

EU Second Roma Integration Award for the Western Balkans and Turkey



Albania, Bosnia and Herzegovina,
the former Yugoslav Republic of Macedonia,
Kosovo*, Montenegro, Serbia and Turkey

APPLICATION FORM

(ANNEX 1 OF THE CONTEST RULES)

Did you know?

It is estimated that about 1 million Roma¹ live in the Western Balkans, 2.8 million in Turkey and 6.2 million in the EU. Roma are Europe's largest ethnic minority. They face continued exclusion, segregation and discrimination.

The EU's policy on Roma inclusion, integration and empowerment is placed within an EU Framework for National Roma Integration Strategies up to 2020 adopted by the European Commission in 2011. Within that framework, all 28 EU Member States and all 7 candidate countries and potential candidates for EU membership adopted their National Roma Integration Strategies which they now put in practice.

In June 2016, the Commission adopted its annual report on Roma integration that stresses the following as regards the candidate countries and potential candidates:

- Roma integration continues to be a priority in the enlargement process.
- Enough funding must be ensured to carry out integration measures.
- Attention should focus on implementation by local authorities.
- Roma community should be involved in planning, implementation and monitoring.
- Focus on results on the ground to reduce the gap between Roma and non-Roma.

Find out more: http://ec.europa.eu/justice/discrimination/roma/index_en.htm

Watch a film about Roma: <http://romahomeland.org/>

Watch a short video "A Better Future for Roma" in candidate countries and potential candidates: <https://vimeo.com/143848472>

¹ As it is most commonly used in EU policy documents and discussions, the term "Roma" refers to a variety of different groups of people who describe themselves as Roma, Sinti, Kale, Gypsies, Romanichels, Boyash, Ashkali, Egyptians, Yenish, Dom, Lom, Manouches and other, and also includes Travellers, without denying the specificities and varieties of lifestyles and situations of these groups.

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

Before filling out this Application Form, please read carefully the Contest Rules. You also have to fill out, date and sign the Declaration of Honour.

Please fill out this Application Form and send it, together with the Declaration of Honour (Annex 2 of the Contest Rules), by e-mail to

NEAR-ROMA-INTEGRATION-AWARD@ec.europa.eu

by 31 October 2016 23:59:59 of Brussels time (the time of registration in the European Commission's IT system is decisive).

("NEAR" is the abbreviation for the European Commission department responsible for the Second Roma Integration Award: the Directorate-General for Neighbourhood and Enlargement Negotiations.)

Please make sure that where the Contest Rules require quantified data, e.g. a specific duration or number of staff or beneficiaries, this Application Form contains this data.

Where this Application Form requires a limit on the number of words, any words in excess of that limit will be disregarded in the evaluation. Adjust the size of the table cells where necessary to fit the text.

1. THE PARTICIPANT

Full official name of the participant	Balkan Sunflowers Kosova (BSFK)
Official legal form of the participant. This legal form must be suitable for an NGO.	Balkan Sunflowers Kosova (BSFK)
Participant's history, aim and main activities (no more than 300 words). Demonstrate in particular the eligibility criteria under Section 3 points 2. and 3. of the Contest Rules	<p>BSFK's mission is to build activist lives for social change. We inspire and engage in community action for human rights and dignity, working in education, health, culture, citizenship, employment, and respect for diversity. BSFK has worked continuously in Kosovo Roma, Ashkali and Egyptian communities since June 2000.</p> <p>BSFK main current project activities are:</p> <p>Learning Centers Network (LCN) supports children's success in school, their family and their community through a well-integrated education and development program in a caring, safe environment. Our 5 Learning Centers (LC) reach approximately 400 children daily in 4 municipalities.</p> <p>Main activities implemented in 5 LC are:</p> <ul style="list-style-type: none"> - Preschool - Language support

Annex 1: Application Form

	<ul style="list-style-type: none"> - Homework help - Tutoring & mentoring - Parenting - Summer camps - Women's Literacy <p>School Mediation Program aims at increasing access to education for children from disadvantaged communities, in particular Kosovo Roma, Ashkali and Egyptian, by encouraging enrolment and preventing children dropping out of school.</p> <p>Since 2010, program supported 12 school mediators in ten Kosovo municipalities . Balkan Sunflowers school mediators work in the 32 schools that comprise the majority of children from Roma, Ashkali and Egyptian communities in the targeted municipalities.</p> <p>Media Program produced more than 100 short reportages for Roma program in National TV station (RTK). BSFK produced more than 15 documentaries, the majority of which are related to the issues of the Roma, Ashkali and Egyptian communities.</p> <p>Health Program explores health issues and advocate improvement of the health among Roma, Ashkali and Egyptian communities through:</p> <ul style="list-style-type: none"> • Research; • Awareness campaigns and outreach activities; • Advocacy for improving the access of marginalized groups to health services; • LIVES, a documentary film on life expectancy and health; • "Health and Hygiene" education as means to improve life conditions. <p>Advocacy Programs in central and local level in policy-making, policy implementation and increasing transparency and accountability of the institutions.</p>
Staff count: approximate number of people, voluntary or paid, full-time or part-time, directly carrying out <u>all</u> the activities of the participant, i.e. not just the project	75
Full official address, notably street/post box, postal code, city, country	Fehmi Agani 18, Prishtina, Kosovo, 10 000
E-mail address	office@balkansunflowers.org
Website	www.balkansunflowers.org www.the-strategy.org

Statutory registration number, VAT registration number (whichever available)	Fiscal number: 600055297 Registration number: 5111260-1
CONTACT PERSON:	
Name (Ms, Mr)	Muhamet Arifi
Telephone number	+377 (0) 44 418 562 or +386 (0) 49 248 642
E-mail address	muhamet.arifi@balkansunflowers.org

2. THE PROJECT

Title of the project	Health for All: Confronting a health and human rights crisis
Period covered by the project (Section 4 point 3. of the Contest Rules)	Ongoing since <u>1st January 2014</u>
Geographical location of the project (Section 4 point 2. of the Contest Rules)	Kosovo wide, primarily in the locations with concentration of higher numbers of Roma, Ashkali and Egyptian communities.
Source of financing of the project	<ul style="list-style-type: none"> - Solidar Suisse - Kosovo Foundation for Open Society - EU / Council of Europe - Treasure club 0.7%
<p>Objectives, design, planning and activities of the project (Section 4 point 1., Section 5, criterion 1 of the Contest Rules):</p> <p>Please explain in no more than 500 words how the objectives, design, planning and activities (completed by the date of submission of this application) of the project can directly positively affect the Roma children and youth (below 18 years) and/or young adults (18-30 years) in terms of inclusion, integration and/or empowerment, with expected long-term effects on their lives. If the beneficiaries of the project belong to various age groups, please explain and confirm that Roma children and youth and/or young adults are a majority of the beneficiaries.</p>	
<p>BSFK analysed Kosovo Census 2011 information and interpreted that Roma, Ashkali and Egyptian life expectancy in Kosovo is much shorter than the average of the population. Life expectancy is not reported by ethnicity, but the 2011 Kosovo Census does provide the distribution of population by age level and ethnicity. 6.5% of Albanians are 65 or older, while only 3.9% of Roma, Ashkali and Egyptians are. In 2014 the BSFK implemented household survey in 397 households showed the mean age of death was 58.3, compared to 70.5² for the general population. Parallel with the household survey, BSFK finalized the documentary film "Lives". <i>Lives</i> was finalized in April 2014. <i>Lives</i> has won several festival prizes. <i>Lives</i> shows some of the main reasons for the short life expectancy among Roma, Ashkali and Egyptian communities in delivery of health services and living conditions, and explores remedial steps for both institutions and families. In 2015, BSFK started with advocacy initiatives.</p> <p>BSFK had three objectives:</p> <ol style="list-style-type: none"> 1. Analyze gathered information from 2014 household survey, and finalize 5 policy briefs and 1 detailed research report (<i>New National Health Insurance will Save Lives: Life Expectancy</i> 	

² <http://www.tradingeconomics.com/kosovo/life-expectancy-at-birth-total-years-wb-data.html>

and Health in Kosovo's Roma, Ashkali and Egyptian Communities);

2. Use *Lives*, policy briefs and the comprehensive report as tools to raise awareness of:

- Roma ashkali and Egyptian communities about their health problems and the actions that people themselves can take to improve their health situation;
- Institutions about the problems that these three communities have.

3. Use the information from the reports for future planning of the policies in national and local level.

Expected results were:

Result 1: In the end of the project, policy makers have been acquainted with shortened life expectancy of vulnerable communities in Kosovo, causes and possible policy solutions.

Result 2: By the end of the project, educators, social workers, NGOs, other civil advocates and communities themselves will be provided with an education tool for raising awareness on the poor health conditions of vulnerable communities and on how it can be improved starting from changing life-habits.

Result 3: Promote policy briefs, report, and "Lives" film in national TV stations, social media, film festivals, locally and internationally.

Some of the main activities included:

- Awareness campaigns and outreach activities to inform about health issues and possible solutions at all levels;
- Advocacy for improving the direct access of most marginalized groups to health services in both the current situation and in a future national health insurance system;
- "Health and Hygiene" education as means to improve life conditions while reducing health care costs for both communities and institutions.

BSFK cooperated with different partners in realization of the planned activities. Main partners were: Solidar Suisse in Kosovo, international and local experts, municipal Health Departments, Family Health Houses, NGOs, Learning Centers, and youth from communities.

Results achieved of the project (Section 5, criterion 2 of the Contest Rules):

Please explain in no more than 500 words the results (achieved by the date of submission of this application): how the project was able to directly positively affect the Roma children and youth (below 18 years) and/or young adults (18-30 years) in terms of inclusion, integration and/or empowerment, with expected long-term effects on their lives. Explain how you have measured these results and how these findings have been or will be used to adjust the objectives, design, planning or activities of the project.

Final products of the project are:

- 5 policy briefs;
- Detailed research report from the 2014 survey: *New National Health Insurance Will Save Lives*;
- Household poster with recommendations to change living habits.
- Premiere of *Lives*, delivery of the Research Report and Policy Briefs, and discussions involving stakeholders, special guests and experts, was held in three municipalities that have majority of these three communities. More than 200 people participated in these three events including Municipal health representatives, doctors, nurses, NGOs, school directors and teachers, political leaders, international mechanisms, and youth and adults from the Roma, Ashkali and Egyptian communities.
- LIVES, the Research Report and Policy Briefs is presented by BSFK in 10 Kosovo municipalities. Film was shown in:
 - 6 Health Houses to approximately 100 doctors, nurses and medical staff;
 - 6 Learning Centers to approximately 550 children from three communities.
- Film was seen also from 70 staff and youth volunteers working in these 6 centers (60 Roma, Ashkali and Egyptian, and 10 from other communities);
- Two schools with approximately 900 children and 10 teachers (majority Albanian);
- Three community centers and approximately 120 youth and adults from three communities.
- *Lives* film was broadcast in main Kosovo broadcasters, Roma program in RTK. One hour debate in this program was held as well.
- 5 policy briefs were presented to approximately 300 participants at health scientific symposium "The patient in decision-making processes "
- LIVES DVDs were distributed to 15 schools, 40 NGOs, municipalities, health houses, and other stakeholders.
- DVDs were distributed to 800 families from three communities.
- Poster with recommendations about how to live healthier was designed, printed and delivered to approximately 500 families from three communities. Posters are delivered to the Learning Centers and discussions were held with approximately 550 children and 100 staff. Children were asked to discuss recommendations with their families. Learning Centers are implementing health related activities for children, adults and families in 5 BSFK centers.
- LIVES has been included in four festivals thus far: Dokufest, Rolling Film Festival #4, the Albanian Film Week in New York where it won Best Documentary, and DocuTIFF in Albania. We will submit LIVES to at least 20 film festivals internationally. Film Festivals are valuable for building profile of Kosovo activities (and potentially the donors) internationally.
- LIVES documentary film is published in social media.
- Kosovo Government is preparing new Strategy for Inclusion of Roma Ashkali and Egyptian communities 2017-2021 (to be finalized by the end of 2016). Strategy and action plan has 4 main components. Health is one of them. Information from the Policy Briefs, and research report are used as references during the drafting. Recommendations from BSFK documents are included in the new strategy and action plan.
- Kosovo Municipalities will make new Local Action Plans (LAP) for inclusion of three communities. BSFK will advocate including findings from these reports in LAPs.
- BSFK created 5 Youth Clubs for health issues in October 2016.

Share of Roma staff carrying out (implementing) the project (Section 5, criterion 3 of the Contest Rules):

Please describe, in no more than 300 words, how many people – paid or volunteer, full-time or part-time – are directly carrying out (implementing) the project. What is the share in % of Roma among these people?

Do not confuse the people who carry out (implement) the project and the people who benefit from the project! For example, teachers and social assistants carry out a project while children benefit from it. However, sometimes it may be difficult to distinguish: for example, unemployed people may receive training as beneficiaries of the project and at the same time they can be employed by the project or do volunteer work to carry out the project. Therefore, describe clearly the people who carry out (implement) the project.

Majority of the staff working with BSFK are from Roma, Ashkali and Egyptian communities, starting from the BSFK director who is Ashkali.

- Project coordinator of this project is a women belonging to the Egyptian community.
- 1 university student from the Egyptian community was involved as intern for 4 months in the project implementation.
- 10 researchers were involved in household survey and they were from the Roma, Ashkali and Egyptian communities.
- 1 Albanian and 2 Roma worked in the “Lives” film.
- Approximately 20 staff and 40 volunteers from the Roma, Ashkali and Egyptian communities that are working in 6 Learning Centers were involved directly working with the children in relation to: Film screenings, debates after film, debating poster, weekly activities related to the health, work with parents of the children.
- 20 volunteers from the Roma, Ashkali and Egyptian communities were involved in delivering “Lives” film, and posters to the families, schools and other stakeholders.
- Approximately 20 Roma, Ashkali and Egyptian youth were involved voluntarily in organizing events in 10 municipalities.

Share of women and men (girls and boys) among beneficiaries of the project (Section 5, criterion 4 of the Contest Rules):

Please state, in no more than 300 words, what the share of women and men (girls and boys) is among the beneficiaries of the project. If there are gender imbalances, please explain them and explain how these findings have been or will be used to adjust the objectives, design, planning or activities of the project. If the project is intended to benefit one gender only, please justify why that is appropriate to achieve the objectives of the project.

BSFK gave importance to have equal participation of both genders in both the implementation of the project, and in access to and impact on beneficiaries.

Taking in mind religious aspects, it was difficult to have men and women together in some community screenings (events). Therefore, we had two events in one location. One event for men, and one for women.

BSFK gives a lot of attention to equal treatment of both genders. In fact, the Project Coordinator is a young woman from the Egyptian community.

In relation to the screening in the health house centers, the majority of the beneficiaries were women (80%). This is mainly because the staff in these centers is similar. It doesn't have to do at all with any external factors.

There were no such problems at all in the events: three main launch events, health house clinics, Learning Centers, or schools. In those events, participation of the beneficiaries was relatively equal. It is worth mentioning that participation of the girls and boys in the learning centers is almost equal. Staff involved in the project implementation is 55% men and 45% women.

3. COOPERATING ENTITIES (fill out only if applicable – Section 3, point 4. of the Contest Rules)

Describe in no more than 300 words the share of implementation of the project by the participant, i.e. without the cooperating entities. This share must be meaningful and substantial.

BSFK:

- Managed the project;
- Developed the project concept;
- Developed the survey, recruited, trained and managed the field (all under 30) staff, and implemented the survey;
- Implemented an extensive literature review on health issues in communities;
- Completely researched, scripted, directed, filmed and produced the film LIVES;
- BSFK substantially wrote the research report and the 5 policy briefs;
- Did all outreach and implementation for programs in communities, health houses, with media, etc.

Our partner Solidar Suisse provided primary funding, training, mentorship and guidance with their health experts, and data analysis of key aspects of the research, and support during the whole period of the project.

BSFK currently has approximately 75 staff. More than 60 people (20 paid and 40 young volunteers) are involved in daily basis in 5 BSFK Learning Centers (LC). In each center BSFK has one LC coordinator, few facilitators and tutors. BSFK has 2 full time mediators and 2 social workers. Their main work is focused to the education of the children. Staff and volunteers implement many other activities related to art, science, music, environment, health, etc. Health is very important component in BSFK LC. Payment for the staff salaries is ensured from other funds, but they have to implement activities delegated from BSFK.

Staff involved themselves in this project. The Project Coordinator created timetable and defined responsibilities for each person. BSFK staff in the field planned their time and assisted Project Coordinator in realization of the activities presented in this project.

<p>List the cooperating entities. For each entity, provide its full official name, its legal form, its official address and its statutory and/or VAT registration number.</p>	<p>Name of the partner: Solidar Suisse Kosova NGO</p> <p>Registration number: 5300190-4</p> <p>Fiscal number: 600313382</p> <p>Address: Str. Isa Demaj 14, 30000 Pec, Kosovo</p>
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4. SUPPORTING VISUAL MATERIAL

In compliance with the Contest Rules (Section 6), visual material supporting this application (e.g. photos, videos, brochures) is only accepted if it is openly available on the internet in electronic format (a website, YouTube, Vimeo, Facebook etc.). Provide links below and explain the material, in particular how it shows various aspects of the project. The supporting visual material itself may be in any language.

Provide the link and a short (maximum 30 words) explanation for each item of visual material. Do not provide more than 10 items; any items beyond this limit will be disregarded during the evaluation.

Link	Description
https://www.youtube.com/watch?v=4FlEKNaEtg4	“LIVES” documentary film that shows some of the main issues causing short life expectancy among Roma, Ashkali and Egyptian communities in Kosovo.
http://www.solidar-suisse-kos.org/?m=t&id=8	5 policy briefs with the findings for the main health problems, including recommendations to improve health situation of Roma, Ashkali and Egyptian communities.
http://www.balkansunflowers.org/	Report published by Balkan Sunflowers Kosova: New National Health Insurance Will Save Lives: Life Expectancy and Health in Kosovo’s Roma, Ashkali and Egyptian Communities.
https://web.facebook.com/balkansunflowers/photos/a.270722409631801.56634.266584096712299/1167075186663181/?type=3&theater&notif_t=like&notif_id=1477952480898187	Recommendations to change habits for longer and healthier life.

https://web.facebook.com/solidarsuissekoso-va/photos/pcb.1758007147795664/1758006644462381/?type=3&theater	Presentation of the policy briefs at health scientific symposium "The patient in decision-making processes "
https://www.youtube.com/watch?v=hEWIrR9xcpA	"Lives" documentary link on social media (Youtube).
https://web.facebook.com/910417122387625/videos/1032107116885291/	Debate on national Roma TV program on health challenges, and presenting recommendations.
https://web.facebook.com/solidarsuissekoso-va/photos/pcb.1715835512012828/1715835018679544/?type=3&theater	Showing lives, presenting policy briefs and report in Health clinics in Peja, Gjakova), and Learning center in Brekovc (Gjakova)
https://www.facebook.com/solidarsuissekoso-va/photos/pcb.1709779689285077/1709778025951910/?type=3&theater	Showing lives, presenting policy briefs and report in Health clinic in Shtime, and Learning center in Gracanica.

