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“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*”

Joint Project between the European Union and the Council of Europe

Inception Report for the Contract No: 2013/318-103

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

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List of abbreviations:

AOGG – Advisory Office on Good Governance, Human Rights, Equal Opportunities and Gender Issues
Freedoms
BS – Balkan Sunflowers NGO
CCC – Consultative Council for Communities
CoE – Council of Europe
CSO – Civil Society Organisations
EC – European Commission
ECHR – European Convention on Human Rights and Fundamental Freedoms
ECMI – European Centre for Minority Issues
ECtHR – European Court of Human Rights
EU – European Union
EUOK – European Union Office in Kosovo*
FCNM – Framework Convention for the Protection of National Minorities
GoK – Government of Kosovo*
INGO – International Non – Governmental Organisations
IOM – International Organisation for Migration
KEC – Kosova* Education Centre
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*
OIK – Ombudsperson Institution in Kosovo*
PSC – Project Steering Committee
PT – Project Team (Pristina-based)
STC – Short-term Consultant
TDH – Terre des Hommes
ToT – Training of Trainers
UNDP – United Nations Development Programme
UNHCR – United Nations High Commissioner for Refugees
UNICEF – United Nations Children’s Fund
VoRAE – Voice of Roma, Ashkali and Egyptians

1 .Introduction

Project title	"Increasing Access to Education and Intercultural Understanding: EU/CoE Support in the field of Education to forced returnees and to Roma, Ashkali and Egyptian communities in Kosovo*"
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Prepared by	CoE Project Team
Authors	Katia Dolgova-Dreyer, Calin Rus, Giovanni Mozzarelli, Juliana Olldashi-Berisha, Mergime Hyseni
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2. Executive summary

The joint EC/CoE project “Increasing access to education and intercultural understanding: EU/CoE support in the field of education to forced returnees (hereafter referred to as ‘returnees’) and to Roma, Ashkali and Egyptian (RAE) communities in Kosovo*” started on the 1st of July 2013 and it has been designed to be implemented over a period of two years. The recruitment of the project staff was completed on the 16th of September 2013 with the arrival of the project manager to the duty station.

The overall objective of this project is to ensure greater social cohesion and confidence between communities and promote socioeconomic development of returnees and Roma Ashkali and Egyptian communities by supporting active measures for the integration and inclusion of the children of these communities into Kosovo* education system. In particular, the action plans aim to integrate returnees and minority communities into the education system in Kosovo* by facilitating access to education and promoting intercultural understanding in the school system.

The project is using the Council of Europe expertise. It is in line and contributes to the goals set by the Strategy and Action Plan for the Integration of Roma, Ashkali and Egyptian Communities (2009-2015) in particular in the field of education, returns and reintegration.

All activities will be implemented in close cooperation with local and international partners under the auspices and approval of the Project Steering Committee chaired by the Ministry of Education, Science and Technology (MEST) and will include representation of other relevant international and local stakeholders.

In order to achieve the above-mentioned objective, the project will cooperate with the Government of Kosovo*, municipalities, schools and local NGOs to address five different areas of intervention.

The inception period lasted until 18 November 2013 due to the complexity of the project, difficulties to obtain up-to-date information and the interruption of the summer holidays. The Inception Phase served to create a solid foundation for building the Project’s future work and to address challenges before they could become risks. This will ensure that the Project will meet its objectives and deliver its expected results.

To achieve the above mentioned objective the project will cooperate with the Government of Kosovo*, municipalities, schools and local NGOs to address five different areas of intervention:

- Access and Attendance
- School Achievement
- Romani Language
- Community integration
- Policy review

This project builds on the experiences and outcomes of the component on Roma, Ashkali and Egyptians of the Joint EU/CoE project 'Interculturalism and Bologna Process', implemented by the Council of Europe between 2008 and 2011. This project highlighted the needs of Roma, Ashkali and Egyptian children for special support, mainly to overcome effects of social exclusion, to prevent prejudice and discrimination as well as build their self-esteem and their trust in the school system.

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

- Modalities for the Mediators: Originally the project intended to contract the mediators directly and only alternatively initiate the process to have municipalities co-finance these positions. However, after discussions with different stakeholders the project aims to sign, as soon as possible, a tripartite agreement with municipalities and learning centres in order to increase sustainability of the action.
- Support to the Learning Centres: The project should support further the educational and social activities of the Learning Centres. The project will facilitate the creation of a stronger and more interconnected network among LCs of different NGOs. In order to do so, the project will need to increase the volume of workshops and trainings foreseen in the original plan as well as to enhance the financial support to LCs to implement new activities connected to the trainings.
- Improving the Romani Language system: The project should commit resources for this component for revitalizing the discussion about establishing a standardized Romani language classes in the schools. It will support MEST and other stakeholders to prepare a systematic action plan to organise Romani language classes in several municipalities. Only upon the approval of such plan, the project should commit the remaining funds to train Romani language teachers and develop educational materials.

3. Review of project design/financing proposal

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

In the past years, the Government of Kosovo* (GoK) has witnessed a steep increase of the number of Kosovar* families who are forcibly returned from the Western European countries. As a result of political situation in Kosovo*, during 1990s, a big number of Kosovars left the country. During that period, it is believed that up to a half million of them immigrated mainly to the Western European countries, in particular members of Roma, Ashkali and Egyptian communities. After the normalization of the situation in Kosovo*, and due to the recent change in Western European countries policies, up to 15,000 Roma, Ashkali and Egyptians are now at risk of to be forcibly returned to Kosovo*. In the past years many of them were returned, both voluntarily and by force, and many more are expected to be returned in the coming years. The ongoing readmission of children and their families to Kosovo* had caused particular concern regarding the best interest of these children in the repatriation process.

Returnees are among the most vulnerable groups of the population, not only because they have to reintegrate in the social system in Kosovo* after many years of absence, but also due to the fact that a vast number of the returnees are members of the Roma, Ashkali and Egyptian communities.

Recognized as three different minority communities in the Constitution, these three communities are recorded by the 2011 Housing and Population Census to be 8,999 (Roma), 15,843 (Ashkali) and 11,173 (Egyptians), as a total of 36,015 people equivalent to around 2% of Kosovo's* total population¹. The economic situation of the Roma, Ashkali and Egyptian families is often dire, more than one-third of them have to live in absolute poverty. This factor is one of the crucial elements that determine a participation in the education system.

The situation of Roma, Ashkali and Egyptians in the education system in Kosovo* is characterised by a low level of general attendance in compulsory education, a very small number of Roma, Ashkali and Egyptians attending higher education or university education, very few teachers of Romani, Ashkali or Egyptian origin and a high drop-out rate², in particular of girls.

In the past years the situation has improved as more children enrol in primary schools³.

	2005/2006	2012/2013
Roma, Ashkali and Egyptians enrolled in primary schools	4,153	6,725
Roma, Ashkali and Egyptians enrolled in	204	485

¹ See Annex A1.1

² See Annex A1.3

³ Official Statistic from MEST

secondary schools		
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Nonetheless there is still the dire need to further invest in education of Roma, Ashkali and Egyptian children.

Relevant strategy for including Roma, Ashkali and Egyptian communities

The main strategic document of the GoK towards the members of the Roma, Ashkali and Egyptian communities is included in the Strategy for the Integration of Roma, Ashkali and Egyptian Communities (2009-2015). The document adopted in 2008 was followed a year later by an accompanying Action Plan. The Strategy and the Action plan are a wide ranging, inter-institutional, cross-sectorial policy document addressing nine key sectors in Kosovo's* commitment to integrate and include the Roma, Ashkali and Egyptian communities. These include:

- Education
- Employment and economic empowerment
- Health and social affairs
- Housing and informal settlements
- Returns and reintegration
- Registration
- Culture, media and information
- Participation and representation
- Security

The mid-term review of the Strategy and Action Plan undertaken in 2012-2013 had twofold outcomes: on the one hand the review revealed the insufficient financial commitments for the activities listed in the action plan and on the other hand it demonstrated the absence of measureable baselines and the difficulties of routine data collection to assess the indicators. For these reasons, the measurable results achieved by the strategy were limited and called for a different approach to reach at least some of the most important goals.

During the conference "Integration of Roma, Ashkali and Egyptian communities in Kosovo*: State of Play and Post 2015 Policy and Commitments" held in Pristina on 5 November 2013, it was stressed that education is a crucial element for the future integration of the Roma, Ashkali and Egyptian communities in Kosovo*. In this sense, the Strategy and the action plan are in line with the EU Framework for National Roma Integration Strategies up to 2020 (2011) that encourage Member States and potential candidate countries to adopt and develop a targeted approach to Roma inclusion by setting key goals in education, employment, health and housing.

This approach is also consistent with the protection of human and minority rights promoted by the Council of Europe and enshrined in the Framework Convention for the Protection of National Minorities (FCPNM), for which the Council of Europe undertakes active monitoring.

Moreover, this is also in line with the Third Opinion on Kosovo* of the Advisory Committee for the FCPNM adopted on 6 March 2013 stating the importance of promoting the inter-ethnic understanding

and respect at all levels, including a transparent cultural policy based on the appreciation of diversity and the establishment of an integrated and multilingual education system.

Legal framework on education

Besides the above mentioned conventions and agreements, the GoK has adopted laws and regulations that describe the access to education with particular attention to the children of minority communities.

Overall, the education system should be organized in a way to promote non-discrimination, implement initiatives with regard to increasing tolerance and appreciation for diversity by students⁴.

The Kosovo* Constitution states that children belonging to the non-majority communities are given the right to receive (...) primary and secondary public education, in their own language prescribed by the law⁵. In fact, GoK has an obligation to offer alternatives (including subsidised transportation, distance learning, roving teaching arrangement or offers of boarding) in these municipalities where there are insufficient number of pupils to make education available in a non-official community language⁶. Non-majority communities have a right to choose for their children their preferred official language of instruction⁷.

Municipalities are in charge of providing bilingual education while MEST is responsible to develop adequate curricula and textbooks in consultation with communities' representative organizations⁸. In addition, non-majority communities in Kosovo* are entitled to generate educational modules on their culture, history and traditions, in cooperation with the government⁹.

GoK is obliged to ensure that sufficient qualified personnel are available to train candidates seeking to provide language education. The training has to be conducted in the relevant community languages and the selection of suitable candidates should take into account the need to have education in community language, preferably by native speakers¹⁰.

