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Education and Roma, Ashkali and Egyptians in Kosovo
A Case Study
Master Thesis

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I declare in lieu of oath that I wrote this thesis myself. All information derived from the work of others has been acknowledged in the text and the list of references is given.

Olomouc, 26 June 2014

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Signature

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Introduction

“All mankind is of one origin” (Aleš Hrdlička, In: Neomytková 2013), yet people don't encounter the same life possibilities, and not all children can enjoy the right to education. Even a little child knows and wishes: *“I wish they didn't discriminate based on ethnicity, because we are all human.”* (Children's focus group)

The broad theme of this thesis, Education and Roma, Ashkali and Egyptians, focuses on the exclusion from education of these groups and the inclusive initiatives that have attempted to address this issue. It is framed within the wider economic, social and political situation in Kosovo. Education, exclusion and minority issues are concerns of both development assistance and international social work (Cox and Pawar 2006). Inclusion in general, as well as inclusion in education are important concepts as both aim to provide the basic human rights to all people, therefore research as well as a concrete initiatives and implementations are necessary in order to achieve the state of inclusion.

The aim of the thesis is to analyse the level of inclusion in formal education of the Roma, Ashkali and Egyptian communities in Kosovo, including the impact of inclusive initiatives. Firstly to provide a critical framework, the various theoretical notions and concepts of inclusion will be discussed, before giving the context and background to this issue in Kosovo itself.

The original research takes the form of a case study on inclusion in education. The concrete objective of the research is to analyse the factors influencing inclusion in the education of the Roma, Ashkali and Egyptians in the town of Fushe Kosovo. The case study aims to gain a deeper understanding of the processes connected to education and school attendance of Roma, Ashkali and Egyptian communities in Fushe Kosovo.

Based on discussions with a representative of NGO People in need, the practical benefit of this study are that it may help in the design and implementation of future inclusion education projects in Kosovo. The personal motivation for the theme comes from my own working experience in Kosovo in 2012, where I was working in a development agency. During that time there I also volunteered as a dance instructor with children from Roma, Ashkali and Egyptian communities. Through volunteering I got to know Fushe Kosovo, a town, located 30 km from capitol Pristina, and to know these communities, especially the children living there. In summer 2013, I returned to Kosovo to conduct field research on inclusion in education.

Kosovo is considered to be one of the poorest countries in Europe (UNDP 2010) with a very high unemployment rate (KAS 2012a). There is a prevailing transitional character of the country due to unresolved disputes with Serbia, the self declaration of independence (recognised by some, but not all other countries), and the presence of military and other multiple international stakeholders influencing the development of the country as a result of the war in 1999. Transition, development, exclusion and vulnerable groups form a unique ground for research.

The paper is structured in two main parts. Firstly, chapter 1 analyses the theoretical concepts of poverty, social exclusion and development to provide understanding to the concepts. The culture and situation of the Roma, Ashkali and Egyptian communities are thoroughly introduced and contextualised. The level of exclusion from education of these communities, and inclusive education initiatives of different actors are then discussed on the basis of these theoretical concepts.

Chapter 2, the second empirical part, is formed by the case study on inclusion in education introducing the current situation of the inclusion in education by Ashkali, Egyptian and Roma communities. This is followed by the factors influencing inclusion in the education and municipal and NGO inclusive initiatives which both have a major impact on the level of education and inclusion. The research was conducted using interview and documentation review, enriched by observation.

These are followed by discussion summarising the main findings, indicating what appear to be the major factors affecting inclusion in education, along with limitations of the research and areas for further research. Finally, in the conclusion, changes to future programmes will be suggested.

1 Theoretical Background

Prior to the case study on inclusion in education concept of poverty and social exclusion fitted in the framework of development assistance are introduced, followed by Roma, Ashkali and Egyptian communities' introduction, and situation of social exclusion from education in Kosovo in general. Last part of the theory analyses different levels of initiatives on inclusion in education

In the theoretical part, method of literature compilation is used, enriched by 2 interview citations from archive of the author, adding information which was not found in the existing literature.

1.1 Poverty, Social Exclusion and Development

The Exclusion or the inclusion are crucial when accessing education, the labour market or other dimensions of life. Social exclusion and poverty are similar concepts to be explained in detail in this section. These two concepts are two different sides of the phenomenon of constrained access to opportunities and resources.

Poverty is considered as deprivation from certain commodities, whereas social exclusion is rather perceived as a process of restricting resources and capacities. Cox and Pawar (2006) categorize 3 main types of poverty. The first type of poverty – the income poverty – is defined by the poverty line. The World Bank(2013) established different levels of global poverty using a base line set in 1990, which since 2005 stands at the level of \$1,25 per person per day. Apart from the global poverty line, countries define national poverty lines which differ across countries from \$0,62 to \$43 per day as analysed by Ravallion (2010).

Another type of poverty – the human poverty – was first developed by the UNDP in 1997. The human poverty index includes the components of life expectancy, education and access to resources (UNDP 1997). Today, the human poverty index is referred to as the human development index. In addition, a new multidimensional poverty index considering more dimensions of poverty, was introduced in 2010 (UNDP 2013).¹

The third approach to poverty is capability poverty which Cox and Pawar (2006) define as insufficient participation of people within the society and substandard living conditions. Regardless of the approach to poverty all the perspectives stress to a certain extent the lack of resources and capacities.

Goldin and Reinert (2012) stress that poverty is multidimensional matter and causes deprivation at different levels. They recognise 5 areas poverty has an effect on: income, health,

¹ Neither the Human Development Index nor the Multidimensional poverty index hasn't been calculated for Kosovo as it is not considered as an independent state within UN.

education, empowerment and working conditions. These areas are not much different to the areas social exclusion is divided into.

The concept of social exclusion appeared in the early 60s and since then has dramatically developed. The concept was formulated as a reaction to the widening gap between the majority who were integrated into the market and profited from economic development while the minority remained excluded. Social exclusion replaced the concept of poverty to certain extent because, unlike poverty, exclusion can explain causes and consequences. (Keller 2010 and Sen 2000)

The dynamic approach of social exclusion views processes within the society as a fluid, aiming to find ways to include those excluded from society as well as to understand reasons why society excludes its members. (Keller 2010) Sen (2000) implies that social exclusion has other aspects of deprivation aside from the relations which Adam Smith describes as “*being able to appear in public without shame*” (Sen 2000: 4). Sen (2000) suggests that social exclusion should be viewed as an approach to poverty as poverty causes capability failures. He also emphasizes that exclusion from one area leads to exclusion from another one and these deprivations combine.

Certain groups are affected by poverty more than others. Mostly it is given by coherence of the society, cultural and social aspects of the society and the way certain groups in the society are perceived. “*In many cases it is a combination of being a member of a specific population category and being in, or being perceived to be in, a particular social situation that results in exclusion, alienation, or discriminatory behaviour.*” (Cox and Pawar 2006: 180)

According to Cox and Pawar (2006) the three most vulnerable categories are women, children and minority groups. The difficult situation of ethnical minorities is given by usually antagonistic and discriminative attitudes of the majority. Other factors of minority poverty can be summed up as consequences of their status which can be high illiteracy rate, low income, high unemployment, and poor health status.

When talking about minorities, the term social exclusion is used more often than poverty. The United Nation and the European Union as well as non-governmental organisations use the term social exclusion commonly.² Moreover, the concept of social exclusion is nowadays applied worldwide, mostly in the context of development assistance and international social work. (Cox and Pawar 2006)

² This claim is based on one year work within the UN and documentation review made for purposes of the thesis.

People who are excluded from the labour market, or do not have proper working conditions, lack money for food and basic medicine, and therefore must create survival strategies to get by. Ypeij (2000) views these survival strategies as bridging the worlds of the excluded and those who are not excluded. The actions people perform can be attributed to the possibilities and limitations they have as a result of different policies, their skills and the area they live in. (Ypeij 2000)

Authors provide different categorisations of social exclusion. Pansters and Ruijter (2000) define the democratic system, labour market, social state service and community networks as the key areas of exclusion. Income and the level of social participation are seen as two factors of social exclusion. They also highlight that poor and excluded don't equate to the same thing. The excluded are not necessarily poor.

Since the concepts of poverty and social exclusion have been explored, the situation of Kosovo can hereby be introduced. Kosovo is considered to be the one of poorest countries in Europe (UNDP 2010). The UNDP (2010) suggests that the poverty rate is as high as 48 %. World Bank data (2013b) suggest that the poverty rate fell from 34,5 % in 2009 to 29, 7% in 2011. Kosovo is considered as a lower middle income country with a GDP of 6,238 billion USD in 2012 (WB 2013a).

The unemployment rate is for 2011 35 %, while among young people aged 15 to 24 it is as high as 60 % (KAS 2012a). Kosovo has the youngest population in Europe with over 47 % of Kosovo's 1,73 million population younger 25 years (KAS 2012).

Groups identified by the UNDP (2010) as being the most vulnerable to social exclusion are long-term unemployed people, disadvantaged children and youth, rural women, Roma, Ashkali and Egyptians and people with special needs.

The UNDP (2010) recognizes 4 main areas of social exclusion: (1)Economic and labour market exclusion, (2)Exclusion from education, (3)Exclusion from health care services and (4)Exclusion from political participation. The importance of education can be demonstrated by a positive coloration between employment rate and highest education attained.³ Education weakens poverty and has effects on all other forms of exclusion including health, democracies and job opportunities.

Globalization can be viewed as the cause, cure or factor of poverty, there is no clear evidence proving the relationship between poverty and globalization. Poverty is a global phenomenon influenced by trade, migration, financial flow as well as by aid as suggested by

³ See Human Development Report (UNDP 2010) for more information

Goldin and Reinert (2012). They also imply there is a need to discover and understand how globalization influences poverty to create better programmes for poor and marginalized groups.

Kosovo has received a considerable flow of aid since the war in 1999. Large numbers of development actions was made in the Balkan area including Kosovo in order to stabilize the region. Kosovo may be referred to as the ‘donor darling’ state as development assistance in 2011 was 367 USD per capita (WB 2013b). In comparison, the same year Afghanistan received only 231 USD per capita (WB 2013b). ‘Aid darlings’ are countries that receive large amounts of money which results in other countries being left behind. This phenomenon can happen among official donors as well as among NGOs as Rogerson and Steensen (2009) imply. Nevertheless, a positive trend can be seen between the ODA received as % of GDI.⁴ The percentage dropped from 14,0 in 2009 to 9,9 in 2011 (WB 2013b)

OECD (2012) provides comprehensive data on development assistance since 2009. The Figure 1 shows development of bilateral and multilateral official development assistance in years 2009 to 2011. The Figure 1 suggests that total Official Development Assistance (ODA) is above 600 USD per annum.

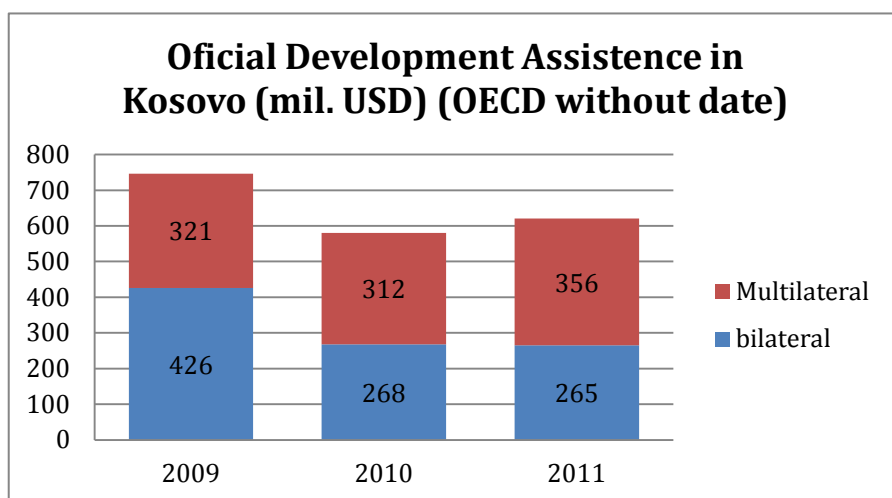


Figure 1 ODA in Kosovo (OECD without date)

The biggest multilateral donor is the European Union which provided 298 mil. USD in 2010 (OECD 2012). Considerable amount of EU budget for Kosovo is spent on EULEX Kosovo, European Union Rule of Law Mission Kosovo, which is per annum about 111 mil EURO. EULEX works with police, judiciary system and in custom areas aiming at monitoring and mentoring. (EULEX Kosovo 2012)

The United Nations are another big actor in Kosovo. The United Nations Mission in Kosovo, UNMIK, was established in 1999 by the UNSC resolution 1244. “*The Mission is mandated to help ensure conditions for a peaceful and normal life for all inhabitants of Kosovo*

⁴ Higher percentage suggest higher instability of the state

and advance regional stability in the Western Balkans.“ (UNMIK 2013).⁵ Apart of UNMIK, 21 UN agencies, funds and programmes act in Kosovo under an umbrella of the United Nations Kosovo Team. (UNKT 2013b)

The Organisation for Security and Cooperation in Europe is another big organisation operating in Kosovo which has been present in Kosovo since 1999. Its mandate focuses on the support of democracy and good governance, promotion of human and community rights and improving security. Budget for Kosovo for 2012 was 21 mil. Euro (OSCE 2012a) and planned budget for 2013 was over 20 mil. Euro (OSCE 2013a)

Kosovo stands on the list of development priority countries of many EU countries and other big donor states. Kosovo is priority country for Austria (19mil. USD), Turkey (21 mil. USD), European Institutions (298 mil. USD), Greece (16 mil. USD), Switzerland (49 mil. USD), Portugal (5mil USD) and the Czech Republic (3 mil. USD). (OECD 2012)

According to OECD (without date) the biggest bilateral donors are the United States, Switzerland, Germany, Norway and Austria as shown in the Figure 2.

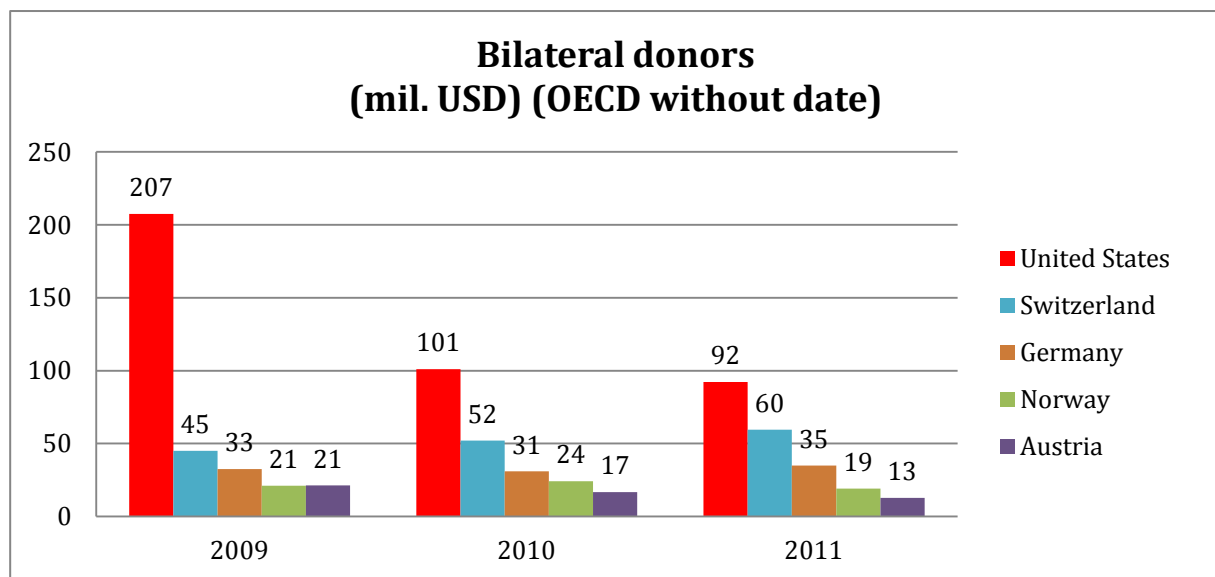


Figure 2 The biggest bilateral donors in Kosovo (OECD without date)

According to Ministry of European Integration (2013) the most supported sectors are government and civil society, crosscutting sectors, education and other social infrastructure and services and energy generation and supply. MEI (2013) notes that in the period 2010 - 2013 1173 projects were implemented by 60 donors. The number pro donors and project may be inaccurate as MEI alleges 263 mil. Euro in comparison to 621 mil. USD as stated by the OECD. Nevertheless, it illustrates clearly how big number of various actors work in Kosovo. Each country, UN agency, and international organisation has its own agenda,

⁵ For illustration budget for period July 2013 to June 2014 is 44 mil. USD (UNMIK 2013)

procedure and requirements which must be fulfilled by those directly implementing. This may put the implementing partners into a very difficult situation.

NGOs and charitable organisations play a significant role in development as well. Some of them implement their project and programmes as part of the official development assistance others have their own projects and work separately. In such a big number of international actors the coordination of activities as well as alignment to national strategies and frameworks play a crucial role.

1.2 Roma, Ashkali and Egyptians in Kosovo

Kosovo Foundation for Open Society (KFOS) conducted a survey in 2009 to bring the lacking information about the Roma, Ashkali and Egyptian communities. This subchapter builds on KFOS publication *The Position of Roma, Ashkali and Egyptian Communities in Kosovo* (2009) and OSCE report (2010) *Kosovo Communities Profiles*.

Roma as declared by the Council of Europe (without date) “*are amongst the most deprived of all communities, facing daily discrimination and racial insults, living in extreme poverty and exclusion from the normal life that other people take for granted – going to school, seeing the doctor, applying for a job or having decent housing.*” The Council of Europe (2012) estimates that more than 11 million Roma live in Europe, diverted in all European countries.

Using term Roma referring to vulnerable communities in Kosovo is incomplete. Three distinct communities of Roma, Ashkali and Egyptians are identified there. All three communities have lived traditionally in Kosovo. Roma derive their origin from India and have been present in Kosovo since 14th century; Ashkali identify their origin in ancient Persia; and Egyptians started to separate from other communities in 70s claiming ancient Egypt as their place of origin. (OSCE 2010)

All three communities are predominantly of Muslim faith (KFOS 2009). Mother tongue of Ashkali and Egyptians is mostly Albanian whereas Romani is mother tongue for almost 80 % of Roma. (KFOS 2009) Population of Roma, Ashkali and Egyptian background is younger than the average Kosovo population. 57 % are younger 24 years (KFOS 2009) compared to 47 % of Kosovo population younger 25 years (KAS 2012). Education is therefore very important in order to secure proper development for these young people. Average number of family members is 5 to 6 meaning that average family has 3 to 4 children. (KFOS 2009)

The OSCE (2010) estimates that about 150 thousand of Roma, Ashkali and Egyptians lived in Kosovo prior the conflict in 1999. First census since then was conducted in 2011, therefore there is a gap in exact numbers. Kosovo Agency of Statistics (2012b) provides official data of numbers of Roma, Ashkali and Egyptians in Kosovo. For Roma it is 8824,

Ashkali 15436 and Egyptians 11524 by self-declaration. In summary, the Roma, Ashkali and Egyptian communities form a group of 35784 people. The Estimates of the Council of Europe (2012) were 25000 to 50000 of Roma, Ashkali and Egyptians living in Kosovo.

The total number of Roma, Ashkali and Egyptians decreased during the years due to the migration of many families in the 80s and the 90s when they were forced to leave due to their economic situation or migrated because of the conflict. (OSCE 2010) The OSCE estimates that about 2/3 of Roma Ashkali and Egyptians of 150 000 population was displaced during and after the conflict. On the other hand, KFOS (2009) reports that the majority, about 63 % of communities' members had lived at the same place even during the war, 31 % as internally displaced people in different locations in Kosovo or in refugee camps and 6 % as refugees in Western countries. 666 Roma, 635 Ashkali and 292 Egyptians remain displaced throughout Kosovo as for 2010. Voluntary and forced repatriation from Western countries remain slow and stable stated OSCE (2010) KFOS (2009) adds that most of the people who returned, came back to their original settlements.

The highest concentration of Roma, Ashkali and Egyptian is located in municipalities Gjakova, Fushe Kosovo, Prizren, Peja and Ferizaj. The most Roma live in Prizren municipality, Ashkali in Fushe Kosovo and Ferizaj, and Egyptians in Gjakova and Peja. (KFOS 2009)

Overall situation for all three communities is extreme poverty, low level of education with considerably lower education of girls, high drop out rates, missing civil registration documents and high unemployment rate. Communities are excluded with complicated access to services. Composition and pattern of social exclusion has been influenced by actions in 1989 when authorities enforced restrictive measures and enrolment of Albanian speaking children fell. This was followed by migration and movement of population affecting social exclusion. (UNDP 2010)

Security situation for all three communities was a concern directly after the war and later in riots in 2004 when several settlements were targeted. Nowadays, security and freedom of movement of Roma, Ashkali and Egyptians is good throughout Kosovo. Roma security might be seen as concern as they are usually associated with Serbian communities, therefore the security of Roma is linked to the security of Serbs. (OSCE 2010)

Families receive on average 120 Euro per month although, big differences between families income exist. Taking in consideration different sizes of families income per person in the communities is for Roma 0,81 Euro, Ashkali 0,65 Euro and Egyptian 0,74 Euro per day. (KFOS 2009) These numbers are alarming as the WB (2013) set poverty line is 1,25 USD per day. Based on these figures it is clear that considerable number of Roma, Ashkali

and Egyptians live in extreme poverty. About half of the families living abroad send remittances to families of their relatives in Kosovo and more than half of the families receiving are fully or a lot dependent on this income. When families assessed their income 93 % said it is not enough for food or to survive. (KFOS 2009, OSCE 2010)

The employment situation in communities is also warning . 37 % are unemployed, 33 % work in house, out of which 71 % are women, 11 % have temporarily jobs which are mostly work in construction or work in agriculture or other low skilled jobs, less than 1 % is employed with NGOs. Around 45 % of men and 16 % of women are looking for a jobs which suggests a reverse in the prejudice about unwillingness to work or to look for employment. (KFOS 2009)

The access to services remains challenging due to the administrative fees, lack of necessary documents and low awareness about institutions. About 11 % of Roma, Ashkali and Egyptians lack registration documents lack and about 6 % are even not registered at institutions which may cause inability to access school, social welfare scheme, health care and job opportunities. (KFOS 2009)

Considering the high probability of poverty, it is alarming that less than the half of the Roma, Ashkali and Egyptian families benefit from the social welfare. Many Roma families benefit mostly from Serbian-run social welfare scheme; Ashkali and Egyptian use the Kosovo scheme which doesn't reach many families due to narrow eligibility criteria. Most families receive assistance between 40 and 60 Euro per month. (OSCE 2010)

Although there are no formal obstacles to the education, the Roma, Ashkali and Egyptian don't access education to the same extent as the majority of Kosovo population in terms of the enrolment, attendance and higher dropout. The main reasons identified are social exclusion, poverty and cultural tradition as the main reasons. Almost any of Roma, Ashkali or Egyptian children do not access preschool education in spite of, those families who receive social assistance should be able to access it without any costs. (OSCE 2010) The access to the education and the obstacle in education are further discussed in following subchapter Exclusion from education.