"Health for all: Controlling a Health and Human Rights Crisis" project was implemented in the municipalities with higher concentration of Roma, Ashkali and Egyptian communities. Activities were implemented in community centers, Learning centers and Health House Clinics. The primary target groups were Roma, Ashkali and Egyptian children, youth and families. The table below represents the population impacted. Primary beneficiaries are the young children attending learning centers. 1605 children directly benefited from the project, from which 550 are from Roma, Ashkali and Egyptian communities. The project also directly and very strongly impacts the group of 55 young volunteers, from whom 55 are from Roma, Ashkali and Egyptian communities. The siblings, families and broader minority community are also strengthened.

Locations of the Learning Centers and numbers of the beneficiaries							
Beneficiaries	Fushe Kosova	Gracanica	Plemetina	Plemetina social building	Shtime	Brekovo	TOTAL
Children (total reached)	250	95	60	110	1000	90	1605
Staff							550
HQ							
LC							2
Coordinator	1	1	1	1	1	1	6
Educational facilitators	4	1	1	2	2	3	13
Cleaners	3	1	1	1	1	1	8
Tutors regular program	30	5	5	5	10	10	65
Total							55
Community Size ¹	4500	400	400	500	500	700	7000
							7000

As mentioned in the application, advocacy initiatives were held in different locations. Approximately 120 youth and adults from three communities were present in the film screening and discussions in three community centers (Prizren, Klinë, and Ferizaj). Lives film, 5 policy briefs, and poster with recommendations were distributed to approximately 800 families from Roma, Ashkali and Egyptian communities. Approximately 480 (60%) of the members of these families are youth and children.

Muhamet Arifi

Director
Balkan Sunflowers Kosovo



❖ ¹ Based on Kosovo CENSUS held in 2011

From: Muhamet Arifi BSF <muhamet.arifi@balkansunflowers.org>
Sent: 17 December 2016 19:46
To: NEAR ROMA INTEGRATION AWARD
Subject: Re: Balkan Sunflowers Kosova Application Form and the Declaration of Honour
Attachments: Activities from Fushe Kosova Learning center 01.JPG; Activities from Plemetina Building Learning center 01.JPG; Activities from Plemetina Building Learning center 02.JPG; Activities from Plemetina Learning center 01.JPG; Activities from Plemetina Learning center 02.JPG; Study_on_Impact_and_Sustainability_of_the_Learning_Centers-ENG.pdf; Draft Action Plan for inclusion of Roma, Ahkali and Egyptian communities 2017-2021.doc; KOSANA BSFK Ferizaj MOU.PDF; KOSANA BSFK Ferizaj MOU.PDF; Youth clubs training about health policies 1.jpeg; Youth clubs training about health policies 2.jpeg

Dear Madame,

I hope this e-mail finds you well.

As requested, we are sending you Justification demonstrating that the project 'Health for all: Controlling a Health and Human Rights Crisis' has Roma children and youth and young adults as the majority of the beneficiaries.

Attached you have document with more information, and few attachments (elaborated in the document).

Attached is also MoU with Directorate for Health in Ferizaj Municipality. It is in Albanian language. MoU is about cooperation to implement survey about prevalence of the illnesses in two villages (Dubrava with 99 % Ashkali, and Varosh 100% Albanians). Aim was to compare the illnesses among two communities. Report will be published in 2017.

Please inform us if additional information are needed.

All the best,

Muhamet

On Tue, Dec 13, 2016 at 2:23 PM, <NEAR-ROMA-INTEGRATION-AWARD@ec.europa.eu> wrote:

Dear applicant or representative thereof,

Thank you for submitting your application for the Second EU Roma Integration Award for the Western Balkans and Turkey.

Based on the submitted application and declaration of honour we would like to invite you to provide us with **further clarification by Sunday 18 December 2016** (23:59:59 Brussels time as registered in the Commission's e-mail system NEAR-ROMA-INTEGRATION-AWARD@ec.europa.eu). Please be aware that failure to provide the information within the deadline will result in ineligibility of your application.

Eligibility criterion – section 4.1 of the Contest Rules:

Must target the inclusion, integration and/or empowerment of Roma children or youth (below 18 years), or young adults (18-30 years). If the beneficiaries of the project belong to various age groups, Roma children and youth and/or young adults must be the majority of the beneficiaries.

Please provide justification and/or documents (scanned in original language and with an explanation or summary in English) demonstrating that the project 'Health for all: Controlling a Health and Human Rights Crisis' has Roma children and youth and/or young adults as the majority of the beneficiaries.

You do not have to re-send the application form. It is sufficient to provide the required information in an e-mail replying to this e-mail (NEAR-ROMA-INTEGRATION-AWARD@ec.europa.eu)

Kind regards,

Alexandra Jarolim

Alexandra Sophie Jarolim



European Commission

Directorate-General for Neighbourhood and Enlargement Negotiations
Inter-institutional Relations and Communication

L-15 08/015
B-1049 Brussels/Belgium
+32 (0)2 29 13 615

alexandra.jarolim@ec.europa.eu

From: Balkan Sunflowers Kosova [mailto:office@balkansunflowers.org]
Sent: Monday, October 31, 2016 11:36 PM
To: NEAR ROMA INTEGRATION AWARD
Subject: Balkan Sunflowers Kosova Application Form and the Declaration of Honour

Dear Madame/Sir,

I hope this e-mail finds you well.

Attach you have application for EU ward for Roma integration and declaration of honour.

Wish you all the best,

Muhamet Arifi,

Director



Fehmi Agani 18

10000 Prishtina

Kosovo

[Click here](#) to find our office on a map.

office: [+381 38 246 299](tel:+38138246299)

skype: balkansunflowerskosova

www.balkansunflowers.org





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Muhamet Arifi
Executive director



Bajram Kelmendi 31
10000 Prishtina
Kosovo

[Click here](#) to find our office on a map.

office: [+381 38 246 299](tel:+38138246299)
mobile: +377 (0) 44 418 562
mobile: [+386 \(0\) 49 248 642](tel:+386049248642)

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Balkan Sunflowers Kosova is a winner of the 2013 Erste Foundation Award for Social Integration - one of 35 winners chosen from 1988 submissions in Eastern and Central Europe.

Balkan Sunflowers Kosova is ISO 9001 certified

Memorandum Mirëkuptimi
ndërmjet
Drejtorisë së Shëndetësisë dhe Mirëqenies Sociale të Komunës së Ferizajit
dhe
Balkan Sunflowers Kosova

Projekt i cili implementohet nga Balkan Sunflowers (në tekstin e mëtejshëm BSFK) "Analiza e të dhënave të Qendrave të Mjekësisë Familjare për krahasime statistike" ka për qëllim shqyrtimin e nivelit të shfrytëzimit të shërbimeve shëndetësore si dhe krahasimin e prevalencës së sëmundjeve të komuniteteve minoritare me komunitetin shumicë. Për këtë arsye BSFK planifikon që ti fus të dhënat në një sistem të organizuar dhe ti analizoj ato për të dalur me një raport përmbledhës me rekomandime konkrete.

Jetëgjatësia e komuniteteve romë, ashkali dhe egjiptian është rreth 15 vjet më e shkurtër se mesatarja e popullsisë Kosovare. Jetëgjatësia nuk është e raportuar nga Enti i Statistikave të Kosovës në bazë të përkatësisë etike, mirëpo në regjistrin e popullsisë të vitit 2011 gjenden të dhëna për shpërndarjen e popullsisë sipas nivelit të moshës dhe përkatësisë etnike. Sipas këtij regjistri 6.5 përqind e shqiptarëve janë mbi moshën 65-vjeçare, ndërsa vetëm 3.9 përqind e komuniteteve romë, ashkali dhe egjiptian janë mbi moshën 65-vjeçare. Në vitin 2014 është bërë një anketë në 397 familje përmes projektit i cili është implementuar nga Balkan Sunflowers Kosova. Si rezultat, mosha mesatare e vdekjes ishte 58.3 vjet në krahasim me 70.5 vjet të popullsisë së përgjithshme.

Drejtoria e Shëndetësisë dhe Mirëqenies Sociale në Komunën e Ferizajit dhe OJQ Balkan Sunflowers Kosova krijojnë një Memorandum Mirëkuptimi me qëllimet dhe kushtet e poshtë shënuara.

1. **Palët.** Ky Memorandum Mirëkuptimi (MM në tekstin e mëtejshëm) është bërë në mes të Drejtorisë së Shëndetësisë të Komunës së Ferizajit, Rr. "Dëshmorët e Kombit" p.n. Ferizaj, Kosovë dhe OJQ-së Balkan Sunflowers Kosova, Rr. Fehmi Agani nr.18, Prishtinë, Kosovë.

2. **Qëllimi i Bashkëpunimit.**

- Përdorimi i të dhënave shëndetësore në Qendrat e Mjekësisë Familjare, si një burim shumë i rëndësishëm i informatave për të identifikuar sëmundjet më të frekuentuara, kurimin e tyre si dhe ti krahasoj ato ndërmjet pakicës dhe shumicës në shëndetësi dhe qasjen e tyre në shërbimet shëndetësore.

3. **Kushtet e Marrëveshjes.** Ky MM do të hyjë në fuqi në datën e nënshkrimit të saj nga palët e këtij Memorandumi. Kohëzgjatja e këtij projekti është tre muaj.

4. **Përgjegjësitë e BSFK.**

Balkan Sunflowers Kosova do të:

- Punësoj dhe të paguaj pagën për personin/personat të cilët do të bëjnë mbledhjen e të dhënave dhe futjen e tyre në excel;
- Përzgjedhjen e personit/personave adekuat për kryerjen e punëve të cekura më lartë;

- Siguron laptop për personin/personat që do jenë përgjegjës për futjen e të dhënave në kompjuter, përkatësisht në excel;
- Trajnon personat se si duhet të futen të dhënat në excel;
- Verifikon nëse informatat janë futur me përpikshmëri;
- Analizon informatat e duhura;
- Përpilon raport bazuar në të gjeturat;
- Konsulton raportin dhe të gjeturat me Departamentin e Shëndetësisë;
- Koordinon të gjithë procesin deri në finalizim të projektit së bashku me Departamentin e Shëndetësisë.

5. **Kushtet e Personit dhe Përgjegjësitë.** Personi/personat që do të fusin të dhënat në kompjuter janë përgjegjës për të mbledhur të dhënat në dy Qendra të Mjeksisë Familjare në Komunën e Ferizajit, përkatësisht në Qendrën e Mjeksisë Familjare në fshatin Duhurë, si dhe në Qendrën e Mjeksisë Familjare në fshatin Varosh. Personi/personat adekuat janë përgjegjës për:

- Mbledhjen e të dhënave të pacientëve me sëmundje specifike për vitin 2014, përkatësisht prej muajit janar deri në dhejtor të vitit 2014;
- Mbledhjen e të dhënave për numrin e intervenimeve të bëra në këto Qendra të Mjeksisë Familjare si dhe referimin në institucionet tjera shëndetësore;
- Futjen e të gjitha të dhënave të mbledhura në kompjuter, përkatësisht në excel;
- Fotografimin e të dhënave si dëshmi për ne dhe për verifikimin e të dhënave të futura.

6. **Përgjegjësitë e Drejtorisë së Shëndetësisë dhe Mirëqenies Sociale të Komunes së Ferizajit:**

- Informimin e personave adekuat se çfarë të dhënash të merren dhe si të merren këto të dhëna;
- Të mbështes BSFK në punë me Qendrat e Mjeksisë Familjare;
- Të kontribuoj në finalizimin e raportit.

7. **Rezultatet e pritura:**

- Kuptimi më i mirë i potencialit të përdorimit të dhënave të Qendrave të Mjeksisë Familjare për palët interesit në sistemin shëndetësor në Kosovë;
- Publikimi i raportit;
- Krahasimi i prevalencës së sëmundjeve në mes të komuniteteve pakicë dhe shumicë;
- Krahasimi në qasjen e shërbimeve shëndetësore në mes komuniteteve pakicë dhe shumicë.

8. **Kushtet e përgjithshme.** Këto janë kushtet ligjore dhe teknike të kësaj marrëveshjeje.

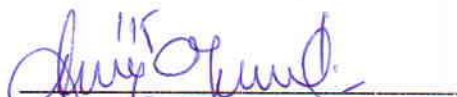
a. **Ndryshime.** Secila palë do të ketë të drejtë të kërkojë ndryshime në këtë memorandum mirëkuptimi. Ndryshimet, modifikimet ose rishikimet për këtë MM, me pëlqim të ndërsjellë, do të jenë me shkrim dhe do të hynë në fuqi pasi që janë plotësuar dhe nënshkruar nga të gjitha palët në këtë memorandum mirëkuptimi.

b. **Tërësia e marrëveshjes.** Ky MM , përfaqëson marrëveshje të plotë midis palëve dhe zëvendëson të gjitha negociatat e mëparshme, përfaqësimin dhe marrëveshjet paraprake të bëra në shkrim ose me gojë.

c. **Faji ligjor.** Nëse ndonjë pjesë e këtij memorandum mirëkuptimi është përcaktuar ligjërisht si i paligjshëm apo i pazbatueshëm, pjesa tjetër e MiM do të mbetet në fuqi dhe me efekt të plotë; secila palë mund të rishikojë kushtet.

Nënshkrimet. Në dëshmi të kësaj, palët në këtë MM nëpërmjet përfaqësuesve të tyre ligjorë, kanë nënshkruar këtë memorandum mirëkuptimi në datat e mëposhtme, dhe vërtetojnë se ata kanë lexuar, kuptuar dhe pranuar kushtet e këtij MM.

Data e hyrjes në fuqi të këtij MM është data e nënshkrimit të fundit në këtë faqe.



Drejtoria e Shëndetësisë
dhe Mirëqenies Sociale - Ferizaj
Dr. Burim Karameta, Drejtor



Balkan Sunflowers Kosova
Muhamet Arifi, Drejtor

8/10/15
Data

08.10.2015
Data

Memorandum Mirëkuptimi
ndërmjet
Drejtorisë së Shëndetësisë dhe Mirëqenies Sociale të Komunës së Ferizajit
dhe
Balkan Sunflowers Kosova

Projekt i cili implementohet nga Balkan Sunflowers (në tekstin e mëtejshëm BSFK) "Analiza e të dhënave të Qendrave të Mjekësisë Familjare për krahasime statistike" ka për qëllim shqyrtimin e nivelit të shfrytëzimit të shërbimeve shëndetësore si dhe krahasimin e prevalencës së sëmundjeve të komuniteteve minoritare me komunitetin shumicë. Për këtë arsye BSFK planifikon që ti fus të dhënat në një sistem të organizuar dhe ti analizoj ato për të dalur me një raport përmbledhës me rekomandime konkrete.

Jetëgjatësia e komuniteteve romë, ashkali dhe egjiptian është rreth 15 vjet më e shkurtër se mesatarja e popullsisë Kosovare. Jetëgjatësia nuk është e raportuar nga Enti i Statistikave të Kosovës në bazë të përkatësisë etike, mirëpo në regjistrin e popullsisë të vitit 2011 gjenden të dhëna për shpërndarjen e popullsisë sipas nivelit të moshës dhe përkatësisë etnike. Sipas këtij regjistri 6.5 përqind e shqiptarëve janë mbi moshën 65-vjeçare, ndërsa vetëm 3.9 përqind e komuniteteve romë, ashkali dhe egjiptian janë mbi moshën 65-vjeçare. Në vitin 2014 është bërë një anketë në 397 familje përmes projektit i cili është implementuar nga Balkan Sunflowers Kosova. Si rezultat, mosha mesatare e vdekjes ishte 58.3 vjet në krahasim me 70.5 vjet të popullsisë së përgjithshme.

Drejtoria e Shëndetësisë dhe Mirëqenies Sociale në Komunën e Ferizajit dhe OJQ Balkan Sunflowers Kosova krijojnë një Memorandum Mirëkuptimi me qëllimet dhe kushtet e poshtë shënuara.

1. **Palët.** Ky Memorandum Mirëkuptimi (MM në tekstin e mëtejshëm) është bërë në mes të Drejtorisë së Shëndetësisë të Komunës së Ferizajit, Rr. "Dëshmorët e Kombit" p.n. Ferizaj, Kosovë dhe OJQ-së Balkan Sunflowers Kosova, Rr. Fehmi Agani nr.18, Prishtinë, Kosovë.

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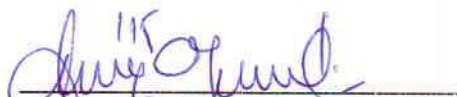
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Drejtoria e Shëndetësisë
dhe Mirëqenies Sociale - Ferizaj
Dr. Burim Karameta, Drejtor



Balkan Sunflowers Kosova
Muhamet Arifi, Drejtor

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Republika e Kosovës
Republika Kosova - Republic of Kosovo
Qeveria - Vlada - Government

Zyra e Kryeministrit / Kancelarija Premijera / Office of the Prime Minister
Zyra për Qeverisje të Mirë / Kancelarja za Dobro Upravljanje / Office of Good Governance

ACTION PLAN OF THE STRATEGY FOR INCLUSION OF ROMA, ASHKALI AND EGYPTIAN COMMUNITIES IN THE KOSOVO SOCIETY 2017-2021

Pristina, 31 October 2016

Objective 1: Education	Indicators for measuring achievement of the objective	Baseline	Goal
Increase participation and provide opportunities for quality personal development, training and education for the members of the Roma, Ashkali, and Egyptian communities.	Inclusion of children of Roma, Ashkali, and Egyptian communities in pre-primary education	53.9% ¹	70%
	Inclusion of children of Roma, Ashkali, and Egyptian communities in primary education	85.3% ²	95%
	Inclusion of children of Roma, Ashkali, and Egyptian communities in lower secondary education	65% ³	85%
	Inclusion of children and youth of Roma, Ashkali, and Egyptian communities in upper secondary education	30.3% ⁴	50%
	Level of transition of children of Roma, Ashkali, and Egyptian communities into upper secondary education	69.9% ⁵	80%
	Gender parity index for Roma, Ashkali, and Egyptian communities, Level: Primary	1.01 ⁶	1
	Gender parity index for Roma, Ashkali, and Egyptian communities, Level: Lower secondary	0.94 ⁷	1
	Gender parity index for Roma, Ashkali, and Egyptian communities, Level: Upper secondary	0.80 ⁸	0.90
	Inclusion of repatriated children in the system of education	Data missing	100%
	Decrease drop-out levels from compulsory education	0.20% ⁹	<0.1%
	Decrease drop-out levels from upper-secondary education	1.70% ¹⁰	<1%

Expected result 1.1. Improved participation in education by members of the Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial costs	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
1.1.1. Encourage and support attendance in pre-school education	Support pre-school programmes in learning centers	Support pre-school programmes in learning centers	Support pre-school programmes in learning centers	Support pre-school programmes in learning centers	Support pre-school programmes in learning centers	Included in activity 1.2.3	Included in activity 1.2.3	MEST	Municipalities
	Subsidise fees for enrolment in public pre-school institutions for 100 children	Subsidise fees for enrolment in public pre-school institutions for 100 children	Subsidise fees for enrolment in public pre-school institutions for 100 children	Subsidise fees for enrolment in public pre-school institutions for 100 children	Subsidise fees for enrolment in public pre-school institutions for 100 children	€ 260,000	Municipal budget	Municipalities	MEST
		Open 2 pre-primary classes in schools gravitated by Roma, Ashkali, and Egyptian communities	Open 2 pre-primary classes in schools gravitated by Roma, Ashkali, and Egyptian communities	Open 2 pre-primary classes in schools gravitated by Roma, Ashkali, and Egyptian communities		€ 85,200	Kosovo budget	MEST	Municipalities
		Build public kindergartens in areas inhabited by Roma, Ashkali, and Egyptian communities	Build public kindergartens in areas inhabited by Roma, Ashkali, and Egyptian communities	Build public kindergartens in areas inhabited by Roma, Ashkali, and Egyptian communities		Budget foreseen within activity 2.8.2 of KESP	Budget foreseen within activity 2.8.2 of KESP	MEST	Municipalities

¹ Multiple Indicator Cluster Survey 2013-2014 – Roma, Ashkali, and Egyptian Communities (MICS), Final Report, ASK, Pristina 2014, p. VII. <https://ask.rks-gov.net/images/files/Komunitetet%20Rome,%20Ashkali%20dhe%20Egiptiane%20ne%20Kosove.pdf>

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

⁹ Statistical report with education indicators 2014/15, MEST p.27. <http://MEST.rks-gov.net/uploads/2015/12/raport-statistikor-me-tregues-arsimor-2014-15.pdf>

¹⁰ Ibid, p.28.

