

**UNICEF
Kosovo**

Progress report for UNICEF's Education in emergencies and post-crisis transitions programme

March 2010



Prepared for the Government of the Netherlands by UNICEF Kosovo

Contents

I.	Executive summary	page 3
II.	Purpose	page 6
III.	Resources	page 7
IV.	Results	page 8
V.	Future work plan	page 13
VI.	Financial implementation	page 14
VII.	Expression of thanks	page 17

I. EXECUTIVE SUMMARY

Throughout 2009, the political landscape in Kosovo continued to be marked by substantial changes with long term implications in a highly volatile and uncertain environment. Almost two years have passed since the Assembly of Kosovo unilaterally declared independence on 17 February 2008. While the plan of the former UN envoy Martti Ahtisaari represented the Kosovo authorities' program for implementing independence, lack of a UN Security Council resolution means that the country still lacks international legal standing. So far, 64 countries of 192 member states, including most EU member states, have recognised Kosovo's independence. In October 2008 the General Assembly adopted a resolution requesting the International Court of Justice to give an advisory opinion on the legality of the declaration of independence. Although the court's ruling, which is expected in spring next year, is non-binding, it will surely affect whether countries will opt for recognition of Kosovo as an independent state in the future. In June 2009, the World Bank and the IMF accepted Kosovo as a member, an important step in securing much needed international aid and economic development.

While there have been some violent episodes, the situation has remained largely stable during 2009. Kosovo's authorities have made positive gestures to the Serb minority and committed to protect minority rights, including the decentralisation of local government and preserving Serb cultural and religious heritage. Despite predictions that Serbs would hesitate to participate in a process which would implicitly acknowledge Kosovo's independence, a positive trend was confirmed with the K-Serb community participation in the November 2009 municipal elections. After long delays, the EU Rule of Law Mission (EULEX) finally became operational in December 2008, including in the northern K-Serb areas. The International Civilian Office (ICO) became the pre-eminent international organization. The UN Mission in Kosovo (UNMIK) went through a reconfiguration and downsizing process that began in June 2008 and continued through 2009. While a much reduced UNMIK remains, it no longer has the executive powers it once exercised. Despite the deployment of EULEX throughout Kosovo, the Serb-inhabited north remains outside the control of the Kosovo authorities and jurisdiction and is characterized by parallel administrative systems and non- functioning justice system.

Following the 2008 endorsement of the MDGs, in 2009 the Kosovo Assembly produced a White Paper called "Kosovo Social Inclusion Challenges" which represents an overarching document with a general mapping of exclusion issues. The paper focuses on three main areas: health, education and social security. Supported by the UN Kosovo Team, the Kosovo Assembly organised a high level conference to explore new opportunities for a broad partnership in aligning, addressing and implementing the Social Inclusion Policies and MDGs.

The recession in Europe has so far had little impact on real growth, given that the economy's export base is small and public expenditures are rising rapidly.

However, a steady slowdown in the growth of remittances, imports, private sector credit, and FDI is underway, all suggesting moderating domestic demand growth. Against this background, the IMF projects a moderate deceleration of real growth to 3.5% in 2009 compared to an estimated 5.4% in 2008. Considering plans for public expenditure restraint, real growth is projected to rise by about 4% in 2010. The GDP per capita in 2009 is projected to 1,797 Euro compared to estimated 1,784 Euro in 2008.

World Bank (WB) assessments show that there has been no reduction of poverty in the last five years. An estimated 45% of people still live in poverty and above 16% in extreme poverty. Children are disproportionately affected with over 100,000 children under 14 living on less than one euro per day, many engaged in child labour. Kosovo authorities do provide cash assistance, but the current system, although well targeted, is exclusive as it leaves out over 75% of the poorest. In comparison to other countries in the region, Kosovo allocates a relatively low share (6%) of its GDP on social security and social protection.

