

# SITUATION OF ROMA, ASHKALI AND EGYPTIAN COMMUNITIES IN THE MUNICIPALITIES OF KOSOVO

A RESEARCH REPORT ON THE SITUATION OF ROMA,  
ASHKALI AND EGYPTIAN COMMUNITIES IN THE FIELD  
OF EDUCATION AND EMPLOYMENT IN THE SIX (6)  
MUNICIPALITIES OF KOSOVO:

Ferizaj, Fushe Kosova, Gracanica,  
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**Research report on the situation of Roma, Ashkali and Egyptian communities in the field of education and employment in the six (6) municipalities of Kosovo: Ferizaj, Fushe Kosova, Gracanica, Gjakova, Lipjan and Prizren**

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December 2018  
**Prishtina**

**Published by “Kosovo Education and Employment Network” project – KEEN”**  
For more information, please visit: [www.keen-ks.net](http://www.keen-ks.net)

Design: *envinion*:



This report was prepared with the support from the European Union funded Project “Kosovo Education and Employment Network – KEEN” managed by the European Union Office in Kosovo. The Project is implemented by the Kosova Education Centre (KEC), in cooperation with the Employment Promotion Agency Kosovo (APPK), Balkan Sunflowers Kosovo (BSFK), the Academy of Training and Technical Assistance (ATTA) and Stichting SPARK. The contents of this publication can in no way be taken to reflect the views of the European Union.

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# LIST OF ABBREVIATIONS

<b>ALMM</b>	Active Labour Market Measures
<b>ALMP</b>	Active Labour Market Policies
<b>EARK</b>	Employment Agency of the Republic of Kosovo
<b>KEC</b>	Kosovo Education Center
<b>KEEN</b>	Kosovo Education and Employment Network Project
<b>KFOS</b>	Kosovo Foundation for Open Society
<b>KSEP</b>	Kosovo Education Strategic Plan 2017 - 2021
<b>LAP</b>	Local Action Plans for Inclusion of Roma, Ashkali and Egyptian Communities
<b>MEST</b>	Ministry of Education, Science and Technology
<b>MLSW</b>	Ministry of Labour and Social Welfare
<b>MOCR</b>	Municipal Offices for Communities and Return
<b>NGO</b>	Non-Governmental Organization
<b>PRTANCE</b>	Prevention and Response Teams towards Abandonment and Non-registration in Compulsory Education
<b>SAS</b>	Social Assistance Scheme
<b>VTC</b>	Vocational Training Centers

# 1. Executive Summary

This report presents a general assessment of the participation of Roma, Ashkali and Egyptian communities in Kosovo in the field of education, employment and social welfare in the six municipalities of Kosovo, including the Municipality of Ferizaj, Municipality of Fushe Kosova, Municipality of Gracanica, Municipality of Gjakova, Municipality of Lipjan and Municipality of Prizren. Moreover, this research identifies the challenges, difficulties, problems as well as positive developments on the inclusion of Roma, Ashkali and Egyptian communities in the field of education, employment and social welfare in these municipalities.

During 2017 - 2018, the European Union funded project "Kosovo Education and Employment Network - KEEN" has supported the abovementioned municipalities in drafting their Local Action Plans for Inclusion of Roma, Ashkali and Egyptian Communities (LAP), with the aim that these local action plans will be implemented and positively reflect the inclusion of the communities in these municipalities. In this context, this research is a starting point to monitor the implementation of local action plans for communities in these six municipalities and includes important aspects of pre-university education and employment sectors in these six municipalities (mainly issues included in the LAPs).

In order to conduct this research, a large sample from the six municipalities involved in the research was selected. The selected municipalities are the six municipalities of Kosovo with the largest number of Roma, Ashkali and Egyptian communities and therefore, it can be said that, the data collected from these municipalities present the general situation of Roma, Ashkali and Egyptian communities in Kosovo.

In order to explore the issues and aspects included in the research from different perspectives, interviews with stakeholders from different employment and pre-university education sectors and levels in these six municipalities were conducted, including representatives of municipal offices for communities and return, principals of primary, lower and upper secondary schools (including gymnasiums and vocational secondary schools) as well as teachers from all pre-university education levels, including teachers from Roma, Ashkali and Egyptian communities.

Some of the main findings of this research are as follows:

- The level of inclusion of Roma, Ashkali and Egyptian children in pre-school education continues to be low. Although the participation in compulsory education has been improved, the level of participation decreases towards higher levels of the education system.
- In addition to the unsatisfactory level of participation of Roma, Ashkali and Egyptian children/students in pre-school, primary and upper secondary education, another concern is the low performance of the

students from these communities as compared to the average of the overall success of the students from majority community.

- The phenomenon of school abandonment continues to be present in Kosovo municipalities. In this regard, many municipalities have not yet drafted plans for the prevention of abandonment and non-registration and in many municipalities Prevention and Response Teams towards Abandonment and Non-Registration (PRTANR) are not functioning yet.
- Continuous trainings ensure that teachers are continually developed to implement attractive methods of work and ensure inclusion in the classroom. However, a concern remains the fact that almost half of all teachers involved in this research had not attended trainings on teaching in diverse classrooms, understanding different cultures and approaches to Roma, Ashkali and Egyptian students.
- Unemployment rate among Roma, Ashkali and Egyptian communities is very high compared to other communities.
- Lack of qualifications aggravates further the high unemployment rate among Roma, Ashkali and Egyptian communities. Regarding this, the data reveal that from the total number of Roma, Ashkali and Egyptian jobseekers registered in 2018, 55% of them are unqualified and 30% have primary education. The trend of the involvement of members of these communities in vocational training also declined drastically in the last two years (61.5%).

## 2. Introduction

Data from Kosovo census in 2011 show that 8,824 or 0.5% of the total population are Roma, 15,436 or 0.9% of the total population are Ashkali and 11,526 or 0.7% of the population are Egyptians.<sup>1</sup> According to this data, 2.1% of the population belongs to Roma, Ashkali and Egyptian communities. According to this data, 2.1% of the population belongs to Roma, Ashkali and Egyptian communities. The largest number of these communities, around 61%, live in Gjakova, Fushe Kosova, Prizren, Ferizaj, Lipjan and Gracanica.

In the field of education, employment and social welfare, these three communities face similar challenges, characterized by difficult socio-economic conditions and low participation in education and employment. Lack of participation in education, and consequently lack of appropriate skills/qualifications, together with other external factors, negatively affect the inclusion of these communities in the labor market.

Therefore, in order to strengthen the multi-ethnic and multi-cultural character of Kosovo society, in April 2017, the Government of Kosovo adopted the Strategy for Inclusion of Roma and Ashkali Communities in the Kosovo Society 2017-2021, and the Action Plan for its implementation. This strategy identifies education, employment and social welfare, health and housing as the four areas of special importance for the inclusion of these communities. Each of these areas has its strategic objectives and measures for achieving the defined objectives.

However, even one year and a half after the adoption of this strategy, its implementation remains far from meeting the defined measures and activities, while there are many reasons for this stalled implementation of the strategy, ranging from lack of political engagement to lack of financial and human resources.<sup>2</sup> Furthermore, the involvement of Roma, Ashkali and Egyptian communities, with a particular focus, in increasing their participation in the field of education has been also defined in the Kosovo Education Strategic Plan 2017-2021, adopted in December 2016.

Locally, drafting of Local Action Plans for a large number of municipalities, supported mainly by civil society organizations was a positive development. Within the Local Action Plans, municipalities have defined their strategic objectives, measures and budget for the implementation of the defined activities.

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1 ASKDATA - <http://askdata.rks-gov.net/PXWeb/pxweb/sq/askdata/?rxid=0b4e087e-8b00-47ba-b7cf-1ea158040712/>

2 KFOS, Assessment report: Implementation of the Strategy for Inclusion of Roma and Ashkali Communities in the Kosovo Society 2017, December 2017.

### 3. Objective of the Research

As mentioned in the introduction of this report, the "Kosovo Education and Employment Network - KEEN" project<sup>3</sup> has supported six (6) different municipalities of Kosovo, namely the municipalities of Ferizaj, Fushe Kosova, Gracanica, Gjakova, Lipjan and Prizren in drafting their Local Action Plans (LAPs) for a five-year period. LAPs of the majority of municipalities are planned to be implemented during the period 2018-2022, therefore 2018 was the first year of implementation of LAPs in most of these municipalities.

Within its activities, KEEN project has foreseen the annual monitoring of the implementation of these LAPs by the municipalities and the impact of their implementation. However, since 2018 was the first year of implementation of these plans, in mid-2018 (when this research was conducted) it was impossible to monitor their implementation, given that not half a year had passed since the beginning of their implementation, therefore monitoring the level of their implementation and the impact of their implementation was impossible.

For this purpose, KEEN Project decided that in 2018 would conduct a research which presents an assessment of the general situation of Roma, Ashkali and Egyptian communities, and analyze important issues of the pre-university education and employment sectors in these six municipalities (mainly aspects that have been included within the LAPs). In this regard, this research aims to serve to these six municipalities as a guide to focus their resources and energies in order to address big challenges and problems in the inclusion of communities in their municipality.

Also, this research is only a starting point of assessing developments in the inclusion of Roma, Ashkali and Egyptian communities in the field of education, employment and social welfare, whereas in the following years, KEEN Project will conduct annual monitoring of the implementation of the LAPs in six (6) municipalities of Kosovo, including the municipalities of Ferizaj, Fushe Kosova, Gracanica, Gjakova, Lipjan and Prizren.

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<sup>3</sup> "Kosovo Education and Employment Network - KEEN" is a project funded by European Union and managed by the European Union Office in Kosovo. The Project is implemented by the Kosovo Education Centre (KEC), in cooperation with the Employment Promotion Agency Kosovo (APPK), Balkan Sunflowers Kosovo (BSFK), the Academy of Training and Technical Assistance (ATTA) and Stichting SPARK.

## 4. Methodology

To conduct this research, a diversified sample from the six municipalities involved in the research (Ferizaj, Fushe Kosova, Gracanica, Gjakova, Prizren and Lipjan) was selected. In order to explore the issues and aspects included in the research from different angles and perspectives, many stakeholders of different sectors and levels of pre-university education in these six municipalities were involved in the sample of this research.

**MORE SPECIFICALLY, A TOTAL OF 218 PEOPLE WERE INVOLVED AS A SAMPLE IN THIS RESEARCH FROM THESE SIX MUNICIPALITIES, DIVIDED AS FOLLOWS:**

### **6 OFFICERS**

from the Office for Communities and Return (MOCR);

### **32 TEACHERS**

of upper secondary schools;

### **40 PRINCIPALS**

of primary, lower and upper secondary schools;

### **6 TEACHERS**

from Roma, Ashkali and Egyptian communities.

### **134 TEACHERS**

of primary and lower secondary schools;

People selected as a sample for this research had different characteristics, namely from both genders, of different ages, from different schools (urban and rural, small and large) etc.

To conduct this research and collect data, various questionnaires have been prepared, through which interviews with people involved in the research were conducted. The interviews were conducted by experienced researchers who were trained for the needs of this research specifically. Interviews were conducted in the beginning of the second semester of 2018. Data collected from the field were then entered in the database and the results processed, which are presented in this report.

Selection of the sample, drafting of questionnaires and data collection were done by KEC. The findings of this research, divided into several chapters and different topics, are presented below.



**ROMA, ASHKALI AND  
EGYPTIANS IN THE  
EDUCATION SYSTEM**

## 5. Roma, Ashkali and Egyptians in the Education System

Education is a very important sector for the inclusion of Roma, Ashkali and Egyptian communities in society, however the participation of Roma, Ashkali and Egyptian children in all pre-university education levels still remains unsatisfactory and a challenge for all municipalities. This is because of socio-economic conditions of these community members, lack of interest from the families as for most of them, education is still not considered a priority. Low level of education, low level of vocational training lead to the vicious circle of being unable to get into the labor market and thus increasing poverty among these communities.

Although in the last 17 years there is an increase in the participation of Roma, Ashkali and Egyptian communities in the education system, compared to the overall average in Kosovo this percentage is still low, especially in pre-school and upper secondary education.

In the academic year 2017/2018, Roma, Ashkali and Egyptian students comprise 1.8% of the total number of students in pre-university education. According to Education Statistics in Kosovo 2017/2018, 13 Roma, Ashkali and Egyptian children attend pre-school level and comprise 0.2% of the total number of children in pre-school level, while 411 Roma, Ashkali and Egyptian children attend pre-primary level, namely 1.7% of the total number of children in the pre-primary level.