Finally, concerning school attendance, Municipalities monitor and take action against drop-out rates, especially with regard to girls belonging to the Roma, Ashkali and Egyptian communities. A relevant pupil school attendance monitoring system should be established¹¹.

⁴ Law 03/L-068 on Education in the municipalities in Kosovo*, 21 May 2008, art. 3.b.

⁵ Kosovo* Constitution, 15 June 2008, art. 59.

⁶ Law No. 03/L-047 on the Protection and Promotion of the Rights of Communities and their Members in Kosovo*, 13 March 2008, art. 8.2.

⁷ Law No. 02/L-37 on the Use of Languages, as promulgated by UNMIK regulation 2006/51, 20 October 2006, art. 19.2.

⁸ Law No. 03/L-047 on the Protection and Promotion of the Rights of Communities and their Members in Kosovo*, 13 March 2008, art. 8.12.

⁹ *ibidem*, art. 8.7.

¹⁰ *ibidem*, art. 8.8.

¹¹ Action Plan on the Implementation of the Strategy for the Integration of Roma, Ashkali and Egyptian Communities (2009-2015), December 2009.

Support to forced returnees

The triptych of UNICEF reports¹² on the situation of RAE children and returnees' children have drawn the attention to this issue.

In the last two years, the Government of Kosovo* has taken several initiatives to address the issue of re-admission and repatriation of forced returnees by establishing a team within the Ministry of Interior Affairs (MIA) as well as allocating funds on annual basis to smoothen the repatriation process. Under the lead of MIA, many line ministries are involved in the provision of support for the returnees, especially MEST and Ministry for Communities and Returns (MCR). Moreover, in order to improve data collection and monitoring, in 2011, MIA set up a database to collect detailed information of all Kosovars that were forcibly repatriated. This database is a key tool to provide services to returnees.

New non-state actors dealing with forced returnees or directly providing services to them are emerging, while the ones that were already present in Kosovo* have re-organized their activities to be in line with a more person-centered approach.

This programme is now organized by the regulation GRK no. 20/2013 clarifying the entitlements and rights for people that are returning to Kosovo* (after having left before 28 July 2010). In what concerns children, according to article 12, language courses and education of repatriated children are considered part of the sustainable measures to support integration. In particular, article 14 states that returnee children have the same right to education as any other children. Moreover, municipalities should provide language classes after an appropriate evaluation of the language skills of the children.

Capacity building of teachers

In 2012, MEST undertook the first ad-hoc project to provide language and integration classes for children from different communities who were forcibly returned. During January – June 2013, 92 children participated in these classes, from hundreds who applied. Up to 50% of them came from Roma, Ashkali and Egyptian communities. Children who returned from countries of the region (former Yugoslavia) also participated. The courses were organized in four municipalities: Prishtinë/Priština, Gjakovë/Đakovica, Fushë Kosovë/Kosovo Polje, Obiliq/Obilić and Plemetin/Plemetina. Four groups were organized for Albanian language school children and one for the Serbian language. Two teachers were hired for each group. There was no final evaluation of the first project, but during the regular monitoring conducted by MEST officer, a few challenges were identified with regard to these courses. Teachers lacked skills and knowledge on how to deal with this category of children. Furthermore, there were no clear-cut criteria for the selection of teachers. No specific curricula were provided to the teachers and in all cases teachers had to develop their own individual approach. Since children participating in those courses were in a very difficult psychological situation, the need for specialised therapy to help children adapt to the new environment was highlighted. Finally, MEST is currently facing a severe lack of funds to

¹² UNICEF and Kosovo* Health Foundation, Silent harm. A report assessing the situation of repatriated children's psycho-social health, 2012; UNICEF, No place to call home. Repatriation from Germany to Kosovo* as seen and experienced by Roma, Ashkali and Egyptian children, 2011; UNICEF, Integration subject to conditions A report on the situation of Kosovan Roma, Ashkali and Egyptian children in Germany and after their repatriation to Kosovo*, 2010.

provide transport for children coming from far away villages and for training of teachers and preparation of the curricula.

In addition to the above mentioned issues, the first MEST pilot project gave a good window of opportunity to assess the situation and to take concrete steps for its improvement. The requests for language and integration courses are increasing according to MEST. In addition, MEST is looking for support to enhance the quality of the courses namely by identifying the 'exact' number of children who need language and additional courses; by preparing selection criteria for teachers who will be working with this category of teachers; by working to adapt a new curricula and to train teachers who work with these children and by further training teachers and Municipal Education Department (MED) staff to handle such situations in the future. Finally, there is a widespread need to set up a standardised assessment system to define the language skills and the appropriate class for the students that are entering the school system without proper certification. Some elements of this system have been already developed and should be revised or adapted.

Monitoring school enrolment

While this MEST initiative was a positive step for the provision of services in the field of education, the reintegration programme does not set guidelines on who is responsible to provide education services and for that reason the funds are not currently requested by Municipalities to set up language classes. At the moment there is no official information system between MIA and MEST as well as at the local level between Municipal Office for Community and Returns (MOCR) and MED. This means that schools do not receive comprehensive instructions and support on how to facilitate the integration of these children and directors often have to tackle these challenges on their own. Moreover, rarely do schools have the resources and the preparation to set up separate catch-up classes for returnees or to properly deal with their traumas. The project would like to facilitate -in pilot municipalities- a mechanism of cooperation among municipality departments to keep track of returnee children in order to ensure that they have access to education and to the specific services to which they are entitled. The goal is to improve the standardised collection of data and foster information sharing among stakeholders in an official and structured fashion. In order to do so, the project will work to introduce a case management system for returnee children closely based on the information collected by MIA database. In this way, MED will receive direct information and it will be able to follow-up each case. This will increase cooperation and a clear attribution of responsibilities on services that should be provided to children. Within the last three years, MEST has nostrified diplomas of 492 children coming from other schooling systems outside Kosovo*. Considering that in the period from January to September 2013, UNHCR has registered the arrival of over 400 children (1-18 y.o.) from minority groups, there might be a significant number of children that have returned from abroad and that have not been enrolled within the education system¹³.

Out-of-school children

The same case management system that will be put in place by the project for the returnee children could also be used to target out of school children or children at risk of dropping out. The project will

¹³ See Annex A1.4

foster the prompt intervention measures to respond to drop-out/out-of-school cases that already exist in Kosovo* and facilitate its expansion in the selected municipalities. From the data collected during the inception period from different sources, the problem of drop-outs and out of school children is a serious issue for several reasons¹⁴. The data is not properly collected and it is difficult to have a clear picture on the real problem. At the moment the official drop-out rate ranges from 0.6% to 0.8% which is largely under the regional average (e.g. around 10% in Albania, 4.7 in Romania 5.6 in "the former Yugoslav Republic of Macedonia"). There is not a clear cut definition of drop-out as sometimes schools also include in the category students who move from another school while it does not consider as such the students who have not attended the year and are just admitted to the following year without grades. Finally, there is no effective system to re-integrate drop-outs in the school system. Those who drop-out from the education system are permanently excluded from it.

Mediators

Mediators are a crucial component of the system as they act as an effective bridge between communities and local authorities and schools. At the moment the only organisation that is actively investing in Mediators is Balkan Sunflowers. Their twelve Mediators (8 full-time and 4 part-time) work in 31 schools in 9 municipalities. As already foreseen by the project document, mediators will be further trained, particularly on how to address the specific needs of the returnee children and on how to cooperate with the school and with the learning centres (where appropriate) in relation to the activities that aim at supporting the integration of returnee children. The project will also try to increase the sustainability of the mediators by exploring potential way to co-fund their positions together with municipalities and MEST. Currently NGOs are designing a comprehensive plan to seek to move learning centres and school mediation under MEST and municipalities. Discussions on institutionalisation have already started with stakeholders and potential partners, thus project will support this process. The CoE, through its ROMED programme, can bring a strong added value to this discussion, by contributing with similar experiences of various countries that succeeded to build such institutionalized systems.

Learning centres

The number of Learning Centres (LC) in Kosovo* has steeply increased in the past years. Created initially as out-of-school resource centres situated at the heart of Roma, Ashkali and Egyptian communities, the learning centres are evolving to have more and more contacts with the formal education system up to being located within the school premises. Ten years after the creation of the first learning centre, Kosovo* now has at least 38 learning centres in 13 municipalities¹⁵. Most of them are offering after school classes and some of them also provide leisure activities for children.

Currently the learning centres that were supported in the framework of the SIMRAES project signed a Memorandum of Understanding (MOU) with municipalities and they are partly financed until December 2013. The municipal support varies from in-kind contribution up to 7,000 EUR to finance activities and staff.

¹⁴ OSCE, Tracking School Dropouts and Non-attendance in Kosovo*, September 2012.

¹⁵ See Annex, A1.5.

There are eight NGOs who are running centres with different modalities, sometimes few of them in the same municipalities. At the moment, however there is no regular information-sharing framework among the organisations to exchange data, best practices and common challenges assessed in the centres.

Teaching of Romani language

In June 2010, MEST approved the first official programme plan/curricula for Romani language after some years of working groups and round tables held in close collaboration with Roma specialists, Roma civil society representatives and MEST officials. In this framework, the project "Inter-culturalism and Bologna Process" trained 13 potential Romani language teachers.

Since the approval of the curricula of the Romani language, classes were piloted in Prizren/Prizren municipality in 3 schools. Up to 100 children participated in the last two years. One teacher from the Roma community has been hired up to June 2014. While the teaching in Romani Language is being organised for the third consecutive year, there is a need to further assist MEST on some of the main issues identified by the teachers and other officials. At the moment there is only one active Romani language teacher paid by the municipality and there are no official commitments from other municipalities or MEST to finance any other teacher.

Moreover, even if the classes initially started with around 100 students registered, many of them dropped out during the course of the years, especially due to a lack of effective communication to pupils' parents. Most of the parents are not aware of such courses, while other parents do not understand the standardised Romani language (COCAJ and MENEKSHE). There is a need for a campaign to inform the Roma parents about the importance of Romani language, including the non-Romani community to learn more about the Roma language and culture. Moreover, there is a need for monitoring and pedagogical support of the teachers.

Finally, children textbooks have not yet been developed by MEST. The ministry has tried to find an agreement among Romani linguists and Roma stakeholders to produce one book mediating between two divergent approaches on the standardisation of the Romani language. Therefore, MEST approached a third professor, Latif Demir from Skopje who also took part in drafting the Curricula but the draft has yet to be finalised.

