

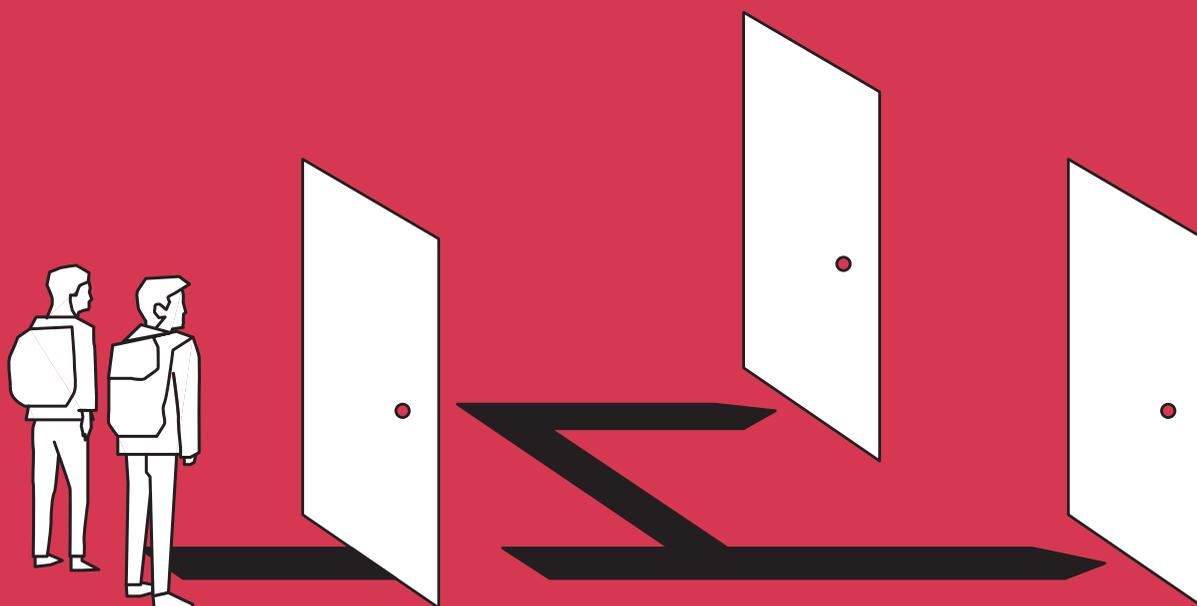


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IMPLEMENTATION OF THE STRATEGY FOR INCLUSION OF ROMA AND ASHKALI COMMUNITIES IN KOSOVO SOCIETY IN 2017

EVALUATION REPORT



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December 2017

Evaluation Report on the Implementation of the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society in 2017

The following have contributed in the drafting of this report:

Kushtrim Bajrami (author), Jusuf Thaçi, Diana Cena, Samir Shahini, Drilon Krasniqi, Arben Shala, Veton Sylhasi, Bekim Syla, Vlora Latifi, Driton Berisha.

Design: *envinion*

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List of Abbreviations

ALMP	Active Labour Market Policy
AMLM	Active Measures in the Labour Market
BSFK	Balkan Sunflowers Kosova
EARK	Employment Agency of the Republic of Kosovo
EMIS	Employment Management Information System
EMIS	Education Management Information System
EU	European Union
F	Female
KAS	Kosovo Agency of Statistics
KEC	Kosovo Education Centre
KEEN	Kosovo Education and Employment Network
KFOS	Kosovo Foundation for Open Society
KOSINT	Kosovo Integration Initiative 2020
LAP	Local Action Plans
LC	Learning Centres
M	Male
MAC	Municipal Action Committee
MED	Municipal Education Directorate
MEST	Ministry of Education, Science and Technology
MIA	Ministry of Internal Affairs
MICS	Multiple Indicator Cluster Survey on Roma, Ashkali and Egyptian Communities

MLSW	Ministry of Labour and Social Welfare
MPA	Ministry of Public Administration
NGO	Non-Governmental Organization
OGG	Office for Good Governance
OSCE	Organization for Security and Cooperation in Europe
PRTDN	Prevention and Response Team against Dropout and Non-Enrolment in Compulsory Education
RADC	Roma and Ashkali Documentation Centre
SAS	Social Assistance Scheme
SiV	NGO 'Syri i Vizionit'
Strategy	Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017 - 2021
SWC	Social Work Centres
T	Total
UNDP	United Nations Development Program
UNICEF	United Nations International Children's Emergency Fund
VTC	Vocational Training Centre

Executive Summary

This report provides a summary of the assessment outcome on implementation of Strategy for Inclusion of Roma, Ashkali and Egyptian Communities in Kosovo Society in 2017 which, concurrently, is a basic development document for integration of the said communities as well as for strengthening the multi-ethnic and multi-cultural character of Kosovo society.

The monitoring process was carried out during 2017 and was focused on two, out of four, action fields addressed in the Strategy for Communities, including Education, Employment and Social Welfare. In this aspect, the current situation of Roma, Ashkali and Egyptians was analysed during the monitoring process, and so were the commitments of Kosovo Government towards the accomplishment of objectives on the two aforementioned fields, as well as measures and activities foreseen in this Strategy for 2017.

Accordingly, the findings of this report show that the implementation of the Strategy in its first year of implementation remains remote from accomplishment of the foreseen activities, mainly due to lack of political commitment, insufficient financial and human resources for monitoring of the progress, and improper coordination of both central and local level institutions.

The Office for Good Governance within the Office of the Prime Minister, as a responsible institution in charge of implementation and monitoring of the Strategy, lacks sufficient financial and human capacities to effectively accomplish its mandate. Such lack of capacities has had a negative impact on the institutional coordination and setting up a regular institutional system for monitoring and reporting on the implementation of the Strategy at central and local level. On the other hand, municipalities have not developed Strategy monitoring mechanisms, as planned in the Strategy, and have not allocated funds for 2017. The obstacles to the implementation of the Strategy at local level are affected by the delays of the central level responsible institutions for finalization of terms of reference for Municipal Action Committees.

The key findings from the monitoring of the Strategy are:

- ✓ Participation of Roma, Ashkali and Egyptian Community members in the education system has marked a significant progress in the last 17 years, particularly in the primary education system (grades 1-5) where participation rate exceeded 85%. However, compared with the Kosovo average, the participation has not yet reached the satisfactory level and it decreases significantly in the higher levels of education system.
- ✓ The regulation on facilitation of enrolment criteria and attendance of Roma, Ashkali and Egyptian children in preschool and upper secondary schools was not drafted.

- ✓ Roma, Ashkali and Egyptian children, girls in particular, continue to face a high rate of school dropout. Some of the main reasons for dropping out school are: severe economic hardship, high level of unemployment, low level of education and of parents' awareness on the importance of education, lack of teachers of Roma, Ashkali and Egyptian ethnic origin, and emigration of families due to economic reasons and their repatriation to Kosovo.
- ✓ Notwithstanding the activities envisaged in the Strategy, during 2017, central and local authorities have not organized any awareness-raising campaigns on the importance of education in the early childhood, on the importance of timely registration and regular attendance. Consequently, the vast majority of these programmes continue being organized by civil society.
- ✓ During 2017, Kosovo Government has not undertaken any of the measures foreseen in the Strategy to encourage the attendance at preschool education of Roma, Ashkali and Egyptian children, including support to community-based preschool programmes and subvention of registration fees in public preschool institutions.
- ✓ The MEST in cooperation with international development partners and non-governmental organizations (KFOS, KEC, HEKS, VoRAE, REF), continued with the programme of granting scholarships to Roma, Ashkali and Egyptian students attending upper secondary education. At national level, 500 scholarships were granted in 2017 to Roma, Ashkali and Egyptian students of upper secondary schools.
- ✓ PRTDNs were established at municipal and school level in most of Kosovo municipalities; however, in some municipalities they continue to be non-functional and there is no monitoring of their work.
- ✓ No action plans were drafted on prevention of school dropouts, as part of school and municipality development plans. The only actors working in the prevention of school dropout are mediators engaged by various non-governmental organizations.
- ✓ A positive step towards recognizing the work of Learning Centres and including their activity within the institutional framework is the adoption of Administrative Instruction No. 12/2017 on Establishment and Functioning of Learning Centres by the MEST in August 2017.
- ✓ Regardless of the fact that public universities in Kosovo have allotted quota for registration of students from Roma, Ashkali and Egyptian communities, the number of those who register in university level education, namely at faculty, continues to be extremely low.
- ✓ During 2017, Kosovo Government did not undertake any measure to provide intensive courses to prepare the potential candidates from the ranks of Roma, Ashkali and Egyptian communities for the admission exam, or mentoring programmes to support them during the course of their studies.
- ✓ Unemployment amongst Roma, Ashkali and Egyptian community is way to higher than the rate amongst other ethnic communities in Kosovo. The labour market situation appears to be even worse for Roma, Ashkali and Egyptian women, out of which only 9% are employed.

- ✔ Notwithstanding the activities foreseen in the Strategy, during 2017, the MLSW failed to organize any information campaign for employment services and AMLMs, including professional trainings. Moreover, the MLSW failed in recruiting employment counsels from the ranks of Roma, Ashkali and Egyptian community members.
- ✔ Institutions in Kosovo failed in implementing legal obligations guaranteeing fair and proportionate representation of minority communities in the civil service on both levels, municipal and central level. Roma, Ashkali and Egyptian communities in Kosovo, compared with the participation they have in the total number of population in a certain municipality, continue to be under-represented in the civil service both at central and local level.

From the findings of the analyses, the following recommendations were drawn:

- ✔ Central and local authorities must organize various awareness campaigns for teachers and students in order to combat discrimination in schools.
- ✔ Because of the unendurable costs of attending preschool education in public or private kindergartens, municipalities must allocate certain quota and cover the costs of public kindergartens for attendance of at least a certain number of children from Roma, Ashkali and Egyptian communities.
- ✔ Learning Centres must continue to be supported by donors and local and central institutions, in order to increase their capacities and quality of their performance with children. The MEST must implement the legal framework on the functioning of LCs, respectively the Administrative Instruction No. 12/2017 on Establishment and Functioning of Learning Centres.
- ✔ In order to increase the number of children from Roma, Ashkali and Egyptian communities attending the preschool education, the schools must increase the number of preschool classrooms.
- ✔ With the purpose of decreasing the number of school dropout cases and decreasing the number of absences during the lower secondary education, it is recommended to undertake certain measures, such as: organizing of awareness campaigns for parents on the importance of education; supporting students of severe social hardship with school packages and with clothing; training subject teachers to have an as more as possible inclusive approach; functionalizing and monitoring of respective teams for prevention of school dropouts.
- ✔ In order to influence the improvement of the results of students of Roma, Ashkali and Egyptian communities during their schooling, in addition to the measures foreseen for the increase of attendance and prevention of school dropout, other measures must also be undertaken, such as: increase of participation of children in preschool education, particularly in pre-primary grade; decrease of the number of absences of such students during their schooling, provision of additional and catch-up classes by schools and teachers; development of programmes for eradication of illiteracy with parents of these students; supporting families of economic hardship by donors and central and local institutions.

- ✔ In order to increase the number of members of Roma, Ashkali and Egyptian communities enrolling in university studies, donors and local and central institutions must continue to support with scholarships successful students and students coming from families enduring severe social hardship (in particular female students). Moreover, preparatory courses for the admission exam must be organized, as well as mentoring programmes supporting students of these communities during their studies.
- ✔ The MLSW, in its regular statistics, must report on specific communities' level and must publish reports on the members from Roma, Ashkali and Egyptian communities benefitting from employment services, social assistance and other measures provided therein.
- ✔ With the purpose of informing members of Roma, Ashkali and Egyptian communities, the MLSW must organize information campaigns on the protection schemes and social services, as well as on the criteria for having access to such schemes. Moreover, the assessment criteria for benefitting from social assistance are not appropriate for Roma, Ashkali and Egyptian communities and they need to be reviewed.
- ✔ Kosovo Government must develop regular monitoring and reporting mechanisms on the implementation of the legal framework in order to ensure the representation of non-majority communities in the public institutions, both at central and local level.

Introduction

Intending to assess the level of implementation of the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017-2021, and the effectiveness of the measures foreseen therein by the Strategy, the European Union funded project “Kosovo Education and Employment Network” has developed a comprehensive monitoring framework focused in the monitoring and implementation of the Strategy targeted activities and results.

In order to monitor the implementation of Strategy activities, the respective activities were fragmented and transformed into questions with reference to all the aspects, segments and concrete phases of such activities, and various concrete sources were identified as well, to facilitate the monitoring and verification of implementation of the those activities.

Furthermore, on the 23rd and 24th of October 2017, four focus groups were organized for this purpose, which consisted of participants of different stakeholders, such as:

- ✓ One focus group was organized with children’s parents and students of Roma, Ashkali and Egyptian communities, attending education (preschool or supplementary lessons) in Learning Centres in primary schools, lower secondary and upper secondary schools of the mainstream education system.
- ✓ One focus group was organized with teachers of the mainstream schools (grades 1-12) teaching in schools and classrooms which are attended by students from Roma, Ashkali and Egyptian communities.
- ✓ One focus group was organized with members of Roma, Ashkali and Egyptian communities working in Learning Centres (Tutors, Facilitators or Coordinators in Learning Centres) where children of Roma, Ashkali and Egyptian communities attend lessons (preschool or supplementary lessons).
- ✓ One focus group was organized with persons working in projects or Non-Governmental Organizations that are exclusively or mainly engaged in issues of Roma, Ashkali and Egyptian communities in Kosovo.

