teachers** with the purpose of analysing the first seven weeks of the language class project and debriefing them on the experience with returnee children and how to organise the language classes in the best possible way. For this reason, a school psychologist was also involved in the training to serve as a resource person and support the teachers in dealing with issues related to repatriated pupils. The training was also the moment for the CoE to introduce the remaining themes to the teachers.

On the 26th June, **KEC conducted a final debriefing with the teachers and MEST officials** concerning the entire cycle. The findings were used as a base to finalise the materials and to prepare the ToT module that will be delivered in October 2015.

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

As a follow-up to the Conference on Romani Language “Enhancing inclusion and interculturalism in the Kosovo Education System: The case of the Romani language” (see A.3.3), the project plans to organise a workshop on “Teaching history of Roma, Ashkali and Egyptian communities” in cooperation with the Kosovo History Teacher Association. The project team contracted an expert on Romani history and language to prepare the outline of the workshop for history teachers. The proposed agenda was approved by MEST in September 2015 and the event is planned to take place at the beginning of November. The workshop materials are currently being prepared.

A.2.6. Development of guidelines for teachers

The CoE experts who developed the Social Inclusion Programme are currently in charge of **elaborating a set of guidelines to improve the inclusion of Roma, Ashkali and Egyptian children in school** by using a school integrated methodology. In order to give a more practical approach, the experts conducted three follow-up meetings on 26-27-28 September with teachers of pilot schools as well as Learning Centres staff. During these meetings, experts collected best practices and lessons learnt that will be featured as examples for each guideline. The first draft was submitted in September. The guidelines will be presented at the final conference in December 2015.

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

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

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

A.2.8. Development of (online) international partnerships

Online learning partnership is an educational activity, using project-based learning, performed over a period of several weeks by two partner classes, who work on the same topic or on similar topics and interact via the Internet. This means that it is an educational activity which needs to have clear learning objectives and learning outcomes for the children involved. As in most project-based learning activities, the process is structured in a sequence of steps which are distributed over several

weeks, in which children do something in cooperation with one another to produce a visible output, and they are then supported to reflect on what they have learnt. Relying on interaction with a class from another country brings important added value to the process and opportunities to reflect on differences and similarities. Both classes including minority children and homogeneous classes with only majority students can benefit a lot from engaging in online partnerships. In this case, the project encouraged the involvement of classes which include minority or returned students.

On the 27th February 2015, on the occasion of one of the general trainings for teachers, the **project organised the training on “Online Partnerships”**, a module of the “Social Inclusion Programme” that enabled English teachers to develop joint classes with colleagues in other countries. The 11 English teachers have been put in contact with their counterparts in Romania to prepare the first pilot test of the programme. The first pilot phase started in April and ended in June, which coincided with a busy time in the school year. Due to this time barrier and the novelty of the online partnership, teachers had difficulties in carrying out the activities. In July, after the end of the first phase, the Council of Europe organised a de-briefing with Kosovo teachers. During the meeting, the teachers pointed out that there is a need to structure the online partnership more and agreed with their counterparts on different expectations concerning the work to be done and its timing. As a result, the CoE agreed to prepare a new schedule and facilitate the preparatory work for the basis of the online partnerships.

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.	Completed. The project has invited six teachers per school in order to reach a critical mass to implement projects within the school.
All schools in Kosovo provided with a package of educational materials for which a request for official endorsement will be submitted to MEST.	Ongoing.
Minimum 100 children provided with adapted classes in the language of teaching.	Completed. As a result of the first pilot programme for the language classes, over 280 children were part of the catch up classes. 120 children in the second.
Minimum 6 online school partnerships established with schools from EU countries.	Ongoing.

General remarks

The second component is now in its final phase, most of the training and activities were carried out and now best practices are being collected to be shared with other schools and teachers.

Component 3 – Romani Language Teaching

During the last year, the project has worked to achieve the expected results in the third component.. As a result of the continuous work and advocacy with relevant departments in MEST and municipalities, the Government of Kosovo decided to take the initiative in expanding the Romani language teaching in four new municipalities, namely Obiliq/Obilić, Ferizaj/Uroševac, Pejë/Peć and Gjakova/Djakovica.