3.2 Objectives to be achieved

Overall objective

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

Project purpose

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

Expected Results

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

3.3 Activities

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.

In order to achieve this result, the project will organise a series of round tables both at the ministry and municipal levels to facilitate the creation of a mechanism to improve the flow of information between departments and ministries. This will increase cooperation and a clear attribution of responsibilities on services that should be provided to children. The introduction of a case management system will enhance the prompt response of schools and authorities to address the drop-out issue. Through the cooperation between the mediators, the schools and local authorities, a more accurate record of the situation and the needs will be collected. Information from the community will complement the one provided by the institutions.

The project will also assess the needs for training of the relevant stakeholders supporting the integration of returnee children. Through the expertise of CoE international experts and local experts the project will develop the appropriate training materials for mediators, teachers, tutors, psychologists, school directors and local authorities in order to increase the awareness on the challenges of the returnees.

The project activities that are relevant to the first expected result are:	
1.1.	Establish effective enrolment monitoring system
1.2.	Training for Roma, Ashkali and Egyptian education mediators and for staff of the learning centres
1.3.	Support the work of the Roma, Ashkali and Egyptian education mediators and of the learning centres
1.4.	Out-of-school programmes for returnee and Roma, Ashkali and Egyptian children
1.5.	Additional language classes in the learning centres
1.6.	School scholarships support programme
1.7.	Outreach to parents and local communities
1.1 Establish effective enrolment monitoring system	
1.1.1.	Organize a roundtable with GoK stakeholders to discuss the respective roles concerning services to be provided to returnee children. Identification of responsibility, mapping information flow among departments and assessment of possible gaps. (1 day round table, 15-20 participants). <u>Timeline: March 2014</u>
1.1.2.	Workshops at the municipal level to address practical issues about the mechanism. (2workshops x 1days x 15-20 participants). <u>Timeline: May 2014</u>
1.1.3.	Development and launch of the referral mechanism in three (3) pilot municipalities. Timeline: May 2014
1.1.4.	Regular monitoring of the implementation of mechanism. Timeline: December 2014
1.1.5.	Assessment of the results and dissemination of the outcomes. Timeline: January 2015
1.1.6.	Extend the pilot system to other municipalities. Timeline: June 2015
1.2. Training for Roma, Ashkali and Egyptians education mediators and for staff of the learning centres	
1.2.1.	Assessment of training needs for mediators and learning centre staff. (1 event x 1 days x 15-20 participants). Timeline: March 2014
1.2.2.	Development of training modules on forced returnees issues (for mediators, teachers, tutors, psychologists, school directors and local authorities). Timeline: April 2014
1.2.3.	Training of mediators and learning centres staff (at least 3 trainings x 1 day x 20 persons). Timeline: December 2014
1.3. Support the work of the Roma, Ashkali and Egyptians education mediators and of the learning centres	
1.3.1.	Contracting of the mediators. Timeframe: March 2014
1.3.2.	Coordination, monitoring and assessment of mediators' work. Timeline: August 2014
1.3.3.	Definition -together with local NGOs, municipalities and MEST- of a scheme to support mediators. Timeline: September 2014
1.4. Out-of-school programmes for returnee and Roma, Ashkali and Egyptian children	
1.4.1. Where there is a LC, organize meetings of LC and school staff to coordinate their support for returnee children and where there is no LC, work with the school to set-up additional services and educational activities for	

returnees. Timeline: from March 2014
1.4.2 Identification of a pool of psychologists and their training by a CoE expert on dealing with post-traumatic stress and delivery of psychological counselling on demand (demand identified in cooperation with mediators). Timeline: October 2014.
1.5. Additional language classes in the learning centres
1.5.1. Training for LC, schools, Municipal department for Education on procedures to requests MIA funds to conduct additional language classes and on how activities in the learning centres will complement and support the language classes delivered in schools. (1 day training for 20 persons). Timeline: May 2014
1.6. School scholarships support programme
1.6.1. Desk review of the current scholarship programme in line with European best practices. Timeline: May 2014
1.6.2. Development of criteria and mechanism to distribute scholarship for RAE and forced returnees. Timeline: August 2014.
1.6.3. Informing community about scholarship opportunities Timeline: September 2014
1.7. Outreach to parents and local communities
1.7.1. Assessment of parents' involvement in the targeted school (together with 1.4.1). Timeline: February 2014
1.7.2. Facilitate parent-teacher meetings in the school. Timeline: September 2014 (6x 1 x 30-35 participants)
1.7.3. Training for journalists on forced returnees issues and challenges. Timeline: October 2014

Component 2. Capacity-building of the education system

This component responds to the need, confirmed during the inception period, to provide training, educational materials and support to 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. Most teachers do not know how to tackle the issue of integrating returnee children in their class and have difficulties also to manage the education process in mixed classes including Roma, Ashkali and Egyptian children. Therefore, all teachers, of all levels and of all specialities, need to be prepared in this respect. Additionally, special attention will be given to the development of professional capacity for language teachers involved in delivering additional language classes to returnee children. Besides teachers, school directors also need to be trained and made aware of the specific needs of returnee children, as well as of the socio-historical background of Roma, Ashkali and Egyptian communities.

In particular the project will assist MEST to improve catch-up classes systems and revise standardised language assessment system and standardised competency based assessment system to place out-of-school children in the right class.

The project activities that are relevant to the first expected result are:
2.1. Development of training materials and pedagogical resources
2.2. Training of teachers, school directors and staff of municipal education departments (done in parallel with 2.1 activity)
2.3. Training of Trainers (ToT) Programmes (done in parallel with activities 2.1 and 2.2)
2.4. ToT and Training for teachers delivering additional schooling languages courses (preparation in line with activities 2.1, 2.2 and 2.3 and all activities of Component 3)
2.5. Awareness raising of the history and culture of Roma, Ashkali and Egyptian communities
2.6. Development of guidelines for teachers

<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>2.1 Development of training materials and pedagogical resources</p>
<p>2.1.1. Development by a joint team of CoE and local experts of training materials and pedagogical resources for use by teachers, school directors, University Teacher Training Faculties in Kosovo*, schools and learning centres. By end of March-April 2014</p> <p>2.1.2. The project team will work with MEST representatives to ensure the official endorsement of the materials produced. By the end of July 2014</p> <p>2.1.3 Production of materials in local official languages (Albanian, Serbian and English, including Romani). By end of August 2014</p> <p>2.1.4 Distribution of materials in (all) municipalities/schools/MED and NGOs working on the subject. Starting by September 2014 –until Feb 2015</p> <p>2.1.5 Regular field visits to monitor the distribution of materials and their use in some of the municipalities and schools. Regularly: from March 2015.</p>
<p>2.2. Training of teachers, school directors and staff of municipal education departments (done in parallel with 2.1 activity)</p>
<p>2.2.1 Organise 3 sessions of trainings for teachers/MEDs/etc. (one at the start of the school year, one in the middle and one (with focus on evaluation) towards the end of the school year. By End of May 2015 (3 trainings x 3 days each x 15 participants).</p> <p>2.2.2. Define criteria, and modalities to issue small grants for schools to complement the activities related to inclusive education and online partnership. Timeline: May 2014</p> <p>2.2.3. Training impact monitoring and evaluation – September 2014– June 2015</p>
<p>2.3. Training of Trainers (ToT) Programmes (done in parallel with activities 2.1 and 2.2)</p>
<p>2.3.1 Identification of local trainers who are interested and motivated to specialise in delivering teacher training on this topic. By end of February 2014.</p> <p>2.3.2 Organise ToT activities jointly with the delivery of the training under 2.2 By May 2015 (2 sessions x 2 days x 10 participants)</p> <p>2.3.3 Follow up with sharing of information with regard to the ToT materials and modules with local authorities and other relevant institutions. By Sept-Nov 2014</p>
<p>2.4. ToT and Training for teachers delivering additional schooling languages courses (preparation in line with activities 2.1, 2.2 and 2.3 and all activities of Component 3)</p>
<p>2.4.1 Identification of needs and of participants in the ToT and teacher trainings on language teaching. By end of February 2014. (1 session x 1 day x 5-7 participants)</p> <p>2.4.2 Development of the training programme and training materials by a joint group of CoE and local experts by end of May 2014. (Involvement of CoE expert, local expert – 3 sessions)</p> <p>2.4.3. Revision and diffusion of a standardised language assessment system and standardised competency based assessment system to place out-of-school children in the right class. (Local consultant/NGO engagement – 4-5 working days). Timeline: June 2014</p> <p>2.4.4 Delivery of ToT and teacher training by December 2014 (3 sessions x 15-20 participants)</p> <p>2.4.5 Support to the MEST and MIA for finalising the project proposal and ways to obtain financial support by MIA Integration Fund, on providing language and reintegration classes for forced returnee children. By March-April 2014</p> <p>2.4.6 Provide support on linking the language project(s)/ongoing language classes with existing Learning Centre and Mediators in respective municipalities. Regularly by Jan 2015 and ongoing</p> <p>2.4.7 Provide support to MEST and MIA on coordination of relevant donors/project in order not to overlap the activities and harmonise synergies whenever is possible. Regularly starting by January 2014</p>
<p>2.5. Awareness raising of the history and culture of Roma, Ashkali and Egyptian communities</p>