1.1.2. Drafting of action plans for prevention of drop-out and non-registration in all municipalities	Drafting of municipal action plans for prevention of drop-out and non-registration for children of Roma, Ashkali, and Egyptian communities	Drafting of municipal action plans for prevention of drop-out and non-registration for children of Roma, Ashkali, and Egyptian communities	Drafting of municipal action plans for prevention of drop-out and non-registration for children of Roma, Ashkali, and Egyptian communities	Drafting of municipal action plans for prevention of drop-out and non-registration for children of Roma, Ashkali, and Egyptian communities	Drafting of municipal action plans for prevention of drop-out and non-registration for children of Roma, Ashkali, and Egyptian communities	/	/	MEDs	MEST
	Supervision of implementation of action plans	Supervision of implementation of action plans	Supervision of implementation of action plans	Supervision of implementation of action plans	Supervision of implementation of action plans	/	/	MEST	
1.1.3. Incentive measures for facilitating enrolment of Roma, Ashkali, and Egyptian children in upper-secondary education	Grant 500 stipends for students of Roma, Ashkali, and Egyptian communities attending upper secondary schooling	Grant 500 stipends for students of Roma, Ashkali, and Egyptian communities attending upper secondary schooling	Grant 550 stipends for students of Roma, Ashkali, and Egyptian communities attending upper secondary schooling	Grant 600 stipends for students of Roma, Ashkali, and Egyptian communities attending upper secondary schooling	Grant 600 stipends for students of Roma, Ashkali, and Egyptian communities attending upper secondary schooling	€ 825,000	€ 348,000 (Kosovo budget) € 477,000 (Donors)	MEST	/
1.1.4. Drafting of individual plans for repatriated children	Drafting and implementation of annual plans in a number of fields for repatriated children	Drafting and implementation of annual plans in a number of fields for repatriated children	Drafting and implementation of annual plans in a number of fields for repatriated children	Drafting and implementation of annual plans in a number of fields for repatriated children	Drafting and implementation of annual plans in a number of fields for repatriated children	/	/	MEDs	MEST
	Monitoring of schools' implementation of individual plans for repatriated children and returnees from the region	Monitoring of schools' implementation of individual plans for repatriated children and returnees from the region	Monitoring of schools' implementation of individual plans for repatriated children and returnees from the region	Monitoring of schools' implementation of individual plans for repatriated children and returnees from the region	Monitoring of schools' implementation of individual plans for repatriated children and returnees from the region	/	/	MEST	MEDs
1.1.5. Development of specific positive measures and foundation programmes to increase registration and lower attrition in HEIs for members of Roma, Ashkali, and Egyptian communities	Establish student registration quota in higher education institutions for members of Roma, Ashkali, and Egyptian communities	Establish student registration quota in higher education institutions for members of Roma, Ashkali, and Egyptian communities	Establish student registration quota in higher education institutions for members of Roma, Ashkali, and Egyptian communities	Establish student registration quota in higher education institutions for members of Roma, Ashkali, and Egyptian communities	Establish student registration quota in higher education institutions for members of Roma, Ashkali, and Egyptian communities	/	/	MEST	Public higher education institutions
		Organize foundational courses for registration of 100 candidates into higher education	Organize foundational courses for registration of (100) candidates into higher education	Organize foundational courses for registration of (100) candidates into higher education	Organize foundational courses for registration of (100) candidates into higher education	€ 60,000	Kosovo budget	MEST	Civil society organizations
	Grant stipends for 50 students of Roma, Ashkali, and Egyptian communities	Grant stipends for 50 students of Roma, Ashkali, and Egyptian communities	Grant stipends for 70 students of Roma, Ashkali, and Egyptian communities	Grant stipends for 80 students of Roma, Ashkali, and Egyptian communities	Grant stipends for 100 students of Roma, Ashkali, and Egyptian communities	€ 210,000	€ 96,000 (Kosovo budget) € 114,000 (Donors)	MEST	Public higher education institutions

	Mentoring of 50 students members of Roma, Ashkali, and Egyptian communities	Mentoring of 50 students - members of Roma, Ashkali, and Egyptian communities	Mentoring of 50 students - members of Roma, Ashkali, and Egyptian communities	Mentoring of 50 students - members of Roma, Ashkali, and Egyptian communities	Mentoring of 50 students - members of Roma, Ashkali, and Egyptian communities	€ 250,000	Donors	MEST	Public higher education institutions
1.1.6. Support adult education programmes	Research needs for adult education for members of the Roma, Ashkali, and Egyptian communities					€ 20,000	Donors	MEST	/
	Organize adult literacy courses (50 participants)	Organize adult literacy courses (200 participants)	Organize adult literacy courses (200 participants)	Organize adult literacy courses (200 participants)	Organize adult literacy courses (200 participants)	€ 170,000	€ 80,000 (Kosovo budget) € 90,000 (Donors)	MEST	/
	Inclusion of 50 members of Roma, Ashkali, and Egyptian communities in vocational education programmes	Inclusion of 50 members of Roma, Ashkali, and Egyptian communities in vocational education programmes	Inclusion of 50 members of Roma, Ashkali, and Egyptian communities in vocational education programmes	Inclusion of 50 members of Roma, Ashkali, and Egyptian communities in vocational education programmes	Inclusion of 50 members of Roma, Ashkali, and Egyptian communities in vocational education programmes	€ 75,000	Kosovo budget	MEST	Municipalities
	Dissemination of information on opportunities for adult education (promotion materials)	Dissemination of information on opportunities for adult education (promotion materials)				€ 1,000	Kosovo budget	MEST	Municipalities
					Total:	€ 1,956,200			

Expected result 1.2. Improve student performance of members of Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
1.2.1. Set gender specific indicators for members of Roma, Ashkali, and Egyptian communities to be utilized by EMIS	Setting of indicators					€ 13,875	Donors	MEST	
1.2.2. Eliminate segregation and discrimination against children of Roma, Ashkali, and Egyptian communities		Development of pedagogic guides to avoid segregation and discrimination				€ 19,875	€ 3,750 (Kosovo budget) € 16,125 (Donors)	MEST	

	Training of teachers on the topic of inclusion	Training of teachers on the topic of inclusion	Training of teachers on the topic of inclusion	Training of teachers on the topic of inclusion	Training of teachers on the topic of inclusion	Budget planned under activity 4.1.12 of the KESP	Budget planned under activity 4.1.12 of the KESP	MEST	
1.2.3. Support community based learning centres	Draft the administrative instruction on learning centres					€ 3,500	Donors	MEST	
	Provide support for 40 learning centres serving children of Roma, Ashkali, and Egyptian communities	Provide support for 40 learning centres serving children of Roma, Ashkali, and Egyptian communities	Provide support for 40 learning centres serving children of Roma, Ashkali, and Egyptian communities	Provide support for 40 learning centres serving children of Roma, Ashkali, and Egyptian communities	Provide support for 40 learning centres serving children of Roma, Ashkali, and Egyptian communities	€ 3,800,000	€ 800,000 (Kosovo budget) € 3,000,000 (Donors)	MEST	Civil society organizations
1.2.4. Providing catch-up education for children lagging behind in education	Organize catch-up instruction in schools	Organize catch-up instruction in schools	Organize catch-up instruction in schools	Organize catch-up instruction in schools	Organize catch-up instruction in schools	/	/	MEDs	MEST
1.2.5. Promotion of learning of Roma language	Study needs for organization of learning of Roma language	Study needs for organization of learning of Roma language						Kosovo Pedagogic Institute	MEST
		Hire teachers of Roma language (three full-time equivalent staff)	Hire teachers of Roma language (five full-time equivalent staff)			€ 70,400	Kosovo budget	MEDs	MEST
					Total:	€ 3,907,650			

Expected result 1.3. Increase stakeholder awareness to support members of the Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
1.3.1. Development of awareness raising programmes for Ashkali and Egyptian parents on the issue of early childhood education	Development of the package of parent awareness raising programmes on early childhood education					Budget planned under activity 1.1.3 of KESP	/	MEST	
		Organize an awareness raising campaign in areas inhabited by members of Roma, Ashkali, and Egyptian communities	Organize an awareness raising campaign in areas inhabited by members of Roma, Ashkali, and Egyptian communities			€ 5,000	Kosovo budget	MEST	Developed also by learning centres, as part of their regular activities (activity 1.2.3)

1.3.2. Organization of activities aiming at awareness raising for Roma, Ashkali, and Egyptian communities on importance of timely enrolment and regular school attendance, with a focus on girls	Organization of awareness raising campaigns	Organization of awareness raising campaigns	Organization of awareness raising campaigns	Organization of awareness raising campaigns	Organization of awareness raising campaigns	Budget foreseen under activity 1.4.5 of the KESP	/	MEST	Civil Society Organizations
1.3.3. Increasing population awareness on the issue of education of Roma, Ashkali, and Egyptian communities		Organization of sensitizing campaigns for the wider public	Organization of sensitizing campaigns for the wider public			€ 50,000	Donors	MEST	Civil Society Organizations
					Total:	€ 55,000			

Objective 2: Employment and Social Welfare	Indicator(s) for measuring achievement of objectives	Baseline	Target
Improvement of the social and economic situation of the Roma, Ashkali and Egyptian communities	Level of employment	Data missing	17% ¹¹
	Level of employment of women	9% ¹²	12% ¹³
	Inclusion in LAMM	6% ¹⁴	10%
	Inclusion of women in LAMM	12% ¹⁵	25%
	Employment: inclusion in the public sector	0.5% ¹⁶	1% ¹⁷
	Inclusion of poor families in social welfare schemes	54% ¹⁸	80%
	Inclusion of children with permanent disabilities in the financial support scheme	Missing data	100%
	Inclusion of persons with permanent disabilities in the pension scheme for persons with permanent disabilities	Missing data	100%
	Number of community members receiving services from Social Work Centres	105 ¹⁹	228/yearly

Expected outcome 2.1. Improved level of employment of Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
2.1.1. Research, set gender specific indicators, and report on the situation of the labour market of members of the Roma, Ashkali, and Egyptian communities and on their benefits from services and measures provided by the MLSW	Establish gender specific employment indicators and main features of jobs for these three communities from the Labour Force Survey	Establish gender specific employment indicators and main features of jobs for these three communities from the Labour Force Survey	Establish gender specific employment indicators and main features of jobs for these three communities from the Labour Force Survey	Establish gender specific employment indicators and main features of jobs for these three communities from the Labour Force Survey	Establish gender specific employment indicators and main features of jobs for these three communities from the Labour Force Survey	€ 9,000	Donors	Donors	
	Regular reporting of data on benefits received by members of these communities from services and measures provided by the MLSW	Regular reporting of data on benefits received by members of these communities from services and measures provided by the MLSW	Regular reporting of data on benefits received by members of these communities from services and measures provided by the MLSW	Regular reporting of data on benefits received by members of these communities from services and measures provided by the MLSW	Regular reporting of data on benefits received by members of these communities from services and measures provided by the MLSW	/	/	MLSW	

¹¹ Even though baseline data are missing at the national level, the available data show significant difference in employment between these communities and the rest of the population; as a result, the target has been set in a way that the level of employment to be around 30% lower compared with the national average in 2015. Kosovo Statistics Agency, Results of the Labour Force Survey - 2015 in Kosovo, 2016.

¹² CREATE Foundation and Roma and Ashkali Documentation Centre (RADC). Roma, Ashkali, and Egyptian Women in Governance and Economy.

¹³ In this case the target has been set at the same level with that of the women at the national level for 2015.

¹⁴ The figure refers to January – June 2016 period. In 2015, participation of these communities was significantly higher (17.8 percent), but the total number was much lower. Source: MLSW, Employment Management Information System, September 2016.

¹⁵ Source: MLSW Employment Management Information System, September 2016e.

¹⁶ Roma and Ashkali with 0.2%, whereas Egyptians with 0.1%. Office of the Prime-Minister / Office for Community Issues, Estimate of employment of non-majority communities in the civil service and in Public Enterprises in Kosovo, 2013.

¹⁷ According to data of the Population Census 2011, participation of these communities is at around 2 percent.

¹⁸ Based on data of the Population Census of 2011 and MICS 2013-2014, it is estimated that there are 6,000 of these communities. Based on data by the United Nations Development Programme (2013) 60% of families of these communities cannot afford basic living goods, which means that these schemes cover only 54 % of poor families.

¹⁹ According to data by MLSW for the last three years (2013, 2014 and 2015); Table 8) in average 105 members of Roma, Ashkali, and Egyptian community members have received social services. This implies that only one-fourth of the SWCs offered social services to members of these communities in a month. The aim is to have every second SWC providing social services to members of these communities every month, that is 19 municipalities x 1 person x 12 months =228.

2.1.2. Improved participation of Roma, Ashkali, and Egyptian communities in employment in public institutions and in public companies	Monitoring of the employment situation in public institutions in municipalities with higher presence of residents coming from these communities	Monitoring of the employment situation in public institutions in municipalities with higher presence of residents coming from these communities	Monitoring of the employment situation in public institutions in municipalities with higher presence of residents coming from these communities	Monitoring of the employment situation in public institutions in municipalities with higher presence of residents coming from these communities	Monitoring of the employment situation in public institutions in municipalities with higher presence of residents coming from these communities	€ 30,000	Donors	NGOs	
	Monitoring of the situation of employment in central public institutions	Monitoring of the situation of employment in central public institutions	Monitoring of the situation of employment in central public institutions	Monitoring of the situation of employment in central public institutions	Monitoring of the situation of employment in central public institutions	€ 30,000	Donors	NGOs	
	Information and advocacy, based on research results	Information and advocacy, based on research results	Information and advocacy, based on research results	Information and advocacy, based on research results	Information and advocacy, based on research results	€ 15,000	Donors	NGOs	
	Hiring employment advisors from among members of these communities in municipalities with higher number of job seekers from these communities	Hiring employment advisors from among members of these communities in municipalities with higher number of job seekers from these communities	Hiring employment advisors from among members of these communities in municipalities with higher number of job seekers from these communities	Hiring employment advisors from among members of these communities in municipalities with higher number of job seekers from these communities	Hiring employment advisors from among members of these communities in municipalities with higher number of job seekers from these communities	€ 35,700	Kosovo budget	MLSW	
	Training of the hired employment advisors					€ 2,250	Donors	MLSW	
2.1.3. Research and implementation of measures of affirmative action for employment of Roma, Ashkali, and Egyptian communities	Research the affirmative action measures that have been effective in other countries					€ 1,500	Donors	MLSW	
	Implement quota in LAMM (including vocational training)	Implement quota in LAMM (including vocational training)	Implement quota in LAMM (including vocational training)	Implement quota in LAMM (including vocational training)	Implement quota in LAMM (including vocational training)	/	/	MLSW	Government of Kosovo
2.1.4. Assessment of needs and effectiveness of employment services by LAMM	Design and implement a needs analysis and an analysis of the effectiveness of services /LAMM for these three communities					€ 3,000	Donors	MLSW	
2.1.5. Design / modification of additional employment services	Design the LAMM/employment services based on the research funding					€ 1,500	Donors	MLSW	

and of LAMM, including vocational trainings, based on the needs of the Roma, Ashkali, and Egyptian communities		Provide LAMM (300 beneficiaries a year) Award business start-up grants (10 a year)	Provide LAMM (300 beneficiaries a year)	Provide LAMM (300 beneficiaries a year)	Provide LAMM (300 beneficiaries a year)	€ 840,000	Donors	MLSW	
2.1.6. Organization of information campaigns on employment services and LAMM, including vocational trainings		Organize an information campaign with members of the Roma, Ashkali, and Egyptian communities	Organize an information campaign with members of the Roma, Ashkali, and Egyptian communities	Organize an information campaign with members of the Roma, Ashkali, and Egyptian communities	Organize an information campaign with members of the Roma, Ashkali, and Egyptian communities	€ 3,000	Donors	MLSW	
2.1.7. Promotion of success stories in the labour market of members of Roma, Ashkali, and Egyptian communities.		Broadcasting of promotion videos				€ 10,000	Donors	MLSW	
		Meetings with citizens				€ 2,000	Donors	MLSW	
					Total:	€ 982,950			

Expected result 2.2. Improved participation of families of Roma, Ashkali, and Egyptian communities in protection schemes and social services									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
2.2.1. Assessment of additional support needed for beneficiaries of social services	Provide social welfare to poor families of these communities	Provide social welfare to poor families of these communities	Provide social welfare to poor families of these communities			€ 2,728,500	Kosovo budget	MLSW	
	Analyse data on the size, structure and living conditions of the families benefiting from social welfare schemes					/	/	MLSW	
	Visit families benefiting from social welfare, which were assessed as having received far from sufficient assistance to meet their basic living needs	Visit families benefiting from social welfare, which were assessed as having received far from sufficient assistance to meet their basic living needs				/	/	MLSW	
	The document is drafted with proposals for MLSW on additional support for these families	The document is drafted with proposals for MLSW on additional support for these families				/	/	MLSW	

