



PROVISIONAL INSTITUTIONS OF SELF-GOVERNMENT

GOVERNMENT OF KOSOVO

**MINISTRY OF EDUCATION
SCIENCE & TECHNOLOGY**

**STRATEGY FOR INTEGRATION OF ROMA,
ASHKALI, AND EGYPTIAN COMMUNITIES
IN KOSOVO**

**EDUCATION COMPONENT
2007-2017**

Prishtina, July 2007



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List of abbreviations

Abbreviation	Full name
EAR	European Agency for Reconstruction
AGEF	ArbeitsGruppe Entwicklung und Fachkraefte im Bereich der Migration und der Entwicklungszusammenarbeit
ASAK	Academy of Sciences and Arts of Kosovo
WB	The World Bank
EU	The European Union
CCFD	Comitè Catholique Contre la Fair et Pour le Dèveloppement
CRS	Catholic Relief Services
MED	Municipal Education Department
ECHO	European Community Humanitarian Organization
EFA	Education For All
FSDEK	Finnish Program for Support of Education in Kosovo
GTZ	German Agency for Technical Cooperation
ILO	International Labor Organization
INALCO	Faculty of Oriental Languages and Roma Studies in Sorbonne
IOM	International Organization for Migration
IP	Institute of Pedagogy
KEC	Kosovo Education Center
KFOS	Kosovo Foundation for Open Society
KOSVET	Kosovo Program for Vocational Education and Training
PTA	Parents-Teachers Association
PTCK	Parents-Teachers Council of Kosovo
KRAEF	Kosovo Forum for Roma, Ashkali and Egyptians
SB	School Board
MEST	Ministry of Education, Science, and Technology
MEF	Ministry of Economy and Finance
MCYS	Ministry of Culture, Youth and Sports

MLG	Ministry of Local Government
MLSW	Ministry of Labor and Social Welfare
MRGI	International Group for Minority Rights
NGO	Non-Governmental Organization
OSCE	Organization for Security and Cooperation in Europe
CP	Community Police
CVET	Centers for Vocational Education and Training
KPS	Kosovo Police Service
UNESCO	United Nations Organization for Education, Science and Culture
UNICEF	United Nations Children’s Fund
UNMIK	United Nations Interim Administration Mission in Kosovo
USAID	United States Agency for International Development
PMO	Prime-Minister’s Office
MOC	Municipal Office for Communities
REO	Regional Education Office

Executive summary

Strategy for integration of Roma, Ashkali and Egyptian communities in education is one of components of a more comprehensive strategy for integration of these communities in Kosovo, which is being developed under the aegis of the Prime-Ministers Office. Drafting of the strategy in the field of education has been sponsored by the Ministry of Education, Science, and Technology (MEST) and supported by the Kosovo Foundation for Open Society (KFOS).

The process of development of the education component was coordinated by the Kosovo Education Center (KEC) and was characterized by a broad participation of all involved parties: government, Roma, Ashkali, and Egyptian communities representatives, civil society, political parties, international organizations engaged in human and children's rights (OSCE and UNICEF), etc., who all engaged in continuous efforts for reaching consensus in all key issues.

The development of this document benefited significantly from the fact that the Government of Kosovo has already developed and approved its Strategy for Development of Pre-University Education for years 2005-2015. Both these documents emphasize universal inclusion in education by offering equal opportunities for all, which laid sound grounds for developing the strategy for integration of Roma, Ashkali and Egyptian communities in education. The system of objectives of this Strategy is given below:

Vision: *Kosovo – a knowledge and inclusive society, respecting diversity, fully integrated into European trends, offering equal opportunities for personal development of all individuals of Roma, Ashkali and Egyptian communities, who in return contribute to the sustainable economic and social development.*

Mission: *Building of a high quality and inclusive system of education, based on justice, equity and respect for diversity, contributing to the full integration of Roma, Ashkali and Egyptian communities in the society.*

Strategic Objectives:

1. Significant improvement of access and quality of education for members of Roma, Ashkali and Egyptian communities
2. Prevention of discrimination and segregation in the system of education
3. Meaningful and efficient cooperation between relevant institutions and organization serving for improved education of Roma, Ashkali and Egyptian communities
4. Increasing awareness among involved parties on the need to support the education of members of Roma, Ashkali and Egyptian communities.

This strategic plan envisions 25 measures which can further be elaborated into dozens of concrete projects through which to implement the necessary transformation from the current situation to the fulfillment of the mission of this Strategy.

The detailed budget calculations for the period 2007-2012 included in this document reflect the consensus reached by the participants during the process of development of this Strategy. The budget has been specifically calculated for each measure, whereas total figures have been given for every strategic objective and for the implementation of the entire strategic plan.

1. Introduction

This component of the Strategic Plan for integration of Roma, Ashkali and Egyptian communities aims to identify and mobilize all relevant resources related to the system of education at all levels, in order to improve the level of education of and to empower Roma, Ashkali and Egyptian communities, with sustainable economic and social development as its final goal.

Aware of the difficulties facing the Roma, Ashkali and Egyptian communities, the Government of Kosovo engaged in designing a comprehensive strategic plan to improve their situation in all fields. The strategy foresees drafting and implementation of concrete policies and programs to reduce poverty, to include them in public life, to include them in the system of education, and for safeguarding and further developing their ethnic and cultural identity. Roma, Ashkali and Egyptian communities and other international agencies are meaningful and close partners of the Government of Kosovo ready to cooperate for drafting and implementation of this important document.

Ministry of education has already developed its strategic plan for the coming ten years, which was approved by the Government of Kosovo in April 2007. This Strategy foresees the needed measures and activities to address problems and difficulties facing all communities in Kosovo. The education component of the strategy for Roma, Ashkali and Egyptian communities complements in general the overall Strategy of Pre-University Education in Kosovo, but more particularly it supports measures addressing education of endangered groups, promotion of diversity, equity, and inclusion in education. After the approval of this component, the MEST will be the key agency implementing this strategic document in close partnership with all other involved parties.

The Government of Kosovo started to develop the Strategy for Integration of Roma, Ashkali and Egyptian communities in Kosovo in June 2006 with the support of OSCE and KFOS. It all started with a workshop with a broad participation of all interested

parties, including representatives of the three communities coming from all parts of Kosovo. This workshop identified problem fields that needed to be addressed by this strategy, including **education** as one of them. In the same event, a comprehensive analysis of problems also took place.

A separate working group was then set up to address the field of education with participants from various structures: government, political parties, members of Roma, Ashkali and Egyptian communities, as well as representatives of relevant organizations, civil society, political parties, etc. Initially, the group reviewed results from the first workshop, and engaged to better and more accurately define the strengths, weaknesses, opportunities and risks related to the integration of Roma, Ashkali and Egyptian communities in the sector of education.

Strategy for integration of Roma, Ashkali and Egyptian communities in Kosovo from the viewpoint of international legislation

The UN Declaration on the Rights of Persons belonging to National, Ethnic, Religious, or Linguistic Minorities, approved in 1992, points out that **“states should approach the communities’ rights to education in a proactive manner. Whenever so required, the State should adopt special measures to exercise the minority right to education to the maximum resources available either on its own or through international assistance and economic and technical cooperation, in particular”**. The document on inclusion of Roma, Ashkali and Egyptian communities, as a minority in Kosovo, addresses this measure as provided in this UN document.

According to the Universal Declaration of Human Rights, adopted as early as 1948, **human rights are based on recognizing and accepting the human person in all his/her diversity**. International human rights, such as non-discrimination, freedom of expression and religion and other rights are all based on the recognition of human dignity and human values. These rights are based on tolerance and diversity, such as religious and linguistic differences. Denying any individuals’ rights of access to given benefits for reasons of religion or language are no longer acceptable. The Universal Declaration on Human Rights of 1948 was a novelty in that it was the first international instrument

which declared education as one of the basic human rights. Article 26 of the Declaration states that elementary education is compulsory. It requires from the states to make education technically and professionally available and, at the same time, to make higher education easily accessible based on merits. It also clearly states that the goals of education should be the full development of human personality and strengthening of respect for human rights and fundamental freedoms. Article 26 further provides that education promoted understanding, tolerance, friendly relations among nations, racial and religious groups and contributes to the maintaining of peace.

Our strategic document also refers to the Framework Convention on Protection of National Minorities, which in its Article 14 states the right of minorities to safeguard their collective identity through mother tongue. This right is implemented through education. These instruments highlight that the right to safeguard one's identity through the minority language should be balanced with the responsibility for integration and participation.

The Kosovar document also reflects on Article 27 of the International Convention on Civil and Political Rights that guarantees the right to use their language within their community and with other members of their group.

With reference to discrimination, a separate objective of the Strategy for Integration of Roma, Ashkali and Egyptian communities in Education refers to Article 5 of UNESCO Convention against Discrimination in Education, which foresees guarantees to enable minorities to learn and to teach in their mother tongue.

Objectives of our Strategy refer also to the Convention on Children's Rights, primarily to Article 28, on the right to education, but also to Article 30, which provides that a child belonging to a linguistic minority must not be denied its right to use his/her mother tongue.

From all these one can infer the universal right to education in a minority language. The state can not deny the children's right to public education in a minority language and in cases when it is actually denied it is considered an act of discrimination. However, this

does not automatically imply that any unfulfilled request for education in a given specific language is automatically violation of human rights, regardless of the costs and practical difficulties that may arise for meeting the same. There is wide understanding that a point of balance needs to be found between interests of involved parties: those of individuals whose potential for education is not accomplished because of government linguistic priorities, with interests of the legitimate state, which tries to provide services in minority languages, but remains short of implementation because of the lack of human and financial resources.

The education component of the document for inclusion of Roma, Ashkali and Egyptian communities shows that when seen in its true light and properly implemented, education in minority languages becomes more of an asset than an obligation. This right is not applicable in every situation when an individual may claim it as an individual right; it is more an outcome of full respect of diversity and tolerance, which are the cornerstones of most of democratic societies.