A total of 30 persons, from 20 to 61 years old, participated in these focus groups, out of which 12 of them being females and 18 males, most of them members of Roma, Ashkali and Egyptian communities. The participants of these focus groups came from 11 different Kosovo municipalities where more members of Roma, Ashkali and Egyptian communities live, namely from municipalities of: Mitrovica, Peja, Gjakova, Prizren, Ferizaj, Fushë Kosova, Graçanica, Lipjan, Obiliq, Klina and Istog.

This report intends to provide a detailed assessment of Roma, Ashkali and Egyptian position in Kosovo in the area of education, employment and social welfare, by analysing such position compared to the commitments of Kosovo Government on implementing the Strategy for inclusion of Roma and Ashkali communities in Kosovo society 2017-2021.

Monitoring report consists of four sections. Section 1 provides general information on the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society and its implementation thereof, as well as a summary from the Multiple Indicators Cluster Survey (MICS) of Roma, Ashkali and Egyptian communities, conducted in Kosovo in 2013-2014 by Kosovo Agency of Statistics. Section 2 describes in details the situation of Roma, Ashkali and Egyptian communities in the area of education, whereas Section 3 describes in details the situation of Roma, Ashkali and Egyptian communities in the area of employment and social welfare. Section 4 presents recommendations of the report.

1. Context

Data from Kosovo census of 2011 show that 8,824 or 0.5% of the overall population are Roma, 15,436 or 0.9% of the overall population are Ashkali and 11,524 or 0.7% of the overall population are Egyptians.¹ Table 1 shows data from the census according to municipalities inhabited by members of Roma, Ashkali and Egyptian communities².

Table 1. Members of Roma, Ashkali and Egyptian by Municipalities

Municipality	Roma	Ashkali	Egyptian	Total
Deçan	33	42	393	468
Gjakova	738	613	5,117	6,468
Glllogoc	0	0	2	2
Gjilan	361	15	1	377
Dragash	3	4	3	10
Istog	39	111	1,544	1,694
Kaçanik	5	1	0	6
Klina	78	85	934	1,097
Fushë Kosova	436	3,230	282	3,948
Kamenica	240	0	0	240
Mitrovica	528	647	6	1,181

Municipality	Roma	Ashkali	Egyptian	Total
Lipjan	342	1,812	4	2,158
Novobërdë	63	3	0	66
Obiliq	661	578	27	1,266
Rahovec	84	404	299	787
Peja	993	143	2,700	3,836
Podujeva	74	680	2	756
Prishtina	56	557	8	621
Prizren	2,899	1,350	168	4,417
Skenderaj	0	10	1	11
Shtime	23	750	0	773
Shtërpce	24	1	0	25
Suhareka	41	493	5	539
Ferizaj	204	3,629	24	3,857
Viti	12	14	0	26
Vushtrri	68	143	1	212
Malisheva	26	5	0	31
Mamusha	39	12	0	51
Graçanica	745	104	3	852
Klllokot	9	0	0	9
Total	8,824	15,436	11,524	35,784

In April 2017, Kosovo Government adopted the Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017 – 2021, as well as the Action Plan for its implementation by identifying four areas of particular importance for integration of the two communities, including the area of education, housing, employment, social welfare and health. Each of the identified areas contains measures for achieving the specific goals and objectives. Within each and every objective, the Strategy deals with three additional related issues: gender equality, safety and enrolment. The measures of this Strategy have been planned in such a manner as to address the issues related to all the areas of Strategy's activity.

¹ KSADATA - <http://askdata.rks-gov.net/PXWeb/pxweb/sq/askdata/?rxid=0b4e087e-8b00-47ba-b7cf-1ea158040712/>
² Ibid.

The Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017 – 2021 is the basic developing document for strengthening of the multi-ethnic and multi-cultural character of Kosovo society. As of the beginning of the Strategy drafting, the three communities have played an active role in the planning of measures by identifying the challenges they face with and the needs which were then reflected in the respective measures.

It is worth pointing out that the Strategy was finally adopted in April of 2017, following a 15- months' delay. Because of the deferral in the process of drafting and adoption, it covers the period of time 2017 – 2021 and includes only Roma and Ashkali communities of Kosovo. The initial goal of this Strategy was full integration of the three communities (Roma, Ashkali and Egyptian) in Kosovo by way of effective promotion of their rights in the areas of education, employment, social welfare, health and housing. During the drafting process of the Strategy, numerous organizations of the civil society of Kosovo have cooperated closely with the Office for Good Governance and with respective ministries, thus completing successfully the work on final drafting for which a consensus had been achieved regarding the formal adoption by the Government of Kosovo. During the stage of adoption of the Strategy, in an entirely unilateral manner and without any explanation, Kosovo Government removed the Egyptian community from the measures foreseen in the Strategy. With regards to this matter, the civil society organizations of Kosovo have expressed their concern in a letter addressed to the Kosovo Government, which was never replied upon.

Such an act has been assessed as very harmful for the inclusion of non-majority communities, in general, and of Egyptian community, in particular. The Egyptian community is the second, according to its size, of these three communities in Kosovo, with a population of 11,524 or 0.7% of the overall population of Kosovo. In addition to their common characteristics, the three communities of Roma, Ashkali and Egyptian share the same challenges, both in the aspects of education and in employment, as well as in health and housing. Therefore, the heretofore interventions in improving their position have been planned and implemented taking into consideration the said facts.

Nevertheless, the implementation of the Strategy in its first year remains far from accomplishing the determined activities, mainly due to lack of engagement of the politics, insufficient funds and human resources to monitor the progress, improper coordination between institutions, both at central and local level, including insufficient use of expertise of relevant organizations of the civil society.

The Office for Good Governance (OGG) within the Office of the Prime Minister, as a responsible institution tasked with implementing and monitoring of the Strategy, does not have sufficient human resources and funding capacities to effectively accomplish its mandate. Such lack of capacities has impacted negatively the institutional coordination and setting in place a regular institutional system for monitoring and reporting on the implementation of the Strategy at central and local level.

On the other hand, municipalities failed to create mechanisms for monitoring and implementation of the Strategy, as was planned in the Strategy, neither did they allocate funds for the year 2017. The obstacles in implementation of the Strategy at local level are affected by the delays of the responsible central institutions in finalizing the terms of reference for the Municipal Action Councils (MACs). MACs are important mechanisms through which it is envisaged to achieve the coordination of activities between local and central institutions, as well as implementation of Local Action Plans (LAPs). Whereas, in the positive aspect it is worth mentioning the activities conducted by the organizations of civil society supporting municipalities in drafting and adopting of the LAPs.

Kosovo Government has no specific budget line for implementation of Strategy activities, but activities for implementation of the Strategy are carried out within the budgets of the ministry sectors. The required budget for implementation of this Strategy was calculated as part of developing the action plan of the Strategy, whereas the calculation was conducted for the entire five-year period of its implementation. The assessment of the total budget for implementation of the Strategy is 15,465,058 Euros, out of which 9,945,838 Euro for the area of education, employment and social welfare, namely 5,918,850 Euro for education, and 4,026,988 Euro for employment and social welfare. For these two fields, 1,313,008 Euro were planned, namely 912,875 Euro for education and 400,133 for employment and social welfare.

1.1. Multiple Indicators Cluster Survey (MICS) of Roma, Ashkali and Egyptian Communities³

Multiple Indicators Cluster Survey (MICS) of Roma, Ashkali and Egyptian communities was conducted in Kosovo in 2013-2014 by Kosovo Agency for Statistics as part of MICS global programme. MICS of Roma, Ashkali and Egyptian communities was organized in parallel to the MICS of Kosovo with the overall population of Kosovo in 2013-2014. This survey was carried out in order to obtain high quality data for the assessment of the position of Roma, Ashkali and Egyptians. The findings of the survey represent a valuable source of information for monitoring and implementation of “Strategy for Inclusion of Roma, Ashkali and Egyptian Communities in Kosovo Society 2017-2021” as well as other commitments arising from the European integration processes and from principles on human rights as set forth in the Constitution of Kosovo.

The survey provides reliable and internationally comparable statistical data for developing evidence-based programmes and policies. Findings pertain to the period November 2013 – March 2014, unless otherwise specified, of field work carried out by the Kosovo Agency of Statistics with the financial and technical support from United Nations International Children’s Emergency Fund (UNICEF).

Based on the data from the Survey, 60% of population from these three communities live in urban areas, whereas 40% live in rural areas. Moreover, 65% of population are under the age of 30. The survey shows that the positive increase of the population has contributed for almost half of the population (45%) to be between 0 and 17 years old and two thirds (65%) of the population to be under 30 years old. The overall rate of dependence, named as the rate of non-active population (ages 0-14 and 65+) against the rate of active population (ages from 15-64), presented in percentage is 70%, meaning that for every 100 active persons 70 persons are non-active.

The survey has also revealed that the majority (about 85%) of children of primary school age attend school, whereas 15% of children are out of school, and this is mainly due to the low attendance rate (68%) of the 6 year old children, who are assessed to have started schooling with delay, as well as the low rate of 14% of attendance in pre-school education. Out of the total number of children that are out of school, around 38% of them being males, whereas 25% are of female sex. Furthermore, children living in households where the head of the household is Roma, make the lowest net attendance rate (77%) compared to the households where the head of the family is Egyptian or Albanian (90%). While there is no difference based on urban and rural areas of living, there are gender differences, where 60% of males and 76% of females attend the first grade of primary school.

3 Kosovo Agency of Statistics, Roma, Ashkali and Egyptian Communities in the Republic of Kosovo: Multiple Indicators Cluster Survey 2013-2014.

More prevalent than in the primary school, only 65% of children are included in the lower secondary education. Whereas, out of one third remaining part, 13% attend primary school, while 21% of children (one out of five) of lower secondary school age are entirely out of school. The number of girls out of school is almost 29% in urban neighbourhoods. Only half (52%) of 11 years old males are attending lower secondary school, out of which, one third (34%) are still attending primary school. While the net rate of school attendance of males increases with the age, the opposite occurs with females. Data indicate that nearly half of females (44%) of 14 years old are out of school. Likewise, data indicate that there is a positive correlation between attending school and the socio-economic status. This means that in more affluent households the proportionality of those attending lower secondary education is around 89%, whereas, with children who live in more indigent households such proportionality is 42%.

Figures are even more accentuated in upper secondary education where less than one third (30%) of children of the respective age attend upper secondary education, whereas the majority of them (60%) are completely out of school. With regards to attendance of upper secondary education, huge gender differences can be observed, where 74% of girls are out of school, compared to less than half of boys (45%). As stated above, in upper secondary education a positive correlation with socio-economic status was observed, meaning that in households having larger income the proportionality of children attending upper secondary school is around 48%, whereas with children living in more indigent households it is only 8%.

Gender equality in primary school is close to 1.00, which shows that there is no difference with regards to primary school attendance by boys and girls. The indicator, however, falls at 0.94 for lower secondary education, and even lower at 0.80 for upper secondary education, thus showing evident gender disparity. Females' disadvantage is particularly expressed in rural settlements in the upper secondary education level (0.41) indicating that there are two times more males than females in the education system at the said level.

While 22% of 15-17 year old children are engaged in several forms of economic activities, 3% conduct such tasks for long hours. Boys of 5-11 years old are more likely to be involved in economic activities (16%) than girls of the same age (4%). The same applies for children of 12-14 years old, whereas no difference is observed as per urban or rural settlement. In general, one out of six children of 5-17 years old (17%) is engaged in work, 13% out of which work in perilous work conditions. Out of the number of children engaged in work, 21% are males whereas 4% are females.

Another issue of concern for Roma, Ashkali and Egyptian communities is the occurrence of early marriages which is significantly more present with the female gender. Data show that 12% of females of 15-49 years old got married before the age of 15 and almost half (43%) of females of 20-49 years old got married before the age of 18. Currently, around 18% of females aged between 15-19 years old are married, a proportion which is closely linked with the level of education attendance.

THE MAIN DATA OF THE RESEARCH DEALING WITH THE EDUCATION LEVEL OF COMMUNITIES ARE PRESENTED AS FOLLOWING:

Attendance in early childhood education (pre-school)	<ul style="list-style-type: none"> ● Percentage of children of 36-59 months of age attending any pre-school programme 16.1%.
Care and education in early childhood	<ul style="list-style-type: none"> ● Only one out of six (16%) children of 36-59 months of age has attended an organized programme of early childhood education, with only one out of ten (12%) being in rural areas or being amongst children coming from poorer households. Such percentage is 13.9% at national level ● Percentage of children under 5 years old that have three or more books per child is 6% ● The percentage of children of 36-59 months of age who, from the progressive aspect, satisfy at least three out of four following criteria: literacy and counting, physical aspect, socio-emotional and learning 77.2%
Level of literacy of the young people	<ul style="list-style-type: none"> ● Percentage of young people of 15-24 years of age who are able to read short sentences about the everyday life or who have attended upper secondary education or higher education (a) Females 72.8% (98% at Kosovo level) and (b) Males 86.5% (97.6%) at Kosovo level). ● Only three fourth (73%) of young females of Roma, Ashkali and Egyptian communities are literate and only half of them (54%) who stated that primary school was their highest education level were able to read. The level of literacy was higher with the males reaching 87%, with half of males (52%) who stated similarly that primary school was their highest level of education and that actually were able to read.
Preparation for school	<ul style="list-style-type: none"> ● Percentage of children attending first grade of primary school who have attended the pre-school education during the prior school year is 53.9% (75.5% at Kosovo level). ● Half of the children (54%) currently attending first grade of primary school have attended the pre-school level during the prior year, and less than half (48%) amongst children of 60% of poorer population.