2.2.2. Identification of special needs children and persons	Organize an information campaign	Organize an information campaign				€ 10,000	Donors	MLSW	
	Information meetings with MEDs to enhance teacher engagement for identification of children with special needs					/	/	MLSW	MEST
	Information meetings with responsible persons in centres of family medicine					/	/	MLSW	MH
	Provide financial support for families with special needs children	Provide financial support for families with special needs children	Provide financial support for families with special needs children	Provide financial support for families with special needs children	Provide financial support for families with special needs children	€ 204,000	Kosovo budget	MLSW	
	Provide pensions for special needs persons who are 18-65 years of age	Provide pensions for special needs persons who are 18-65 years of age	Provide pensions for special needs persons who are 18-65 years of age	Provide pensions for special needs persons who are 18-65 years of age	Provide pensions for special needs persons who are 18-65 years of age	€ 81,000	Kosovo budget	MLSW	
2.2.3. Information campaigns about welfare schemes and social services	Organize an information campaign	Organize an information campaign				€ 16,000	Donors	MLSW	
2.2.4. Analysis of the quality of social services and identification of new social services	Assessment of the level of utilization of each form of social services and organization of meetings with members of these communities to cognise appreciation of the quality of social services by the beneficiaries and identification of new social services					€ 3,750	Donors	MLSW	
		Provide training for the CSW on the new services identified by the research				€ 1,722	Donors	MLSW	
2.2.5. Build capacity of municipal officers to improve social services	Assessment of training needs of the CSW staff	Assessment of training needs of the CSW staff				/	/	MLSW	
	Provide training for the CSW staff	Provide training for the CSW staff				€ 2,066	Donors	MLSW	
					Total:	€ 3,047,038			

Objective 3 – Health	Indicators for measuring achievement of the objective	Baseline	Target
Improvement of the health situation and quality of life of members of the Roma, Ashkali, and Egyptian communities	Life expectancy of the community members	58.7 years ²⁰	63 years
	Percentage of births out of hospitals / at home	38% ²¹	30%
	Level of satisfaction with access to public services	80% ²²	90%
	Level of utilization of public health services by the community members	71.2% ²³	80%
	Full immunization	30.2% ²⁴	50%
	Births in early age	16.7% ²⁵	5%
	Children with diarrhoea	17.2% ²⁶	10%
	Children with IAR symptoms	17.2% ²⁷	10%

Expected result 3.1. Improved access to health services for members of Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
3.1.1. Development of activities for screening of breast cancer	Examinations with mammography	Examinations with mammography	Examinations with mammography	Examinations with mammography	Examinations with mammography	/	/	Ministry of Health	Municipalities
3.1.2. Implementation of home visitations for mothers and children and other vulnerable groups	Implementation of home visitations by mobile teams of professionals	Implementation of home visitations by mobile teams of professionals	Implementation of home visitations by mobile teams of professionals	Implementation of home visitations by mobile teams of professionals	Implementation of home visitations by mobile teams of professionals	/	/	Ministry of Health	Municipalities
3.1.3. Other outreach activities targeting vulnerable population	Other subsidized medical examinations targeting groups at risk	Other subsidized medical examinations targeting groups at risk	Other subsidized medical examinations targeting groups at risk	Other subsidized medical examinations targeting groups at risk	Other subsidized medical examinations targeting groups at risk	/	/	Ministry of Health	Municipalities, NGOs
	Field programme by NGOs	Field programme by NGOs	Field programme by NGOs	Field programme by NGOs	Field programme by NGOs	€ 100,000	Donors	Ministry of Health	Municipalities
3.1.4. Institutional measures for improved access to health services	Hiring of adequate staff to engage with communities	Hiring of adequate staff to engage with communities	Hiring of adequate staff to engage with communities	Hiring of adequate staff to engage with communities	Hiring of adequate staff to engage with communities	/	/	Ministry of Health	Municipalities
3.1.5. Continued monitoring of access to health services	Monitoring by local authorities	Monitoring by local authorities	Monitoring by local authorities	Monitoring by local authorities	Monitoring by local authorities	/	Municipal budget	Ministry of Health	Municipalities

²⁰ The new health insurance will save lives: Life expectancy and health of Roma, Ashkali, and Egyptian communities in Kosovo. Balkan Sunflowers. 2016.

²¹ Improving Health of Roma, Ashkali and Egyptian Communities in Kosovo Polje. Health for All. 2010.

²² The new health insurance will save lives: Life expectancy and health of Roma, Ashkali, and Egyptian communities in Kosovo. Balkan Sunflowers. 2016.

²³ The new health insurance will save lives: Life expectancy and health of Roma, Ashkali, and Egyptian communities in Kosovo. Balkan Sunflowers. 2016.

²⁴ Multiple Indicator Cluster Survey 2013-2014. UNICEF. 2016

²⁵ Multiple Indicator Cluster Survey 2013-2014. UNICEF. 2016

²⁶ Multiple Indicator Cluster Survey 2013-2014. UNICEF. 2016

²⁷ Multiple Indicator Cluster Survey 2013-2014. UNICEF. 2016

	Monitoring by civil society organizations	Monitoring by civil society organizations	Monitoring by civil society organizations	Monitoring by civil society organizations	Monitoring by civil society organizations	€ 50,000	Donors	Ministry of Health	Municipalities, NGOs
					Total:	€ 150,000			

Expected result 3.2. Improved behaviour and health routines among members of Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
3.2.1 Immunization campaigns	Preparation of promotion materials					€ 20,000	Kosovo budget	Ministry of Health	Municipalities, NGOs
		Organisation of campaigns	Organisation of campaigns	Organisation of campaigns		/	/	Ministry of Health	Municipalities, NIPH, NGOs
3.2.2. Dissemination of information materials on family planning and reproductive health	Preparation of promotion materials					€ 20,000	Kosovo budget	Ministry of Health	Municipalities, NIPH, NGOs
		Organisation of educational activities	Preparation of promotion materials	Preparation of promotion materials	Preparation of promotion materials	€ 40,000	Kosovo budget	Ministry of Health	Municipalities, NIPH, NGOs
3.2.3. Education on importance of hygiene and sanitary conditions	Preparation of promotion materials					€ 20,000	Kosovo budget	Ministry of Health	Municipalities, NIPH, NGOs
	Organisation of campaigns	Organisation of campaigns	Organisation of campaigns	Organisation of campaigns	Organisation of campaigns	€ 25,000	Kosovo budget	Ministry of Health	Municipalities, NIPH, NGOs
3.2.4. Enhance preventive capacities among primary healthcare staff	Staff training	Staff training	Staff training	Staff training	Staff training	/	/	Ministry of Health	Municipalities, Donors
					Total:	€ 125,000			

Expected result 3.3. A healthy environment is created for the population of Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
3.3.1 Quarterly control of the level of lead in community settlements	Field visit to control lead levels	Field visit to control lead levels	Field visit to control lead levels	Field visit to control lead levels	Field visit to control lead levels	€ 40,000	Donors	Ministry of Health	Municipalities, NIPH, NGOs
3.3.2. Supply with family waste containers	Purchase of containers	Purchase of containers	Purchase of containers			€ 60,000	Kosovo budget	Ministry of Health	MESP, Municipalities, NGOs
	Collection of waste	Collection of waste	Collection of waste	Collection of waste	Collection of waste	/	/	Ministry of Health	MESP, Municipalities, NGOs
					Total:	€ 100,000			

Objective 4 – Housing	Indicators for measuring achievement of Objective	Baseline	Target
Providing adequate and sustainable housing for Roma, Ashkali, and Egyptian communities in line with the effective legislation	Number of registered families in the database who own private property, but do not enjoy appropriate housing conditions		3,000
	Number of families who have settled the ownership status of their property	1200 ²⁸	3,600
	Number of families included in the database for funding of specific housing programmes		2,000
	Number of houses or other facilities under municipal title and private ones that can be used for providing housing to homeless families		210 - 7 regions, X 30 homes
	Number of houses built on lots owned by community members		100 houses
	Number of renovated houses owned by community members		150 houses
	Number of housing units for community members who need social housing		80 housing units
	Number of programmes implemented by the municipalities or government for treating informal settlements inhabited by community members		7

Expected result 4.1. Needs have been identified of the community members for adequate housing and social housing									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
4.1.1. Inclusion of members of Roma, Ashkali, and Egyptian communities in the database for funding of specific housing programmes	Identification of families living in inadequate housing conditions	Identification of families living in inadequate housing conditions				€ 61,520	€ 57,120 Kosovo budget € 4,400 Donors	MESP	
	Registration of identified families in the database	Registration of identified families in the database				/	/	MESP	
4.1.2. Setting of priorities for families in need for inclusion in the social housing programme	Drafting of priority lists for social housing	Drafting of priority lists for social housing	Drafting of priority lists for social housing	Drafting of priority lists for social housing	Drafting of priority lists for social housing	/	/	Municipalities	
					Total:	€ 61,520			

Expected result 4.2. There is increased awareness among the Roma, Ashkali, and Egyptian communities about active participation in solving housing issues									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
4.2.1. Organization of the awareness raising campaign for inclusion in the housing issue	Selection of the appropriate locations for the organization of the sensitising campaign					/	/	MESP	
	Drafting and printing of the campaign materials					€ 10,000	Donors	MESP	

²⁸ According to estimates, 20% of the 6000 families of the Roma, Ashkali, and Egyptian communities have regulated status of the property they live in.

	Community trainings on property rights in Kosovo	Community trainings on property rights in Kosovo	Community trainings on property rights in Kosovo	Community trainings on property rights in Kosovo	Community trainings on property rights in Kosovo	€ 2,700	Donors	MESP	
	Increasing awareness of the decision-making factors about the property rights of the Roma, Ashkali, and Egyptian communities					€ 6,000	Donors	MESP	
4.2.2. Support the Roma, Ashkali, and Egyptian communities in getting supplied with adequate property documentation or with another land title on which they can build housing.		Projects on property rights of Roma, Ashkali, and Egyptian communities in the seven regions of Kosovo	Projects on property rights of Roma, Ashkali, and Egyptian communities in the seven regions of Kosovo	Projects on property rights of Roma, Ashkali, and Egyptian communities in the seven regions of Kosovo	Projects on property rights of Roma, Ashkali, and Egyptian communities in the seven regions of Kosovo	€ 336,000	Donors	MESP	
					Total:	€ 354,700			

Expected result 4.3. Significant progress towards settlement of the housing problem for members of the Roma, Ashkali, and Egyptian communities									
Activities	Milestones					Financial cost	Source of funding	Institutions	
	2017	2018	2019	2020	2021			Coordination	Support
4.3.1. Drafting of the list with priority projects for renovation, reconstruction or building of houses on own land	Implementation of renovation projects	Implementation of renovation projects	Implementation of renovation projects	Implementation of renovation projects	Implementation of renovation projects	€ 1,242,000	€ 1,035,000 Donors € 207,000 Kosovo budget	MESP MKK	
	Projects for building or reconstruction of houses on own land	Projects for building or reconstruction of houses on own land	Projects for building or reconstruction of houses on own land	Projects for building or reconstruction of houses on own land	Projects for building or reconstruction of houses on own land	€ 1,656,000	€ 1,380,000 Donors € 276,000 Kosovo budget	MESP	
4.3.2. Implementation of programmes for treatment of informal settlements			Implementation of a regional project for treating informal settlements	Implementation of a regional project for treating informal settlements	Implementation of a regional project for treating informal settlements	€ 600,000	Donors	MESP	
4.3.3. Identification of properties for social housing	Registration in the database of municipality property	Registration in the database of municipality property				/	/	Municipalities	

	Registration in the database of the citizens' property ready to lease through a housing bonus	Registration in the database of the citizens' property ready to lease through a housing bonus	Registration in the database of the citizens' property ready to lease through a housing bonus	Registration in the database of the citizens' property ready to lease through a housing bonus	Registration in the database of the citizens' property ready to lease through a housing bonus	/	/	Municipalities	
4.3.4. Drafting of priority projects for social housing	Drafting of three year municipality plans for housing					/	/	Municipalities	
	Allocation of building lots in municipal property for social housing	Allocation of building lots in municipal property for social housing	Allocation of building lots in municipal property for social housing	Allocation of building lots in municipal property for social housing	Allocation of building lots in municipal property for social housing	/	/	Municipalities	
		Implementation of seven regional projects on social housing (20 housing units of 46 m2)	Implementation of seven regional projects on social housing (20 housing units of 46 m2)	Implementation of seven regional projects on social housing (20 housing units of 46 m2)	Implementation of seven regional projects on social housing (20 housing units of 46 m2)	€ 1,104,000	Donors	MESP	
		Municipalities contracting private properties (houses or apartments) through a scheme of housing bonus	Municipalities contracting private properties (houses or apartments) through a scheme of housing bonus	Municipalities contracting private properties (houses or apartments) through a scheme of housing bonus	Municipalities contracting private properties (houses or apartments) through a scheme of housing bonus	€ 126,000	Municipal budget	Municipalities	
	Approval of lists for beneficiaries of social housing	Approval of lists for beneficiaries of social housing	Approval of lists for beneficiaries of social housing	Approval of lists for beneficiaries of social housing	Approval of lists for beneficiaries of social housing	/	/	Municipalities	
	Approval of the list for beneficiaries of the housing bonus	Approval of the list for beneficiaries of the housing bonus	Approval of the list for beneficiaries of the housing bonus	Approval of the list for beneficiaries of the housing bonus	Approval of the list for beneficiaries of the housing bonus	/	/	Municipalities	
					Total:	€ 4,728,000			

STUDY ON THE IMPACT AND SUSTAINABILITY OF LEARNING CENTRES



Pristina 2015

Supporting Access to Education and Intercultural Understanding

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STUDY ON THE IMPACT AND SUSTAINABILITY OF LEARNING CENTRES

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Study Analysis and Report Writing:

Uliks Osmani – Team Leader

Kujtim Koci – Research Analyst

Valon Feka – Project Manager

Team of Researchers:

Petrit Bytyçi

Eneida Aliu

Fatos Mexhuani

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Disclaimer: The views expressed in this report are those of the authors and do not necessarily represent those of the Council of Europe, the European Union or the UNICEF Office in Kosovo.”

¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

LIST OF ABBREVIATIONS

CoE	Council of Europe
LC	Learning Centre
MED	Municipal Education Department
MEST	Ministry of Education, Science and Technology
MOCR	Municipal Office for Communities and Return
NGO	Non-Governmental Organization
PRTAN	Prevention and Response Teams towards Abandonment and Non-Registration in compulsory education
UNICEF	United Nations Children's Fund
VoRAE	Voice of Roma, Ashkali and Egyptians

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EXECUTIVE SUMMARY

This study intends to provide easily understandable and accessible information and analysis of the actual work of learning centres, best practices, challenges and their impact on children and their communities during the 2011-2015 period. The study was focused in five municipalities, namely Ferizaj/Uroševac, Fushë Kosovë/Kosovo Polje, Gjakovë/Đakovica, Obiliq/Obilić, and Graçanicë/Gračanica.

Key findings:

RELEVANCE:

- Learning centres in Kosovo have mainly been established based on the needs of the communities, such as: unsatisfactory level of children's school performance; irregular school attendance; school dropouts; and lack of social inclusion.
- Due to the lack of a legal framework that determines the criteria for establishment and operation of learning centres, the majority of centres operate in line with donor policies.

EFFECTIVENESS:

- Throughout Kosovo around 40 centres in 15 municipalities of Kosovo have been established and are functional, mainly in the municipalities where Roma, Ashkali and Egyptian communities live. As per the data provided by six interviewed NGOs that manage learning centres, the number of children attending activities in centres during the academic year 2014/15 has been around 2,605 children.
- Main activities that LCs carry out are: helping children to be prepared for school enrolment; assistance in finishing homework; ensuring regular attendance of pupils in compulsory education; working with pupils who have dropped out of school; recreational activities as well as other activities regarding the education of communities in need.

EFFICIENCY:

- Between 2011 and 2015, through activities carried out in learning centres managed by six NGOs, the lives of 8,310 children have been affected. The average yearly cost per child was €123.10.
- Over the years, the ethnic composition of children participating in LCs has changed. Year after year there have been more members of different communities that attend these centres (Roma, Ashkali, Egyptian, Albanian, and Serbian children).
- With the goal of social inclusion of marginalized communities, learning centres have been able to increase the number of children from Albanian and Serb communities in their activities through the years, which has led to more interethnic interaction and socialization.
- In recent years, a number of memorandums of understanding have been signed between MEST, Municipal Directorates of Education and LCs that ensured school spaces for LCs to perform their activities. Through these agreements local authorities pledged to compensate monthly costs of LCs such as: the cost of rent, electricity, heating, and other equipment (inventory) for LCs located within school buildings.

- ▷ Interviewed parents stated the importance of learning centres. When explaining the reasons for that, they stressed their usefulness in preventing school dropouts (33% of interviewed parents), providing help to children that are unable to get help at home (30% of interviewed parents), helping children interact with other ethnic groups and build skills that help them for the future (23% of interviewed parents), and addressing special educational needs that schools cannot meet (14% of interviewed parents).
- ▷ The majority of interviewed stakeholders were of the opinion that learning centres have had a substantial impact on children's school performance in terms of their reading and writing skills, grades, attendance, and prevention of dropouts.

SUSTAINABILITY

- ▷ LCs operate largely through donor financial support. Only two of them are financed by municipal authorities. Donor support cannot be provided on a long-term basis. All assessed NGOs stated that they do not have a specific strategy regarding the financial sustainability of learning centres.

1. INTRODUCTION AND BACKGROUND OF THE STUDY

Kosovo is taking very important steps towards establishing a functioning society with a clear prospect towards European integration. To achieve this, many stakeholders including local and government institutions, donors, civil society, and the business community, have been supporting many sectors that are currently underperforming. Due to several reasons, among which are the poor economic situation and high level of unemployment, marginalized groups are the most affected, including members of non-majority communities (Roma, Ashkali, and Egyptians), people with special needs, people living in rural areas (especially women), etc.

Apart from economic factors, members of Roma, Ashkali and Egyptian communities, as marginalized groups of society, also face other challenges such as low levels of education. When comparing the level of education between different ethnicities in Kosovo, only a small difference can be observed in this regard between the majority Albanian ethnicity and the non-majority Serb ethnicity. However, a substantial difference can be observed in this regard between Albanian ethnicity and the non-majority Roma, Ashkali and Egyptian ethnicities. While 44.2 % of the Albanian population aged 15 and over had at least an upper secondary education in 2013, the percentages among Roma, Ashkali and Egyptians of the same age group was significantly lower (10.8% Roma, 8.7% Ashkali, 9.9% Egyptians), as can be seen in the table below.

Table 1. Population age 15 years and over by educational attainment, based on ethnicity.²

Highest completed level of education	Ethnicity				
	Albanian	Serb ³	Roma	Ashkali	Egyptian
No completed education	5.8%	6.3%	31.8%	32.9%	24.4%
Primary education	10.0%	11.2%	24.9%	27.4%	27.7%
Lower secondary	39.9%	28.2%	32.5%	31.1%	38.1%
Upper secondary	34.7%	44.5%	9.4%	8.1%	8.7%
High school	2.5%	4.4%	0.7%	0.3%	0.5%
Faculty, bachelor	6.2%	5.1%	0.6%	0.3%	0.6%
Post-graduate (Master)	0.7%	0.3%	0.0%	0.0%	0.1%
Doctorate/PhD	0.1%	0.1%	0.0%	0.0%	0.0%

Considering that only 1.3 percent of members from Roma, Ashkali and Egyptian communities had a high school diploma or higher education, Kosovo's institutions, NGOs, and international donor organizations have initiated a number of programs to tackle this phenomenon.

The government, in cooperation with other stakeholders, created the "Strategy for the Integration of Roma, Ashkali and Egyptians in Kosovo 2009-2015", which aims to address the issue of the education of these communities.