The Kosovar strategic document addresses situations which are discriminating in nature against children whose mother tongue is not the same as the official language in a given country. This means that public authorities provide adequate conditions for using minority languages as a medium of instruction in public schools.

This aspect is also addressed in various treaties and other instruments of the Council of Europe, OSCE and EU institutions related to minorities and to education in their languages. All four objectives of the Kosovar strategic document on Roma, Ashkali and Egyptian communities can be 'read' in the provisions of EU legislation.

Until January 2007, the European Union passed a large number of resolutions on Roma community (seven by the European Parliament¹ and three by the Council of Ministers²),

¹ Resolution of the European Parliament on the Situation of Roma in the Community (1984); Resolution of the European Parliament on Education of Children whose parents do not possess permanent residence (1984); Resolution of the European Parliament on Illiteracy and Education of children whose parents do not possess permanent residence (1989); Resolution of the European Parliament on Roma in the Community (1994); Resolution of the European Parliament on Discrimination against Roma and Sinths (1995); Resolution on the Situation of Roma and Sinths in the European Union (2005); Resolution on the Situation of Roma and Sinthy women in the European Union (2006).

very good European reports³, and since 1984 the Council of Europe in Strasbourg has drafted and adopted over 500 documents related to Roma community, respectively to their inclusion in various sectors of the society.

On the other hand, the OSCE Office of the High Commissioner for National Minorities issued a document of The Hague Recommendations related to the National Minorities Right to Education. According to this document, states are encouraged to adopt a proactive approach to human rights issues, in harmony with Article 31 of the Copenhagen Document which calls on states to protect the ethnic, cultural, linguistic, and religious identity of national minorities. The Kosovar strategic document engages proactively in addressing the linguistic and education aspects of the Hague Document, which does to implement Article 33 of the Copenhagen Document that asks from the states to protect the ethnic, cultural, linguistic, and religious identity of minorities living in their territories and to provide the needed conditions for promotion of the same.

2 Resolution No. 89/C 153/02 of the Council of European Union on school provisions on roma and traveling children (1989); Resolution of the Council of Ministers of Education on the school provisions on employed traveling children (1989); Resolution of the Council and representatives of member countries; Government meeting in the Council on the Readiness of Education Systems to address problems of Racism and Xenophobia (1995)

3 Support of the EU for the Roma Community (2002), The situation of Roma in the enlarged Europe (2004), Employment and Social Issues; Review of PHARE assistance of the European Union for the Roma minorities (2004) “Protection of minorities in the EU” from the EU network of independent experts on fundamental rights (2004); Equality and non-discrimination– Annual Report (special chapter on “Improvement of the situation of Roma in the EU); Employment and Social Issues – Key Opinions 2005: Access to Justice.

2. The current situation in education of Roma, Ashkali and Egyptian communities

The Roma, Ashkali and Egyptian communities face various problems with regard to their education, especially when referring to their integration into the system of education. Difficulties start as early as their enrolment, to continue speaking of the language, being accepted by the majority community, and cultural, social and economic incongruities. The problems and difficulties these communities face in Kosovo are similar to those they face in other countries of the region. However, developments of the nineteen nineties have only increased difficulties for these communities, putting them in an even more unfavorable position with regard to access to education. This position was further aggravated by the war in Kosovo, as a result of which there was displacement of population both internally and out of Kosovo. Assessments made by the UN show that after the conflict of 1999, participation of Roma, Ashkali and Egyptian communities in the total population of Kosovo dropped from 100,000 down to 35-40,000 members, which in return also significantly influenced their inclusion in the system of education. Even nowadays, eight years after the conflict, education of Roma, Ashkali and Egyptian communities continued being linked to their socio-economic status and with the phenomenon of marginalization, discrimination and segregation.

According to data made available by the Education Management Information System (EMIS) for the school year 2005/06, inclusion of Roma, Ashkali and Egyptian children in all levels of pre-university education was 4527 pupils and students, or 1.1 % when compared to figures for the majority community, whereas numbers for the Roma, Ashkali and Egyptian staff employed in education made available by the Ministry of Public Services as of May 2007, show a total of 140 employed persons in education, or 0.53 % compared to the majority community.

On a more general level, if we use data made available by the Decade of Roma and compare our country with countries of the region, we find that the number of children who have completed upper secondary education in Kosovo is 4.5 %, in Albania 4.3 %, in Serbia 9 %, in Macedonia 11.6 % and in Montenegro this percentage is 3.7 %.

The implementation of this document will help to mobilize all relevant structure to make way for a full integration of these communities in the system of education, which would in turn help for their better inclusion in the society and to safeguard, promote, develop and advance their identity, tradition and culture.

Partial integration of Roma, Ashkali and Egyptian communities in education

A thorough analysis of the position of Roma, Ashkali and Egyptian communities in Kosovo has helped in identifying main reasons that did not allow for their full integration in the society. Insufficient mobilization and efforts of the government authorities, limited government and donor funds, lack of sufficient awareness raising campaigns on importance of education, and lack of initiative for advocating and lobbying on issues pertaining to minority rights, are among the main reasons that made for only a partial inclusion of Roma, Ashkali and Egyptian communities in Kosovo. In spite of the fact that after the conflict in Kosovo there have been several various initiatives to create a friendly environment in classrooms and in schools, then programs with various incentives to motivate students for regular attendance, programs against illiteracy, catch up classes, programs for informal education, reserved quota to increase enrollment in upper secondary and higher education, and in spite of other measures to return to classrooms of those who have dropped out from schools, there is still a large number of those who are either not included in education or drop out during the school/academic year. The unfavorable socio-economic status, the small number of educators and teachers coming from the ranks of Roma, Ashkali and Egyptian communities, lack of education in Roma language, difficulties in learning the official language at the beginning of schooling, as well as prejudices and stereotypes about these communities, present only some of the barriers which have made for very low inclusion of members of these communities to remain unchanged in spite of relative efforts.

Insufficient participation of Roma, Ashkali and Egyptian communities in education

Level of safety of movement in Kosovo in the last 7-8 years has made for children of RAE communities in some settlements not to feel safe to attend lessons in the regular system of education. As a result, improvised education services had to be set up, which still continues operating in camps like the ones in Gjilan and in Plemetin, functioning in very difficult working conditions and with unqualified teachers. The level and quality of teaching and learning in these schools has been very low and often not in full accord with the regular system of education, which made any transfer to regular schooling very difficult and even in some cases impossible.

Insufficient cooperation between MEST and organizations of civil society belonging to Roma, Ashkali and Egyptian communities involved in education issues has resulted in lack of information on the part of education authorities about difficulties and problems facing these communities and in lack of transparency in decision making about issues pertaining to them.

Level of poverty, perceptions and low level of parents' education, lack of alternative programs for education of members of Roma, Ashkali and Egyptian communities are some other factors that hindered fuller integration of these communities in the system of education. The number of children who are not enrolled on time and drop-out numbers are too high. MEST and OSCE have engaged for several years in offering programs of catch-up classes for students who have left schools. This program is offered as an alternative opportunity to continue and complete compulsory education. Because of the difficult economic situation, a lot of children from these communities are made to stop going to school and engage in sweated jobs in efforts to help their families.

Prejudice and stereotypes among members of other communities about RAE communities are also visible in the system of education, taking the shape of discrimination against children and parents of these communities.

Having in mind that education is a necessary prerequisite for successful competition in the labor market, then it becomes necessary for members of Roma, Ashkali, and Egyptian communities to complete at least primary and secondary education. To achieve this, the Strategy foresees development of various policies, such as scholarship schemes and quota for children and youth of Roma, Ashkali, and Egyptian minorities so that they can continue studies in various fields. Competition in the labor market requires that members of Roma, Ashkali, and Egyptian communities be professionally trained and well educated in order to find employment.

Even though Kosovo has passed anti-discrimination legislation banning all forms of discrimination and segregation, in practice, however, there are such cases exercised against members of Roma, Ashkali, and Egyptian communities.

3. Vision and Mission

Government of Kosovo Strategy for Integration and Empowering of Roma, Ashkali, and Egyptian communities will be an integral part of other development strategies of Kosovo designed for years 2007-2017. The Strategy of Pre-University Education is too a document that calls for a system of education for all, regardless of ethnic, racial, cultural and religious affiliation. Education institutions at all levels will be the key agents playing a unique role in eliminating all forms of inter-ethnic discrimination, segregation, prejudices and intolerance. By eliminating these forms of unjust treatment, by offering equal opportunities for quality education and by respecting cultural and linguistic diversity, the majority community can significantly contribute to empower these communities and to improve their position in the society and finally to make way for their full integration in the public and institutional life in Kosovo.

Vision

Kosovo – a society of knowledge and inclusion, with respect for diversity, fully integrated in European trends, with equal opportunities for personal development of all individuals of Roma, Ashkali, and Egyptian communities, who in return contribute to the sustainable economic and social development.

It will not be easy to accomplish this vision (which bears strong reference from Strategy of Pre-University Education 2007-2017), in a Kosovo which is still going through the difficult phase of transition, with an unsettled political status and with its inter-ethnic feuds. On the other hand, while Kosovo is facing these problems, the world is moving rapidly towards a knowledge based society and economy. Of course, apart from its problems and difficulties, Kosovo has also got its advantages and opportunities. One of these is the opportunity opened for up-to-date knowledge and information, and the motivation and will for rational utilization of these resources for the benefit of the entire community. This opportunity, which opens for all citizens, is also the key for solving all economic, social and political problems since, regardless of differences and inclinations,

it is in the best interest of all individuals to see Kosovo amidst and fully integrated in the knowledge societies of the contemporary world.

Mission

Building of an inclusive and high quality system of education, based on justice, equity and respect of diversity, contributing to the full integration of Roma, Ashkali, and Egyptian communities in the society.