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

Prior to developing any materials for preparing Romani language teachers, the project had to do the groundwork to ensure a clear commitment from all stakeholders. The definition of criteria, followed by the identification of potential teachers, were steps of paramount importance in order to define the type of training that Romani language teachers should undergo in order to improve their skills. On the 6th November 2014, the project team held a meeting with MEST, concerning the plan for the introduction of the Romani language as a facultative subject in schools in five pilot municipalities. Moreover, the dynamic plan for the implementation of this project component was discussed and the start of these classes was set for September 2015. As a consequence, on the 12th November, the project team, together with MEST Head of Division for Communities and the CoE expert, Professor Ljatif Demir, drafted the requirements for Romani language teachers. Once the criteria had been approved by MEST, the selection of potential teachers followed in February 2015. Moreover, following the discussion with MEST, meetings with five Municipal Directors for Education were held, in Obiliq/Obilić, Fushë Kosovë, Ferizaj/Uroševac, Pejë/Peć and Gjakova/Djakovica. During the meetings, the plan to introduce the Romani language as a facultative subject in their municipalities was discussed. The MED expressed their initial agreement and readiness to support and cooperate in the process. While most of the MEDs fully supported the initiative to introduce Romani language in Peja/Pec primary schools, MED of Fushe Kosove/Kosovo Polje explained that considering that Roma children attend school in the Serbian language, their education system is out of their control, and hence it is impossible to implement the project. Following the meetings with the MEDs, the project team produced a document outlining different situations and the interest of each municipality involved.

On the 12th February, a meeting between MEST and five MEDs was organised by the project in order to discuss the feasibility of introducing the Romani language in primary schools. The MED committed to taking on any responsibility arising from this project on the condition that MEST can cover the teachers' salaries from September- December 2015. Subsequently, two meetings were organised with high officials from MEST, regarding the joint funding between MEST and respective MEDs. MEST agreed to start with their internal procedures of funding the Romani language classes in 3-4 municipalities from September – December 2015 and afterwards the cost will be borne by the respective municipalities. A draft **MoU between MEST and MEDs that was developed with the support of the project**, to ensure the division of work, was signed by the four Municipalities on 20th August. The call for four new Romani teachers was published by MEST on 20 September.

Meanwhile, the project has tasked two experts to **prepare the training for new Romani language teachers**, using as a reference the Romani language handbooks published by MEST. The same

experts will also support MEST in selecting candidates by checking their Romani language knowledge. The materials were finalised in August and translated in Albanian and Serbian.

A.3.2. Training for Romani language teachers

The training will take place after the selection of the new teachers (in November 2015). The project will invite the selected four candidates to the training to become Romani language teachers in the four municipalities, as well as eventual candidates that were considered fit for the post, but were not successful in the selection.

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

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

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

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

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, the ACCESS project decided to launch a call for project proposals to involve local NGOs from the Prizren municipality, including those from Roma community and non-Roma NGOs, in this matter. An evaluation team, composed of CoE staff, an external evaluator and a MEST representative, selected the NGO “Durmish Asllano” (DA), a Roma-led NGO based in Prizren. In order to increase awareness about Romani language classes and facilitate the enrolment of children, this NGO conducted a meeting with parents, school staff and community representatives. To be more effective, DA used a mixture of town-hall meetings and door-to-door campaigns. Moreover, the NGO used radio programmes to raise awareness on the topic among the general public. Following this campaign, the number of children enrolled in the classes raised from 72 to 120.

The same mechanism will be used to raise awareness in the four municipalities that will open new Romani language classes. On the 25th August, the project issued a call to select two Roma NGOs to conduct information campaigns in the four municipalities. At the end of the call, only two NGOs had applied (for Gjakova/Djakova and Obiliq/Obilic). Currently, the project is extending the call to identify two additional NGOs.

Indicators and their current status

Objectively verifiable indicator	Status
Romani language teaching and learning materials, for which a request of official endorsement will be made to MEST, distributed to all schools in Kosovo attended by Roma children.	Teacher training materials have been developed.
Minimum 12 Romani language teachers trained to deliver quality teaching.	Ongoing.
Minimum 140 Romani children attending Romani language classes as part of school curriculum.	Currently, 120 children enrolled in Prizren. The data from the new municipality is not yet known.

General remarks

The project's cautious yet constant approach concerning Component 3 has paid off. The project has managed to bring MEST and MEDs together concerning the Romani class characteristics, and it has also stated the development of the training materials according to exact specifics. As both MEST and MEDs have allocated funds for the Romani language classes, then the result of the activity will be sustainable.