² Kosovo Agency of Statistics, "Educational Characteristics of Kosovo Population", October 2013, pg. 22.

³ Data on education of Serbs from their parallel system of education could not be secured.

There have also been legislation and policies developed to foster education of all children, including children from Roma, Ashkali and Egyptian communities, such as the Law on Pre-University Education 2011, National Action Plan against Dropout 2009-2014, Kosovo Education Strategic Plan 2011-2016, Strategy and National Action Plan on Children's Rights 2009-2013, etc. In general, all education-related legislation approved by the institutions of Kosovo promotes effective equality and enforces the principle of equal treatment of all people of Kosovo.

Apart from the low level of educational achievement, members of Roma, Ashkali and Egyptian communities also face low levels of formal education attendance, as well as high dropout rates. To address the issue of school dropout rates and nonattendance, Kosovo institutions and several local and international organizations have established initiatives and projects to raise the awareness of these communities on the importance of obtaining an education. Moreover, the Ministry of Education, Science and Technology, through an Administrative Instruction established Prevention and Response Teams towards Abandonment and Non-Registration in compulsory education (PRTANs).

In line with Kosovo institutions policy initiatives in the area of education of non-majority communities, non-governmental organizations with support from international donors established around 40 learning centres in 15 municipalities across Kosovo. The role of learning centres has been to foster community empowerment and support Roma, Ashkali and Egyptian integration in Kosovo society in general. They have provided an alternative or supplementary model of development and education for Roma, Ashkali and Egyptian children, youth and families. The learning centres share a common goal to keep Roma, Ashkali and Egyptian children in school, achieving better academic results.

This study was commissioned by the European Union and Council of Europe (CoE) Joint Programme "Increasing Access to Education and Intercultural Understanding" and the United Nations Children's Fund (UNICEF) to assess the impact of Kosovo learning centres in keeping their beneficiaries successfully in school.

⁴ Ministry of Education, Science and Technology, Administrative Instruction (AI) 19/2012 on Establishment and enforcement of teams for prevention and response toward abandonment and non-enrolment in compulsory education.

2. RESEARCH METHODOLOGY

To carry out this assignment, the researchers used a mixed methodology, consisting of:

- Secondary data review;
- Focus group discussions with NGOs managing learning centres;
- In-depth, semi-structured, and structured interviews with relevant stakeholders;
- Assessment of school performance of children.

The study was focused in five municipalities, namely Gjakovë/Đakovica, Fushë Kosovë/Kosovo Polje, Obiliq/Obilić, Graçanicë/Gračanica and Ferizaj/Uroševac.

Secondary data review

During this phase, the research evaluation team consulted Kosovo's legal framework (laws, administrative instructions, strategies), as well as the existing reports from local and international organizations which tackle the issue of education and social inclusion of all communities in Kosovo, with a particular focus on children of Roma, Ashkali and Egyptian communities. Furthermore, the research team analysed relevant documents of NGOs in relation to their management of learning centres, in order to understand the role and the mission of these centres.

The information gathered during a secondary data review was used as a resource for designing the study instruments: focus group discussion guide, and questionnaires for in-depth, semi-structured, and structured interviews. Additionally, information from desk research was used to analyse the extent to which the work of learning centres was in line with national policies in the field of education.

Focus group discussion

The researchers organized a focus group discussion with representatives of six NGOs that run learning centres: Balkan Sunflowers Kosova, Voice of Roma, Ashkali and Egyptians, Caritas Kosova, The Ideas Partnership, Terre des Hommes, and Bethany Christian Services.

The objectives of the focus group were to:

- Identify the activities of LCs,
- Discuss the instruments for measurement of the impact of LCs,
- Discuss the level of satisfaction with the achieved results,
- Discuss the level of cooperation with other relevant stakeholders,
- Learn more in general about the experiences of NGOs (both positive and negative) during the operation of these learning centres,
- Obtain opinions on sustainability of LCs.

Depth, semi-structured, and structured interviews with relevant stakeholders

During the study, the researchers conducted in-depth, semi-structured, and structured interviews with various stakeholders: representatives of central and local authorities, school staff, LC staff, PRTANs, and parents. The full list of interviewed stakeholders is presented in the table below.

Table 2. List of interviewed stakeholders.

Type of interviews	Number of inter-views
In-depth interviews	22
o Relevant international donor organizations funding LCs	9
o Municipal Education Departments of the five municipalities	5
o Ministry of Education Science and Technology	3
o Municipal Offices for Communities and Returns	4
Semi-structured interviews	83
o School directors	11
o School teachers	40
o Local Prevention and Response Teams towards Abandonment and Non-Registration (PRTAN) members	12
o Learning Centres staff	20
Structured (quantitative interviews)	200
o Parents	200
TOTAL	305

Assessment of Children's School Performance

The researchers, in accordance with CoE and UNICEF, agreed to assess the school performance of 50 children since they started attending LCs. The research team visited 11 schools in five municipalities and identified around 50 children who participated in LC programs. Since the selection process was random, this group included not only children from Roma, Ashkali, and Egyptian communities, but also children from the Albani-an community who attend LCs. Children's school performance during the last three years was measured, with the main goal being to identify their progress since they started attending activities organized by LCs.

This task was realized through assessing children's performance in Albanian and Serbian languages, and mathematics, as these were the main subjects taught by all LCs. The average school grades of pupils in these subjects were compared over the course of three years.

Evaluation Criteria

For this study, the researchers used the OECD's DAC Principles for Evaluation of Development Assistance, which focuses on five criteria:

- ▷ **Relevance** – The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.
- ▷ **Effectiveness** – A measure of the extent to which an aid activity attains its objectives.
- ▷ **Efficiency measures the outputs** – qualitative and quantitative – in relation to the inputs.
- ▷ **Impact** – The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.
- ▷ **Sustainability** – Concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn.

2.1. SCOPE OF THE STUDY

The study is intended to provide easily understandable and accessible information and analysis of the actual work of LCs, their impact, best practices, challenges and their impact on children and their community. The study will also provide recommendations on how to make LCs more sustainable and integrated within the current education system.

The purpose of this report is three-fold:

- First, it aims to analyse data (both quantitative and qualitative) in order to reach important conclusions on the current situation of learning centres;
- Second, it aims to provide reflection on and contribute to the relevance, effectiveness, efficiency, sustainability and impact of the learning centres on the improved learning outcomes of Roma, Ashkali and Egyptian children;
- And third, it aims to frame lessons learned and recommendations that have been derived from interviews with key stakeholders, and findings that have been derived from other target groups.

2.2. STUDY LIMITATIONS

The limitations of the study are:

- a. **Lack of baseline indicators:** This remains a wide-spread issue in Kosovo; this study's comparison of school grades over three years of learning centre participants is useful to show the progress of pupils;
- b. **Data on Serbian community:** Collecting data on the Serbian community remains a major issue in Kosovo. In most locations, Serbian children attend school in a parallel education system and therefore data could not be obtained;
- c. **Missing data on enrollment and dropout rates:** Since reliable data could not be obtained on school enrollment and dropout rates of children from majority communities or not attending learning centres, it was hard to compare the impact of learning centres in this regard. However the study captures the perceptions of stakeholders regarding learning centres in the five municipalities

3. PROFILES OF LEARNING CENTRES IN KOSOVO

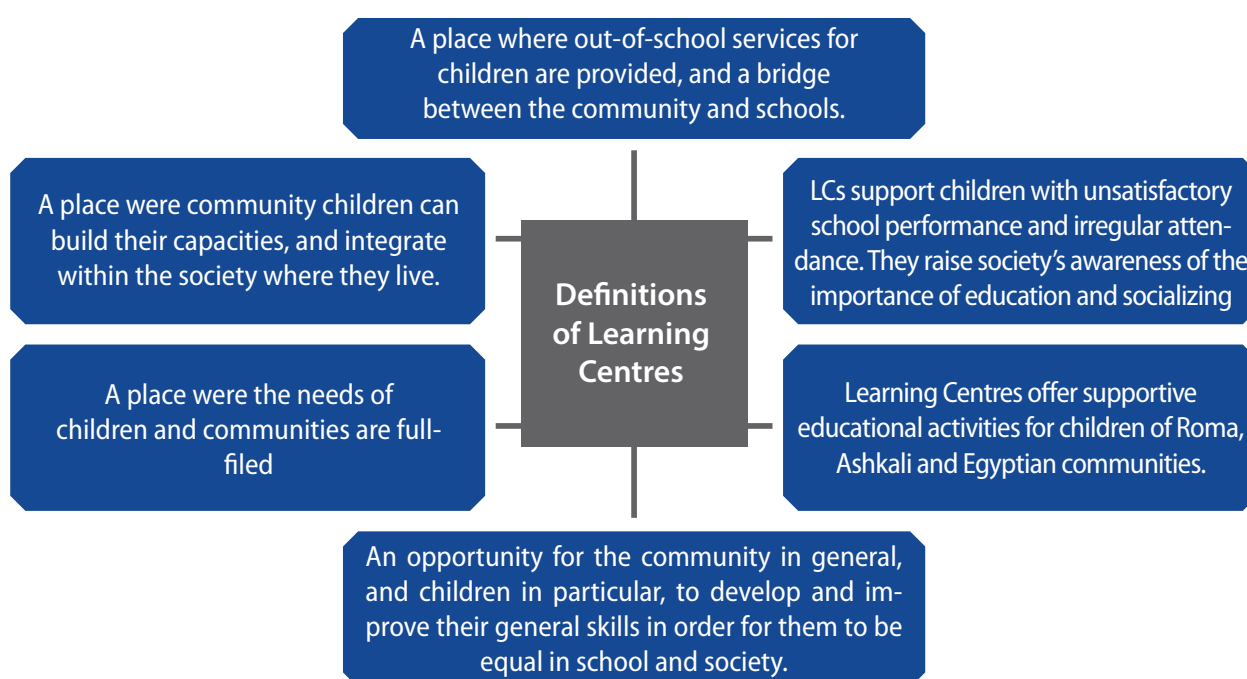
Considering that learning centres are managed by different NGOs, financed by different international donors, and destined for different communities, they are structured and operate differently from one another, mainly based on the real needs of the communities.

Although different from one-another, learning centres largely focus on one overarching objective, which is to help children with their school responsibilities such as homework, attendance, the issue of dropout risk, and their performance in general. Through LCs, several NGOs carried out activities with parents and the community at large in order to address the issues of social inclusion and education of these communities.

Although there are similarities between learning centres and community centres, there are also noticeable differences between them. Whereas learning centres mainly work with children and parents focusing on children's education, community centres work with different groups of communities and are not solely focused in the field of education. Moreover, while learning centres may be located within school facilities, community centres are usually located within the communities they work with.

Due to the different approaches these NGOs have towards LCs, they were asked to give a definition of what a learning centre is. Their answers varied to an extent, as shown in the figure below.

Figure 1. Definitions of learning centres – provided by representatives of NGOs running LCs.



Despite differences of opinions in regard to the definition of a learning centre, there were some common denominators. The words that were used most often by the NGOs in this regard are: children, community, school, needs, and support. Looking at some of the similarities and combining the definitions given by NGOs on learning centres, one definition that can be drawn for learning centres is: *"A learning centre is a place that provides supplementary education services to children in need, with the goal of improving their school performance and integrating them within the larger society"*.

In terms of their organizational structure, the following are the positions that can be found in most centres, though centres may use these titles differently:

1. Coordinator (NGO level)

The coordinator is responsible for managing the centre, leads and plans the activities of the centre, selects and delegates the responsibilities to other members of staff, and keeps contact with relevant partners (municipal officials, donors, and other relevant stakeholders). It should be noted that “on site” coordinators are rare, as only a few LCs have them.

2. Tutor /Facilitator

The tutor works directly with children, helping them with their homework and with what they learned during school classes, and also is involved in other socio-cultural activities with children.

3. Educator

Educator deals with pre-school children, assisting and preparing them for enrolment at school.

4. Volunteer

Volunteers are usually youth – mostly high school pupils (there are cases when volunteers were older) – who assist LC staff in conducting their daily activities. They are mostly engaged when LCs conduct leisure and recreational activities.

5. Mediator

The Mediator serves as a bridge between the school and the family, as well as the learning centre. Mediators are not always part of LCs, as they are part of a separate programme. The purposes of the education mediation programme is to increase access to education for the children of the Roma, Ashkali and Egyptian communities, ensure timely enrolment in school, prevent dropping out of school, and return dropouts to school. The work of a mediator focuses mainly on facilitating communication and contact between school(s), municipal education departments, families, local Roma, Ashkali, and Egyptian communities, and the learning centre, if there is a learning centre in the town.⁵

3.1. BALKAN SUNFLOWERS LEARNING CENTRES

Balkan Sunflowers Kosova (BSFK)⁶, established in 2007, aims to build activist lives for social change. Its goals are to inspire and engage in community action for human rights and dignity, to work in education, health, culture, citizenship, employment, and respect for diversity.

Currently, Balkan Sunflowers Kosova manages five LCs in four municipalities. Within these LCs, they run a pre-school program, language clubs and assist children with their homework. Furthermore, they provide other activities, such as: reading corners, summer camp, parenting programme, women’s literacy programme, networking, and science activities. In Graçanicë/ Gračanica and Plemetin/a, and small part of Fushë Kosova/Kosovo Polje, the programme is functioning in Serbian language. Most BSFK LCs are located outside of school buildings, except the Shtime centre which is in Emin Duraku School.

⁵ Role of mediators in the integration of Roma, Ashkali and Egyptian communities in the education system, KDI, Council of Europe and Balkan Sunflowers Kosova, Pristina 2014, pg. 19.

⁶ Balkan Sunflowers Kosova developed from Balkan Sunflowers, an international NGO active in Kosovo from 1999.

Table 3. Number of children involved in all LCs run by Balkan Sunflowers Kosova.

Number of children based on ethnicity, gender	2011/12	2012/13	2013/14	2014/15	Total
Ashkali community pupils	240	269	361	328	1198
Roma community pupils	164	290	175	130	759
Egyptian community pupils	19	25	10	22	76
Albanian community pupils	2	3	1	30	36
Serb community pupils	1	1	0	0	2
Percentage of female participants	45%	47%	44%	56%	48%
Total number of pupils	426	588	547	510	2071

The main donors that have supported the activities of Balkan Sunflowers Kosova's Learning Centers Network are: Allan and Nesta Ferguson Charitable Trust, Austrian Development Agency, British Embassy, Brot Fur Die Welt (Diakonie), Council of Europe, Czech Development Agency, European Commission, Finnish Embassy, Graçanicë/Gračanica Municipality, Kosovo Foundation for Open Society, Luxembourg Embassy, Netherlands Embassy, Norwegian Embassy, Organisation for Security and Cooperation in Europe, Ministry of Education Science and Technology, Obiliq/Obilić Municipality, Office for Communities Affairs, Roma Education Fund, Shtime/Štimlje Municipality, Sunshine Lady Foundation, Terre des Hommes, United Nations Mission in Kosovo, United Nations Volunteers, United States Embassy, United States Agency for International Development.

3.2. BETHANY CHRISTIAN SERVICES LEARNING CENTRE

The aim of Bethany Christian Services, located in Gjakova/Đakovica, is to develop and improve the lives of individuals and communities, through raising awareness about human rights, and through completing social and educational needs of people in need. Moreover, this NGO provides social, educational activities and also health care services.

The organization manages one Learning Centre, the work of which is based on the MEST curricula for pre-school and the compulsory school program. There are nine permanent staff members, but depending of the project, the number of staff involved sometimes reaches 20. There is the executive director, coordinator, educators, mediator, tutors, facilitators and healthcare staff involved in dealing with LCs. The staff come from different educational backgrounds, including some with a university degree, some are students currently attending university studies, and others possess a high school diploma.

Table 4. Number of children involved in all LCs run by Bethany Christian Services.

Number of children based on ethnicity, gender	2011	2012	2013	2014	2015	Total
Roma, Egyptian and Ashkali communities ⁷ pupils	320	320	320	320	320	1600
Albanian community pupils	5	7	5	5	4	26
Percentage of female participants	45%	46%	48%	46%	48%	47%
Total number of pupils	325	327	325	325	324	1626

⁷ Bethany Christian Services reported that parents did not state the community they belong to, thus the data was aggregated for Roma, Egyptian and Ashkali children.

The main donors that have supported the activities of Bethany Christian Services learning centres are: United Nations Children's Fund, German Agency for Technical Cooperation, Kosovo Foundation for Open Society, Swiss Cooperation, Council of Europe, Ministry of Culture, Youth and Sports, Ministry of Communities and Returns, Terre des Hommes, Advocacy Training and Resource Center, and the Organisation for Security and Co-operation in Europe. They have supported them through providing school material, clothing, food, trainings, and financial support.

3.3. CARITAS KOSOVA LEARNING CENTRES

Caritas Kosova was created in 1992 to respond to the extensive general poverty levels. The aim of this NGO is to offer extra help to children involved in formal education.

The organization manages two learning centres, one in the municipality of Ferizaj/Uroševac and the other in Gjakovë/Đakovica. The centre in Ferizaj/Uroševac is the property of Caritas Kosova, whereas the land was provided by the municipality of Ferizaj/Uroševac. On the other hand, Caritas Kosova took under its competence the centre in Gjakovë/Đakovica (Ali Ibra) in January 2015. The centres focus mainly on helping children in Albanian language and mathematics, but they also help them with other subjects too. They monitor children at school and their success, and they also cooperate with parents to raise their awareness on the importance of sending children to school. Currently, Caritas Kosova employs 32 people in their two LCs:

- Two coordinators with university degrees;
- Four educators with university degrees;
- Nine facilitators (five with university degrees, two pursuing university studies, and two with high school diplomas);
- Two mediators (one university student and one with a primary education);
- 11 tutors/volunteers – high school students;
- Four technical staff.

Table 5. Number of children involved in all LCs run by Caritas Kosova.

Number of children based on ethnicity, gender	2013	2014	2015	Total
Ashkali community pupils	278	255	194	727
Albanian community pupils	47	45	51	143
Egyptian community pupils	0	0	163	163
% of female participants	50%	53%	53%	52%
Total number of pupils	325	300	408	1033

The municipality of Ferizaj/Uroševac supports the centre with approximately 70,000 Euros annually, which covers the cost of all services provided within the facility (including medical services and work with pre-school children).

3.4. TERRE DES HOMMES LEARNING CENTRES

Terre des Hommes is a Swiss Foundation that has worked in Kosovo since 1999 with the aim of providing help to children in need. They provide health care and child protection services, while also being involved in the field of education.

The organization currently manages seven LCs in four municipalities (Gjakovë/Đakovica, Mitrovica/Mitrovica, Peja/Pec, Ferizaj/Uroševac). All of their centres are within the premises of public schools and they conduct their activities right after the children finish their regular classes.

They provide children with assistance with homework, writing, reading, and math. Moreover, they provide leisure activities for children. Their work is based on the official school curricula. Their staff consists of 10 members: one coordinator, and nine teaching assistants and tutors (who are not hired with regular contracts, but are employed with service contracts when needed). Several staff members have completed their university studies (five of whom have earned a degree in Pedagogy), whereas others are currently attending university studies.