Level of citizens' inclusion in the education system in general is one of the development indicators of a society, whereas inclusion in compulsory education is an international obligation. Equality implies being equal by status, to have equal opportunities, to get equal treatment, free of any discrimination, barriers, or prejudices. This principle provides that all persons and institutions involved in the field of education (including teaching and administrative staff, students, parents, community, marginalized groups, schools, civil society, etc.) are entitled to equal rights according to their status and to equal treatment for a normal personal development and for successful accomplishment of one's duties and responsibilities. Equality may be numerical or proportional. Respect of equality is accepted as a minimum standard of today's moral and education culture, whereas provision of equal opportunities for all is a pre-requisite for ensuring active participation of citizens in the social life.

Diversity implies more than ethnic affiliation and includes aspects such as language, age, gender, religious affiliation, social and civil status, or other individual characteristics of each individual in the population. Education for recognition of diversity implies competences, such as: openness, understanding of other cultures, critical approach to social reality, level of development, etc.

4. Strategic objectives

The expert group involved in drafting the Strategy identified four strategic objectives which contribute for accomplishing the mission of the Strategy for Integration of Roma, Ashkali, and Egyptian communities in the field of education. Fulfillment of these strategic objectives will also contribute to achieving the main goal of the Pre-University Strategy, which deals with building of an inclusive system of education, offering conditions for quality personal development of all individuals, by fostering lifelong learning habits and values of democratic citizenship.

Objective 1: Significant improvement of participation in and quality of education for members of Roma, Ashkali, and Egyptian communities

Objective 2: Prevention of discrimination and segregation in the system of education

Objective 3: High quality and efficient cooperation between relevant institutions and organizations for the benefit of better education for members of Roma, Ashkali, and Egyptian communities

Objective 4: Increasing awareness among communities and involved parties with the purpose of helping education of members of Roma, Ashkali, and Egyptian communities.

These objectives were further ‘translated’ into measures and activities to be taken to improve the position of Roma, Ashkali, and Egyptian communities in the field of education. Below a detailed description is given of strategic objectives, indicators and measures for each of the strategic objectives.

4.1. Significant improvement of participation in and quality of education for members of Roma, Ashkali, and Egyptian communities

During the process of drafting the Strategy, the experts agreed that low levels of education and high levels of illiteracy among members of the Roma, Ashkali, and Egyptian communities is the key reason for inadequate inclusion of these communities in the political, social and economic life of the society. They also agreed that education policies ought to strive for integration of Roma, Ashkali, and Egyptian communities by ensuring full and equal access and by setting up specific mechanisms, which would address the issue of inclusion of Roma, Ashkali, and Egyptian communities in education in a targeted and systematic way. Measures for improvement of participation in education foreseen in this Strategy are coherent and in full harmony with the measures and activities of the Strategy for Pre-University Education.

INDICATORS

1. Inclusion of staff and children in the pre-school and pre-primary level
2. Increased number of children enrolled in grade 1
3. Assistance is provided for children receiving aid from welfare schemes
4. There is increased number of students completing primary, secondary and higher education
5. Children are distributed in classes at all levels without any discrimination
6. Programs supporting informal education are in place and implemented
7. Instruction is carried out in Roma language
8. There is an increased number of pre-school and pre-primary institutions
9. Mechanisms are set up and made operational for implementation of the Law on Primary and Secondary Education
10. Municipal Education Departments are empowered
11. Programs are designed and implemented for training of staff in planning, management and professional development
12. Fully functional networks of non-governmental organizations are in place and address problems in the field of education

13. There are agencies operating which engage in capacity building in the field of education

ACTIVITIES

Measure 1:	Inclusion of Roma, Ashkali, and Egyptian educators and their assistants in the pre-school and pre-primary level
Description:	<p>Ninety educators from Roma, Ashkali, and Egyptian communities are trained for work in pre-school and pre-primary institutions.</p> <p>Educators belonging to RAE communities are identified for a faster inclusion in the process of education by offering them incentives for studies, work and practice</p>
Measure 2:	Training and retraining of teachers of RAE communities in compulsory education
Description:	<p>Teachers of Roma, Ashkali, and Egyptian communities active in the process of instruction will receive additional training in new methodologies of teaching and learning. Teachers will attend in-service teacher training programs offered in education institutions.</p> <p>Future teachers are identified to be included in an expedited manner in the system of education by offering them incentives to study, work and practice at the same time.</p> <p>Summer schools are organized for teachers who teach in Roma language. These summer schools will be open also for teachers belonging to other communities.</p> <p>Exchange of Roma, Ashkali, and Egyptian teachers takes place for the purpose of professional development.</p>
Measure 3:	Offering programs for re-integration for children returnees from Diaspora
Description:	Intensive courses of six months are organized for children who have lived

	<p>abroad. Courses are offered in the language of instruction chosen for further education. These courses will also serve for getting familiar with the culture and traditions of the country. Additional courses are organized, on a case by case basis.</p>
Measure 4:	Incentives and stimulation for increased participation in education
Description:	<p>MEDs, schools, and NGOs engage in campaigns for increased enrollment of children in pre-school and pre-primary classes.</p> <p>Programs with incentives are designed for motivating children to attend lessons regularly.</p> <p>Children with learning difficulties are offered additional instruction in the school or in community centers.</p> <p>These additional hours are offered to children with learning difficulties, but also to children who do not have any support in the family to do their homework and other obligations. Funds are provided for transportation for all children attending classes in pre-primary and elementary education who have to walk distances over two kilometers (currently the MEDs are organizing transport for children who walk distances over 4 kilometers).</p> <p>Transport is provided for these children for a better access and for regular attendance.</p>
Measure 5:	Providing conditions for attending schooling beyond compulsory education
Description:	<p>Preparatory courses are offered to students with poor performance to assist them for enrollment in upper-secondary schools.</p> <p>A special fund is set up to allocate grants to children who perform well at school, but whose families are in a difficult economic situation; these grants serve to help them complete the school year. This fund would be monitored by MEDs and local community offices.</p> <p>Organization of campaigns to raise awareness on the need to continue education.</p>

	<p>Spaces are provided for accommodation in pupils' and students' dormitories for traveling students attending schooling away from their home. This would help in pushing education levels of this population higher.</p> <p>MEST provides help to facilitate placement of pupils and students in dormitories.</p>
Measure 6:	Including Roma language as a taught subject
Description:	<p>MEST in cooperation with NGOs identifies and trains experts to develop curricula for Roma language. After the curriculum has been drafted there is a public discussion for evaluation, suggestions and amendments, etc. After these debates the final draft of the curricula will be developed.</p> <p>Training programs are designed for the teachers of Roma to teach according to the newly drafted curricula. These training programs are offered to members of Roma, Ashkali, and Egyptian communities who will be working with pupils in compulsory education.</p> <p>Apart from these, contents presenting elements of Roma, Ashkali, and Egyptian tradition, culture and history are included and implemented in the regular curricula in other languages of instruction. Optional programs may be developed for those who intend to deepen their knowledge of tradition, culture and history of these communities. These programs are developed having in mind the circumstances and the need to promote values and to fight bad practices.</p> <p>Instruction in Roma language will be carried out as an optional subject depending on concentration of children belonging to Roma, Ashkali and Egyptian community in a given school.</p>
Measure 7:	Additional language programs for children of Roma community
Description:	MEST, in cooperation with civil society, drafts and implements

	<p>supplementary programs for children of Roma community in the language of instruction they are going to attend regular schooling starting from pre-school education. Members of Roma community or speakers of Roma language will be trained to deliver this program and assist children for easier integration in the regular system of education. These training programs will be offered in schools, but also in community centers on a case by case basis. Length of programs will be adequate to the needs for learning the language of the area. The programs should also include elements for preparation of children for school. However, language instructors should be trained as pre-school educators.</p>
Measure 8:	Inclusion of children with special needs in the regular system of education
Description:	<p>Awareness raising programs are offered for parents and for the population on the topic of inclusion of children with special needs in the regular system of education.</p> <p>Counseling and training activities are organized with parents of children with special needs. If possible, various forms of support and help is given to children with special needs, including escort, etc.</p> <p>Incentives are offered for families with children with special needs to motivate them to send their children to school, such as financial aid for families, transport, meals, etc.</p>
Measure 9:	Increasing inclusion on vocational education and training
Description:	<p>In partnership with centers for vocational education and training, a research is carried out into the interest among RAE communities for vocational education and training. Based on identified needs and based on the labor market needs programs are developed and training is delivered for these members of these communities.</p> <p>At the same time communities are introduced to the need for using</p>

	<p>services in the field of vocational education and training offered by various institutions.</p> <p>For children of RAE communities quotas are foreseen for enrolment in institutions of vocational education.</p>
Measure 10:	Setting up of grant schemes for Roma, Ashkali, and Egyptian communities
Description:	<p>The grants scheme foresees getting funds from the government and from foreign donors. Every three years, a donors' conference is organized. MEST will establish a unit dealing directly with the management of this fund.</p> <p>A scheme of grants is set up to offer financing of projects dedicated to increasing participation in education and for reducing of the level of illiteracy for persons not included by the system of schooling.</p> <p>Primary and secondary school with children of Roma, ashkali, and Egyptian communities and NGOs involved in education issues, but who target RAE students of primary and secondary schools, have access to the scheme.</p>

CRITICAL ASSUMPTIONS

There is overall readiness among the institutions and communities for universal inclusion in education

Implementation of this document depends largely on the readiness of government institutions to support delivery of activities in this document. Drafting and approval of policies that would enable implementation of this document and allocation of funds for implementation of specific projects are the main steps that institutions need to carry out for the implementation of the Strategy for Integration of Roma, Ashkali, and Egyptian communities. At the same time, for inclusion of Roma, Ashkali, and Egyptian communities in education, there is a very important role to be played by the majority

population because of the support they can give to the whole objective of inclusion and integration. Inter-ethnic tolerance, respect for diversity and for human rights are fundamental preconditions making way toward integration of these communities in the political, economic and political life of the society.