Participation of Roma, Ashkali and Egyptian children in primary education (grades 1-5) is better, however it decreases significantly at higher levels of education. In primary education there are 3,663 Roma, Ashkali and Egyptian students, or 2.7% of the total number of students in primary level, while in lower secondary education (grades 6-9) there are 2,030 Roma, Ashkali and Egyptian students, namely 1.8% the total number of students in the lower secondary level. Five hundred and sixty one (561) Roma, Ashkali and Egyptian students attend upper secondary education (grades 10-12) and this accounts for 0.6% of the total number of students in upper secondary level.

The total number of teaching staff from Roma, Ashkali and Egyptian communities in pre-university education is 14 teachers, out of a total of 23,202 education employees in Kosovo.

In order to increase the inclusion of Roma, Ashkali and Egyptian students in pre-university education, municipalities have foreseen different measures and activities in their local action plans including: facilitating procedures of registering children in pre-university education, reserved seats (quotas) for the enrollment of children in public pre-school institutions, supporting students with clothes and school packages, providing scholarships for upper secondary school students and others. However, the findings confirm that municipal-










ities do not apply the abovementioned measures. For more details on the implementation of these measures, see the below table:

Table 1. Implementation of the measures to facilitate enrollment and attendance in upper secondary education

	Municipality	 Seat reservation (quota) in public preschool institutions for Roma, Ashkali and Egyptian children	 Providing financial support to Roma, Ashkali and Egyptian students	 Facilitating procedures for enrollment
	Gjakova	Yes	No	Yes
	Fushe Kosova	No	Yes	No
	Prizren	No	No	No
	Lipjan	No	No	No
	Gracanica	No	Yes	No
	Ferizaj	No	No	No

In addition, the research results reveal that although other measures, such as supporting students on purchasing textbooks, distributing school packages, providing free transportation for these communities, would facilitate economic barriers and potentially impact the increased participation of these communities in education, very few of the municipalities involved in this research implement them. For more details on this, see the below table.

Table 2. Implementation of other measures to support schooling

Municipality		 Municipality provides support on purchasing textbooks of upper secondary level	 Municipality provides school packages (school bags, notebooks, pens, crayons etc.)	 Municipality provides transportation for students who live far from school facilities
	Gjakova	No	No	Yes
	Fushe Kosova	Yes	Yes	No
	Prizren	No	No	No
	Lipjan	No	Yes	Yes
	Gracanica	No	Yes	No
	Ferizaj	No	No	Yes

## 5.1. Education of Roma, Ashkali and Egyptian Communities in the Municipality of Ferizaj

In the Municipality of Ferizaj, the participation of Roma, Ashkali and Egyptian children/students in all pre-university education levels remains unsatisfactory. In this regard, in the school year 2017/2018 no child from Roma, Ashkali and Egyptian communities attended pre-school education. While, 63 children of Ashkali community were involved in pre-primary education; in primary and lower secondary education 624 children from Roma, Ashkali and Egyptian communities were involved; and in upper secondary education 72 children were involved.<sup>4</sup> A very important factor affecting this is poor socio-economic situation of the families of these communities.

<sup>4</sup> Ministry of Education, Science and Technology, Education Statistics in Kosovo 2018.

However, in addition to the unsatisfactory level of participation of Roma, Ashkali and Egyptian children/students in all pre-university education, another concern is the low school performance of students from these communities as compared to the overall success rate of majority community students, even though there are no accurate official statistics for the latter.<sup>5</sup>

In this context, in order to advance the position of Roma, Ashkali and Egyptian communities in the field of education, the Municipality of Ferizaj, in its local action plan, has foreseen as a strategic objective the increase of inclusion and provision of support to ensure a friendly school environment for Roma, Ashkali and Egyptian community members. To achieve this objective, a large number of activities, such as organizing awareness campaigns for registration in pre-primary and primary education, determining the quota for registration in public preschool institutions, supporting students with school packages, organizing trainings against discrimination and prejudices for teachers, organizing extra classes and accelerated classes for Roma, Ashkali and Egyptian community students and others, are planned to be implemented.

To explore the implementation of the abovementioned activities foreseen in the local action plan for inclusion of Roma, Ashkali and Egyptian communities in the Municipality of Ferizaj, principals of primary, lower and upper secondary schools and MOCR representatives were interviewed about different aspects related to the implementation of the activities.

Regarding the organization of supplementary or accelerated classes for Roma, Ashkali and Egyptian students, there is a discrepancy between the information provided by school principals and the information provided by MOCR representatives in the Municipality of Ferizaj. All schools involved in this research claim to provide supplementary or accelerated classes, however according to the MOCR of the municipality, supplementary classes are not provided in schools. Also, representatives of MOCR state that students who live far from school facilities are provided with free transportation by the municipality, however this is not confirmed by principals of the schools involved in this research. Furthermore, the municipality does not distribute school packages and neither provides support to purchase textbooks for upper secondary education.
















Municipality of Ferizaj does not provide adult education programs which aim to involve Roma, Ashkali and Egyptian communities in the accelerated programs for completion of primary and secondary education, but they supported five Roma, Ashkali and Egyptian students through scholarships to attend university studies.

As for the trainings against discrimination and prejudice, majority of teachers in the Municipality of Ferizaj, in all levels of education, have attended trainings on teaching in diverse classrooms, understanding of different cultures, and what approach to use with Roma, Egyptian, and Ashkali communities. For more details on the trainings attended by teachers of the Municipality of Ferizaj, see the following table.

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<sup>5</sup> Local Action Plan for Inclusion of Roma, Ashkali and Egyptian Communities in the Municipality of Ferizaj, [http://www.keen-ks.net/site/assets/files/1416/plv\\_per\\_komunitete\\_-\\_ferizaj\\_-\\_alb.pdf](http://www.keen-ks.net/site/assets/files/1416/plv_per_komunitete_-_ferizaj_-_alb.pdf)

Table 3. Trainings attended by teachers in the Municipality of Ferizaj

	 Trainings on teaching in a diverse classroom		 Trainings on how to understand different cultures		 Trainings on what approach to use with Roma, Ashkali and Egyptian students	
	%	NR.	%	NR.	%	NR.
Yes	65.7% 	23	77.1% 	27	80% 	28
No	22.9% 	8	11.4% 	4	8.6% 	3
Total	88.6% 	31	88.6% 	31	88.6% 	31
Ref/PP	11.4% 	0	11.4% 	0	11.4% 	0






Although attended trainings on diversity and understanding of different cultures and the organization of many cultural activities, 31% of teachers of the Municipality of Ferizaj involved in this research claim that in their school they never lecture and discuss about history and culture of Roma, Ashkali and Egyptian communities. The vast majority of teachers state that there is no discrimination between students in the school and the same is confirmed by the representatives of MOCR.

The integration of community students in classroom is extremely important for their overall success in education. However, in addition to the unsatisfactory level of inclusion of Roma, Ashkali and Egyptian community children/students in pre-school, primary and upper secondary education levels, another concern is the poor success of the students of these communities compared to the average of the overall success of majority community students. In this regard, the vast majority, 97% of teachers agree that students of these communities are actively participating in school activities, however their performance is unsatisfactory compared to the average of the overall success of majority community students, for what most teachers (46%) stated that they have passing grades. For more about teachers' responses on the success of Roma, Ashkali and Egyptian students, see the below table.

Table 4. Overall performance of Roma, Ashkali and Egyptian community students



What is the overall performance of Roma, Ashkali and Egyptian students compared to the classroom?

	NUMBER	%
Failing	1	2.9 
Passing	16	45.7 
Good	13	37.1 
Very good	5	14.3 
Total	35	100.0 

The use of different methods of work and organizing different activities makes the educational process more attractive and beneficial to children. Therefore, based on the responses provided by the teachers of the Municipality of Ferizaj schools, who work with the Roma, Ashkali and Egyptian children, regarding the methods of work applied in the classroom, it can be concluded that different methods of work are used and different activities are organized during the educational process. For more about the methods of work during the educational process of teachers of the Municipality of Ferizaj, see the summarized table below.

Table 5. Methods of work of teachers in the Municipality of Ferizaj

How often are the following methods of work used?	Less than once a month		At least once a month		At least once a week		At least once per class		Ref/PP		Total	
	n	%	n	%	n	%	n	%	N	%	n	%
How often do Roma, Ashkali and Egyptian student learn through technology in the classroom (video, internet, computer)?	2	5.7	4	11.4	18	51.4	3	8.6	8	22.9	35	100
How often do Roma, Ashkali and Egyptian students do experimental or practical work?			7	20	14	40	1	2.9	13	37.1	35	100
How often do Roma, Ashkali and Egyptian students read silently?							28	80	7	20	35	100
How often do Roma, Ashkali and Egyptian students read aloud?	1	2.9					25	71.4	9	25.7	35	100
How often do Roma, Ashkali and Egyptian students write essays and research based reports ?	6	17.1	12	34.3	3	8.6	1	2.9	13	37.1	35	100
How often do Roma, Ashkali and Egyptian students present in front of the classroom?	2	5.7	14	40	13	37.1	2	5.7	4	11.4	35	100
How often do Roma, Ashkali and Egyptian students work in independent and long-term projects?	16	45.7	3	8.6			2	5.7	14	40	35	100
How often do Roma, Ashkali and Egyptian students discuss about their ideas or explain them in other forms?					4	11.4	24	68.6	7	20	35	100
How often do Roma, Ashkali and Egyptian students use handwork or models when solving problems?			3	8.6	6	17.1	5	14.3	21	60	35	100

The phenomenon of school abandonment continues to be present among students from Roma, Ashkali and Egyptian communities. Different factors affect school abandonment and poor success of Roma, Ashkali and Egyptian students, including difficult socio-economic situation of families of these communities, who often cannot provide the basic clothing or necessary school materials. In addition, another factor affecting the participation is the low interest of parents for their children's education. The latter was confirmed in the interviews with teachers involved in this research, most of whom stated that compared to other parents, parents of Roma, Ashkali and Egyptian students do not participate in meetings with parents.

Table 6. Participation of parents of Roma, Ashkali and Egyptian students in meetings with parents



Compared to other parents, parents of Roma, Ashkali and Egyptian students are not present in meetings with parents

	NUMBER	%	
I fully agree	8	22.9	
I partially agree	3	8.6	
I have no opinion	8	22.9	
I partially do not agree	5	14.3	
I do not agree at all	11	31.4	
<b>Total</b>	<b>35</b>	<b>100.0</b>	

In this context, parents' low awareness of education has been mentioned as the main reason for abandonment, followed by the socio-economic situation, early marriages and lack of interest of Roma, Ashkali and Egyptian students for education. During the school year 2017/2018, 7 Ashkali students abandoned school in the schools involved in this research, 3 of whom are girls.

All five of the school principals interviewed stated that their schools had organized awareness raising campaigns with parents of these community students on promoting the importance of education. Also, MOCR of Ferizaj conducted 3-4 awareness raising campaigns on abandonment and return, to promote the importance of education and pre-school education.

Furthermore, in order to prevent abandonment, Prevention and Response Teams towards Abandonment and Non-registration (PRTANR) were established at local and school level. Municipality of Ferizaj does not have an action plan for prevention of abandonment and non-registration in school, but they have a functional and trained PRTANR. Out of the five interviewed principals of Ferizaj schools, four of them stated that their

schools had developed action plans to prevent abandonment and non-registration in school and four of them had also functionalized PRTANRs. Three of these schools were informed on early abandonment prevention tools by MEST.

The municipal budget for the implementation of the activities to increase the inclusion of Roma, Ashkali and Egyptian communities in all pre-university education levels was not provided by representatives of MOCR, who stated that the source of funding was the municipal budget and that the main investments in the budget are allocated to health, natural disasters and infrastructure.

## 5.2. Education of Roma, Ashkali and Egyptian Communities in the Municipality of Fushe Kosova

As in other municipalities of Kosovo, in the Municipality of Fushe Kosova, the inclusion of Roma, Ashkali and Egyptian children/students in all pre-university education levels remains unsatisfactory, compared to the inclusion of children from the majority community. In the school year 2017/2018, in the Municipality of Fushe Kosova, no child from Roma, Ashkali and Egyptian communities attended pre-school and pre-primary education. While, 529 Roma and Ashkali students participated in the primary and lower secondary education, only 60 students participated in upper secondary education.<sup>6</sup> Significant factors affecting this are: poor socio-economic situation with which these three communities are faced as well as parents' low awareness of the importance of education. Another concern related to the education of Roma, Ashkali and Egyptian communities is their poor school performance in pre-university education.