Participation in primary and secondary school

- Percentage of school-age children of who attend the first grade of primary school is 68.1%
- Percentage of children of primary school age who currently attend primary or secondary education is 85.3% (98% nationally).
- Percentage of children of secondary school age who are currently attending secondary school or higher education is 53.4%.
- Percentage of children of lower secondary school age who are currently attending lower secondary school, is more than 65% (95.9% nationally).
- The percentage of children of upper secondary school age who are currently attending upper secondary school is more than 30.3% (82% nationally).
- The percentage of children starting first grade of primary school who make it to the final grade is 85.4%.
- The level of completion of primary education 80.5.
- The level of transition to lower secondary education is 91.1.
- The level of transition into upper secondary education 69.9.
- Gender equality index (primary school) 1.01.
- Gender equality index (secondary school) 0.90.
- Gender equality index (lower secondary school) 0.94.
- Gender equality index (upper secondary school) 0.80.

Children at work

- Percentage of children aged 5-17 years old who are engaged in work - 16.6% (10.7% nationally)

Early marriages

- Percentage of individuals married prior to the age of 15, (a) females 11.6% and (b) males 1.0%
- Percentage of individuals married prior to the age of 18, (a) females 42.7% and (b) males 13.5%.
- Young persons aged 15-19 years old that are currently married or cohabitate - Percentage of young persons aged 15-19 years old that are married or cohabitate (a) females 17.8% and (b) males 3.8%.

EDUCATION



2. Education

Education is a key developing sector for integration and social inclusion of Roma, Ashkali and Egyptian communities, as well as a necessity to combat poverty, protection of children from hazardous labour, and promotion of democracy and human rights. Unfortunately, in Kosovo, education of children of Roma, Ashkali and Egyptian communities is still not considered an important value and it is not a priority of the majority of families of these communities.

Children of Roma, Ashkali and Egyptian communities start first grade at the age of 6 years old, lower secondary education at the age of 11 and upper secondary education at the age of 15. In primary school the grades are referred to as grade 1 until grade 5. In lower secondary school the grades are from grade 6 to grade 9, and in upper secondary school from grade 10 to grade 12.

According to the data of 2017 from the Education Management Information System (EMIS), the number of Roma, Ashkali and Egyptian communities children included from pre-school level up to the upper secondary level of education is 6,666 children and it constitutes 1.8% of the overall number of children in pre-university education (375,507). Whereas, the number of teaching staff of Roma, Ashkali and Egyptian communities in pre-university education is in total 14 teachers out of 23,202 members of teaching staff in Kosovo.

Participation of members of Roma, Ashkali and Egyptian communities in the education system has marked significant progress in the last 17 years, particularly in the level of primary education (grades 1-5) where such participation has exceeded 85%⁴. Nevertheless, compared to the average of Kosovo, such participation is still not of a satisfactory level and it gradually decreases in the higher levels of education system. Thus, lower secondary education (grades 5-9) is attended by only 65%⁵ of Roma, Ashkali and Egyptian children of group-age 11-14 years old, whereas their participation in upper secondary education (grades 10-12) decreases down to 30.3%⁶. The data indicate an equal gender representation at primary level, but the situation worsens in higher levels of education system.

The number of Roma, Ashkali and Egyptian children at pre-school level, in 2017/18 has decreased compared to the previous year, whereas participation in compulsory education and in higher secondary education has followed a relatively steady trend (Table 2). It is, however, impossible to assess from these data the progress of participation of these communities in education system due to lack of data referring to population. Such an assessment can only be done by way of specific survey conducted in 2014⁷.

4 Multiple Indicators Cluster Survey 2013-2014, Roma, Ashkali and Egyptian Communities (MICS), Final report, KAS, Prishtina 2014, f. VII.

5 Ibid.

6 Ibid.

7 Ibid.

Table 2. Roma, Ashkali and Egyptian Children in Pre-University Education

Students	2015/16	2016/17	2017/18
Pre-school level	373	601	424
Grades 1-9	5,524	5,544	5,693
Grades 10-12	431	413	549

Source: MEST Statistics for School Years 2015/16-2017/18

Causes of low participation of Roma, Ashkali and Egyptian communities children in education system differ according to levels. Opportunities are limited in public pre-school education, whereas in private pre-school institutions the cost is rather high, while the number of learning centres is limited and do not enjoy an institutional support. Pre-school education is free of charge in public schools; yet again, the level of enrolment of Roma, Ashkali and Egyptian members is lower than the one at Kosovo level, which can be an issue of awareness. On the other hand, decrease in number of participants at lower secondary education, especially in upper secondary education, may be linked with the economic factors, more exactly with the incapability of families to cover the expenses related to their children's schooling, by giving up on the income they might generate for the family at this stage of their life. Because of difficult economic situation, many children are forced to terminate their schooling in order to become a working force for their families. However, a positive fact is that a number of families from these communities that have children attending school, receive various assistance as an aid for the schooling of their children.

The Strategy foresees the drafting of a regulation to facilitate the requirements for enrolment and attendance of Roma, Ashkali and Egyptian children in the pre-school level and in upper secondary schools, which was not accomplished during 2017. Municipality of Fushë Kosova and Municipality of Shtime are, though, good examples where despite the lack of such regulation, various activities are organized to facilitate the requirements for enrolment of Roma, Ashkali and Egyptian children in school, such as: meeting with parents at community centres, engagement of community activists, or home visits by members of Prevention and Response Teams against Dropouts and Non-Enrolment (PRTDN) at municipality and school level.

Children of Roma, Ashkali and Egyptian communities have a high rate of school dropout, particularly girls, as well as belated enrolment after the usual age of 6 years old for initial enrolment. Discussions with the representatives of the communities reveal that there is a range of factors contributing to such situation, including the level of extreme poverty prevailing in these three communities, the low level of education and low level of awareness on the importance of education, discomfort and discrimination in schools, as well as lack of teachers of Roma, Ashkali and Egyptian background.

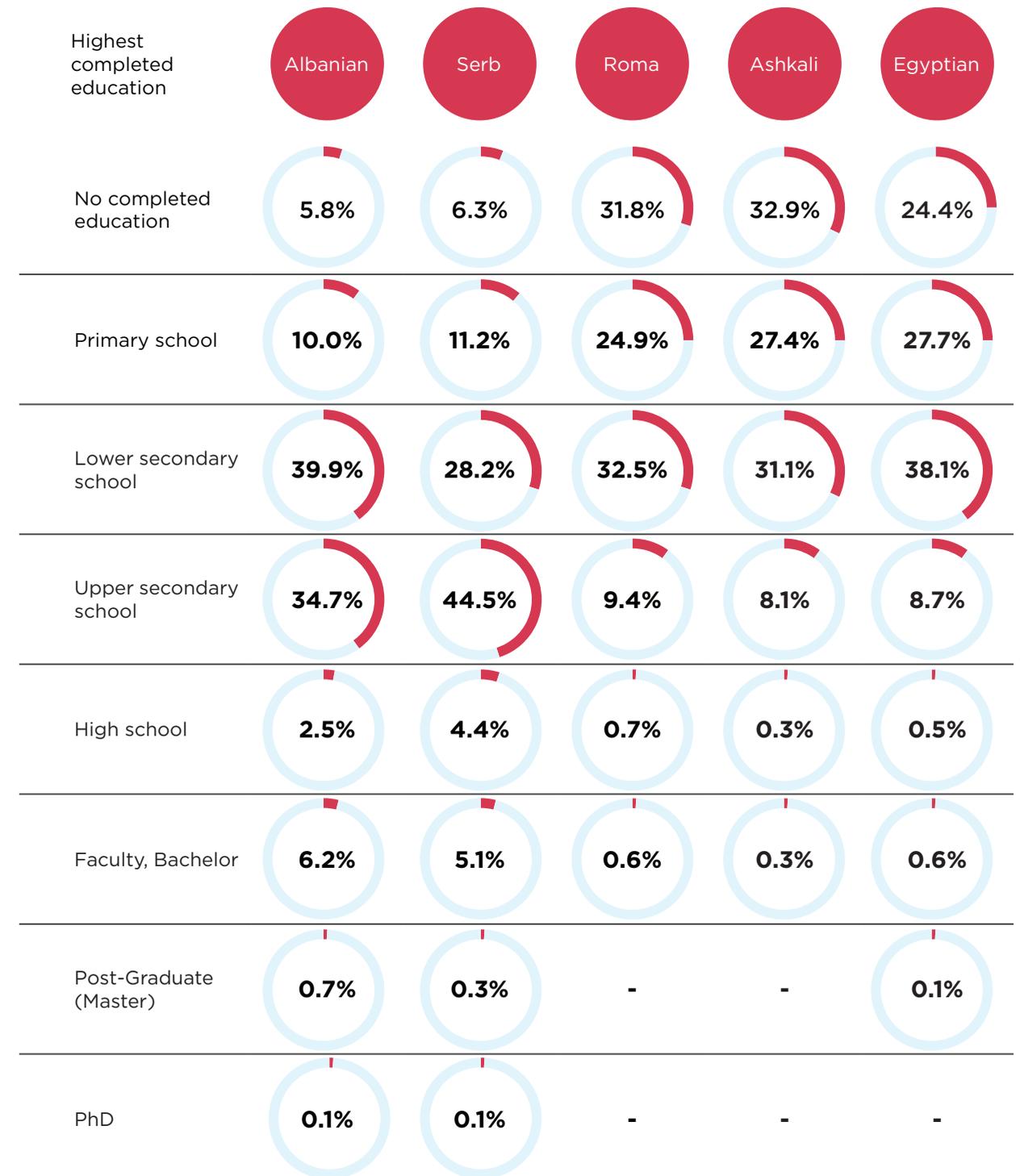
Moreover, a certain number of Roma, Ashkali and Egyptian children do not enrol or they drop out school because their families immigrate during the school year, or they leave the country and, after their repatriation, it is difficult to return to education. Sometimes, a reason for this is lack of documentation from schools from other countries, as well as difficulties in their recognition.

Students of Roma, Ashkali and Egyptian communities (mainly of Roma community) from Municipality of Mitrovica and Municipality of Graçanica, face also some additional problems which are characteristic for only these two municipalities. Students in these two municipalities attend lessons in Serbian schools, namely in Serbian language, which operate in Kosovo according to the parallel system run by Serbia and which is not in compliance with the Kosovo education system. As a result of that, these students are faced with problems and difficulties to enroll in the upper secondary education or in universities in Albanian language, also because they do not speak Albanian and also that because of the discrepancies between the education systems their diplomas are not recognized. While on the other hand, they have much more limited opportunities to enrol in the upper secondary education and in universities in Serbian language because they have limited or no choice at all.

If we compare the level of education of members of different ethnic background in Kosovo, a large difference can be noted when it comes to the level of education between members of Albanian ethnicity and those of non-majority ethnic background: Roma, Ashkali and Egyptians. While in 2013, 44.2% of the Albanian population, aged 15 years old and above, had at least one upper secondary education, the percentage with Roma, Ashkali and Egyptian of the same group-age, was significantly lower, 10.8% for Roma, 8.7% for Ashkali and 9.95% for Egyptians. The said data can be seen in more details on table 3 below.⁸

8 Kosovo Agency of Statistics, Education Characteristics of Kosovë Population, October 2013, p. 22.

Table 3. Roma, Ashkali and Egyptian Children in Pre-University Education



Source: Kosovo Agency of Statistics, 2013

Focusing on increase of inclusion was not always accompanied by activities that would influence the increase learning result quality. EMIS does not contain any information regarding the performance of Roma, Ashkali and Egyptian communities in national tests, compared to the average of the national level or of the respective municipality. Despite the lack of accurate data, based on the assessments from the organized focus groups, it is assessed that within the overall average, students of Roma, Ashkali and Egyptian communities demonstrate poorer results than students of other majority communities. Nearly all the factors and reasons that affect non-enrolment, absenteeism in attendance and school dropout by students of these communities are at the same time factors and reasons for such low results. Nonetheless, in addition to those, several other factors and reasons can be counted as being the cause of such poor success, such as:

-  Non-attendance in preschool and pre-primary grade results in these children being less prepared for primary school than their peers and this reflects in their poor performance which then follows level after level during their entire schooling. The pre-reading and prenumeration skills are acquired at this stage which is important for a successful start of the compulsory education.
-  Irregular attendance (absence) during schooling also has an impact in the poor performance of these children.
-  Lack of supplementary lessons and catch up classes in schools with these students, results in poor performance of these students.
-  The high rate of illiteracy amongst the parents of these students affects the poor performance because parents are not able to work at home with their children/students to assist them with homework.
-  Difficult economic conditions of the family influences the poor performance of these students because families are not able to provide learning materials or incentive circumstances for their children.

Other factors that hinder the success of students from the said communities are: the remoteness of the school from the area where they live, as well as engagement of children in labour in order to provide for their families. Moreover, inappropriate behaviour of children of other communities and of teachers towards the students of these communities is reported to be one of the obstacles to the success of these students during their schooling. Additionally, insufficient knowledge of the language used in the school appears often as an obstacle to Roma children in displaying a better performance. Learning of Roma language as a separate subject is not provided in all the municipalities of Kosovo, excepting Prizren municipality where learning of Roma language is organized in 4 schools with only one teacher employed for this purpose.