Component 4 – Integration in schools and local community

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

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

The project continues to **organise coordination meetings for all the NGOs running learning centres in Kosovo** (March, May, September). During May's meetings, the discussion was focused on the different ways to institutionalize the education programme of the centres. As a result, in June the **CoE organised a "Roundtable on Learning Centres: the way forward" at MEST** with the aim of expanding cooperation between the Ministry of Education Science and Technology and NGOs running learning centres, in order to take concrete steps to improve the work of the learning centres and recognise their status and role in the national strategy for education. The event took place at MEST and was attended by 3 representatives of MEST, 11 representatives of NGOs managing learning centres, a representative of the Kosovo Pedagogical Institute and a representative of the EU Office. As a result, MEST decided to establish a working group that will draft administrative instructions that will define goals, standards and the role of the education programmes currently implemented in the Learning Centres.

The working group, approved by the Permanent Secretary, is composed of nine members: four members are representatives from MEST, four members are from NGOs managing learning centres and the ninth member will be an expert from the Kosovo Education Centre (KEC).

On the 17th December the project launched, in cooperation with UNICEF, **the study on the impact and sustainability of learning centres in 5 municipalities**. The study covers 5 municipalities and over 15 learning centres. In May, the preliminary findings were presented by UBO Consulting to the NGOs during one of the LC coordination meetings. The report is in its final phase and will be published in October.

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

The project, in cooperation with the NGO Balkan Sunflowers Kosova, organised **a six month training cycle for 30 practitioners working in learning centres** (tutors, teachers, coordinators). The aim was to expose learning centres staff to innovative mediation mechanisms that will improve their overall skillset. The training explored concepts of mediation, negotiation and communication, adapting them to the working contexts of learning centres, namely the relations between schools, parents and children. The 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 centres' staff to develop school mediation skills. The aim was not only to build the capacity of the tutors/teaching assistants with school mediation skills to be utilised in their everyday work with children, but also to create, in the long run, a potential new generation of mediators.

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

First Training:	13-14 December 2014
First mentoring:	February 2015
Second Training:	28-29 March 2015
Second mentoring:	May 2015
Third Training:	13-14 June 2015

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

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

In order to make the training more effective, each learning centre had the opportunity to design an action plan and apply for a small grant (up to 1,200 EUR) to immediately implement new activities.

On the 26-27th January, the first training session was organised. As a follow-up, the learning centres were asked to submit grant proposals that were funded from March 2015. In the first round, the CoE received eleven project proposals from 14 LCs present at the training (as VoRAE decided not to submit their proposal for internal reasons). Out of the eleven, nine projects were approved for funding, but only **seven grant agreements were signed** as the NGO TdH could not finalise the contracts due to internal administrative reasons.

For these reasons, when the second training was organised (16-17 June), four additional learning centres were invited. At the end of the project, it is expected that 12 learning centres will have:

1. Increased awareness of the degree of segregation or social inclusion in the LC;
2. Better understanding of social inclusion and related concepts;
3. Increased ability to apply innovative strategies and activities for social inclusion in the LC;
4. Increased awareness among LC educators on the importance and opportunities of cooperation between LCs and schools;
5. Draft action plans for improving interaction between LC, school and the community.

During the last training period, the teachers from the "Social Inclusion Programme" were also invited to participate in order to strengthen the cooperation between LCs and schools. On the 28th September, the CoE met again with LC staff to collect best practices to be featured in the final guidelines.

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

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

Out of 15 projects submitted, only one was not considered admissible, even after several rounds of comments and a meeting with the LC staff. As the NGO TdH could not finalise the contracts due to internal administrative reasons, only 12 projects will be funded.

Currently 7 projects have been implemented, while 5 others started between August and September 2015. They are all expected to be concluded around the second half of November.