In order to address the abovementioned challenges in the field of education, the Municipality of Fushe Kosova, in its local action plan, determined as a strategic objective: Increased involvement and cooperation with parents to improve the success of Roma, Ashkali and Egyptian students in pre-university education in the Municipality of Fushe Kosova.<sup>7</sup> As such, the strategic objective consists of a number of activities such as: drafting of action plans for the prevention of abandonment and non-registration, incentive measures for the registration of Roma, Ashkali and Egyptian students in upper secondary education, supporting adult education programs, providing supplementary classes, organizing awareness raising activities on the importance of education, promoting values, heritage and identity of Roma, Ashkali and Egyptian communities.<sup>8</sup>

In this regard, in order to better understand which of the above activities foreseen in the local action plan of the Municipality of Fushe Kosova are carried out by the municipality, the findings from the interviews conducted with representatives of MOCR and principals of primary, lower and upper secondary schools indicate that some of the measures taken by the Municipality to increase the inclusion of Roma, Ashkali and Egyptian communities in pre-university education are: incentive measures to facilitate the registration and attendance of students from these communities in upper secondary education, providing financial support, supporting the purchase of school textbooks for upper secondary school students, providing free transportation for students who live far from school facilities, and providing school packages.

<sup>6</sup> Ministry of Education, Science and Technology, Education Statistics in Kosovo2018.

<sup>7</sup> Local Action Plan for Inclusion of Roma, Ashkali and Egyptian Communities in the Municipality of Fushe Kosova, [http://www.keen-ks.net/site/assets/files/1430/plv\\_per\\_komunitete\\_-\\_fushe\\_kosove\\_-\\_alb.pdf](http://www.keen-ks.net/site/assets/files/1430/plv_per_komunitete_-_fushe_kosove_-_alb.pdf)










<sup>8</sup> Ibid.

Moreover, in order to facilitate the registration of Roma, Ashkali and Egyptian children in pre-school institutions, the municipality takes measures, such as seat reservation in pre-school institutions for children of these communities, whereas for students that study at higher education institutions, the municipality claims to provide scholarships. However, Municipality of Fushe Kosova does not take measures to identify students of these three communities for registration in pre-university education. Also, regarding adult education, the Municipality of Fushe Kosova does not provide accelerated programs for completion of primary, lower secondary and upper secondary education.

Only two schools interviewed provide supplementary or accelerated classes for Roma, Ashkali and Egyptian students. In addition, only one of these schools provides intensive classes, extra or supplementary classes for the achievement and matura tests for Roma, Ashkali and Egyptian students.

Another activity that is foreseen to be implemented within LAP for inclusion of the communities in the Municipality of Fushe Kosova is the elimination of discrimination against children of these communities through the organization of trainings with teachers on inclusion and the organization of extracurricular activities with the involvement of Roma, Ashkali and Egyptian communities. In this regard, interviews with teachers indicate that the vast majority of teachers, 9 out of 10 interviewed in this municipality, did not participate in any training on inclusion, whereas only one (1) teacher participated in trainings related to teaching in diverse classrooms, approaches to Roma, Ashkali and Egyptian students and understanding of different cultures. More about the participation of teachers of the Municipality of Fushe Kosova in trainings on inclusion, see the following table.

Table 7. Trainings attended by teachers in the Municipality of Fushe Kosova

	Training topics are related to teaching in a diverse classroom.		Training topics are related to understanding different cultures.		Training topics are related to the approach towards Roma, Ashkali and Egyptian students.	
	%	NR.	%	NR.	%	NR.
Yes	10% 	1	10% 	1	10% 	1
No	90% 	9	90% 	9	90% 	9
Total	100% 	10	100% 	10	100% 	10

Furthermore, as for the organization of diversity-related activities, seven (7) of the schools participating in this research stated that they had not carried out any activity related to the diversity and culture of Roma, Ashkali and Egyptian communities. Similarly, nine (9) teachers of the Municipality of Fushe Kosova involved in this research claimed that in their classes there are no discussions about the history and culture of Roma, Ashkali and Egyptian communities. Although nine (9) teachers stated that they do not think that there is any discrimination among students at school, however only one teacher stated differently.

Another concern related to the education of Roma, Ashkali and Egyptian communities is their poor success in pre-university education. In this regard, teachers involved in this research stated that Roma, Ashkali and Egyptian students generally have good and passing performance, which is unsatisfactory compared to the average of the overall success of majority community students.

Table 8. Overall performance of Roma, Ashkali and Egyptian students



What is the overall performance of students from Roma, Ashkali and Egyptian communities?

	NUMBER	%	
Passing	4	40.0	<div style="width: 40%;"></div>
Good	5	50.0	<div style="width: 50%;"></div>
Very good	1	10.0	<div style="width: 10%;"></div>
Total	10	100.0	<div style="width: 100%;"></div>

Given that the use of different methods of work and the organization of different activities makes the educational/teaching process more useful, teachers of the Municipality of Fushe Kosova working with Roma, Ashkali and Egyptian children were asked about the methods of work they apply in their classrooms. Regarding this, from the teachers' responses it can be concluded that they use different methods of work, use technology and organize different activities. Moreover, most of the teachers claimed that students do experimental work or read silently at least once a week. For more details about teachers' methods of work, see the below table.

Table 9. Methods of work of teachers in the Municipality of Fushe Kosova

How often are the following methods of work used?	Never		Less than once a month		At least once a month		At least once a week		At least once during the class		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
	How often do Roma, Ashkali and Egyptian student learn through technology in the classroom (video, internet, computer)?	0	0	1	10	2	20	6	60	1	10	10
How often do Roma, Ashkali and Egyptian student do experiments or practical work?	0	0	1	10	3	20	4	40			10	100
How often do Roma, Ashkali and Egyptian students read silently?	0	0	3	30	1	10	4	40	2	20	10	100
How often do Roma, Ashkali and Egyptian students read aloud?	0	0	3	30	3	30	2	20	2	20	10	100
How often do Roma, Ashkali and Egyptian students write essays and research based reports ?	1	10	4	40	2	20	2	20	1	10	10	100
How often do Roma, Ashkali and Egyptian students make presentations in front of the class?	0	0	3	30	4	40	3	30	0	0	10	100
How often do Roma, Ashkali and Egyptian students work in independent and long-term projects ?	1	10	7	70	2	20	0	0	0	0	10	100
How often do Roma, Ashkali and Egyptian students discuss about their ideas or explain them in other forms?			1	10	3	30	3	30	3	30	10	100
How often do Roma, Ashkali and Egyptian students use handwork or models when solving problems.			4	40	1	10	2	20	1	10	10	100

School abandonment by Roma, Ashkali and Egyptian students in pre-university education in the Municipality of Fushe Kosova, particularly in the compulsory education (primary and lower secondary education) is one of the challenges in the field of education with which the Municipality faces. The main reasons for school abandonment by Roma, Ashkali and Egyptian students are: the economic situation and low awareness of education by parents of these students. Therefore, the LAP for communities in the Municipality of Fushe Kosova has foreseen the drafting of action plans for the prevention of abandonment and non-registration.

In this regard, the findings of the research indicate that the Municipality of Fushe Kosova has Prevention and Response Teams towards Abandonment and Non-Registration (EPRBM) in place, at the school and municipal levels. Some of the measures taken by the EPRBM are meetings with parents as well as cooperation with non-governmental organizations and the municipality. Also, principals of the schools participating in this research stated that during this year their schools had organized awareness raising campaigns with parents of Roma, Egyptian and Ashkali students on promoting the importance of education. These campaigns will also continue in the following year.

The municipal budget of Fushe Kosova for the inclusion of Roma, Ashkali and Egyptian communities is 3,000 Euro, while the source of funding is the municipal budget. The main investments from this budget are subsidies for these communities members.

### **5.3. Education of Roma, Ashkali and Egyptian Communities in the Municipality of Gracanica**

Municipality of Gracanica faces with a very low level of participation of Roma, Ashkali and Egyptian community children in pre-school and pre-primary education in educational institutions of this municipality, including Serbian schools.

One of the problems with which children and families of Roma, Ashkali and Egyptian communities face is the fact that children attend classes in Serbian schools, which operate with a parallel system from Serbia and consequently are not consistent with the Kosovo education system. Furthermore, these students have difficulties enrolling in upper secondary education or in universities in Albanian, either because of not knowing Albanian language or because of the inconsistency of the education system. However, despite the low participation of Roma, Ashkali and Egyptian students in pre-university education, another concern remains the poor success of students at school, late registration of students in the first grade, high level of school abandonment, especially at the higher education levels, difficult socio-economic conditions and others.<sup>9</sup>

Taking into consideration the situation of Roma, Ashkali and Egyptian communities in the field of education, Municipality of Gracanica, in its local action plan, has foreseen some activities that aim to increase the involvement of Roma, Ashkali and Egyptian communities in pre-university education, pre-school education and upper secondary education. In this regard, different activities are foreseen, such as: awareness raising of parents on the importance of education, identification of children for registration, provision of school

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<sup>9</sup> Local Action Plan for Inclusion of Roma, Ashkali and Egyptian Communities in the Municipality of Gracanica, [http://www.keen-ks.net/site/assets/files/1427/plv\\_per\\_komunitete\\_-\\_gracanica\\_-\\_alb.pdf](http://www.keen-ks.net/site/assets/files/1427/plv_per_komunitete_-_gracanica_-_alb.pdf)

textbooks, provision of transportation, prevention of school abandonment, organization of extracurricular activities, scholarships for students involved in upper secondary education and higher education etc.<sup>10</sup> Ibid.]

To understand the implementation of the abovementioned activities, foreseen in the local action plan for inclusion of Roma, Ashkali and Egyptian communities in the Municipality of Gracanica, interviews with representatives of MOCR and principals of primary, lower and upper secondary schools were conducted. In this regard, as for facilitating measures for attending schooling, findings from the conducted interviews indicate that the Municipality of Gracanica does not provide free transportation for students who live far from school facilities, neither provides support for the purchase of textbooks for students involved in upper secondary level, however it provides school packages for students of these communities. In addition, the municipality offers scholarships to support students of these communities who attend studies in higher education institutions.

On the other hand, the municipality does not provide adult education programs aimed at involving Roma, Ashkali and Egyptian community members in intensive programs for completion of primary, lower and upper secondary education.

Regarding trainings against discrimination and organization of activities related to diversity, schools of the Municipality of Gracanica organize activities related to the diversity and culture of Roma, Ashkali and Egyptian communities. Although these activities are related to diversity and understanding of different cultures, only two (2) of the schools participating in this research marked the Roma day, while the other schools organized cultural and sport activities and different competitions.

Moreover, most of the teachers, at all education levels, have attended trainings related to teaching in diverse classroom, understanding of different cultures, and approaches to Roma, Ashkali and Egyptian community students. For more details on the trainings attended by the teachers of the Municipality of Gracanica, see the following table.

Table 10. Trainings on inclusion attended by teachers in the Municipality of Gracanica.

	Trainings on teaching in a diverse classroom		Trainings on understanding different cultures		Trainings on the approach used to Roma, Ashkali and Egyptian students	
	%	NR.	%	NR.	%	NR.
Yes	86%	12	50%	7	86%	12
No	0%	0	50%	7	0%	0
Ref/PP	14%	2	0%	0	14%	2
<b>Total</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>14</b>

<sup>10</sup> Ibid.

In general, teachers and school principals agree that there is no discrimination between students and that Roma, Ashkali and Egyptian community students participate actively in school activities and are active during classes.

In contrary to other municipalities, in the Municipality of Gracanica it is assessed that Roma, Ashkali and Egyptian students have a better overall performance, where majority of teachers (43%) said that students from these communities have good and very good success. For more details, see the below table.

Table 11. General performance of Roma, Ashkali and Egyptian students in the Municipality of Gracanica.



What is the overall performance of Roma, Ashkali and Egyptian students compared to the classroom?

	NUMBER	%	
Passing	4	28.6%	
Good	6	42.9%	
Very good	4	28.6%	
Total	14	100%	

Regarding the use of different methods of work and the organization of different activities, teachers of the Municipality of Gracanica stated that they use different teaching methods. For more details on the methods of work during the educational process, see the following table.