<p>2.5.1 Open discussion/round table with MEST and Faculty of Education of the University of Pristina, including relevant officials on inclusive education on how to increase/enhance the inclusion in their projects (among others) of the elements of culture and history of Roma, Ashkali and Egyptian existing materials. By April 2014 (in line with activity 3.1.5 Component 3) (2 sessions x 1 day each x 12-15 participants)</p> <p>2.5.2 Identify international and/or local experts for preparing proposals for awareness raising activities on the elements of history and language of Roma, Ashkali and Egyptian communities. Timeframe: By June 2014</p> <p>2.5.3 Meetings with representative of Faculty of Education on inclusion of elements of Roma, Ashkali and Egyptian in the inclusive education subject. By October 2014</p> <p>2.5.4 Organise awareness raising sessions for school directors and teachers with focus on the elements of Roma, Ashkali and Egyptian language and history elements. Timeframe: October/November 2014; (6-10 sessions x half day each x 25-30 participants)</p>
<p>2.6. Development of guidelines for teachers</p>
<p>2.6.1 Development of draft guidelines for teachers by a joint group of CoE and local experts By December 2014 (3 sessions x 2 days each x 5-7 participants)</p> <p>2.6.2 Workshop presentation with teachers in selective schools, municipalities, MED staff, NGO members and Mediators to present the draft guidelines for teachers and get feedback (2 sessions x 1 day each x 25 – 30 participants). Timeline: February 2015</p> <p>2.6.3 Translation and distribution of the guidelines. Timeline: April 2015</p> <p>2.6.4 Monitor how the guidelines are used in daily work. Timeline June 2015</p>
<p>Study visit of teachers from Kosovo* to one of the former host countries</p>
<p>2.7.1. Select the relevant CoE country/ program/host. Timeframe: by April 2014;</p> <p>2.7.2. Select 3 participants per beneficiary to participate at the study visit of total 10 participants. Timeframe: by June 2014;</p> <p>2.7.3. Prepare the study visit programme. Timeframe: October-November 2014;</p> <p>2.7.4. Organise the study visit (4 working days). Timeframe: by November 2014.</p>
<p>2.8 Development of (online) international partnerships</p>
<p>2.8.1. Facilitate creation of online partnership with former host countries of the returnees Timeline: October 2014</p> <p>2.8.2. Implementation of at least 6 small projects in schools in the targeted municipalities. Timeline: December 2014</p> <p>2.8.3. Monitoring and exchange of best practices among schools in Kosovo* that participated in the activities. From September 2014 until February 2015</p>

Component 3: Romani Language Teaching

The project will explore the possibility of setting up a sustainable scheme to teach Romani language in the schools. In order to achieve this result it will assist MEST to take stock of the current situation concerning current legislative framework for teachers, relevant policies in place, Romani curricula and other existing teaching materials. The project will facilitate discussion among the relevant stakeholders to assess the feasibility of the Romani language scheme in Kosovo* and the interest to adopt a road-map to implement it. In particular, in order to support the MEST in this field, some condition should be met such as clear commitment from GoK or municipalities on the salaries for Romani language teachers; the agreement at national level on the selection of Romani language standardization and the existence of a sufficient number of Romani language teachers.

If these conditions are met, thanks to the experience of the international CoE experts, the project will also support the MEST in improving the pedagogical materials, support the identification and training of

Romani language teachers as well as assist –through mediators- the outreach to the Roma, Ashkali and Egyptian communities in selected municipalities to inform them about the importance of learning the Romani language and culture is crucial.

The project activities that are relevant to the first expected result are:
<p>3.1. Development of pedagogical materials for teaching Romani language</p> <p>3.2. Training for Romani language teachers</p> <p>3.3. Awareness-raising of the Pristina University Faculty of Education and Faculty of Philology about Romani Language teaching</p> <p>3.4. Awareness-raising to encourage registration of children to Romani language classes</p>
3.1. Development of pedagogical materials for teaching Romani language
<p>3.1.1. Identification of needs for trainings on Romani language teaching. Timeframe: By end of February 2014. (1 session x 1 day x 5-7 participants)</p> <p>3.1.2. Development of the training programme and training materials by a joint group of CoE and local experts. Timeframe: by end of October 2014.</p> <p>3.1.3. Working group to prepare the evaluation criteria for selection of Romani Teachers. Timeframe: By September - October 2014</p> <p>3.1.4. Training module is accredited by the local authorities (MEST): Timeframe: By end of January 2015</p> <p>3.1.5. Provide support to MEST on coordination of relevant donors/project in order not to overlap the activities and harmonise synergies whenever is possible. Timeframe: Regularly starting by January 2014</p>
3.2. Training for Romani language teachers
<p>3.2.1. Delivery of teacher training. Timeframe: by December 2014 (1-2 sessions x one 3 days one 4 days x 10-15 participants)</p> <p>3.2.2. Provide support on linking with existing Learning Centre and Mediators in respective municipalities. Timeframe: Regularly by Jan 2015 and on-going.</p> <p>3.2.3. Organize (a) meeting(s) to present the outcomes of developments/programme/module for the training of potential Roma teachers to authorities and relevant stakeholders. Timeframe: by end of February 2015;</p>
3.3. Awareness-raising of the Pristina University Faculty of Education and Faculty of Philology about Romani Language teaching
<p>3.3.1. Meetings with relevant officials at Faculty of Education, Pedagogical Institute and Rectorate (if necessary). Timeframe: by end of March-April 2014</p> <p>3.3.2. Open round table/conference with University professors and representative of Roma Community on possible further support to training of Romani language teachers and on the importance of including the elements of Roma language and Roma History in the school curricula/civic education programme, part of intercultural understanding and elimination of stigma for Roma community. Timeframe: April-May 2015. (1 session x 2 days x 50 – 60 participants)</p>
3.4. Awareness-raising to encourage registration of children to Romani language classes
<p>3.4.1. Through mediators, identify Roma community leaders and NGOs including other stakeholders and duty-bearers with regard to the preparation of an awareness raising campaign for teaching of Romani language in the public schools. Timeframe: by end of April 2014</p> <p>3.4.2. Select the municipalities where the awareness-raising activities will take place. Timeframe: by end of May 2014</p> <p>3.4.3. Involve local NGO/group of NGOs to inform parents (methodology: door to door, radio, information leaflets, etc). Timeframe: August – September 2014</p> <p>3.4.4. Parents meetings organised regularly in the selected schools/municipalities where Romani Language is</p>

taught. Timeframe: starting from October 2014, then every two months, or depends on the needs.
 3.4.5. Parents invited to attend activities that children prepare during the Romani language classes, in order to share with them success stories and encourage them for the success of their children. Timeframe: End of each school semester.

Component 4: Integration in schools and local community

The project aims to increase the integration in schools and local community of returnees and Roma, Ashkali and Egyptian children and to inform the general public about their challenges. In order to do so, the project will organise several informative and educational events relying on the existing Learning Centres, as they are considered a fundamental hub to enhance the skills and competences of children.

The project will also facilitate the coordination among different learning centres and the organisations that are running them. Through a participative assessment the project will identify potential needs for capacity development of learning centres staff and encourage the dissemination of best practices. In this way the learning centres network will improve the services provided also in view of a potential institutionalisation of these institutions.

The project activities that are relevant to the first expected result are:	
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.
4.1.	Training for community-based non-formal education activities
4.1.1.	Facilitate regular meetings of NGOs running LC to map their status of activities, exchange best practices, common issues and potential learning needs. Timeline: February 2014
4.1.2.	Develop three (3) training modules for LC staff on the base of the need assessment. Timeline: September 2014 (CoE expert and local expert(s) bulk sum or 5-7 working days)
4.1.3.	Deliver training modules to members of LC and mediators. Timeline: December 2014
4.1.4.	Evaluation and electronic dissemination of training modules. Timeline: March 2015
4.2.	Local activities promoting social interaction and positive mutual relations
4.2.1.	Organisation of 5 public performance of Yue Madeleine Yue in 5 municipalities of Kosovo* followed by sessions with children at school or learning centres with support of mediators. Timeline: May 2014
4.2.2.	Diffusion of "DOSTA!" campaign material in Kosovo*. Timeline: December 2014
4.2.3.	Define criteria and modalities to issue small grants for LC to increase social and educational activities in the LC. Timeline: May 2014
4.2.4.	Implementation of small projects in LC for targeted municipalities. Timeline: August 2014
4.2.5.	Evaluation of small projects and dissemination of best practices among LC. Timeline: November 2014
4.3.	Social and educational activities supporting links with the country from which they returned.
4.3.1.	Define criteria and modalities to issue small grants for LC to complement the school activities related to the online partnership. Timeline: August 2014
4.3.2.	Implementation of small projects in schools or LC in the targeted municipalities. Timeline: December 2014
4.3.3.	Evaluation of small projects and dissemination of best practices among LC and schools. Timeline: From October 2014 to February 2015. (Involvement of local consultant or NGO – 10 working days)

Component 5: Policy review and improvement

The project will facilitate the discussion and advancement of the national policies on returnees and relevant RAE strategies. The project will set up of a group of experts, practitioners and policymakers to provide guidance to the project and to act as sounding board for the GoK.

At the same time, through elaboration and publication of reports and assessments the project will establish of a solid baseline to then further monitor the progress of policies and activities on forced returnees and Roma, Ashkali and Egyptians.

The project activities that are relevant to the first expected result are:
5.1. Setting-up of a mixed working group involving local policy-makers and CoE and local experts
5.2. Quarterly review of policies and procedures in the light of practical needs identified in the implementation of the activities under the other components
5.3. Development of instruments for monitoring, evaluation and impact assessment
5.4. Elaboration and publication of annual policy review reports
5.1. Setting-up of a mixed working group involving local policy-makers and CoE and local experts
5.1.1 Meetings with relevant stakeholders both at the central and municipal levels to obtain understanding on the current legislative references, policies in place, institutional status and previous internationally lead programmes and the situation in practice relating to forced returnees. Timeframe: from December 2013
5.1.2 Identify returnees and RAE Strategy policy experts and academic researchers from the region and EU who could be engaged in the initial conceptualisation of the policy support component. Timeframe: March 2014
5.1.3 Organise a mixed working group to discuss and conceptualise the approach regarding policy support in the field forced returnees. Timeline: June 2014 (1 session x 1 days x 10-15 participants)
5.2. Quarterly review of policies and procedures in the light of practical needs identified in the implementation of the activities under the other components
5.2.1. Review existing studies, surveys and policy documents with regards needs of forced returnees policies and practices in beneficiaries. Timeframe: January 2014
5.2.2. Develop and publish online quarterly reports summarising the findings on existing policies and practices on forced returnees, discussed by the mixed working group. Timeframe: from March 2014
5.3. Development of instruments for monitoring, evaluation and impact assessment
5.3.1. Roundtable to identify of the stakeholders, definition of the scope of monitoring and evaluation, assessing relevant baselines. Timeline: June 2014 (one session x 1 days x 25-3- people)
5.3.2. Selection of an expert to develop –in cooperation with the GoK a mechanism to improve data collections for activities related to forced returnees. Timeline: July 2014
5.4. Elaboration and publication of annual policy review reports
5.4.1. Elaboration by the mixed working group of two annual reports based on quarterly reviews and other available data Timeline: June 2015
5.4.2. Publication and dissemination of the annual policy review reports. Timeline: July 2015

3.4 Resources and budget

The total cost of the project is EUR 1,115,000.00. The European Union will contribute 90% of the sum and the Council of Europe will contribute the remaining 10% of the budget.