The increase of learning results is considered to be an important aspect of participation given that termination of schooling is often a direct consequence of lack of learning results.

The vast majority of programmes for increasing the awareness of parents with regards to the importance of education in early childhood are still organized only by civil society organizations. In spite of activities foreseen in Strategy, no activities organized by central and local authorities, aiming to increase the awareness of these communities, were reported in 2017.

Based on the assessments of the organized focus groups it has been assessed, in general, that children and students of Roma, Ashkali and Egyptian communities are not discriminated in education institutions. In certain cases it has been reported, however, that there is a passive “hidden” discrimination of these students by their teachers and their peers. This can be observed due to the fact that students of these communities are seated in the last desks of the classroom and there are cases when students of other communities reject to share the desk with students of these communities.

2.1. Participation in Pre-school and Pre-primary Education

Early childhood is an important stage of life in the aspect of physical, intellectual, emotional and social development of the child. Increase of mental and physical capabilities evolves significantly and a very high percentage of learning occurs from birth until the age of 6. Pre-school education in Kosovo is organized through public and private kindergartens which have a special tariff that must be paid. Taking into account the extreme poverty that Roma, Ashkali and Egyptian communities are faced with, such tariff is the main obstacle for inclusion of their children in the pre-school education system. Also, there is a very low level of awareness of these communities with regards to realizing the role and importance of education at this stage of children’s development.

The importance of enrolling children of Roma, Ashkali and Egyptian communities in pre-school grades, as a preparatory grade for children aged 5 – 6 years old, prior to their starting primary education is also very essential. Such preparation provides the possibility for these children to overcome language and cultural barriers, to socialize and receive certain preparation for their access to the primary level of education. Preparatory classes are lessons organized within the school, they are free of charge and in most cases they are conducted based on the support provided from organizations of civil society for education institutions at local level.

According to MEST statistics, in school year 2017/18, the number of Roma, Ashkali and Egyptian children in pre-school education (0-6 years old) in kindergartens was increased with 35 children, compared to the school year 2016/17 where only one Roma child was attending the pre-school education (Table 4). The total number of children in pre-school education (0-5 years old) and pre-primary education (5-6 years old) in public and private institutions, including Serb institutions in 2016/17, was 29,473⁹.

Table 4. Number of Roma, Ashkali and Egyptian children in pre-school education (3-6 years old) by gender and municipalities in the school year 2017/18

Municipality	Grade	Ashkali		Roma			Egyptian		Total
		M	T	M	F	T	F	T	
Gjakova	Group 3-4	0	0	1	0	1	0	0	1
	Group 4-5	0	0	1	0	1	0	0	1
	Group 5-6 Pre-school (Kindergarten)	0	0	14	2	16	7	7	23
	Total	0	0	16	2	18	7	7	25
Kamenica	Group 4-5	0	0	4	2	6	0	0	6
	Total	0	0	4	2	6	0	0	6
South Mitrovica	Group 5-6 Pre-school (Kindergarten)	1	1	0	0	0	0	0	1
	Total	1	1	0	0	0	0	0	1
Prizren	Group 3-4	0	0	0	1	1	0	0	1
	Group 4-5	0	0	1	0	1	0	0	1
	Group 5-6 Pre-school (Kindergarten)	0	0	1	1	2	0	0	2
	Total	0	0	2	2	4	0	0	4
Total	1	1	22	6	28	7	7	36	

Source: MEST Statistics on 2017/18 school year

However, data regarding participation in pre-school education cannot be taken as a reflection of the real situation, given that these data do not include children attending programmes in Learning Centres that are managed by various organizations of the civil society. Vast majority of children from Roma, Ashkali and Egyptian communities attend pre-school education in learning centres which are mainly in their settlements and function primarily in addressing their needs.

In most of Kosovo municipalities there are no classes for pre-school education and there is no regulation in place for facilitation of requirements for enrolment in and attendance of pre-school programme by Roma, Ashkali and Egyptian children. There is only one public kindergarten in Fushë Kosova, for services of which citizens have to pay 50 euro per month and both parents have to be employed in order to meet the criterion for enrolment. Both requirements render an obstacle for Roma, Ashkali and Egyptian communities considering that they face difficult economic situation and have a high level of unemployment with 95% of Roma, Ashkali and Egyptian communities are unemployed.

Although the Strategy foresees encouraging attendance to pre-school education, by supporting community-based pre-school programmes and subsidizing enrolment fees in public pre-school institutions for Roma, Ashkali and Egyptian children, such measures were not undertaken by the Government during 2017. Based on the field information, no case of pre-school classrooms were reported to have been opened in schools attended by children of Roma, Ashkali and Egyptian communities, in order to develop necessary preparations for their inclusion in the compulsory education. Furthermore, there is an remarkably low level of inclusion of Roma, Ashkali and Egyptian teachers.

With regards to inclusion of Roma, Ashkali and Egyptian children in pre-primary level of education (5-6 years old) in primary and lower secondary schools, the situation is an issue of concern because data from EMIS for the year 2017/2018 show that the number of children in pre-primary education is 388 children (Table 5), which indicates a decrease of 35% compared to the previous school year 2016/17, when there were 597 children in total, out of which 289 were Roma, 175 Ashkali and 133 Egyptians.

Table 5. Number of Roma, Ashkali and Egyptian children in pre-primary education (5-6 years old) by gender and municipality in school year 2017/18

Municipality	Ashkali			Roma			Egyptian			Total
	M	F	T	M	F	T	M	F	T	
Deçan	2	2	4	0	0	0	1	1	2	6
Gjakova	26	22	48	5	11	16	8	4	12	76
Istog	5	4	9	1	0	1	5	6	11	21
Klina	4	5	9	2	2	4	0	2	2	15
Kamenica	0	0	0	5	8	13	0	0	0	13
South Mitrovica	1	0	1	1	0	1	0	0	0	2
Lipjan	19	17	36	2	1	3	0	0	0	39
Obiliq	9	12	21	0	0	0	0	0	0	21
Rahovec	3	1	4	2	4	6	1	2	3	13
Peja	2	2	4	10	9	19	2	8	10	33
Podujeva	6	5	11	1	1	2	0	0	0	13
Prishtina	5	0	5	0	1	1	0	0	0	6
Prizren	8	7	15	7	12	19	6	2	8	42
Shtime	10	7	17	0	0	0	0	0	0	17
Suhareka	4	4	8	0	0	0	0	0	0	8
Ferizaj	35	28	63	0	0	0	0	0	0	63
Total	139	116	255	36	49	85	23	25	48	388

Source: MEST Statistics for the school year 2017/18

2.2. Participation in Primary and Secondary Education

In the school year 2017/18, the number of Roma, Ashkali and Egyptian students in primary and lower secondary education is 5,693 (Table 6), which represents an increase of 2.7% compared to the school year 2016/17 when there were 5,542 children, out of which 1,276 were Roma, 3,398 Ashkali and 868 were Egyptians. The total number of students in primary and lower secondary education in public and private institutions, including Serbian institutions, in school year 2016/17 was 255,093.¹⁰

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MEST Statistics for school year 2016/17.

Table 6. Number of Roma, Ashkali and Egyptian students in primary and lower secondary education by gender and municipality in school year 2017/18

Municipality	Ashkali			Roma			Egyptian			Total
	M	F	T	M	F	T	M	F	T	
Deçan	33	26	59	2	0	2	12	15	27	88
Gjakova	284	240	524	340	289	629	89	85	174	1327
Gjilan	0	0	0	0	1	1	0	0	0	1
Istog	32	29	61	10	9	19	142	130	272	352
Klina	88	77	165	27	35	62	4	8	12	239
Fushë Kosova	272	223	495	3	5	8	15	11	26	529
Kamenica	0	0	0	81	77	158	0	0	0	158
South Mitrovica	27	25	52	0	4	4	0	0	0	56
Lipjan	164	190	354	26	18	44	0	0	0	398
Obiliq	73	63	136	0	0	0	0	0	0	136
Rahovec	8	17	25	37	33	70	23	15	38	133
Peja	27	16	43	173	165	338	84	91	175	556
Podujeva	67	58	125	3	4	7	0	0	0	132
Prishtina	31	34	65	2	4	6	2	1	3	74
Prizren	124	120	244	191	182	373	12	2	14	631
Skënderaj	4	0	4	0	0	0	0	0	0	4
Shtime	71	58	129	0	2	2	0	0	0	131
Suhareka	53	51	104	3	3	6	0	0	0	110
Ferizaj	315	306	621	1	0	1	0	0	0	622
Viti	0	2	2	0	0	0	0	0	0	2
Vushtrri	4	4	8	0	0	0	0	1	1	9
Malisheva	0	2	2	3	0	3	0	0	0	5
Total	1677	1541	3218	902	831	1733	383	359	742	5693

Source: MEST Statistics for school year 2017/18

According to the assessments of the organized focus groups, the attendance of students of Roma, Ashkali and Egyptian communities in primary education (grades 1-5) is considered to be quite high. Students at this level of education make fewer absences and there are fewer cases of school dropout at this level. On the other hand, the attendance of students of Roma, Ashkali and Egyptian communities in lower secondary education (grades 6-9) is considered to be lower than the one in primary level, in terms of both, absences of students and school dropout. Such phenomenon is assessed to be mainly linked with the unfavourable economic status of these communities; however, it occurs also due to other factors such as:

- ✓ Because of difficult financial situation, many parents have their children stop going to school (boys mainly) and make them either work or beg.
- ✓ Because of difficult financial situation, many parents have their children stop going to school (females mainly) and make them look after their families and do the housework.
- ✓ Students of this level are older and therefore make absences or drop out school when they lack the necessary school equipment or appropriate clothing as this makes them feel inferior compared to other students. The problem of clothing reflects in students' absences during winter season, in particular.
- ✓ Single subject teachers are not as cautious as grade teachers (of primary school) are towards these students. Besides, the evaluation (grading) at lower secondary school is more rigorous than during primary education, therefore, given that students of these communities display poorer results and they risk repeating the year, this influences the students in losing their self-confidence and their demotivation to attend schooling.

MEST provides free text books for all students in compulsory education (grades 1-9). During 2016, around 5414 students of Roma, Ashkali and Egyptian communities benefited free text books and other learning materials.

Similarly, in school year 2017/18, the number of Roma, Ashkali and Egyptian students in upper secondary education is 549 (Table 7), which represents an increase of 33% compared to the school year 2016/17 when there were 412 students, out of which 259 were Roma, 2 Ashkali and 151 were Egyptians. The overall number of students in upper secondary education in public and private institutions, including Serbian institutions, in the school year 2016/17 was 90,941.¹¹

Table 7. Number of Roma, Ashkali and Egyptian students in upper secondary education by gender and municipality in the school year 2017/18

Municipality	Ashkali			Roma			Egyptian			Total
	M	F	T	M	F	T	M	F	T	
Gjakova	15	35	50	49	15	64	9	7	16	130
Istog	2	0	2	0	0	0	37	5	42	44
Klina	7	0	7	2	2	4	10	4	14	25
Fushë Kosova	18	20	38	0	1	1	9	12	21	60
Kamenica	0	0	0	10	11	21	0	0	0	21
South Mitrovica	0	0	0	1	0	1	0	0	0	1
Lipjan	29	12	41	0	0	0	0	0	0	41
Obiliq	5	2	7	0	0	0	0	0	0	7
Rahovec	1	1	2	0	0	0	0	0	0	2
Peja	1	1	2	1	2	3	28	19	47	52
Podujeva	10	11	21	0	0	0	0	0	0	21
Prishtina	0	0	0	0	1	1	0	0	0	1
Prizren	0	5	5	31	23	54	2	0	2	61
Shtime	2	2	4	5	0	5	0	0	0	9
Ferizaj	44	27	71	1	0	1	0	0	0	72
Malisheva	1	0	1	1	0	1	0	0	0	2
Total	135	116	251	101	55	156	95	47	142	549

Source: MEST Statistics for the school year 2017/18

11 MEST Statistics for school year 2016/17.

Based on the assessments of the organized focus groups, the attendance of students of Roma, Ashkali and Egyptian communities in the upper secondary education (grades 10-12) is considered to be quite low, given that only a small number of students of the said communities enrol at this level of education. Nearly all the causes and/or reasons leading to non-attendance and school dropout at lower secondary education level, apply also for upper secondary education, except that for the latter one there are additional causes and reasons why students of these communities do not enroll, such as:

- ✓ The cost of upper secondary education are higher because transportation, clothing and school text books are required which have to be provided by the family itself and this is unaffordable for the vast majority of those families.
- ✓ Certain number of students (most of them being females) does not attend this level of education because of early marriages.
- ✓ Certain number of students does not attend this level of education because they choose to learn certain crafts which require less preparation and provide them a possibility for a sooner employment (e.g. hairdresser, tailor/dressmaker, etc).
- ✓ Given that students of these communities usually display poorer results during previous schooling, it is rather difficult for them to enroll in their preferred courses (mainly in gymnasiums); they are therefore forced to enroll only in certain courses of vocational training schools where the competition is rather low. As a result of that, they either do not enroll at all or they drop out school once they enroll.