Supported by UNICEF and as a result of a consultative process at large, the Kosovo Government adopted the Kosovo Strategy and Action Plan on Children's Rights 2009-2013. The Strategy and Action Plan set clear targets and timelines to achieve progress for children in the areas of education, health, youth, child protection, juvenile justice, good governance and budget allocation. The Advisory Office on Good Governance and the Human Rights Units in line Ministries demonstrated a high level ownership over the process. However, the implementation of the actions remains a challenge, given the fact that it is still heavily donor dependent and the required coordination with other technical officers within Ministries responsible for implementation is limited. The government started to draft a report on the level of implementation of children's rights and is planning to submit an information report to the UNCRC early next year.

In 2009 the Government of Kosovo endorsed the Strategy for the Integration of Roma, Ashkali and Egyptian (RAE) Communities for 2009-2015, which specifically refers to the Strategy for the Integration of RAE communities in education. Implementation has not yet started and no specific budget has been allocated so far.

Ongoing uncertainties on Kosovo's status have continued to hamper the availability of reliable data to measure progress towards the MDGs. Despite announcements that the census will be organised in 2009, the Kosovo authorities made a final decision to postpone the census for 2011. The estimated rates continue to flag out the issues to be addressed. Only one child out of 10 of age 3-6 has the opportunity to benefit from any form of early childhood education, while at present, the government has few resources to establish institutionalized early learning programmes and still, in practice one of the most neglected areas remains early childhood education. Existing poor levels of pre-school facility attendance were further threatened as some 36 pre-primary school facilities were closed down in 5 municipalities in response to IMF calls for reductions in public

sector employment. High primary aggregate enrolment rates mask disparities in education. Primary school enrolment in Kosovo is almost universal, with 95 percent of children aged 6 years to 14 year enrolled. However, disparities exist among ethnic groups. When broken down, the enrolment rates are an estimated 97 per cent for Kosovo Albanians, 95 percent for Kosovo Serbs and 87 per cent for Roma, Ashkalia, Egyptian, Turk, Bosnian, Gorani and Croat communities. Fewer than 10 per cent of children with special needs are enrolled in primary school, according to estimates.

Retention rate data indicate a significant student dropout problem in Kosovo. Enrolment rates show that girls are disadvantaged at primary and secondary level. However, girls who do enrol are more resilient in pursuing their education. Boys enjoy higher enrolment, however, recent trends point to increasing dropouts among boys. Based on official data, the enrolment ratio between girls and boys varies by levels of education. Gender disparities widen at the upper secondary education level.

Considering the enrolment rate gap, children of minority groups have not been adequately integrated into the education system. The language policies in schools do not encourage a multilingual society that reflects Kosovo demographics. Changing this segregated society will require careful consideration and political will. The RAE communities are clearly the most disadvantaged and require systematic social, economic and educational support over the next generations. The Roma face the added challenge of having to learn another language in order to attend school. The Gorani, Roma, Ashkalia and Egyptian communities each have different needs and require special measures and support to ensure their inclusion into society.

UNICEF continues to play a central role in reforming the education system in Kosovo. It has served as an advocate for children's rights to basic education during a period of intense social conflict and welfare, and has been a catalyst for child and youth welfare. UNICEF has established excellent working relationships with its government counterparts and international and local non-governmental organizations (NGOs). The organization has provided quality, inclusive education to ethnic minorities and those with special needs, supported the development of preschool education and child-friendly schools, worked with communities, supported non-formal education (NFE) literacy programs with rural women and youth, and helped build local capacity to manage the delivery of quality caring services.

Another particularly vulnerable group are children with special needs. The Kosovo education system supports inclusion of children with special needs by providing education services in seven special schools, which are being transformed into resource centres. Additionally, attached classes are organized within primary schools to ensure smooth transition of children with special needs into the regular classes. Although the Law of Primary and Secondary Education in Kosovo, which is currently being revised, clearly specifies the responsibilities

of local and central education authorities to provide educational services for all children with special needs, the right of every child with special needs to receive education without discrimination is far from reality. An additional challenge is that budget allocation and expenditures are not clearly delineated for quality education services, including those for vulnerable groups.