4.2. Prevention of discrimination and segregation in the system of education

The phenomenon of discrimination and segregation in education is one of the main hindering factors for the integration of for the inclusion of Roma, Ashkali, and Egyptian communities in the Kosovar society. Undoubtedly, there are numerous ways to “camouflage” cases of discrimination and segregation in the system of education; for this reason, a very important condition to fight these phenomena is the presence of a positive feeling and attitude on the part of education authorities, but just as important is existence of awareness among the majority population on the need to support education of the Roma, Ashkali, and Egyptian communities.

INDICATORS

1. Cases of discrimination and segregation against Roma, Ashkali, and Egyptian communities are reported and made public
2. Staff in the system of education are familiar with the importance of preventing the phenomenon of discrimination and segregation.
3. The number of cases of discrimination and segregation against members of RAE communities is significantly reduced.

Measure 1:	Analysis of the situation regarding segregation and discrimination in education
Description:	MEST, in partnership with NGOs, organizes a research on the presence of segregation and discrimination against Roma, Ashkali, and Egyptian communities in the education system in Kosovo. It is expected that this analysis result with a clear picture of the situation in the field and with

	adequate and concrete recommendations for action.
Measure 2:	Prevention of segregation and discrimination through legal acts
Description:	<p>Legal acts shall be adopted to prevent segregation of children in separate schools, separate buildings, separate classes, based only on ethnic affiliation; an exception will be made in cases when children are divided in order to allow for attending instruction in a given language of instruction or because of the distance from school with pupils of majority population.</p> <p>Legal provisions should foresee effective measures for prevention of segregation and to allow for desegregation. Apart from this, effective measures should be foreseen to bring discrimination to halt.</p>
Measure 3:	Training for educators and education officers for elimination of prejudices
Description:	Educators and education officers are trained on special programs for elimination of prejudices, as well as in programs built on inter-ethnic and intercultural tolerance. The purpose of these training programs is to raise awareness on the need to respect diversity and to deter intentional or unintentional discrimination.
Measure 4:	Raising awareness among the Roma, Ashkali, and Egyptian communities on forms of discrimination and segregation in education
Description:	<p>Human resources should be trained and capacities built among the Roma, Ashkali, and Egyptian communities to recognize segregation in education, to document the same and to proceed with further action.</p> <p>Such capacity should serve to minimize the segregation and discrimination of these communities in the system of education.</p>

4.3. Good and efficient cooperation between relevant institutions and organization

In order to improve the position and to allow for a full integration of the Roma, Ashkali, and Egyptian communities in the society, a number of activities have been foreseen which contribute to enhancing the participation of the members of Roma, Ashkali, and Egyptian communities in the activities of relevant education institutions and organizations in all levels. Members of Roma, Ashkali, and Egyptian communities will have the opportunity to participate in the process of important policy and decision making in the field of education. In several municipalities, Municipal Education Departments will open jobs for members of Roma, Ashkali, and Egyptian communities with the purpose of presenting the needs of these communities and for providing more transparent information on the services and opportunities offered for education and personal development. Special importance is given to the cooperation between schools and their community. Organization of numerous events of education and cultural character will enable members of these communities to preserve and promote their cultural and linguistic identity, as well as to make way for more security and tolerance.

INDICATORS

1. There is increased cooperation between schools and parents for raising awareness on importance of education among Roma, Ashkali, and Egyptian communities
2. The civil society and government institutions mobilize for full integration of Roma, Ashkali, and Egyptian communities in the society
3. There is adequate representation in the school boards and in the PTA in schools with pupils from Roma, Ashkali, and Egyptian communities
4. The MEST creates favorable conditions for education of Roma, Ashkali, and Egyptian communities

ACTIVITIES

Measure 1:	Joint activities with the community police (CP) in the field of safety
Description:	<p>Council of safety will be established at the municipal level. This council consists of representatives of MED, CP, school representative, School Board and community or Roma, Ashkali, Egyptian NGO representative.</p> <p>This council will organize joint meetings every two months between community and the CP in order to augment the level of security in those schools attended by Roma, Ashkali, and Egyptian children. Community, children and community police, in cooperation with MEDs, will be present in the joint meetings organized in schools. Reports will be made public every two months.</p>
Measure 2:	Measures against breaching of law in compulsory education
Description:	<p>Measures will be undertaken to establish close cooperation between education authorities, schools, centers for social work and civil society organization with the purpose of preventing and reducing non-attendance and dropping-out of school. There should be a system of reporting in place for cases of non-attendance and dropping out of schools; this reporting system should be established between the Center for Social Work, MED, and registry offices, with an important role to be played by Roma, Ashkali and Egyptian civil society organizations. Apart from this, the issue of non-attendance will also be addressed by reporting and taking measures against teachers or school authorities who do not report these cases or do not act to return them to regular schooling.</p> <p>PTA will engage in monitoring schools to ensure participation of Roma, Ashkali, and Egyptian communities' representatives in all relevant events and in also making this a responsibility of the school authorities.</p> <p>PTA will also make sure that cases when the laws providing on compulsory education are not observed are reported to the school, but also at the municipal and ministry level.</p>

Measure 3:	Coordination of policies and activities through regular meetings between MEST, municipal authorities, MEDs and civil society organizations.
Description:	<p>Representatives of parents, community and RAE civil society will participate actively in the MEST and MED meetings where imported policies are drafted and decisions taken on the process of education. This coordination makes sure that there is transparency and timely information of involved parties on important decisions related to the education of Roma, Ashkali, and Egyptian communities.</p> <p>MEDs, in cooperation with Municipal Community Offices and representatives of civil society organizations, engage in drafting a development plan in the field of education with priorities set for three years in advance. This plan will reflect education needs of the Roma, Ashkali, and Egyptian communities. Responsible agencies for implementation of this plan will be MED and MCO.</p>
Measure 4:	Partnership is built between Roma, Ashkali, and Egyptian communities with organizations involved in protecting rights of workers in the education sector.
Description:	<p>Aiming at protecting labor rights of educators/members of Roma, Ashkali, and Egyptian communities, various information events are organized focusing on activities of different organization and in establishing cooperation between them. Cases of violation of human and labor rights are reported in a timely fashion and adequate measures are taken.</p>
Measure 5:	Taking affirmative action for education and employment of members of Roma, Ashkali, and Egyptian communities.
Description:	<p>The school organizes additional lessons for students with learning difficulties. Relevant profiles are identified in which there are deficit</p>

	<p>experts of Roma, Ashkali, and Egyptian communities.</p> <p>Schools and faculties will allow for easier enrollment for RAE students who did not perform very well in the primary and secondary education. This category will be offered preparatory courses for admission to upper-secondary schools and university.</p> <p>Quota will be set for admission of students in secondary schools and faculties. Enrolled students will be given scholarships as incentives to motivate them to complete schooling.</p> <p>Meetings are organized with the MEDs for the purpose of information on education opportunities.</p> <p>MEST/MED/REO set up quota (reserving work places for Roma, Ashkali, and Egyptian communities) for employing teaching staff in the system of education.</p>
Measure 6:	Programs are offered for reducing illiteracy through institutional support
Description:	<p>Information campaigns are organized to inform Roma, Ashkali, and Egyptian communities on existing programs against illiteracy available in areas inhabited by these communities. MEST/MED, in cooperation with NGOs, provides financial support for inclusion of Roma, Ashkali, and Egyptian communities into existing programs and support new initiatives to reduce the rate of illiteracy.</p> <p>These programs and initiatives should be treated equally with accredited programs.</p> <p>Girls and women will be offered incentives to participate in these programs.</p>
Measure 7:	Setting up of resource centers at the level of municipalities
Description:	<p>Resource (didactic) centers will be established in five municipalities of Kosovo, which will engage in:</p> <ul style="list-style-type: none"> • Offering supplementary lessons for primary school pupils

	<ul style="list-style-type: none"> • Various courses for members of Roma, Ashkali, and Egyptian communities • Initiating cultural and sports activities with the community • Offering programs for fighting illiteracy • Including parents in activities of the Center • Etc

CRITICAL ASSUMPTIONS

Government development policies treat all communities equally

The current political situation in Kosovo and the forthcoming developments in implementation of standards for integration of Kosovo into the EU have resulted in different approaches and treatment to different minorities in Kosovo. The focus of all “political players” in all fields was directed towards the Serb minority in Kosovo; however, it is considered of paramount interest that all communities living in Kosovo should receive fair and equal treatment by all policies developed or implemented by the Government of Kosovo.

4. 4. Level of awareness and readiness of relevant factors to help in education processes

Financial support and engagement of government and other relevant institutions to improve the social and economic situation of this community are a necessary condition to improve the position of these communities in the society. Even though it clearly takes longer to build awareness on importance of education both among the relevant institutions and among the targeted communities, this Strategy, however, strives to mobilize all relevant actors to engage in taking the right steps to change for better the education picture of this community in a ten year perspective.

INDICATORS

1. Reducing cases of unfair treatment
2. Communities are made fully aware of the importance of education
3. Increased activities in the school-community relation
4. There is a system in place to support members of Roma, Ashkali, and Egyptian communities for schooling in all levels.

ACTIVITIES

Measure 1:	Organization of extracurricular sports and cultural activities
Description:	School clubs organize joint extracurricular activities with the purpose of raising mutual awareness on the importance of education, diversity and respect for human rights. Activities are organized in cooperation with schools and other relevant factors, such as civil society organizations, sports clubs, cultural and arts associations (also participating in quizzes, various competitions, etc.). Girls and unfavored groups are encouraged for better inclusion in these activities. In the context of school calendar of official holidays, the school will engage in coming up with a program of thematic cultural activities. Holidays of Roma, Ashkali and Egyptian communities will be respected in the school level and by the community of the catchment area.
Measure 2:	Review and writing of school textbooks
Description:	Measures will be taken to remove discriminating terms and expressions for existing and new school textbooks, by also reporting with the MEST, publishing houses, and with the public opinion of all cases offending the dignity of members of Roma, Ashkali, and Egyptian communities.