Ministry of Education, Science and Technology, in cooperation with international partners for development and with non-governmental organizations (KFOS, KEC, HEKS, VoRAE, REF), has established a scholarship programme for Roma, Ashkali and Egyptian students attending upper secondary education. The purpose of this programme is to encourage students of these communities in attending and completing upper secondary education. The amount of the scholarship granted to students is 30 Euro per month, namely 300 Euro per year, an amount which is insufficient for all the children, especially for students commuting from rural areas into towns to attend lessons. Around 500 scholarships were granted in 2017, at national level, to students of of Roma, Ashkali and Egyptian communities in upper secondary education. In addition, in the framework of the project “EU SIMRAES II”, KEC implements the mentoring programme, a facilitating programme accomplished through mentors (professors of secondary schools to monitor attendance, success and to prevent eventual school dropout by students. As a rule, part of the mentoring programme is students displaying poorer performance and those who are more likely to drop out schooling.

In school year 2017/18, only 14 Roma, Ashkali and Egyptian teachers are engaged in pre-university education (Table 8), whereas the total number of teachers in pre-university education in the school year 2017/18 is 23,202, out of 535 educators are in pre-school level, 17,410 teachers in primary and lower secondary level and 5,257 teachers are in upper secondary level.¹²

12 MEST Statistics for school year 2016/17.

Table 8. Number of Roma, Ashkali and Egyptian teachers by education levels and by gender in school year 2017/18

Level	Roma			Egyptian			Ashkali			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Primary and Lower Secondary Education	2	3	5	1	3	4	2	0	2	5	6	11
Upper Secondary Education	0	0	0	0	1	1	2	0	2	2	1	3

Source: MEST Statistics for the school year 2017/18

On the other hand, in most of learning centres managed by civil society organizations, the engaged staff is of Roma, Ashkali and Egyptian communities. In this aspect, an example is the EU financed project “EU SIMRAES II” implemented by KEC which, in the seven municipalities where it is being implemented, has engaged around 15 facilitators and 90 tutors from the Roma, Ashkali and Egyptian communities. A similar practice is being implemented also by other organizations of the civil society, such as KFOS and BSFK, where in most of the areas they’re engaged in, the personnel working with students comes mainly from Roma, Ashkali and Egyptian communities. It is, however, worth pointing out that personnel at learning centres do not have academic titles, since the nature of assistance provided to children is informal.

A positive fact on inclusion of Roma, Ashkali and Egyptian children in schooling is the training of a considerable number of teachers in various programmes on inclusion, social justice, ethnic, cultural, religious and language diversity, etc. These trainings have been organized mainly by international and local governmental organizations. In this sense, the “EU SIMRAES II” project has trained 286 participants in the training programme “Social Justice Education” involving teachers, parents and learning centres’ staff. Out of them, 170 participants are teachers at schools attended by students of Roma, Ashkali and Egyptian communities. In addition, “Prospect Plus” project has trained on inclusion around 80 teachers and parents in the municipality of Suhareka, and around another 80 in municipality of Peja.

2.3. School Dropout

Beside the low level of education, members of Roma, Ashkali and Egyptian communities also face a large rate of school dropout. One of the main causes for school dropout by students of Roma, Ashkali and Egyptian communities is their parents’ low level of education. They do not, therefore, value the importance of education and as a consequence they have an influence on their children to drop out school. Besides this, there are many other social and economic factors that also affect school dropout, including the high unemployment rate among these communities, unfavourable economic status of many of such households, the phenomenon of early marriage among members of these communities, repeating of the school year because of poor performance, access to adequate infrastructure to reach school premises (road, lighting and lack of transportation), and so on.

Another cause for school dropout is immigration of families due to economic reasons and their repatriation in Kosovo, primarily due to language barriers or failure to adapt in the new environment which consequently affects the inclusion and the accomplishments in education of such children. It is reported that a large number of Roma, Ashkali and Egyptian families have immigrated abroad, especially during the last wave of immigration in end of 2014 and beginning of 2015.

Furthermore, children of Roma, Ashkali and Egyptian communities are oftentimes subject of discrimination in schools by their peer students and teachers. Although children of these communities and their parents face structural discrimination by education institutions, at school and class level in particular, they do hesitate to speak up openly about such occurrence but they rather back out, fearing eventual consequences in case of reporting.

In spite of the fact that for several years now the MEST applies an advanced system for collection and management of data in education, there are still no reliable statistics on the dropout rate. According to data for the school year 2016/17, 119 students of Roma, Ashkali and Egyptian communities have dropped out schooling (table 9).

Table 9. Dropouts by gender in the school year 2016/17

Grade	Ashkali			Roma			Egyptian			Three Communities		
	M	F	T	M	F	T	M	F	T	M	F	T
Grades 1-9	40	21	61	4	3	7	19	13	32	63	37	100
Grades 10-12	0	0	0	8	11	19	0	0	0	8	11	19
Total	40	21	61	12	14	26	19	13	32	71	48	119

Source: MEST Statistics for school year 2016/17

In 2012, MEST issued an Administrative Instruction assigning municipal level education institutions responsibility to establish and functionalize “Prevention and Response Teams against Dropout and Non-Enrolment in Compulsory Education” (PRTDN). Being mandatory at municipal and school level, the PRTDNs intend to coordinate activities in addressing the dropout and in combating the low rate of enrolment. Establishment of PRTDNs is an important step forward to provide the children of Roma, Ashkali and Egyptian communities the right to education and to support them in the learning process. During the stage of data collection for this report, it has been observed that PRTDNs were established in most of municipalities of Kosovo, both at municipal and school level. However, most of PRTDNs are not functional and there is no monitoring of their performance. In municipality of Fushë Kosova¹³, which has a large number of Roma, Ashkali and Egyptian communities, the establishing of PRTDN Team was indispensable because children of communities exhibit a higher prevalence of school dropout and absenteeism in regular attendance of lessons. Although the said team at municipal level and in cooperation with the teams established at school levels are functional, school dropouts in the concerned municipality remain to be an issue of concern.

Actions plans for prevention of school dropout, as part of school and municipality development plans, have not been drafted. The only actors working in prevention of school dropouts are mediators engaged by various non-governmental organizations. Several years have passed since the mediation programme started being implemented, a programme aiming to provide support in increasing access to education for children of Roma, Ashkali and Egyptian communities, thus encouraging children’s timely enrolment in school, improving attendance, as well as prevention of school dropout. Support activities of the mediation programme are chiefly accomplished in two modalities: (i) supporting activities at Learning Centres, and (ii) through education mediation activities at school, in family and community. Education mediation in Kosovo, as a programme, relies on European countries’ experience, while as an experience it was brought here and continues developing through projects supported by European Union and Council of Europe. To the present, the MEST has not drafted the specific legislation to support execution of education mediation programme in Kosovo.¹⁴

Besides the above-mentioned issues, other issues that influence school dropout are linked to monitoring of dropout by respective education institutions. Data collected from Municipal Education Directorates do not always match with the reports provided by school directors, thus proving that inadequate data collection methods were applied and that there is a lack of exchange of data between institutions. The issue of school dropout is not properly understood by all municipal and school officials responsible to address the concerned issue. In general, school dropout is calculated based on the change of the number of students enrolled at the beginning of the school year and the remaining number of students at the end of the school year. This method does not take into account the reasons that drive students to drop out school, such as transfers into other schools, deaths or leaving Kosovo, and as consequence it hampers an accurate calculation of school dropout.

13 Interview with Islam Shabanin, Director of MDE in Fushë Kosova, 16.10.2017.
14 Kosovo Pedagogical Institute, Research Report: Role of Mediators in the Integration of Roma, Ashkali and Egyptian Communities in the Education System, Prishtina, 2014.

2.4. Learning Centres

In line with the initiatives of Kosovo Institutions’ policy in the area of education of non-majority communities, non-governmental organizations supported by international donors have established learning centres as premises that provide supplementary education services for needy children, with the purpose of improving their performance at school and their integration in the wide society. Establishment of such centres was based on the needs of the communities, such as unsatisfactory level of children’s performance at school, irregular school attendance, school dropout and lack of social inclusion. The role of the learning centre is to provide programmes supporting supplementary learning and other education activities for children of Roma, Ashkali and Egyptian communities in the area of its operation. Learning centres, inter alia, support the increase of children’s participation in pre-university education, improvement of school attendance and learning results, decrease of school dropout, increase of communities’ awareness on the importance of education of children, active involvement of parents in children education and increase of opportunity for socialization of children.

Learning centres’ programmes create opportunities to develop communication skills, critical thinking, active listening, empathy and cultural understanding based on physical and emotional needs of children, through active learning methods. In general, learning centres’ programmes assist children to develop the understanding of logics and maths, writing and speaking, physical and social and cultural environment.

Kosovo wise, around 40 centres have been established and function in 15 municipalities of Kosovo, primarily in municipalities where Roma, Ashkali and Egyptian communities live. Taking into account that learning centres are managed by various NGOs, financed by various international donors and designated to various communities, they are structured and operate differently from each other. In general, the key activities conducted by LCs are supporting children, preparation for enrolment at school, assistance in completing homework, ensuring regular attendance of students in compulsory education, working with students that have dropped out school, recreational activities, as well as other activities related to education of the concerned communities.

The learning centre of the organization ‘The Ideas Partnership’ in Fushë Kosova, provides supplementary learning for students of Roma, Ashkali and Egyptian communities by following the learning programme applied in the Primary and Lower Secondary School (PLSS) “Selman Riza” in Fushë Kosova where most of the beneficiaries of this centre attend lessons. Supplementary learning is provided by volunteers and the learning programme is prepared by the pedagogue of the learning centre, who also monitors the implementation of such learning programme, which intends to also reflect the expected learning results. Besides the basic subjects, such as Albanian language, Maths and English language, the learning programme also consists of topics from the area of health, life and labour, as well as recreational activities. Thus, besides increasing students’ capacities in the academic aspect, this learning centre also aims to develop other skills of beneficiaries, such as communication culture, working habits, socializing and increasing awareness on the importance of education.¹⁵ According to the pedagogue “rather than harmonizing learning programmes among different learning centres in the country, it is necessary to adjust learning plans and establish a closer cooperation between the school attended by children and the learning centres where the same children attend supplementary learning.”¹⁶ Such coordination between the school and the learning centres would enable learning centres to provide even better academic support to children during supplementary learning.

15 Interview with Valentina Osmani, Pedagogue and Coordinator for Teaching at Learning Centre Ideas Partnership in Fushë Kosova, 18.10.2017.

16 Interview with Hysni Hasanin, Project Coordinator at Learning Centre Ideas Partnership, 18.10.2017.

Most of the actors confirm that learning centres contribute to improvement of performance in school. Their work has resulted in more regular attendance in school, better grades, lower dropout rates and increase of social inclusion of Roma, Ashkali and Egyptian children, in particular. Among the main LCs activities, the most influencing activity is the assistance provided to children in completing their homework, which has directly influenced their performance in school.

LCs function primarily through financial support from donors and such support cannot be provided on long-term bases. The MEST did not develop a concrete strategy on their financial sustainability, therefore they rely on voluntarism of civil society organizations. Despite the fact that the Strategy foresees the support of Learning Centres' work, the MEST did not allocate funds to provide support to such centres. A large number of memorandums of understanding have been signed in the recent years between central and local authorities, through which the authorities have pledged to provide school premises for the LCs to conduct their activities. In financial terms, the MEST and local authorities have failed to allocate the budget that would maintain LCs functional. Some of the learning centres have been supported by municipal authorities by providing free-of-charge use of school premises and have been exempted from paying utilities. Municipality of Fushë Kosova and municipality of Gracanica have also provided support in supplying with coal to ensure heating during winter months for the premises of learning centres.

A positive step towards recognition of work of these centres and inclusion of their activity within the institutional framework is the approval of Administrative Instruction No. 12/2017 on Establishment and Functioning of Learning Centres¹⁷ by the MEST in August 2017. This Instruction determines the criteria and procedures of establishing and functioning of learning centres, which provide support through supplementary learning and other education activities to children of pre-primary and primary ages in Kosovo, in particular for students of Roma, Ashkali and Egyptian communities. The Instruction foresees licencing of learning centres according to the stipulated requirements, and binds all learning centres to harmonize their activities and regulations within a time period no later than twelve (12) months from the date of entry into force of this Administrative Instruction. Also, all the centres that have functioned prior to entry into force of this administrative instruction and which do not meet the criteria set forth by this administrative instruction related to the personnel of the learning centre, have a deadline of five (5) years to meet the criteria for qualification in compliance with this administrative instruction.

17 <http://masht.rks-gov.net/uploads/2017/08/ua-masht-nr-12-2017-per-themelimin-dhe-funksionimin-e-qmpdf.pdf>

2.5. Higher Education for Communities

The number of students from Roma, Ashkali and Egyptian communities enrolling in university education, namely in faculty, is very low despite the fact that public universities in Kosovo have certain quotas for enrolment of these students in universities. This low level of inclusion in higher education is primarily connected with the difficult economic situation of families from these communities because the cost of studies is quite high consisting of payment of semesters, commuting or accommodation, food, study materials, etc. In addition to this, the fact that numerous members of these communities fail to get employed, though having completed their studies, also contributes to demotivation of members of these communities to pursue university studies and later on such cases serve as demotivating models for the young people of these communities.