Table 12. Methods of work of teachers in the Municipality of Gracanica

How often are the following methods of work used?	Never		Less than once a month		At least once a month		At least once a week		At least once during the class		Ref/PP		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	How often do Roma, Ashkali and Egyptian student learn through technology in the classroom (video, internet, computer)?	0	0	4	28.6	0	0	2	14.3	8	57.1	0	0	14
How often do Roma, Ashkali and Egyptian student do experiments or practical work?	0	0	2	14.3	2	14.3	6	42.9	4	28.6	0	0	14	100
How often do Roma, Ashkali and Egyptian student read in silence?	0	0	4	28.6	3	21.4	3	21.4	4	28.6	0	0	14	100
How often do Roma, Ashkali and Egyptian student read aloud?	2	14.3	6	42.9	1	7.1	3	21.4	2	14.3	0	0	14	100
How often do Roma, Ashkali and Egyptian students write essays and research based reports ?	0	0	5	35.7	3	21.4	3	21.4	2	14.3	1	7.1	14	100
How often do Roma, Ashkali and Egyptian students make presentations in front of the class?	0	0	2	14.3	4	28.6	6	42.9	2	14.3	0	0	14	100
How often do Roma, Ashkali and Egyptian students work in independent and long-term projects ?	1	7.1	7	50	4	28.6	1	7.1	1	7.1	0	0	14	100
How often do Roma, Ashkali and Egyptian students discuss about their ideas or explain them in other forms?	0	0	1	7.1	4	28.6	5	35.7	4	28.6	0	0	14	100
How often do Roma, Ashkali and Egyptian students use handwork or models when solving problems.	0	0	6	42.9	2	14.3	2	14.3	4	28.6	0	0	14	100

The phenomenon of school abandonment continues to be present among Roma, Ashkali and Egyptian community students. The main reasons of school abandonment by Roma, Ashkali and Egyptian students are: the economic situation and the lack of awareness of the students' parents about the importance of education. Therefore, LAP for communities in the Municipality of Gracanica has foreseen the activity of identifying and addressing cases of school abandonment by students, for what Prevention and Response Teams towards Abandonment and Non-registration (PRTANR) at the municipal level will take necessary measures to bring them back to the educational process. Also, in order to prevent school abandonment, the Municipality has planned the organization of 3-4 awareness raising campaigns for parents on the importance of education. Furthermore, it is worth mentioning that none of the schools in the municipality of Gracanica have PRTANRs in place.

Regarding the organization of supplementary or accelerated classes for Roma, Ashkali and Egyptian students, schools of the Municipality of Gracanica provide supplementary classes in the subject of language and math, and also in other subjects as needed. Moreover, supplementary classes are organized by school teachers. In 80% of cases supplementary classes are organized 2-3 times a week, whereas in 20% of cases 3-4 times a week. From the schools participating in this research, only three principals claimed to provide intensive classes, courses, or extra classes for the achievement and matura tests for students of these three communities.

The municipality has allocated a budget of 15,000 Euro from the municipal budget for activities with Roma, Ashkali and Egyptian communities which are utilized in subsidies, education and youth and sport.

#### **5.4. Education of Roma, Ashkali and Egyptian communities in the Municipality of Gjakova**

In the Municipality of Gjakova, the inclusion of children/students from Roma, Ashkali and Egyptian communities in all pre-university education levels remains unsatisfactory. During the school year 2017/2018, only one (1) child from Roma community was involved in pre-school education, while 95 children from Roma, Ashkali and Egyptian communities were involved in pre-primary education. In the primary and lower secondary education, 1,324 students from these communities were involved, whereas in the upper secondary education only 130 students were involved, which represents a very small number compared to the number of Roma, Ashkali and Egyptian students participating in primary and lower secondary education level.<sup>11</sup> Although there is a lack of accurate data on the number of Roma, Ashkali and Egyptian communities living in the Municipality of Gjakova, from the above data it can be concluded that the level of inclusion of children/students from Roma, Ashkali and Egyptian communities in the compulsory education level is satisfactory, however their inclusion in preschool, pre-primary and upper secondary education is very low.

Nevertheless, in addition to the unsatisfactory level of inclusion of Roma, Ashkali and Egyptian children/students in all pre-university education levels in the Municipality of Gjakova, another concern is considered the poor school performance of students from these communities compared to the general success of majority community students.<sup>12</sup> Another challenge with which Roma, Ashkali and Egyptian communities face is the

<sup>11</sup> Ministry of Education, Science and Technology, Education Statistics in Kosovo2018.

<sup>12</sup> Local Action Plan for Inclusion of Roma, Ashkali and Egyptian Communities in the Municipality of Gjakova, [http://www.keen-ks.net/site/assets/files/1418/plv\\_per\\_komunitete\\_-\\_gjakove\\_-\\_alb.pdf](http://www.keen-ks.net/site/assets/files/1418/plv_per_komunitete_-_gjakove_-_alb.pdf)

difficult socio-economic situation which affects their inclusion in education and consequently leads to school abandonment.

In this context, in order to improve the general situation of education for Roma, Ashkali and Egyptian communities, the Municipality of Gjakova, in its action plan, as a strategic objective has foreseen the increased inclusion and improved success of Roma, Ashkali and Egyptian communities. As such, the strategic objective foresees to carry out a great number of activities, such as: awareness raising campaigns and providing support for children's registration in schools, determining a quota for enrollment in public preschools, supporting students with school packages, offering scholarships for students involved in upper secondary education, organizing supplementary classes in schools and others.<sup>13</sup> Ibid. ]

In this regard, to better understand which of the above activities, foreseen in the local action plan of the Municipality of Gjakova, are implemented by the municipality, the findings from the interviews conducted with MOCR representatives and principals of primary, lower and upper secondary schools indicate that some of the measures taken by the Municipality to increase the involvement of Roma, Ashkali and Egyptian communities in pre-university education are: facilitating measures for the registration of Roma, Ashkali and Egyptian children in compulsory education, determining quota for the enrollment of children in preschool and pre-primary education. However, from the abovementioned activities foreseen in the LAP, the Municipality does not provide financial support, neither support in purchasing textbooks, nor supports students with school packages. The Municipality does not offer scholarships to students involved in upper secondary education. On the other hand, the Municipality provides free transportation for students who live far from school facilities.

Regarding the organization of awareness raising campaigns on the importance of education, representatives of MOCR stated that the Municipality had not organized any awareness campaign on promoting the importance of education, in particular the importance of pre-school education. Moreover, although the organization of awareness campaigns has been foreseen as an activity in the local action plan, the Municipality did not plan such activities for the following year.

It must be mentioned that schools of the Municipality of Gjakova have teachers from Roma, Ashkali and Egyptian communities employed, however similar to other municipalities, in the Municipality of Gjakova no subject of Roma language is lectured. In addition, regarding the organization of supplementary classes, in the Municipality of Gjakova there are supplementary classes for the subject of Albanian language and math, reading and other subjects as needed.

In relation to the trainings against discrimination and prejudice, most of the teachers in the Municipality of Gjakova, in all education levels, attended trainings on teaching in diverse classroom, understanding of different cultures and approaches to Roma, Ashkali and Egyptian communities. For more details on the trainings attended by teachers of the Municipality of Gjakova, see the following table

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<sup>13</sup> Ibid.

Table 13. Trainings attended by teachers in the Municipality of Gjakova

	Trainings on teaching in a diverse classroom		Trainings on understanding different cultures		Trainings on the approach used to Roma, Ashkali and Egyptian students	
	%	NR.	%	NR.	%	NR.
Yes	59%	24	63%	26	54%	22
No	24.4%	10	20%	8	29%	12
No response	17%	7	17%	7	17%	7
Total	100%	41	100%	41	100%	41

Regarding this, the schools of the Municipality of Gjakova also organize activities related to the diversity and culture of Roma, Ashkali and Egyptian communities. However, most of the teachers involved in this research stated that in the classes there are no discussions about the history and culture of these three communities.

The integration of students from Roma, Ashkali and Egyptian communities in the classroom is extremely important for their overall success in education. Regarding this, when asked about the general success of Roma, Ashkali and Egyptian community students, most of the interviewed teachers said that their students have good success, which is lower than the overall success of the majority community.

Table 14. General performance of students from Roma, Ashkali and Egyptian Communities in the Municipality of Gjakova

	NUMBER	%
Passing	15	36.6
Good	22	53.7
Very good	3	7.3
Excellent	1	2.4
Total	41	100.0

Given the importance of different methods of work and the organization of different activities during the educational process in learning, school teachers of the Municipality of Gjakova working with Roma, Ashkali and Egyptian children state that they use different methods of work, which are mostly practices for reading aloud. For more details on the methods of work, see the table summarized below.

Table 15. Methods of work of the teachers in the Municipality of Gjakovës

How often are the following methods of work used?	Never		Less than once a month		At least once a month		At least once a week		At least once during the class		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
How often do Roma, Ashkali and Egyptian students learn through technology in the classroom (video, internet, computer)?	8	19.5	7	17.1	10	24.4	11	26.8	5	12.2	41	100
How often do Roma, Ashkali and Egyptian students do experiments or practical work?	2	4.9	3	7.3	12	29.3	13	31.7	11	26.8	41	100
How often do Roma, Ashkali and Egyptian students read in silence?	17	41.5	4	9.8	2	4.9	11	26.8	7	17.1	41	100
How often do Roma, Ashkali and Egyptian students read aloud?	12	29.3	3	7.3	1	2.4	7	17.1	18	43.9	41	100
How often do Roma, Ashkali and Egyptian students write essays and research based reports ?	5	12.2	9	22	15	36.6	11	26.8	1	2.4	41	100
How often do Roma, Ashkali and Egyptian students make presentations in front of the class?	3	7.3	6	14.6	5	12.2	13	31.7	14	34.1	41	100
How often do Roma, Ashkali and Egyptian students work in independent and long-term projects ?	6	14.6	18	43.9	9	22	7	17.1	1	2.4	41	100
How often do Roma, Ashkali and Egyptian students discuss about their ideas or explain them in other forms?	1	2.4	4	9.8	5	12.2	12	29.3	19	46.3	41	100
How often do Roma, Ashkali and Egyptian students use handwork or models when solving problems.		14.6	4	9.8	11	26.8	10	24.4	10	24.4	41	100

The phenomenon of school abandonment continues to be present among Roma, Ashkali and Egyptian students. In general, 17 Roma students (8 of them girls) and 34 Ashkali students (13 of them girls) abandoned schooling in the schools interviewed in the Municipality of Gjakova. The reasons for school abandonment are: the difficult socio-economic situation, the low awareness of parents about the importance of education, early marriages and emigration. For this purpose, the Municipality drafted a plan for prevention of abandonment and non-registration as well as establishment of PRTANRs at the municipal and school levels. Out of the 12 schools participating in the research, 10 of them have functional PRTANRs and 7 of them have been trained, while all of them have been informed by MEST about abandonment prevention tools. The main measures undertaken by PRTANRs in these schools are meetings with parents.

MOCR of this municipality did not state that they have allocated budget for the activities foreseen for the inclusion of Roma, Ashkali and Egyptian communities.

## 5.5. Education of Roma, Ashkali and Egyptian communities in the Municipality of Prizren

During the school year 2017/2018, in the Municipality of Prizren there were no Roma, Ashkali and Egyptian children participating in pre-school education, whereas in the pre-primary education 44 children were involved. In the primary and lower secondary education, there were 631 students, whereas in the upper secondary education, the number is significantly decreased to only 61 students.<sup>14</sup> As in other municipalities, in the Municipality of Prizren the low involvement of Roma, Ashkali and Egyptian students in pre-school and upper secondary education remains a concern. Also, the poor success of students remains another concern compared to the overall average of students from the majority community.

Education represents one of the priority areas in the local action plan for the inclusion of Roma, Ashkali and Egyptian communities in the Municipality of Prizren and as such involves a number of activities that lead to overall improvement of quality, students' level of involvement and improvement of their success at all levels of pre-university education in the Municipality of Prizren. Some of the activities foreseen within this strategic objective are: organizing awareness raising campaigns against discrimination and on the importance of education, in particular the awareness raising campaigns on the importance of pre-school education, providing supplementary and accelerated classes programs, providing school materials, meetings with parents, training teachers on contemporary approaches, offering scholarships for Roma, Ashkali and Egyptian students etc.<sup>15</sup>

Similarly to other municipalities, in order to explore the implementation of the abovementioned activities foreseen in the local action plan of the Municipality of Prizren, principals of primary, lower and upper secondary schools as well as representatives of MOCR were interviewed, who were asked about different aspects related to the implementation of the activities.

Regarding this, the findings from the interviews indicate that the Municipality of Prizren does not provide facilitating measures for the involvement of Roma, Ashkali and Egyptian communities in all levels of pre-uni-

<sup>14</sup> Ministry of Education, Science and Technology, Education Statistics in Kosovo 2018.













<sup>15</sup> Local Action Plan for Inclusion of Roma, Ashkali and Egyptian Communities in the Municipality of Prizren, [http://www.keen-ks.net/site/assets/files/1447/plv\\_per\\_komunitete\\_-\\_prizren\\_-\\_alb.pdf](http://www.keen-ks.net/site/assets/files/1447/plv_per_komunitete_-_prizren_-_alb.pdf)

versity education, such as: providing school materials, providing free transportation for students who live far from school facilities, providing accelerated class programs for adult involvement, and providing supplementary classes. Moreover, the Municipality of Prizren does not identify the number of children to be enrolled in compulsory education. However, according to the MOCR representatives, the Municipality offers scholarships for members of Roma, Ashkali and Egyptian communities who participate in higher education.