The health care is generally accessible although most of the families can't effort to pay expensive medications. The exception form families who receive social benefits, and therefore get a free medical care. (OSCE 2010)

Roma, Ashkali and Egyptians are in most cases well integrated in Albanian or (for Roma) Serbian neighbourhoods, although Egyptian representative made several complains that more attention is given to the other communities. (OSCE 2010)

Women from these three communities are implied to be the most vulnerable group in Kosovo as they are not actively involved in the employment, they are getting married quite young and when it comes to education boys are favoured to girls, also their school drop-out rates are higher. (OSCE 2010)

1.3 Exclusion from Education

In the theory, all children have access to the education. The practice shows that although there is a clear framework of the law, the structure of officials, there exist gaps in the access to the education. This subchapter explores the lawful right and obligation to education and barriers to education. It is introduced as the exclusion from education is a barrier affecting income, employment opportunities, quality of life and other aspect of human being (Cox and Pawar 2006).

1.3.1 Right to Education

Right to education is one of the crucial rights of every human. Article 26 of the Declaration of the human rights sets the bases for right to education.

“(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.” (UN, 1948)

Law on Pre-university education in the Republic of Kosovo defines purpose of education (No.04/L –032): “*to develop the pupil’s personality, talents and mental and physical abilities to their fullest potential.*”(2.1)

Article 3 states:

“1. No person shall be denied the right to education.

...

6. Access to and progression through all levels of pre-university education shall be enabled in compliance with the provisions of this Law without discrimination on any real or presumed ground such as sex, race, sexual orientation, physical, intellectual or other disability, marital status, colour, language, religion, political or other opinion, national, ethnic or social origin, association with a Community, property, birth or other status of the pupil or the pupil’s family.”

The education is compulsory and shall start at the age of 6 and continue until finishing of the primary school (composing of 5 grades), and the lower secondary education (composing of 4 grades). The compulsory education shall last until the age of 15 with compliance

of 9 grades. This compulsory education is free of charge. Law also states that school attendance of a child is responsibility of the parent and if parent fails to do so, he or she should be punished. (Law on pre-university education in the Republic of Kosovo No.04/L –032)

Going back to international level, Millennium Development Goal 2 Achieve Universal Primary Education stress the importance of education. It sets goal “to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” (UN without date).

1.3.2 Barriers to Education

Literacy and overall education is a basic component of human development. Data from Kosovo Mosaic 2009 (UNDP 2010) show clear correlation between the education and employment possibilities. The Figure 3 displays that 67 % of people with higher education are employed in Kosovo compared to 14 % employed people with no formal education.

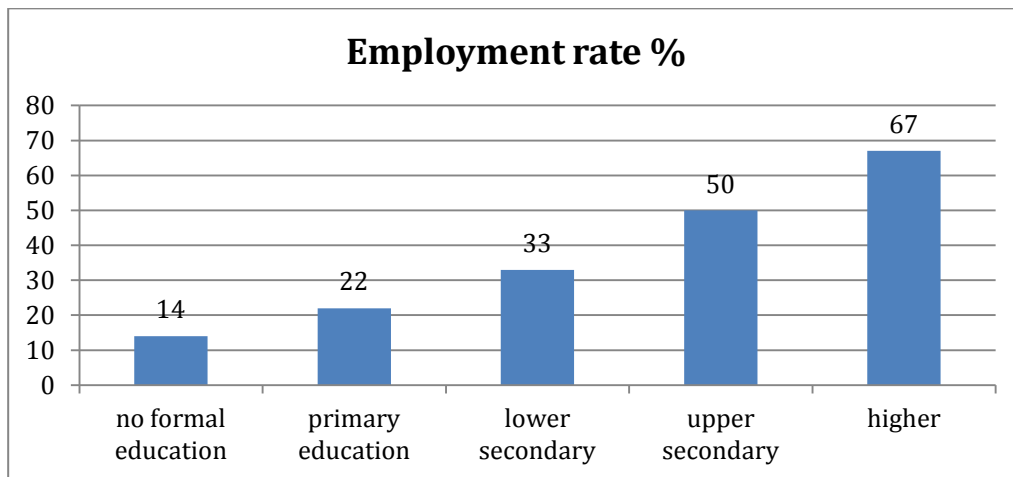


Figure 3 Employment rate by education (UNDP 2010)

The literacy rate, enrolment rates and average years of schooling are measures to assess the educational dimension of poverty. The lack of education, especial the female one as implied by Goldin and Reinert (2012). It is often the important factor contributing to poor health and low income, higher child mortality, malnourishment and barrier to development. The evidence shows that children from poorest families are up to 3 times less likely to receive education. Figures are dropping all over the world yet the poorest and marginalised groups are at the risk of illiteracy. (UN without date)

According to KFOS (2009) 20 % of the Roma, Ashkali and Egyptian adults are illiterate. Data show huge differences between men and women. While illiteracy among man is 11 % women illiteracy is as high as 30 %. Another indicator of gender differences is the percentage of men and women who finished high school, for men it is almost 18 % while women reach only 0,5 %.

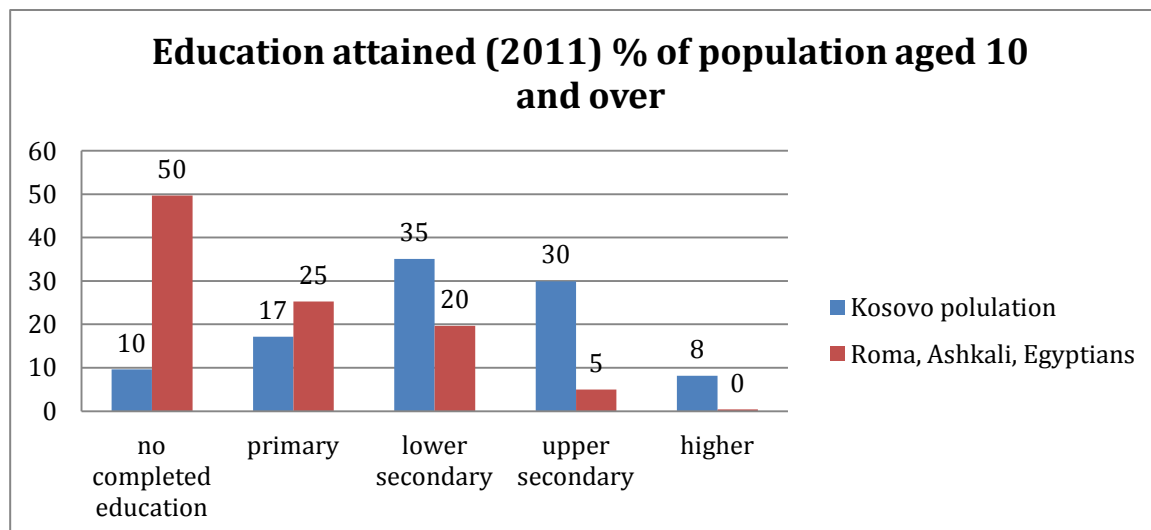


Figure 4 Education attained (KAS 2012b, BSF 2012)

The Balkan Sunflowers (BSF 2012) conducted a survey in 2011 in 9 municipalities among the Roma, Ashkali and Egyptian communities indicating that 44 % of Roma Ashkali and Egyptians never went to school and 50 % haven't completed any level of education. Showing higher prevalence of illiteracy than the KFOS (2009) 20 %. The Figure 4 shows that there is inequality in education attained by Kosovo population in total and the Roma, Ashkali and Egyptian communities.

The OSCE (2010) identifies the social exclusion, poverty and the cultural tradition as the main reasons for difficult access to education. Other factors are additional cost of education families are not able to pay – textbooks, supplies, clothes, meals, and transport. Moreover, returnees often face problem with proper document, which results in inability to access the school education. The OSCE also highlights the issue of girls who can be forced to early marriage or maintain at home house duties instead of attaining school education. Roma community unlike the Ashkali and Egyptian keep using schools run under Serbian scheme although some Roma children go to Albanian schools and some Ashkali children enrol Serbian schools.

The OSCE (2012c) recognises that extreme poverty, low level of education, low awareness of importance of education, tension between ethics, and discrimination at schools and insufficient number of teacher of Roma, Ashkali and Egyptian origin prevail as the main obstacles in the integration in education.

Bureaucratic obstacles, poverty related obstacles and majority parental actions against Romani enrolment are other obstacles for education as implied by ERRC (2002). “A lack of identity documents has been used as a pretext for denying Romani children access to school.” (ERRC 2002:7)

The BSF (2012) suggests based on their daily work economic issues, health issues, social issues, leasing issues, discrimination, language and problems with access as the main obstacles to education of Roma, Ashkali and Egyptian children. This was supported by a survey (BSF 2012) proving that families struggle the most with economic obstacles 99%, discriminations is an issue for 16 % of families, both academic problems and problems with transportation to school was mentioned by 12 % and hygiene and health problems was mentioned by 6 % which is displayed in the Figure 5.

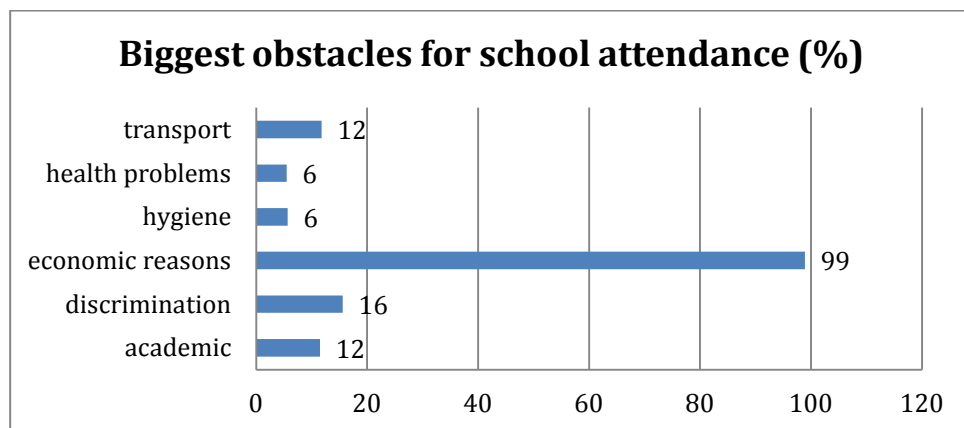


Figure 5 Biggest obstacles for school attendance (BSF 2012)

The biggest economic obstacles were identified as no money for books and notebooks (30 %), no clothes for school (29 %), no winter clothes (22 %), no money for food (18 %). Discrimination as an issue can be divided into the category of mistreated by teachers as perceived by 9 % and mistreated by children perceived by 6%.

KFOS (2009) came up with figures of 78 % families who don't feel discriminated at all. 34 % feel discriminated at educational institutions. On the other hand, almost 50 % of respondents feel discriminated at least a little by NGOs. (BSF 2012)

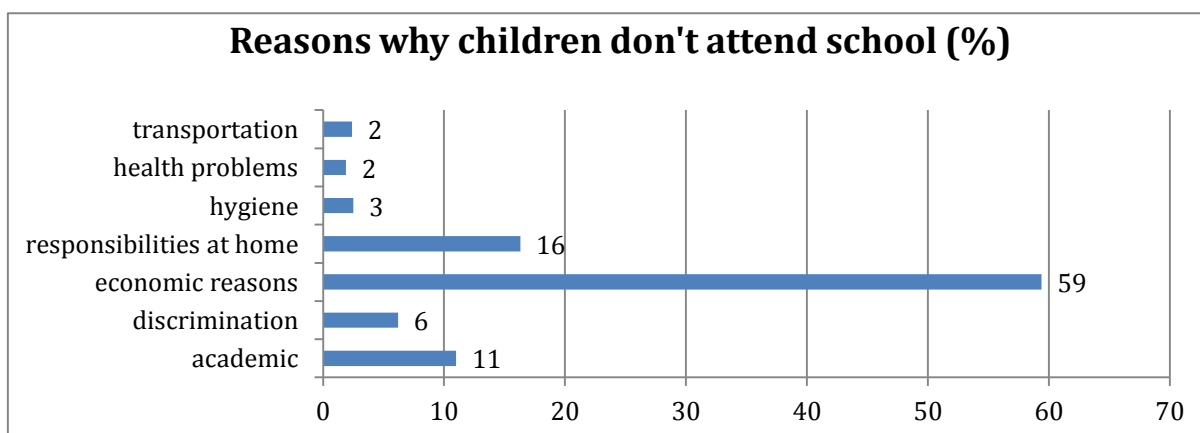


Figure 6 Reasons why children don't attend school (BSF 2012)

The BSF (2012) examined also reasons why children don't attend school including children who dropped out. Survey conducted in 2011 shows economic constraints for 59% of families, responsibilities at home are reason for 16%, academic reasons for 11 %, discrimination for 6 %, hygiene for 3 %, and health problems and transportation both for 2 % as main areas why children don't attend school.

The economic reasons for not attending school can be divided into no clothes for school (19%), no money for books and notebooks (16%), no clothes for winter (14%), and no money for food (11 %). The responsibilities at home can be divided to obligation to work (8%), house duties (4%), and taking care of other children (4%). Discrimination involves discrimination by other children (4 %) and discrimination by teachers (3%). (BSF 2012)

When comparing reasons for not attending school and obstacles for school attendance it shows that the biggest difference are responsibilities children have at home as shown in the Figure 7. Children attending school don't mention that category at all. Other categories are academic reasons, discrimination, economic reasons, hygiene and health show approximately the same importance, although families whose children attend school express higher concern about discrimination and economic obstacles.

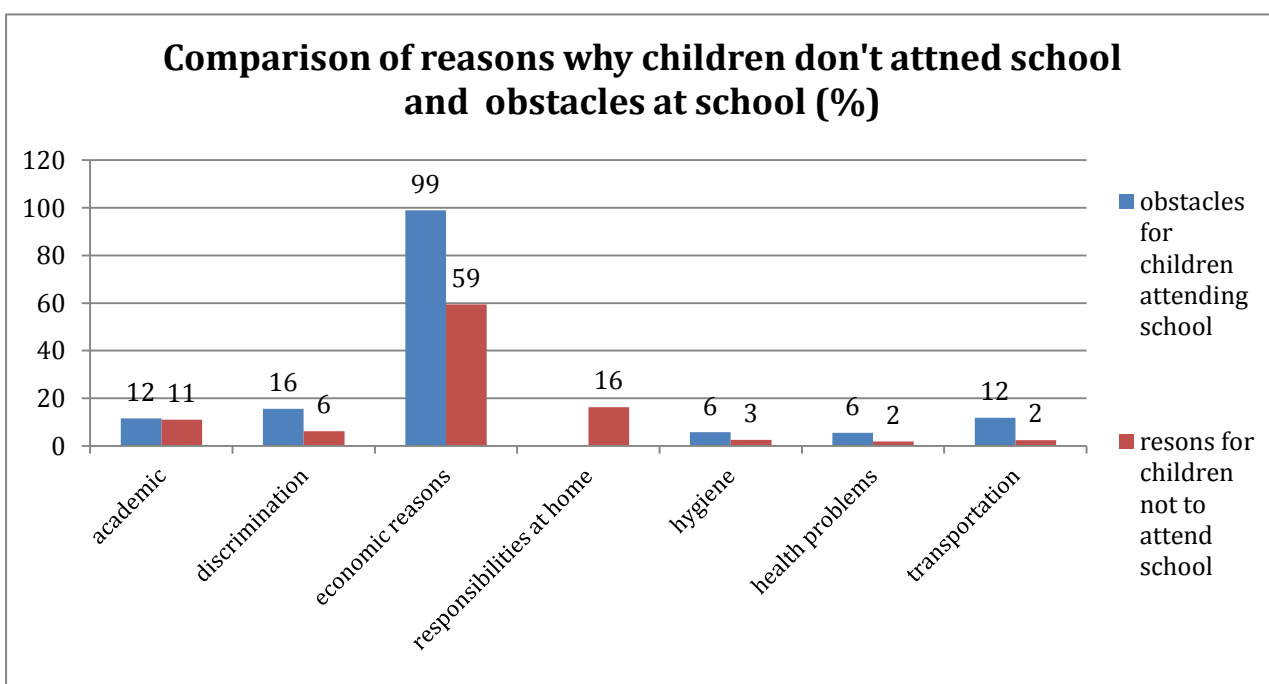


Figure 7 Comparison of reasons why children don't attend school and obstacles at school (BSF 2012)

The European Roma Rights Centre (2002) suggests that Romani children are discriminated in the whole of Europe. The abuse at school can be performed by pupil peer, their parents, educators or directorate representatives. "At a very young age, many Roma and non-

Rom are taught that hate, humiliations and even physical abuse on racist grounds is acceptable or at least tolerated.” (ERRC 2002:8). Also Taba and Rydes (2012) note that teachers in schools with high percentage of Romani student tend to have low expectations about them.

Another aspect of exclusion from education is a physical segregation. Taba and Rydes (2012) divide segregation into three categories to (1)ghetto schools segregation with majority of Romani children, (2)placement of pupil in special schools and (3)segregation by classroom. The European Roma Rights Centre (2002) uses similar distinction when classifying barriers to education as segregation in special schools, segregation in special classroom, segregation in ghetto schools, exclusion from the school system, and abusive behaviour at school. Official status of the MEST as for January 2012 was that there is no segregation in education in Kosovo (OSCE 2012b)

The ERRC (2002) mentions that there exists danger of adjust curricula for Romani children. Children are taught in separated classrooms or buildings, and follow a curriculum which is not equal to the curricula taught regularly. Romani children miss proportional part of the education they should obtain. There is incidence of parents of non-Romani children who withdrew their children from schools or classes with high percentage of Romani children.

Romani segregated schools are connected to the residential segregation. “*Ghetto children go to ghetto schools.*” (ERRC 2002: 5) Schools in the segregated areas tend to have substandard education as teachers lack proper qualifications, students have old textbooks and schools are insufficiently equipped , and the schools are overcrowded lack basic facilities due to the non adequate space. (ERRC 2002)

1.4 Inclusive Education Initiatives as an Institutional Response

As described above, not all children in Kosovo have the same access to the formal education, therefore concept of inclusive education is a tool to reach it. The chapter explores framework at the national level addressing inclusion to education, international response and inclusive education at local level. This subchapter doesn't provide a comprehensive list of actors involved in the inclusive education, it rather focuses on different levels where the inclusion occurs.

1.4.1 National framework

Goldin and Reinert (2012) imply that programmes are more effective when they are run by private sector rather than by government. On the other hand, poverty alleviation appears to be difficult in weak states. Without ownership of the country the programmes rather fail leaving no further impact. Taba and Rydes (2012) suggest that the education strategies don't work that well when they aren't part of national education strategies and are rather formulated

separately. Moreover, planned programmes that are part of national plan challenge the system change better than ad hoc projects. A national policy document with binding commitments is therefore the key to the inclusion

The Strategy for integration of Roma, Ashkali and Egyptian communities was developed in December 2008 as reaction to exclusion of vulnerable communities. Strategy concentrates on 11 different areas including education. Figures provided in the strategy refer to UNDP Kosovo Human Development Report 2004. It states that illiteracy rate among these three communities is 16 %, 75 % of children attend primary education, 25 % attend secondary education and 1,4 % reach university. (Government of RKS 2008)

The migration connected to the conflict in 1999, economic difficulties of families and undervaluing importance of education are the reasoning of the educational situation described in the Strategy. Furthermore, the promise of actions taken is introduced:

“The government of the Republic of Kosovo recognises the specific situation of Roma, Ashkali and Egyptians in the education system and will undertake specific measures in order to improve access to all levels of education and to increase the quality of education available to these”
(Government of RKS 2008:21)

The actions mentioned in the Strategy, the Roma, Ashkali and Egyptian communities’ needs in particular laws and responsibilities of the Ministry of Education, Science and Technology (MEST) and other ministries to take action to, introduce a relevant plan to increase and enable better access to education, anti-discriminatory measures and actions at all levels of educations. These actions are discussed in order to develop adequate curricula and training for teachers, to provide environment for participation and access to information for families, to provide catch up classes for returnees and “special cases”, and to develop extra curricula activities for children. (Government of RKS 2008)

Apart of the above mentioned Strategy, there is also specific Education component of the Strategy for integration of Roma, Ashkali and Egyptian communities in Kosovo developed a year earlier in 2007 setting 4 strategic areas of implementation. (MEST 2007)

Action plan on the Implementation of the Strategy for the Integration of Roma, Ashkali and Egyptian Communities in the period 2009 - 2015 was developed involving ministries, international organisations, and NGOs emphasizing cooperation of institutions. The educational component was created to “*establish an inclusive and high quality education system based on fairness, equality and respect for diversity that contributes to the full integration of Roma, Ashkali and Egyptian communities in Kosovo society*” (Government of RKS 2009:17) with four objectives to:

- 1) Improve participation in education system and of the quality of education for members of Roma, Ashkali and Egyptian communities
- 2) Prevent discrimination and segregation in the Education System
- 3) Improve Quality and efficiency cooperation among relevant institutions and organisations towards the education of members of Roma, Ashkali and Egyptian communities
- 4) Raise the awareness of communities and stakeholders to support the education of members of Roma, Ashkali and Egyptian communities

Activities specifying particular objectives are planned for the period 2008-2017 needing 13 819 710 Euro for implementation. (Government of RKS 2009)

The OSCE (2011) states that institutions are far from reaching the objectives and fulfilling the condition for the integration of Roma, Ashkali and Egyptian communities. The insufficient political will, lack of coordination at both central and local level, and non-adequate budget are the biggest constraints for the full implementation of the Strategy. Progress review of the Actions Plan conducted by OSCE (2012c) shows certain improvement of the situation, although the situation of low school attendance at all levels of education, and high dropout rates prevail.