The quality of education is not being assessed systematically since there is a lack of information on students' learning achievement, acquisition of knowledge and competencies in school etc.

UNICEF, with the support of the Government of the Netherlands, has produced significant evidence and models for inclusive education for disadvantaged groups. Through solid partnerships, Kosovo is on a path towards improved educational opportunities with projects such as the expansion of ECD programme, outreach to RAE children, the inclusion of children with special needs and other disadvantaged groups in the education system, and school violence prevention. Specific results are discussed in the 'Results Section' of this report.

Interventions have contributed to advancing the UNICEF Medium-Term Strategic Plan (MTSP). In particular, and reflecting MTSP Focus Area 2, UNICEF programmes and projects have addressed the improvement of school readiness as well as access, the retention and completion of basic education, especially among the most vulnerable groups such as girls, children with special needs and RAE children. Additionally, partnerships have helped improve the process of reforming the Kosovo education system in a more coordinated manner.

II. PURPOSE

Guided by the UNICEF Core Corporate Commitments and the UNICEF Medium Term Strategic Plan (MTSP), the education programme contributed towards building an inclusive and quality education system for all as well as to the increase of community participation in policy making and practice.

The Education programme component's main expected outcomes are:

- Increased access to, retention and completion of primary compulsory education, with a particular focus on marginalized children (girls, RAE, children with special needs); and
- Civil society groups, families, parents, communities, professional associations, children and young people exercise their right to demand and participate in policy making and quality service delivery, taking into account gender-sensitive indicators.

The education component is contributing directly to the UN Kosovo Team Strategic Plan 2009-2011, more specifically to its second strategic outcome to increase the enrolment rates of children in compulsory education and to ensure inclusive education for all by 2011, as well as to MDGs 2 and 3 through the focus on school readiness, especially for Roma, Ashkali and Egyptian communities, poor and rural population groups; reducing gender-based and disability-based disparities with regards to increased access to education; facilitating participation and completion of basic education; and improving the quality of education and increasing school retention, completion and achievement rates.

The official endorsement of the Millennium Declaration by the Kosovo Assembly in 2008 confirms and reinforces the Government's commitment to achieving the MDGs and provides a solid foundation for further policy and implementation. At the same time, the Kosovo government recognizes education as a top priority for development and one of the four over-arching priorities, reflected by both the inclusion of the Convention of the Rights of the Child (CRC) in the constitution and the adoption of the Kosovo Strategy and Action Plan on Children's Rights 2009-2013.

Within the Sector Wide Approach (SWAP), and a roadmap for strategic choices to be made, the Ministry of Education, Science and Technology (MEST) has initiated consolidation of the fragmented education strategies into a single comprehensive sector plan.

The **implementing partners** involved are the Ministry of Education Science and Technology, the Ministry of Health, the Ministry of Environment and Spatial Planning, the Ministry of Labour and Social Welfare, the Ministry of Culture, Youth and Sports, the Prime Minister's Office, and civil society bodies. The main strategic partners are the World Bank, the European Commission, the Council of Europe, the Swedish International Development Agency (Sida) and the German Society for Technical Cooperation (GTZ).

III. RESOURCES

The budget allocated under the education component is USD 1,267,361.60 for 2009. The programme utilized USD 1,012,486.05 by December 2009 and an amount of USD 254,875.55 is carried over to 2010.

Donor Name	Expiry Date	Expenditure
Inclusive/Quality Education for All; Community Based Education		1,012,486.05

T49901: Global - Girls Education (Thematic	31/12/10	50,909.51
C14701: French Committee for UNICEF	30/06/09	69,010.47
C45601: United States Fund for UNICEF	31/12/09	132.27
T49907: Basic Education and Gender Equality	31/12/12	126,019.63
G30001: Government of the Netherlands	31/12/10	439,947.60
C52501: German Committee for UNICEF	30/06/11	169,689.06
G45602: Government of the USA - USAID (United States Agency for International Development)	29/09/09	31,755.79
U99955: UNTFHS (UN Trust Fund for Human Security)	12/09/10	125,021.72