The table below represents the distribution of 225 children who are attending after school classes in four municipalities supported by Terre des Hommes in Kosovo. It is important to emphasize that the number of children has decreased during this year specifically as a result of the emigration of Roma, Ashkali and Egyptian families to Western European countries.

Table 6. Number of children involved in all LCs run by Terre des Hommes.

Municipality/Village/District	The name of the school	Overall number of children	Number of children by gender	% of female participants
Gjakovë/Đakovica municipality	Primary and lower secondary school "Yll Morina"	40	22 girls 18 boys	55%
Gjakovë/Đakovica municipality	Primary and lower secondary school "Mustafa Bakija"	16	9 girls 7 boys	56%
Village Trebovic Peja municipality	Primary and lower secondary school "Skenderbeu"	41	24 girls 17 boys	59%
Vaganice district Mitrovica municipality	Primary and lower secondary school "Skenderbeu"	25	13 girls 12 boys	52%
Mitrovica municipality	Primary and lower secondary school "Bedri Gjinaj"	25	11 girls 14 boys	44%
Village Poqeste Peja municipality	Primary and lower secondary school "Pjeter Budi"	36	17 girls 19 boys	47%
Village Qyshk Peja/Pec municipality	Primary and lower secondary school "Skender Qeku"	22	9 girls 13 boys	41%
Ferizaj/Uroševac municipality	Primary and lower secondary school "Vezir Jashari"	20	11 girls 9 boys	45%
Total		225	116 girls 109 boys	

The main donors that have supported Terre des Hommes learning centres are: Swiss Church Aid (HEKS) and the Swiss Agency for Development and Cooperation (SDC).

3.5. THE IDEAS PARTNERSHIP LEARNING CENTRES

The Ideas Partnership (TIP) was established in 2009 by Elizabeth Gowing, Ardian Arifaj and Robert Wilton. The aim of this NGO is to support the people of Kosovo to protect their unique cultural heritage, develop their environment, and educate a new generation of citizens.

The Ideas Partnership started working with their first learning centre in Fushë Kosovë/Kosovo Polje in 2011. Currently, TIP manages one LC in Pristina, with the main goal of provision of additional classes for Roma, Ashkali and Egyptian children. The Ideas Partnership manages a high functioning centre, which has a kindergarten with 80 children and conducts academic activities for more than 120 children, as well as activities with mothers, youth and the elderly. Some of its programs are:

- Mother's program - microfinance projects,
- Youth activities,
- Health services,
- "Little teachers" program,
- Council of children, and
- Girls' club.
- Weekly academic support activities.

Table 7. Number of children involved in LCs – The Ideas Partnership.

Number of children based on ethnicity, gender	2011	2012	2013	2014	Total
Ashkali community pupils	90	125	290	345	850
Roma community pupils	10	70	45	45	170
Egyptian community pupils	15	10	45	50	120
Albanian community pupils	0	25	30	45	100
% of female participants	57%	52%	51%	52%	52%
Total number of pupils	115	230	410	485	1240

The main donors that have supported TIP's activities are: Austrian Development Agency, UN Volunteers, Hope and Aid Direct, Stepic Charity Fund through Raiffeisen Bank, and the Embassy of Finland.

3.6. VOICE OF ROMA, ASHKALI AND EGYPTIANS LEARNING CENTRES

Voice of Roma, Ashkali and Egyptians (VoRAE) was established with the goal of contributing to the development of members of the Roma, Ashkali and Egyptian communities in Kosovo. VoRAE's main focus is improvement of the lives of these communities through support in integration, reduction of poverty and discrimination, infrastructure, housing, health services, human rights, and education.

Within the education sector, Voice of Roma, Ashkali and Egyptians has been providing scholarships for high school students, and providing additional learning support through LCs. Presently, this organization manages 15 LCs in 10 Kosovo municipalities, employing 28 tutors to work with children. The majority of centres are located within the premises of public schools; this was enabled through memorandums of cooperation with local authorities. Although the majority of tutors lack adequate qualifications, they took part in trainings to prepare them to work with pupils of different levels, from pre-school to grade 9.

Learning centres mostly offer assistance with homework and activities are focused on, but not limited to, the main formal school courses: Albanian/Serbian language and mathematics. Moreover, the VoRAE centres monitor the in-school performance of children, such as their attendance and their grades. Centres also focus on work with parents, through group and individual meetings and other awareness raising campaigns, to raise their awareness of the importance of getting their children an education. To assess the impact of LCs, VoRAE uses questionnaires that are administered with teachers, pupils and parents twice per year. The following table shows the number of children that have attended activities in LCs managed by Voice of Roma, Ashkali and Egyptians.

Table 8. Number of children in all LCs run by Voice of Roma Ashkali and Egyptians.

Number of children based on ethnicity, gender	2011/12	2012/13	2013/14	2014/15	Total
Ashkali community pupils	233	291	528	437	1489
Roma community pupils	133	128	159	159	579
Egyptian community pupils	0	0	2	1	3
Albanian community pupils	11	17	90	133	251
Serb community pupils	0	0	3	15	18
Percentage of female participants	41%	40%	46%	48%	44%
Total number of pupils	377	436	782	745	2340

The main donors that have supported the activities of LCs managed by VoRAE are: Swiss Church Aid (HEKS), Finnish Embassy in Kosovo, and British Embassy in Kosovo.

4. MAIN RESULTS

4.1. RELEVANCE

4.1.1. The Need for Learning Centres

The challenges confronting Roma, Ashkali and Egyptian communities come as a result of various factors including: high rates of unemployment, poverty, illiteracy, and lack of equal opportunity. International donors, Kosovo Institutions, and local NGOs implemented a large number of programmes and activities to address the needs of Roma, Ashkali, and Egyptian communities. Several of these stakeholders have played a substantial role in improving the socio-economic situation of Roma, Ashkali, and Egyptian communities and continue to do so today. Article 3 of the Constitution of Kosovo enshrines full equality before the law. It states “The Republic of Kosovo is a multi-ethnic society consisting of Albanian and other Communities, governed democratically with full respect for the rule of law through its legislative, executive and judicial institutions”. These principles are embodied in the Constitution and are part of other laws that promote and protect the interests of minority communities living in Kosovo.

Foreign organizations have undertaken initiatives throughout the years, in which they have attempted to improve the living standard of members of Roma, Ashkali, and Egyptian communities. One very sensitive issue that has been a major concern for these communities is education. In recent years there has been some improvement, mainly because of the support and willingness of the international community (through their donor organizations). Nevertheless, the issue of education remains the main challenge for these communities. The Ministry of Education, Science and Technology, in cooperation with international donors and a local NGO (Voice of Roma, Ashkali and Egyptians), have set up a scholarship program for Roma, Ashkali and Egyptian children attending upper secondary education. Municipalities, on the other hand, have had limited direct activities on this issue, except in cases when they have signed Memorandums of Understanding with LCs, allowing them to use school facilities.

Despite efforts from different stakeholders, the levels of inclusion in regular education, school attendance rates, dropout rates, and teaching-learning difficulties have characterized the education of these communities.

Based on official statistics from the Ministry of Education, Science and Technology, the number of pupils of Roma, Ashkali and Egyptian communities involved in pre-university education for the academic year 2014/15 is 6867 (1918 Roma, 4177 Ashkali, and 772 Egyptian children)⁸. On the other hand, there are no reliable statistics on dropout rates. One of the reasons for the lack of data on these communities is that in some areas children of the Roma community attend schools in Serbian language, which are not managed by Kosovo institutions, which in turn makes it difficult to gather data.

The European Commission Progress Report for Kosovo in 2014 reconfirmed that Roma, Ashkali and Egyptian communities have low registration rates, high dropout rates and poor levels of academic performance. At the same time, this report recommended that “statistics on the dropout rates need to become more reliable and that mediators need to continue to engage with these communities to reduce dropouts, especially in schools with a higher concentration of pupils from these communities”.⁹

⁸ Ministry of Education, Science and Technology, “Data on Education - Statistical Notes 2014-15 Undergraduate Education”, 2014, p. 2.

⁹ European Commission, “Kosovo Progress Report”, October 2014, p.22.

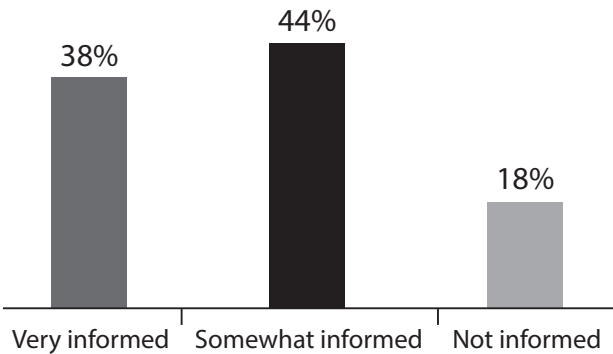
The established LCs have worked over the years to tackle the aforementioned issues in regard to the education of Roma, Ashkali, and Egyptian children. The initiatives of learning centres have been well received by various stakeholders. The interviewed parents of children who already attend LCs attest to the necessity and the importance of the existence and proper functioning of learning centres, because they as parents cannot contribute substantially to the education of their children.

“We hope that our community will have a better future, as a result of our children’s education.”

Ashkali parent from the municipality of Fushe Kosova/Kosovo Polje

This study’s results showed that 38% of parents stated that they are very informed regarding their children’s situation in school, and another 44% stated that they are somewhat informed. Meanwhile, 17% of the parents claimed that they were not informed about the current school situation of their children. These results show that the majority of parents care about their children’s performance at school.

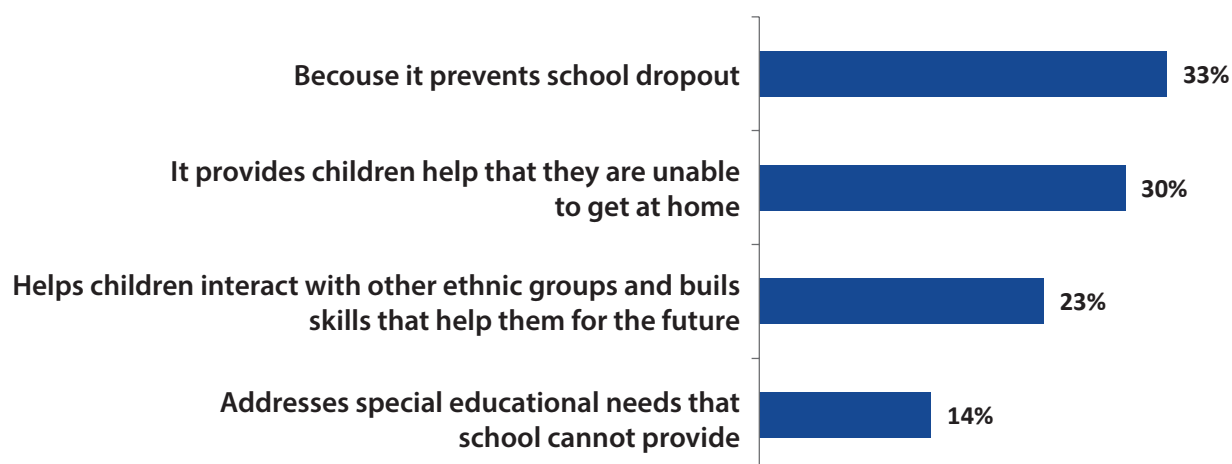
Figure 2. How informed are parents regarding their children’s situation at school?



The results of this study showed that the level of education of the parents of children that attend LCs was not very high. Twenty-seven per cent of the parents stated that they had not attended school at all, while 33% stated they had attended only a few years of primary school. Only 31% of the parents said they had finished primary school, and only 8% claimed to have attended a few years of high school. Only 1% of all interviewed parents had a university degree.

Interviewed parents said that there is still a need for learning centres because in their opinion. When asked what is the main reason of their importance, parents stated that learning centres prevent school dropouts (33% of interviewed parents), provide help that children are unable to get at home (30% of interviewed parents), help children interact with other ethnic groups and build skills that help them for the future (23% of interviewed parents), and address special educational needs that schools cannot meet (14% of interviewed parents).

Figure 3. The need for learning centres to continue operating according to parents.



Parents were asked to provide further explanation on why they think it is important that these learning centres continue to operate. All of their explanations were related to the future of their children. Parents state that the LCs are the only way to help their children get educated and build a better future. Forty-seven per cent of the parents were of the opinion that LCs are also of great importance when it comes to socio-economic assistance to Roma, Ashkali and Egyptian children. Another reason that was provided by 17% of the parents was that the space at home is small, mainly due to large number of family members, for children to use for education purposes such as finishing homework, learning, etc.

“Learning centres are very important to us, because they assist our children on their homework, and also provide food, clothing and school materials that we as parents cannot afford to provide to our children.”

Roma parent from the municipality of Gracanica

Representatives of central and local institutions also stated the importance of learning centres to the overall education system in Kosovo. According to representatives of Municipal Education Directorates, learning centres should continue to operate because they are doing a good job in particular with the Roma, Ashkali and Egyptian children. One interviewed representative of MEDs stated that, *“These centres are encouraging children to attend school and to an extent follow the activities conducted in schools; therefore, they assist in the learning process of children in schools”*.

Representatives of MEDs further argued that these centres must be functional and operate as part of the formal education system, and tutors from LCs need to be qualified to meet the academic needs of children. Meanwhile, one representative of MEST was of the opinion that LCs are in line with the Kosovo-wide priorities for the education sector to a considerable extent, mainly due to their focus on children of minority communities and promotion of inclusiveness. According to the representative of MEST, the LCs provide assistance on homework related to the main subjects at school, therefore their activities support the school curricula and the Kosovo priorities for education. When asked to rate the extent to which the existing LCs are aligned with Kosovo-wide priorities for the education sector on a scale from 1 to 10 (1 = not aligned at all, 10 = very aligned), representatives of MEDs, MOCRs, and MEST provided an average score of 6.5.

"There are many obstacles that LCs face while trying to reduce the school dropout rate: early marriages, migration, poverty, unemployment, low level of education of the parents, etc. However, I think once the children's parents understand the importance of education, they will send their children to school regularly."

Donor Representative

In regard to international donors that provide support to the education sector in Kosovo, all of the interviewed representatives stated that LCs are required for children of all communities in need, as these centres provide significant assistance to communities in regard to their children's school enrolment, school attendance, and social inclusion, prevention of school dropouts, and improvement of school performance by children attending LCs.

All schoolteachers, directors and members of Prevention and Response Teams towards Abandonment and Non-registration were of the same opinion when asked about how important is it to them that these centres continue operating in the upcoming years, giving an average importance rating of 9.2 out 10. All of them encouraged the continuation of the work of LCs, since, the Roma, Ashkali and Egyptian children lack support in terms of education, integration and socialization, and LCs are providing great support in all those aspects. Additionally, 41% of schoolteachers, directors and members of Dropout Prevention and Response Teams stated that LCs contribute significantly to the overall education system in Kosovo.

"I think learning centres are very important for Roma, Ashkali and Egyptian children. They enhance their education, emancipation, and integration and provide great support in assisting with their school tasks, which I think makes children feel more self-confident and more willing to attend school."

Donor Representative

4.1.2. Alignment with National Policies for the Education Sector

Currently, there is no legal framework that determines the criteria for establishment and operation of LCs. Due to the lack of criteria, the operation of LCs is based on the NGO's design, the needs of the community, or determined by donors. According to a MEST representative, during 2015 the ministry will draft an administrative instruction in order to determine the criteria for establishment and operation of LCs.

"LCs are aligned to a certain extent with Kosovo-wide priorities for the education sector, although they are more in line with donors' policies and priorities. An administrative instruction should be drafted to set some criteria for them."

MEST Representative

In this regard, apart from the law on pre-university education, the main document that addresses the issue of education of Roma, Ashkali and Egyptian Communities in Kosovo is the "Strategy for the integration of the Roma, Ashkali and Egyptian Communities in Kosovo 2009-

2015”.¹⁰ Through this strategy the institutions of Kosovo intended to create proper conditions for Roma, Ashkali and Egyptian communities so that they can enjoy equal rights with all other ethnic communities in Kosovo without any form of discrimination. The strategy primarily addresses the improvement of the situation of those Roma, Ashkali and Egyptian communities still living in Kosovo, and at the same time provides solutions and recommendations for re-integration of these communities.

Among other things, this strategy specified that *local education institutions, schools, and NGOs shall engage in common activities aiming at improving school attendance: increasing the enrolment rate of children in pre-school and pre-primary education, improving daily attendance, decreasing dropout rates.*

Within this strategy there is a special section on *extra-curricular activities*¹¹ that could contribute to lowering the school dropout rates among Roma, Ashkali, and Egyptian children, such as providing supplementary lessons for primary school pupils, various courses, initiating cultural and sports activities with the community, offering programs for fighting illiteracy and including parents in the activities.

For the implementation of this strategy, the Institutions in Kosovo have drafted an Action Plan, which sets out priorities for each respective sector based on the strategy. Under the Education component of this action plan, there were two objectives which were directly related to increasing the enrolment rate of children in pre-school and pre-primary education: improving daily attendance, and decreasing dropout rates.

Apart from the strategy, the Ministry of Education, Science, and Technology has issued an administrative guidance for establishment of PRTANs. This administrative instruction defines general principles, responsibilities and procedures for establishing and strengthening the Prevention and Response Teams on Abandonment and Non-registration in compulsory education. PRTANs have a role to prevent and respond to school dropout incidences in compulsory education, and to treat the matter of non-enrolment of children and young people of school age in compulsory education. PRTANs are established by the governing council of a school. Usually, members of these groups are representatives of pupils, parents and teachers. What is characteristic for these PRTANs is that they cooperate with local institutions and other institutions and non-governmental organizations in cases when activities need to be coordinated. PRTANs function at the school level but they are not part of the official administrative school structures/staff.

During this evaluation PRTANs and their work and collaboration with centres have been assessed. PRTANs usually provide recommendations and information to learning centres on actions to undertake where there is a need to intervene, or to investigate a situation that is taking place.

This study’s findings show that these teams and the learning centres have close cooperation, as both work with the same target group, and they both have the same objectives as they intend to prevent and respond to school dropouts from compulsory education, and treat the matter of non-enrolment of children and young people of school age in compulsory education.

¹⁰ Kosovo Government, Strategy for the integration of the Roma, Ashkali and Egyptian Communities in Kosovo 2009-2015, December 2008.

¹¹ Kosovo Government, Strategy for the integration of the Roma, Ashkali and Egyptian Communities in Kosovo 2009-2015, December 2008, pg. 25.

4.2. EFFECTIVENESS

4.2.1. Achievement of Intended Outcomes

As confirmed by NGOs running LCs in Kosovo, there are currently around 40 centres in 15 municipalities, managed by 12 organizations, which have been established and are currently functional, mainly in the municipalities where Roma, Ashkali and Egyptian communities live. More than half of these centres operate within school facilities, whereas almost half of LCs continue to conduct their activities in private buildings.