Only a limited number of municipalities have included the Strategy to their local level action plans which resulted in very limited actions. As positive examples can be noted few municipalities that provided land to returnees of Roma, Ashkali and Egyptian origin or municipalities providing catch up classes to bring children to school. It is important to mention that actions taken by municipalities were in most cases supported by international organisations and NGOs. (OSCE 2012b)

An NGO representative (2013) commented on implementation of the Strategy as it is implemented in very limited way. None of the ministries created budget for implementation and the mechanisms at central level function in a limited way.

The second draft of the Kosovo curricula framework (Government of RKS 2010a) to be implemented gradually and monitored since 2010 until 2015, emphasizes the inclusion as one of the key principles referring to the right based approach. The inclusiveness in the document mentions minorities, although doesn't remark particularly Roma, Ashkali and Egyptian communities neither does mention the Strategy.

On the other hand, the Kosovo education strategic plan (MEST 2011a) includes the Strategy for Integration of Roma, Ashkali and Egyptian Communities. The lack of the

initiatives in order to integrate the communities is recognised in the strategic plan, although the only action planned for the integration is the organisation of trainings of trainers for various ethnic communities, including Roma, Ashkali and Egyptians.

1.4.2 International organisations' agendas

The development cooperation doesn't exist separated from other politics. It should be always integrated into the national strategies and frameworks. The principles of Paris Declaration from 2005 highlight ownership of the state to create relevant documents for development, alignment of development cooperation documents with national ones and harmonisation of these documents. Therefore the development cooperation can't exist separately from national politics. Furthermore, national governments as well as donors must be accountable for their work and deliver results. (OECD 2005)

Kosovo has been since 1999 inflated by various organisations. Some of them are introduced in the first subchapter. It is important to keep in mind that all the organisations are accountable to its donor, and the organisation itself, to their goals, objectives, vision and strategic plan. Bilateral projects are in the first place accountable to the donor country and are integral part of the foreign policy. At the same time they are supposed to be accountable to the people who are target of the projects, follow national policies and coordinate with other actors. All these components create net of various relationships.

The international bodies involved in the community issues are the UNMIK, the KFOR, UN agencies, programmes and organisation, the European Union, the OSCE and many others. There are numerous NGOs working at the international level e.g. the Kosovo Foundation for Open Society (KFOS), and the European Centre for Minority Issues (ECMI).

According to the MEST (2013) 107 development projects were implemented in the period 2010-2013 reaching almost 175 mil. Euro out of which 11 projects can be classified as project on inclusive education of Roma, Ashkali and Egyptian children with planned budget over 5 mil. Euro. The MEST (2011a) identified as the biggest donors the UNICEF, Finland and Sweden. Other projects on inclusive education are funded by the European Commission, Germany and Netherlands (MEI 2013) and the Czech Republic (Czech Development Agency without date).

Scope of work of the OSCE, the KFOR, the UNICEF and the ECMI is described bellow as an illustration of different approaches and objectives to the problematic of inclusive education.

The OSCE engages with communities mostly by monitoring of the situation. The scope of work is focused on *„the use of languages; access to education and health care; property*

rights; access to accommodation and services for returnees and repatriated persons; participation in decision-making processes; and religious and cultural heritage protection.”(OSCE, 2013a) The OSCE works mostly at the central level addressing legal and policy framework issues. As a concrete example of the OSCE engagement in the past is the development of the Strategy for integration of Roma, Ashkali and Egyptian communities and cooperation with municipalities to improve the access to services. (OSCE, 2013a)

The UNICEF out of all UN agencies focuses the most on the field of education. In recent years, several projects to support and monitor out of school children, to monitor dropout rates, and to evaluate existing projects have been delivered, nevertheless in 2013 UNICEF shifted focus to cooperation with the MEST. (UNKT 2012a)

The Kosovo Forces (KFOR) are involved in the minority issues via Liaison monitoring team which monitors the situation and report to the authorities. The existence of the team comes from the riots in 2004 which KFOR didn't know about but people in the streets were aware of it. They cooperate mostly with the UNHCR and the OSCE. They also hold regular meetings with NGOs, public institutions and representatives of mosques and churches.⁶

The European Centre for Minority Issues is an NGO aiming to establish functional interethnic relationships, and to ensure an effective implementation of policy and institutional framework alongside the promotion of human and minority right. (ECMI 2013a) The ECMI currently supports inclusion in education of Roma, Ashkali and Egyptians in their project on enhancing the access to education for vulnerable and disadvantage children in cooperation with the UNICEF and improving municipal response to inclusion of Roma, Ashkali and Egyptians in the education. (ECMI 2013b)

1.4.3 Implementation at local level

Direct implementation of all strategies happens at local level as part of the municipal action plan or by NGO involvement which happens often as a part of the official development assistance or separately by contribution of charitable organisations.

The Strategy for integration of Roma Ashkali and Egyptian communities is implemented at local level by municipalities by creation of municipal action plans which are based on the Strategy. The director of Balkan Sunflowers, Mr. Arifi stated that Action plan is in some way stronger document than the Strategy itself as the Strategy is not legally binding, whereas the action plan includes concrete steps. NGOs are mostly involved in the

⁶ Archive of the author. Interview with the member of the Liaison monitoring team, KFOR, Ms. C. Söderlund on 24 July, 2013 in Pristina.

implementation of the Strategy at the local level which is supported by donors from the Europe.⁷

In last 25 years, NGOs have significantly contributed to the development as suggested by Riddell (2007) In 2004, 30 % of the official development assistance was provided by NGOs mostly in the sectors of health and education, mostly with people living on less than 2 USD per day. (Riddell 2007)

The traditional scope of work for NGOs is to implement projects and programmes focused on poor people, communities, and delivering services like housing, education, health, capacity building, enhancing civil society and income generation projects. The first attempt to take actions against the exclusion from education of Romani were taken in the 70s and 80s. The most significant changes have been made through their advocacy actions. NGOs working on the Romani issues are both large NGOs covering various areas spread across multiple countries as well as tiny NGOs focusing on purely local issues. One of the pan-European NGOs are the European Roma Right Centre, the European Centre for Minority Issues, and the Roma Education Fund. Big NGOs working Kosovo wide on issues of Roma, Ashkali and Egyptians are the Kosovo Foundation for Open Society, and the Balkan Sunflowers. A representative of a small NGO working on local issues is the Ideas Partnership. More about scope of work of local NGOs is discussed in the case study specifically for Fushe Kosovo.

The Municipal bodies involved in inclusion in education are Municipal education directorate (MED) responsible for pre-school education as well as for maintenance of primary and secondary education. Other bodies involved in the inclusion are the Municipal office for communities and returns, and the Communities committee, supervising and ensuring that minorities will be included in policies and strategies and measures for integration will be taken, and Municipal directorate of finance, economy and development. (ECMI 2012a)

Other mechanisms at local level are not necessary established in all municipalities. The municipal focal points for the implementation of Action plans reports the level of implementation. The working groups for monitoring the implementation of the municipal Action plans were established in some municipalities to provide multidimensional monitoring by fusing municipal officials, NGO representatives and students. Prevention and response team towards abandonment and non-registration (PRTAN) at school and municipal level were established in 2012 by Administrative Instruction no. 19/2012 “*aiming to reduce, to prevent*

⁷ Archive of the author. Interview with the director of Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina

school drop outs, and to rise enrolment number of children and youth at school” (Article 4), to develop the strategy and work plan at school level against non registration and abandonment, and to coordinate among different actors. (ECMI 2012a)

Task forces are another mechanism created to strengthen the position of a child, and as a protection against exploitation, which was supported by international organisations on different levels. The Task force on preventing abuse and protecting children from exploitation was established in 6 municipalities *“as a coordinating body aimed at preventing abuse and protecting children from exploitation, and are usually composed of social workers, school psychologists, and representatives from MED, the Directorate for Health and Social Welfare and Kosovo Police.”* They function as coordinating body aiming to tackle issue not exclusively of Roma, Ashkali and Egyptian children. (ECMI 2012a:22)

The prevention mechanisms lie also at the school level on of school director’s supervision, school board, students’ council, teachers’ supervision and parents who are responsibility for education of their children. (ECMI 2012a)

All three sections national framework, international agendas and activities at local level indicate that the cooperation among them is an essential condition in order to include Roma, Ashkali and Egyptian children and adults in education.

1.5 The Incentive for Further Research

Poverty and the social exclusion of Roma, Ashkali and Egyptians are prevailing problems restricting the communities from many areas of life. Roma, Ashkali and Egyptians are especially vulnerable to exclusion due to very low literacy rate and unemployment. The previous research identified barriers to education using method of survey which identified areas the actors in inclusion in education can work with. There exists well prepared structure to tackle social exclusion of Roma, Ashkali and Egyptians on the central level, having developed different strategies, although there is no budget for implementation, therefore mostly international organisations fund initiatives applied on local level either through local authorities or, as it is done mostly, through initiatives of NGOs.

Further research of the factors influencing education can specify what the issues in inclusion in education are and what creates the barriers to people so their education is not as high as it could be. This could lead to adjustment of existing programmes or development of new one suited better to the needs of Ashkali, Egyptian and Roma children, women and men.

2 Case Study on Inclusion in Education

2.1 The Objective of the Case Study and Research Question

The objective of the research is to identify the factors influencing inclusion in the education. The research question derives from this objective therefore the question is:

“What are the factors influencing inclusion in the education and how do they affect the communities?”

Three specific questions derive from the research one suggesting the aiming of the research. First specific question is connected to Ashkali, Egyptian and Roma communities: *“What factors are identified by the communities?”* The factors contribution to the inclusion can be very diverse, therefore the focus of the research was narrowed on NGOs implementing programmes on inclusion in education as their influence on the inclusion comes from the purpose of their work, therefore specific question about their work was set: *“How does the work of NGOs on inclusion in education affect the communities?”* Apart of NGOs focus was given to work of officials on the local level which might have an impact on inclusion in education as well, therefore another specific question was raised: *“How does municipality affect inclusion in education?”*

As the three specific questions suggest the research aims to explore the factors identified by the communities, NGO interventions and municipal activities all effecting the inclusion in education.

2.2 Methodology

The qualitative design according to Creswell (2009) is suitable when the research is conducted in the natural setting, uses multiple sources of data, the design of the research has an emerging character as it gets specified during the preparatory and data collection phase, moreover the research attempts to provide a holistic view over the problematic. The structure of the research corresponds to above mentioned description as it is conducted in natural setting of two neighbourhoods, since the beginning the research was designed to use multiple data e.g. interview transcripts, reports, and other documentations. The design of the research had been planned since the beginning, although had changed throughout the research, which confirms the emerging character.

Research strategy directs the research in a specific way as implied by Creswell (2009). Case study was selected as the strategy as it explores the case into depth. The research is bounded by time and place and variety of data are collected as identified by Stake (1995). Yin

(2009) adds that case study is preferable method when the important questions are why and how, the researcher has little control over the events, and the research focuses on contemporary life events. Whereas Yin (2009) doesn't categorise case study, Creswell (2009) categorises case study as a qualitative research strategy.

The case study has certain traits of descriptive, explanatory and exploratory case study (Yin 2009) as it describes the overall situation, explores the factors influencing inclusion in the education and attempts to explain how the factors affect the inclusion in education.

Single case study of inclusion in education was selected for the design. Specific area of neighbourhoods 28 and 29 in Fushe Kosovo with high concentration of Ashkali, Egyptian and Roma communities was selected. Another reason for a single case is the possibility of tracking previous studies conducted in the areas, therefore the longitudinal character of the study can be reached as suggested by Yin (2009), and accessibility and previous knowledge of the researcher. The two neighbourhoods, where the case study was conducted, in the context of Fushe Kosovo town and municipality are analysed in the text below.

2.2.1 Single case in neighbourhoods 28 and 29 in Fushe Kosovo

Town Fushe Kosovo is located in municipality of Fushe Kosovo, one of the 38 Kosovo municipalities. (The Ministry of Local Government Administration without date). Municipality occupying 83 km² locates one town and 15 villages and is inhabited by 34,827 people according to census 2011. (OCSE 2013, KAS 2012) The town Fushe Kosovo is the administrative centre of the municipality

Ethnic or cultural background (KAS 2012)		%
Albanian	30 275	86
Serbian	321	0,9
Turkish	62	0,2
Bosniak	34	0,1
Roma	436	1,3
Ashkali	3 230	9,3
Egyptian	282	0,8
Goran	15	
Other	172	
Total	34 827	100

Table 1 Composition of population in Fushe Kosovo (KAS 2012)

Based on the census 2011 (KAS 2012), the ethical composition of the population in FK municipality is of Albanian 86 %, Ashkali 9,3 %, Roma 1,3 %, other groups e.g. Serbian, Turkish, Roma, Egyptian and Gorani origin. The detailed composition of population can be found in Table 1.

Albanians form a significant majority. Before the conflict in 1999, there were more of non-Albanian people. Some of them have returned mostly Ashkali, Egyptian, Roma and Serbian. Nevertheless, considerable number of people remains displaced and there are no data

of their location. (OSCE 2013c) In Fushe Kosovo municipality, 436 Roma, 3230 Ashkali, and 282 Egyptians self declared themselves to these ethnical categories. (KAS 2012b).

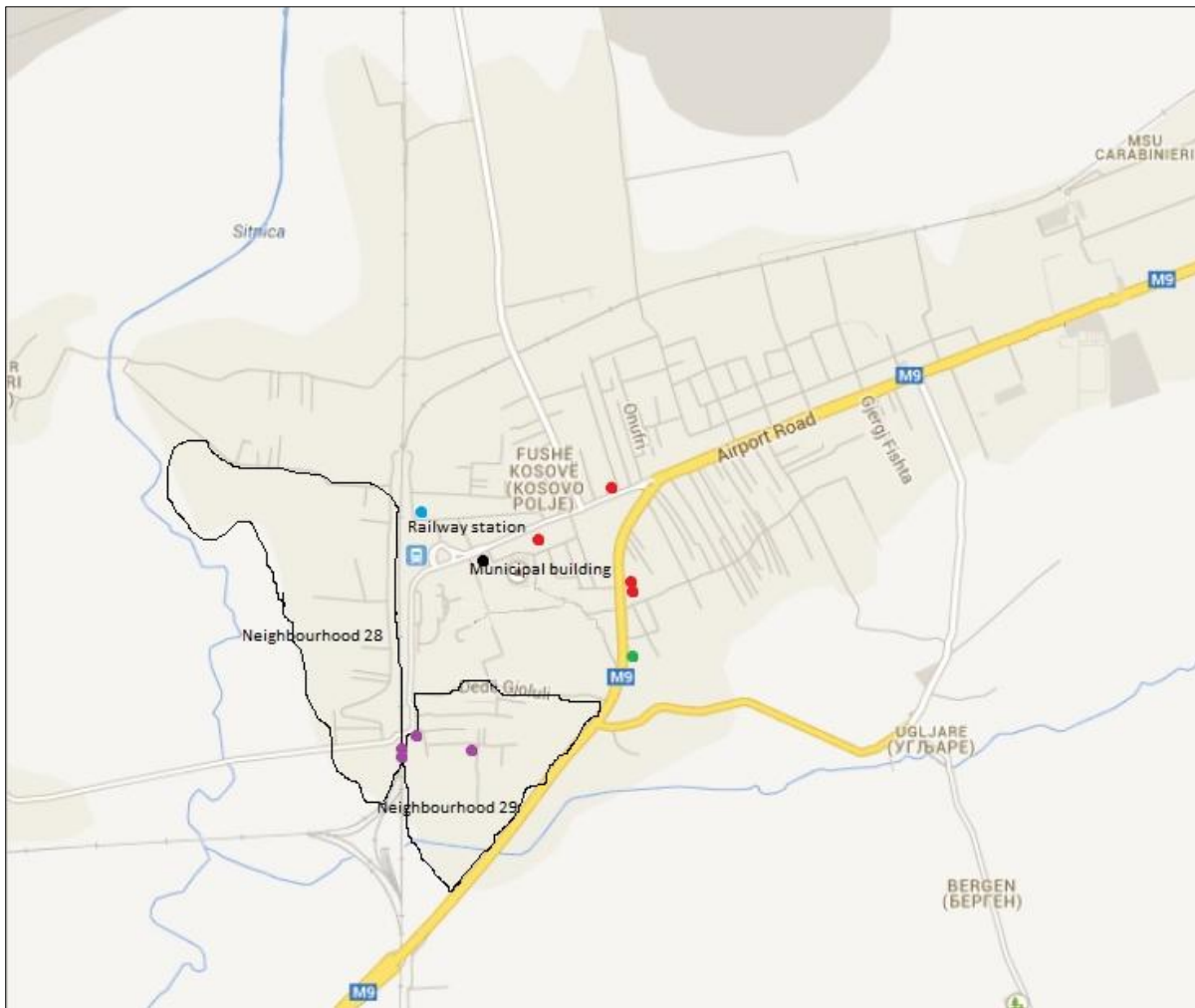
Education in the municipality is provided in one kinder garden, 9 primary schools, one of them provides education in Serbian language according to Serbian curricula, and one high school (OSCE 2013c).

The main Kosovo railway station and the airport are located in the municipality resulting in heavy traffic. There is one municipal health centre in the town and 11 health clinics; one of them provide services in Serbian and is used mostly by Serbs and Roma. According to Municipal directorate of health and social welfare all people have access to health services. (Komuna e Fushe Kosoves without date a). The economy is based on small business enterprises and agriculture. About 920 enterprises are registered in the municipality; most of them concentrate on trade and services. (OSCE 2013c and Komuna e Fushe Kosoves without date a) The main source of living for FK population is for 55% support provided by another persons who are most probably relatives. (KAS 2012a)

Literacy rate among adults in FK is low, 53% of adults have never gone to school, 23 % finished compulsory education, 4 % finished secondary school and 0,5 % reached university diploma. (KAS 2012a)

Roma, Ashkali and Egyptians in Fushe Kosovo live mainly in four neighbourhoods – 2, 8, 28, and 29. The following text refers to neighbourhoods 28 and 29. These are physically in relative proximity to the railway station and municipal building, nevertheless, the character of the place is excluded from the rest of the town. As shown in the Picture 1, neighbourhoods 28 and 29 are physically excluded from services.

All services including school, health care and major shopping areas are located out of the neighbourhoods. Children walk 1 to 3 kilometres to school and those children from neighbourhood 28 must cross rails where does not exist any safe crossing point. Furthermore, supermarket is about 1,5 km and the nearest health centre is 2 km far away. More about the life conditions in neighbourhoods 28 and 29 can be found in the Appendix IV in photo documentation.



Picture 1 Neighbourhoods 28 and 29 (map was downloaded from www.maps.google.com 2013⁸)

	School
	NGO
	Health Centre
	Supermarket

Only about 3% of Roma Ashkali and Egyptian in Fushe Kosovo are employed (ECMI 2012b) making families dependent mainly on social welfare scheme and alternative ways of earning money like trash collection or bagging in the streets. Director of Balkan Sunflowers Mr. Arifi agrees that about 99 % of adults are unemployment therefore, main source of living are social benefits, recycling or donation or other help.⁹ About half of families receive social benefits. Criteria were changed recently and less people would benefit from the new system. The new rules of social benefits change the criteria that there must be a child younger 5 year, in order the family received social benefits, and at the same time there must be no child older 18 year in the family said Mr. Haroli in the interview.¹⁰

⁸ The map was adjusted by the researcher using knowledge of the town

⁹ Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina

¹⁰ Interview with the Counsellor of Department of Social Work, Mr. Haroli on 31 July 2013 in Fushe Kosovo.

2.2.2 Phases of the research and methods used

Yin (2009: 101) describes “documentation, archival records, interviews, direct observations, and physical artefacts” as the six main methods used in case studies. Documentation and interviews were the main sources of information for the study, some additional sources as direct observation and photo documentation were used as well. Restriction of use of the archival records as well as a part of the documentation played a certain role as the researcher doesn’t speak Albanian or Serbian, therefore the material in those languages was difficult to access.

For the general orientation in the research methodology, the research is divided to three phases: Preparatory phase, Data collection, and Analytical phase. Each phase is characterised by use of different methods and different time frame, although one phases follows up the previous one and overlap one another.

Method used	Phase
Documentation review	Preparatory phase, data collection, Analysis
Expert Interview	Data collection
Case Interview	Data collection
Observation	Data collection
Pattern Matching	Data collection, Analysis
Thematic analyses	Data collection, Analysis

Table 2 The methods used

In the preparatory phase documentation review was done identifying areas of focus, also people in Kosovo were contacted in order to prepare the ground for the field research. The preparatory phase took place since May till July 2013.

During the data collection phase, three main methods were used: documentation, interview and observation. Interviews were conducted in two different categories of interviews, as expert interviews and case interviews (see Table 2). Main data collection took place during

the field research in Kosovo from 17 July until 15 August 2013, although data were collected prior and after this stage.

Methods used in the analytical phase were pattern matching and thematic analyses. Creswell (2009) implies that analysis is an ongoing process occurring throughout the study. The table shows that ongoing analytical methods were used in the data collection phase and in analytical stage of the research. Also Yin (2009) suggests that analysis happens throughout different stages of cases study research.

All the methods are separately described in further subchapters. Table 2 provides summary of all used methods in different phases of the research.

2.2.3 Documentation review

Documentation review was done throughout whole process of the case study as previous understanding was necessary for developing framework of the research. Documents were reviewed in the preparatory stage prior the field research in the time period from May to July 2013, using reports and other publications developed by the UN and the BSF. Particularly significant was the surveys by Balkan Sunflowers (2012) *School's Out* and *Kosovo Human Development Report* (UNDP Kosovo 2010). Internet research was significant during that time given by the sensitivity of the topic (Liamputtong 2007) which requires preparation before field research. Internet also provided variety of different findings (Yin 2009).