IV. RESULTS

Since the presentation of the initial proposal in November 2006, the context in Kosovo of quality education in response to emergencies and post-crisis transitions has undergone substantial changes. Although still considered as post-conflict area, UNICEF's activities in Kosovo shifted from emergency response for education to quality education reflecting international standards. Important strategic targets for the sector are related to the development of improved curriculum and improved quality of education with the following results achieved:

Education in emergencies and post crisis transition

Objective 1: Improved quality of education response in emergencies and post-crisis transitions:

- With education as a repository of Kosovo's knowledge and social and societal values, education was, and still is, one of the key elements for the country's post-crisis development. To improve the quality of education in response to emergencies and post crisis transitions and to provide quality education to all population affected, the review of the curriculum framework for preschool, primary and secondary education has been harmonized to meet the strategic vision of education with the new reality. Additionally, the adaption of the Kosovo curriculum framework in line with international trends such as the Child Friendly School concept and EU education benchmarks was focused on the alignment of the curriculum with textbooks, teacher trainings and quality learning programmes.

Objective 3: Increased education sector contribution to better Prediction, Prevention and Preparedness for emergencies due to natural disasters and conflict.

- To build capacity in dealing with education needs during emergencies and to predict and prepare for quality education needs during emergencies due to natural disasters and conflict- cooperation amongst Government institutions has been maintained through inter-ministerial and private-public partnerships to enhance synergies and efficiency in responding to emergencies. Additionally, the Health Promoting School Strategy for 2008-2017 by the Ministry of Education, Science and Technology (MEST) represents a basic framework for the education, health, environment and youth sectors through focusing on nurturing childhoods free of violence and a safe environment with respect for diversities and differences of cultures.
- For the development of Kosovo's emergency response education policies, substantive consideration is given to the promotion of tolerance, peace building, reconciliation and social reconstruction. Life Skills Based Education (LSBE), was piloted in over 500 primary schools, specifically addressing the issue of conflict resolution and conflict prevention. UNICEF supported the Ministry of Education, Science and Technology (MEST) in developing the curricula, a teachers' guide and a students' book. In line with the ministry's strategy, a "Training of Trainers" programme was delivered and 150 teachers were certified as LSBE trainers. In the area of vulnerable and minority children, peace and tolerance building was promoted at the school and local level through active involvement in 15 pilot schools of eight municipalities, focusing on the high drop-out rates amongst Roma, Ashkalia and Egyptian children. For the school year 2008/09, over 100 Roma, Ashkalia and Egyptian children returned to primary school and 454 Roma, Ashkalia and Egyptian children were registered for the first time. A resource kit has been distributed to all schools throughout Kosovo, and in March 2009, UNICEF promoted a strategy to address and prevent students' drop-out during the "Week for the Prevention of Students' Drop-out", launched by MEST.

Curriculum Framework

- The Curriculum Framework for preschool, primary and secondary education has been drafted through a consultation process carried out with different stakeholders.
- Technical assistance has been provided to MEST, the Council of Curriculum and Textbook and a technical team in order to harmonize the education strategy with international trends. Considering these efforts, the MEST education strategy places curriculum development as an important leverage of the overall improvement of education quality in Kosovo and as one of the major components of SWAP in education.

Early Learning Development Standards

- The process of validation of the content of the Early Learning and Development Standards (ELDS) for children of age group 0-6 was successfully completed and major aspects of them have been incorporated within the draft Curriculum Framework.
- A regional initiative to strengthen partnership on Early Childhood Development (ECD) between UNICEF and the International Step-by-Step Association (ISSA) resulted with the contribution of two ISSA experts to the MEST led international Conference on Pre-university Education, where a half day session was dedicated to presentation and discussion of ECD related issues.