Measure 3:	Promotion of values, heritage, and identity of Roma, Ashkali, and Egyptian communities
Description:	<p>Programs are designed and implemented to fight and deter prejudices and stereotypes in order to avoid discrimination.</p> <p>These programs are implemented in schools through training events, workshops and various campaigns for raising awareness on children’s rights. Through an administrative instruction, MEST requires from all schools with Roma, Ashkali, and Egyptian students to implement these programs at least once in a year.</p> <p>Members of all communities are involved in these activities, including parents, teachers, and children. Civil society organizations, which will be active in designing and implementation of these programs, will be involved in counseling role in all this process.</p> <p>Municipal Departments of Education (MED), in cooperation with NGOs, will engage in organizing campaigns aiming at raising awareness on the need to preserve and promote cultural values and heritage.</p> <p>Promotion materials on tradition and linguistic and cultural heritage are published periodically.</p> <p>Schools with pupils of Roma, Ashkali, and Egyptian communities organize activities promoting values of communities. These activities are planned in the school calendar at the beginning of every school year.</p>
Measure 4:	Building of trust between school and family
Description:	<p>Educators/teachers engage in visiting families with the purpose of counseling and informing them on the performance of their children.</p> <p>For this extra work the staff will receive various incentives and stimulation.</p> <p>These visits also serve to establish trust and readiness for cooperation</p>

	<p>among Roma, Ashkali, and Egyptian communities with education institutions.</p> <p>Schools reserve an area for use by parents. Teachers call parents for cooperation. This area is used to meet with parents and to organize extracurricular activities.</p>
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CRITICAL ASSUMPTION

There is a positive climate for affirmation of cultural values of the communities

5. Strategy Implementation Plan

STRATEGIC OBJECTIVE 1

Significant improvement of education quality and participation for Roma, Ashkali, and Egyptian communities

Sub-sector:	ISCED 0
Measure 1:	Inclusion of Roma, Ashkali, and Egyptian educators and their assistants in the pre-school and pre-primary education
Activities:	<p>A needs assessment is carried out for preschool and preprimary education</p> <p>Qualified educators and their assistants are identified from the ranks of Roma, Ashkali, and Egyptian communities and are included in the education system</p> <p>Incentives and financial assistance is offered to future educators for studies, work and practice</p> <p>Accredited training programs are offered</p>
Responsible institution:	<p>MEST</p> <p>MED</p> <p>Schools</p> <p>Pre-school institutions</p>
Budget	1.987.800 €
Time:	2008-2012
Target group :	Educators, children of age 3-6
Indicators:	<p>Number of employed educators and assistants</p> <p>Number of children completing pre-school and pre-primary schooling</p> <p>Number of children enrolled in grade one of primary school</p>
Supporters :	<p>KEC</p> <p>Save the Children</p> <p>UNICEF</p> <p>Caritas network</p> <p>KFOS</p> <p>FER</p>

Sub-sector:	ISCED 1-3
Measure 2:	Training and re-training of teachers of Roma, Ashkali, and Egyptian communities teaching in compulsory education
Activities:	<p>Teachers are identified who are ready to work in education</p> <p>There is a needs assessment for professional development</p> <p>In-service and pre-service training programs are organized for identified teachers</p> <p>Opportunities are created for students to work and study at the same time</p> <p>Summer schools are organized for Roma, Ashkali, and Egyptian teachers</p> <p>Exchange programs are offered for teachers of Roma, Ashkali, and Egyptian communities</p> <p>Teachers are trained for instruction in Roma language</p> <p>Courses in Roma language are offered for teachers</p>
Responsible institution:	<p>MEST</p> <p>University of Prishtina</p>
Budget	289.000 €
Time:	2008-2014
Target group :	<p>Teachers of primary and secondary schools</p> <p>Students</p> <p>Pupils</p>
Indicators:	<p>The number of certified teachers</p> <p>The number of teachers recruited to work in education</p> <p>The number of teachers teaching in Roma language</p> <p>The number of accredited programs</p> <p>The number of study visits</p> <p>The number of students who completed studies abroad</p>
Supporters :	<p>European universities</p> <p>FER</p> <p>KFOS</p> <p>British Council</p> <p>CCFD</p> <p>EAR</p> <p>INALCO</p>

Sub-sector:	ISCED 1-3
Measure 3:	Offering reintegration programs for children returning from abroad
Activities:	Families returned from abroad are identified Reintegration programs are designed Six months' courses are offered in the official language School documents are recognized An organized system is set up for their inclusion into the regular schooling Free textbooks and didactic resources are provided for the children
Responsible institution:	MEST MED Schools Municipal Office for Communities (MOC)
Budget	248.000 €
Time:	2008-2012
Target group :	Returned children age of 5-15
Indicators:	Children enrolled in regular schools Number of children included in training courses Number of courses and programs offered for training
Supporters :	European Liaison Offices UNHCR UNICEF European Union USAID IOM Ministry of Communities and Returnees (MCR)

Sub-sector:	ISCED 1-2
Measure 4:	Incentives and stimulation for increased participation in education
Activities:	Awareness raising campaigns are organized for parents to send their children to school in due time There is a needs assessment for children attending regular schooling Free transportation is offered for children traveling over two

	<p>kilometers a day</p> <p>Free meals are provided for this category of children</p> <p>Free textbooks and didactic means are provided for these children</p> <p>Additional lessons are offered in schools</p> <p>Schools, in cooperation with community centers, offer various services for help in doing homework</p> <p>Teachers are assigned who will work with students with learning difficulties</p>
Responsible institution:	<p>MEST</p> <p>MED</p> <p>School</p>
Budget	2.931.875 €
Time:	2008-2014
Target group :	Pupils of age 5-14
Indicators:	<p>Number of absences</p> <p>Number of students who complete compulsory education in due time</p> <p>Number of children included in supplementary instruction</p>
Supporters	<p>The World Bank</p> <p>FER</p> <p>UNICEF</p> <p>OSBE</p> <p>Save the Children</p> <p>KFOS</p> <p>EAR</p> <p>MOC</p>

Sub-sector:	ISCED 4
Measure 5:	Creating conditions for further education after compulsory schooling
Activities:	<p>Setting up of a scholarship fund</p> <p>Setting up of joint committees consisting of community representatives, institutions and international donor organizations for determining criteria for grants</p> <p>Awareness raising campaigns are organized on the need to continue education</p> <p>Preparatory courses are organized during the school year for</p>

	<p>registration in higher education for students who do not perform well</p> <p>Quota are assigned for enrollment of Roma, Ashkali, and Egyptian students in profiles with lack of expertise</p> <p>Placements in dormitories are reserved only for RAE students</p> <p>Free accommodation in dormitories for children in difficult economic situation</p> <p>Free library services for the same students</p> <p>Setting up a scheme for studies abroad in Roma language</p>
Responsible institution:	<p>MEST</p> <p>MED</p> <p>Secondary schools</p>
Budget	652.000 €
Time:	2009-2017
Target group:	Students of secondary schools
Indicators:	<p>Number of organized campaigns</p> <p>Number of scholarship winning students</p> <p>Improvement student performance</p> <p>Number of students included in courses</p> <p>Number of students accommodated in dormitories</p> <p>Number of students accommodated for free</p>
Supporters :	<p>MOC</p> <p>KFOS</p> <p>FER</p> <p>GTZ</p> <p>KOSVET</p> <p>Swiss Contact</p> <p>EAR</p> <p>WB</p>

Sub-sector:	ISCED 1-3
Measure6:	Inclusion of Roma language as a taught subject
Activities:	<p>Experts are identified for designing curricula in Roma language</p> <p>Trainings are organized for curriculum experts</p>

	<p>Curriculum is designed for Roma language</p> <p>Workshops are organized with teachers to review the curricula</p> <p>Curricula are formally approved</p> <p>Teachers are trained to teach in Roma language</p> <p>Teaching of Roma language (as a required subject) is organized for the Roma community</p> <p>THIS MEASURES SHOULD BE REFLECTED ON AND SPECIFIED IN MORE DETAILED ACTIVITIES</p>
Responsible institution:	<p>MEST</p> <p>MED</p>
Budget:	189.840 €
Time:	2008-2017
Target group:	<p>Students</p> <p>Teachers giving instruction in Roma language, community</p>
Indicators:	<p>Designed curricula</p> <p>Number of involved experts</p> <p>Number of trained teachers</p> <p>Number of students learning in Roma language</p>
Supporters:	<p>FER</p> <p>KFOS</p> <p>KEC</p> <p>OSCE</p> <p>INALCO</p> <p>UNICEF</p> <p>European Union</p> <p>Community</p>

Sub-sector:	ISCED 1
Measure 7:	Supplementary language instruction for children from Roma community
Activities:	<p>Students are identified with difficulties in learning the official language</p> <p>Students and pupils are identified who have difficulties in acquiring Roma language.</p>

	<p>Language courses are offered for preschool pupils in the language of their choice</p> <p>Language courses are offered for parents aiming at preparing them to help their children for schooling</p>
Responsible institution:	<p>MEST</p> <p>MED</p>
Budget	225.000 €
Time:	2010-2015
Target group:	<p>Pupils/students</p> <p>Parents</p> <p>Community</p> <p>Teachers</p>
Indicators:	<p>Number of students who have attended courses</p> <p>Number of parents included in language courses</p> <p>Number of courses offered</p>
Supporters:	<p>KFOS</p> <p>UNICEF</p> <p>Kosovo Institute of Pedagogy</p> <p>Community Centers</p> <p>Save the Children</p> <p>Kosovo Forum of Roma, Ashkali, and Egyptian communities</p> <p>INALCO</p>

Sub-sector:	ISCED 0-3
Measure 8:	Inclusion of children with impairments in the regular system of education
Activities:	<p>Children with special needs are identified</p> <p>Needs of these children are diagnosed</p> <p>Individual learning plans are designed</p> <p>Awareness raising programs are offered for parents</p> <p>Training programs are offered for parents of children with special needs.</p> <p>Training programs and events are organized for teachers working with children with special needs</p>