During the data collection in the fields new documents became available to the research such as *Baseline Study. Delivery of Education to Roma, Ashkali and Egyptian Communities in Fushë Kosovë/Kosovo Polje Municipality* by ECMI (2012b) or *Strategy for Integration of Roma, Ashkali and Egyptian Communities in the Republic of Kosovo 2009 – 2015* developed by Government of RKS (2008), *The Position of Roma, Ashkali and Egyptian* (Kosovo Foundation for Open Society 2009) and many other documents. Networking proved to be a very successful strategy to reach relevant documents e.g. those the author didn't know about or received access to through interviews. Although case study uses mainly qualitative data, quantitative data from previous researches were analysed in the case study as suggested by Yin (2009).

Documents were analysed using method of pattern matching described in analysis.

2.2.4 Interview

Interview was used to gather information about the factors influencing inclusion in the education, to bridge gaps where documentations wasn't sufficient, and to find out more about

activities of NGOs and municipality in the neighbourhoods. As the variety of purposes for interviews differs, different procedures were used.

Interview as research method was used as it allows to access individual attitudes and values. Direct contact with people provides possibility for personal interpretations, experience and views which are extremely important for qualitative research. (Silverman 2006)

To gather information predominantly about NGO and municipal activities on inclusive education, type of interview called by Yin (2009) focus interview was used, which is characterised by open-ended questions, although lasting limited time e.g. 1 hour or less. These interviews are referred to as expert interview as it were made with experts in the field, e.g. people who have knowledge and power to make a change.

To gather information about factors influencing education, interviews with representatives of Roma, Ashkali and Egyptian communities were conducted. In fact, they are experts on the situation and their lives, nevertheless for purpose of the research the interviews are called case interviews.

2.2.4.1 Expert Interview

Although Creswell (2009) suggests importance of purposeful selection of respondents to understand the problem and answer the research question, respondents for expert interviews were not selected in advance of the data collections as referencing of people and networking was used creating snowball effect leading to relevant respondents. Initially, the contacts to NGO The Ideas Partnership was used to receive basic background, and Balkans Sunflowers were contacted through Ondřej Nádvorník a representative of Czech donor NGO People in Need. Workers of both NGOs provided further knowledge and contacts to municipal representatives, representative of the OSCE, and NGO Health for All.

The education aspect required a voice of representatives of the schools, therefore the first interview was conducted with the school director of the school Selman Riza with the majority of Ashkali and Egyptian pupils. That remained the only interview with the school representatives as it was difficult to get access schools during the school break in the summer.

The data were gathered mainly during the field research with an additional follow up interview conducted via skype in December. Expert interviews were recorded with consent of the respondents on recording device Iriver. Where consent wasn't given notes were taken with consent of the respondent. Language barrier required interpreter from Albanian to English and vice versa by Teuta Hajrullahu. Other interviews were conducted in English. Communication via email was additional source of information. Details about expert interviews are described in

the Table 3 below. Before the expert interviews were analysed using pattern matching, they were organised and transcribed as suggested by Creswell (2009) and Yin (2009).

Organization	Position	Name	Date	Language	Duration	Location
TIP	Co-Founder	E. Gowing	19 July	Eng	1:00:10	Pristina
TIP	Co-Founder	E. Gowing	20 July	Eng	27:20	FK
TIP	Co –Founder	E. Gowing	2 December	Eng	Notes taken	Skype
BSF	Director	M. Arifi	30 July	Eng	39:05	Pristina
BSF	Facilitator	F. Asllani	22 July	Eng	Notes taken	FK
HFA	Director	M. Asllani	29 July	Alb-Eng	1:22:27	FK
School	Director	S. Dragusha	18 July	Alb-Eng	Notes taken	FK
OSCE	Representative in FK	M. Mustafa	13 August	English	26:41	Pristina
Municipality	Director of Education	S. Shabani	13 August	Alb-Eng	1:04:30	FK
Municipality	Ashkali Representative	Q. Gara	31 July	Alb-Eng	Notes taken	FK
Municipality	Egyptian Representative	B. Mustafa	1 August	Alb-Eng	Notes taken	FK
Municipality	Director of the Municipal office for Communities and Returns	H. Qerimi	31 July	Alb-Eng	Notes taken	FK
Municipality	Counsellor of the Department of the Social Work	B. Haroli	31 July	Alb-Eng	Notes taken	FK

Table 3 Expert interview

2.2.4.2 Case Interview

Method of interview for gathering insight information about factors influencing inclusion in the education was selected because it allows to explore the issue and gives voice to people. (Silverman 2006) Data were gathered during the field research where both selection of respondents, and data collection took place. Case interviews were accomplished with families, focus groups and individuals to provide data from different perspectives.

Focus group is a special type of interview where research acts more like a facilitator than an interviewer, and in comparison to other interviews additional dynamics of participants reacting to each other occurs. (Lesley and Windcup 2004)

2.2.4.2.1 Selection of respondents

Families from the neighbourhoods 28 and 29 were planned to be contacted in the preparatory phase without having particular people in mind. Selection was made in cooperation with a representative of Balkan Sunflowers Feriz Rizahi who lives in the neighbourhoods himself and is in daily contact with the communities, also scope of his work involves daily contact with families on problematics of education. Families were selected to represent families, whose children go to school as well as children, who don't go to school, families representing the Ashkali, Roma and Egyptian communities, families from different economic background and also families who use services of different NGOs as well as those who don't. The specifications of families were clarified later in the interviews and during observation conducted during the interview. The interviews were conducted with 13 families and detailed information about them can be found in the Table 4 Families interviewed for the case interviews. For more details about these 13 families see the Apendix II Family details.

In additional to interviews with families, focus groups were planned. To cover maximum of possible issues separate focus groups were conducted with women, men, children and teenagers. Considering vulnerable situation of women in education focus group of young women not attending mainstream education was selected as well. Selection of participants for the focus groups was done with the support of NGOs Balkan Sunflowers and the Ideas Partnership. As Kruger and Casey (2000) suggest there was aim to have 6 to 8 participants in each focus group, whereas Lesley and Windcup (2004) state that typical focus group has 6 to 12 participants.

There was organised focus group of 6 men, who were selected with support of Balkan Sunflowers as their children visit school regularly. Balkan Sunflowers also helped to choose children for children focus group. Selected children were from 2nd to 5th grades who visit

learning centre of Balkan Sunflowers, 9 girls and 1 boy in total, which is not gender balanced selection. Also to obtain the voice of young women, Balkan Sunflowers facilitated the selection of the focus group providing contact to young women attending BSF literacy programme. Focus group of young women was organised with whole class of literacy programme at the time counting 9 women.

Selection for focus group of women was facilitated by TIP, based on their willingness to participate, resulting in number of 4. Focus group of teenagers was selected as well based on the willingness of young people to participate resulting in group of 4 girls and 4 boys at the age 13 to 17, where some of the members did and some didn't attend school.

Additionally, 2 girls and 1 boy were selected for an interview as they were having troubles at school. The selection happened naturally with progressed knowledge of the neighbourhoods to receive data from children about the factors they see themselves additional to the children interview gathered in family interview and children focus group.

Family	1	2	3	4	5	6	7	8	9	1	11	12	13
Education of father	9	12	3	No	4	8	?	4	No	8	4	5	8
Education of mother	?	?	No	?	4	?	1	4	No	No	?	?	1
Number of children	5	6	5	4	5	4	1	6	2	7	7	10	3
Children attending school	2	2	3	0	3	1	0(1 will start after summer holidays)	2	0 (2 will start after summer holidays)	2	?	0 (1 will start after summer holidays)	0 (1 will start after summer holidays)
Children who dropped out	1	2	1	1	1	2	1	1	2	3	?	1	1
Do children visit any NGO?	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 4 Families interviewed for the case interviews

2.2.4.2.2 Data collection

As the case interviews were conducted with people belonging to ethical minorities and sensitive themes of discrimination, child labour, and early marriage emerged, sensitivity about the research was required as suggested by Liamputtong (2007). Creswell (2009) identifies importance of confidentiality of the research and name masking when researching sensitive topic.

Willingness to disclose may be effected when talking about sensitive topics, on the other hand, it is important to give voice to people who wouldn't be heard otherwise, (Liamputtong 2007).

When developing the interview protocol for case interview (Creswell 2009) attention was paid to inform participants what is the research about, asking them for their consent and ensuring them that their names will not be used. Initial protocol was created involving ice-breaking questions as well as case oriented questions (Creswell 2009). This protocol was revised and changed with each interview as different topics were emerging.

Development of the research protocol is connected to the character of interviews as the aim was to conduct in-depth interviews allowing insight into the problematic as describes Yin (2009). The character of in-depth interview uses rather very loose structure than specific questions allowing the participants to bring their insight. (Yin 2009) Protocol with slight changes relevant to respondents was used for interviews with families, focus groups and individuals.

When first set of family interviews and men focus group were conducted time of another interview was set with no turn up, therefore the idea of in-depth interview was interchanged for focus interview which are shorter in length, therefore require some structure. (Yin 2009)

The case interviews with families were conducted together with Feriz Rizahi who also supported the selection process. Interviews took place in houses or besides the houses of the respondents resulting in having different number of respondents in each interview based on who was present. 5 interviews were made only with father, 2 of the interviews were conducted with mothers, and in 6 cases more than one family member was present in the interview. 12 families were interviewed once and one family was managed to be interviewed twice to receive more in-depth information. Languages spoken by the families were Albanian, Serbian, and Roma, therefore interpretation of Feriz Rizahi was used with help of Almir Berisha for Serbian language. Interviews were either recorded on device Iriver or notes were taken based on the given consent.

Interviewees	Age	Duration	Interpreter	Organised with help of	Participants per group	Date
Families						
1		27:50	Feriz Rizahi	BSF		19 July
2		29:29	Feriz Rizahi	BSF		19 July
3		notes taken	Feriz Rizahi	BSF		19 July
4		09:27	Feriz Rizahi	BSF		19 July
5		notes taken	Feriz Rizahi	BSF		19 July
6		08:06	Feriz Rizahi	BSF		19 July
7		36:15	Feriz Rizahi	BSF		27 July
8		20:34	Feriz Rizahi	BSF		5 August
9		35:39	Feriz Rizahi	BSF		5 August
10		notes taken	Feriz Rizahi	BSF		5 August
11		08:52	Feriz Rizahi	BSF		27 July
12		43:39	Feriz Rizahi	BSF		27 July
13a		24:01	Feriz Rizahi	BSF		27 July
13b		28:11	Teuta Hajrullahu	BSF		1 August
Focus groups						
Women		38:00	Arta Ponesheci	TIP	4	13 August
Teenagers	12 to 17	notes taken	Teuta Hajrullahu	TIP	8	30 July
Young women	13 to 19	15:50	Teuta Hajrullahu	BSF	9	24 July
Men		41:46	Teuta Hajrullahu	BSF	7	24 July
Children	8 to 12	49:27	Artan Asllani	BSF	10	23 July
Individuals						
Driton	15	25:41	Teuta Hajrullahu	TIP		3 August
Shpresa	10	notes taken	Teuta Hajrullahu	TIP		3 August
Jeta	10	notes taken	Teuta Hajrullahu	TIP		3 August

Table 5 Case Interview

Together with case interviews with families the observation about the overall circumstances of the interview, economic situation of the family and any other emerging issues was gathered. See the Appendix II to know more details about families who were interviewed.

Focus groups with men, children, and young women were facilitated by Balkan Sunflowers. Through the NGO, interviewees were asked in advance to participate the group at given time and place. Focus group of women and teenagers was facilitated by TIP. Each of the focus groups was organised in the venue of respective NGO with interpreter. When the focus group with children and teenagers organised, the attendance to the NGO was perceived as parental consent with the interview. Noaks and Wincup (2004) provide typical length of the

interview between 60 and 90 minutes, which wasn't met in the focus group interviews where the shortest one lasted 15:50 minutes and the longest one 49:27 minutes. The length was limited by limited time possibilities of the participants.

Organisation of the focus group involved presence of facilitator and the research in one person and interpreter as all the focus groups were conducted in Albanian. Each focus group was interpreted by different person as shown in the Table 5.

Additional 3 interviews with children were conducted as focus interview adjusting the existing protocol. Children were interviewed with a verbal consent of their parents. Individual interviews took part in the venue of TIP. Information regarding all case interviews e.g. interpreter, date and length are to be found in Table 5.

2.2.4.2.3 Thematic analysis of the case interviews

Creswell (2009) identifies 6 steps of data analyses, although he doesn't specify what type of analyses he describes, nevertheless his description is similar to what Grbich (1999) calls thematic analysis.

The first step by Creswell (2009) and Yin (2009) involves organisation and preparation of data. Interviews were transcribed and organised.

Second step suggested by Creswell (2009) is to make a general sense to data and reflect on information. Once the interviews were transcribed, it was clear that the character of the case interview and expert interview will be processed in a different way. The connection between theory and empirical data was also made at this stage, e.g. connection between case interviews discussing factors and data on barriers in education.

Creswell (2009) names the third step coding. At that stage, segments of the transcribed text are organised into chunks which are being labelled using language of the participants. In this stage case interviews with families, individuals and focus groups were sorted into chunks after review of all transcripts. The labels were replaced by topic names which were organised in categories. Yin (2009) suggests that analyses of data starts during the process of data collection, therefore some labels were created during the data gathering.

The fourth step is closely connected to the previous one Creswell (2009) suggest to enhance the coding process, and to describe categories. The final categories generated were direct factors, indirect factors, reasons for dropping out and changes the communities would like to make. Direct factors are those directly influencing education and school attendance, whereas indirect factors are connected to the overall situation in the family and community. Reasons for dropping out were sorted separately as well as wished for change. Each of the

categories involves specific factors named in the context of the interviews and existing literature.

Creswell (2009) suggests advancing description and connection between categories in the fifth step. Narrative passages are formed in this stage and subcategories are defined as implied by Creswell (2009). Table of families interviewed was created in this stage to bring more understanding to the background of the interviewed families. The table is to be found in the Appendix II.

The sixth step of analyses focuses on interpretation of data, and data comparison to other information gained from other sources as literature or theories (Creswell 2009). The analysed case interview is attached in the Appendix III. In the case study, the results of the analysis are used and incorporated using pattern matching.

2.2.5 Observation

Direct observations and participant observations provided underlying data for the case study. Photographs, considered as partial outcome of the observation, are to be found in the Appendix IV to illustrate the atmosphere in the neighbourhoods 28 and 29. Direct observations were an consequences of visits of the neighbourhoods when conducting interviews with experts as well as when case interviews with families, focus groups and individual were conducted. The researched acted as participant observant during interactions with people and participating programmes of NGOs or visiting families in the neighbourhoods as describes Yin (2009). Observed data were noted in the field notes including a date and observation note.

2.2.6 Analysis via pattern matching

Yin (2009) emphasizes importance for strategy in the analytical stage of the research. The strategy used for analysis is by Yin (2009) described as ‘use of qualitative and quantitative data’. The quantitative data used were secondary data from previous studies mainly from Schools Out (Balkan Sunflowers 2012) and other sources like Ministry of Education or reports by various NGOs. Analysed qualitative data were collected by the researcher using documentation review, interview and observation. Analytical method of thematic analysis was used apart of the pattern matching.

Method of pattern matching corresponding specifically with case studies was used. Such technique “*compares an empirically based pattern with a predicted one.*” (Yin 2009:136) Pattern matching allowed to process documentation, expert interviews and observation together. The structure was created based on documentation adding information from expert interviews and observation. For illustration of this process, data of school attendance were

gathered from different sources, compared and triangulated in order to get better understanding to the data.

When initial pattern matching was completed, two parts of the case study were formed. Part called ‘case study’ was formed by analysis of documentation, expert interviews and observation, whereas second part was formed by thematic analysis of case interviews. It was needed to match these two parts in order to create a comprehensive case study.

Subchapters on women in education, drop outs, quality of education, level of integration and obstacles in education were incorporated in factors influencing education in order to match data gathered by different methods. The final step of pattern matching provided closer connection between particular factors influencing education and possibility to compare the situation from different perspectives.

The results of the pattern matching analysis are divided to four sections. State of education of Roma, Ashkali and Egyptian communities interprets education situation and phenomenon connected to it e.g. catch up classes and out of school children. Other three sections are each relevant to one specific research question analysing the factors influencing inclusion in the education, the NGO initiatives and the municipal activities.

2.3 State of Education of Roma, Ashkali and Egyptian Communities

Background information for the case study is introduced in this subchapter. Historical consequences on education are presented followed by analyses of school attendance and phenomena of catch up classes, and out of school children.

2.3.1 Education in recent history

Ashkali and Egyptians in Fushe Kosovo experienced a decade without education. It was since 1990s until 2000 when Albanian education stopped.¹¹ Fushe Kosovo may differ from other municipalities, as before the conflict majority of Fushe Kosovo inhabitants were Kosovo Serbs. When the security situation started to escalate, the Ashkali and Egyptians as Albanian speakers were not accepted to Serbian education and the Albanian parallel education was band. Roma were affected less as they had participated in the Serbian education scheme.¹²

Representative of Ashkali at FK municipality stated that after the war problems of ethnic character occurred. Nowadays, the Roma, Ashkali and Egyptian children are

¹¹ Interview with the Counsellor of Department of Social Work, Mr. B. Haroli on 31 July, 2013 in Fushe Kosovo.

¹² Interview with the representative of OSCE in Fushe Kosovo, Mr. M. Mustafa on 13 August, 2013 in Pristina.

integrated even though some teasing in-between children persists.¹³ Other opinion of a representative of municipality is that it is difficult to be integrated as for the consequences of war.¹⁴

When the war ended in 1999 security stayed an issue. First registration into elementary school Selman Riza occurred in 2000 and counted on 128 Ashkali and Egyptian children. From these children almost 20 % dropped out immediately. The main reason was that their parent believed that there was no security for their children to go from the neighbourhood to the school. Parents were escorting children to school as there were incidents happening. On the positive not, children and their school attendance were the driving force to re-establish freedom of movement in the area.¹⁵

2.3.2 School attendance

There are 4 schools having primary and lower secondary education (1st to 9th grade) in Fushe Kosovo town: Selman Riza, Mihail Grameno, Daut Bogujevci and Aca Marovic. Aca Marovic is run by Serbian authorities in Serbian language whereas the other three mentioned schools are run by the Kosovo government. Of the children attending school, the majority of Ashkali and Egyptian children attend Selman Riza, whereas the most of Roma children attend Aca Marovic.¹⁶

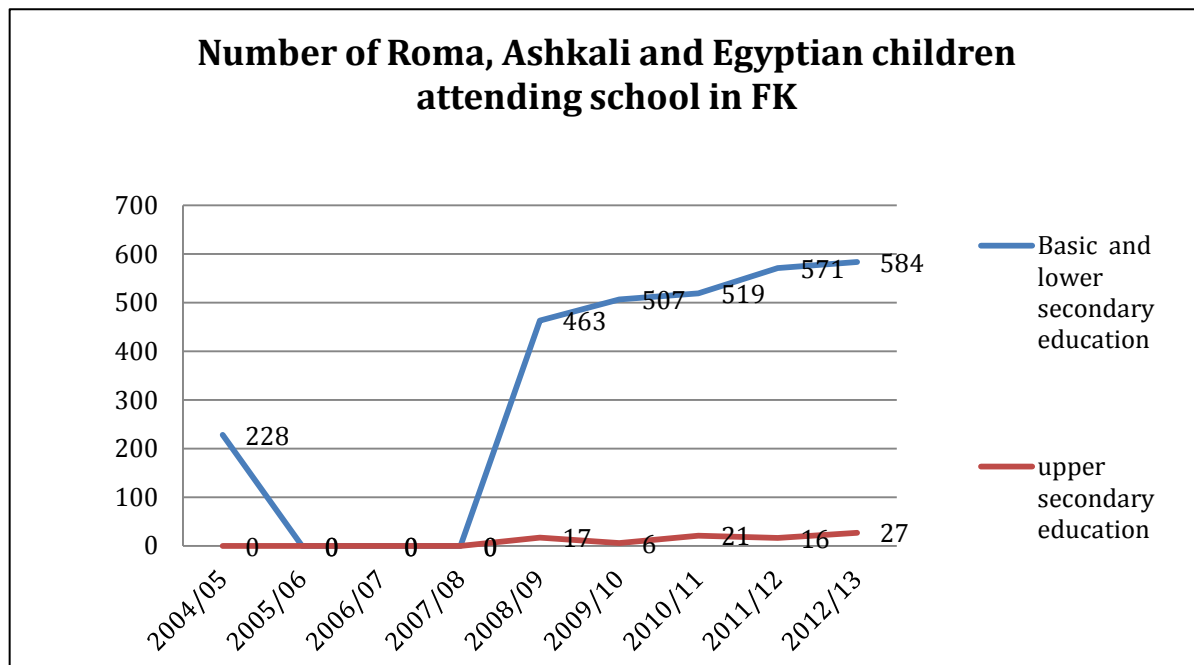


Figure 8 Children attending school (MEST 2005, 2012, 2013; Ministry of Public Services 2007, 2008, 2010; KAS 2011)

¹³ Interview with the director of Municipal Office for Communities and Returns, Mr. H. Qerimi on 31 July, 2013 in Fushe Kosovo.

¹⁴ Interview with the Counsellor of Department of Social Work, Mr. B. Haroli on 31 July, 2013 in Fushe Kosovo.

¹⁵ Interview with the representative of OSCE in Fushe Kosovo, Mr. M. Mustafa on 13 August, 2013 in Pristina.

¹⁶ Own observation

As shown in the Figure 8 number of children attending primary and secondary education raises year by year. Figures show only children in the Kosovo school system without data from Serbian run school.¹⁷

Although there are data, their reliability is doubtful, which can be demonstrated on data from different sources in the school year 2012/2013. Official data of the Ministry of education science and technology (2013) provide data on 584 Roma, Ashkali and Egyptian pupil at primary and lower secondary education whereas data provided by the BSF (2013a) mention 594 Ashkali, Egyptians and Roma in Kosovo schools and 50 Roma pupils in the Serbian one, in total 644 primary school students. Additionally, Municipal director of education Islam Shabani¹⁸ identified 627 children enrolled in primary and lower secondary education including 58 children attending Serbian school. (ECMI 2012b)

The same discrepancies with figures are at upper secondary level of education in 2012/2013. MEST (2013) claims 27 Roma, Ashkali and Egyptian pupils whereas the BSF (2013a) mentions 48 Ashkali and Egyptian high school students and 3 Roma students. Apart of it, 26 other students attend high school in Pristina municipality which makes all together 77 high school students. MED data show 90 high school students enrolled.¹⁹

At university level the BSF (2013a) mentions 25 students whereas MED²⁰ claims 23 students in public and private universities in 2012/2013. The number of university students grew in comparison with the year 2011/2012 when 18 student and 2010/2011 when 16 student attended university. (ECMI 2012b)

Issue with unreliability of data is apparent on numbers of children attending school provided by MEST, MED, and NGO Balkan Sunflowers as illustrated in the Figure 9. Differences in numbers may also reflect dropping out children and therefore insecure numbers of children attending school.