As mentioned earlier in the report, although the range of the services provided by these centres to pupils differs from one to another, the majority of LCs conduct the following activities:

- ▷ Help young Roma, Ashkali and Egyptian children to be prepared to enrol in school;
- ▷ Assist with homework;
- ▷ Assist the regular attendance of pupils in compulsory education;
- ▷ Work with pupils who have abandoned school to return them to school;
- ▷ Cooperate with parents and teachers (for example, Parents Days where parents show their success/failure as a way of motivating youngsters to continue to go to school);
- ▷ Hold parents meetings in which parents and centre staff discuss problems that children face;
- ▷ Visit parents at home in order to keep contact with them;
- ▷ Facilitate recreation and other activities regarding the education of members of Roma, Ashkali and Egyptian communities.

Several LCs provide additional services/activities for children who attend these LCs and for their parents, such as reading and writing courses for parents; activities and counselling that are related to health matters, family planning, social issues; and marking of various celebrations such as Earth Day, Europe Day, etc.

"I have only one message: Learning centres work in different ways, have different plan-programmes and conduct different activities, but each of them has its unique importance."

NGO Representative

Some learning centres also conduct awareness campaigns on the importance of education and inclusion of children of Roma, Ashkali, and Egyptians into formal education. It should be noted that the learning centre that operates under Caritas Kosova provides health services to Roma, Ashkali, and Egyptian communities.

A great variety of activities are provided in learning centres because Roma, Ashkali, and Egyptian children are isolated in terms of socialization (they don't hang out with children from other communities), and in terms of encountering lifetime experiences (their daily-life follows the same routine). Factors such as poverty, unemployment, family traditions (sticking together, lack of trust in others), and illiteracy contribute deeply in their isolation.

Because of this situation these centres, apart from assisting Roma, Ashkali, and Egyptian children on homework and learning, also organize activities that empower these children to socialize more. During this study the researchers have visited 12 learning centres in five municipalities that are managed by six NGOs. As part of this study, the team of researchers obtained information on the number of children that are currently attending the LCs. As the table below shows, a great number of children

have attended LCs over the years. The number of children attending activities in centres managed by the aforementioned six organizations is around 2,605 children for the academic year of 2014/15.

Table 9. Number of children involved in LCs.

Learning Centre Children's Participation Data				
Name of NGO operating a LCs	Number of children in 2011-2012	Number of children in 2012-2013	Number of children in 2013-2014	Number of children in 2014-2015
Terre Des Hommes	NA	NA	NA	249
Bethany Christian Services	325	327	325	325
Caritas Kosova	0	325	300	245
Balkan Sunflowers Kosova	426	588	547	510
VoRAE	377	436	782	745
The Ideas Partnership	115	230	410	485
Total	1243	1906	2364	2559

On the table below, the number of children attending LCs by gender and ethnicity is provided:

Table 10. Number of children in LCs – disaggregated by ethnicity/gender in 2014/15.

Number of children by gender and ethnicity in 2014/15	Terre des Hommes	Bethany Christian Services	Caritas Kosova	Balkan Sunflowers Kosova	VoRAE	The Ideas Partnership	TOTAL
No. of children from Ashkali community	142*	321*	194	328	437	345	2174
No. of children from Roma community			0	130	159	45	
No. of children from Egyptian community			0	22	1	50	
No. of children from Albanian community	107*	4	51	30	133	45	385
No. of children from Serbian community		0	0	0	15	0	
Female children percentage	49%	48%	53%	56%	47%	52%	~51%
Male children percentage	51%	52%	47%	44%	53%	54%	~49%

**Data from Terre des Hommes and Bethany Christian Services are not disaggregated by ethnicity.*

According to the statistics researchers obtained from the NGOs that operate the learning centres, both majority and minority communities attend these centres. This means that learning centres not only address the needs of Roma, Ashkali and Egyptian children, but they also provide their services to Albanian and Serbian children as well. The gender ratio between female and male children attending these centres is also balanced.

In general, the learning centres established by these six organizations work with almost the same target groups:

- a. Pre-schoolers;
- b. Pupils who attend school from grades 1 to 9.

Children's School Performance

The researchers assessed the school performance through a three-year period of 50 children attending LCs. This task was performed by assessing children's performance in Albanian/Serbian languages, and mathematics, as these are the main subjects taught by all LCs. It should be noted that the study team assessed children that attended elementary education (grades 1 to 5). The table below shows that in general there is an improvement in grades for Albanian/Serbian language, and mathematics.

Table 11. Children's school performance.

Municipality	LC	School	Subject	Average grade at the beginning	Current average grade	Difference
Ferizaj / Uroševac	Terre Des Hommes	"Vezir Jashari"	Albanian Language	3.66	4.33	0.67
			Mathematics	3.66	4.00	0.34
	Caritas Kosova	"Ahmet Hoxha"	Albanian Language	3.66	3.00	-0.66
			Mathematics	3.00	3.00	0.00
	VoRAE	"Naim Frashëri"	Albanian Language	4.00	4.00	0.00
			Mathematics	4.00	4.00	0.00
Gjakovë / Đakovica	Terre Des Hommes	"Yll Morina"	Albanian Language	5.00	5.00	0.00
			Mathematics	5.00	5.00	0.00
	Bethany Christian Services	"Zef Lush Marku"	Albanian Language	3.77	3.66	-0.11
			Mathematics	3.77	3.77	0.00
Fushë Kosovë/ Kosovo Polje	Balkan Sunflowers Ideas Partnership	"Selman Riza"	Albanian Language	3.83	3.83	0.00
			Mathematics	4.00	3.50	-0.50
Obiliq / Obilić	VoRAE	"Ibrahim Rugova"	Albanian Language	2.62	2.87	0.25
			Mathematics	2.37	2.87	0.50
	Balkan Sunflowers	"Pandeli Sotiri"	Albanian Language	2.66	2.66	0.00
			Mathematics	2.22	2.33	0.11
	Balkan Sunflowers (Serbian)	"Sveti Sava"	Serbian Language	3.12	3.24	0.12
			Mathematics	2.88	2.90	0.02
Graçanicë / Gračanica	VoRAE (Serbian)	"Miladin Milic"	Serbian Language	3.23	3.33	0.10
			Mathematics	2.45	2.60	0.15
	Balkan Sunflowers (Serbian)	"Miladin Popovic"	Serbian Language	3.45	3.57	0.12
			Mathematics	2.77	3.09	0.32

According to the interviews with teachers at school, children who attend learning centres have been able to gain more knowledge regarding the subjects that were taught at LCs.

Moreover, the interviewed parents rated the work of LCs with their children with an average of 8.4/10. The majority of the parents were of the opinion that LCs helped their children with their homework (82%), encouraged them to attend school (74%), and trained them to socialize with each other while performing different activities (53%). However, some parents (27%) expressed their concern over the qualification of the tutors, as they thought that their children could perform even better if their tutors had adequate qualification.

4.2.2. Cooperation between LCs and Schools

When asked to rate their cooperation with LCs from 1 to 10, school personnel who were interviewed averaged a score of 7.3. In general, they reported good cooperation between schools and learning centres. School staff said that they have regular meetings with LC staff, where they discuss the obstacles that children face and what can be done for them to overcome these obstacles. Moreover, around half of the schoolteachers interviewed stated that they regularly meet with LCs tutors and exchange information about children's progress. Teachers also refer children with learning challenges to LCs. It should be noted, however, there were some schoolteachers and directors (17%) that stated that they do not have any cooperation with LCs staff.

Meanwhile, LC staff rated their cooperation with schools with an average score of **8.7** out of possible 10. They report that since the majority of centres are located within school premises, usually there is close coordination and cooperation between LCs staff and school staff. However, this depends on the school, as some respondents said that there are cases when schoolteachers are not willing to cooperate with LC staff. It should be noted that six LC representatives stated that in cases where there are mediators, they do a great job of coordinating between LCs and school staff.

4.2.3. Coordination with governmental institutions

Compared to a few years ago, the majority of new LCs have opened in public schools rather than in private buildings.

This was made possible through memorandums of understanding signed between NGOs, MEST and school directors. Through these memorandums, local authorities/schools took the responsibility to provide a location and inventory, as well as to cover the costs of electricity, heating and other municipal expenses.

Apart from these memorandums, three of the interviewed NGOs also receive financial support from local authorities to carry out daily activities in LCs. In this regard, a representative of Balkan Sunflowers Kosova said that the municipality of Graçanicë/Gračanica built the learning centre, has created a fund for daily operations of the learning centre, and also takes care of heating.

The representative of Voice of Roma, Ashkali and Egyptians said that they are in the process of signing a cooperation agreement with the municipality of Shtimje, but they do not have any cooperation in terms of financial support with other municipalities where they run learning centres.

Meanwhile, Caritas Kosova was provided land by the municipality of Ferizaj/Uroševac to build an LC. Moreover, after the LC started operating, the municipality created a budget line to support daily activities of this centre. However, the amount of support is decreasing each year and therefore is not sustainable.

Memorandums of cooperation have also been signed between Voice of Roma, Ashkali and Egyptians, Caritas Kosova, and the Ministry of Education, Science and Technology. In harmony with the priorities of the ministry, the NGOs have pledged to work towards inclusion and higher quality of education for children of Roma, Ashkali and Egyptian communities. Tutors also receive capacity building support from the Ministry of Education, Science and Technology and conduct periodic joint activities in support of children's education in Kosovo.

4.3. EFFICIENCY

4.3.1. Cost-efficiency of activities

The following table presents the 2011-2015 expenditures of five NGOs (The Ideas Partnership; Voice of Roma, Ashkali, and Egyptians; Bethany Christian Services; Caritas Kosova; Balkan Sunflowers Kosova) running 24 learning centres. The total money spent during this period by these five NGOs for the 24 learning centres was €1,022,980.

As can be seen in the table below, around 61% of total expenditures were allocated for human resources, such as tutors, facilitators and coordinators. Nineteen per cent of the expenditures went toward food, 10% was used to pay facility rent, electricity and other operating expenditures, and the other 11% went to material for activities.

Table 12. Expenditures of 24 Learning Centres managed by 5 NGOs (Period: 2011-2015).

Activity	TIP	VoRAE	Balkan Sunflowers	Caritas Kosova	Bethany Christian Services	Total	% of Total Expenditure
Tutor salaries	€ 23,166	€ 151,888	€ 94,992	€ 120,480	€ 9,120	€ 399,646	39%
Facilitators, coordinators	€ -	€ -	€ 221,065	€ -	€ -	€ 221,065	22%
Facility rent, electricity and municipal expenditures	€ 16,263	€ 28,430	€ 28,270	€ 9,000	€ 18,000	€ 99,963	10%
Food	€ 9,748	€ 9,037	€ 107,002	€ 9,984	€ 54,000	€ 189,771	19%
Other activities (material for activities)	€ 9,391	€ 58,060	€ 34,764	€ -	€ 10,320	€ 112,535	11%
Total Expenditure	€ 58,568	€ 247,415	€ 486,093	€ 139,464	€ 91,440	€ 1,022,980	100%
Number of children	1240	2340	2071	1033	1626	8310	
Average yearly cost per child for the 2011-2015 period						€ 123.10	

Through activities carried out in these 24 Learning Centres between 2011 and 2015, the lives of 8310 children have been affected. In average, the yearly cost for a child was €123.10, although it should be noted that there are considerable differences in this regard between different learning centres ranging from €47.23 in TIP to €234.71 in Balkan Sunflowers.

4.3.2. Coordination between donors

Throughout the years, donors provided substantial support to learning centres in the form of financial support, capacity building, supplies and equipment. However, there was evident lack of cooperation and coordination between them.

“It is my opinion that donor organizations should increase their cooperation and avoid funding same or similar projects. Local authorities should take the responsibility of coordinating donor organizations.”

Representative of a donor organization

During the interviews, three representatives of donors claimed that despite discussion between donors, they were not able to achieve tangible outcomes. Some donors were of the opinion that the lack of results was due to the shortage of organized information on the work of learning centres, their organization and the stages they were at.

Six of the nine interviewed donors were of the opinion that learning centres should get together and design a mutual strategy which they would present to governmental institutions. Many donors said that if learning centres could be incorporated in the formal education system and have a mutual strategy created for them, donors would be able to coordinate their support more efficiently. This support would decrease year after year, until LCs are completely incorporated within formal education, and local and central authorities financially support the centres.

4.3.3. Coordination between NGOs

Starting from January 2014, twelve NGOs running the 40 LCs are having several coordination meetings a year to exchange information, best practices and common challenges as well as to plan together to ensure sustainability. In cases where LCs from different NGOs are financed by the same donor organization, there is a higher level of cooperation, as is the case of Voice of Roma, Ashkali and Egyptians and Terre des Hommes which are both financed by HEKS. However, due to the fact that LCs have been established in different ways by several NGOs, there is neither a homogenous approach to provision of their services nor a commonly agreed way to assess their results.

4.4. IMPACT

Learning centres were initially established to provide support to children with their school responsibilities, such as homework, attendance, staying in school, and their performance in general. However, through the years, the scope of many LCs has widened, as they have included more children from communities other than Roma, Ashkali and Egyptian communities, and have also carried out activities with parents and the community at large. The reasons for this evolution of LCs are mainly related to the issue of social inclusion of discriminated groups of society, and raising awareness on the importance of education for these communities.

In line with the objectives of this study, the impact of learning centres was measured in the following areas:

1. Social inclusion of Roma, Ashkali, and Egyptian children;
2. Effect on school performance of Roma, Ashkali and Egyptian children;
3. LCs' contribution in the conditions of out-of-school children;
4. Contribution in reducing of segregation and exclusion through LC sustainability.

4.4.1. Social Inclusion of Roma, Ashkali, and Egyptian Children

The joint participation of different communities in the activities organized by learning centres, as well as out-of-school activities have all contributed towards social inclusion of Roma, Ashkali and Egyptian children. This was more evident in LCs that are placed within school facilities, because the possibility of befriending children of other communities has been greater. We should add here that LCs are now ethnically inclusive, as part of them are also children from other communities (Albanian and Serbian), with their number growing each year.

Around 78% of the interviewed school teachers, directors and members of PRTANs claimed that children are more encouraged to attend school and they also have become more socialized with children of other communities, due to the work done by the LCs. Social inclusion of the pupils of Roma, Ashkali and Egyptian communities has progressed continuously. However, there were around 17% of respondents who claimed that some LCs are mainly attended by Roma, Ashkali and Egyptian children, therefore they do not provide a multi-ethnic environment to contribute towards social inclusion.

Representatives of local authorities stated that the children of Roma, Ashkali and Egyptian communities are socializing more, feel more comfortable with other children and also express themselves more freely due to the work done by LCs' staff.

Donors unanimously agreed that the LCs conduct different activities, but they all aim to involve children of all communities. However, according to some of the donors, as some LCs are mostly attended by Roma, Ashkali and Egyptian children, they are restricted in terms of providing activities that include children of different ethnic backgrounds.

When asked to rate the impact of LCs on social inclusion of Roma, Ashkali and Egyptian children on a scale from 1 to 10, where 1 is "no impact whatsoever" and 10 is "very positive impact", the interviewed stakeholders provided the following average ratings. All interviewed stakeholders gave above-average ratings. It should be noted that representatives of local authorities (MOCRs and MEDs) rated the impact of LCs in terms of social inclusion significantly higher than representatives of central authorities (MEST).

Figure 4. What was the impact of LCs in terms of social inclusion of Roma, Ashkali and Egyptian children?



4.4.2. Effect on School Performance of Roma, Ashkali, and Egyptian Children

The results from the measurement of children's school performance over the years showed that there is a positive difference in terms of success that children have shown in school courses of Albanian/Serbian language, and mathematics. Based on the comments that the respondents provided on the impact of LCs on children's school performance, there was an improvement in regard to children's reading and writing skills.

"From my point of view, it is very hard to measure the exact impact of these centres, because there are other factors that do impact the education of children in Kosovo. However, I believe that the LCs are assisting a lot the education system in Kosovo especially for Roma, Ashkali and Egyptians."

NGO Representative

Around 62% of schoolteachers stated that children now regularly do their homework and go to classes more prepared. On the other hand, approximately 23% of school teachers provided a less positive assessment on this aspect. According to them, children have many other obstacles in the learning process (related to their upbringing, traditions, lack of education of parents and overall poverty) and they still need to improve their performance at school.

Donors stated that they did not actually have any data in regard to children's school performance. Their assessment was more based on the reports provided by LCs that, according to most of the interviewed donors, are not very detailed. Still, several donors said that they believed there was an improvement of children's performance in school, since LCs provide support on homework and assist towards improvement of writing and reading skills of the children.

The impact of the LCs on the children's performance at school was not rated very highly by Municipal Offices for Communities and Returns (MOCRs) either. They stated that learning centres should put in more of an effort to achieve more positive results on this issue.

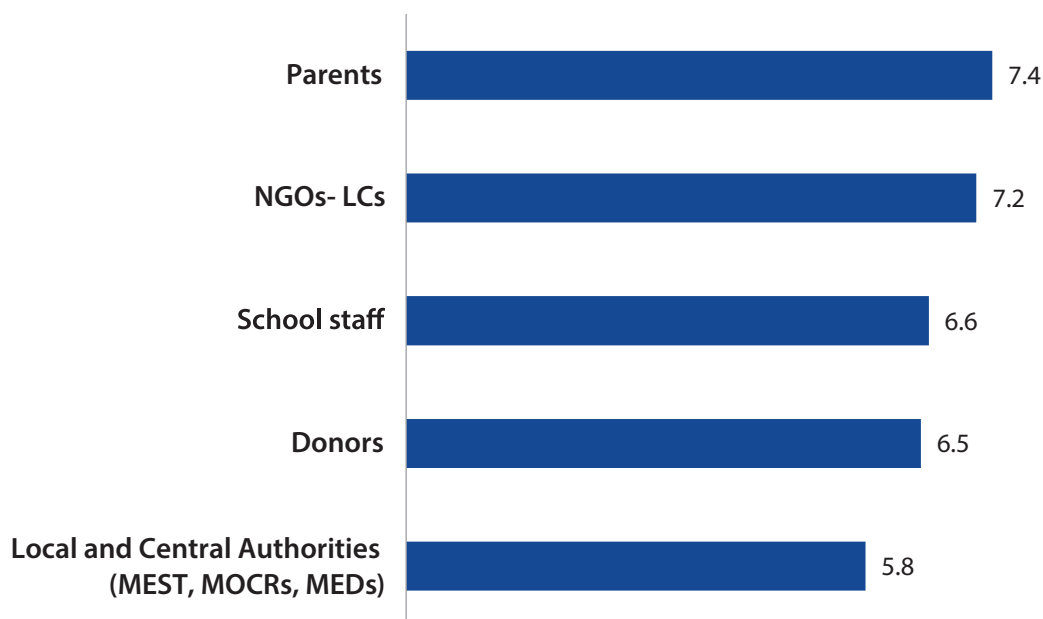
"I think children's performance at school is only being measured based on their attendance. I believe there is more to it, not just regular attendance," stated a MOCR representative. Meanwhile, in regard to children's school performance, MED heads who were interviewed, stated that though this issue is not under their supervision, school directors and school teachers report that children who attend the LCs have improved their performance in some subjects.

"There are a lot of factors that impact child's school performance, so even in cases where there is an improvement in this regard, we cannot solely credit LCs. Having said that, I strongly believe that the tutors working with children have made the learning process for children much easier."