The budget has been modified, but the changes (see Annex 4.3) are not beyond 15% for each sub-total and therefore they do not require an amendment. The inception report serves as official communication for these modifications.

3.5 Assumptions and risks

Most of the assumptions and risks described in the initial project proposal remained factual during the inception phase and will continue during the implementation of the project.

The project was based on the main assumption that the commitments for the implementation of policies focused on ensuring equal rights by considering the specific needs of disadvantaged groups, including returnees and minorities, are continued and publicly supported.

The political risk (as one of the main threats) involved in this project is not considered to be high at the time of reporting. However, it is advised to also keep track of the main risks, previously identified in the project's Description of Action.

Lack of political stability

During the inception phase of the project the municipal elections took place (3 November 2013, second round on 1 December 2013).

The parliamentary elections are foreseen to happen during fall 2014, however both elections may cause delays in implementation of certain activities. All the political parties involved in local elections (and that are expected to run also for the national ones) have in their programmes the respect of minority rights as a key highlight. Any party runs the local or central governments will have to comply with the implementation of the main European standards/requirements for the respect of national minorities. As such, implementation of the strategies for re-integration of repatriated people (forced returnees) and the strategy for integration of Roma, Ashkali and Egyptian communities, will remain priority during the life of the project. Despite the 'neutral' position of Council of Europe regarding the status of Kosovo*, the organisation enjoys a good reputation among all relevant stakeholders in the field of human rights, education, culture and rule of law. This will give to the project team a good entry point to administration in case a political issue might arise during project implementation.

Lack of financial resources from government for implementation of relevant strategies and action plans

One of the main focuses of the project is to technically support different governmental institutions in their efforts to increase access to education through different trainings and policy work for forced returnees and to Roma, Ashkali and Egyptian communities. There remains a risk of the lack of the

regular financial support from GoK for the implementation of some of the segments of relevant strategies and actions plans related to the project. The institutionalisation of the position of mediators remains an issue as well as the regular financial support of Learning Centres. Even though there has been a substantial increase of the number of learning centres (from 10-15 when the project was developed to 38-45 during the reporting period) most of them are run with donors' funds. Currently there is a high expectation from the donors' side to have the LCs' running cost covered by municipalities. The team will work closely with the relevant institutions and coordinate with all civil society organizations to advocate and make necessary changes to minimize the risks of financial support of above mentioned key elements of the project (LC and mediators).

Lack of coordination and collaboration among main stakeholders

Though different stakeholders are increasingly working together, the potential risk of the lack of regular/institutional coordination and cooperation especially in the field of education of Roma, Ashkali and Egyptians still remains high. This risk may occur not from central to local level but also among different ministries or municipalities, among different offices/departments/sections within the same institution, among government and civil society organisations and among NGOs themselves. During the reporting period the team initiated some coordination meetings with NGOs working in the field of education of Roma, Ashkali and Egyptian communities. In order to have an overall approach the team has included relevant governmental institutions in the Project Steering Committee. In case a governmental institution would show a lack of collaboration action for the implementation of the project, an intervention by members of SC and/or the Council of Europe's Office in Pristina should lead to adequate cooperation.

Lack of human and financial resources to provide Romani language teaching

The Romani language has been piloted in Prizren/Prizren municipality since 2011. Some difficulties have been experienced, first for ensuring the salary of the teacher, second for not having teaching materials, though the curricula was successfully approved by MEST, and above all there was a withdrawal of some members/parents of Roma community, due to the lack of awareness and confusion with the new standardised Romani language framework taught in classes.

Lack of potential teachers is one of the main risks for not being able to meet component 3 results. During the meetings with different stakeholders and visits to the municipalities, agreements will be made how to continue with promoting further the Romani language and culture. Though there have been some trainings before, still in some of the municipalities currently there are no available teachers, namely in Pejë/Peć, Gjakovë/Đakovica, Graçanicë/Gračanica and Ferizaj/Uroševac.

Lack of financial resources and institutionalisation of position of Romani language is another risk for long term sustainability of this action.

Production of teaching materials: though MEST has undertaken steps to develop teaching materials, the last are not developed / produced yet, due to disagreement between two diverging views over the version of the approach to Romani language. One group insist for the Prizreni dialect version, while the other for the academic standardised version. MEST has contracted a third party to develop the materials but since then nothing has been submitted.

3.6 Management and coordination arrangements

The Office and the Team

The project office is located in the CoE office in Pristina.

Council of Europe: The team is composed of three staff members and is operational as from 16 September 2013.

Programme Manager:

Mr. Giovanni Mozzarelli has the responsibility for the overall implementation of the project.

Senior Project Officer:

Mrs. Juliana Olldashi-Berisha has been contracted as Senior Project Officer.

Project Assistant:

Ms. Mergime Hyseni has been contracted as Project Assistant.

Project support staff:

Ms. Katia Dolgova-Dreyer, Programme Coordinator, Unit for Regional and Bilateral Co-operation Education Department, CoE Strasbourg, will offer guidance and close political support in the implementation of the project.

The project team will be supported by Mr. Samir Heco, the Administrative Assistant in Strasbourg.

The team in Pristina will also try to involve 2-3 young Roma, Ashkali or Egyptian short term interns throughout the life of the project. They will be a key link and support to the team to direct activities from the field and to undertake advocacy toward authorities to promote compliance with their commitments under the Strategy for Reintegration of Repatriated Persons and of Education Integration Strategy.

International and local experts will be engaged throughout the project to provide expertise and monitor the implementation of the activities with the MEST, the Ministry of Internal Affairs (MIA), the Ministry of European Integration (MEI) and other relevant Ministries, such as Ministry for Communities and Returns Advisory Office for Good Governance, etc.

The CoE Secretariat Team (Strasbourg) will provide the necessary administrative, contractual, political and financial support to the Project Team based in Pristina. Support will be provided, where necessary,

at a higher political level by the Special Representative of the Secretary General on Roma Issues, and by the Director of Democratic Citizenship and Participation, Directorate General of Democracy (DGII).

The Heads of the relevant CoE Directorates will offer support and guidance where needed.

The coordination

Coordination is one of the key elements of the work of Council of Europe. The development of the project itself was done in close contact with main stakeholders. From the very beginning of the inception phase the project team was very active and met with most of the relevant stakeholders in the field of the project. Up 55 meetings took place in the period of inception phase. One of the key issues discussed during these consultations was the coordination of activities and the systematic communication during project implementation, in order to prevent overlapping, to minimise areas where no support is provided and to ensure an effective use of human and material resources, with special concern to obtaining sustainable results.

Among the main meetings are worth mentioning:

- Meeting with governmental institutions: MEST, MIA, MEI, MCR, AOGG and CCC
- Meeting with Heads for MEDs and MOCRs in municipalities of: Prizren/Prizren, Gjakovë/Đakovica , Ferizaj/Uroševac
- Meeting with the International organisations: EU office in Kosovo* – different task managers relevant to the project subjects, KFOS, OSCE, USAID, GIZ, UNICEF, TDH, IOM, UNDP, UNHCR, Save the Children, ECMI, and representatives of EU twinning project support for Admission and Repatriation, and of EU Regional Inclusive Project.
- Meeting with representatives of local NGOs, including those from Roma, Ashkali and Egyptian communities, such as: Roma, Ashkali Documentation Centre (RADC), Balkan Sunflowers, VoRAE, Durmisho Asllan, Perspektiva, KEC, Caritas Kosovo* and Syri i Vizionit.
- Meeting with representatives of International Governmental Organisations (GO): URA 2 – German GO.
- The team visited also Learning Centres managed by different NGOs in municipalities or villages of: Graçanicë/Gračanica, Plemetin/Plemetina, Obiliq/Obilić, Graçanicë/Gračanica, Lipjan/Lipljan, Magurë/Magura, Dubravë/Dubrava, Ferizaj/Uroševac, Brekoc/Brekovac Kolonia, Gjakovë/Đakovica and Prizren/Prizren.
- The team members attended also different conferences, presentations and coordination meetings in the field of Education and Reintegration of Roma, Ashkali and Egyptian communities.

Council of Europe as agreed with main NGOs working in the field of Education and targeting Roma, Ashkali and Egyptian communities or Repatriated people, to start regular coordination meetings and to advocate together in improvement of services and the taking over from the government the costs e.g Learning Centres or Mediators, which have been carried out from NGOs.

3.7 Financing arrangements

The financial arrangements stand the same as the one agreed in the Agreement between the Council of Europe and the European Union signed on the 13May 2013.

3.8 Monitoring, review and evaluation arrangements

The local team of the Council of Europe will have the main responsibility for the monitoring of the activities. The monitoring process will be done in close cooperation with the MEST, the educational departments in the selected municipalities and with the coordinator of the mediators, the Ministry of Internal Affairs and the EU Office. Monitoring reports will be presented and discussed during the PSC meetings.

The evaluation plan of the project includes a variety of strategies, using a wide range of sources. The indicators in the Logical Matrix will be the main reference for the overall evaluation but specific evaluation processes will be used for each component. Moreover, there are important milestones for the evaluation that will allow, not only to take stock of the achievements at the end of the project, but also to adjust content and methodology during the implementation of the project.

The training sessions are conceived as processes with an embedded evaluation procedure. At each training session, a variety of ways will be provided to participants to express opinions. The evaluation will be based on the outcomes of the activities. A special session of evaluation will be a condition for receiving their certificates validating the competences acquired in the course of the training.

For teachers, this means that at each training sessions teaching activities delivered directly to the children targeted by the project will be monitored and the evaluation will also consider the learning outcomes of teaching done during the project implementation.

Evaluation questionnaires distributed and feedback interviews systematically organised to receive evaluation and feedback from direct beneficiaries, indirect beneficiaries and stakeholders.

Representatives of the European Union shall be invited to participate in any monitoring and evaluation activity initiated by the CoE. Separately, and in accordance with both CoE audit procedures and EU/CoE agreements on audit, the project is the subject to either internal or external audit, or both.

A final conference will be organised at the end and will provide the opportunity for all stakeholders to contribute to the evaluation process and for the GoK authorities to explain how they will follow up and support the work over the medium and longer term.