Regarding the organization of awareness raising campaigns on the importance of education, the Municipality organized 5-6 awareness campaigns with parents of Roma, Ashkali and Egyptian students.

Furthermore, creating an inclusive and non-discriminatory environment plays an important role in the inclusion of Roma, Ashkali and Egyptian communities in school and society, therefore teacher training on inclusion is necessary. In this regard, majority of teachers involved in this research (around 70%) stated that during the school year 2017/2018 they had not attended any training on inclusion, understanding of different cultures and approaches to Roma, Ashkali and Egyptian communities. For more details on the participation of teachers of the Municipality of Prizren in trainings, see the following table.

Table 16. Trainings attended by teachers of the Municipality of Prizreni

	Trainings on teaching in a diverse classroom		Trainings on understanding different cultures		Trainings on the approach used to Roma, Ashkali and Egyptian students	
	%	NR.	%	NR.	%	NR.
Yes	24% 	9	24% 	9	27% 	10
No	54% 	20	54% 	20	51% 	19
No response	22% 	8	22% 	8	22% 	8
Total	100% 	37	100% 	37	100% 	37






Similarly, regarding the organization of diversity related activities, 35% of teachers stated that in their school no diversity related activity had been organized, 41% stated that 1-2 activities had been organized, 14% stated that 3-4 activities had been organized in their school and 11% stated that 5-6 activities had been organized. Some of the activities carried out in these schools were cultural and sport activities or competitions, and very few related to diversity. In addition, most of the teachers (87%) claimed that in the class they never talk and discuss about the history and culture of Roma, Ashkali and Egyptian communities.

Furthermore, there is an unanimity among the interviewed teachers that in their schools there is no discrimination against Roma, Ashkali and Egyptian communities students. The same is confirmed by the representatives of MOCR who stated that during the last year, no cases of discrimination were reported to their offices. Nonetheless, it is worth emphasizing that this is only their perception, as during this year, different cases of

discrimination against Roma, Ashkali and Egyptian were reported in media, showing that this phenomenon is still present in Kosovo society.

On the other hand, besides the unsatisfactory level of involvement of Roma, Ashkali and Egyptian children/students in pre-school and upper secondary education, another concern is considered the poor success of the students of these communities compared to the overall average of students from the majority community. On this, most of the interviewed teachers state that students from these communities participate in the activities organized by the school, however, their performance is passing or good. For more about teachers' responses on the success of Roma, Ashkali and Egyptian students, see the below table.

Tabela 17. General performance of students from Roma, Ashkali and Egyptian communities

	NUMBER	%	
Passing	16	43.2	
Good	13	35.1	
Very good	6	16.2	
Excellent	2	5.4	
Total	37	100.0	

Asked whether teachers of the Municipality of Prizren who work with Roma, Ashkali and Egyptian communities use different methods of work and organize activities that make the educational process more attractive, teachers state that they use contemporary methods, use technology, do experimental work etc. For more details on the methods of work, see the following summarized table.

Table 18. Teachers' methods of work in the Municipality of Prizren

How often are the following methods of work used?	Never		Less than once a month		At least once a month		At least once a week		At least once during the class		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
	How often do Roma, Ashkali and Egyptian students learn through technology in the classroom (video, internet, computer)?	0	0	17	45.9	14	37.8	6	16.2	0	0	37
How often do Roma, Ashkali and Egyptian students do experiments or practical work?	0	0	9	24.3	15	40.5	11	29.7	2	5.4	37	100
How often do Roma, Ashkali and Egyptian students read in silence?	0	0	14	37.8	4	10.8	11	29.7	8	21.6	37	100
How often do Roma, Ashkali and Egyptian students read aloud?	1	2.7	13	35.1	6	16.2	10	27	7	18.9	37	100
How often do Roma, Ashkali and Egyptian students write essays and research based reports ?	0	0	2	5.4	30	81.1	4	10.8	1	2.7	37	100
How often do Roma, Ashkali and Egyptian students make presentations in front of the class?	0	0	2	5.4	3	8.1	16	43.2	16	43.2	37	100
How often do Roma, Ashkali and Egyptian students work in independent and long-term projects ?	0	0	5	13.5	22	59.5	10	27	0	0	37	100
How often do Roma, Ashkali and Egyptian students discuss about their ideas or explain them in other forms?	0	0	0	0	3	8.1	7	18.9	27	73	37	100
How often do Roma, Ashkali and Egyptian students use handwork or models when solving problems.	0	0	8	21.6	18	48.6	9	24.3	2	5.4	37	100

The phenomenon of school abandonment is present in the Municipality of Prizren as well. In this regard, out of all the schools participating in this research, generally 4 students, out of which 3 are girls from the Roma community, and 3 students, out of which 1 girl from the Ashkali community abandoned school. The main factors affecting abandonment are: difficult socio-economic situation, parents' low awareness of the importance of education, early marriages, and emigration. To reduce the number of abandonment cases, schools have taken different measures, mainly meetings with parents, awareness-raising campaigns, offering scholarships and providing social assistance. On the other hand, PRTANR in the Municipality of Prizren is not functional, while 8 out of 10 schools interviewed have functional PRTANRs and have been informed about abandonment prevention tools by MEST.

## 5.6. Education of Roma, Ashkali and Egyptian communities in the Municipality of Lipjan

In the Municipality of Lipjan, the involvement of Roma, Ashkali and Egyptian children/students in all levels of pre-university education is unsatisfactory. According to the statistics on education, in 2017/2018, no Roma, Ashkali and Egyptian community child was involved in pre-school education, whereas in pre-primary education there were 39 Roma and Ashkali children involved. In primary and lower secondary education 399 Roma and Ashkali students were involved, whereas only 41 students of these communities participated in upper secondary education.<sup>16</sup> From the data it can be concluded that the level of participation of Roma, Ashkali and Egyptian students in preschool education, pre-primary and upper secondary education in the Municipality of Lipjan is very low compared to their participation in compulsory education.

Furthermore, as in all other municipalities, in addition to the unsatisfactory level of participation of Roma, Ashkali and Egyptian children/students in all levels of pre-university education in the Municipality of Lipjan, another concern is the poor success of students from these communities compared to the average of the general success of majority community students, although there are no accurate official data for this.

In this regard, in order to advance the position of Roma, Ashkali and Egyptian communities in the field of education, the Municipality of Lipjan, in its local action plan, as a strategic objective has foreseen the increased inclusion and improved success of Roma, Ashkali and Egyptian students in pre-university education. To achieve this objective, a range of activities are foreseen, such as: organizing awareness raising campaigns for parents on the importance of education and school enrollment, organizing information campaigns on the enrollment of children and students in public preschool institutions, offering scholarships to high school students, providing school packages, organizing supplementary classes for students with poor success in schools etc.<sup>17</sup>

Although the representatives of MOCR have not provided data regarding measures, such as financial support, facilitation on registration procedures in pre-university education, seat reservation in schools for Roma, Egyptian and Ashkali students, some of the facilitating measures taken by the municipality are: facilitating measures for the registration of Roma, Ashkali and Egyptian children in pre-school institutions and providing

<sup>16</sup> Ministry of Education, Science and Technology, Education Statistics in Kosovo 2018.













<sup>17</sup> Local Action Plan for Inclusion of Roma, Ashkali and Egyptian Communities in the Municipality of Lipjan, [http://www.keen-ks.net/site/assets/files/1384/plv\\_per\\_komunitete\\_-\\_lipjan\\_-\\_alb.pdf](http://www.keen-ks.net/site/assets/files/1384/plv_per_komunitete_-_lipjan_-_alb.pdf)

accelerated programs for adults. On the other hand, the Municipality does not offer scholarships for Roma, Ashkali and Egyptian students that attend studies in higher education institutions.

Principals of all schools of the Municipality of Lipjan participating in this research stated that they organize supplementary classes, mainly for Albanian language and math subjects. In addition, in four of the schools, intensive programs, courses or extra classes for preparation for semi-matura and matura exams for Roma, Ashkali and Egyptian students are provided.

Regarding teacher training on inclusion, most teachers attended trainings on inclusion, teaching in diverse classroom and understanding of different cultures. For more information about teacher trainings, see the table below.






Table 19. Trainings attended by teachers in the Municipality of Prizren

	Trainings on teaching in a diverse classroom		Trainings on understanding different cultures		Trainings on the approach used to Roma, Ashkali and Egyptian students	
	%	NR.	%	NR.	%	NR.
Yes	69% 	24	66% 	23	69 	24
No	9% 	3	9% 	3	9 	3
No response	23% 	8	26% 	9	23 	8
Total	100% 	35	100% 	35	100 	35

Furthermore, teachers stated that their schools organized activities related to diversity. The organized activities were of cultural and sport character or different competitions. Also, 31% of teachers stated that in the classes they do not have any discussions about the culture of Roma, Ashkali and Egyptian communities, while the vast majority said that during classes they speak about the culture of Roma, Ashkali and Egyptian communities.

As in other municipalities, a concern remains the poor school performance of students from these communities, compared to the general success of students from the majority community. For more details about the general performance of Roma, Ashkali and Egyptian students, see the below table.

Table 20. General performance of students from Roma, Ashkali and Egyptian communities

	NUMBER	%	
Failing	2	5.7	
Passing	8	22.9	
Good	19	54.3	
Very good	6	17.1	
Total	35	100.0	

School abandonment by Roma, Ashkali and Egyptian students is also apparent in the Municipality of Lipjan. From the interviews with school principals participating in this research, it has been pointed out that 7 students (6 of whom women) abandoned school. The main reasons for school abandonment by Roma, Ashkali and Egyptian students are the difficult economic situation, early marriages, and the parents' low awareness of the importance of education.

As a result, two measures taken to prevent abandonment are: meetings with parents and the organization of awareness raising campaigns. Moreover, PRTANR at the municipal level is not functional, while these teams are functional at the school level and they have been informed by MEST about abandonment prevention tools.

The Municipality of Lipjan has a budget of 2,000 Euros for the implementation of the activities for the inclusion of Roma, Ashkali and Egyptian communities, funded by the municipal budget. The main investments within this fund are subsidies.