Head of an NGO running LCs

When asked to rate the impact of LCs on children's school performance on a scale ranging from 1 (no impact whatsoever) to 10 (very positive impact), the interviewed stakeholders provided the ratings shown on the graph below.

Figure 5. What was the impact of LCs regarding children's school performance?



The assessment has also shown that the impact of the learning centres was somewhat positive in terms of children's regular school attendance. Being closer to the community, learning centres have maintained continuous contacts with children's parents in order to encourage regular attendance from children.

Regarding the impact of LCs in terms of school attendance of Roma, Ashkali and Egyptian children, most of the interviewed schools' staff (68%) were of the opinion that learning centres have improved the school attendance of these children.

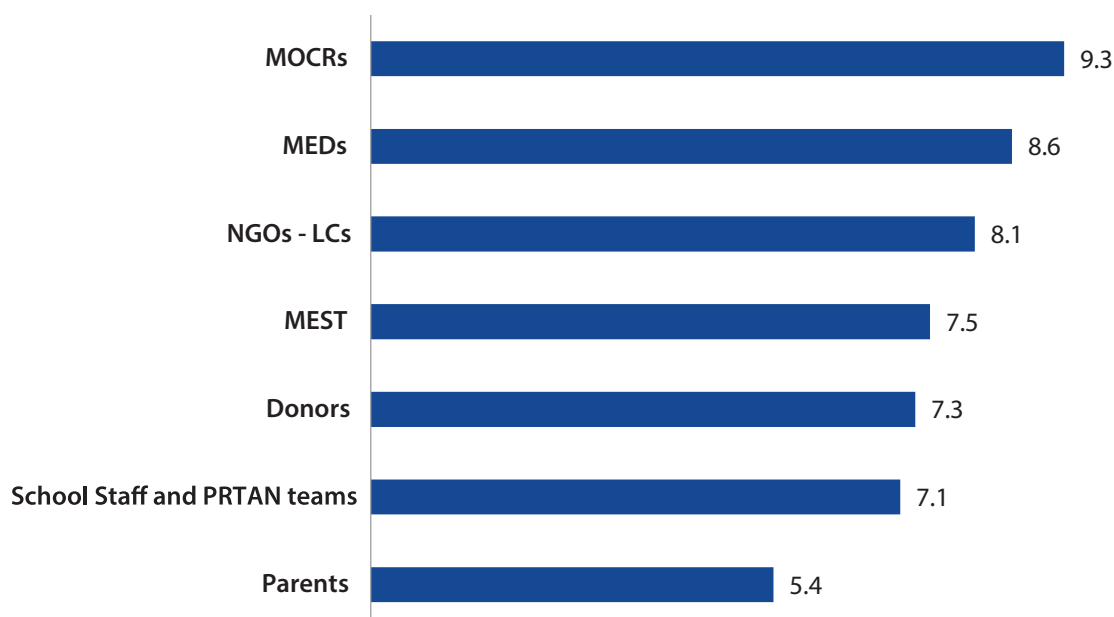
According to them, LCs have contributed in this regard by motivating children to attend school and by raising parents' awareness on the importance of school attendance of their children. It is worth mentioning that some school teachers and directors (20%) stated that LCs have also contributed indirectly in terms of regular school attendance, by providing children with clothing, food and school supplies.

Most of the donors claimed that LCs encouraged parents to send their children to school and, according to them, LCs have raised the number of children enrolled in schools. However, several donors were of the opinion that more work in other areas needs to be done as well, specifically in regard to their social and economic situation, as these affect children's attendance in compulsory education.

All interviewed LC personnel stated that they have positively impacted children's regular school attendance. They claimed that LCs have helped in this regard through: motivating children about the importance of school, providing positive feedback, and coordinating with school-teachers and parents to obtain information regarding children's absences.

The table below provides the average scores of interviewed stakeholders on the impact of LCs in terms of children's regular school attendance.

Figure 6. What was the impact of centres on the regular attendance in school by the children?



Interviewed stakeholders were also asked to share their opinions in regard to the work of LCs in preventing school dropouts. Based on respondents' comments, 76% state LCs have succeeded in prevention of school dropouts, but not everyone (24%) shared the opinion that these centres have achieved a positive result on this issue.

The majority of interviewed school staff (83%) stated that LCs have contributed on preventing school dropouts through PRTANs (who deal with identifying cases at risk of abandonment and work on getting children back to school), and also by providing social assistance to the Roma, Ashkali and Egyptian children (food, clothing and school supplies).

"Difficult economic conditions have forced many children to drop out of school, and that is something neither schools nor LCs can do anything about."

School teacher

On the other hand, a few respondents (17%) claimed that the issue of school dropouts is mainly related to the poor socio-economic situation of the Roma, Ashkali and Egyptian communities, and LCs do not have the capacity to contribute in that regard.

There were slightly different opinions among donors on the issue of prevention of school dropouts. Some of them were of the opinion that LCs have done a very good job towards prevention of school dropouts, since PRTANs have constantly been working on getting dropout children back to school. As some of them stated, the number of Roma girls who attend and finish the secondary school is growing, and, the retention rate for Roma, Ashkali and Egyptian children from beneficiary communities increased by 8.4% between 2010 and 2013. On the other hand, three donors argued that there are many obstacles that LCs face in lowering dropout rates (e.g. early marriages, migration, low level of education of the parents, etc.). According to them, taking into account those obstacles, LCs had limited success in this regard.

Interviewed parents were split when asked on the impact of LCs in preventing school dropouts. Whereas some of them (47%) stated that this issue was tackled by LCs by motivating children

to attend school and by following their progress, many of them (53%) believed that LCs cannot do much in this regard as this problem is mainly related to the socio-economic situation of children of these communities.

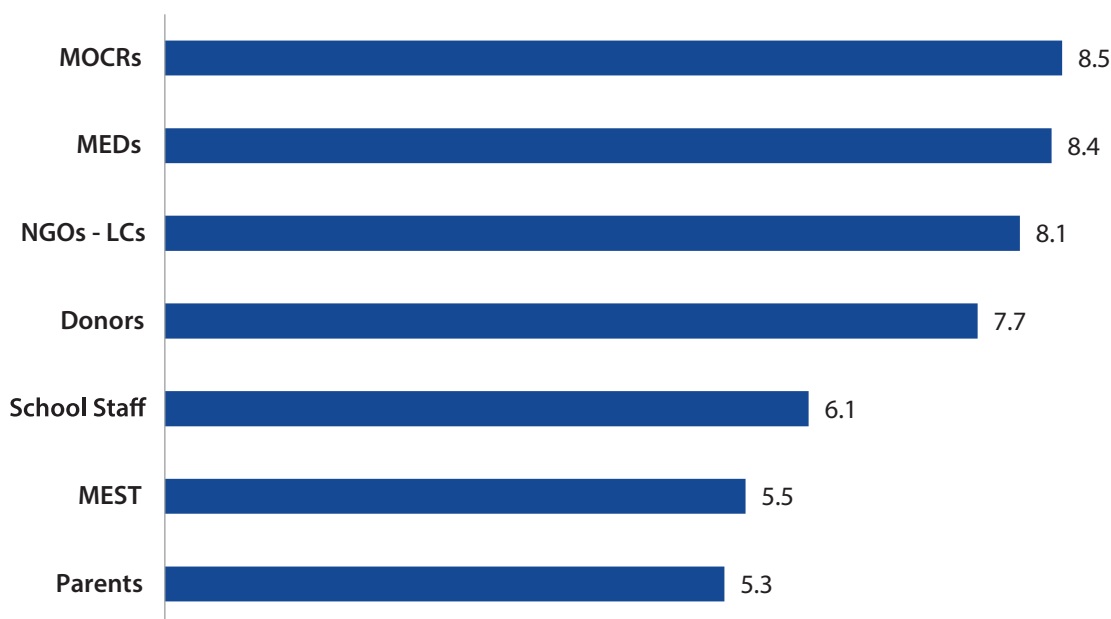
Representatives of local and central authorities agreed that LCs, in cooperation with PRTANs, have been working towards prevention of school dropouts. Still, similarly to other stakeholders, they also were of the opinion that the issue of school dropouts is mostly related to the socio-economic state of these communities, and LCs influence in this regard is very limited.

Meanwhile, LC staff were of the opinion that centres have done a great job in preventing children from dropping out of school.

Several LC staff said that no children attending activities in their centres have dropped out of school, whereas in cases where there are dropouts they were mainly children who emigrated from Kosovo due to the difficult economic state. PRTANs and mediators do a great job in preventing school dropouts according to the majority of LC staff.

The following average ratings were given by key stakeholders in regard to LCs impact on the incidence of children dropping out from school. As it can be seen, local institutions were of the opinion that LCs have had a significant impact on children's school dropout rates, whereas parents were of the opinion that LCs have had average impact in this regard.

Figure 7. What was the impact of LCs in preventing school dropouts?



4.4.3. Contribution of LCs on the Conditions of Out-Of-School Children

According to interviews with coordinators of the learning centres, nearly each centre has managed to get between five and eight children a year back to school through the help of mediators. According to them, apart from preventing other children from dropping out of school, this could be considered as the greatest success of the learning centres.

It should also be acknowledged that since the establishment of the learning centres, according to the interviewed parents, their impact in the community has been positive, since many

categories were affected by LCs operation (parents, the society of children, the community in general).

Parents believe that since the establishment of LCs, they have established a very good reputation through their work with both in-school and out-of-school children, and now LCs and their staff have the respect of all members of Roma, Ashkali, and Egyptian communities.

4.4.4. Contribution in Reducing Segregation and Exclusion through LC Sustainability

In the beginning, most of the learning centres provided services only for members of Roma, Ashkali and Egyptian communities. Over time, the ethnic composition of children has changed, which meant that the number of children belonging to Albanian and Serbian communities that participated LCs has increased.

During the course of interviews with various stakeholders, researchers have managed to identify data that supports the proposition that in recent years there has been more interaction between pupils of different ethnicities.

The increase of the number of pupils belonging to different ethnic groups in the LCs directly influenced the enhancement of joint activities outside the learning process. An other important element that has positively affected the cooperation between pupils of different communities is the implementation of joint activities, such as marking school celebrations or marking any international celebration such as Europe Day, Earth Day, etc. For example, Voice of Roma, Ashkali and Egyptians provides 500 Euros yearly to mark different celebrations, where children attending LCs are included, thus furthering their interaction and socialization with children of communities that do not attend LC activities.

The approach of teachers to pupils attending learning centres can be challenging, since in general, teachers work more with students who do not have learning difficulties. This is confirmed by interviews with LCs. Due to time constraint and the large number of pupils in classes, teachers are not able to work enough with pupils in need on an individual basis. One result of this is that some children who attend LCs are referred from their teachers.

4.5. SUSTAINABILITY

Information obtained during the study identifies that learning centres operate mainly from donor support, and in some cases are also supported by local authorities. In order for LCs to achieve long-term sustainability, initially the cooperation between Ministry of Education, Science and Technology, municipal authorities, donors, and organizations that manage LCs should be intensified. In this section of the report, modalities of financial and institutional sustainability will be elaborated.

4.5.1. Cooperation with Municipal and Central Authorities

When taking LC financial and technical needs into account, collaboration of learning centres with local and central authorities is limited, as for example finding appropriate facilities where these LCs would conduct their daily activities, etc. However, in recent years, a number of memorandums of understandings were signed with MEST and Municipal Education Departments,

through which authorities are committed to provide school spaces for LCs to perform their activities. In financial terms, central and local authorities have failed to allocate budgets that would keep LCs functional.

It is noteworthy that from the organizations that were interviewed during this assessment, only Caritas Kosovo and Balkan Sunflowers Kosova receive financial support from municipal authorities, but even this practice is not sustainable in the long-term, as municipal funding is provided on a yearly basis and can change every year. In other cases, local authorities through memoranda of cooperation pledged to compensate LCs monthly cost such as: the cost of rent, electricity, heating, and other equipment (inventory) for LCs which are located within school buildings.

Interviewed stakeholders shared the opinion that the functioning of LCs based solely on the support of donors is not sustainable in the long-term. The majority of donors also were of the opinion that these centres do not have a concrete strategy for their financial sustainability and they rely heavily on voluntarism. Several donors stated that learning centres should be recognized by MEST and should be operating under the competences of MEST and MEDs.

“Funds are being reduced; these centers are based only on the donor’s help. Unless the government (MEST-MED) steps in and takes them under their competences, it will be very hard for these LCs to be sustainable.”

Norwegian Ambassador in Kosovo

4.5.2. Future Sustainability without Donor Support

The majority of donors expressed their willingness to support LCs in the future, either financially or through capacity building. Still, the majority of donors believe that governmental institutions should recognize LCs and an administrative instruction should be drafted for them. Moreover, many donors believe that these centres should have commonly agreed standards and have a clear vision and a concrete plan to carry out in the upcoming years.

All interviewed municipal directors showed their willingness to support LCs in the future. However, their limited financial capacity has hindered their possibility to meet the financial needs of LCs. Several directors have requested MEST to create a fund for financial support of LCs in Kosovo.

“Municipalities face financial difficulties in meeting the needs related to obligatory education. Hence, including learning centres within the municipal budget is currently very difficult. One method that could solve this issue is the creation of a fund by MEST which would be dedicated to covering the costs of learning centres in Kosovo.”

Municipal director

Around two-thirds of LC representatives (64%) argued that the way LCs could become financially sustainable, in case the donors cut their support, is by receiving financial support from central and local institutions: MEST and MED. Seventy-three per cent of interviewed LC staff were of the opinion that LCs cannot continue operating without financial support from donors.

Similarly, only a few interviewed school staff (14%) stated that LCs can operate without financial support of donors. All others claimed that they do not believe that these centres can function without financial support from donors.

Around 67% of them said that they cannot think of any alternative solution. Those who provided alternatives said that financial stability of LCs can be achieved through support from MEST, municipal authorities, and volunteer work of tutors and teachers.

Overall, the majority of interviewed stakeholders were of the opinion that without the establishment of a legal framework and allocation of funding from governmental institutions, LCs cannot operate without support from international donor organizations.

“From now on, we think that the LCs should operate under the umbrella of municipal and central level institutions. MEDs and MEST should not have ownership of these centres, but they should be directly involved in the functioning of these centers.”

Representative of a donor organization

5. LESSONS LEARNED

The majority of stakeholders confirm that learning centres have contributed to the improvement of the school performance of children involved in day-to-day activities of LCs. Their work has resulted in more regular attendance at school, better grades, lower dropout rates, and enhanced social inclusion of Roma, Ashkali and Egyptian children in particular. According to interviewed stakeholders, the LC element that delivered the greatest impact was the help children received with homework, which directly affected their school performance.

During this study, the evaluation team visited both in-school and out-of-school learning centres. According to most LC staff, centres located within public school performed better and had a larger impact in the lives of children attending them. Many factors favour centres located within schools, including: improved conditions, better work environment, proximity, cooperation with teachers, and easiness in monitoring children's progress in schools. Several donors also stated that some LCs are isolated within one community which hinders their integration within the larger community.

Currently, there is no legal framework that regulates the establishment and operation of learning centres. Moreover, despite coordination meetings between twelve NGOs running the 40 LCs, as LCs have been established in different ways by several NGOs, there is neither a homogeneous approach to provision of their services nor a commonly agreed way to assess their results.

The qualification and level of preparation of tutors, educators and facilitators working in LCs has been questioned by several municipal representatives, teachers and school directors. This highlights the need for an official certification program for these LC positions. Several teachers also expressed their concern over some centres, mostly those located in private buildings, due to: lack of cooperation with school staff; lack of curricula designed based on the needs of the children; and lack of categorization of children based on their age (in some cases children of different ages attend LCs at the same time).

Currently, due to the lack of financial capacity, almost no municipality had the possibility to include centres within the municipal budget. All local representatives interviewed (MEDs and MOCRs) suggested that central authorities could do more in this regard, and let the local authorities be the implementing partner.

6. RECOMMENDATIONS

Based on the findings from the study on impact and sustainability of learning centres, the research team has derived the following recommendations to be taken under consideration by local and central authorities, the donor community, and LCs:

Recommendations for central and local authorities

- ▷ Creation of a policy that would determine the criteria for establishment and operation of learning centres.
- ▷ Central and local authorities and the donor community should initiate a consultation process to find a modality that would secure long-term financial sustainability for LCs.
- ▷ MEST and the donor community should establish capacity building programs for LC programme staff working with LCs.

Recommendations for NGOs and learning centres

- ▷ NGOs that manage LCs that are located in private buildings (where conditions are not adequate) should sign memorandums of understanding with local authorities and school leadership to relocate these centres within school buildings.
- ▷ LCs should improve the quality of their services by designing curriculums based on the needs of children and in line with the compulsory education system.
- ▷ Learning centre staff and schoolteachers should create a mechanism of continuous cooperation in order for the impact of LCs to be larger in the lives of children that attend these centres.
- ▷ Learning centres should increase their cooperation with parents and the community in order to achieve higher impact in raising the awareness of the importance of education and social inclusion.
- ▷ Learning centres should continue their cooperation with mediators and PRTANs in order to increase children's participation in formal education and to avoid school dropout.
- ▷ A standardized mechanism of evaluation and monitoring of learning centres should be established.

ANNEX I: QUANTITATIVE RESULTS OF THE INTERVIEWS

Could you please tell us what is your general assessment on LCs? Please, provide your assessment from 1, meaning “not positive at all” to 10, meaning “very positive”.

Donors	8.1
Directors, Teachers and Prevention Teams	7.0

Could you please tell us what was the impact of the LCs on Roma, Ashkali and Egyptian children? Please, provide your assessment from 1, meaning “no impact whatsoever” to 10, meaning “very positive impact”.

Donors	7.6
NGOs	7.6

In your opinion, to what extent have LCs contributed in community development in the field of education in terms of children’s improved performance in school?

Donors	6.5
NGOs	7.2
MEST	5
MOCRs	6.8
MEDs	5.6
School Staff and PRTAN Teams	6.6
Parents	7.4

In your opinion, to what extent have LCs contributed to community development in the field of education in terms of regular attendance in compulsory education?

Donors	7.3
NGOs	8.1
Parents	5.4

What was the impact of LCs on the school attendance of Roma, Ashkali and Egyptian children?

MEST	7.5
MOCRs	9.3
MEDs	8.6
School Staff and PRTAN Teams	7.1

In your opinion, to what extent have LCs contributed to community development in the field of education in terms of school dropout rates?

Donors	7.7
MEST	5.5
MOCRs	8.5
MEDs	8.4
NGOs	8.1
School Staff and PRTAN Teams	6.1
Parents	5.3

What was the impact of the LCs in terms of social inclusion of Roma, Ashkali and Egyptian children?

MEST	6.5
MOCRs	8.5
MEDs	7.8
School Staff and PRTAN Teams	7.0

Could you please rate your cooperation with LCs?

MEST	7
MOCRs	8.3
MEDs	9.2
School Staff and PRTAN Teams	7.3

How important is it to you that these centres continue operating in the upcoming years? Please, provide your assessment from 1, meaning “not important at all” to 10, meaning “very important”.

MEST	8.5
MOCRs	10
MEDs	9.4
School Staff and PRTAN Teams	9.2
Parents	9.2



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