	Families of children with special needs are assisted financially
Responsible institution:	MEST MED MH Special schools
Budget	237.600 €
Time:	2010-2017
Target group :	Pupils with special needs Parents Teachers
Indicators:	Number of identified children Number of children included in education Number of parents included in trainings Number of trained teachers
Supporters:	HANDIKOS Institute of Pedagogy (IP) Handikap International Save the Children MLSW UNICEF Kosovo Forum of RAE communities KFOS KEC Faculty of Education FSDEK

Sub-sector:	Adult education
Measure 9:	Increased inclusion in vocational education and training
Activities:	A research is carried out into the needs of these communities for vocational education and training Partners are identified who offer vocational training Members of Roma, Ashkali, and Egyptian communities are

	<p>informed on services of vocational training</p> <p>Modular courses are organized for vocational training based on identified needs</p> <p>Special modular courses are organized for institutional capacity building of NGOs of Roma, Ashkali, and Egyptian communities and for the municipal offices of communities in the field of management.</p> <p>Policies are designed favoring employers and employability</p>
Responsible institution:	<p>MEST</p> <p>MLSW</p> <p>Regional centers for vocational training</p>
Budget	900.000 €
Time:	2009-2016
Target group :	Representative of Roma, Ashkali, and Egyptian communities
Indicators:	<p>Number of identified partners</p> <p>Numbers of delivered modular courses</p> <p>Number of participants in training programs</p>
Supporters :	<p>FER</p> <p>AGEF</p> <p>MOC</p> <p>KFOS</p> <p>Institute of Pedagogy</p> <p>Don Bosko</p> <p>GTZ</p> <p>KOSVET</p> <p>Swiss Contact</p> <p>EAR</p> <p>IOM</p> <p>ILO</p>

Sub-sector:	ISCED 1-3
Measure 10:	Setting up a scheme of school grants for Roma, Ashkali, and Egyptian communities
Activities:	<p>A donor's conference is organized</p> <p>A fund is created to give grants</p> <p>A supervisory board is established at the central level, with</p>

	<p>representation from MEST, MEDs, and Roma, Ashkali, and Egyptian NGOs.</p> <p>Implementation of the grants' scheme is monitored and supervised by the Supervisory Council</p> <p>A scheme is designed to allocate grants to various schools</p> <p>Applicants implement school grants which aim at improving attendance and reducing illiteracy</p>
Responsible institution:	<p>Prime-minister's Office</p> <p>MEST</p> <p>MED</p>
Budget	1.592.300 €
Time:	2010 – 2015
Target group :	Schools
Indicators:	<p>Number of grant winners</p> <p>Number of implemented grants</p> <p>Increased inclusion of children of 5-6 years old in pre-school education (5-6 years) for at least 90 % in the coming five year period</p> <p>Increased pupil and student attendance</p> <p>Reduced level of illiteracy for 60 % compared to the current situation during the period of five years</p> <p>There is increased number of pupils and students who complete primary and secondary education</p> <p>There is an increased number of students who are admitted to higher education</p>
Supporters :	<p>FER</p> <p>European Commission</p> <p>The World Bank</p> <p>UNICEF</p> <p>OSCE</p> <p>European Agency for Reconstruction</p> <p>KOSVET</p> <p>GTZ</p> <p>KFOS</p> <p>Kosovo Forum of RAE communities</p>

STRATEGIC OBJECTIVE 2

Prevention of discrimination and segregation system of education

Sub-sector:	ISCED 0-5
Measure1:	Situation analysis regarding segregation and discrimination in education
Activities:	MEST, in partnership with NGOs, organizes a research into the presence of segregation and discrimination against Roma, Ashkali, and Egyptian communities in the Kosovar system of education. It is expected that this research will provide a clear picture on the situation in the field and useful recommendations for further action.
Responsible institution:	MEST MED
Budget	18,000 €
Time:	2008
Target group :	Pupils and students of Roma, Ashkali, and Egyptian communities
Indicators:	Relevant data are available on existence of discrimination and segregation in education against Roma, Ashkali, and Egyptian communities
Supporters :	KEC KFOS Non-governmental organization of Roma, Ashkali, and Egyptian communities

Sub-sector:	ISCED 0-3
Measure2:	Prevention of segregation and discrimination by use of laws
Activities:	Legal acts should be drafted, approved and implemented to prevent segregation of children in separate schools, in separate facilities, or in separate classes only based on ethnic affiliation; an exception is made in cases when children are divided in order to attend instruction in a given language of instruction or because of the distance from schools with students belonging to majority population. Legal norms and acts should provide effective measures for prevention of segregation and to allow for desegregation. Effective measures should also be foreseen for prevention of discrimination.

Responsible institution:	MEST
Budget	7,500 €
Time:	2008
Target group :	Pupils, students and teachers of Roma, Ashkali, and Egyptian communities
Indicators:	Number of reported cases of segregation
Supporters :	Organizations for protection of human rights and freedoms NGOs of Roma, Ashkali, and Egyptian communities

Sub-sector:	ISCED 0-3
Measure3:	Training for educators and education officers in elimination of prejudice
Activities:	Educators and education administration will be trained in special programs for elimination of prejudices; they will also be trained in programs for promotion of interethnic and intercultural tolerance. The purpose of these trainings is to increase awareness for the respect of diversity and for prevention of intentional and unintentional discrimination.
Responsible institution:	MEST MED
Budget	223,380 €
Time:	2008-2010
Target group :	Educators and education officers
Indicators:	Number of trained educators and officers

Supporters :	KEC KFOS FER European Union
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Sub-sector:	ISCED 0-4
Measure4:	Awareness raising among Roma, Ashkali, and Egyptian communities on forms of discrimination and segregation in education
Activities:	Capacities are built in the Roma, Ashkali, and Egyptian communities to recognize, document and to take further action in cases of segregation in education. Such capacities will serve to minimize the discrimination and segregation of these communities in education.
Responsible institution:	MEST MED Schools
Budget	80,000 €
Time:	2008-2012
Target group :	Students of age 5-14
Indicators:	Number of reported cases of discrimination and segregation in education
Supporters	KPTC FER UNICEF KEC Save the Children
	KFOS Other non-governmental Roma, Ashkali, and Egyptian organizations

STRATEGIC OBJECTIVE 3

Efficient and quality cooperation between relevant institutions and organizations for the benefit of better education for members of Roma, Ashkali, and Egyptian communities

Sub-sector:	ISCED 1-3
Measure 1:	Joint activities with the community police in the field of children's safety
Activities:	<p>A Council for safety is established at municipal level. It consists of MED, CP, a school representative, School Board, and a community/NGO representative.</p> <p>Safety council identifies cases dealing with violation of children's safety in schools</p> <p>MED concludes a cooperation agreement with the community police on the issue of children's safety in schools, including regular patrols, one police on duty in the school area, home visits of CP, etc.</p> <p>MED, schools and CP design a plan of action</p> <p>Regular bimonthly meetings are held between MEDs, schools, CP and community representatives</p> <p>Bimonthly reports are drafted and published</p>
Responsible institutions	<p>MED</p> <p>Schools</p>
Budget:	48.215 €
Time of implementation:	2008-2012
Target group:	<p>Schools attended by Roma, Ashkali, and Egyptian pupils</p> <p>Parents and other members of community</p>
Indicators:	<p>Number of cases treated and addressed</p> <p>Number of meetings held</p> <p>Reports of the Council</p>
Partner:	<p>KPS</p> <p>CSW</p> <p>Municipal Assembly</p> <p>Roma, Ashkali, and Egyptian NGOs</p> <p>KFOR</p> <p>EU</p> <p>PTA</p>

Sub-sector:	ISCED 1-2
Measure2:	Measures against violations of the law on compulsory education
Activities:	<p>Drop-out students are identified</p> <p>Students having problems with attendance are identified</p> <p>Incentives and other stimulating mechanisms are designed and set up for bringing children back to schools</p> <p>Information meetings are organized with the community on the issue of legal obligations regarding compulsory education</p> <p>Penalizing mechanisms are designed for families refusing to educate their children despite all incentives</p> <p>Wherever applicable PTAs monitor violations of the law, reports these to the competent institutions and works in making the community aware on the need to observe the law.</p> <p>Legal measures are carried out against the school staff who do not engage in reporting cases of dropping out and non-attendance in a timely fashion.</p>
Responsible institution:	MEST MED
Budget	242.000 €
Time:	2009-2012
Target group :	Drop-out students, Students not attending lessons regularly
Indicators:	<p>Number of students enrolled in schools in due time</p> <p>Number of students who return to school</p> <p>Number of students who complete compulsory education</p> <p>Number of students enrolled in secondary education</p>
Supporters :	<p>FER</p> <p>IP</p> <p>School</p> <p>Center for Social Work</p> <p>Roma, Ashkali, and Egyptian NGOs</p> <p>Municipal courts</p> <p>PTA</p>

Sub-sector:	ISCED 0-3
Measure3:	Coordination of policies and activities through regular meeting between MEST, municipal authorities, and MEDs with organization of civil society
Activities:	<p>Planning sessions are organized between MEST, MED, MOC and NGOs</p> <p>Development plans of MEDs and MOCs are harmonized</p> <p>A joint plan of action is drafted for a period of three years</p> <p>Workshop results are presented to interest groups</p> <p>Implementation of the plan is supervised by municipal education offices and MOCs</p> <p>An annual progress report is drafted and published as part of the general report of the municipality</p>
Responsible institution:	<p>MEST</p> <p>MED</p> <p>MOC</p>
Budget	129.500 €
Time:	2009-2017
Target group :	<p>Members of Roma, Ashkali, and Egyptian communities</p> <p>Other communities</p>
Indicators:	<p>Number of involved civil society organizations</p> <p>Number of accomplished priorities of the development plans</p> <p>Number of published reports</p>
Supporters :	<p>Roma, Ashkali, Egyptian and other communities' NGOs</p> <p>Association of municipalities</p>