Health Education

- Taking into account the need for further development of the health education sector, a major breakthrough was achieved towards mainstreaming life skills based education. The revised curriculum framework for pre-school, primary, secondary and post-secondary education has adopted the competency based approach and is paying special attention to personal development and life skills including capacities to live healthy lifestyles in 2009.
- The health promoting strategy for schools, with a budgeted action plan, was endorsed and launched by the government's line ministries: the Ministry of Education, Science and Technology, the Ministry of Health, the Ministry of Environment and Spatial Planning and the Ministry of Culture, Youth and Sports. The whole process has been supported by UNICEF, WHO and IOM.

Training and Knowledge Building

- As a follow up from 2008 Evaluation Report recommendations, 249 teachers who are delivering LSBE to 8th grade students have been trained on the topics of sexuality and sexually transmitted infections. Another 10 education inspectors have been sensitized with the concepts and tools for monitoring of the LSBE programme at the school level.
- Capacity increased on evidence based planning of MEST/EMIS and planning section. Basic training on education indicators was provided to the above mentioned officials, representatives of the Kosovo Statistical Office as well as to the selected municipal education officials. This resulted with the idea to develop an education indicators' framework, a glossary of indicators and a baseline database.
- A local group of education professionals have been exposed to the Child Friendly School (CFS) concept through the global CFS capacity

development workshop organized for the SEE/CIS region. Preparations have been made to follow up on development of a CFS framework.

All of the above has been proven to be a very useful exercise for educationalists in supporting the development of the sector plan, a process that has started in early 2010 as part of SWAP initiative in education.

Inclusive Education

With the concept of inclusive education, taking into account a holistic set of education components, education will respond to children's individual needs. At present, inclusive education has been promoted through several models addressing policy development and service delivery, which resulted in the following achievements:

- A model of response to RAE students' drop out from school has become an integral part of the five years' National Action Plan on Students Drop Out from School. The same model motivated and encouraged the MEST initiative to establish Parent Committees at school, municipal and central level and laid the structure for increased parental involvement in education.
- The child friendly school model for inclusion of children with special needs in education was piloted in 70 primary schools and this model is being referred to in the MEST Strategic Plan for Inclusive Education, an ongoing process supported technically and financially by UNICEF and the Finish University of Jyväskylä. The concept of inclusiveness has also been noted within the Serb community by the establishment of a community resource centre in Mitrovica/e north, supporting the introduction of interactive programmes for both children from the special school and of regular schools.

Violence in Schools

- The very concept of the prevention of violence at school has been tested and scaled up in 164 primary schools of five municipalities (Gjakova/Djakovica, Gjilan/Gnjilane, Mitrovica/a, Peja/Pec and Prizren);
- A total of 164 school based child rights committees were established in pilot schools;
- A regional child rights committee was established, covering the five pilot municipalities;
- Complaint boxes were put in each pilot school and children's rights corners were set up to represent the work of the school based child rights committee;
- A school register is set up in each of the pilot schools to report to the School Board on complaints and specifically on violence cases;

- Over 15,000 children were provided identification cards to ensure safety in school.

Lessons Learned, Challenges and Constraints

Kosovo provides an excellent environment and opportunity for the development of an increased, more effective and better coordinated education sector. Education is a top government priority and there is potential for increased government and development partner funding over the coming years. Building an inclusive education system reflecting international standards is also a priority for Kosovo's long-term development and accession to the EU. Nevertheless, there is inconsistency between the political commitments and budgeting, which hampers the implementation of policies at local and school level.

Considering the above, one of the biggest challenge for developmental partners remains the support to the government in taking steps towards implementing the strategic planning framework into prioritized and costed actions. This has been additionally affected by the interference of political level on specifically technical issues. In order to overcome this, a more systematic costing and prioritization of the suggested education interventions is needed to be done in close cooperation with other partners.

Monitoring and Evaluation

An evaluation of implemented projects in the Roma camp was conducted in Mitrovica/a north. Recommendations have been taken into consideration for better targeted intervention during the current project implementation in the same site.

The Kosovo Education Statistical Report was launched by MEST and UNICEF in early 2009. It provides an overview of the education system and constitutes a good starting point for further capacity development efforts in this area.