Notwithstanding the lack of accurate data on participation in higher education, a constant increase is observed in the number of students from Roma, Ashkali and Egyptian communities. According to information from the MEST - Division for Communities, in academic year 2016/17, in public institutions for higher education, 11 candidates of Roma community have applied in bachelor studies and 5 of them were admitted, 49 candidates of Ashkali community applied out of which 25 were admitted, and 25 of Egyptian community applied out of which 12 were admitted. Whereas, regarding the number of students attending post-graduate studies, MA and PhD, the MEST has provided only general figures referring to all communities.¹⁸ Representatives of Roma, Ashkali and Egyptian communities in Kosovo, as well as representatives from the management of public universities in Kosovo, continually reported on numerous abuses of enrolment quotas for students from non-majority communities in public universities of Kosovo.

Among the main difficulties that young people of Roma, Ashkali and Egyptian communities face in enrolling in higher education institutions is their harsh economic situation which consequently affects continuation of studies by members of these communities, as well as their failure to reach the minimum threshold of scores required for admission in university. The programme supported by Roma Education Fund in Kosovo, called "Roma Versitas" continues supporting with scholarships students from these three communities in their university studies. During 2017, 80 students have benefited from this programme, whereas 54 other students remained on the wait-list due to lack of funds. During academic year 2016/17, the MEST provided only 7 scholarships for students from Roma, Ashkali and Egyptian communities in the amount of 500 euro per student.

With the purpose of increasing registration and maintaining Roma, Ashkali and Egyptian students in the higher education, the Strategy foresees the development of special positive measures and various preparatory programmes. Notwithstanding this fact, during 2017 Kosovo Government has not undertaken any measure in terms of providing intensive courses for potential candidates from the said communities to prepare them for the admission exam, or monitoring programmes to support students of these communities during their course of studies.

In 2016, MEST approved the Administrative Instruction No.09/2016 for Application of Affirmative Measures and Quotas for Registration of Students of Non-Majority Communities in the Public Institutions of Higher Education.¹⁹ The said instruction foresees application of affirmative measures for registration of members of communities in public universities and determines the quota of 12% reserved seats in all public universities of Kosovo by introducing the form of ethnical self-identification through verification by municipal offices for communities and returns, political parties or civil society organizations. The new mechanism, introduced by this administrative instruction is in compliance with

18 For PhD studies 11 students applied, whereas 2 were admitted. For MA studies 61 students applied and 36 are admitted.
19 <http://masht.rks-gov.net/uploads/2016/06/ua-masht-09-2016-aplikimi-i-masave-afirmative-dhe-vendeve-te-rez-al.pdf>

the international standards on human rights that foresee declaration of ethnic identity by way of self-identification. The administrative instruction also foresees quota for students of these communities in student dormitories; however, the vacancies announced on the first round did not include this criterion.

EMPLOYMENT AND SOCIAL WELFARE



3. Employment and Social Welfare

Poverty among the Roma, Ashkali and Egyptian communities is a distinct phenomenon and a characterising feature of the living standard of these communities. The level of poverty of these communities, at both national and individual level, based on the income per capita is quite high compared to other communities in Kosovo and there is a continuous tendency to further declining. Being always characterised by low level of education, the low level of skills and educational and professional background, as well as opportunities to get integrated in the labour market, individuals from these three communities have no possibility to benefit from various changes even when such changes were positive for other parts of the society. The harsh situation in the labour market is considered to be one of the main causes that made a considerable number of members of these communities to immigrate with the last wave of immigration that broke through by the end of 2014 and in the beginning of 2015.

The income level of families of Roma, Ashkali and Egyptian communities appears to be very low and insufficient for the vast majority of their families to live a life in normal conditions. Data from the Multiple Indicators Cluster Survey (MICS, 2013-2014) for Roma, Ashkali and Egyptian children under 18 years old, show that they are also deprived of basic rights and needs, such as nourishment, health, education and proper accommodation.²⁰

In November 2016, Kosovo Education Centre conducted a survey on the overall position of Roma, Ashkali and Egyptian communities and the problems they confront with in Kosovo, by interviewing 150 members of families of Roma, Ashkali and Egyptian communities in three municipalities: Municipality of Gjakova, Municipality of Peja and Municipality of Istog.²¹ According to the findings of this survey, it appears that the trend of living in large, multiple-member families is a surpassed way of living in these three communities, given that it could be observed that their members primarily live in small families consisted of the core family, with an average of around 6 members, whereas multiple-member families are rather rare. Based on the findings of this survey, 63.3% are families with 1 up to 6 members, 26% are families with 7 up to 8 members, and only 10.7% are families with 9 up to 13 members.

In addition, findings of the said survey ascertain that the income of the family suffices only for survival. The level of monthly income (from all sources: salaries, pensions, social assistance, remittances, from personal working, from farming, assistance from various individuals or organizations) of families of these three communities, appears to be exceptionally low, which in turn makes it impossible for most of their families to live in decent conditions. More than half of families (53.7%) realize monthly income from 0 up to 200 Euro per month, whereas 27.3% of families realize monthly income from 200 up to 350 Euros. The overall average of monthly income of a family from these three communities is 252.84 Euros per month. If we divide this average with the average number of members of the families (6 members), it then results that 1 person lives with 42.14 euros per month, namely with 1.4 euro per day.

20 Kosovo Agency of Statistics. (October, 2014). Roma, Ashkali and Egyptian Communities in the Republic of Kosovo: Multiple Indicators Cluster Survey 2013-2014.

21 Kosovo Education Centre, Report from the Research "The Position of Roma, Ashkali and Egyptian Communities in Kosovo", Gjakova, Peja, Istog, Prishtina, November 2016.

3.1. Unemployment and Labour Market

Unemployment rate is much higher among Roma, Ashkali and Egyptian communities than among other ethnical communities in Kosovo, which is interlinked with many social aspects and immense consequences in the development of these communities. Only a small number of them are employed in the public and private sectors, whereas most of them are unemployed, although they are constantly looking for a job, or are self-employed doing all kinds of jobs. The jobs they are engaged in are most often on temporary basis and, primarily, physical labour jobs that do not require high skills and are not well paid.²² Additionally, a great percentage of them, females in particular, are housewives, whereas a certain number of them, males mainly, work in farming. According to the data from the United Nations Development Programme (UNDP), in 2011, the unemployment of Roma and Ashkali communities had reached the rate of 60%, and 80% for Egyptian community, which shows a huge unemployment rate among the members of these communities compared to other ethnic groups whose unemployment rate was around 38-50%.²³

Some of the main causes of the current employment situation are either specific to these communities or affect these communities more than others, and they are: an average lower level of education/skills of these communities, discrimination in the labour market and lower access to informal connections/networks that would enable their employment²⁴. The labour market situation is even more serious for women of Roma, Ashkali and Egyptian communities, having only 9% of them employed²⁵. The reasons for gender differences are interrelated and include early marriages, lower level of education (compared to men), and gender stereotypes where a woman is considered responsible person to look after the house and family²⁶.

In general, access to employment services and vocational training provided by Ministry of Labour and Social Welfare (MLSW) and other organizations, is limited due to the level of information of job seekers and the capacity of MLSW to provide services to such a large number of job seekers. In the case of Roma, Ashkali and Egyptian communities, the level of information of job seekers is low and they confront numerous obstacles for participation in active labour market measures (ALMM) which are related to the criteria of some schemes, such as the level of education/prior knowledge, etc., which in most of the cases are excepting criteria for these communities.

The level and quality of research on labour market situation does not include data with reference to Roma, Ashkali and Egyptian communities. Consequently, comparing the performance of these communities in the labour market against the average at national level is rather difficult. MLSW in its regular statistics does not report on the level of specific communities and does not publish reports with regards to the benefits these communities gain from the services and measures provided by MLSW.

22 Kosovo Foundation for Open Society (KFOS), the Position of Roma, Ashkali and Egyptian Communities in Kosovo, 2010, and International Labour Organization, Transition of the Youth in a Good Job: Evidence from Kosovo, the ILO Document on Employment Policies 2007/4.

23 UNDP Remittances Survey 2011: Kosovo Human Development Report 2012. Private Sector and Employment, (UNDP, 2012).

24 International Labour Organization, Young People's Transition to Decent Work: Evidence from Kosovo, ILO Employment Policy Paper 2007/4. Although the situation with regards to the level of education is changing, differences exist compared to other communities, particularly among the current part working age part of population.

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

26 Kosovo Centre for Gender Studies and Network of Organizations of Roma, Ashkali and Egyptian Women of Kosovo, Position of Roma, Ashkali and Egyptian Women in Kosovo, 2008.

Roma, Ashkali and Egyptian communities do not possess appropriate information on employment offices, on vocational training centres, and on the beneficiary categories of social schemes. Lack of information campaigns regarding these services reduces the possibility of these communities to have access in the labour market. Notwithstanding activities foreseen in the Strategy, during 2017, the MLSW did not organize any information campaign on employment services and ALMMs, including vocational training. In addition, MLSW failed to hire employment counsels from the ranks of Roma, Ashkali and Egyptian communities.

The number of job seekers from the ranks of Roma, Ashkali and Egyptian communities registered in public employment services until 2017 is 5,552 (Table 10) or 5.2% of the total number of the registered job seekers (106,673).

Table 10. Registered job seekers by ethnicity

Ethnicity	Gender		
	T	F	M
Albanian	90,432	41,010	49,422
Serb	6,790	3,060	3,730
Other	3,899	1,948	1,951
Roma	1,940	826	1,114
Ashkali	2,860	1,033	1,822
Egyptian	752	336	416
Tota	106,673	48,218	58,455

Source: Employment Management Information System, EARK, December 2017

Among the registered job seekers from the ranks of members of Roma, Ashkali and Egyptian communities, 60.4% are males, whereas 39.6% are females. Among the registered job seekers, the age group of 15-24 years old dominate (with around 46.52%), whereas the age group of 25-39 years old and 40-54 years old consist of about 31.49% and 17.4%, respectively (Table 11).

Table 11. Registered job seekers by age group in 2017

Grade	Roma			Ashkali			Egyptian			Three Communities		
	T	F	M	T	F	M	T	F	M	T	F	M
15-24	85	46	39	138	56	82	71	39	32	294	141	153
25-39	61	24	37	76	29	47	62	32	30	199	85	114
40-54	38	19	19	42	24	18	30	16	14	110	59	51
55+	14	9	5	9	4	5	6	3	3	29	16	13
Total	198	98	100	265	113	152	169	90	79	632	301	331

Source: Employment Management Information System, EARK, December 2017

The biggest number of registered job seekers from the ranks of Roma, Ashkali and Egyptian communities are either unqualified or have completed primary school (87.67%), whereas 11.39% have completed secondary school (Table 12).

Table 12. Job seekers registered by qualification in 2017

Level of Education	Roma			Ashkali			Egyptian			Three Communities		
	T	F	M	T	F	M	T	F	M	T	F	M
No education	127	56	71	168	78	90	75	39	36	370	173	197
Grades I-IX (primary school)	47	29	18	68	24	44	69	37	32	184	90	94
Secondary vocational education	22	12	10	27	11	16	21	13	8	70	36	34
Secondary education gymnasiums	1	0	1	1	0	1	3	1	2	5	1	4
Bachelor	1	1	0	1	0	1	1	0	1	3	1	2
Master	0	0	0	0	0	0	0	0	0	0	0	0
PhD	0	0	0	0	0	0	0	0	0	0	0	0
Total	198	98	100	265	113	152	169	90	79	632	301	331

Source: Employment Management Information System, EARK, December 2017

For job seekers registered at Employment Office, the MLSW provides counselling services, labour mediation, vocational training and participation in various schemes of active labour market measures (e.g. subsidizing salaries, work practice, projects for seasonal employment, business start-up grants, etc.). Participation of non-majority communities in ALMMs is usually ensured through the quota for these communities, provided under the ALMM schemes. Designing and monitoring of services and ALMMs is not conducted by active participation of NGOs of Roma, Ashkali and Egyptian communities.

The goal of the active labour market measures is alleviation of unemployment. “Vocational Training” is one of the most important measures provided in eight Vocational Training Centres (VTCs) that operate under the administration of Employment Agency of the Republic of Kosovo (EARK). Vocational Training Centres provide free of charge training for job seekers for a specific vocation by focusing on the implementation of skills and practical knowledge through classroom learning as well as in various laboratories. The purpose of these trainings is to facilitate an increase or an adjustment of vocational knowledge, skills and necessary attitudes for an efficient performance in a certain vocation, with the purpose of increasing the perspective of participants in employment or in keeping their current jobs.

“Public Jobs” measure provides short-term employment while improving local infrastructure. The goal of public work programmes is generating temporary employment for the registered unemployed through implementation of intensive projects that absorb work force, as well as maintenance and rehabilitation of communal assets and public spaces.

“Subsidy for Employment” measure intends to create employment opportunity for job seekers by subsidizing employers to hire them on long term period. Participants in this scheme are expected to remain in that work place after the end of the subsidy period. Those are direct transfers to employers in order to encourage them to employ the particular groups with difficulties to find jobs. Additionally, subsidy for employment can help employers expand their business and employ new staff, thus creating more working places.

The main intent of “Self-Employment” measure is to provide opportunities for registered unemployed to start a business activity. This measure helps the unemployed to start a business or by providing training and counselling to self-employees in developing and managing a business. The main goal of this measure is addressing unemployment through self-employment, as well as by creating new working places in small companies.

“Job Practice” measure intends to provide opportunities of gaining valuable experience in the working environment for participants seeking to enter a specific field of the career. The main goal of this measure is to develop the skills and increase perspectives for employment of the recently graduated persons. The intent of the measure is increasing of employment perspectives of the unemployed seeking a job for the first time.