Sub-sector:	ISCED 0-3
Measure4:	Partnership is built between Roma, Ashkali, and Egyptian communities with institutions and organizations involved in defense of rights of employees in the education sector
Activities:	<p>Organizations and institutions active in defense of human rights</p> <p>Various information materials about the work of identified institutions and organizations are published and distributed</p> <p>A FAQ is designed and distributed</p> <p>The number of violation of the rights of workers is identified</p>

	Reports are published regarding cases of violation of workers' rights
Responsible institution:	MED MEST MLSW
Budget	50.200 €
Time:	2008 and beyond
Target group :	Education workers of Roma, Ashkali, and Egyptian communities
Indicators:	Distribution of information materials Reduced number of violations of rights Number of reported cases Increased awareness about their rights among the education community
Supporters :	Roma, Ashkali, and Egyptian NGOs Organizations and institutions active in defense of human rights

Sub-sector:	ISCED 1-4
Measure5:	Affirmative action is carried out for education and employment of members of Roma, Ashkali, and Egyptian communities
Activities:	Students are identified with poor performance in schools Preparatory courses are organized for registration of students to upper-secondary schools and universities Giving of scholarships and grants for studies Quota are assigned for registration and employment of members of communities Information meetings are organized with pupils and students on studying opportunities
Responsible institution:	MEST MED Rector's offices CSW MLSW
Budget	1.444.500 €
Time:	2008-2015
Target group :	Pupils

	Students Teachers
Indicators:	Increased number of pupils and students enrolled in high schools and faculties Number of scholarships available
Supporters :	MEST MED Municipal assemblies FER Private universities Pro-Credit Bank European Union Council of Europe The British Council

Sub-sector:	Adult education
Measure6:	Existing programs are offered to reduce illiteracy rate through institutional support
Activities:	Partners are identified who offer licensed programs against illiteracy Individuals non-attending schools are identified Meetings with target groups are organized with the purpose of information on opportunities to fight illiteracy Awareness raising campaigns are organized on the topic of importance of education Summer schools are organized to reduce illiteracy Community centers organize courses for women alone Incentives are thought of to motivate participation to these programs
Responsible institution:	MEST MED Schools
Budget	497.000 €
Time:	2008-2017
Target group :	Community members of age between 16-65 who have not completed compulsory education

Indicators:	Number of individuals included in programs against illiteracy Number of women included in programs against illiteracy Number of issued certificates
Partner:	FER UNICEF KFOS OSCE KEC Motrat Qiriazhi NGO Save the Children Roma, Ashkali and Egyptian NGOs dealing with education and gender issues

Sub-sector:	
Measure7:	Setting up of resource centers at the level of municipalities
Activities:	In five municipalities of Kosovo, (education) resource centers will be established , which will be engaged in: <ul style="list-style-type: none"> • Offering supplementary lessons for pupils of primary schools • Offering various courses for members of Roma, Ashkali, and Egyptian communities • Initiating cultural and sports activities with the community • Offering programs for reducing illiteracy • Including parents in activities of the center
Responsible institution:	MED Schools
Budget	/ €
Time:	2008-2017
Target group :	Pupils Members of Roma, Ashkali, and Egyptian communities
Indicators:	Number of individuals included in programs against illiteracy Number of women included in programs against illiteracy Number of issued certificates Number of activities
Partner:	FER

	UNICEF KFOS OSCE KEC Motrat Qiriazzi NGO Save the Children Roma, Ashkali, and Egyptian NGOs involved in education and gender issues
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STRATEGIC OBJECTIVE 4

Increasing awareness among the communities and other involved parties on the need to help education of members of Roma, Ashkali, and Egyptian communities

Sub-sector:	ISCED 1-3
Measure1:	Organization of extracurricular cultural and sports activities
Activities:	Cultural group is established in the school consisting of teachers, students and parents Sports groups are formed in schools taking the shape of sports clubs A school plan for cultural and sports activities of multiethnic character is designed Responsible persons are assigned to implement activities according to the plan A budget is assigned for activities foreseen in the plan Cultural activities are organized in harmony with the interests of the communities.
Responsible institution:	School MED
Budget	600.000 €
Time:	2008-2011
Target group :	Pupils and students of primary and secondary schools Parents Talented students Teachers
Indicators:	Number of implemented activities Number of students included in activities

	Number of teachers included in activities Number of youth involved in activities
Partner:	Department for Culture and Sports Roma, Ashkali, and Egyptian NGOs Cultural and sports clubs OSCE UNICEF Save the Children

Sub-sector:	ISCED 1-3
Measure2:	Review and design of school textbooks
Activities:	Members of Roma, Ashkali, and Egyptian communities are included in groups of experts for review of school textbooks The report with recommendations for needed changes is written A representative of the communities is engaged in the work of the MEST Council of experts for school textbooks to represent there communities' interests The subject of Civic Education is changed to include contents which promote values, traditions, and identities of Roma, Ashkali, and Egyptian communities. Reviewed and changed school textbooks start being published New textbooks start to be written and designed with elements of cultures and history of Roma, Ashkali, and Egyptian communities also included in their contents
Responsible institution:	MEST
Budget	20.000 €
Time:	2008-2010
Target group :	Pupils and students Teachers Community
Indicators:	Reviewed textbooks and written recommendations Re-published textbooks Newly published textbooks
Partners:	Publishing houses Fund for Education of Roma KFOS OSCE

Sub-sector:	ISCED 1-3
Measure3:	Promotion of Roma, Ashkali, and Egyptian communities' values, heritage, and identity
Activities:	<p>The school plan of extracurricular activities foresees activities related to the celebration of holidays of Roma, Ashkali, and Egyptian communities</p> <p>Organizations are identified that deal with promotion and affirmation of multicultural and multiethnic values</p> <p>Activities with a strong educational element are organized in schools</p> <p>Workshops are organized with parents and students for promotion of tolerance, peace and democracy</p> <p>In cooperation with community, campaigns are continuously organized for promotion of multicultural values</p> <p>In cooperation with the MEST, the group of experts for school textbooks (proposes, drafts, designs, and amends curricular contents in subjects of history and civic education</p> <p>Amended school textbooks are published</p> <p>Promotion and awareness raising campaigns are organized</p> <p>Materials promoting values of Roma, Ashkali, and Egyptian communities are published</p> <p>Activities are planned in the school calendar for promotion of the same values</p>
Responsible institution:	<p>MEST</p> <p>MED</p> <p>Schools</p>
Budget	335.500 €
Time:	2008-2017
Target group :	<p>Students</p> <p>Teachers</p> <p>Schools</p> <p>Roma, Ashkali, and Egyptian communities</p> <p>Other communities</p>
Indicators:	<p>Number of identified organizations</p> <p>Number of designed programs</p> <p>Number of participants involved in workshops</p> <p>Number of published textbooks</p> <p>Materials distributed in schools and communities</p>

	<p>Number of organized campaigns</p> <p>Number of organized activities</p> <p>MOC</p> <p>MCYS</p> <p>Local NGOs</p> <p>USAID</p> <p>FER</p> <p>ASAK (Academy of Sciences and Arts of Kosovo)</p> <p>Kosovo forum of Roma, Ashkali, and Egyptian</p>
Supporters :	<p>NGOs</p> <p>MCYS</p> <p>FER</p>

Sub-sector:	ISCED 1-3
Measure4:	Building of confidence and trust in the relation school – family
Activities:	<p>A school team is assigned for home visits, consisting of teachers, members of Roma, Ashkali, and Egyptian NGOs and workers of centers for social work.</p> <p>Incentives are determined to stimulate the work of the team engaged in home visits</p> <p>An annual schedule of home visits is designed</p> <p>Teams engage in carrying out home visits</p> <p>A room for activities and meetings with parents is assigned</p> <p>Teachers are trained for work with parents and with pupils with learning difficulties</p> <p>An action plan is developed for work with parents</p> <p>Individual teachers’ plans are designed for work with parents and children</p> <p>The situation of relations between family and school is monitored</p> <p>Brochures are published and distributed to promote achievements in building better relations between school and family.</p>
Responsible institution:	<p>School</p> <p>School Board</p> <p>MED</p> <p>MEST</p>

Budget	851.000 €
Time:	2008-2012
Target group :	Pupils and students with learning difficulties Students with special needs in education Families Teachers
Indicators:	Number of home visits Number of parents' visits to schools The school area assigned for parents Number of teachers trained to work with parents and with children with special education needs Number of published brochures
Supporters :	FER PTA CSW Save the Children UNICEF OSCE MRGI (Minority Rights Group International) Kosovo forum of Roma, Ashkali, and Egyptian KEC

6. Budget of the Strategy

Calculations made by experts for the implementation of the Strategy for the period 2007-2012 have shown that 13,919,010 EUR will be needed broken down according to the sources of income as presented in Table 1.

Table 1. The planned sources of financial means for implementation of Strategy for the period 2007-2012

Source of income	Amount (EUR)	%
Budget of Kosovo	7,717,545	55.4%
Donations and financial aid	5,218,750	37.5%
Municipal own generated income	982,715	7.1%
Total	13,919.010	100%

Table 2 gives a presentation of planned expenses according to spending categories and sources of income, whereas tables 3-5 offer a picture of expenditure needed to accomplish specific strategic objectives in the period 2007-2012.