¹⁷ There are no official data of school attendance by Roma, Ashkali and Egyptians for years 2005/06, 2006/07 and 2007/08.

¹⁸ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

¹⁹ Data from the director of Municipal Office for Communities and Returns, Mr. H. Qerimi on 1 August, 2013 via email.

²⁰ Data from the director of Municipal Office for Communities and Returns, Mr. H. Qerimi on 1 August, 2013 via email.

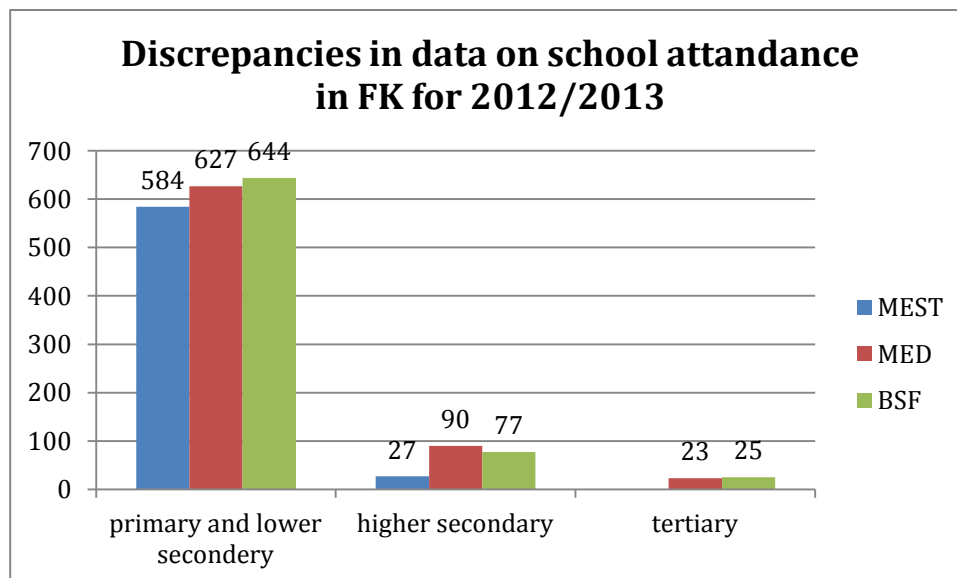


Figure 9 Discrepancies in data on school attendance (MEST 2013, BSF 2013a, ECMI 2012b Qerimi 2013b)

Roma children remained mainly integrated in Serbian educational system – 50 Romani children attended Serbian school and 10 Kosovo curricula schools in 2012/2013. (BSF 2013a) Mustafa M. doubts perspective of their education as their possibilities to continue at higher level of education are limited.²¹ In FK, only 3 Romani children attend high school and 1 attends university (BSF 2013a).

The Drop out rates are being successfully reduced although challenges prevail. In 2006/2007, 120 children dropped out, following year 2008/2009 13 children and in 2009/2010, 20 dropped out (including 6 who left Kosovo). (BSF 2010) The trend is massive cut down although according to ECMI (2012b) 123 children dropped out in school year 2011/2012. This higher number of children may be a result of integrating to education more children who have bigger problems with school. Nevertheless, relative numbers remain positive as about 95 % of Roma, Ashkali and Egyptian children pass until 5th grade. (ECMI 2012b)

Education for adults is an option in Fushe Kosovo in so called intensive classes which provide higher secondary education. These classes were developed for those who missed high school education in previous years and would like to finish it in a shorter time span (2 grades in one year). People receiving social assistance are excused from paying administrative fees of 120 Euro per semester. Moreover, NGO initiative managed to excuse from payment all representatives of Roma, Ashkali a Egyptian communities who want to finish

²¹ Interview with the representative of OSCE in Fushe Kosovo, Mr. M. Mustafa on 13 August, 2013 in Pristina.

high school.²² Director of BSF also mentioned that municipality had paid for classes since 2011 when 10 people attended (ECMI 2012b). In 2012/2013, the number of students rose to 20. Municipality supported fees of 16 of them, NGO Health for All ²³ and TIP of 4²⁴ students. Municipal representative expressed that there is no limit for number of bursaries; the only limitation is the deadline of the application to attend intensive classes. NGOs actively encourage parents of children they work with, their own employees and other members of the communities to continue in education.²⁵

Another form of adult education occurs within NGOs in women literacy (BSF 2010), classes for girls with headscarves and other ad hoc events to support the literacy of women and men.²⁶

2.3.3 Catch up classes

The first catch up classes were organised as an initiative of the UNMIK, the UNICEF and the OSCE in 2000 providing access to education for those children who couldn't participate the education because of the conflict.²⁷ Catch up classes were designed for children who dropped out or who hadn't gone to school. MED identified that classes should ideally last 17 weeks before a child was enrolled to school. The aim of the classes is to test the skills, developmental stage and educational level of the child and identify the most suitable class for her or him.²⁸ Another series of catch up classes were organised since 2004 until 2007 aiming to integrate in education those children who dropped out during previous years of education. Mustafa M. suggested that catch up classes secured relatively smooth integration of communities in education.²⁹

In 2007, community and municipality assessed that they should not continue with catch up classes anymore as they had negative impact on drop out rates. The catch up classes had a positive impact at the beginning as they brought children to the school. Three years later, children started to drop out on purpose in order to manage to pass two grades in one year as it was the mechanism how catch up classes were organised. Another negative effect of catch up classes was creation of segregated classes in school. After children passed catch up class,

²² Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina

²³ Interview with the director of Health for All, Mr. M. Asllani on 29 July, 2013 in Fushe Kosovo

²⁴ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

²⁵ Interview with the representative of Ashkali at the municipality, Mr. Q. Gara on 31 July, 2013 in Fushe Kosovo.

²⁶ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

²⁷ Interview with the representative of OSCE in Fushe Kosovo, Mr. M. Mustafa on 13 August, 2013 in Pristina.

²⁸ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

²⁹ Interview with the representative of OSCE in Fushe Kosovo, Mr. M. Mustafa on 13 August, 2013 in Pristina.

separate classroom of Ashkali and Egyptian children was created.³⁰ Catch up classes were cancelled, although it created a gap in possibility of many children to reach the education.

In 2011, 53 children participated catch classes organised by NGO the Ideas Partnership for those children who were left without education and couldn't enter educational system as they were too old (above the age of 9) in order to get to school without passing a test. 42 out of these 53 children passed the test later in 2011 and started to attend Selman Riza on regular bases in the school year 2011/2012. (OSCE 2012b) At the end of 2011/2012, 22 were regular at school and 18 children continued the education even in 2012. (ECMI 2012b)

In 2012, municipality agreed to start catch up classes in January, which didn't happen. As a response a request to MEST was submitted jointly by NGOs TIP, BSF and Terre des Hommes in order to organise catch up classes which started on 4th July. All together, 39 children participated, 27 of them on regular bases. TIP provided material for children and supervised the whole process by daily visits, and meetings with children and teachers. (TIP 2012) 30 of children were integrated to school in September 2012. (ECMI 2012b) These catch up classes were supported by UNICEF and ECMI lasting from July to August. 32 children were then enrolled to school and 20 of them were regular.³¹

Catch up classes in 2013 for 50 children were delayed until late summer partly for construction works in Selman Riza, therefore the venue was moved to Daut Bogujevci school.³² Classes started at the beginning of August³³, although MED had information it started on 1 July. The director Shabani implied it would be difficult to integrate these children to school for limited time of these classes that don't reach 17 weeks that are supposed to last. He also described that funds have not been allocated yet for catch up classes 2013 which predicts also uncertainty about their organisation for future years.³⁴ Later, 31 of children were accepted to Selman Riza school.³⁵

2.3.4 Out of school children

Although the number of children attending school year by year rises there is about 39% of children (251) in Fushe Kosovo who are at the school age and don't attend school. The BSF (2012) identified 126³⁶ children in survey who have never gone to school which makes alarming 19,5 % of Roma, Ashkali and Egyptian children. (BSF 2012) Contrasting are figure

³⁰ Interview with the representative of OSCE in Fushe Kosovo, Mr. M. Mustafa on 13 August, 2013 in Pristina.

³¹ Interview with the founder of TIP, Ms. E. Gowing on 20 July, 2013 in Fushe Kosovo.

³² Ibid.

³³ Own observation

³⁴ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

³⁵ Interview with the founder of TIP, Ms. E. Gowing on 2 December, 2013 via Skype.

³⁶ Total number of children who have never attended school is most probably even higher.

provided by representative of Egyptian at municipality Mustafa B. counting 2 children who have never gone to school.³⁷

NGO TIP identified 45 children coming to their education activities, followed by 97 children in family visits in 2011, who don't attend school, making 142 children identified being out of school in the neighbourhoods 28 and 29. Year later in 2012, TIP identified 52 out of school children, furthermore, MED initiated a process of monitoring drop outs and out of school children. (ECMI 2012b)

Some of the out of school children are involved in child labour. Based on the observation, Roma children are involved in asking for money in the streets, whereas Ashkali or Egyptian children help parents with trash collection or selling in the streets.³⁸ United States Department of Labor (2012) identify vulnerability of Roma, Ashkali and Egyptian children to trafficking due to poverty, low birth registration and low school attendance.

NGO Terre Des Hommes identified 91 children working in the streets in Fushe Kosovo municipality. Majority of these children were Ashkali, and other identified were Roma. Most of them were at the age of 6 – 12, although, there were also children under the age of 5. (ECMI 2012b)

2.4 Factors Influencing Inclusion in the Education

The factors influencing education are interconnected although for purpose of better orientation those were divided into 4 categories – Direct factors influencing education, Indirect factors influencing education, Reasons for dropping out, and Changes the communities would like to make. The same structure of 4 categories was a result of analysis of the case interviews. The analytical part can be found in the Apendix II. When there are in the text mentioned number is respondents, it refers to the case interviews and their analysis.

2.4.1 Direct Factors

The direct factors influencing education positively or negatively are those occurring in school, parental opinions about and engagement in education and additional or alternative ways of support and education children and families receive. Main direct factors influencing education identified were:

- Teachers' and school influence
- Peer relations
- Use of language
- Behaviour of a child

³⁷ Interview with the representative of Egyptians at the municipality, Mr. B. Mustafa on 1 August, 2013 in Fushe Kosovo.

³⁸ Observation was done during the field research in summer 2013

- Homework help children receive
- Valuing importance of education
- Parental support other than homework help
- NGO support
- Alternative education

2.4.1.1 Teachers' and school influence

Teachers' and school support plays a crucial role in education of a child and his attention and behaviour determines a significant part of child's education. It was the most discussed part of the case interviews identifying teacher's behaviour, prejudices, level of integration and inadequate behaviour of the teach as the most influential. Gowing mentioned that it is important for a child to fit into the school model in order to succeed. She also emphasizes that it is often upon the teacher. *"A good teacher is often what keeps children coming to school."*³⁹

Regarding teacher's attention it was indicated by 5 respondents that teachers don't check up homework where as 2 respondents described teachers providing homework feedback. 2 respondent groups identified that children don't receive adequate grades compared to 2 respondents who felt equality in grading. Passing with failed grades was referred by 4 respondent groups, in contrary 2 respondents described dropping out because of bad grades.

Also research conducted in 2 schools in FK in 2012 indicated reading and writing difficulties due to teacher-centred education, teaching methods when teacher focuses rather on curricula than individual needs. (PALONIEMO and FSIESK 2012)

ECMI (2012b) reports that teachers expressed that they provide all necessary support and attention to Roma, Ashkali and Egyptian children. Training of teachers on sensitivity on Roma, Ashkali and Egyptian Education, promotion of the ethnic minorities' rights and Roma, Ashkali and Egyptian history were introduced in three schools in Fushe Kosovo throughout year 2010 to 2012 by NGOs ECMI, Tema and Finish inclusive education programme. Nevertheless, NGOs identify a prevalent need of further training of teachers about prejudice and discrimination reporting. (ECMI 2012b)

On the other hand, a case a of child stealing in one of the local schools emerged, which the school director handled in anti-discriminatory way, talked to the parents of the child and provided understanding and sensitive treatment.⁴⁰

Prejudices about hygiene experienced in school were implied by 4 respondent groups, which seems relevant as the attitude of teachers in general seems to be full of prejudice based

³⁹ Interview with the founder of TIP, Ms. E. Gowing on 20 July, 2013 in Fushe Kosovo.

⁴⁰ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

on the comment made by municipal representative (2013) to the campaign for school registration: , *“It was really hard because of the situation and circumstances. But they went and talked to them. It was because of the condition in the families. There are no hygienic condition to talk to the families, their place is not clean and the teachers were afraid that they might get any disease because of the hygienic things because children are not that hygienic as well as the house. Teachers said that they went to speak to them and they were not happy with the situations when children were touching them but they overcame it really well.”* The BSF research (2012) identified problems with hygiene obstacle for 6 % families.

Alarming is that inequality and discriminative behaviour was explicitly identified by 7 respondents. Segregated class was identified by 1 respondent and segregation in the back of the classroom by 2 respondents, in comparison to 1 respondent group that identified fair sitting order in the class.

ECMI (2012b) reports that in 2011 10 out of 48 classes in Selman Riza school had composition of more than 50 % of Roma, Ashkali and Egyptian pupils. School director added that every other class had at least one student from communities.⁴¹ Other school Daut Bogujevci and Mihail Grameno have limited number of communities’ children therefore a case of segregation hasn’t appeared. In 2012, only one class out of 48 in Selman Riza has number children of Roma, Ashkali and Egyptian origin exceeding 50 %.(ECMI 2012b)

Director of Selman Riza Sahit Dragusha noted that Ashkali and Egyptian children form 33,8% of all students which is 523 out of 1547. He also described the school as *“a good example how communities should be integrated”* adding that: *“School has 48 classes; all of them integrate minority students. In general there are good relationships with Albanians.”*⁴²

In Selman Riza happened to be a case of segregated class which may had significant affect on children attending the class. The school director refused existence of such a class with referral that things like that doesn’t happen in Fushe Kosovo at all.⁴³ Representative of Ashkali at the municipality considered the biggest challenge of education of Roma, Ashkali and Egyptian children insufficient space at school; therefore he suggested there is a need for a new school building. The rational for a new school was exceeded number of children in Selman Riza.⁴⁴ Proposed building of the new school in the neighbourhoods could lead to segregation of Ashkali, Egyptian and Roma student.

⁴¹ Interview with the Selman Riza school director, Mr. S. Dragusha on 18 July,2013 in Fushe Kosovo.

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Interview with the representative of Ashkali at the municipality, Mr. Q. Gara on 31 July, 2013 in Fushe Kosovo.

Position of children in the class is another indicator of integration. Research data show both very segregated classes where children are at the back of the class as well as integrated classes where children can sit wherever they want to. If children sit in the very back of the class it's considered as a form of segregation. Also ECMI (2012b) identified cases of pupils being forced to sit in the back of the class.

Highly inadequate behaviour of teachers in form of physical or verbal assault was expressed by 7 interviewees mostly by children themselves: „...*the teacher always beat him behind the head and he started to have blood from his nose. He started to be afraid of the teacher.*“ (Children's focus group) Another example is of a child being insulted: *Children are being called magjup⁴⁵ – gypsy, children are scared but by the time get used to it.*” (Father Family 3)

These references indicate that discrimination in school in any form is very present and negatively influence school attendance, motivation and general attitude to school as well as quality of knowledge received. KFOS (2009) measured that 34 % of Roma, Ashkali and Egyptians feel discriminated at educational institutions while the BSF (2012) identified that 16 % of families perceive discrimination as obstacle in education. Almost half of the people in the research who expressed discrimination as an obstacles are from Fushe Kosovo which implies that perception of discriminations is higher in Fushe Kosovo than in other municipalities.

On the other hand, 2 voices describing equal and just atmosphere were identified: *“I feel to be part of my class”* (TFG), *“The teacher pays the same attention to me and to others, the same, all the time the same”* (TFG)

2.4.1.2 Peer Relations

Classmates of Albanian origin were identified as good friends by 3 respondents: *“I have lots of friends (Albanian) in my class but also in the other classes.”* (Children's focus group) 7 respondents referred to bullying and physical attacks by Albanian peers at school. *“My son was beaten by Albanian children from 10 or 11 grade. I spoke to director and teacher about it. Boy was beaten and nobody did anything about it. Just left him there.”* (Father Family 3) KFOS (2009) surveyed bad relationship between Albanian and other students in 38 % of interactions.

2.4.1.3 Language problems

Language problems were not identified in the interviews as an issues, only one family stated: *“We speak 3 languages, Albanian, Serbian, Roma. They have little problem but not too*

⁴⁵ Magjup is a very pejorative form of calling someone Roma, Ashkali or Egyptian, therefore it is not translated to English as “gypsy” which is pejorative as well doesn't fit the exact meaning

much.” (Mother family 8) the BSF survey (2012) identifying 12 % of children struggling with academic obstacles including language. When academic obstacles were referred to in the interview it was rather implied that it is connected to bad treatment of a teacher which might be connected to externalisation of school issues e.g. grades. PALONIEMO and FSIESK (2012) identified in their research children having academic obstacles when speaking different language at home.

2.4.1.4 Behaviour of children

Negative children’s behaviour was impacting education identified by 10 respondents as truancy, breaking rules and being rude: *“They are supposed to go to school but they don’t go to school. They go just near school.”* (Father family 9) When states so in the case interviews respondents sometimes seemed to feel no possibility to influence such a behaviour.

2.4.1.5 Homework help

Homework help was identified from three different sources as help of family members, NGO or self initiative. 10 respondents referred to homework help at home, although limited ability to help was expressed by 4 respondents: *“Sometimes, I help just little, as much as I know.”* (Mother family 8) One family showed different claim by father and a child in the family. Father said he assists with homework every day and the child replied when he was asked that his father never helps. This may suggests that parent may wanted to look better in the eyes or researcher.

Homework assistance of NGOs was referred by 5 different respondent groups, mostly by teenager’s and children’s focus groups: *„One day if I can’t come to the centre I miss my homework. We do homework, some activities. The centre for me is mother and father.“* (Children’s focus group) Importance of the homework help was appreciated especially by children themselves. Once children attend higher than 5th grade they don’t receive systematic homework help and they study on their own. Although Balkan Sunflowers say they are opened to children to come if they need advice about their homework and TFG agreed with that, it was not confirmed that anyone would use this opportunity.⁴⁶

2.4.1.6 Value of education

There persists prejudice about value communities prescribe to education as implied by Municipal director of education when mentioning mentality not focused on education.⁴⁷

⁴⁶ Based on observation and variol interviews

⁴⁷ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

NGO representatives on the other hand recognise the communities see the value education has but don't see it as a priority: *"There is no refusal or resistance to education, though there is lot of cases where education is not a priority. They don't have enough food, parents are not sure how to register their children, they tried once and school was rude to them, they don't know the system. It is not that parents are antagonistic to education, they are just not prioritizing it."* said by E. Gowing.⁴⁸

Value of education identified in the case interviews was categorised as importance of education itself, practical use, rising aspirations, job advantage which was mentioned the most, way not to stay in the streets, and means to tackle exclusion.

Obviousness of education and importance of basic literacy was expressed by 8 respondent groups: *"First thing is the education."* (Women's focus group), *"Normal it is when children are educated."* (Father family 6). Importance of education in practical use and everyday life was identified solely by women from 4 respondent groups: *"If you don't have education you even can't sign document. You can't register your children to school. You don't know how to register your children to school. Without school we are nothing. We need this"* (Mother family 7) Another 7 respondent groups, men in all cases, identified rising aspirations with education attained: *"If we don't let them in school how will they open their eyes? Only education can prepare them."* (Father family 12)

11 respondents referred to importance of education in connection to job. Positive correlation between job and education was identified by 8 respondents: *"If I have finished my school I would be the one choosing the work and having opportunities to work."* (Women's focus group) 4 respondents referred to employers asking for education or certain skills required at school in order to hire employees, 2 respondents expressed increasing demand on level of education attained. In contrary, 3 respondents implied there are no job opportunities leading to unimportance of education as the result would be the same.

3 respondents identified education as prevention of shame of staying in the streets, 1 respondent identified education as means to integration. Degree respondents consider as sufficient for education varies in range of sufficiency of reading and writing up to university education. 1 respondent highlighted also importance of preschool education. Economic reasons and lack of knowledge of parents were identified as reasons why some families might not see the value of education. This was referred by two respondents.

⁴⁸ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

The research revealed that value of education is the most seen in connection to employment as implied by 11 respondents, practical use identified by women and impacting in better life as referred by men. People see connection between education and employment in contrary to the UNDP (2010) reporting that people consider having connections as the best strategy to seek a job.

2.4.1.7 Parental support of education

Parental support of education other than homework help appears to be in form of moral support and encouragement, contact with school on regular bases, and involvement when there is something to be concerned about. 5 respondent groups referred to moral support: *“Also that guy we mentioned him before his mother always prepared his bag and books and notebooks and sent him to school but he never went. His mother went to school for parent meeting asked the teacher and was surprised. She sent him and prepared him for school but he never came.”* (Children’s focus group), 2 respondents said that they are in contact with school on regular bases, and additional 3 said they are in touch with school when there is any concern, e.g. the risk of dropping out. 2 respondent groups also mentioned they can’t do more than they do.

Parents also provide moral support as referred by 5 respondents and contact with school by 5 respondents. This indicated that parents are interested in their children’s education in contrast to opinion of the MED that mentality of the Roma, Ashkali and Egyptian communities is not in favour of education. NGO representatives are, on the other hand, aware of families knowing importance to education although not prioritizing it as suggested by Gowing.⁴⁹

Lack of support was expressed by 4 respondents, either as encouragement not to go to school: *“In the morning they are ready. Even when father say don’t go to school they go.”* (Mother family 2) or lack of support as a result of financial problems and time constraints. Insufficient support of parents was also identified by PALONIEMO and FSIESK (2012) as one of reasons for children’ difficulties with writing and reading.