# LEARNING CENTERS

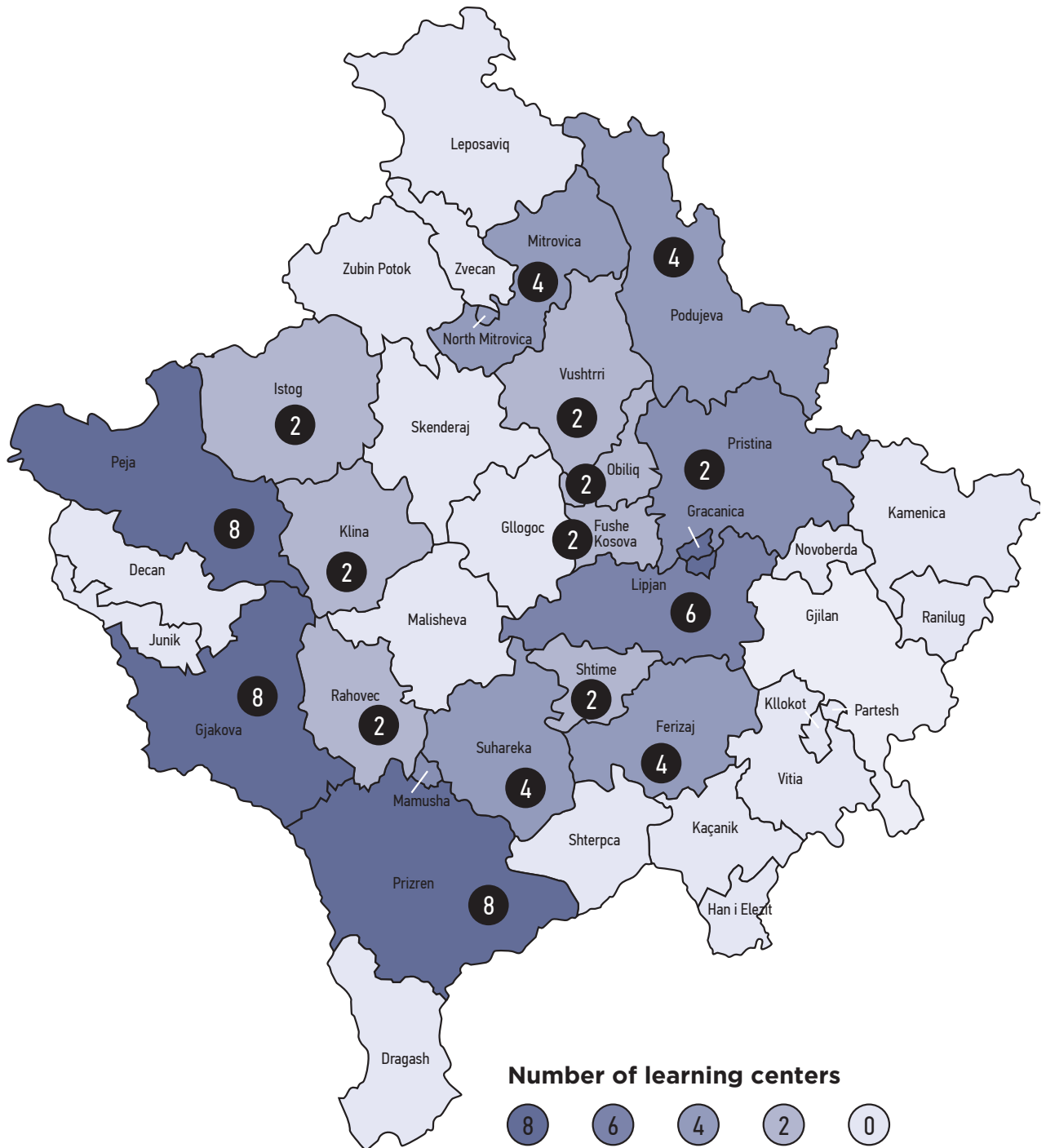
## 6. Learning Centers

Another important aspect in increasing inclusion in education, preventing school abandonment and improving the success of Roma, Ashkali and Egyptian students at school are learning centers. This conclusion is based on the fact that the Learning Centers provide pre-school education, pre-primary education as well as supplementary classes, extra classes, homework assistance and other social and educational activities for Roma, Ashkali and Egyptian children and students. In addition, Learning Centers often serve as a bridge between families, the community and educational institutions.

Learning Centers are community-based and school-based. In different municipalities in Kosovo, where Roma, Ashkali and Egyptian communities live, Learning Centers have been established aiming to involve these communities in the education system. Initiatives for the establishment of Learning Centers by local and international non-governmental organizations considered the very low rate of school attendance and completion by Roma, Ashkali and Egyptian children as well as the unsatisfactory level of their performance at school and lack of social inclusion.

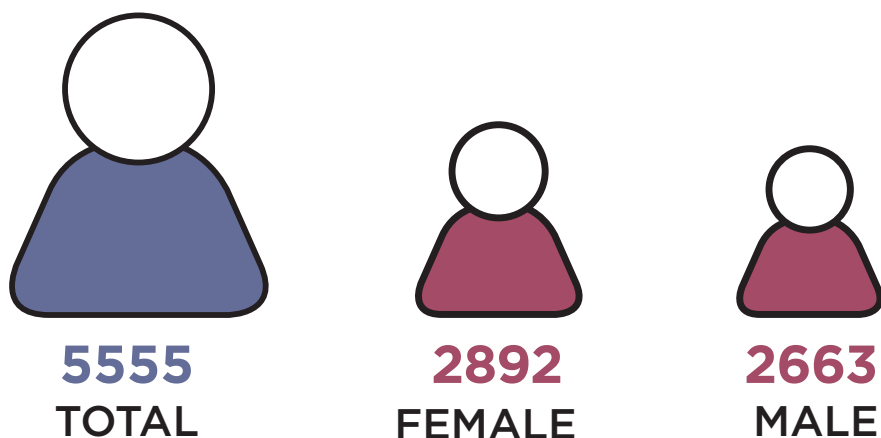
Currently, around 83 Learning Centers operate in 20 municipalities of Kosovo, mainly in the municipalities where majority of Roma, Ashkali and Egyptian communities live. These centers are led by 10 civil society organizations in Kosovo, supported financially by international donors. The largest number of Learning Centers is in the Municipality of Gjakova, Prizren, Peja and Lipjan. Figure 1 shows the map of the Learning Centers in Kosovo.

Figure 1. Map of Learning Centers in Kosovo



According to the data provided by non-governmental organizations that manage the Learning Centers, there are a total of 5,555 children attending activities in the Learning Center, and the number of children from both genders is almost equal. Municipality of Fushe Kosova, Gjakova and Shtime have the largest number of children attending the Learning Center activities.

Figure 2. Number of children in Learning Centers by gender



Learning Centers operate mainly through financial support of donors, and this support is not sustainable. The annual budget of all Learning Centers is 1,807,750.40 Euro, whereas the average annual expenses of all Learning Centers per student is 325.4 Euro or 27.1 Euro monthly. Despite the fact that the Strategy for Inclusion of Roma and Ashkali communities foresees the support to the Learning Centers, MEST did not allocate funds for this purpose. However, in recent years, a large number of memoranda of understanding have been signed with central and local authorities, through which local authorities committed to provide school premises for Learning Centers so that the latter can carry out their activities. Some municipalities have also provided coal supply for heating to the Learning Centers during the winter months.





















Figure 3. Municipalities support to Learning Center (data from 6 municipalities monitored)



In most Learning Centers managed by civil society organizations, the staff engaged is from Roma, Ashkali and Egyptian communities.

Municipality of Fushe Kosova, Gjakova and Shtime have the largest number of children attending activities in Learning Centers. (Figure 4).

Figure 4. Number of children in Learning Centers by municipality

Fushe Kosova	895	
Gjakova	893	
Shtime	706	
Prizren	403	
Lipjan	359	
Ferizaj	356	
Mitrovica	346	
Peja	290	
Obiliq	241	
Podujeva	164	
Gracanica	164	
Suhareka	161	
Istog	155	
Rahovec	103	
Vushtrri	90	
Klina	84	
Prishtina	48	
Gjilan	42	
Kamenica	34	
Novoberda	31	

In the school year 2017/2018, according to education statistics in Kosovo, there are 6662 Roma, Ashkali and Egyptian students in pre-university education. Also 4992 Roma, Ashkali and Egyptian children attend Learning Centers. Based on the calculations, it comes out that 75% of children involved in the education system attend supplementary lessons/activities in the Learning Center. However, this calculation is limited because a large number of children (aged 0-5 years) attend pre-school education programs at the Learning Center and the same are not copied in official data for education.

Table 21. Inclusion of Roma, Ashkali and Egyptian students in Learning Centers

Municipality	Roma, Ashkali and Egyptian students in pre-university education <sup>18</sup>	Roma, Ashkali and Egyptian students in Learning Centers <sup>19</sup>	Inclusion in Learning Center %
1 Decan	98	0	0%
2 Gjakova	1553	893	58%
3 Gjilan	1	42	Not applicable
4 Istog	417	155	37%
5 Klina	279	84	30%
6 Fushe Kosova	589	895	Not applicable
7 Kamenica	198	34	17%
8 Mitrovica	60	346	Not applicable
9 Lipjan	478	359	75%
10 Novoberda	0	21	Not applicable
11 Obiliq	164	241	Not applicable
12 Rahovec	148	103	70%
13 Peja	641	290	45%
14 Podujeva	166	164	99%
15 Prishtina	78	48	62%
16 Prizren	738	403	55%
17 Skenderaj	4	0	0%
18 Shtime	157	143 <sup>20</sup>	91%
19 Suhareka	118	161	Not applicable
20 Ferizaj	757	356	47%
21 Viti	2	0	0%
22 Vushtrri	9	90	Not applicable
23 Malisheva	7	0	0%
24 Gračanica	/	164	/
<b>TOTAL</b>	<b>6662</b>	<b>4992</b>	<b>75%</b>

Source: Education Statistics in Kosovo 2017/2018<sup>21</sup> and authors calculations

18 Despite the fact that MEST collects data from schools through an advanced information management system (AIMS), where each school has access to and reports relevant data each semester, there is a discrepancy between data on the number of students by ethnicity provided by NGOs and schools.

19 This data also include children that attend pre-school education in learning centers, which are mainly in their localities and operate mainly to address their needs and the same are not reflected in the pre-university education system.

20 In Learning Center in Shtime, which is managed by Balkan Sunflowers Kosovo, 620 students attend supplementary classes and activities of the Learning Center, including Albanian students. While, 57 Roma and Ashkali students attend this Learning Center, from which 30 are boys and 27 girls.

21 Education Statistics in Kosovo 2017/2018. Accessible at <https://masht.rks-gov.net/uploads/2018/07/statistikat-e-arsimit-ne-kosove-2017-18.pdf>

In the Municipality of Glogoc, Dragash, Kacanik, Klllokot, Hani i Elezit, Partesh, Ranillug, Junik, Shterpce, Mamusha, there is no Roma, Ashkali and Egyptian student in public pre-university institutions, at any education level and no any Learning Center operates in these municipalities.

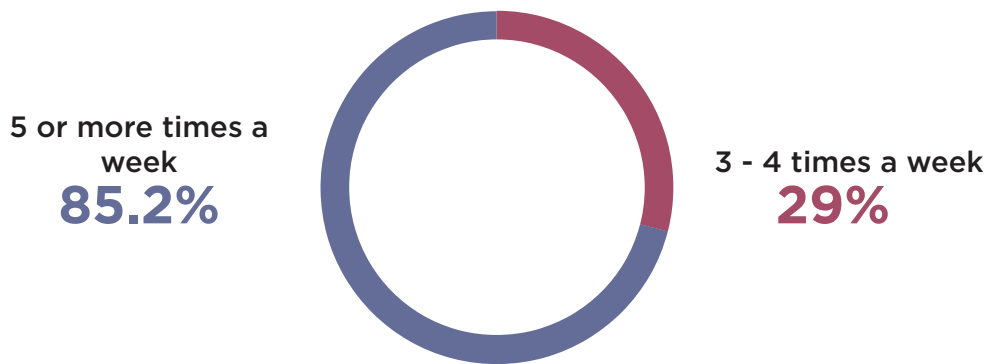
A more comprehensive illustration with over 1200 children has been implemented by the EU-funded project "EU SIMRAES II" implemented by KFOS in cooperation with KEC and six (6) partner NGOs that manage the Learning Center. In the school year 2016/2017, the average grade of students attending activities in 10 Learning Centers was compared, which indicates a gap of 1.22 points of average grade between the learning outcomes of Roma, Ashkali and Egyptian students and the majority community, as presented in table 22.

Table 22: The gap of average grade between Roma, Ashkali and Egyptian students and majority community students in compulsory education

School year 2016/2017	Average grade Roma, Ashkali and Egyptian students	Average grade Majority community students	Average grade gap
Learning Center "Jeta e Re", Prizren	2.76	4.29	1.53
Learning Center Pirane, Prizren	2.71	4.04	1.33
Learning Center "Roma Mahalla", Rahovec	2.77	3.77	1.01
Learning Center in Gurrakoc, Istog	3.06	4.14	1.08
Learning Center in Serbobran, Istog	3.63	4.71	1.08
Learning Center in Brekoc, Gjakova	2.89	4.50	1.61
Learning Center in Fushe Kosova	2.83	3.79	0.97
Learning Center - Social facility in Plemetin, Obiliq	2.74	3.52	0.78
Learning Center in Plemetin, Obiliq	2.89	4.55	1.66
Learning Center, Roma Mahalla, Mitrovica	2.52	3.69	1.18
<b>AVERAGE</b>	<b>2.88</b>	<b>4.1</b>	<b>1.22</b>

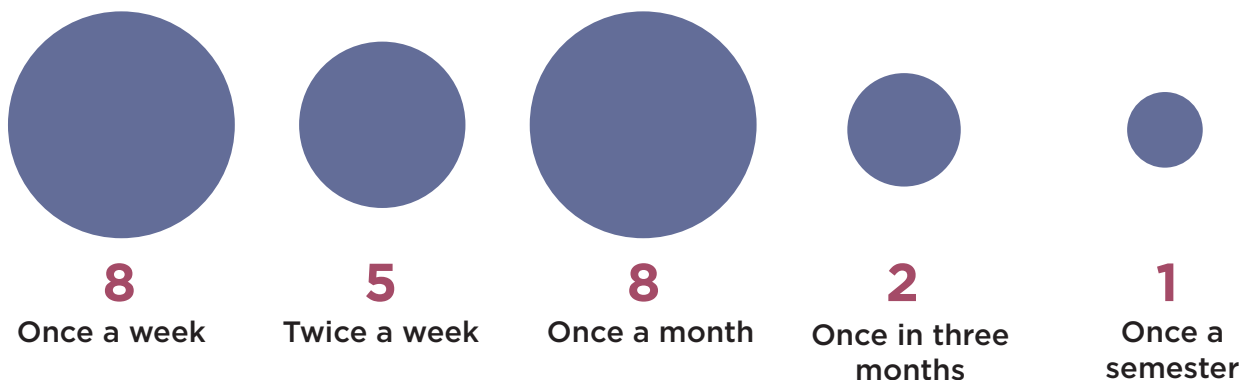
Out of 24 coordinators of the Learning Centers interviewed, 17 of them stated that their centers work five (5) times or more a week, while seven (7) others stated that their Learning Centers work 3-4 times a week.