“Job Training”, means the training provided by an employer to the job-seeker during his/her engagement in productive work which develops knowledge and skills essential to performing a specific job with an adequate performance. The main intent of this measure is to increase the skills and prospects of job-seekers for employment.

In 2017, the number of ALMM beneficiaries from the ranks of Roma, Ashkali and Egyptian communities was 112 (24 women) and they constituted 4% of the total number of beneficiaries from the ALMMs (2,800 beneficiaries) (Table 13). Some ALMMs for Roma, Ashkali and Egyptian communities are provided also within the repatriating activities. As of 2012, Ministry of Internal Affairs (MIA), in cooperation with MLSW and UNDP, conducted activities in support of training and employment of repatriated persons as part of the Active Labour Market Programme for Young People of Kosovo. Within the re-integration programme, funding of business plans is provided for repatriated persons who meet the criteria set forth under the Regulation QRK No. 04/2016 for re-integration of repatriated person and management of re-integration programme.

Table 13. Beneficiaries of ALMMs, by ethnicity and by type in 2017

Ethnicity	Active Labour Market Policy (ALMP)														
	Scheme of practice			Public work			Subsidy of salaries			Training at working place			Self-employment		
	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
Roma	2	0	2	2	0	2	8	0	8	9	4	5	6	0	6
Ashkali	4	1	3	21	0	21	20	2	18	22	11	11	3	0	3
Egyptian	5	3	2	3	0	3	2	1	1	5	2	3	0	0	0
Albanian	656	408	248	785	41	744	630	254	376	386	198	188	21	2	19
Serb	24	6	18	50	6	44	34	12	22	47	20	27	0	0	0
Other	19	10	9	12	0	12	16	7	9	3	1	2	5	0	5
Total	710	428	282	873	47	826	710	276	434	472	236	236	35	2	33

Source: Employment Management Information System, EARK, December 2017

In 2017, out of a total of 710 beneficiaries, 11 candidates members of Roma, Ashkali and Egyptian communities were included in the practice scheme. In 2017, 36 candidates members of Roma, Ashkali and Egyptian, out of 472 beneficiaries, attended job training in a company. Additionally, during the same year, out of 873 beneficiaries, 26 candidates members of Roma, Ashkali and Egyptian communities were included in temporary employment through the public work scheme. Under the salary subsidy scheme, 30 members of Roma, Ashkali and Egyptian communities have benefited, out of 710 beneficiaries; whereas under the self-employment scheme 9 members of Roma, Ashkali and Egyptian communities have benefited, out of 35 beneficiaries.

According to data of MLSW, in 2017, 67 regular mediations were accomplished (19 of them being women) in employment, by the Office for Employment, for members of Roma, Ashkali and Egyptian communities which represents 3% of the overall number of regular mediations in employment under ALMM (2,198 beneficiaries) (Table 14).

Table 14. Regular Employment Mediations in 2017

Ethnicity	T	F	M
	Albanian	2012	740
Serb	57	26	31
Other	62	33	29
Roma	18	11	7
Ashkali	27	5	22
Egyptian	22	3	19
Total	2198	818	1380

Source: Employment Management Information System, EARK, October 2017

In 2017, the trend of inclusion in vocational training marked a decline compared to the previous year. While in 2016, 301 candidates of members from Roma, Ashkali and Egyptian communities were trained in Vocational Training Centres; only 169 candidates (Table 15) were trained in 2017, which shows a decrease of 44%.

Table 15. Members of Roma, Ashkali and Egyptian Communities Involved in Training

Vocational Training Centre (VTC)				
	Roma	Ashkali	Egyptian	Total
Ferizaj	9	5	3	17
Prizren	22	7	1	30
Gjilan	3	-	-	3
Mitrovica	-	4	2	6
Peja	8	8	27	43
Prishtina	11	7	3	21
Gjakova	13	3	33	49
Total	66	34	69	169

Source: MLSW, Period January – September 2017

3.2. Social Assistance and Pensions

The vast majority of members of Roma, Ashkali and Egyptian communities live in extreme poverty²⁷ and they continue facing difficult living conditions²⁸. The situation is particularly harsh for the 20% of the poorest of these communities and families living in rural areas²⁹. The UNDP study of 2013³⁰ in the municipalities of Fushë Kosova and Obiliq found that two thirds of Roma community families, nearly half of Ashkali community, and over one third of Egyptian community, encounter difficulties in meeting the ends for food and other elementary necessities.

27 World Bank, Kosovo Country Snapshot, 2015.

28 Kosovo Agency of Statistics, Roma, Ashkali and Egyptian Communities in the Republic of Kosovo, Multiple Indicators Cluster Survey 2013-2014; European Commission, Kosovo Progress Report, 2015; United Nations Development Programme (UNDP), Human Development Report, 2010.

29 Kosovo Agency of Statistics, Roma, Ashkali and Egyptian Communities in the Republic of Kosovo, Multiple Indicators Cluster Survey 2013-2014.

30 United Nations Development Programme (UNDP), Community Vulnerability Assessment Report, 2013.

In order to alleviate the poverty level in Kosovo, only two schemes of social assistance are in place. Social assistance of first category consists of families³¹ whose members are all dependants and incapable to perform paid work³² and none of them is employed (the amount varies from 50 Euro per family of one member up to 150 Euro for families of 15 members)³³. Social assistance of second category is realized by families with one family member capable of working (who must be registered as an unemployed with the Office for Employment) and with at least one child under the age of five or who have permanent care over an orphan under the age of fifteen (the amount varies from 50 Euro per family with one member, up to 150 Euro with 15 members). Beneficiary families of social assistance, for each child up to the age of 18 realize a financial benefit of 5 euro in the form of child allowance, with the purpose to encourage education and improvement of health, and they are eligible to apply for exemption from payment of up to 20 Euros of monthly electricity consumption. Additionally, they are exempt from paying utilities, from water and heating expenses, and their costs for registering the semesters at public universities are also covered.

The assessment criteria to benefit from the social assistance are not favourable for Roma, Ashkali and Egyptian communities. These three communities are excluded from such benefits because of some criteria that do not fit the Kosovo conditions and circumstances. It is worth pointing out that in the event a family works for a few days and receives the payment through the bank, the family loses social assistance. In this aspect, one of the evident problems of social assistance is also seasonal employment in some municipalities where a part of members of Roma, Ashkali and Egyptian communities are involved. On that occasion, as soon as a member of the community, that is also a beneficiary of the social assistance scheme, gets engaged in seasonal work, his social assistance is terminated and it is difficult for him/her to return to the list of beneficiaries, thus influencing the lack of interest for engagement in seasonal work.

The Government failed to organize information campaigns on security and social services schemes and about the criteria to have access to such schemes. Due to lack of information, most of families of Roma, Ashkali and Egyptian communities apply for the second category of social assistance where the key criterion is that a family must have at least one child under the age of five. Meeting this requirement increases the birth rate, which in turn increases the level of poverty.

Failure to conduct the civil registration of Roma, Ashkali and Egyptian communities³⁴ presents another obstacle in accessing social security. According to the Law on Social Assistance Schemes, in order to qualify for social assistance, all family members must be equipped with Kosovo personal documents. Although there are no accurate data on the number of members of these communities who are not registered³⁵, it is assessed that a considerable number of members from these communities are not registered in civil books. In this direction, Kosovo Government has undertaken positive steps in encouraging registration by organizing information and awareness campaigns on the advantages of civil registration, consequences of non-registration, as well as by exempting them from paying registration fees.

31 According to the Law on Social Assistance Scheme (Article 2, paragraph 1) a family is composed of those persons whose needs are considered in determining eligibility and the amount of Social Assistance, and shall be defined as being made up of the applicant or recipient and all of the following family members that are present in the household.

32 Dependant person – shall be defined as an individual who belongs to one of the following groups: persons who are over eighteen years of age (18 years old) and who have permanent and severe disabilities rendering them unable to work for remuneration, persons who are sixty-five (65) years of age or older, full-time carers of a person(s) with permanent disability or of a person(s) at or over the age of sixty-five (65) needing full time care, or of a child(dren) under the age of five (5), persons up to fourteen (14) years of age, persons between the ages of fifteen (15) and eighteen (18) inclusive and who are in full-time secondary education, single parents with at least one child under the age of fifteen (15).

33 Kosovo Agency of Statistics, Social Welfare Statistics 2015, 2016.

34 OSCE, 2012, Contribution on Reviewing of the Action Plan Progress of the Strategy for Integration of Roma, Ashkali and Egyptian Communities in Kosovo 2009-2015.

35 European Union, Kosovo Progress Report, 2015.

On one hand, based on the data of MLSW, 2,526 families of Roma, Ashkali and Egyptian communities have received social assistance during 2017 (Table 16), which consists 10% of the overall of beneficiary families in Kosovo. The total number of families on the social assistance scheme is 25,270 families. On the other hand, data indicate that the number of families from Roma, Ashkali and Egyptian communities that benefited social assistance has marked an increase of 28.8% from 2015 (1,961 families) thus increasing the benefited monetary value.

109 children with disabilities of age group 1-18 years old from communities of Roma (33), Ashkali (58), and Egyptian (18) have benefited 100 Euro/month during 2017 under the Scheme for Families of Children with Disabilities.

Table 16. Families and family members of Roma, Ashkali and Egyptian communities under SAS

Ethnicity	No. of Families		No. of Members		Amount	
		%		%		%
Roma	939	3.99%	4,234	4.03%	90,828.75	3.90%
Ashkali	1,282	5.28%	6,215	5.90%	128,393.75	5.50%
Egyptian	305	1.30%	1,503	1.42%	30,958.75	1.33%
Total	2,526	10.57%	11,952	11.35%	250,181.25	10.57%

Source: MLSW, December 2017

In general, according to data from MLSW, the biggest number of social assistance beneficiary families from the ranks of Roma, Ashkali and Egyptian communities is in Fushë Kosova (452 beneficiaries), in Gjakova (318), Obiliq (240), Ferizaj (235) and Peja (235). However, out of 2,526 beneficiary families, 1,524 families benefit within the second category of the social scheme (Table 17 and 18).

Tabela 17. Number of families, members and the amount according to SWCs and category for Roma, Ashkali and Egyptians

SWC	Total			Category I			Category II		
	Families	Members	Amount	Families	Members	Amount	Families	Members	Amount
Artana	9	36	811.25	8	30	697.50	1	6	113.75
Deçan	17	77	1,646.25	13	62	1,292.50	4	15	353.75
Ferizaj	235	1182	24,023.75	71	303	6,607.50	164	879	17,416.25
Fushë Kosova	452	2251	45,850.00	144	593	13,138.75	308	1658	32,711.25
Gjakova	318	1499	31,652.50	115	390	9,725.00	203	1109	21,927.50
Gjilan	41	157	3,530.00	28	86	2,141.25	13	71	1,388.75
Graçanica	49	229	5,046.25	21	63	1,895.00	28	166	3,151.25
Istog	53	243	5,166.25	13	47	1,122.50	40	196	4,043.75
Kamenica	57	221	5,181.25	48	164	4,123.75	9	57	1,057.50
Klina	22	97	2,147.50	15	54	1,351.25	7	43	796.25
Klllokot	1	5	102.50	0	0	0.00	1	5	102.50
Leposavic	9	29	707.50	7	16	468.75	2	13	238.75
Lipjan	173	836	17,573.75	54	213	4,891.25	119	623	12,682.50
Malisheva	1	5	102.50	0	0	0.00	1	5	102.50
Mamushë	2	10	205.00	0	0	0.00	2	10	205.00
North Mitrovica	20	66	1,677.50	13	34	993.75	7	32	683.75
Mitrovica	156	711	15,108.75	85	331	7,561.25	71	380	7,547.50
Obilic	240	1076	23,052.50	135	498	11,693.75	105	578	11,358.75
Peja	235	1156	23,627.50	104	406	9,171.25	131	750	14,456.25
Podujeva	70	390	7,331.25	41	241	4,313.75	29	149	3,017.50
Prishtina Kodra Diellit	7	26	621.25	5	18	438.75	2	8	182.50
Prishtina Kodra e Trimave	48	205	4,538.75	28	108	2,420.00	20	97	2,118.75
Prizren	123	551	11,922.50	58	208	5,000.00	65	343	6,922.50
Rahovec	64	282	6,155.00	34	125	2,921.25	30	157	3,233.75
Shtërpce	4	18	387.50	3	13	285.00	1	5	102.50
Shtime	47	239	4,775.00	23	111	2,248.75	24	128	2,526.25
Suharekë	39	209	4,108.75	19	88	1,833.75	20	121	2,275.00
Viti	2	10	195.00	1	5	92.50	1	5	102.50
Vushtrri	30	129	2,762.50	15	56	1,247.50	15	73	1,515.00
Zveçan	2	7	171.25	1	2	68.75	1	5	102.50
Total	2526	11952	250,181.25	1102	4265	97,745.00	1424	7687	152,436.25

Source: MLSW, December 2017

Table 18. Number of families by criterion and gender for Roma, Ashkali and Egyptian Communities

	Total			Category I			Category II		
	M	F	T	M	F	T	M	F	T
Roma	729 77.64%	210 22.36%	939	306 61.08%	195 38.92%	501	423 96.58%	15 3.42%	438
Ashkali	1084 84.56%	198 15.44%	1282	309 63.32%	179 36.68%	488	775 97.61%	19 2.39%	794
Egyptian	262 85.90%	43 14.10%	305	71 62.83%	42 37.17%	113	191 99.48%	1 0.52%	192
Total	2075	451	2526	686	416	1102	1389	35	1424

Source: MLSW, December 2017

Table 19. Number of holders by category and gender for Roma, Ashkali and Egyptian Communities



Criterion	Roma			Ashkali			Egyptian			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Single parent	46	52	98	8	35	43	5	18	23	59	105	164
Person over the age of 18, 80% incapable for working	89	52	141	143	40	183	41	9	50	273	101	374
Unemployed	425	11	436	775	3	778	193	2	195	1393	16	1409
Carer	128	54	182	140	100	240	16	10	26	284	164	448
Person with Pension for Limited Capability (PPLC)	2	0	2	5	1	6	2	0	2	9	1	10



Criterion	Roma			Ashkali			Egyptian			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Person with Basic Pension (BP)	0	1	1	1	1	2	0	0	0	1	2	3
Single person - Person over 18 years old, 80% incapable for work	39	39	78	1	0	1	5	4	9	45	43	88
Total	729	209	938	9	18	27	262	43	305	2,064	432	1,270

Source: MLSW, December 2017

Based on the data from MLSW, in 2017, 457 members of Roma, Ashkali and Egyptian communities receive basic pension (Table 20). An explanation provided in relation to such a small number was pointed out to be the short lifespan of these communities which is estimated to be of around 60 years³⁶. The small number of beneficiaries from pension contribution (173 members) may be related to the fact that employment with these communities always remains low.