2.4.1.8 NGO support in education

NGO support in education was identified in form of material support, transportation to school, rising motivation and bringing change to the community delivered by different NGOs. 4 respondents identified that children receive food and drinks, 9 respondent groups identified help in form of provision of school supplies, schoolbags, clothes, shoes, books and scholarship. 2 respondent group identified support of transportation to school either for first

⁴⁹ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

grades students or for high school and university students who have to commute. NGO motivating parent to send children to school or directly talked to school was identified by 3 respondent groups. Positive change in the community as a result of NGO intervention was identified by 3 respondents.

These were identified by people using different NGO services. NGO initiatives on inclusive education are introduced later in the subchapter on the inclusive activities of local NGOs.

2.4.1.9 Alternative ways of education

Alternative ways of education for girls were identified by 5 respondents and of young women's focus group. More about education of girls is analysed in the indirect factors in the section 'women in education'. Whole focus group of young women was formed by women accessing education through alternative programme. Additionally, 1 respondent identified catch up classes as a way of accessing education.

2.4.2 Indirect Factors

Factors classified as indirect influences are as important as the direct one. Nevertheless, it is considered that they are connected to overall background of the life of the communities rather than directly connected to education. The categories identified in the case interviews were:

- Economic situation
- Health
- Safety
- Women in education
- Lack of information
- Insufficient infrastructure and school distance
- Discrimination
- Lack of interest of officials
- Dependency on the programmes

2.4.2.1 Economic situation

Economic situation influences education in different forms, starting with poverty influencing all areas of life, lack of clothes for school, lack of food, additional expenses at school and high school and university expenses. 5 respondent groups identified condition so hard they live an everyday struggle of survival: *"Sometimes I go to ask (for money) by myself or with the little girl (6 months old). What shall I do...Electricity should be paid but I don't have money."* (Mother family 8) 5 respondents identified problematic of both Kosovo and Albanian social benefits schemes. 2 respondents identified lack of clothes for school and 2

respondents lack of food. 5 respondents referred to additional expenses at school in form of school supplies, books, uniforms or small pocket money for food. 1 respondent group also talked about cost of high school and university education. Additionally, it was observed that 6 families interviewed were are very poor and free were poor. See table 3⁵⁰

Economic issues as a barrier to education are recognised by all possible actors. Municipal director of education Islam Shabani identified as main obstacles in education the lack of education of parents, and economic constraints: *"I tried to convinced them that they shouldn't send children to look for garbage and plastic cans but their position was I want to put my child in the bin because I want to eat."*⁵¹

The BSF (2012) identified economic constraints as an obstacle for 99 % of families; 30 % defined issues wit school equipments, 29 % with clothes in general, 22 % with winter clothes and 18 % defined no money for food. Municipal director of education as well as NGO representatives are aware of these economic constraints. KFOS (2009) identified that 49 % families considered that poverty has a big affect on school attendance. The case interviews identified issue of securing enough money for survival for 9 respondents, although only 2 respondents expressed lack of food and 2 respondents lack of clothes.

2.4.2.2 Poor employment possibilities

Poor employment possibilities were implied by 3 respondents in reference to their life and fulfilment of basic needs. 2 respondents also referred to survival strategies in order to secure their families: *"Only two boys and I are working. **One is collecting cans in the garbage and the other one works in the private company.**"* (Women's focus group)

9 families of the case studies mentioned, they have no job implicitly. The main source of living was identified by 6 families as trash collection and by 2 families as asking for money.

2.4.2.3 Health problems

Health problem influencing all aspects of life including education was identified in 3 cases of children and 4 adults: *"**I have a sick wife and since we came here she (daughter) takes care of her. My wife is everything to me.** ...Sometimes when we have money I buy my wife medicine when I don't have I can't buy."* (Father family 4)

Health of parents and children impacting education was implied by 7 respondents. The BSF (2012) identified health as an obstacle in education for 6 % of families.

⁵⁰ Observation was done based on the judgement of the researcher, according to the house location, size, and equipment.

⁵¹ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

2.4.2.4 Concern about safety

Concern about safety at school and in the streets was expressed by 4 respondent groups: **“There is no security at school. Big children beat my boy, he was cut above the eye, and nobody took him to the doctor.”** (Father Family 3) In contrary, 1 respondent group identified feeling secure at school.

2.4.2.5 Women in education

Three areas of vulnerability of women in education were identified – value of girls' education, headscarves and early marriage. Although 4 respondent groups stressed the importance of education of girls, 5 respondents contradicted that as they referred to limited access of girl to education as per her role in the society and duties at home: **“They (daughters age 12 and 14) help to look after their brothers and do little of cleaning.”** (Father family 2)

Data on children's education flag up that boys remain favoured by parents at all level of education. In 2012/2013, 283 girl out of 644 Roma, Ashkali and Egyptian students attended primary education which is 48 %, secondary school was attended by 35 out of 77 students forming 45 % of students and 7 girls out of 25 university students forming 28 %. (BSF 2013a) The percentage declines with higher level of education. On the other hand, when TIP identified 142 out of school children 60 % of them were boys, which challenge the presumption that mainly girls are excluded from education. (ECMI 2012b)

Issue of girls having a barrier to education due to wearing a headscarf was identified. Article 8 of Constitution of the Republic of Kosovo states *“The Republic of Kosovo is a secular state and is neutral in matters of religious beliefs.”*(2008:2), which is in education practice translated as prohibition of religious symbols in schools. Furthermore, each municipality implement this law individually. Fushe Kosovo is one of those where girls with headscarves are not allowed to attend primary and secondary education, nevertheless, tertiary education is accessible for everyone including girls and women with headscarves.⁵²

Municipal director of education Shabani implied that headscarves are not related to culture in Kosovo, girls wearing headscarves are seen by him as influenced by societies based in Middle East or Islamic countries.⁵³

Regardless, tradition or not, ban of headscarves leads to exclusion of girls wearing headscarves from education. Municipal director of education identified one case of a girl who had to drop out school because she was wearing a scarf. He describes that it was a first

⁵² Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

⁵³ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

case he met. *“We didn’t have such cases earlier, the reaction was immediate from teachers and director, the teacher saw it as something different, that’s why they reacted, the parent was here, I talked to him ,he didn’t accept, after the meeting he went to other institution but he didn’t get an answer. We think it is better for her to stay at home rather than destroy the atmosphere that was in the school.”*⁵⁴ Headscarves as barrier to education were implied by 2 respondents. More cases of girls wearing headscarves and being denied a right to education were seen in the neighbourhoods.

MED identified as one of the factors influencing education is an early marriage. It was also described that girls might be engaged at 6th or 7th grade and their father or fiancés family want to stop their education then.⁵⁵

Data of MED seems to be inaccurate as the right age for **marriage** was discussed by 5 respondent groups, 4 of them identified right age for girl to get married in-between 15 and 20 which is above the age of compulsory education. On the other hand, 2 respondents implied it is easier and better to get married at younger age.

2.4.2.6 Lack of information

The lack of information about school registration was identified by 2 respondents leading them to reluctance to another registration. This can indicate that those respondents were not interested enough about school or that distribution of information can be improved.

2.4.2.7 Insufficient infrastructure and distance of school

Insufficient infrastructure and distance of school were identified by 4 respondent groups. The issue included poor quality of roads, challenging winter time when roads are cover by snow and it is dark: *„Challenge is the winter time, they have difficulties to come. I have children in the 1st and 2nd grade. It would be good to have bus coming to take children to school in the winter“*(Men’s focus group)

Transportation difficulties were also defined in the survey as an obstacle for 12 % of families.

Children live 1 to 3 kilometres far from school which may be an issue especially in winter. Until 2010, children attending Serbian school were provided transport by municipality which caused criticism by other communities therefore the service had stopped. Transport provided by parents would cost approximately 10 Euros which is very high price for

⁵⁴ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

⁵⁵ Ibid.

most of the parents. MED also declared there is not such a need as children don't travel more than 1,5 kilometres which is not far. (ECMI 2012b)

2.4.2.8 Discrimination

Not only children at school are those who feel discrimination at school, parents expressed their experience with discrimination as well. Experience with discrimination was expressed by 4 respondent groups. Men's focus group referred to discrimination by institutions as they felt the social benefits distribution is not just and some other municipal actions were humiliating them. 3 families then felt not to be taken seriously at school: *We don't have right to speak for our child and to care. If I take you now and send you to the director the director or the teacher will be kind with him, love him and when you are not present the reality would be different. They are nice just in front of somebody else.*" (Father family 12)

2.4.2.9 Consequences of the war

Today's situation was related to war events. Men's focus group was referring to the problematic attitude of some families to education as consequence of a gap in education caused by violent conflict whereas women's focus group was referring to better relations with Albanians before the war. Men's focus group articulated a strong feeling of being lacked behind and left without real interest of others.

2.4.2.10 Danger of dependency on the programmes

Issue of dependency on aid emerged as an possible issue in men's focus group when it was being implied what else they would need and how much more is needed: *The centre only finance material for school like pencil, books and stuff but more money are needed for other expenses they can't afford them.*" (Men's focus group) On the other hand, solution from the dependency on NGOs was implied as stressing the need for job opportunities and possibility to earn money.

The idea of dependency on aid in the context is brought for the first time coming from the fact that the NGO intervention is perceived as delivery of equipment unnecessary for school. The delivery of school supplies was mentioned by 9 respondents, delivery of food by 4 respondents, provision of support by 2 respondents and homework help by 5 respondents.

Director of BSF denied any dependence, emphasizing the importance of the NGO interventions due to passivity and lack of municipal initiatives.⁵⁶

⁵⁶ Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina.

2.4.3 Reasons for dropping out

Reasons why children don't attend school and drop out are previously mentioned in barriers to education. Figure below provides comparison of reasons in Fushe Kosovo to reasons in 9 municipalities all together. The Figure 10 shows that academic obstacles, responsibilities at home, discrimination, and economic reasons are the main reasons not to attend school in Fushe Kosovo. The average obstacles stress economic reasons more than in Fushe Kosovo. 59 % in all municipalities compared to 36 % in Fushe Kosovo. (BSF 2012) ECMI (2012b) identifies lack of interest of parents and language difficulties as the main reason for dropping out.

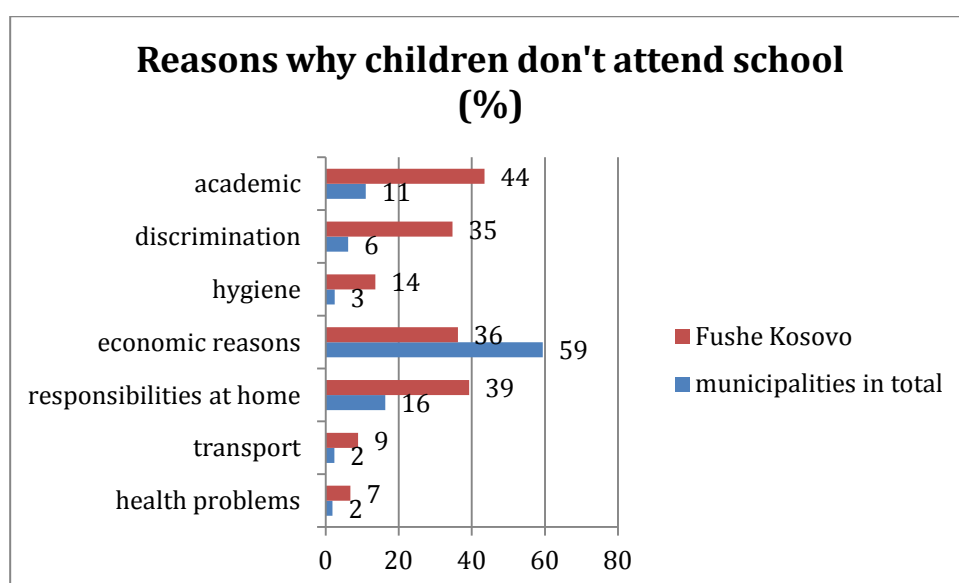


Figure 10 Reasons why children don't attend school Fushe Kosovo in comparison to municipalities in total (BSF 2012)

Every family interviewee had at least one child who dropped out school. Focus groups and individuals had their inputs as well. Some respondents mentioned several reasons for dropping out whereas; some families didn't mention any reasons during the interviews.

The reasons for dropping out are similar to the factors influencing education, although include some reasons as need to work and bureaucratic obstacles which doesn't appear in the factors. Reasons for dropping out identified include:

- Discrimination
- Skipping classes
- Poor results
- Economic reasons
- Need to work
- Bureaucratic obstacles
- Safety

- Women vulnerability
- Peer ties
- Transition between 5th and 6th grade
- Reluctance to education

Discrimination was mentioned the most identified by 9 respondent groups. 3 cases were identified as discrimination of a teacher resulting in dropping out: „*One friend stopped to go to school because the teacher always beat him behind the head and he started to have blood from his nose. He started to be afraid of the teacher. He never came to school unless we were getting marks we had one exam. The reason is that he was afraid of the teacher.*“ (Children’s focus group) 6 cases of dropping out were identified as a result of problems with Albanian peers: *“I stopped going to school because of Albanian children.”*(Shpresa)

Skipping classes was referred as a reason for dropping out by 2 respondents. Poor results at school were identified by 2 respondent groups. 2 respondent groups also identified economic reasons: „*I have also one other friend, he dropped out school because he didn’t have what to wear and his father died and after that he didn’t return.*“ (Children’s focus group)

Need to work was also expressed by 2 respondent groups: *“The oldest son has stopped the school in order to help me in the shop and I have bigger profit.”* (Father family 5) Bureaucratic obstacles, when a child enters the age of 9 years and therefore can’t enter school without previous provision of catch up classes, were implied by 3 respondents.

Safety as an issue for dropping out was expressed by 1 respondent. Women vulnerability to safety appeared to be an issue as it was referred by 3 respondents: *“I’m worried about safety of my daughters so I don’t send them to school anymore.”* (Father family 10) Case of dropping out school was identified by 2 respondents as issue of wearing headscarves.

Importance of peer ties was identified as a reason for staying out of school as implied by 1 respondent: *“If they put me to the same class with the same friends I would go but since I can't I don't want to return.”* (TFG)

Transition between 5th and 6th grade was identified as reason for dropping out by 3 respondents as it becomes more difficult at school and children get more teachers which might be confusing for them. Old social benefits scheme used to end when the child turned the age of going to the 6th class which may lead to dropping out for economic reasons.⁵⁷ On the other hand, teenager’s focus group referred to the transition as non problematic.

Additionally, reluctance to education was identified as reason for dropping out by 3 respondents and no apparent reason by 1 respondent.

⁵⁷ Interview with the Counsellor of Department of Social Work, Mr. Haroli on 31 July 2013 in Fushe Kosovo.

2.4.4 Changes the communities would like to make

During all interviews and focus groups conducted respondents were provided space to express what they would like to change about education. The ones who responded the most to this space were children from the focus group. Identified areas of changes were:

- Practical changes in school
- Safety
- Level of integration
- Changes in school attendance
- Changes in social benefits scheme

Practical changes in school were identified by children's focus group and men's focus group which highlights bad conditions of school children attend. The change include proper toilet door, desks, chairs and heating for winter.

Change regarding safety was a theme for children's focus group which referred to incidents with knife. Level of integration was a matter of change for two respondent groups: *" I wish they didn't discriminate based on ethnicity, because we are all human."* (Children's focus group)

Higher school attendance would be requested by 2 respondents: *"I think it would be good to have a law to make children go to school. I mean to have it stronger. There are just words in the air. Only words."* (Father family 1) and 1 respondent would increase teachers' involvement. 1 respondent also suggested prolonged social benefits in order to continue until the end of school education of a child.

2.5 Inclusive Activities of Local NGOs

Fushe Kosovo has one of the most active NGOs in Kosovo as the Roma, Ashkali and Egyptian communities reach 4000 people who live concentrated in one place, therefore is easier to reach them.⁵⁸ Concentration of population in one area may be also higher source of exclusion therefore the active NGOs are very justifiable.

The most active local NGOs focused on inclusive education are Balkan Sunflowers which is the biggest one, the Idea Partnership and Health for All. There also other NGOs involved e.g. Terre de Homes and Verein Netzwerk which are not further discussed in the paper. Apart of the three NGOs their cooperation is examined.

⁵⁸ Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina

2.5.1 Health for All

Health for All was founded by World Health Organisation in 2003 to respond to the health situation in Fushe Kosovo. Scope of work concentrated on two main fields, health education and general education. As initially the only NGO in Fushe Kosovo, Health for All was involved in the Council of parents and teachers which doesn't exist anymore. It was funded by Service Catholic Relief delivering project aiming to increase parental awareness about importance of education.⁵⁹

HFA is funded by the SIDA and Forum Süd for the general educational component and by the UNFPA for health education including raising awareness about hygiene. HFA runs youth clubs in 5 municipalities (not in Fushe Kosovo) and vocational trainings which are available also for youth in Fushe Kosovo.⁶⁰

The NGO shares the same building with the BSF which strengthens the cooperation enforced between them. Balkan Sunflowers take care of children attending 1 to 5 grade and Health for All from 6th grade until the end of secondary education providing vocational training. HFA also provides 2 bursaries of payment of 150 Euros for intensive secondary school classes for adults.⁶¹

Other activities are in cooperation with other NGOs such as primary school registration for 2013/2014 which started in April. A leaflet distributed as a part of the campaign can be found in the Appendix I in the picture 4.

2.5.2 Balkan Sunflowers

Balkan Sunflowers was founded in 1999 as grassroots non-profit organisation as a response to post war crises to help refugees in Kosovo. Later, the organisation grew and Balkan Sunflowers formed three independent NGOs the BSF International based in the United States, the BSF Euskadi based in Spain and the BSF Kosova based in Kosovo. The crosscutting areas the BSF work in are human dignity, community and children and youth. (BSF 2008, 2013b)

BSK Kosova covers the area of whole Kosovo. The main project they deliver are the Learning centres network which was piloted in 2003 and currently run 5 centres; School mediation programme in 9 municipalities impacting Roma, Ashkali and Egyptian children attending 35 schools ensuring their school attendance and preventing dropping out. Strategy advocacy project aims at capacity building of municipal official and NGOs to work towards

⁵⁹ Interview with the director of Health for All, Mr. M. Asllani on 29 July, 2013 in Fushe Kosovo

⁶⁰ Ibid.

⁶¹ Ibid.

implementation of the Strategy for the integration of Roma, Ashkali and Egyptian communities at local level. Another projects run by BSK in Kosovo are Rolling film festival for and about Roma promoting inter-ethnic relations and fighting stereotypes and Partnership for reconciliation through early childhood and development in Europe bringing reconciliation and social cohesion. (BSF 2013c)

Main donors are the Czech development agency with NGO People in Need, the Norwegian embassy, the Netherland embassy and the Luxemburg embassy. In recent years, other donors were present e.g. the UNICEF, the KFOS, the British embassy, and the Austrian Diaconia. These multiple donors' funding takes it's toll in reporting and payment schemes as it must be well coordinated as implied by the director of BSF.⁶²

Balkan Sunflowers in Kosovo have about 120 workers in whole Kosovo and approximately 43 employees in Fushe Kosovo.⁶³ Out of all activities of the BSF in Fushe Kosovo Learning centre and Mediation programme are described. Both are described as these two programmes of the BSF effect directly education among people participating these programmes. Learning centre provides homework help to children and mediation programme support to families when liaising with school.

2.5.2.1 Learning centre

Learning centre was opened in Fushe Kosovo in April 2008 and since the first year more than 350 children attended. Initial activities involved homework, language and pre-primary programme (BSF 2009a) followed by women literacy and Serbian programme of homework help and language in Serbian year later in 2009 (BSF 2009b).

The director of BSF suggested that the FK learning centre is unique as it is the biggest one in Kosovo which brings some problems e.g. higher demands on space which is not sufficient. The BSF initiated dialogue with municipality in order to build a new centre with an alternative to seek for an international donor.⁶⁴

Learning centre has developed throughout years. Programme started in 2008 with 350 children attending (BSF 2009) and expanded to 465 children registered at the centre and 239 attending on daily bases in 2013 (BSF 3013). Staff of the centre consists of a learning centre coordinator, 6 facilitators managing all activities for children and tutors who mostly secondary school students are working part time in the learning centre.

⁶² Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina

⁶³ Ibid.

⁶⁴ Ibid.

Pre-primary education aims at preparation of children for school in terms of socializing, improvement of mental and motors skills including foundation skills for literacy and hygiene awareness. (BSF 2010) Preschool programme in 2013 enrolled 83 children and 45 in average attended on daily bases. (BSF 2013d)

Homework and language programmes are provided to children attending primary school. Children attending 1st and 2nd grade receive language support to develop their active language skills and confidence. (BSF 2010) 124 children were registered and 71 attending on daily bases in 2013. Language skills are developed through interactive games as well as by more traditional methods. Language club serves also to repatriated children as a platform for integration. In academic year 2012/2013, 10 children coming from abroad joined. (BSF 2013d) Homework help, provided until 5th grade, includes visual learning tools. 201 children registered in 2013 in 4 session, 3 Albanian and 1 Serbian. (BSF 2013d)

The impulse to organise women literacy classes came from parents who wanted someone to discuss with their daughters sensitive issues was expressed by one of the BSF workers Ms. F. Asllani.⁶⁵ Women literacy focuses on literacy, development of life skills such as awareness about women's rights, problem solving, health and nutrition. (BSF 2010) Women/girls attending programme are in the age are 10 to 30 years. (BSF 2013d) Some of the girls attending classes dropped out schools others were without previous education.⁶⁶ In the school year 2012/2013, 34 women registered which is 3 times more than in the previous year. First three month in 2013, 13 women attended on regular bases. 2nd quarter of 2013 attended 26 women on average. (BSF 2013d)

All children attending learning centre are apart of education provided by lunch. (BSF 2013d) Material support in form of school equipment is provided to children especially before beginning of the school year. Also donation of schoolbag and shoes is provided in cooperation with German NGO Verein Netzwerk.

2.5.2.2 Mediation programme

Mediation programme was initiated in FK in 2010 with an aim to increase access to education for children from disadvantaged communities. 2 mediators in FK are community members themselves which give them good opportunities to work with the community. They work with children, families, school, and municipality to make sure children enrol school, and work on preventing drop outs from school. (BSF 2013e)

⁶⁵ Interview with a BSF worker, Ms. F. Asllani on 22 July, 2013 in Fushe Kosovo.