#	Municipality	Location	NGO	Status
1	Ferizaj/Uroševac	Zaskok/Zaskok	Caritas Kosova	Completed
<p>- The LC purchased 80 books for a library that can now be accessed by 246 students (138 female and 108 male). This space enables the development of joint classes with students from Albanian and Ashkali communities by promoting communication and making integration easier.</p> <p>- On several occasions, volunteers organised common sport games and quizzes with pupils from the primary school "Naim Frasheri". Over 35 children, from Albanian and Ashkali communities, attended each event.</p> <p>- Visits to cultural and religious monuments were organised on the 6th of May. The group of 52 participants was composed of Albanian and Ashkanli children, supervised by centre staff.</p>				

- Four lessons were organised to raise awareness about social issues in society. This activity, in the format 'peer to peer', was organised and around 30 participants attended each event.				
#	Municipality	Location	NGO	Status
2	Fushë Kosovë / Kosovo Polje	Fushë Kosovë / Kosovo Polje	Balkan Sunflowers Kosova (BSFK)	Completed
<ul style="list-style-type: none"> - Two meetings organised with the school director of "Selman Riza" and teachers, to define the plan of activities for children. Parents were also informed about it and their consent was obtained for children to participate in activities. - Two workshops were organised with two groups of children (30 pupils in each workshop) on "prejudice" and "stereotypes". - Movies were screened in the school and they were followed by a debate. Over 50 children took part in the activities. - LC staff and teachers accompanied 43 children to visit historical places in Kosovo. - A summer camp was organised at the learning centre at the end of the school year. Planned activities were conducted every day. By the end of the week over 150 children came to LC. 				
#	Municipality	Location	NGO	Status
3	Fushë Kosovë / Kosovo Polje	Fushë Kosovë / Kosovo Polje	The Ideas Partnership	Completed
<ul style="list-style-type: none"> - Children were brought to Janjevo to discover the cultural heritage of the town. Over 40 children from different communities were accompanied by LC staff and teachers. - Four workshops on drawing, handcrafts, writing essays and writing poems were organised. Over 80 children attended them. Their work was displayed at the LC. - Over several weekends, children were invited to participate in sessions of cooperative games and sports. Quizzes and other more static games were also organised. During these activities, LC volunteers also presented the importance of sport for physical and social development through various games. Over 40 children attended. - A child-friendly lesson on the importance of the environment and recycling was organised. At the end of it, children, together with volunteers, were involved in cleaning up their neighbourhood. 				
#	Municipality	Location	NGO	Status
4	Istog / Istok	Gurakoc	Visioni 02	Completed
<p>After having met with MED, teachers and parents, the LC organised several activities to bring together children and young people from different communities.</p> <ul style="list-style-type: none"> - A group of 30 pupils from mixed communities from the hall of "Martin Camaj" Primary School were supported to prepare a show (songs and dances) for other children and parents as part of a larger municipal event. - A joint excursion to cultural and historical monuments in Prizren was organised for 55 children to raise awareness on cultural heritage. - Over two weekends, two bicycle races were organised for children of primary schools. 				
#	Municipality	Location	NGO	Status
5	Istog / Istok	Serbobran	Visioni 02	Completed
<p>The activities carried out by the LC revolved around the theme of healthy environment and healthy lifestyle.</p> <ul style="list-style-type: none"> - LC volunteers involved young people with an environmental campaign that culminated with the cleaning of Serboran park. - Several sports activities were organised for young people with the cooperation of the local school, namely a football tournament and an open air excursion with swimming contests. - A photography exhibition was prepared with photos taken by children in the local schools. The exhibition portrayed the natural beauties of different neighborhoods such as: Gurakoc, Serbobran and Istog. 				
#	Municipality	Location	NGO	Status
6	Gjakovë / Djakovica	Brekoc / Brekovac	Bethany Christian Services	Completed
<p>LC staff organised thematic activities in the learning centre and also at the school "Zef Lush Marku" in the same neighbourhood. Over 200 children from Roma, Ashkali, Egyptian and Albanian attended.</p> <ul style="list-style-type: none"> - A film week was organised around the topic of human rights, inter cultural relationships, children's rights, the role of school and life in the community. - During the week of Earth day, LC cooperated with teachers to involve children, to plant flowers in the schoolyard, to clean the yard around the LC and to organise a nature walk. - A three day workshop was organised aiming at teaching pupils how to create small books. The work of the children was exhibited during the last month of the school. 				

- On the occasion of Cultural Diversity Day for Dialogue and Development, a workshop was organised with 63 children to present cultural heritage and diversity in Kosovo.
- Other one day activities were organised for "International Day without tobacco" and "International children day."