The study on situation of special needs education in Kosovo, called "Justice Denied", was finalized and preparations are being made to launch and disseminate the same for advocacy and policy making purposes. The assessment of vocational training needs and job creation opportunities for rural women was published in 2009 and officially launched jointly with MEST. The launching event was very well accepted and a big interest was shown by different stakeholders for this area. As a result , the year 2010 has been declared a "Life Long Learning" year by the Minister of Education.

This grant has also been instrumental in supporting the adolescent and youth study on the impact of fragility on education quality. The final report aims to

encourage a better understanding of the impact of fragility on education quality from the view of adolescents and youth in the region and to identify the priorities of adolescents and youth with regard to improving education quality in each context. The overarching purpose of this research is to stimulate future action to improve the quality of education for adolescents and youth and to promote the integration of their perspectives into discussions of education reform.

Partnerships and Interagency Collaboration

UNICEF is seen as one of the major contributors in the education sector and strong partnership has been built in the context of the SWAP in education.

UNICEF’s convening role in Kosovo was highly evaluated and recommended as one of the strategic strengths. In this line, UNICEF continues to build strong partnerships with the Kosovo Government institutions, specifically the line Ministries (MLSW, MOH, MEST, MEF and MLG), the Statistical Office of Kosovo, the Institute for Public Health, authorities in selected municipalities, the UN Kosovo Team, the World Bank, the donor community, research institutions, as well as the NGO and CSO sector.

UNICEF has also strengthened partnership with UN agencies on policy, programme and technical cooperation, specifically with UNESCO for support to the review of the National Curriculum Framework and capacity development on planning and EMIS.

V. FUTURE WORK PLAN

Considering the need for capacity development, the programme will focus on in 2010 :

Activities	Amount
Strategic objective 1	\$350.000,00
<ul style="list-style-type: none"> • Technical and programmatic guidance for increased capacities of the central and local education authorities in the development of a standard quality assurance mechanism through the CFS model (development of CFS framework for the promotion of inclusiveness, tolerance building and conflict resolution; advocacy for the use of the CFS concept in policy making at all levels) • Technical assistance to MEST on finalization, publication and dissemination of the Curriculum Framework • Scaling up of the piloted model on prevention of violence at school into additional four municipalities and evidence on the impact of such intervention on children, school and community (school psychologists in selected municipalities) 	
Strategic objective 2	\$150.000,00

- Support to central education authorities for establishment of a baseline data and indicators for education sector
- Assessment of the situation of early childhood education in Kosovo
- Case studies on alternative funding for EDC, for raising the awareness on decision making level for the importance of investment in ECD
- Support in the development of ECD Government policy

Total	\$ 500.000,00
--------------	----------------------

VI. FINANCIAL IMPLEMENTATION

The initial planned and allocated budget of the funds of the Government of the Netherlands for Kosovo was 500,000 USD (471,700 USD programmable amount and 28,300 USD recovery cost) for the period 2007-2008 and by May 2009, the amount spent was 508.243,76 USD.

During the programme implementation, an additional 500,000 USD were received (second tranche) end of 2008 and another 500,000 USD (third tranche) in 2009.

Thus, the total programmable amount for Kosovo Office has increased up to 1,415,000.00 USD and by March 2010 the amount spent is 952,690.96 USD.

	UNICEF	UNICEF Kosovo Allocation	Recovery cost / HQ
Received in November 2007 (first trunch)	\$500.000,00	471,700.00	\$28.300,00
Received in December 2008 (second trunch)	\$500.000,00	471,700.00	\$28.300,00
Received in December 2009 (third trunch)*	\$500.000,00	471,700.00	\$28.300,00
Total	\$1.500.000,00	1,415,000.00	\$84,900,00