⁶⁶ Ibid.

In April 2013, a new system to manage cases was introduced. Client management system allows mediators to record and monitor all cases thoroughly. Mediators in FK worked on 38 cases in the period April to June 2013 out of which 4 were solved successfully and 10 unsuccessfully. Case was opened mostly because a child was irregular at school (21), Parents refused to send child to school (6) and had to repeat a school year (4). Other reasons are displayed in the Figure 11. (BSF 2013d)

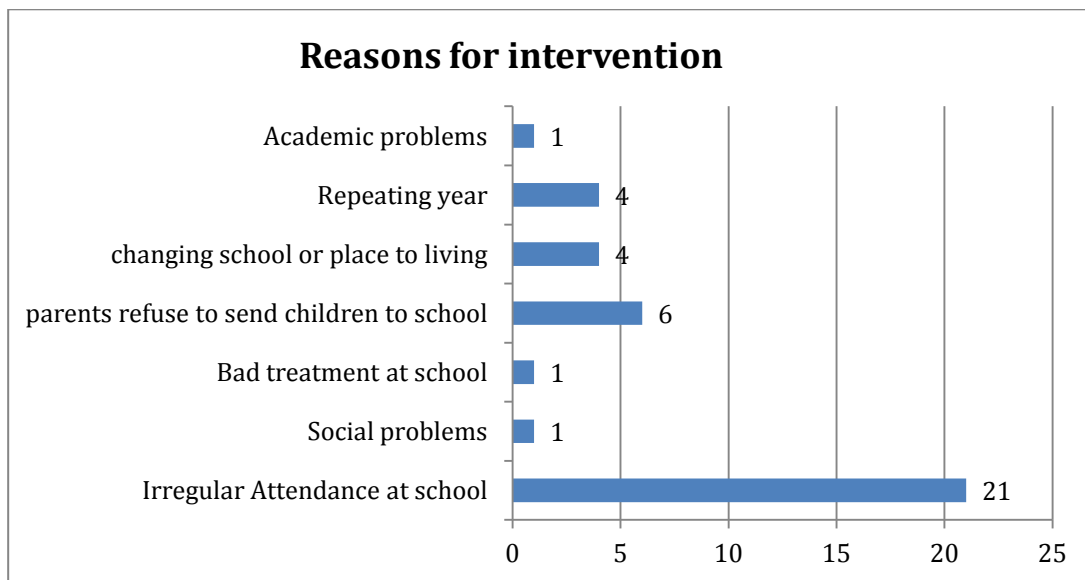


Figure 11 Reasons for intervention (BSF 2013d)

There is planned project to involve parents more in the educational process of their children. Tutors would visit children identified as those who need extra support. Parents would be involved in the studying process and their awareness about studying would be raised e.g. how to create environment for education of their child, to push more for education, and to remind children to do homework.⁶⁷

2.5.3 The Ideas Partnership

TIP is a volunteer based NGO founded in 2009 which has taken action in Fushe Kosovo since 2010. The initial work started with an objective to bring children to school as many children who wanted to go to school could not, as they already passed the age limit of 9 years to be able to enrol to school without previous testing.⁶⁸ Since then the NGO grew and spread its activities also to other places e.g. Istog, Mitrovica, Peja, and multiethnic village Janjevo. Scope of work also grew from working in the education field, to health issues, children with learning difficulties, microfinance project for women of soap making which involves 4 women and candle jar painting involving 5 women.⁶⁹

⁶⁷ Interview with the director of Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July 2013 in Pristina

⁶⁸ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

⁶⁹ Interview with the founder of TIP, Ms. E. Gowing on 2 December, 2013 via Skype.

TIP activities described are limited to the education activities in Fushe Kosovo. As Health for All and Balkan Sunflowers don't work systematically with children and families who are out of school, The Ideas Partnership filled a gap as they are working with all children as long as they are interested in TIP activities.⁷⁰ TIP tends to work with the poorest families and the least educated one as their children are at the highest risk of dropping out.⁷¹

TIP grew from 3 fulltime and 5 part time employees in summer 2013 up to 10 fulltime employees, in winter 2013 having about 60 volunteers out of which 24 were active on weekly bases.⁷²

Private donors form a considerable amount of funding, approximately 40 % of budget which also vary according to current programme funding. Project donors were the American embassy, the Finish embassy, the Netherlands embassy and the Cultural heritage without border in summer 2013.⁷³

TIP activities in Fushe Kosovo basically started in March 2011 by catch up classes opened for 22 interested children which rose up to 70 children at the end. 62 of them registered to school in 2011 and 20 of them attended school also in 2013. Further involvement in catch up classes involves advocacy, material support and supervision.⁷⁴

2.5.3.1 Advocating in families

Direct contact with families and the community is provided by a family advocate who conducts weekly visits to families whose children are at risk of drop out. Catch-up classes in 2011 organised by TIP identified children who are at risk of dropping out and those families are being further monitored. Visits involve advocating for importance of education – registration and regular school attendance as well as dealing with problem children have or might have at school. The family advocate makes sure that children have materials to be able to attend school as clothes and shoes, refers to Task forces and child protection if a case of a child asking for money in the streets is identified, mediates meetings with teachers and school director and liaises with local authorities in cases like lack of civil registration documents. In 2012, 79 families were supported. (TIP 2012)

2.5.3.2 Provision of school equipment and other needed materials

TIP runs a social shop where families can buy mostly second hand clothes and shoes. Every moth clothes and shoes are donated to the families who are the most in need. In 2012,

⁷⁰ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

⁷¹ Interview with the founder of TIP, Ms. E. Gowing on 20 July, 2013 in Fushe Kosovo.

⁷² Interviews with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina., 20 July, 2013 in Fushe Kosovo, and 2 December, 2013 via Skype.

⁷³ Interview with the founder of TIP, Ms. E. Gowing on 20 July, 2013 in Fushe Kosovo.

⁷⁴ Ibid.

100 families received clothing and children supported by TIP got kit of school bag, notebooks and pens. Coordination with German NGO Verein Netzwerk shoe delivery was ensured in order to avoid doubling donations (TIP 2012)

Transportation for winter has been provided to children registered to school via TIP since 2011 roughly from November till December to Selman Riza and Daut Bogujevci.⁷⁵ In winter 2013, 74 children were provided by transportation.⁷⁶

TIP supports 6 students by provision of bursaries; 4 for intensive high school students and 2 for university students as an exchange for some volunteer work upon decision of each person. These people have become great role models for children as they see they work on their higher education.⁷⁷

2.5.3.3 Educational Saturday activities for children

Since September 2011 Saturday education activities have been organised for all children including those who attend and don't attend school. Activities started to enable to stay in touch and monitor progress of children who attended catch up classes and were enrolled to school. The content provided are mathematics, English and Albanian writing, alongside art activities are done and hygiene is promoted. Activities are organised into three shifts as every week come about 120 children. Purpose of these activities is to follow progress of children at school and discuss successes or challenges they face to. (TIP 2012)

Other activities organised are English for adults focus mainly on reading and writing skills, dance class, football, art class, German classes and class for girls with headscarves.⁷⁸

Girls with headscarves were involved since the beginning of the activities, systematically-held classes focused on Albanian, Mathematics and English started in 2012. In July 2013, meeting with a school director was organised in order to ensure that girls would be able to take class exam at the end of each school year enabling girl to get primary school diploma without personally being there.⁷⁹

2.5.4 Areas of cooperation

Areas of cooperation include programming of NGOs at management level as well as in the field. When TIP came to FK a meeting with the BSF was organised in order to seek for some advice and coordinate with them. Similar meeting occurred before Saturday activities

⁷⁵ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

⁷⁶ Interview with the founder of TIP, Ms. E. Gowing on 2 December, 2013 via Skype.

⁷⁷ Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

⁷⁸ Ibid.

⁷⁹ Ibid.

were set up.⁸⁰ Mr. Arifi referred to monthly meetings of the BSF with other NGOs happening earlier. Cooperation between NGOs continued on project level in 2013 when a project to the Austrian development agency was submitted together by the BSF, TIP and Sport sans frontiers.⁸¹

Cooperation in the field involves advocating for school registration, family visits and mediation, and delivery of school materials. The BSF mediator and TIP family advocate have jointly visits which were not systematic until summer 2013. Workers work in a way that they inform every family about school registration, and make sure that every house in neighbourhoods 28 and 29 was visited.⁸²

Health for all together with Balkan Sunflowers as well as the Ideas Partnership organised a campaign for school registration. In 2012, visits to all families whose children don't go to school were conducted. TIP organised 4 days of registration to school where transport for parents was provided where 36 children registered with sequential supervision of the first school day to make sure that children are not being sent home and don't face any discrimination. (TIP 2012) In 2013, also MED joined the campaign for school registration and teachers visited families and talked to them about importance of education and distributed their leaflets.⁸³

NGOs deliver different school material to school children. Coordination is especially ensured when donations of schoolbag and shoes are provided. German NGO Verein Netzwerk coordinates with the BSF and TIP. (TIP 2012) Based on interview with a municipal representative Mr. Gara the municipality is involved in the shoes and bags delivery as well.⁸⁴

2.6 Municipal Involvement in Inclusion

Municipality of Fushe Kosovo developed an Action plan for Integration of Roma, Ashkali and Egyptian communities in Fushe Kosovo for period 2010 – 2012. Weakness of the plan is that there is no precise budget allocation. The actions for the given time period were not fulfilled and the Action plan was extended for another year, until 2013. (Fushë Kosova 2010) As for 2012, the OSCE (2012b) wasn't aware of any funds allocated for implementation of the strategy even though the municipality is aware of the need. The director of BSF agrees that for two years, there was no money allocation, although it brought better awareness about the actual need of communities and actions not requiring money were taken.

⁸⁰ Ibid.

⁸¹ Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina.

⁸² Interview with the founder of TIP, Ms. E. Gowing on 19 July, 2013 in Pristina.

⁸³ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

⁸⁴ Interview with the representative of Ashkali at the municipality, Mr. Q. Gara on 31 July, 2013 in Fushe Kosovo.

Among those were free civil registration documents for people of Roma, Ashkali and Egyptian origin and school fee payment for those registered for intensive secondary school.⁸⁵

MED identified as the educational component of the Action plan, including all children to school, the registration of all children to the first grade, and the prevention of dropping out.⁸⁶ The monitoring and identification of children subjected to abuse and forced labour was already managed through the Task force on preventing abuse and protecting children from exploitation was established in 2010. Additionally in 2011, there was established in FK the Municipal Task force on Roma, Ashkali and Egyptian education to coordinate, monitor, and implement the Municipal action plan on implementation of The Strategy. Municipal representatives, civil society, school director and a parent are involved in the task force. (ECMI 2013a)

The Municipal Director of Education described procedures to be taken when a child is not regular in school. First step is made by a teacher who contacts school director, later a parents are contacted to discuss the case with them. If this measure is not successful Prevention and response team at school level raises the issues. Another instance is Prevention and response team at municipal level.⁸⁷ The prevention team at municipal level addresses the case of the dropping out child or another school attendance connected issues with variety of stakeholders including NGO representatives. (EECM 2012a) Another MED role is to monitor the cases of dropping out based on school register⁸⁸, which didn't appear as reliable as municipality owned different data about out of school children than surveys conducted in Fushe Kosovo.

The actions taken in order to fulfil the Action plan were limited to the activities which are not extensively expenses as there was no budget planned. Municipality provides civil registration documents for free for citizens of Roma, Ashkali and Egyptian origin and pays for fees of people who want to finish intensive high school since 2011.⁸⁹

In 2013, MED together with schools participated for the first time campaigning for school registration. Teachers went door to door to talk to parent distributing leaflets all of it in cooperation with NGOs that have organised this campaign for several years.⁹⁰

Cooperation between the FK municipality and the UNOPS was signed in July 2013 to deliver the integration of the Roma, Ashkali and Egyptian communities. Based on the agreement, 7 areas shall be developed with the UNOPS allocated budget. The possible areas of improvement were selected: electrification, sewage network, rehabilitation and construction of

⁸⁵ Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July 2013 in Pristina

⁸⁶ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

⁸⁷ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

⁸⁸ Ibid.

⁸⁹ Interview with the director of the Balkan Sunflowers Kosova, Mr. M. Arifi on 30 July, 2013 in Pristina

⁹⁰ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

water supply schemes, 4 houses for poor people, asphalted road, and building a school in the neighbourhood 29. (Municipality of Fushe Kosovo 2013). A representative of the UNOPS emphasized the early stage of the project and ongoing assessment.⁹¹ The school is considered to be a long term plan as there is significant lack of funds, money for the property had not been allocated up to the moment of the field research, furthermore no land was available at the market suitable for the new school.⁹²

The Municipality planned to build the school as a part of Selman Riza directly in the neighbourhood 29. Interviewed municipal representatives including those from Roma, Ashkali and Egyptian community agreed that it was the way how to integrate children to society and include them in education. School would employ teachers trained on sensitivity and inclusion of Roma, Ashkali and Egyptian children.⁹³ *“I believe we should say it is multiethnic school, at the beginning and we should try to integrate children from other communities like Albanians. One ethnic school is not allowed and even not human.”*⁹⁴ Building a school directly in one of the neighbourhoods would mean a danger of segregating all students attending that school as majority of the pupil would belong to minority groups.

2.7 Discussion

Hereby, summary of the results is introduced giving the answer to the research question, limitations of the research are introduced using instruments of validity and personal bias, and suggestions for further research are briefly presented.

2.7.1 Results summary

The Research question was: *“What are the factors influencing inclusion in the education and how do they affect the communities?”* Three specific questions were developed to direct the research. Those questions were:

- *“What factors are identified by the communities?”*
- *“How does the work of NGOs on inclusion in education affect the communities?”*
- *“How does municipality affect inclusion in education?”*

⁹¹ Data from UNOPS, Ms. P. Gokgun on 19 August, 2013, via email.

⁹² Interview with the representative of Ashkali at the municipality, Mr. Q. Gara on 31 July, 2013 in Fushe Kosovo.

⁹³ Interview with the representative of Ashkali at the municipality, Mr. Q. Gara on 31 July, 2013 in Fushe Kosovo , Interview with the Counsellor of Department of Social Work, Mr. B. Haroli on 31 July, 2013 in Fushe Kosovo, and Interview with the representative of Egyptians at the municipality, Mr. B. Mustafa on 1 August, 2013 in Fushe Kosovo.

⁹⁴ Interview with the Municipal Director of Education, Mr. S. Shabani on 13 August, 2013 in Fushe Kosovo.

Case study of inclusion in education was designed as single case in the neighbourhoods 28 and 29 in Fushe Kosovo, where the majority is formed by the Roma, Ashkali and Egyptian communities. The research was organised according to these specific questions connecting the factors identified by communities, NGO initiatives and actions of municipality in one case study.

To answer the research question, there was identified multiple factors having the affect on education, the most discussed were influence of school and teacher which can be both very positive and negative. A lot of children experience bad treatment from their teachers and unfriendly school environment which has very negative effect on their education. On the other hand, when the teacher is down to earth, it provides a lot of support to the students. Other factors identified as the direct factors were homework help, value of education and NGO support realised as homework help or material support.

A lot of parents are not able to help their children with homework as their education doesn't allow it or it has not been something they were taught themselves. Homework support is provided on the premises of NGO Balkan Sunflowers together with a hot meal. Including parents in the homework help would increase the sustainability of the programme as parents could help their children without the need of the NGO.

Other factors were indirect factors which are not necessarily connected to education, although these can be very influential. The most discussed indirect factors were poor economic situation, employment and discrimination. The families don't have often enough money to provide school equipment, shoes or even food so children don't go to school at the ends, children may help their parents securing living, and when the family struggles, there is no one who would prioritize education. As an effect, families become dependent on NGOs who provide school supplies to their children and support the education in another ways. Social setting of prioritising male education to female and protecting women impact negatively education of girls. Third category of factors influencing education was formed by reasons for dropping out where the most mentioned reason was discrimination at school.

Attention was also given to NGO programmes in the neighbourhoods. Mainly 2 NGOs support inclusion in education. Balkan Sunflowers are able to support more than 450 children when doing homework, provide education to girl who don't attend school and mediate contact between school and parents when there are any issues. They also provide material support in form of food for children attending homework help. Clothes and school equipment are given to children by different NGOs. Much smaller NGO the Ideas Partnership focuses on the most vulnerable children and families providing weekly educational activities and mediation with

school and support to families. There exists certain rivalry between NGOs which leads to improvement of their better programmes. Cooperation and coordination of these two together with municipality and NGO Health for All is carried every year when children are registered to the first grade.

Municipality is rather passive in activities towards inclusion which is partly result of no budget allocation from the central government, partly of having different priorities. Municipality has a chance to develop better data collection procedures in order to own precise data which were often different than data gathered by the researcher, in order to be able to develop activities tailored for people. The role of municipality is extremely important as in the future development assistance will happen to downsize, and NGO support may weaken as they will not reach funds any more. Government at central and local level are the one responsible for education of all citizens including marginalised communities as Roma, Ashkali and Egyptian which also government approved by developing a Strategy for Integration of Roma, Ashkali and Egyptian in 2009 which lack implementation.

As the type of the research processes data from all possible sources, there is not relevant to discuss results with other researches as it is done in the case study itself.

2.7.2 Limitations of the research

When conducting the case study Yin (2009) proposes to include criteria of construct validity, internal validity, external validity and reliability to measure quality of the case study. Construct validity ensures that the measures are related to researched phenomenon. In the case study, comparison of school attendance of general Kosovo population and Roma, Ashkali and Egyptians pupil are compared in order to understand what the exclusion from education is compared with.

Internal validity examines the researcher himself as it tests whether the researcher doesn't draw conclusion based on his presumptions. (Yin 2009) When conducting interviews the respondents were asked opened questions in order not to be prompted how to answer. Creswell (2009) also emphasizes that as case study is interpretative, the personality of the researcher, personal bias, socio-cultural background, gender and values of the researcher influence the research, analyses and interpretations.

Keeping in mind these presumptions, the research was done from the standing point of a young woman considered to be foreigner for the interviewees, which could have affected the stories. The gender could have played role as traditionally in Kosovo, and among Roma, Ashkali and Egyptian communities, the role of a woman is particular. Gender role imbalance

was felt especially when men's focus group was conducted. In several cases, lack of trust was very apparent which influenced the quality and validity of interviews. Personality of the interpreter might influenced the interviews as well. Language capacities of the interpreter as well as personal relation to the communities and their perception played its role. Feriz Rizahi had an ambivalent position in interpretations as being part of the community and employee of Balkan Sunflowers. On the other hand, people felt trust towards him, which made the contact easier and more fluid where he was present at the interview. Interpretation by Teuta Hajrullahu, a young Albanian woman, might influence the way people talked about Albanians. The original idea of having multiple of interviews with each family wasn't organised as there has been probably lack of trust established between the researcher and the respondents and because of time constraints and difficulty to agree on certain time for the interview.

Yin (2009) describes external validity as the main barrier to validity of case studies. Creswell (2009) makes sense to this validity explaining the accuracy of data must be checked. Certain limitation to the external validity was use of data collected and analysed by NGOs which are biased actors, and a lot of procedural steps, e.g. respondent selection was done together with NGOs. On the other hand, the external validity was enhanced by using data triangulation as suggested by Creswell (2009), and using methods of observation, documentation review, expert interview and case interview.

Yin (2009) describes the reliability as need to document thoroughly every step of the research to reduce personal bias. If the same procedures were followed by different researched the result of the study should be the same if the study reliability is ensured. To bring reliability to the study the researcher kept noted every step of the research in the field notebook.

Another constrains during the data collection process was timing of the field research on the Ramadan, which is one of the biggest Muslim celebrations. As most of the Ashkali and Egyptians are of a Muslim faith, some respondents were fasting and could have been focused more on their inner life and spirituality rather than being interviewed. Timing of the research could have been more appropriate.

2.7.3 Suggestions for further research

Investigation into the inclusion in education projects as well as other areas of exclusion would be helpful to understand the processes in their full depth. Further research within the community itself might focus on motivations and factors affecting volunteers of NGOs who are mostly high school students and have the potential to provide great role model for their younger

fellows. Longitudinal research might go also much deeper into the problematics of inclusion as due the time and financial limitations was unable to go into its depth.

The factors influencing education are considered from the point of view of the communities themselves. This was the key aim of the study. However, interviews with school employees would bring different insights and perspectives on the education of the Roma, Ashkali and Egyptian children.

Conclusion

The aim of this thesis was to analyse the level inclusion in formal education of the Roma, Ashkali and Egyptian communities in Kosovo which is reflected in the theoretical background in concepts of social exclusion and development, with further links to the right of every person to education. This was followed by identification of the barriers to education and inclusive initiatives at different levels.

The objective of the research was to identify the factors influencing inclusion in the education with the research question: *“What are the factors influencing inclusion in the education and how do they affect the communities?”*

Qualitative research was chosen as appropriate, with case study as the chosen strategy, as it is designed to bring deeper firsthand knowledge about the issue of inclusion in education. The methods used to answer the research question were mostly documentation review and interview. As an additional method to improve validity, observation was also used. Two different categories of interviews were used. Expert interviews were with respondents who have executive power and can facilitate the change in the community, whereas case interviews were conducted with people from the Ashkali, Roma and Egyptian communities who are affected by the exclusion from education.

In conclusion, the education of Roma, Ashkali and Egyptians has improved dramatically since 1999/2000, yet there are still about 145 children who stay out of school and lack education. The situation has mostly changed due to the intervention of NGOs contributing with homework help, intervening in schools and families and cooperating with communities.

Every year, more children and youths are enrolled at all levels of education, which provides evidence at the claims above, although as illustrated, the evidence needs improvements as different institutions bring different data. Teachers and schools are not prepared for the growing number of Roma, Ashkali and Egyptian students and often lack the skills and sensitivity to work with them. Discrimination in school forms a considerable part of the factors influencing families therefore a proper training should be available to all teachers working with Roma, Ashkali and Egyptian pupils in order to increase their sensitivity and tackle any prejudice they might have.