#	Municipality	Location	NGO	Status
7	Shtime / Štimlje	Shtime / Štimlje	Balkan Sunflowers Kosova (BSFK)	Completed

- The LC organised joint training with teachers of Grades 1-5 from Emin Duraku primary school and learning centre staff in Shtime. The participants involved in this training were 6 teachers, 9 staff members of the SHLC, 2 representatives from Sports sans Frontieres and one from the Local Youth Action Council. The training aimed at assisting teachers and staff of the centre in the implementation of the plan of the educative and sports programme, focused on active participation, team building and life skills.

- LC organised several film screenings and debates for primary school pupils. In these activities LC witnessed active participation of children from all communities. Over 130 children (75F/55M) attended the screening and the followed the discussion.

- LC staff, together with teachers, involved 160 children in a workshop to create small books. The activity took place over several days in the school.

-LC set up four workshops for over 150 pupils on the theme of children's rights. LC volunteers cooperated with teachers to have four activities to inform children of their rights. Children were asked to work together to create posters and materials to showcase a specific right of the child.

Another five LCs are currently finalizing their projects:

#	Municipality	Location	NGO	Status
1	Gjakovë / Djakovica	Ali Ibra	Caritas Kosova	Ongoing
2	Gracanice / Gracanica	Gracanice / Gracanica	Balkan Sunflowers Kosova	Ongoing
3	Obiliq / Obilic	Public building	Balkan Sunflowers Kosova	Ongoing
4	Obiliq / Obilic	Plementina	Balkan Sunflowers Kosova	Ongoing
5	Prizren	Prizren	Durmisho Asllano	Ongoing

Indicators and their current status

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

General remarks

The component is ongoing without any changes to its structure.

Component 5 – Policy review and improvement

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

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

The mixed working group has been established.

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

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

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

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

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

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

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

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

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

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

The first annual report of the Reflection board was prepared in January 2015. It covered a summarised version of the meetings held in 2014 and was shared with local stakeholders. The next annual report is due in December 2015.

Indicators and their current status

Objectively verifiable indicator	Status
Annual policy review reports published.	Ongoing. The second report is expected by December 2015.
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, 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.

3.4 Resources and budget used

The total cost of the project is EUR 1,115,000.00. As of 30 September 2015, EUR 1,030,258.87 have been spent and committed which is 108.45% of the first and second tranche (EUR 950,000.00). For more details, please see the financial report in the Annex.

3.5 Assumptions and risks – status/update

The assumption and risk matrix remains unchanged.

#	Assumed potential risk	Contingency plan	Updates
1.	Political risks : elections, appointment of a new minister(s) and new mayors, change of heads of different departments.	Since the work is done based on already approved multiannual strategies, it is expected that the project will continue to be supported. Immediate relationships will be established with the new administration, while activities will continue as planned in cooperation with the permanent staff of the MEST, MIA and relevant municipalities.	Still relevant. While the change in the local administrations did not affect the project implementation, the slow creation of a government may have impact on the activities.
2.	Difficulty in locating returnee children, particularly those belonging to minorities, as many do not register in schools or move to another city and drop out of school.	Work with mediators from minority communities will allow us to obtain up-to-date information at the community level, while the work with MEST and MIA will also focus on setting up, in cooperation with other relevant stakeholders (public institutions, international organisations and NGOs), an effective system for locating returnees and monitoring their school registration.	Still relevant. However the successful cooperation with MEST and MIA made the risk significantly lower. Problems with the identification of children do remain, as now there is an increasing trend for Roma, Ashkali and Egyptian to move away from Kosovo.
3.	Some minority returnee children, particularly Roma, choose to attend Serbian schools, which is out of the control of MEST.	Some of the learning centres and mediators are active in such Serbian communities and they are expected to take on increased responsibility in providing support to the children concerned, to compensate for the potential lack of involvement from the part of the school.	Still relevant, but the project also managed to successfully include a Serbian school into the pilot programme.
4.	The project's operational plan is based on the commitment of various stakeholders. Potential lack of participation, decreased, discontinued or lack of interest on the part of key stakeholders, such as school directors or staff of the municipal directorates of education, would present a great risk to successful implementation and long-term impact.	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.	<p>Encouragement of involved parties through external means, including a small grant for local activities and equipment given to each school from the project budget on condition that regular attendance of trainings and implementation of local activities are ensured.</p> <p>Clear communication about the legal and policy obligations; how they link to VISA liberalisation and EU pre-accession obligations;</p> <p>The online international partnerships and the study visit will also represent incentives towards continuous involvement (it has been proven by the current European practice of online international school partnerships that they contribute to increasing and maintaining the motivation of teachers and pupils; e.g. the e-Twinning Programme of the European Commission or Connecting Classrooms Programme of the British Council).</p>	Still relevant. The contingency plan is still valid as well.
6.	If the sustainability of the network of learning centres and the position of mediators is under threat, this would present a significant risk to a key part of the activities.	The CoE has strong cooperation with the organisations which have set up these centres. These organisations have been encouraged to establish partnerships with MEST and local municipalities for the recognition of the mediators and their potential take-over within the education system. Some of the centres have been established with EU support and have alternative sustainability strategies, based on the 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 a kick-off conference) and consulted throughout the project implementation. Mediators will also be trained and supported to work at local level with minority leaders and community members to ensure their participation and cooperation.	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 have been produced yet and, above all, there are no potential teachers to carry on with the teaching. This can bring the results of component 3 under threat.	The risk is still relevant, even if slightly lower than one year ago. MEST has produced the new teaching materials for the 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 a monthly basis in order to reflect: (i) the key events during the reporting period, (ii) the problems encountered during the implementation, (iii) major achievements, (iv) visibility issues and etc. This applies to the whole cycle of the reporting period.