3.9 Key Quality/Sustainability issues

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

The MEST and the MIA, as key authorities with responsibilities in this field and partners in the project are expected to take a leading role in ensuring institutional and policy sustainability of the project's results. This expectation made explicit during the consultations for the preparation of the project was confirmed during the reporting period. MoUs will be signed with each counterpart including the highlighting responsibilities while phasing out activities when project is over. MEST and MIA (with MEI) will be closely involved in all phases of project implementation.

The support expected to provide sustainability is also motivated by the fact that the project brings direct responses to several of the commitments formulated in strategic documents (mainly the MEST Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Kosovo*, Kosovo* Education Strategic Plan (KESP) 2011-2016 and the Action Plan for Implementation of Roadmap of Government of Kosovo* on Visa Liberalisation Regime with European Union).

Already the first coordination meetings took place with focus on institutionalization of learning centres and of mediators' positions. Regular working groups will take place with all NGOs in the above-mentioned areas in order to advocate that by 2015 the local and central institutions start taking over the running costs of both learning centres and mediators.

CoE will take all the steps for accreditation and recognition by MEST of all the training materials that will be elaborated and delivered for teachers. The Council of Europe has already experience with the accreditation of the training programme that was elaborated under the IBP project.

3.10 Visibility actions

The project will be implemented under *EC visibility guidelines*. The project team will work under the below visibility strategy:

CoE Website

The Council of Europe office in Pristina is working in preparation of a local website which will serve to promote all the ongoing projects. The project will have its one space to place news, upcoming events, and outputs/deliverables. The website will be updated regularly on all Project activities and deliverables as well as news.

The EU's visibility

The project will ensure the visibility of the EU's contribution based on *EU visibility guidelines* at all stages of its activities. The project team will take all appropriate measures to highlight the joint agreement with European Union. All reporting and information used and disseminated will acknowledge that actions have been carried out by displaying in an appropriate way the European Union logo.

* see footnote 1, page 1

Publications

The Project will ensure that prior to all publications and reports to inform the European Union Office in Pristina for further agreement and approval prior to distribution. During the project, booklets, leaflets, brochures will be used and copies of such will be available for reporting.

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

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

The project will proactively seek to ensure gender balance and involve minorities in all activities.

The selection of municipalities for implementation of activities will also take into consideration the criteria of inclusion of minorities and gender equality.

Throughout the project implementation translation and interpretation will be provided in the official languages (Serbian & Albanian), along with English. Translation and interpretation in Romani and other local languages (Turkish and Bosnian) will be done whenever required, e.g. production of information leaflets for forced returnees.

4. Work plan for the next period

4.1. Result to be delivered in the first year of the project

Component 1. On access and attendance

Result	Quantity	Quality	Time
The project will foster the enrolment in schools and regular attendance of school-age returnee children and of disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians.	1 day round table, 15-20 participants	Identification of responsibility, mapping information flow among departments and assessment of possible gaps.	February 2014
	2 workshops x 1 days x 15-20 participants	An effective system of monitoring school enrolment of returnee children will be facilitated at MEST level, based on cooperation with MIA, local authorities and other public institutions.	May 2014
	one workshop x 1 days x 15-20 participants	Assessment of training needs for mediators and learning centre staff to facilitate school enrolment, integration and retention of the students and ensure regular communication between school and families.	April 2014
	1 day training for 20 persons	Training for learning centres, schools, Municipal department for Education on procedures to requests MIA funds to conduct additional language classes and on how activities in the learning centres will complement and support the language classes delivered in schools.	May 2014
	One Desk review	Analysis of the current scholarship programme in line with European best practices	May 2014

Component 2. Capacity-building of the education system

Result	Quantity	Quality	Time
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Increased capacity of the education system to ensure higher chances for school achievement of returnee children and RAE children.	Development of certified pedagogical materials	Pedagogical resources for teachers and director to address the specific needs of returned and RAE children and to support them for obtaining good educational results;	July 2014
	1 one need identification session x 1 day x 5-7 participants Development of the training programme and training materials for teachers	Returnee children attend additional courses in the local language taught in schools in Kosovo*	February 2014 May 2014
	2 sessions x 1 day each x 12-15 participants	Open discussion/round table with MEST and Faculty of Education, including relevant officials on inclusive education on how to increase/enhance the inclusion in their projects (among others) of the elements of culture and history of Roma, Ashkali and Egyptian existing materials	March 2014

Component 3: Romani Language Teaching

Result	Quantity	Quality	Time
Improved status of Romani language as a subject in Kosovo* schools.	Situation analysis (1 session x 1 day x 5-7 participants)	Participative Assessment of the status of education of Romani language in Kosovo*	February 2014
	Needs assessment report	Identification of training gaps for Romani Language teachers and their training needs in 3-4 municipalities.	May 2014

Component 4: Integration in school and local community

Result	Quantity	Quality	Time
Integration of returnee children among peers in school and in local	Round table with NGOs	Facilitate regular meetings of NGOs running LC to map their status of activities, exchange best practices, common issues and potential learning	January 2014

community		needs.	
	Five public performance	Organisation of 5 public performances of Yue Madeleine Yue in 5 municipalities of Kosovo* followed by sessions with children at school or learning centres with support of mediators	May 2014

Component 5: Policy review and improvement

Result	Quantity	Quality	Time
Policy review and improvement	Organize a mixed working group (1 session x 1 days x 10-15 participants)	Enhance discuss and conceptualise the approach regarding policy support in the field of forced returnees.	April 2014
	Roundtable (one session x 2 days x 25-3- people)	Identification of the stakeholders, definition of the scope of monitoring and evaluation, assessing relevant baselines	June 2014

4.2 Activity Schedule

	2013			2014			2015		
	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Contracted									
Preliminaries									
Inception period /report. Including revision of work plan and assessment		x	x						
Hiring of the Project staff	x	x							
Staff orientation		x							
General activities									
Project steering committee meetings			x		x		x		x
Project kick-off conference				x					
Final evaluation conference									x
Selection of target schools and municipalities			x						
Promotional activities			x	x	x	x	x	x	x
Cooperation with NGOs		x	x	x	x	x	x	x	x
Final evaluation and reporting								x	x
Component 1: Access and attendance									
1.1. Establish effective enrolment monitoring system				x	x	x	x	x	x
1.2. Training for RAE education mediators and for staff of the learning centres				x		x		x	
1.3. Support the work of the RAE education mediators and of the learning centres				x	x	x	x	x	x
1.4. Out-of-school programmes for returnee and RAE children				x	x	x	x	x	x
1.5. Additional language classes in the learning centres				x	x	x	x	x	x

1.6. School scholarships support programme						X	X	X	X
1.7. Outreach to parents and local communities				X	X	X	X	X	X
Component 2: Capacity building of the education system									
2.1. Development of training materials and pedagogical resources					X		X	X	
2.2. Training of teachers, school directors and staff of municipal education departments				X		X		X	
2.3. Training of Trainers (ToT) Programme				X		X		X	
2.4. ToT and Training for teachers delivering additional schooling languages courses					X	X	X		
2.5. Awareness raising of the history and culture of RAE communities					X	X	X	X	
2.6. Development of guidelines for teachers				X	X				
2.7. Study visit of teachers to a former host country of returnee children						X			
2.8. Development of (online) international partnerships					X	X	X		X
Component 3: Romani language									
3.1. Development of pedagogical materials for teaching Romani language				X	X				
3.2. Training for Romani language teachers						X	X		X
3.3. Awareness-raising to encourage registration of children to Romani language classes					X	X		X	X
3.4. Awareness-raising to encourage registration of children to Romani language classes						X	X	X	X
Component 4: Integration in local community									
4.1. Training for community-based non-formal education activities				X		X		X	
4.2. Local activities promoting social interaction and positive mutual relations				X	X	X	X	X	X
4.3. Social and educational activities supporting links with the country from which they returned.				X	X	X	X	X	X
Component 5:									
5.1. Setting-up a mixed working group				X	X				
5.2. Quarterly policy review based on on-going monitoring				X	X	X	X	X	X
5.3. Development of instruments				X	X				
5.4. Annual policy review reports					X				X

4.3 Resource schedule and budget

The arrangements described in the proposal regarding resources and the budget have been modified, but the changed proposed are below the 15% per each subtotal.

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 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 CoE and EU rules and regulations. The accounting system and the administration of the project resources will follow the contract.

The Administration of the project will produce the required financial reports that will be audited following the contract obligations and the norms in existence between the Council of Europe and the European Union.

4.4 Updated risk management plan

The CoE believes that the foreseen/existing risks need to be regularly updated and reviewed in line with political developments in Kosovo*.

	Assumed potential risk	Contingency plan
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
2.	Difficulty to locate returnee children, particularly those belonging to minorities, as many do not register in schools or move to another city and drop out from school	Work with mediators from minority communities will allow getting up-to-date information from the community level, while the work with the MEST and MIA will also focus on setting-up, in cooperation with other relevant stakeholders (public institutions, international organisations and NGOs), an effective system for locating returnees and monitoring their school registration
3.	Some minority returnee children, particularly Roma, choose to attend Serbian schools, out of the control of the MEST	Some of the learning centres and mediators are active in such Serbian communities and they are expected to take over increased responsibilities for providing support to children concerned, to compensate the potential lack of involvement from the part of the school
4.	The project operational plan is based on the commitment of various stakeholders. Potential lack of participation, decreased, discontinued or lack of interest from the part of key stakeholders, such as school directors or staff of the municipal directorates of education would present a great risk to successful implementation and long term impact.	References will be made in the invitations to existing commitments and policy priorities and invitations will be sent with the support of the MEST and respective MED. Awareness raising of Kosovo* authority obligations at local and central level which are linked to EU pre-accession and VISA liberalisation requirements;
5.	Lack of participation in activities and loss of motivation due to the long term nature of the work being conducted.	Encouragement of involved parties through external means, including a small grant for local activities and equipment given to each school from the project budget, conditioned by regular attendance of trainings and implementation of local activities. Clear communication about the legal and policy obligations; how they link to VISA liberalisation and EU pre-accession obligations; The online international partnerships and the study visit will also represent incentives towards continuous involvement (it has been proven by current European practice of online international school partnerships that they contribute to increase and maintain motivation of teachers and pupils; e.g.

		the e-Twinning Programme of the European Commission or Connecting Classrooms Programme of the British Council.
6.	If the sustainability of the network of the learning centres and position of mediators is under threat, this would present a significant risk to a key part of the activities	The CoE has a good cooperation with the organisations which have set-up these centres. These organisations have been encouraged to establish partnerships with the MEST and local municipalities for the recognition of the mediators and their potential take-over within the education system. Some of the centres have been established with EU support and have alternative sustainability strategies, based on involvement of the municipalities.
7.	Lack of interest and involvement of ethnic minorities in the project activities.	Key local minority NGOs will be involved from the start (e.g. coordination meetings and kick-off conference) and consulted throughout project implementation. Mediators will be trained and supported to work also at local level with minority leaders and community members to ensure their participation and cooperation
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
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.
10.	Romani language teaching	There is no institutionalisation of salaries for Romani language teachers; No teaching materials or school books produced yet and above all no potential teachers to carry on with the teaching. This can bring component 3 results under threat.