Table 20. Number of pension beneficiaries of Roma, Ashkali and Egyptian Communities



	Roma	Ashkali	Egyptian	Three Communities
Basic pension	168	181	108	457
Contributing pension	73	69	31	173
Pension for persons with disability	83	127	12	222

Source: MLSW, December 2017

³⁶ New health insurance shall save life: Lifespan and Health with Roma, Ashkali and Egyptian Communities of Kosovo, Balkan Sunflowers, 2016.

3.3. Employment in the Public Sector

Within the legal framework of the Republic of Kosovo, proportionate representation of communities in the public sector employment is safeguarded by the Constitution.³⁷ Furthermore, the Law on Civil Service guarantees the general principles of non-discrimination, equal opportunities and representation, and highlights specifically that communities and their members are entitled to equitable and proportionate representation in the civil service and central and local public administration bodies. In particular, Article 11.3 of such law determines that within the central level civil service institutions, a minimum of 10% of positions shall be reserved for persons of non-majority communities in Kosovo who meet the specific employment criteria. At municipal level, for qualified members of non-majority communities in the municipality, the number of work places shall be reserved in conformity with the percentage of representation of communities in the respective municipality.

In addition, Ministry of Public Administration (MPA) has adopted the Regulation on the Procedures for the Fair and Proportional Representation of Communities Not in the Majority in the Civil Service of Kosovo (Regulation No. 04/2010), which governs communities' representation in different categories of the civil service, determines the procedures for employer institutions to ensure the fair and proportional representation, and includes measures of fair recruiting and special measures of positive action that must be implemented. Regulation No. 04/2010 determines the monitoring and reporting measures that must be applied in order to ensure its proper implementation, as well as guidelines for collection of anonymous statistical data on the ethnicity of the civil servants with the purpose to assess whether the municipality or the institution has reached the minimum threshold of communities representation.

Notwithstanding the fact that representation of communities in the civil service is regulated by Law on Civil Service and by Regulation No. 04/2010, there is still no legal clarity whether the threshold for representation of communities in numeral minority at central level should be implemented separately for each institution, or whether there is a general threshold that has to be applied generally in institutions as a whole, and how (or if) should such percentage be broken down as per different communities.³⁸ An ambiguity exists at municipal level on whether the communities' representation should be calculated based on the overall percentage for all communities in numerical minority, or whether such representation should be assessed separately for each community living in the municipality.³⁹

Kosovo institutions have failed in implementing legal obligations that guarantee fair and proportional representation of communities in numerical minority in civil service, both at central and municipal levels. Kosovo Roma, Ashkali and Egyptian communities continue to be under-represented in the civil service, both at central and local level, compared to their participation in the total number of population of a certain municipality. According to the Report of Ministry of Public Administration on the Situation in Civil Service 2016, 24 Roma (0.15%), 20 Ashkali (0.13%) and 12 Egyptians (0.7%) are employed with the civil service (central and local level), out of which only with the civil service at central

37 See Article 61 of the Constitution: "Communities and their members shall be entitled to equitable representation in employment in public bodies and publicly owned enterprises at all levels;" and Article 101.1: "The composition of the civil service shall reflect the diversity of the people of Kosovo and shall take into account internationally recognized principles of gender equality".

38 A report published by Democratic Institute of Kosovo for KDIK, titled "Parliamentary Research – Representation of Communities not in Majority in the Civil Service of Kosovo" provides non-binding instructions quoting therein the constitutional commentary which, in terms of Article 101.1, provides that "the distribution of ten per cent of the positions reserved for communities not in majority shall be carried out based on the proportional quotas in order to reflect the position of every community in Kosovo as a whole, with the purpose to guarantee the multi-ethnic participation in the civil service and practical application in the public administration of Kosovo".

39 OSCE, Representation of Communities in the Civil Service of Kosovë, May 2017.

level are employed 13 Roma, 10 Ashkali and 5 Egyptians.⁴⁰ In terms of position level, non-majority communities hold mainly vocational and administrative positions and are generally under-represented at public institutions' managerial level. Nearly all Roma, Ashkali and Egyptian civil clerks hold low level positions (at administration level) compared to employees from other communities.

The main difficulties in the employment of Roma, Ashkali and Egyptian communities are the overall low rate of employment in Kosovo (scarce working places) and lack of qualifications of members of Roma, Ashkali and Egyptian communities due to their non-attendance of schooling.

Kosovo Government has not developed mechanisms for regular monitoring and reporting on the implementation of the existing legal framework to ensure the representation of non-majority communities in the public institutions at central and local level. It is reported that there are even cases when members of Albanian community self-report as members of non-majority communities in order to benefit from the measures of affirmative action.

40 Ministry of Public Administration, Report on the Situation at Civil Service for 2015, July 2016.

4. Recommendations

The Strategy on Inclusion of Roma, Ashkali and Egyptian Communities in Kosovo Society, in its first year of implementation, remains far from accomplishing its pre-determined goals, primarily due to lack of political engagement, insufficient financial and human resources for monitoring of progress, improper coordination of institutions at central and local level, including inadequate use of expertise of civil society organizations working with Roma, Ashkali and Egyptian communities in Kosovo.

The Office for Good Governance (OGG) within the Office of the Prime Minister, as a responsible institution for implementing and monitoring the Strategy, does not have sufficient financial and human capacity to effectively accomplish its mandate. Such lack of capacity has influenced negatively the institutional coordination and setting in place a regular institutional system for monitoring and reporting on the implementation of the Strategy, both at local and central level.

On the other hand, municipalities failed in developing mechanisms for monitoring and implementing the Strategy, as initially planned by the Strategy, nor did they allocate funds for 2017. The obstacles in the implementation of the Strategy at local level are affected by the delays of responsible central institutions in finalizing the reference terms for Municipal Action Committees (MACs).

The analysis could render the following recommendations:

It is assessed, in general, that children and students of Roma, Ashkali and Egyptian communities are not subject to discrimination in education institutions. It is, however, reported in certain cases that there is a passive “hidden” discrimination of said students by teachers and their peers. This can be observed based on the fact that students of the mentioned communities usually occupy students’ desks at the back of the classroom and there are cases when students of other communities refuse to share the desk with students of Roma, Ashkali and Egyptian communities. Therefore, regardless of the fact that this phenomenon does not appear to be widely spread, awareness campaigns must be organized for teachers and students to tackle this phenomenon.

Pre-school education in nursery schools and kindergartens is attended by a very small number of children from Roma, Ashkali and Egyptian communities. This is due to the fact that parents cannot afford the costs of attending public or private kindergartens or nursery schools. Therefore, municipalities must allocate certain quotas and cover the expenses for public nursery schools to facilitate the attendance by at least a certain number of these children.

A certain number of children from Roma, Ashkali and Egyptian communities attend pre-school education at Learning Centres and this reduces to some point the problem of non-attendance of pre-school education by these children. Therefore, Learning Centres must be supported by local and central institutions, and by donors, in order for them to increase their capacities and quality of their work with children.

A somewhat bigger number of children from Roma, Ashkali and Egyptian communities attend the pre-primary grade, either within the Learning Centres or within the regular schools. Nevertheless, it is important that schools increase the number of pre-primary classrooms in order to increase the number of children of these communities attending the pre-primary grade.

In order to reduce the number of absences and cases of lower secondary school dropout rate by students of Roma, Ashkali and Egyptian communities, certain measures need to be undertaken, such as:

- ✓ awareness campaigns for parents, to make them aware of the importance of schooling of their children, regardless of the harsh economic conditions, so that they do not have their children terminate schooling and engage in working, begging or in doing the housework;
- ✓ donors and local and central institutions must support children of families with difficult social situation with school packages and clothing;
- ✓ subject teachers must attend training to get more informed and to display a more inclusive attitude towards students of these communities;
- ✓ respective teams for prevention of school dropout must be more effective in addressing this problem, particularly in some municipalities.

This problem cannot be addressed in its entirety without the increase of employability among these communities and without improvement of their economic welfare in general.

In order to increase the number of students of Roma, Ashkali and Egyptian communities who enroll in and attend upper secondary education, several measures have to be undertaken, such as:

- ✓ awareness campaigns for parents intending the elimination of the early marriages phenomenon of;
- ✓ donors and institutions, both local and central ones, must assist with school packages and clothing students of families with difficult social conditions;
- ✓ donors and institutions, both local and central ones, must assist with scholarships for education successful students and students of families with difficult social conditions (female students, in particular);
- ✓ in prior levels of schooling (primary and lower secondary education) more work has to be done with students of these communities (also through catch-up and supplementary learning), in order to improve their results and have them able to register in courses of their choice and be successful in schooling.

In order to influence the improvement of the success of Roma, Ashkali and Egyptian communities students during their schooling, besides the foreseen measures for increase of attendance and prevention of school dropout, other measures must also be undertaken, such as:

- ✓ enabling as big as possible inclusion in pre-school education, especially in pre-primary grade;
- ✓ reducing absences of these students at school;
- ✓ schools and teachers should provide supplementary learning and catch-up classes for these students;
- ✓ there must be programmes for elimination of illiteracy with parents of these children;
- ✓ donors and institutions, both local and central ones, must assist in different ways families with difficult economic situation.

Despite the important role of the LCs, it is assessed that they face several challenges and problems, therefore measures have to be undertaken in terms of strengthening and improving the performance of LCs, such as:

- ✓ donors and institutions, both local and central ones, must support LCs in a stronger and more systematic manner, in order for them to enhance their activities and to increase the number of children and students receiving services from these centres;
- ✓ donors and institutions, both local and central ones, must support LCs in increasing their professional capacities so that the work at LCs will be as professional as possible;
- ✓ MEST must implement the legal framework on the functioning of the LCs, namely the Administrative Instruction No. 12/2017 on Establishment and Functioning of Learning Centres.

Integration of students of repatriated Roma, Ashkali and Egyptian communities into the mainstream education is assessed to be a particular challenge and problem. For various reasons, the integration process of these students takes a very long time; therefore, central and local institutions must develop more effective mechanisms to address this problem. In order to influence the increase in the number of members from Roma, Ashkali and Egyptian communities who enroll in university studies, donors and local and central institutions must support with student scholarships successful students and students of families with difficult social situation (with particular emphasis on female students). In addition, with the purpose to increase the enrolling and maintaining Roma, Ashkali and Egyptian students in higher education, intensive courses must be organized for candidates from Roma, Ashkali and Egyptian communities to prepare them for the admission exam, and organize mentoring programmes to assist students of these communities during the course of their studies.

The high rate of participation of Roma, Ashkali and Egyptian communities in the labour market would improve economic productivity, reduce government overheads on social assistance and would increase income from taxes on earnings. Moreover, economic integration of these communities would contribute in building the social cohesion and would improve the respect of essential human rights, including the rights of communities, and would help in the elimination of racial, ethnic, social, etc. discrimination of communities.

In its regular statistics, MEST must provide reports at the level of specific communities and publish reports on the benefits of members of Roma, Ashkali and Egyptian communities from employment services, social assistance and other provided measures.

Roma, Ashkali and Egyptian communities do not have sufficient information on employment offices, on vocational training centres, on ALMMs and on the categories of beneficiaries of social schemes. Therefore, MLSW must organize information campaigns with regards to these services and hire employment counsels from the ranks of members of Roma, Ashkali and Egyptian communities. MLSW must organize information campaigns regarding the social protection and social assistance schemes, as well as requirements to have access to such schemes. Moreover, the assessment criteria to benefit from the social assistance are not convenient for Roma, Ashkali and Egyptian communities and they need to be reviewed.

Roma, Ashkali and Egyptian communities of Kosovo continue to be under-represented in the civil service, both at central and local levels, compared to their participation in the overall number of population of a certain municipality. Kosovo Government must develop mechanisms for regular monitoring and reporting on the implementation of the legal framework ensuring representation of communities not in majority in the public institutions at central and local level.