** This report reflects expenditures occurred against second and third tranche*

Programme Area and/or Brief Outline of Activity Funded	Planned amount	Expenditures by May 2009	Total expenditures by 9 March 2010
1. Roma, Ashkali and Egyptian (RAE) Girls Education Programme	\$92.691,42	\$101.946,64	\$164.168,36
<ul style="list-style-type: none"> • Expansion of the RAE Education programme in additional 3 municipalities of Kosovo • Development of a two-year Municipal Action Plan for inclusion of RAE children in the mainstream education • Development and finalization of the Resource Kit to increase RAE children enrollment in primary school and prevent their drop-out from school • Community awareness raising campaign on importance of education and better parenting • Capacity development of the national parents committee • Implementation of the resource kit for prevention of students drop-out • Implementation of municipal action plans for inclusion of RAE children in mainstream education • Capacity development of CBOs on budget advocacy for textbooks 			
2. Technical Assistance on Social Policy in Early Childhood Development and Education for All	\$27.837,62	\$21.319,59	\$21.319,59
3. Capacity Development of the Ministry of Education, Science and Technology (MEST) on Monitoring and Evaluation	\$45.000,00	\$56.620,83	\$57.715,91
<ul style="list-style-type: none"> • Introduction of DevInfo software into the MEST/EMIS • Training on usage of Dev-Info as a monitoring tool 			
4. Budget advocacy training workshop	\$1.718,02	\$1.718,02	\$1.718,02
5. Situation Analysis of Special Needs Education in Preschool, Primary and Secondary Education in Kosovo and Consultancy on Special Needs Education	\$83.739,45	\$80.024,00	\$92.445,58
<ul style="list-style-type: none"> • Liaise with MEST to initiate the situation analysis on special needs education in Kosovo • Monitoring of the implementation of UNICEF supported project activities in the areas of special needs • Identification of pre-school and school age children with special needs who are out of school, and awareness raising activities for parents on inclusive education 			

6. Assessment of the MEST Capacity on Evidence Based Policy Planning	\$18.839,87	\$19.793,07	\$47.792,01
<ul style="list-style-type: none"> • Assessment of the MEST /EMIS capacity by UNESCO/IIEP • Identification of areas of intervention to strengthen the MEST evidence based policy planning 			
7. Technical Assistance for support to systems and standards for inclusive and quality education for all	\$22.854,20	\$55.130,21	\$73.889,4
8. Support to development of early childhood education standards (ELDS) for children from 0 - 6	\$26.699,84	\$19.595,65	\$81.137,94
<ul style="list-style-type: none"> • Establishment of inter-sectoral working group • Capacity development of ENDS working Group • Public discussion of the draft ENDS • Finalization of ENDS 			
9. Preparation for review of the Kosovo Curriculum Framework for preschool, primary and secondary education	\$16.034,62	\$33.200,82	\$167.591,55
10. Health Promoting Schools strategy 2008 -2017 and Expansion of the Life Skills Based Education in additional 150 Schools (total number of schools: 522)	\$53.265,94	\$41.532,74	\$78.477,26
11. Safe and Non-violent Schools in Kosovo	\$50.000,00	\$41.108,46	\$50.810,29
<ul style="list-style-type: none"> • Increasing awareness on violence and prevention of violence in schools • Development of a national plan for addressing the issue of the violence in schools • Establishment of violence prevention network 			
12. Study on Youth Perception on Education			\$51.398,98
13. Project Support 7%	\$33.019,00	\$32.708,19	\$64.226,07
Total Expenditure from Funds Received	\$471.699,98	\$508.243,76	\$952.690,96

VII. EXPRESSION OF THANKS

The 'Education in Emergencies and Post-crisis Transition' programme in Kosovo is grateful for the support of its many partners. The movement to ensure that all children receive their right to basic education would be hard pressed without the generosity of the Government of the Netherlands.

The resolve of numerous stakeholders, organizations and UN agencies has helped to advance education for all, prevent students from dropping out, support RAE boys and girls, students with special needs and other disadvantaged children to enroll and attend school, mitigate school violence, and build Government capacity to sustain gains and move forward in the quest to build an educated citizenry. Many challenges remain, yet the continued support of this invaluable programme will move Kosovo closer to its educational goals.