4.5 Special activities to support sustainability

The Project team will work closely with all relevant institutions in central and local level to make sure that sustainability of project activities will prevail. Among special activities to support sustainability will be:

- Conclude MoUs with Central and local institutions for carrying out certain activities. Highlighting the responsibility for taking over of some of the activities by governmental institutions when project is over, e.g. cost of learning centres and salaries of mediators.
- Coordinate with UNICEF, EU Twinning project and other relevant NGOs, for providing coordinated approach to improved database system of registering forced returnee children
- Liaise with KFOS, Balkan Sunflowers, UNICEF, TDH, VoRAE and other NGOs for advocating for institutionalising of learning centres and mediators position.
- Coordinate with MEST and local NGOs for further promoting of Romani language and identification of potential Romani language teachers.

- Coordinate with all NGOs in the field for supporting central and local institutions to improve coordination among themselves and with civil society organisations.
- Provide training of trainers (ToT) in the area of education on forced returnees and certifying them in order to leave behind human recourses to carry out the work after the project is over.
- Provide international and local expertise to support the governmental institutions and NGOs with updated information and knowledge in the field of education and minorities.

ANNEXES

A.1 Statistics

A1.1 Population in Kosovo*.

Municipality	N. of habitants	N. of Roma	N. of Ashkali	N. of Egyptians	% of RAE Communities	N. other minorities	% Total Minorities
Dečan/Dečane	40,019	33	393	42	1.17	149	1.54
Dragash/Dragaš	33,997	3	4	3	0.03	13,700	40.33
Glogoc/Glogovac	58,531	0	0	2	0.00	84	0.15
Ferizaj/Uroševac	108,610	204	3629	24	3.55	601	4.10
Fushë Kosovë/Kosovo Polje	34,827	435	3230	282	11.33	605	13.07
Gjakovë/Đakovica	94,556	734	613	5117	6.84	420	7.28
Gjilan/Gnjilane	90,178	361	15	1	0.42	1,987	2.62
Gračanicë/Gračanica	10,675	745	104	3	7.98	7,349	76.82
Han i Elezit/Đeneral Janković	9,403	0	0	0	0.00	46	0.49
Istog/Istok	39,289	39	111	1544	4.31	1,441	7.98
Junik/Junik	6,084	0	0	0	0.00	15	0.25
Kaçanik/Kaçanik	33,409	5	1	0	0.02	41	0.14
Kamenicë/Kamenica	36,085	240	0	0	0.67	1,659	5.26
Klinë/Klina	38,496	78	85	934	2.85	183	3.33
Kllokot/Klokot	2,556	9	0	0	0.35	1,185	46.71
Leposaviq/Leposavić	13,773	80	70	0	1.09	13,323	97.82
Lipjan Lipljan	57,602	342	1812	4	3.75	977	5.44
Malishevë/Mališevo	54,613	26	5	0	0.06	81	0.21
Mamushë/Mamuša	5,507	39	12	0	0.93	5,129	94.06
Mitrovicë/Mitrovica	84,235	528	647	6	1.40	13,557	17.50
Novobërdë/Novo Brdo	6,729	63	3	0	0.98	3,139	47.63
Obiliq/Obilić	21,549	661	578	27	5.87	429	7.87
Partesh/Parteš	1,787	0	0	0	0.00	1,785	99.89
Pejë/Peć	96,450	993	143	2700	3.98	4,639	8.79
Podujevë/Podujevo	88,499	74	680	2	0.85	220	1.10
Prishtinë/Priština	198,897	56	557	8	0.31	3,824	2.23
Prizren/Prizren	177,781	2899	1350	168	2.48	27,646	18.04
Rahovec/Orahovac	56,208	84	404	299	1.40	255	1.85
Ranillug/Ranilug	3,866	0	0	0	0.00	3,702	95.76
Shtërpcë/Štrpce	6,949	24	1	0	0.36	3,167	45.93
Shtime/Štimlje	27,324	23	750	0	2.83	104	3.21
Skenderaj/Srbica	50,858	0	10	1	0.02	162	0.34
Suharekë/Suva Reka	59,722	41	493	5	0.90	107	1.08
Viti/Vitina	46,987	12	0	0	0.03	306	0.68
Vushtrri/Vučitrn	69,970	68	143	1	0.30	918	1.61
Zubinpotok/Zubin-Potok	6,616	0	0	0	0.00	5,616	84.89
Zvečan/Zvečan	7,481	100	0	0	1.34	7,031	95.32
TOTAL	1,780,118	8,999	15,843	11,173	2.02	125,582	9.08

Source: Kosovo* Census 2011

A1.2 Roma, Ashkali and Egyptian enrolment rate in 2012/2013

Municipality	N. children in pre-primary and elementary	N. of RAE enrolled (3)	% RAE enrolled
Deçan/Deçane	5,341	69	1.29
Dragash/Dragaš	5,561	0	0.00
Glogoc/Glogovac	10,886	0	0.00
Ferizaj/Uroševac	21,377	861	4.03
Fushë Kosovë/Kosovo Polje	5,856	584	9.97
Gjakovë/Đakovica	16,171	1,684	10.41
Gjilan/Gnjilane	16,532	0	0.00
Graçanicë/Gračanica	N/A	N/A	N/A
Han i Elezit/Đeneral Janković	1,582	0	0.00
Istog/Istok	6,935	378	5.45
Junik/Junik	998	27	2.71
Kaçanik/Kaçanik	5,821	0	0.00
Kamenicë/Kamenica	4,482	13	0.29
Klinë/Klina	7,629	284	3.72
Kllokot/Klokot	N/A	N/A	N/A
Leposaviq/Leposavić	24	0	0.00
Lipjan/Lipljan	11,385	452	3.97
Malishevë/Mališevo	12,973	24	0.18
Mamushë/Mamuša	893	0	0.00
Mitrovicë/Mitrovica	13,309	75	0.56
Novobërdë/Novo Brdo	581	0	0.00
Obiliq/Obilić	3,839	105	2.74
Partesh/Parteš	N/A	N/A	N/A
Pejë/Peć	16,298	605	3.71
Podujevë/Podujevo	17,447	121	0.69
Prishtinë/Priština	34,214	67	0.20
Prizren/Prizren	28,262	942	3.33
Rahovec/Orahovac	10,592	154	1.45
Ranillug/Ranilug	N/A	N/A	N/A
Shtërpcë/Štrpce	668	0	0.00
Shtime/Štimlje	5,602	152	2.71
Skenderaj/Srbica	9,999	0	0.00
Suharekë/Suva Reka	11,454	124	1.08
Viti/Vitina	9,045	0	0.00
Vushtrri/Vučitrn	12,698	14	0.11
Zubinpotok/Zubin-Potok	137	0	0.00
Zveçan/Zvečan	50	0	0.00
Total	308,641	6,735	2.18

Source: "Education Statistics in Kosovo*" 2012/2013, MEST.

A1.3 Rates of drop-outs 2012/2013

Municipality	N. drop out from RAE communities	N. Drop out total	% of RAE drop out
Deçan/Deçane	6	6	100.0
Dragash/Dragaš	0	24	0.0
Glogoc/Glogovac	0	70	0.0
Ferizaj/Uroševac	0	1	0.0
Fushë Kosovë/Kosovo Polje	20	22	90.9
Gjakovë/Đakovica	192	217	88.5
Gjilan/Gnjilane	0	8	0.0
Graçanicë/Gračanica	N/A	N/A	N/A
Han i Elezit/Đeneral Janković	0	7	0.0
Istog/Istok	0	34	0.0
Junik/Junik	N/A	N/A	N/A
Kaçanik/Kaçanik	0	7	0.0
Kamenicë/Kamenica	0	19	0.0
Klinë/Klina	3	38	7.9
Kllokot/Klokot	N/A	N/A	N/A
Leposaviq/Leposavić	0	0	0.0
Lipjan Lipjan	0	0	0.0
Malishevë/Mališevo	0	10	0.0
Mamushë/Mamuša	0	0	0.0
Mitrovicë/Mitrovica	1	117	0.9
Novobërdë/Novo Brdo	N/A	N/A	N/A
Obiliq/Obilić	5	7	71.4
Partesh/Parteš	N/A	N/A	N/A
Pejë/Peć	11	88	12.5
Podujevë/Podujevo	11	29	37.9
Prishtinë/Priština	0	200	0.0
Prizren/Prizren	0	218	0.0
Rahovec/Orahovac	0	7	0.0
Ranillug/Ranilug	N/A	N/A	N/A
Shtërpcë/Štrpce	0	1	0.0
Shtime/Štimlje	0	0	0.0
Skenderaj/Srbica	0	56	0.0
Suharekë/Suva Reka	0	1	0.0
Viti/Vitina	0	4	0.0
Vushtrri/Vučitrn	2	5	40.0
Zubinpotok/Zubin-Potok	0	0	0.0
Zveçan/Zvečan	0	0	0.0
TOTAL	251	1196	21.0

Source: "Education Statistics in Kosovo*" 2012/2013, MEST.