The CoE Project team in Pristina is responsible for the management and implementation of activities, based on decisions taken by the Steering Committee. The CoE Project team in Pristina and responsible representatives of the European Union Office in Kosovo 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 remain the same as the one agreed in the Agreement between the Council of Europe and the European Union signed on the 13th May 2013. However, due to the non-cost extension, the end of the project has been postponed until the 31st December 2015.

3.8 Key Quality/Sustainability issues

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

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

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

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

3.9 Visibility actions

The project is following EC visibility guidelines. Throughout the second year of implementation, the project ensured the visibility of the EU's contribution, based on EU visibility policies, at every stage of its activities. The project team 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 the European Union logo in an appropriate way.

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

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

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

With regard to the minorities, the overarching goal of the project is to support Roma, Ashkali and Egyptians to achieve better success in education and therefore the attention paid to minorities is the driving force behind all the activities. A special positive discrimination action was taken concerning the trainee programme that is ongoing from the previous year. The project launched the programme in order to expose university students and young professionals coming from Roma, Ashkali and Egyptian communities to the work on inclusive education and interculturalism. The programme draws from the experience of the project “Best Practice for Roma Inclusion” that highlighted, as a priority, the access to work for the members of these three communities. Moreover, the project launched the discussion with local institutions to jointly host interns from Roma, Ashkali and Egyptian communities in order to increase their knowledge on the work of government and civil society, as well as to prepare them for their future career. The first internship started in June 2014, the second in February 2015 and in autumn 2015.

Throughout the project implementation, translation and interpretation has been provided in the official languages (Serbian & Albanian), along with English. Translation and interpretation in Romani language have taken place during 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

Component 1. On access and attendance

Result	Quantity	Quality	Time
The project will encourage the enrolment in schools and regular attendance of school-age returnee children and of disadvantaged minority children in general, with special attention to Roma,	Assessment and dissemination of results	Assessment of the system of monitoring school enrolment of returnee children and dissemination of best practices	October 2015
	One training session 1 day x 15 persons	Training for mediators on civil society referral tool	November 2015
	Final study on perception of inclusion in 11 pilot	Through the work of psychology students, the 11 schools will be	Sept-Nov 2015

Ashkali and Egyptians.	schools	assessed at the end of the training cycle	
	One workshop for psychologists	Training with psychologist on issues associated with returnees	Oct 2015

Component 2. Capacity-building of the education system

Result	Quantity	Quality	Time
Increased capacity of the education system to ensure higher chances of school achievement for returnee children and Roma Ashkali and Egyptian children.	Training of trainers	Training of at least 6 trainers on new pedagogical materials	October 2015
	Workshop organised	Organise an awareness-raising session for school directors and teachers with a focus on Roma, Ashkali and Egyptian language and history elements.	November 2015
	Development and distribution of guidelines	Guidelines for the use of social inclusion materials will be developed and distributed.	December 2015
	Online partnerships established	At least six schools will put in place online partnerships with partnering schools in the EU.	from Oct. 2015