Figure 5. Working hours in Learning Center



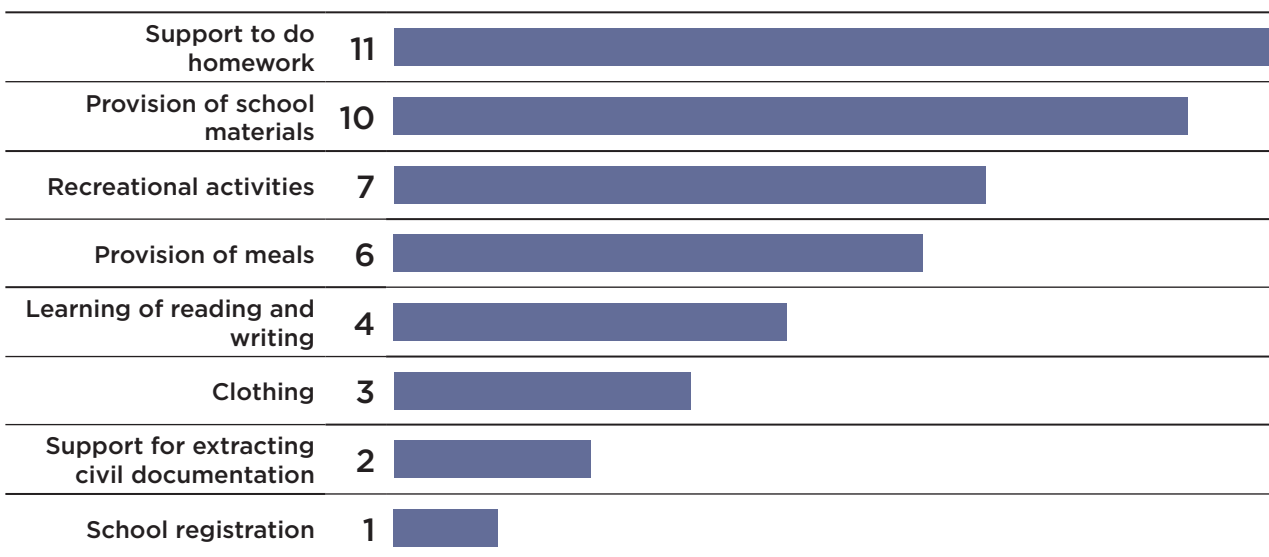
Since all these centers cooperate with schools, their coordinators have been asked about how often they hold meetings between the Learning Centers and school representatives. Most of the centers (21) hold meetings with school representatives at least once a month. Others hold meetings every three months (2) or once a semester (1).

Figure 6. Meetings between Learning Centers and schools



According to the coordinators of Learning Centers, homework assistance (11) and provision with school materials (10) are the two biggest needs of Roma, Ashkali and Egyptian students participating in these centers. These are followed by the need for recreational activities (7) and provision of meals (6).

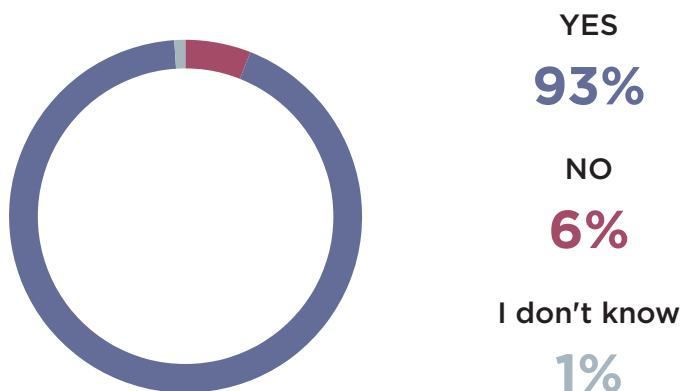
Figure 7. Biggest needs of students in Learning Center



Most of the coordinators interviewed (17) stated that the premises of the Learning Centers are sufficient to carry out their activities. A higher number of them (18) claim that the Learning Centers they work for are supported by municipal authorities, especially in the provision of physical space within schools as well as heating and transportation for students.

Parents of Roma, Ashkali and Egyptian children stated that their children have friends from other communities in the Learning Center (93%). Only 6% of parents said that their children do not pal up with children from other communities in the Learning Center. Around 92% of parents also stated that they are invited by the Learning Centers in activities they organize with parents. More than half of the parents (59%) said that they regularly participate in these activities, 34% participate time after time, and only 7% of parents never participate in such activities.

Figure 8. Do children in your Learning Center have friends from non-Roma, Ashkali and Egyptian communities?



# **EMPLOYMENT AND SOCIAL WELFARE**

## 7. Employment and Social Welfare

Unemployment and socio-economic conditions remain the two biggest problems with which Kosovo society faces. According to the Public Pulse survey, socio-economic conditions are considered a key problem for 65% of Kosovars.<sup>22</sup> Despite the high rate of unemployment in Kosovo, compared to the general population, the number of unemployed among Roma, Ashkali and Egyptian communities is much higher. Poverty among Roma, Egyptian and Ashkali communities is a characterizing feature. Low level of education, low level of skills, along with small opportunities to get integrated into the labor market, are among the main reasons for the poverty in these communities.

Family income in these communities are sufficient only for living. Monthly incomes, including salaries, SAS, family pensions of these communities are extremely low.

Only in 2018 the number of jobseekers registered was 493, out of which 164 were Roma, 212 Ashkali and 117 Egyptians. While the total number of active Roma jobseekers registered is 1,797, the number of Ashkali is 2715 and Egyptians 856. The biggest difference among jobseekers registered in 2018 is noticed at the Ashkali community, where the biggest differences are among the age group 15-24, while for the Roma community at the age group 25-39. Egyptian community jobseekers do not differ much by the age group.<sup>23</sup>

Table 23. Jobseekers from Roma, Ashkali and Egyptian communities by age group

	Age group 15-24	Age group 25-39	Age group 40-54	Age group 55+
Roma	61	66	29	8
Ashkali	107	60	35	10
Egyptian	36	41	35	5

From the total number of Roma, Ashkali and Egyptian jobseekers registered in 2018, about 55%, or 271, out of 493 jobseekers, are unqualified or with elementary school (30%, or 187, out of 493 jobseekers).<sup>24</sup> A very small number of jobseekers from these communities completed vocational secondary education, and this number is larger among members of Ashkali community. For more information about this, see the below table.

<sup>22</sup> United Nations Development Programme (UNDP), Public Pulse XIII, October 2017.

<sup>23</sup> Administrative data from EARK.

<sup>24</sup> Administrative data from EARK.

Table 24. Education level of registered jobseekers from Roma, Ashkali and Egyptian communities

Education level	Roma			Ashkali			Egyptian		
	T	F	M	T	F	M	T	F	M
Uneducated	100	47	53	131	64	67	44	18	26
Grades I -IX (primary school)	46	20	26	56	16	40	45	17	28
Vocational secondary school	14	7	7	20	7	13	15	6	9
Gymnasium secondary school	3	0	3	3	1	2	4	0	4
Bachelor	1	1	0	2	0	2	9	4	5
Master	0	0	0	0	0	0	0	0	0
PhD	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>164</b>	<b>75</b>	<b>89</b>	<b>212</b>	<b>88</b>	<b>124</b>	<b>117</b>	<b>45</b>	<b>72</b>

Differences among jobseekers are noticed at the gender aspect. From the jobseekers registered in 2018, men dominate by 57.4%. However, compared to 2017 this gender gap has decreased by 3.0%. If it is considered the number of all active Roma, Ashkali and Egyptian jobseekers registered, there are differences in gender: 61% are male or 3,523 out of 5,366 active jobseekers, and 39% women or 2,113 out of 3,523 jobseekers.

In the Municipality of Ferizaj there is a total of 713 registered active jobseekers; in Fushe Kosova 659; in Gracnica 234; in Gjakova 677; in Lipjan 375; and in Prizren 948.<sup>25</sup>

<sup>25</sup> Administrative data from EARK.

Table 25. The number of active registered jobseekers in the six municipalities of Kosovo

Municipality	Roma			Ashkali			Egyptian		
	T	F	M	T	F	M	T	F	M
Ferizaj	38	15	23	673	257	416	2	1	1
Fushe Kosova	64	20	44	578	170	408	17	6	11
Gracanica	223	106	117	11	3	8	0	0	0
Gjakova	132	58	74	162	60	102	383	178	205
Lipjan	48	22	26	327	127	200	0	0	0
Prizren	474	225	249	98	38	60	1	0	1
<b>TOTAL</b>	<b>979</b>	<b>446</b>	<b>533</b>	<b>1849</b>	<b>655</b>	<b>1194</b>	<b>403</b>	<b>185</b>	<b>218</b>

In general, the level of information of jobseekers from Roma, Ashkali and Egyptian communities regarding services provided by the Ministry of Labor and Social Welfare and other organizations for employment and vocational training is low. In addition, members of these communities face various obstacles in regards to their opportunities to benefit from active labor market measures (ALMM), as the criteria for several schemes, such as the level of education, are almost exclusive for these communities.

For jobseekers registered at Employment Offices, MLSW provides counseling services, labour intermediation, vocational training, and participation in different schemes of active labor market measures. Active measures aim at mitigating unemployment. The participation in ALMM for non-majority communities is usually ensured through a quota for these communities. Active labor market measures include: the "Public works" measure, which provides short-term employment; the "On-the-job training" measure, which includes training by an employer for the jobseeker during the latter's engagement at work; the "Wage subsidy" measure, which creates employment opportunities by subsidizing employers, so that they can be recruited on a long-term basis; the "Self-employed" measure, which provides opportunities for registered unemployed to start a business activity, and the "Practice scheme" measure, which provides opportunities to gain experience at work on a certain career field that the jobseeker aims at.

In 2018, out of a total of 2,319 beneficiaries of ALMM, only 72 of them, or 3%, are members of Roma, Ashkali and Egyptian communities. From a total of 524 beneficiaries of the Public works scheme, 4 are members of Roma, Ashkali and Egyptian communities. Out of a total of 424 attendees of On-the-job training, 22 of them are members of these communities. Furthermore, out of 275 beneficiaries of Wage subsidy, 11 of them are members from these three communities. Also, out of 228 beneficiaries of Self-employment policy, 24 are Roma, Ashkali and Egyptian community members, and out of 868 beneficiaries of practical work, 11 are members of these communities.

Compared to the last year, there is a decrease of 1% of beneficiaries of these three communities from ALMP. While in 2017, out of 2800 beneficiaries 112 (or 4%) were members of Roma, Ashkali and Egyptian communities, together with the general number of beneficiaries, the number of beneficiaries from these three communities decreased.

Table 26. ALMM beneficiaries by ethnicity and type in 2018

Ethnicity	Public works			On-the-job training			Wage subsidy			Self-employment			Practical work scheme		
	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
Albanian	507	20	487	365	215	150	249	108	141	184	41	143	817	495	322
Croatian	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Turk	0	0	0	4	2	2	1	1	0	2	0	2	5	2	3
Montenegrin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roma	1	0	1	8	2	6	2	0	2	5	2	3	3	0	3
Serbian	11	1	10	20	10	10	6	2	4	7	3	4	25	16	9
Bosnian	1	0	1	3	2	1	4	2	2	9	1	8	10	4	6
Ashkali	3	0	3	12	6	6	5	1	4	12	0	12	7	3	4
Other	0	0	0	10	4	6	4	0	4	2	0	2	0	0	0
Egyptian	0	0	0	2	1	1	4	0	4	7	2	5	1	1	0
<b>TOTAL</b>	<b>524</b>	<b>21</b>	<b>503</b>	<b>424</b>	<b>242</b>	<b>182</b>	<b>275</b>	<b>114</b>	<b>161</b>	<b>228</b>	<b>49</b>	<b>179</b>	<b>868</b>	<b>521</b>	<b>347</b>

Source: Employment Management Information System, EARK, November 2018

Among the main services of the Employment Agency of Kosovo, which operates within the Ministry of Labor and Social Welfare, is the Employment Service. According to MLSW data, in 2018, 83 regular intermediations for members of Roma, Ashkali and Egyptian communities were made, representing 2% of the total number of regular intermediations (Table 27). Although, the number of intermediations compared to 2017 increased for the Roma, Ashkali and Egyptian communities, compared to the overall increase in the number of intermediations, a trend of decline in the percentage of intermediations for these communities have been noticed, which implies that the increase of intermediations for members of these communities is not proportional to the general increase.