A1.4 Number of Returnees (period January - end September 2013)

Municipality	Forced returns		Voluntary Induced returns		Voluntary returns (FYROM, MNE, SRB)		Returnees of Roma, Ashkali and Egyptian ethnicity		**
	N. Of Children (1-18)	Total returnees	N. Of Children (1-18)	Total returnees	N. Of Children (1-18)	Total returnees	N. Of Children (1-18)	Total returnees	N. Returnee Children registered in school 2010-2013**
Deçan/Deçane		1	2	5					5
Dragash/Dragaš	14	48	3	10		2			2
Glogoc/Glogovac									6
Ferizaj/Uroševac	25	45			3	14	3	14	15
Fushë Kosovë/Kosovo Polje	29	45	2	6					8
Gjakovë/Dakovica	10	38	5	10	24	38	24	38	31
Gjilan/Gnjilane	22	82	10	22		2			33
Graçanicë/Gračanica	4	13	4	7					N/A
Han i Elezit/Đeneral Janković		1							4
Istog/Istok		2				5			2
Junik/Junik									1
Kaçanik/Kaçanik					1	3			1
Kamenicë/Kamenica	28	71	5	10	5	10			2
Klinë/Klina		4		1	8	20		2	7
Kllokot/Klokot					6	12	1	2	N/A
Leposaviq/Leposavić	1	4			3	5			0
Lipjan/Lipljan	4	16	1	9	4	9	4	9	11
Malishevë/Mališevo									8
Mamushë/Mamuša		5							3
Mitrovicë/Mitrovica	20	53	9	20	30	92	2	3	19
Novobërdë/Novo Brdo					12	26			0
Obiliq/Obilić	9	20							0
Partesh/Parteš					2	7			N/A
Pejë/Peć	13	40	2	8		5			19
Podujevë/Podujevo		2							7
Prishtinë/Priština	52	110	8	14					200
Prizren/Prizren	6	34	5	14	12	33			43
Rahovec/Orahovac		6				1			5
Ranillug/Ranilug						3			N/A
Shtërpcë/Štrpce					6	26			0
Shtime/Štimlje	2	8							0
Skenderaj/Srbica									9
Suharekë/Suva Reka		1							29
Viti/Vitina									3
Vushtrri/Vučitrn		6							19
Zubinpotok/Zubin-Potok	1	3							0
Zvečan/Zvečan									0
TOTAL	240	658	56	136	116	313	34	68	492

Source: UNHCR, 2013.

**Source: MEST, 2013.

A1.5 Mediators and Learning Centres in Kosovo* (2013)

Municipality	Learning Centres	Name of organisation running the LC	Mediators
Dečan/Dečane			
Dragash/Dragaš			
Glogoc/Glogovac			
Ferizaj/Uroševac	3	One learning centre managed by Voice of RAE funded HEKS; One managed by TDH in Vezir Hashari primary school; One managed by Caritas Kosovo*, previously funded by SIMRAE, now funded by Municipality till end of this year)	1 - one (financed by BS) The same mediator funded by BS seems to work with Kosovo* Caritas and is paid by them with the funds of Municipality of Ferizaj/ Uroševac (maybe double paid - tbc by BS)
Fushë Kosovë/Kosovo Polje	1	Balkan Sunflowers	2- mediators (One covers three Albanian schools, one in Serbian school)
Gjakovë/Đakovica	4	TWO Managed by TDH - Yll Morina and Mustafa Bakija primary schools; Two managed by Bethany Cristian Service - one in Brekoc and one in Ali Ibra/Kolonia (previously funded by SIMRAE, now funded by PROSPECT) (The Centre in Brekoc/Brekovac may be run by PROSPERITETI Egyptian NGO)	2 mediators (three cover the schools in the city one in village Brekoc/Brekovac)
Gjilan/Gnjilane	1	Managed by VoRAE by Heks	
Graçanicë/Gračanica	2	One managed by BS and one by Voice of RAE -in Preoc/Preoce	1 mediator funded by BS
Hani Elezit/Đeneral Janković			
Istog/Istok	2	Gjurakoc/Đurakovac and Serbobran/Srbobran - Funded by KFOS PROSPECT	
Junik/Junik			
Kaçanik/Kaçanik			
Kamenicë/Kamenica	1	VoRAE funded by Heks	
Klinë/Klina			
Klllokot/Klokot			
Leposaviq/Leposavić			
Lipjan Lipljan	5	(Janjeve/Janjevo; Magurë/Magura, Lipjan/Lipljan Gadime/Gadimlje, Medvec/Medvece - Voice of RAE - HEKS	1 mediator funded by BS
Malishevë/Mališevo			
Mamushë/Mamuša			
Mitrovicë/Mitrovica	4	One LC managed by RAD Centre funded by DRC at Agricultural school and one managed by NGO GAGA funded by SC (3-6 years olds) in 2 korriku area; 2 learning centres funded by TDH in Bedri Gjinaj and Skenderbeu primary schools	
Novobërdë/Novo Brdo			
Obiliq/Obilić	3	two funded by BS and one Voice of RAE - HEKS	2 mediators funded by BS
Partesh/Parteš			
Pejë/Peć	3	Managed by TDH (one in Qyshk/Čuška (Skender Ceku primary school), one in Treboviq/Trebović (Skenderbeu) and one in Dardani/Dardania (Pjeter Budi)	1 mediator funded by BS
Podujevë/Podujevo	2	Managed by VoRAE - Heks	1 mediator funded by BS
Prishtinë/Prishtina			
Prizren/Prizren	3	One - Jeta e Re - Iniciativa 6 KFOS (prevoius SIMRAE Project) Two funded by KFOS PROSPECT - one in Landovicë/Landovica and one in Piranë/Pirane	
Rahovec/Orahovac	1	Funded by KFOS PROSPECT	

Ranillug/Ranilug			
Shtërpçë/Štrpce			
Shtime/Štimlje	2	One LC Balkan Sunflower and one in Gjurakoc/Đurakovac managed by VoRAE and funded by Heks	1 - mediator funded by BS
Skenderaj/Srbica			
Suharekë/Suva Reka			
Viti/Vitina			
Vushtrri/Vučitrn	1	Managed by Voice of RAE - HEKS Prelluzhë/Priluzje	
Zubinpotok/Zubin-Potok			
Zvečan/Zvečan			
	Total: 38		Total: 12

Source: Project survey, 2013.

A.2 Updated Logframe Matrix

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

<p>2. Increased capacity of the education system to ensure higher chances for school achievement to returnee children, based on adapted language support and on the recognition and valorisation of the competencies of returnees and of the benefits of their presence for the overall Kosovo* society.</p> <p>3. Improved status of Romani language as a subject in Kosovo* schools</p> <p>4. Integration of returnee children among peers in school and in local community</p>	<p>returnee children.</p> <p>Returnee children provided with support for school registration, for coping with the new reality and for responding to school requirements.</p> <p>Prompt early interventions in cases of drop-out.</p> <p>Teachers from schools attended by returnee or RAE children trained.</p> <p>Educational materials provided to schools.</p> <p>Returnee children attend additional courses in the language of schooling.</p> <p>Adapted educational activities in schools.</p> <p>Online partnerships with schools from former host countries of returnees.</p> <p>Teachers trained to teach Romani.</p> <p>Materials for teaching Romani language available in schools attended by Roma children.</p> <p>Children registered to Romani courses.</p> <p>Staff of learning centres, teachers and other relevant local staff trained for organising non-formal education activities.</p> <p>Activities aimed at facilitating integration organised in school and local community.</p> <p>Policy review reports published annually</p> <p>Instruments for monitoring, evaluation and impact assessment produced</p> <p>Proposals for amendments formulated and submitted</p>	<p>education offices</p> <p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Monitoring reports</p> <p>Training reports</p> <p>Distribution lists</p> <p>Local activity reports</p> <p>Training reports</p> <p>Distribution lists</p> <p>Statistics of the education system</p> <p>Local activity reports</p> <p>Link to online publication</p>	<p>providing effective support to returnees in terms of policies to facilitate access to public services, housing, employment, recognition of education records, etc.</p>
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* see footnote 1, page 1

<p>5. Policy review and implementation</p>		<p>List of instruments produced</p> <p>Official registration of the proposals submitted</p>	
Activities	Means	Costs	Assumptions
<p>Component 1: Access and attendance</p> <p>1.1. Establish effective enrolment monitoring system</p> <p>1.2. Training for RAE education mediators and for staff of the learning centres</p> <p>1.3. Support the work of the RAE education mediators and of the learning centres</p> <p>1.4. Out-of-school programmes for returnee and RAE children</p> <p>1.5. Additional language classes in the learning centres</p> <p>1.6. School scholarships support programme</p> <p>1.7. Outreach to parents and local communities</p> <p>Component 2: Capacity-building of the education system</p> <p>2.1. Development of training materials and pedagogical resources</p> <p>2.2. Training of teachers, school directors and staff of municipal education departments</p> <p>2.3. Training of Trainers (ToT) Programme (done in parallel with activities 2.1 and 2.2)</p> <p>2.4. ToT and Training for teachers delivering additional schooling languages courses (done in parallel with activities 2.1, 2.2 and 2.3 and all activities of Component 3)</p> <p>2.5. Awareness raising of the history and culture of RAE communities</p> <p>2.6. Development of guidelines for teachers</p> <p>2.7. Sturdy visit of teachers from Kosovo* to one of the former host countries</p> <p>2.8. Development of (online) international partnerships</p> <p>Component 3: Romani language teaching</p> <p>3.1. Development of pedagogical materials for teaching</p>	<p>Local and international staff and expertise</p> <p>Services for the organisation of events, publication and distribution of materials, theatre performances, etc.</p> <p>Small grants allocated to schools and support for learning centres</p>	<p>Details in attached budget</p>	<p>-active engagement of municipalities and schools</p> <p>-teacher training institutions understand and effectively engage in the process;</p> <p>-schools recognize and use the resources delivered by the project</p>

<p>Romani language</p> <p>3.2. Training for Romani language teachers</p> <p>3.3. Awareness-raising of the Pristina University Faculty of Education and Faculty of Philology about Romani Language teaching</p> <p>3.4. Awareness-raising to encourage registration of children to Romani language classes</p> <p>Component 4: Integration in school and local community</p> <p>4.1. Training for community-based non-formal education activities</p> <p>4.2. Local activities promoting social interaction and positive mutual relations</p> <p>4.3. Social and educational activities supporting links with the country from which they returned.</p> <p>Component 5: Policy review and improvement</p> <p>5.1. Setting-up of a mixed working group involving local policy-makers and CoE and local experts</p> <p>5.2. Quarterly review of policies and procedures in the light of practical needs identified in the implementation of the activities under the other components</p> <p>5.3. Development of instruments for monitoring, evaluation and impact assessment</p> <p>5.4. Elaboration and publication of annual policy review reports</p>			
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A.3 Updated Budget

See attachment

A.4 Updated Action Plan

See attachment