Component 3: Romani Language Teaching

Result	Quantity	Quality	Time
Improved status of Romani language as a subject in Kosovo schools.	Training potential teachers of Romani language	Training on the existing curriculum and materials for Romani language	Nov 2015
	Awareness-raising campaign conducted in municipalities	Several NGOs will conduct meetings with parents, teachers and school directors to facilitate the enrolment of children in Romani language classes	October 2015

Component 4: Integration in school and local community

Result	Quantity	Quality	Time
Integration of returnee children among peers in	Study on learning centres	Launch, together with UNICEF, a study on learning centres in five municipalities	November 2015

school and in local community	Implementation of project through small grants (15 learning centres)	Implementation of small grants connected with the training "Social Inclusion for Learning Centres staff"	Until Nov 2015
	Implementation of school-based projects through small grants (11 schools)	Disbursement of grants for 11 pilot schools	October 2015

Component 5: Policy review and improvement

Result	Quantity	Quality	Time
Policy review and improvement	Quarterly reflection group meeting	Enhance discussion regarding policy support in the field of forced returnees and Roma, Ashkali and Egyptian communities.	December 2015.
	Annual report	Annual reports based on the quarterly reports	December 2015

4.2 Activity schedule – including any key milestones and lead responsibilities

	2015
	Q4
General activities	
Project steering committee meetings	X
Final evaluation conference	X
Promotional activities	X
Cooperation with NGOs	X
Final evaluation and reporting	X
Component 1: Access and attendance	
1.1. Establish an effective enrolment monitoring system	X
1.2. Training for RAE education mediators and for staff of the learning centres	
1.3. Support the work of the RAE education mediators and of the learning centres	X
1.4. Out-of-school programmes for returnee and RAE children	X
1.5. Additional language classes in the learning centres	
1.6. School scholarships support programme	
1.7. Outreach to parents and local communities	X
Component 2: Capacity building of the education system	
2.1. Development of training materials and pedagogical resources	
2.2. Training of teachers, school directors and staff of municipal education departments	
2.3. Training of Trainers (ToT) Programme	
2.4. ToT and Training for teachers delivering additional school language courses	X
2.5. Awareness-raising of the history and culture of RAE communities	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	

Component 3: Romani language	
3.1. Development of pedagogical materials for teaching Romani language	
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	
3.4. Awareness-raising to encourage registration of children to Romani language classes	X
Component 4: Integration in local community	
4.1. Training for community-based non-formal education activities	
4.2. Local activities promoting social interaction and positive mutual relations	
4.3. Social and educational activities supporting links with the country from which they returned	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
5.3. Development of instruments	
5.4. Annual policy review reports	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. The project has also worked with the pilot schools to prepare the new school development plans for 2015/2016.
- Guidelines that sum up the project experience will be prepared and shared with all MEDs.
- Romani language teaching in the four new municipalities is in the budget of MEST and relevant MEDs for 2015/2016.
- The project will leave trainers of teachers able to replicate the training to start the new cycle for the additional classes for returnees.

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: 1.15 million Euros	IPA budget: 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	Improved attitudes between communities and between locals and returnees Enrolment at different levels of education of returnees, Roma and other disadvantaged communities 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	Media analysis reports, opinion polls Reports on the implementation of strategic documents carried out by public institutions, local NGOs and international organisations	
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	Percentage of school age returnees attending school Number of returnee children with high achievement and with risk of school failure Overall number of returnee children and of local children from Roma or other disadvantaged communities receiving specific support	Comparison between statistics on returns and on education Statistics of the education system Reports prepared by teachers and mediators Project evaluation report CoE reports (PACE, ECRI, Human Rights Commissioner, etc)	Policies focused on ensuring equal rights, by considering the specific needs of disadvantaged groups, are continued and publicly supported
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
1. Enrolment in schools and regular attendance of school age returnee children and of disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians	Effective system of monitoring the school enrolment of returnee children Mediators contracted to facilitate school enrolment and ensure regular communication between schools and families Mediators and staff of learning centres trained to address the specific needs of returnee children Returnee children provided with support for school registration, for	MEST document List of mediators Reports of school mediators, learning centres and municipality education offices	The flow of returnees is managed in an appropriate way by the authorities and it does not exceed capacity of local communities to integrate the newcomers Responsible authorities are providing effective support to returnees, in terms of policies to facilitate access to public services, housing,