Table 27. Intermediations in regular employment in 2018 and 2017<sup>26</sup>

Ethnicity	Regular employment					
	2017			2018		
	Total	Female	Male	Total	Female	Male
Albanian	2012	740	1272	2673	1077	1596
Croatian				0	0	0
Turk				15	11	4
Montene- grin				0	0	0
Roma				32	5	27
Serbian	57	26	31	86	41	45
Bosnian				32	17	15
Ashkali	27	5	22	19	8	11
Other	62	33	29	32	7	25
Egyptian	22	3	19	25	12	13
<b>TOTAL</b>	<b>2198</b>	<b>818</b>	<b>1380</b>	<b>2914</b>	<b>1178</b>	<b>1736</b>

The trend of involvement in vocational training programs declined in the last two years. While in 2016, 301 candidates from Roma, Ashkali and Egyptian communities were trained on VTC, in 2017 this number declined by 44%, with only 169 candidates. While in 2018 only 116 candidates from these communities were trained on VTC, which represents a decrease of 31.4% compared to 2017 and a decrease of 61.5% compared to 2016.

<sup>26</sup> Administrative data from EARK.

Table 28. Members of Roma, Ashkali and Egyptian communities attending the trainings

<b>Vocational Training Centers (VTC)</b>	<b>Roma</b>	<b>Ashkali</b>	<b>Egyptian</b>	<b>Total</b>
Mitrovica	0	1	0	1
Peja	9	11	12	32
Gjakova	0	1	24	25
Prizren	16	2	0	18
Prishtina	1	28	0	29
Ferizaj	0	11	0	11
Gjilan	0	0	0	0
<b>TOTAL</b>	<b>26</b>	<b>54</b>	<b>36</b>	<b>116</b>

Source: EARK 2018

From the data collected by MOCR of the Municipality of Ferizaj, Fushe Kosova, Lipjan, Gjakova, Prizren and Gracanica, it is implied that MLSW provided subsidies for employment and the access of Roma, Ashkali and Egyptian communities to employment services is easy and satisfactory. Also, all the municipalities interviewed claimed to have held informative meetings with the Roma, Ashkali and Egyptian community members on the types of social protection schemes in the last year.

In addition to the Municipality of Gracanica, officials of all relevant municipalities stated that they have cooperation with the Vocational Training Center in their municipalities. Although MOCR officials claim to have intermediated candidates for vocational training on VTC, no municipality knows the number of intermediations for members of these three communities.

Municipalities report different challenges that Roma, Ashkali and Egyptian communities face in their employment, mainly lack of information about job opportunities, lack of education, lack of documents, no jobs and prejudices.

## 8. Conclusions and Recommendations

Participation of Roma, Ashkali and Egyptian students in the education system has been increased in the last 17 years, however, compared to the general average, this number is very low. Despite the lack of accurate data on the number of Roma, Ashkali and Egyptian children living in Kosovo, data/statistics on education in Kosovo indicate that the level of participation of Roma, Ashkali and Egyptian communities at the compulsory education level is satisfactory, while their participation in pre-school education, pre-primary and upper secondary education is very low.

School abandonment by Roma, Ashkali and Egyptian students in pre-university education, particularly in compulsory (primary and lower secondary education) education level is one of the challenges of the education sector with which municipalities face. The main causes for school abandonment by Roma, Ashkali and Egyptian students are: difficult socio-economic situation, parents' low awareness of the importance of education, high level of unemployment, emigration etc. In this regard, many municipalities have not yet drafted plans to prevent abandonment and non-registration and in many municipalities PRTANRs are not yet functional.

Compared to the previous year, in 2018, schools and MOCR stated that they had organized awareness raising campaigns on the importance of education and the importance of timely registration and regular attendance. However, municipalities still stall in providing facilitating measures to include Roma, Ashkali and Egyptian students in pre-university education. Provision of transportation, school packages, financial support to purchase school textbooks, etc., are some of the measures that would alleviate the economic unaffordability which affects school attendance for students of Ashkali and Egyptian Roma communities. However, some of the municipalities interviewed apply some of these measures. Moreover, Roma language is not a subject in any of the schools participating in this research, and in 51% of cases in classes there are never topics about the culture of Roma, Ashkali and Egyptian Communities.

Continuous trainings ensure that teachers are constantly professionally developed to implement attractive methods and ensure inclusion in the classroom. However, the fact that only half of all teachers participating in this research have attended trainings on teaching in diverse classroom, understanding of different cultures and approaches to Roma, Ashkali and Egyptian communities is concerning.

Learning Centers play an important role in increasing inclusion and improving performance of Roma, Ashkali and Egyptian students at school. The work of these centers resulted in a more regular school attendance, higher grades, less school abandonments and increased social inclusion of Roma, Ashkali and Egyptian children. Regardless of the important role of Learning Centers, it is estimated that they face several challenges, therefore it is recommended to take measures in order to strengthen and improve their work.

From the findings of 10 Learning Centers, for the school year 2016/2017, it has been noticed that there is a gap of 1.22 points of the average grade between the learning outcomes of Roma, Ashkali and Egyptian students and the majority community students. This is also proved by research data, where 37% of teachers from the

six municipalities interviewed said that compared to others, the overall performance of Roma, Ashkali and Egyptian students is passing, while 45% said that their performance is good.

Unemployment rate among Roma, Ashkali and Egyptian communities is very high compared to other communities. Compared to previous years, although there is an increase in the number of ALMP beneficiaries from Roma, Ashkali and Egyptian communities, the overall growth rate remains low.

Lack of qualifications aggravates further the high level of unemployment among these communities. In this regard, out of the number of Roma, Ashkali and Egyptian jobseekers registered in 2018, 55% of them are unqualified and 30% have completed primary education. Moreover, the trend of involvement of members of these communities in vocational training has drastically decreased in the last two years (61.5%).

Although the municipalities interviewed reported that they organize informative meetings and provide subsidies for employment, different challenges that members of these communities face in terms of employment are still reported. In this regard, the lack of information, lack of education, lack of documents, prejudices they face, and lack of jobs continue to remain the main challenges with which members of these communities face in terms of employment.

## 8.1. Recommendations

Based on MEST data on education in Kosovo, preschool and pre-primary education are attended by a very small number of Roma, Ashkali and Egyptian community children. This is because nurseries and kindergartens have a cost that is not affordable for members of these communities. Furthermore, despite the fact that involvement is better in compulsory education, the situation is further aggravated in higher education levels. In this regard, it is very important for municipalities to be active in providing measures to facilitate school attendance at all levels of pre-university education.

As far as pre-school education is concerned, municipalities should take measures to facilitate registration for Roma, Ashkali and Egyptian children. While one of the main reasons for school abandonment by students of Roma, Ashkali and Egyptian communities is the difficult socio-economic situation, municipalities should provide support for/purchase school packages, textbooks, provide transportation to those who live far from school facilities, organize supplementary classes, provide scholarships etc. Moreover, in order to increase their level of qualification, which would help them find jobs, municipalities should provide intensive programs for members of these communities to complete compulsory education, namely primary and lower secondary education.

On the other hand, considering the important role of Learning Centers in participation of Roma, Ashkali and Egyptian children in education, institutional support at central and local level is very important in increasing

the inclusion of children from Roma, Ashkali and Egyptian communities in pre-school education and pre-primary education. Below are some recommendations regarding the learning centers:

- Donors and institutions at the central and local level should strongly and continuously support Learning Centers so that they can enrich their activities and increase the number of children and students that benefit from the services provided in these centers.
- Local, central institutions and donors should support Learning Centers in order to increase the capacity and quality of their work with children at pre-school education level.
- Donors and local and central institutions should support Learning Centers to increase their professional capacities so that the work in the Learning Center is as professional as possible.
- MEST should implement the legal framework for the functioning of Learning Centers, namely the Administrative Instruction No. 12/2017 on the Establishment and Functioning of Learning Centers.
- Donors and Non-Governmental Organizations should support the organization of trainings to build the capacities of teachers and Learning Centers' staff, and these training should focus on social justice and social inclusion in order to eliminate forms of discrimination.
- Local institutions, in cooperation with Non-Governmental Organizations, should functionalize teams for prevention and response towards abandonment and non-registration in schools, by ensuring the participation of the representatives of the Learning Centers in these teams.
- Non-Governmental Organizations that manage Learning Centers should play a proactive role in avoiding the cases of duplication of resources, whereas all parties, including donors, should ensure avoiding disproportional distribution of resources to the Learning Center.
- Local institutions, in cooperation with Non-Governmental Organizations, should provide transportation and meals for all children that attend supplementary classes and other activities at the Learning Center.
- Non-Governmental Organizations should initiate advocacy activities to ensure regular funding from the state budget for Learning Centers and their integration into the education system of Kosovo.
- Learning Centers' staff should systematically collect data and indicators regarding the educational achievements of Roma, Ashkali and Egyptian children at school, in order to monitor the impact of Learning Centers.
- Learning Centers should increase their cooperation with parents and the community in order to achieve a greater impact on raising awareness of the importance of education and social inclusion.

In addition to the unsatisfactory level of inclusion of Roma, Ashkali and Egyptian community children/students in pre-school, primary and upper secondary education, another concern is the poor school performance of students in these communities compared to the average of the general success of majority community

students. Therefore, in order to improve the success of Roma, Ashkali and Egyptian students at school and attend schooling in higher education levels, schools should provide supplementary classes for students that need them.

To stimulate the continuation of studies in higher education, municipalities and central level institutions should offer more scholarships to Roma, Egyptian and Ashkali students. At the same time, schools should also be proactive, organizing awareness raising campaigns for parents in order to increase their awareness of the importance of education for their children.

Finally, the high rate of unemployment of the members of these communities is as a consequence of their non-access to the labor market and lack of education and professional skills, therefore the higher the education of Roma, Ashkali and Egyptian members, the higher their possibilities to find jobs. As a result, increased employment would improve economic productivity and reduce governmental expenses on social assistance.

# Annex 1. List of schools involved in the research



## MUNICIPALITY OF GJAKOVA

No.	School	Level
1	Emin Duraku	LPSS
2	Mustafa Bakija 1	LPSS
3	Zekerija Rexha	LPSS
4	Selman Riza	LPSS
5	Zef Lush Marku	LPSS
6	Haxhi Hoti	LPSS
7	Ukshin Miftari	LPSS
8	Deshmoret e Hereqit	LPSS
9	Fan Noli	LPSS
10	Engjell Gjoni	LPSS
11	Hajdar Dushi	USS - Gymnasium
12	Nexhmedin Nixha	USS - Technical
13	Ganimete Terbeshi  5	Pre-school Institution



## MUNICIPALITY OF FUSHE KOSOVA

No.	School	Level
1	Selman Riza	LPSS

2	Mihal Grameno	LPSS
3	Minatori	USS - Technical



## MUNICIPALITY OF PRIZREN

<b>Nr.</b>	<b>School</b>	<b>Level</b>
1	Leke Dukagjini	LPSS
2	Mati Logoreci	LPSS
3	Abdyl Frasheri	LPSS
4	Ibrahim Fehmiu	LPSS
5	Haziz Tola	LPSS
6	Dy Deshmoret	LPSS
7	Ardhmeria	LPSS
8	Naim Kokollari Budakova	LPSS
9	Gjon Buzuku	USS - Gymnasium
10	Ymer Prizreni	USS - Economics



### MUNICIPALITY OF FERIZAJ

<b>Nr.</b>	<b>School</b>	<b>Level</b>
1	Tefik Canga	LPSS
2	Ahmet Hoxha	LPSS
3	Naim Frasheri	LPSS
4	Faik Konica	USS - Economics
5	Pjetër Bogdani	USS - Economics



### MUNICIPALITY OF LIPJAN

<b>Nr.</b>	<b>School</b>	<b>Level</b>
1	Fehmi Adani	LPSS
2	Zenel Hajdini	LPSS
3	Ismail Luma	LPSS
4	Haradin Bajrami	LPSS
5	Adem Gllavica	USS



## MUNICIPALITY E GRACANICA

<b>Nr.</b>	<b>School</b>	<b>Level</b>
1	Miladin Mitic	LPSS
2	Kralj Milutin	LPSS
3	Social Sciences Gymnasium	USS - Gymnasium
4	Medical Secondary School	USS - Medical
5	Economics-Trade Secondary School	USS - Economics