Table 2. Presentation of expenses according to spending categories and sources of income

No	Description	2007	2008	2009	2010	2011	2012	Total
Capital Expenditures	Kosovo Budget	0	12,000	12,000	28,800	154,800	160,800	368,400
	Donations and financial aid	0	150,000	300,000	950,000	650,000	650,000	2,700,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total Capital Expenditures	0	162,000	312,000	978,800	804,800	810,800	3,068,400
Goods and services	Kosovo Budget	2,000	636,988	752,248	863,998	1,112,638	1,306,575	4,674,445
	Donations and financial aid	33,000	625,888	672,588	521,588	238,688	61,000	2,152,750
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	14,715	19,300	24,300	104,800	109,800	109,800	382,715
	Other sources	0	0	0	0	0	0	0
	Total Goods and services	49,715	1,282,175	1,449,135	1,490,385	1,461,125	1,477,375	7,209,910
Subventions and transfers	Kosovo Budget	0	190,000	190,000	190,000	449,500	509,500	1,529,000
	Donations and financial aid	0	27,000	139,500	199,500	0	0	366,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	120,000	120,000	120,000	120,000	120,000	600,000
	Other sources	0	0	0	0	0	0	0
	Total Subventions and transfers	0	337,000	449,500	509,500	569,500	629,500	2,495,000
Wages and salaries	Kosovo Budget	0	69,600	153,600	278,700	307,500	336,300	1,145,700
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total Wages and salaries	0	69,600	153,600	278,700	307,500	336,300	1,145,700
TOTAL	Kosovo Budget	2,000	908,588	1,107,848	1,361,498	2,024,438	2,313,175	7,717,545
	Donations and financial aid	33,000	802,888	1,112,088	1,671,088	888,688	711,000	5,218,750
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	14,715	139,300	144,300	224,800	229,800	229,800	982,715
	Other sources	0	0	0	0	0	0	0
	TOTAL	49,715	1,850,775	2,364,235	3,257,385	3,142,925	3,253,975	13,919,010

Table 3. Improvement of participation in education (strategic objective 1)

No	Description	2007	2008	2009	2010	2011	2012	Total
Capital Expenditures	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Capital Expenditures	0	0	0	0	0	0	0
Goods and services	Kosovo Budget	2,000	4,000	143,000	194,750	194,750	213,500	752,000
	Donations and financial aid	33,000	292,700	96,500	49,000	63,000	50,000	584,200
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	14,715	19,300	24,300	22,300	22,300	22,300	125,215
	Other sources	0	0	0	0	0	0	0
	Total-Goods and services	49,715	316,000	263,800	266,050	280,050	285,800	1,461,415
Subventions and transfers	Kosovo Budget	0	190,000	190,000	190,000	190,000	190,000	950,000
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Subventions and transfers	0	190,000	190,000	190,000	190,000	190,000	950,000
Wages and salaries	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Wages and salaries	0	0	0	0	0	0	0
TOTAL	Kosovo Budget	2,000	194,000	333,000	384,750	384,750	403,500	1,702,000
	Donations and financial aid	33,000	292,700	96,500	49,000	63,000	50,000	584,200
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	14,715	19,300	24,300	22,300	22,300	22,300	125,215
	Other sources	0	0	0	0	0	0	0
	TOTAL	49,715	506,000	453,800	456,050	470,050	475,800	2,411,415

Table 4. Prevention of discrimination and segregation in education (strategic objective 2)

No	Description	2007	2008	2009	2010	2011	2012	Total
Capital Expenditures	Kosovo Budget	0	0	0	16,800	154,800	160,800	332,400
	Donations and financial aid	0	0	150,000	650,000	500,000	500,000	1,800,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Capital Expenditures	0	0	150,000	666,800	654,800	660,800	2,132,400
Goods and services	Kosovo Budget	0	4,000	25,000	56,000	60,000	84,000	229,000
	Donations and financial aid	0	96,500	101,500	69,000	24,000	5,000	296,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	37,500	42,500	42,500	122,500
	Other sources	0	0	0	0	0	0	0
	Total-Goods and services	0	100,500	126,500	162,500	126,500	131,500	647,500
Subventions and transfers	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	120,000	120,000	120,000	120,000	120,000	600,000
	Other sources	0	0	0	0	0	0	0
	Total-Subventions and transfers	0	120,000	120,000	120,000	120,000	120,000	600,000
Wages and salaries	Kosovo Budget	0	0	0	41,100	41,100	55,500	137,700
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Wages and salaries	0	0	0	41,100	41,100	55,500	137,700
TOTAL	Kosovo Budget	0	4,000	25,000	113,900	255,900	300,300	699,100
	Donations and financial aid	0	96,500	251,500	719,000	524,000	505,000	2,096,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	120,000	120,000	157,500	162,500	162,500	722,500
	Other sources	0	0	0	0	0	0	0
	TOTAL	0	220,500	396,500	990,400	942,400	967,800	3,517,600

Table 5. Quality and efficient cooperation between relevant organizations and institutions (strategic objective 3)

No	Description	2007	2008	2009	2010	2011	2012	Total
Capital Expenditures	Kosovo Budget	0	12,000	12,000	12,000	0	0	36,000
	Donations and financial aid	0	150,000	150,000	300,000	150,000	150,000	900,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Capital Expenditures	0	162,000	162,000	312,000	150,000	150,000	936,000
Goods and services	Kosovo Budget	0	462,228	538,688	557,688	844,888	996,075	3,399,565
	Donations and financial aid	0	223,688	461,588	400,688	148,688	3,000	1,237,550
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	45,000	45,000	45,000	135,000
	Other sources	0	0	0	0	0	0	0
	Total-Goods and services	0	685,915	1,000,275	1,003,275	1,038,575	1,044,075	4,772,115
Subventions and transfers	Kosovo Budget	0	0	0	0	259,500	319,500	579,000
	Donations and financial aid	0	27,000	139,500	199,500	0	0	366,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Subventions and transfers	0	27,000	139,500	199,500	259,500	319,500	945,000
Wages and salaries	Kosovo Budget	0	69,600	153,600	237,600	266,400	280,800	1,008,000
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Wages and salaries	0	69,600	153,600	237,600	266,400	280,800	1,008,000
TOTAL	Kosovo Budget	0	543,828	704,288	807,288	1,370,788	1,596,375	5,022,565
	Donations and financial aid	0	400,688	751,088	900,088	298,688	153,000	2,503,550
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	45,000	45,000	45,000	135,000
	Other sources	0	0	0	0	0	0	0
	TOTAL	0	944,515	1,455,375	1,752,375	1,714,475	1,794,375	7,661,115

Table 6. Increased awareness and readiness of relevant factors to help education processes (strategic objective 4)

No	Description	2007	2008	2009	2010	2011	2012	Total
Capital Expenditures	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Capital Expenditures	0	0	0	0	0	0	0
Goods and services	Kosovo Budget	0	166,760	45,560	55,560	13,000	13,000	293,880
	Donations and financial aid	0	13,000	13,000	3,000	3,000	3,000	35,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Goods and services	0	179,760	58,560	58,560	16,000	16,000	328,880
Subventions and transfers	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Subventions and transfers	0	0	0	0	0	0	0
Wages and salaries	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial aid	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	Total-Wages and salaries	0	0	0	0	0	0	0
TOTAL	Kosovo Budget	0	166,760	45,560	55,560	13,000	13,000	293,880
	Donations and financial aid	0	13,000	13,000	3,000	3,000	3,000	35,000
	Private sources	0	0	0	0	0	0	0
	Municipal own generated income	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	TOTAL	0	179,760	58,560	58,560	16,000	16,000	328,880

When analyzing the budget calculations we need to keep in mind that a large part of expenses for marginalized communities, including Roma, Ashkali, and Egyptian communities, are already part of the budget needed for the implementation of the Strategy for Pre-University Education 2007-2017 and of Strategy for Development of Higher Education in Kosovo for the period 2005-2015. Calculations show that planned average expenses for public education in Kosovo for the period 2007-2012 ranges from 5.5-5.8% of the GDP, depending on the dynamics of economic development of the country.

The influence of this Strategy in increasing of the costs for education is relatively small and almost insignificant; however, its impact on education of the Roma, Ashkali, and Egyptian communities can be substantial.

It has been assessed that in the near future there will be around 10,000 children and youth of Roma, Ashkali, and Egyptian communities in Kosovo. Starting from there it comes out that **additional** annual expenditures per student capita of Roma, Ashkali, and Egyptian communities would be around 140 EUR, which is about 45% more than the overall average public expenditures per student capita in Kosovo, regardless of social and ethnic affiliation, of 310 EUR/year.

ANNEX

List of participants

	Name	Institution/Profession	Place
1	Agim Gashi	Local Community Office	Klinë
2	Arben Shala	KEC	Prizren
3	Bashkim Ibishi	KRAEF	Pejë
4	Bashkim Kurti	ZKK	Gjakovë
5	Bekim Syla	KRAEF	Prishtinë
6	Daut Qylangji	KRAEF	Prizren
7	Drita Haxhaj	MEST	MEST
8	Drita Kadriu	KEC	Mitrovicë
9	Enesa Kadiq	MEST	Prishtinë
10	Fetah Kasumi	MEST	MEST
11	Halil Qerimi	NGO "Rrezet e Artat"	Fushë Kosovë, Prishtinë
12	Keriman Sadikay	Prime-Minister's Office	Prishtinë
13	Kujtim Paqaku	NGO "Rromani Baxt"	Prizren
14	Mejreme Ymeri	KEC	Gjilan
15	Menderez Dukaj	Teacher	Vushtrri
16	Muhamet Arifi	NGO "Balkan Sunflowers"	Fushë Kosovë, Prishtinë
17	Nexhip Menekshe	KRAEF	Prizren/KRAF
18	Nyvit Drançolli	KEC	Pejë
19	Osman Osmani	KRAEF	Prizren
20	Petrit Tahiri	KEC	Prishtinë
21	Petrit Berisha	Student	Xërxe, Rahovec
22	Qazim Rahmani	NGO "Shoqëria" (Friendship)	Ferizaj
23	Sakibe Jashari	UNMIK	Ferizaj
24	Sami Qerimi	Teacher	Gjilan
25	Selahetin Dudaku	Center of Ashkali Community	Dubravë, Ferizaj
26	Shefki Osmani	Teacher	Shtime, Gjilan
27	Shpresa Agushi	Kosovo Center for Gender Studies	Prishtinë
28	Shqipe Abazi	KEC	Prishtinë
29	Zef Osmani	REO	Gjakovë

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