<p>2. Increased capacity of the education system to ensure higher chances of school achievement for returnee children, based on adapted language support and on the recognition and valorisation of their competencies and of the benefits of their presence for Kosovo society as a whole</p> <p>3. Improved status of Romani language as a subject in Kosovo schools</p> <p>4. Integration of returnee children among peers in school and in local community</p> <p>5. Policy review and implementation</p>	<p>coping with new reality and for responding to school requirements</p> <p>Prompt early interventions in case of drop-outs</p> <p>Teachers from schools attended by returnee or RAE children trained</p> <p>Educational materials provided to schools</p> <p>Returnee children attend additional courses in the language of their school</p> <p>Adapted educational activities in schools</p> <p>Online partnerships with schools from former host countries of returnees</p> <p>Teachers trained to teach Romani</p> <p>Materials for teaching Romani language available in schools attended by Roma children</p> <p>Children registered to Romani courses</p> <p>Staff of learning centres, teachers and other relevant local staff trained for organising non-formal education activities</p> <p>Activities aimed at facilitating integration organised in school and local community</p> <p>Policy review reports published annually</p> <p>Instruments for monitoring, evaluation and impact assessment produced</p> <p>Proposals for amendments formulated and submitted</p>	<p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Monitoring reports</p> <p>Training reports</p> <p>Distribution lists</p> <p>Local activity reports</p> <p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Local activity reports</p> <p>Link to online publication</p> <p>List of instruments produced</p> <p>Official registration of the proposals submitted</p>	<p>employment, recognition of education records, etc</p>
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Activities	Means	Costs	Assumptions
<p>Component 1: Access and attendance</p> <p>1.1. Establish effective enrolment monitoring system</p> <p>1.2. Training for RAE education mediators and for staff of the learning centres</p> <p>1.3. Support the work of the RAE education mediators and of the learning centres</p> <p>1.4. Out-of-school programmes for returnee and RAE children</p> <p>1.5. Additional language classes in the learning centres</p> <p>1.6. School scholarships support programme</p> <p>1.7. Outreach to parents and local communities</p> <p>Component 2: Capacity-building of the education system</p> <p>2.1. Development of training materials and pedagogical resources</p> <p>2.2. Training of teachers, school directors and staff of municipal education departments</p> <p>2.3. Training of Trainers (ToT) Programme (carried out in parallel with activities 2.1 and 2.2)</p> <p>2.4. ToT and Training for teachers deliver additional school language courses (carried out in parallel with activities 2.1, 2.2 and 2.3 and all activities of Component 3)</p> <p>2.5. Awareness-raising of the history and culture of RAE communities</p> <p>2.6. Development of guidelines for teachers</p> <p>2.7. Study visit of teachers from Kosovo to one of the former host countries</p> <p>2.8. Development of (online) international partnerships</p> <p>Component 3: Romani language teaching</p> <p>3.1. Development of pedagogical materials for teaching Romani language</p> <p>3.2. Training for Romani language teachers</p> <p>3.3. Awareness-raising of the Pristina University Faculty of Education and Faculty of Philology about Romani Language teaching</p> <p>3.4. Awareness-raising to encourage the registration of children to Romani language classes</p> <p>Component 4: Integration in school and local community</p> <p>4.1. Training for community-based non-formal education</p>	<p>Local and international staff and expertise</p> <p>Services for the organisation of events, publication and distribution of materials, theatre performances, etc.</p> <p>Small grants allocated to schools and support for learning centres</p>	<p>Details in attached budget</p>	<p>-active engagement of municipalities and schools</p> <p>-teacher training institutions understand and effectively engage in the process;</p> <p>-schools recognise and use the resources delivered by the project</p>

<p>activities</p> <p>4.2. Local activities promoting social interaction and positive mutual relations</p> <p>4.3. Social and educational activities supporting links with the country from which they returned</p> <p>Component 5: Policy review and improvement</p> <p>5.1. Setting-up of a mixed working group involving local policy-makers and CoE and local experts</p> <p>5.2. Quarterly review of policies and procedures in light of practical needs identified in the implementation of the activities under the other components</p> <p>5.3. Development of instruments for monitoring, evaluation and impact assessment</p> <p>5.4. Elaboration and publication of annual policy review reports</p>			
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Updated Annual Work plan for next period

Excel file attached.

Updated Budget

No changes

Signed by Mr Sjur Bergan, Director a.i. of Democratic Citizenship and Participation on 27 October 2015