The poor economic situation as another factors, is causing inability to secure food, clothes and other means to be able to go to school, in worst-case scenarios child labour, restrict child education. A suggestion would be to focus on projects to increase employment opportunities so parents are able to earn enough money to meet the basic needs of the family,

and children would then be able to go to school. Job opportunities for parents would serve as prevention against dependency on aid and would empower the community at the same time.

Decade of lost education resulting in illiteracy or limited literacy of many parents led to inability to study with children and unawareness about school obligation and requirements. Continuous work with community in homework help and other educational activities is a vital tool in order to rise children's possibilities to finish school and prepare for life because *“education is not just about jobs, education is also about having choices in your life, knowing how to access information, being able to educate children; you know women who are better educated have better educated children.”*⁹⁵

The research was partially coordinated with NGO donating programmes in the area in order to bring data they could use in development of their projects. The factors influencing inclusion in the education can be used by NGO working in the area. Results of the research were shared with these actors. The paper also demonstrated how scholars can support development efforts by conducting research.

⁹⁵ Interview with the founder of TIP, Ms. E. Gowing on 20 July, 2013 in Fushe Kosovo.

Anotace

Práce Vzdělání a Romové, Aškaliové a Egypt'ané na Kosovu si klade za cíl a analyzovat inkluzi do vzdělání u Romů, Aškaliů a Egypt'anů. Jedná se o případovou studii kladoucí s cílem identifikovat faktory, které ovlivňují inkluzi do vzdělání. Výzkum byl proveden v oblasti čtvrtí 28 a 29 ve městě Kosovo Pole na Kosovu. V práci byly využity metody analýzy dokumentů, interview a pozorování, pro analýzu dat byla vybrána metoda 'patter matching' a tematická analýza.

V této práci jsou nejprve představeny základní pojmy pro chudobu, sociální vyloučení, právo na vzdělání a bariéry vzdělání. Představen je národní rámec pro začleňování Romů, Aškaliů a Egypt'anů stejně jako iniciativy mezinárodních organizací a aktivity na místní úrovni.

Praktická část, případová studie inkluze do vzdělávání, analyzuje faktory, které ovlivňují inkluzi do vzdělání. Tyto faktory jsou v práci členěny jako přímé faktory, nepřímé faktory, důvody k ukončení školní docházky a změny, které by komunity chtěli provést. Faktory identifikovány jako nejmarkantnější jsou diskriminace, špatná ekonomická situace a nezaměstnanost a pomoc s domácími úkoly, která je primárně zprostředkovaná činností neziskových organizací.

V případové studii je samostatně zkoumána činnost neziskových organizací, která podporuje inkluzi do vzdělání. Jsou analyzovány jednotlivé programy, které mají dopad na vzdělání. Převážně jde o pomoc s domácími úkoly, materiální výpomoc a zprostředkování rodinám kontaktu se školou. Také činnost místního zastupitelství na podporu inkluze je představena v případové studii.

Klíčová slova: inkluzivní vzdělávání, začleňování, sociální vyloučení, Romové, Aškaliové, Egypt'ané, komunity, vyloučené komunity, zranitelné obyvatelstvo, neziskové organizace, Strategie pro integraci romských, aškalských a egyptských komunit, faktory, vzdělání

Annotation

The dissertation named Education and Roma, Ashkali and Egyptians in Kosovo aims to analyze the level of inclusion in formal education of the Roma, Ashkali and Egyptian communities. The research focuses on identification of the factors influencing inclusion in the education. The research was conducted in the neighbourhoods 28 and 29 in Fushe Kosovo in Kosovo. Methods used in the thesis are documentation review, interview, and observation, analysis was done using pattern matching and thematic analysis.

Firstly, the theoretical background of poverty, social exclusion, right to education and barriers to education are introduced. That is followed by national framework for inclusion of Roma, Ashkali and Egyptian communities, initiatives of international organisations and activities at local level.

The practical part formed by the case study on inclusion in education analyses the factors influencing inclusion in the education. These factors are categorised as direct and indirect factors, reasons for dropping out and changes the communities would like to make. The most significant factors were discrimination, poor economic situation and unemployment, and homework support facilitated mainly by NGO activities.

NGO activities on inclusive education are analysed separately in the case study. Particular programmes affecting education are analysed emphasizing homework support, material support and mediation between families and school. Municipal involvement is analysed as well, demonstrating close connections to activities of international organisations.

Key works: inclusive education, inclusion, social exclusion, Roma, Ashkali, Egyptian, communities, excluded communities, vulnerable population, NGO, Strategy for integration of Roma, Ashkali and Egyptian communities, factors, education

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List of Abbreviations

BSF	Balkan Sunflowers
ECMI	European Centre for Minority Issues
ERRC	European Roma Right Centre
EULEX	European Union Rule of Law Mission in Kosovo
FK	Fushe Kosovo
GDI	Gross Domestic Income
GDP	Gross Domestic Product
HFA	Health for All
KAS	Kosovo Agency of Statistics
KFOR	Kosovo Forces
KFOS	Kosovo Foundation for Open Society
MED	Municipal Education Directorate
MEST	Ministry of Education, Science and Technology
NGO	Non Governmental Organisation
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
OSCE	Organisation for Security and Cooperation in Europe
RKS	Republic of Kosovo
SIDA	Swedish International Development Agency
TFG	Teenager's focus group
TIP	The Ideas Partnership
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNKT	United Nations Kosovo Team
UNMIK	United Nations Mission in Kosovo
UNOPS	United Nations Office for Project Services
WB	The World Bank

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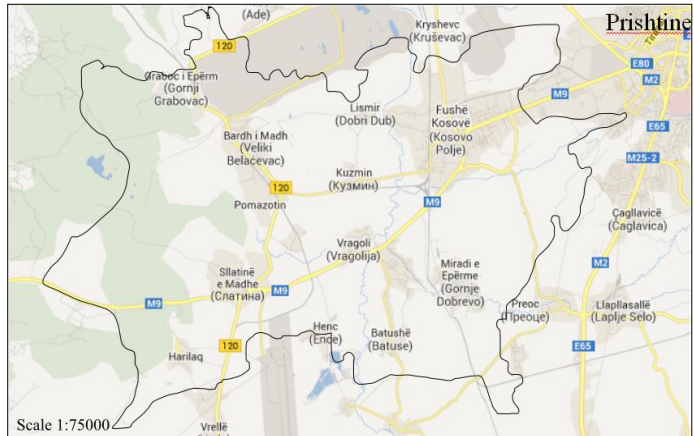
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Apendix I Graphical Items



Picture 2 Location of Fushe Kosovo Municipality (Wikimedia 2012)



Picture 3 Municipality Fushe Kosovo (Google maps adjusted to Komune e Fushe Kosoves without date b by Drew Plus)



Picture 4 Leaflet "Register your children to school" (HFA 2013)

Appendix II The Family Details

Family no.	1	2	3	4	5	6	7	8	9	10	11	12	13
Family members interviewed	Father, 2 children	Father, mother, child	Mother, father	Father	Father	Father	Mother	Mother	Father	Father and child	Father	Father, child	Mother, father, child
Education of father (grade)	9	12	3	No	4	8	?	4	No	8	4	5	8
Education of mother (grade)	?	?	No	?	4	?	1	4	No	No	?	?	1
Number of children	5	6	5	4	5	4	1	6	2	7	7	10	3
Number of children at the school age (6-15)	3	4	4	1	5	3	1	3	2	4	?	1	1
Number of children attending school	2	2	3	0	3	1	0(1 will start after summer holidays)	2	0 (2 will start after summer holidays)	2	?	0 (1 will start after summer holidays)	0 (1 will start after summer holidays)
School	Selman Riza	Selman Riza	Selman Riza	n/a	?	?	?	Aca Marovic	Aca Marovic	Aca Marovic, Selman Riza	?	Selman Riza	Selman Riza

Grades children attend	5, 6	2, 3	3, 6, ?	n/a	1, 4, 5	1	2	3, 4	1, 2	1, 4	?	4	2
Family no.	1	2	3	4	5	6	7	8	9	10	11	12	13
Children who dropped out	1	2	1	1	1	2	1	1	2	3	?	1	1
Children experiencing discrimination in class	No	Yes	Yes	n/a	Yes	?	Yes	No	?	Yes	?	Yes	Yes
Girls with headscarves not allowed to attend school	0	2	0	?	0	0	0	0	0	1	?	0	0
Health status of parents	Good	?	?	Sick mother	Good	Psychological problems of father	Good	Sick father	Eye problems of father	Good	?	Good	Good
Health status of children	Good	Good	Good	Good	Good	Good	Learning difficulty		Good	Oldest son has epilepsy	?	Good	Good
Economic situation of family	OK	Poor	Ok	Very poor	Ok	Very poor	Very poor	Very poor	Very poor	Poor	Very poor	Ok	Poor

Family no.	1	2	3	4	5	6	7	8	9	10	11	12	13
Employment (of father if not specified)	No	No	No	No	Shop owner	No	No	No	No	Building houses	No	Seasonally employed with a NGO	Occasional jobs
Source of living	Transporting people, trash collection	?	Trash collection	Trash collection	Shop	Social assistance	Trash collection, occasional labour work	Mother goes to town to ask for money	Asking for money, social assistance	Building houses	Trash collection		Trash collection
Social assistance	?	?	Yes	Yes	?	Yes	?	From Serbian school 80 Euros per month	Yes (65 Euro)	Yes	?	?	Yes (85 Euros)
Children using activities of BSF	No	Yes	No	No	No	No	No	Yes	No	Yes	?	Yes	Yes
Preschool	Yes	?	?	No	?	?	?	?	?	Yes	yes	?	No
TIP	?	No	Yes	No	Yes	No	Yes	No	Yes	?	?	Yes	Yes
Other organisation	?	No	?	No	?	Shpresa e jetes	?	Shpresa e Jetes	Shpresa e Jetes	?	Shpresa e Jetes	?	No
Ethnicity	?	Ashkali	?	?	?	?	?	Roma	Roma	Egyptian	?	Ashkali	?

Appendix III

Analyses of Case Interviews on the Factors Influencing Inclusion in the Education

4 categories, direct and indirect factors, reasons for dropping out and changes the communities would like to make, were identified during the field research in Fushe Kosovo. Direct factors are those directly influencing education and school attendance whereas indirect factors are connected to the overall situation in the family and community. Reasons for dropping out were sorted separately as well as wished for change.

1 Direct factors influencing education

Direct factors of education are considered in close relation to education. Areas identified by families and focus groups and individuals are teacher related influences, peer relations with Albanian children, children's behaviour at school, problematic of learning difficulties, homework help received, valuing importance of education, parental support of education, NGO support, alternative education and catch up classes.

1.1 Teacher related

Teachers have main influence over content and processes in the class. Areas regarded by respondents were homework check-up, grading, and overall attitude toward children. Performance of children in school is very much dependent on a teacher attention which may be cause of drop out and poor performance of some children. Special and in a way controversial category of passing with failed grades was formed as parents differ a lot in opinions about this phenomenon.

1.1.1 Homework check up

Five families, family 12, 13, 2, 3 and 5 identified that their children don't receive feedback of teacher in a form of homework check-up. *"Many times when I see him to do homework which teacher asked children to do I ask him if the teacher controlled his homework. She never checks up his homework if it's right."* (father family 12) *He came from the school and explained what the teacher does with homework. Teacher didn't check homework even though my son worked on it for 2 hours. Anyway they didn't get much homework."* (father family 13) *"The teacher doesn't check the homework. If they did it or not. One reason is there is to many of them in the classroom. But another reason is who they are."* (Father family 2) *"At school, children got homework before, 6 months ago children stopped to receive homework".*

(Father Family 3) “*The teachers used to explain homework 20 minutes; **they cared about it now they don’t.***” (Father family 5)

Two families also indicated that in the past the attitude of teacher was different and teacher put an effort to children understand the homework compared to nowadays situation “*When I was in school the **teacher beat us why we don’t understand the homework.** They hit us also with stick.*” (Father family 2), “***The teachers used to explain homework 20 minutes; they cared about it now they don’t.***” (Father family 5)

On the other hand, 2 interviewed children identified that teacher checked their homework. “***Teacher checks my homework.***” (Shpresa), “***Teacher checked my homework but somehow she didn’t love me***” (Driton)

1.1.2 Grading

Children’s focus group, and family 2 identified that children don’t receive adequate grades or are not graded at all in school because of their ethnicity. “*She (teacher) controlled what they (Albanian) wrote but **she never cared what we (Ashkali) had there.** In first period he wasn’t good but in the second semester he worked hard, he had better result. **Teacher graded him poorly saying you were bad in the first semester so you can’t have better grades.***” (Children’s focus group) “*I have 5,3,4. I learn a lot, they give higher grades to Albanian children, we get 3,4,5. We know it is not that we don’t know. **But good grades are for Albanian children.** When I’m angry I get fail grades.*” (Shpresa)

Family 2 felt unfair system strongly as father, mother and a child refer to in during the conversation. “*Teacher gives them grades as she wants. Every time at the end of the year she gives him one which is the lowest grade. **She does that only because she hates the community.***” (Father family 2) “*Teacher made him (son) repeat all the subjects only in English he has 5 (that is the best grade). **In another lessons not even if he works hard and makes homework but.** I don’t know maybe teacher doesn’t like him.*” (Mother family 2) “*Albanian children receive grades, we don’t get any. When there is the bell teacher says when **I will come back I will give you grades but never gives.** It is like this, I repeat the year.*” (Child 1 family 2)

Family 12 and 10 identified in the interview that child was receiving adequate grades.” “*My son was until the 3th grade good (at school), 1st grade, 2nd grade. But after, in all lesson he **was very good except from writing**” (Father family 12). Also family 10 stated that the grades their children receive are good – not dependent on the ethnicity. “*Grades they have at school are 4 and 5, the best on.*” (Father family 10)*

1.1.3 Passing with failed grades versus dropping out

There were identified ideas about passing grades until the 5th grade when children start to attend lower secondary education regardless good or bad grades by teenager's focus group, family 2, and family 3 and 10. „*I had 2 failed grades and **teacher made me pass to another grade.***“ (TFG) *“The school law is better now because teachers can't hit them also **until 4, 5 grade they close eyes – let them pass**”* (Father family 2) *“There is a law that **children don't repeat school until the 5th grade.** They start to repeat the 6th grade. It is not fair, they should repeat at every age if they don't know enough.*” (Father Family 3). Father from family 10 was promised that his child will not drop out but did in spite of promises: *“When I spoke to the director to place him in another class where the teacher would focus more on writing he said: no it's ok . **Keep him in this class until the 5th grade because we will not make him repeat the class, because there is one law that children will not repeat until 5th grade.** He didn't do anything”*(Father family 10)

Families are both in favour and against it. Family 2 expresses certain gratitude to it: *“The school law is better now because teachers can't hit them also **until 4,5 grade they close eyes – let them pass**”* (Father family 2). In contrary, family 3 is strongly against children passing grades without particular performance: *“There is a law that **children don't repeat school until the 5th grade.** They start to repeat the 6th grade. **It is not fair, they should repeat at every age if they don't know enough.**”* (Father Family 3)

Family 9 and Shpresa refer to cases when a child drops out because of bad grades: *“She went to the first grade and **she hasn't passed to the second one so she goes once again to the first one.**”* (Father family 9), *“The others don't know value of Jeta. They took her from grade 2 to first one because they said she is doing problems. She knew more than me but she had to repeat the class.”* (Shpresa)

1.1.4 Prejudice about hygiene

Children's focus group and Shpresa referred to hygiene prejudice against children from communities: *“When they (Ashkali children) asked Albanian friends to give them a bottle of water to drink. When the teacher saw it took Albanians outside and said: **“Don't take water from them they are dirty”.*** (Children's focus group), *“I wash my hands, learn, and **the teacher asks me to wash my hands again.**”* (Shpresa)

During the interview men's focus group and family 5 defended themselves against hygiene prejudice they feel from the school side: *„Also the streets of the neighbourhood are not with asphalt so **children get dirty, they are children.**“* (Men's focus group) *“Teachers say*

that children are dirty, but when I send my children they are clean. They are children.”
(Father family 5)

1.1.5 Inequality and discrimination

Children’s focus group, Shpresa and families 2, 3, 5, 10 and 12 explicitly expressed they feel unequal behaviour from the teacher: *“Then also there was Albanian boy in our class, he was very problematic. He always wanted to fight with Ashkali guys. And when the teacher came to class she never touched him. She always beat Ashkali. She never looked whose fault was it.*” (Children’s focus group) *“We have one Albanian who has bad grades. Teacher was speaking with him and she told him you are not good you are really bad. You should be ashamed Ashkali children are better than you.”* (Children’s focus group), *“The others don’t know value of Jeta. They took her from grade 2 to first one because they said she is doing problems. She knew more than me but she had to repeat the class.”* (Shpresa)

Families expressed feeling of injustice: *“Teacher is not adjust to them (children) because is different to Ashkali children.”* (Father family 2) Teachers who are not interested in Ashkali children: *“My son was beaten by Albanian children 10 or 11 grade. I spoke to director and teacher about it. Boy was beaten and nobody did anything about it. Just left him there.”* (Father Family 3), *“Teacher discriminate children, he doesn’t approach children from the communities...Why to send children to school when you know there don’t have their rights? They don’t respect them there...“Teachers don’t teach my kids. They don’t know anything.”* (Father family 5), *“She (the teacher) didn’t respect also the other Ashkali children....“When I went to see the teacher I saw her taking him (son)out from the classroom. When I asked her why she did that she said that the children from community were trying to get downstairs from the window. But what I saw the window was closed. Nobody touched the window. She is like that to children from community. I insisted in many ways to change the teacher or classroom just he doesn’t drop out but it wasn’t accepted....Every time are Ashkali discriminated from Albanian. Our children are not getting education even though they are clever. They don’t want us accept in the education. You can see that in many classes are nearly segregated classes. Many children from the Ashkali and Egyptian community”.* (Father family 12), *“Teachers don’t give too much effort so that children can understand.”* (Father family 10) and Children being insulted: *Children are being called magjup⁹⁶ – gypsy, children are scared but by the time get used to it.”* (Father Family 3)

⁹⁶ Magjup is a very pejorative form of calling someone Roma, Ashkali or Egyptian, therefore it is not translated to English as “gypsy” which is pejorative as well doesn’t fit the exact meaning

1.1.6 Segregation of Ashkali pupils

A case of segregated class has appeared in the school year 2012/2013 Selman Riza as a result of an absent teacher. Class originally existed as a mixed class but Albanian parents one by one pulled their children out of the class: *“At the beginning there were also Albanian children but step by step Albanian parent took their children out of the class.”* (Mother family 13)

The case of segregated class appeared in interview with family 13. More detailed description how it looked like with the class is described by words of the child’s father: *„My son was at school and the teacher wasn’t good. He was sick.... When he (my son) went to school before he stayed in bazaar with a friend. He came from the school and explained what the teacher does with homework. Teacher didn’t check homework even though my son worked on it for 2 hours. Anyway they didn’t get much homework...”* (Father family 13) The teacher was hospitalized and for that time school initially offered time off for children and when they insisted their son was temporarily to different class. *“They are messing too much with us and our children. Albanian children are loved more. After the teacher was in hospital they took our son to another teacher and she said: “now you can have a rest for two weeks. And I asked why does he have to have a rest for two weeks? Children don’t know to write and to read. They took him just form one class to another one.... I spoke to the teacher, asked the director. They didn’t care about us.The director said he can’t do anything about this problem”* (Father family 13)

Parents of the child have different opinions about the second temporal teacher. Both of them agree they don’t want to continue with the previous teacher: *“The second teacher gave good lessons but the first one didn’t. He (son) wanted to continue with the second teacher. He cried. He didn’t want to go with the previous teacher.”* (Mother family 13). *“The new teacher isn’t good, she took him only for 3 weeks before the other teacher comes...If it continues like this I will stop them sending to school. He is discriminated by the teacher”* (Father family 13)

1.1.7 Sitting order

There exists other form of segregation in some classes where children from Roma, Ashkali and Egyptian communities must sit in the back of the classroom as identified by family 2 and 3: *“We are at the end of the classroom and Albanian children in front.”* (Child 1 family 2), *“Last year, I found out there is a segregated class, children were sitting in the back of the classroom.”* (Father Family 3)

In contrary, teenager's focus group identified only cases when children decide on their own where they want to sit: „(I sit) *wherever I want to*“ (TFG), „*We make it our natural way*“ (TFG), „*I sit in the front*“ (TFG), „*Teacher sit me there. Teacher told me to sit in the front and again I sat in the back*“ (TFG).

1.1.8 Highly inadequate behaviour of teachers

Special category of inadequate behaviour consisting of beating and other physical or verbal assault is formatted as another stage of unequal behaviour and discrimination. Teachers beating pupils were referred by children's focus group, teenager's focus group, and Jeta. Driton, Shpresa, and families 7, and 12 identified other highly inadequate behaviour of the teacher.

Children's focus group identified teacher who is beating Ashkali children causing even unconscious of the child: „...*the teacher always beat him behind the head and he started to have blood from his nose. He started to be afraid of the teacher*“.... „*She beat him in the class and went for a break he was unconscious and had lots of blood from his nose. ...She (teacher) always beat Ashkali. Also the other guy. She beat him but he missed only one or two days and he came back because his family pushed him to go to school.*“ (Children's focus group). Also teenager's focus group referred to a teacher as: „*Teachers beat us.*“ (TFG)

Child from family 7 explains that while looking for protection against peer beating him received denial of the teacher: “*After 2 or 3 lessons other children start to beat me. I said that to the teacher and she replied they are doing good to you.*” (Child family 7)

Jeta explains her relation to school in connection to teacher's behaviour: “*Sometimes good teacher sometimes bad teacher, sometimes angry, teacher slapped me once. I used to go to Selman Riza, I stopped to go there, I'm afraid to go to school*” (Jeta). The fear of school Jeta experience can be strengthened by other behaviour of teachers as they scream at her as identified by Shpresa: “*Teacher in the class screams at Jeta*” (Shpresa)

Another boy from family 12 experienced denial of a gift he gave to the teacher and sub-sequential punishment: “*On 8th March (teacher's day) I bought chocolate to my teacher but she didn't accept it and she sent me out of the classroom.*” (Child family 12).

Driton described humiliating behaviour of the teacher forcing him to stand during all classes: “*It was good (at school) but up to the moment when NGO representatives came to talk to the teacher and when they saw me I was standing in the class. They told me I shouldn't be standing and sit. I wanted to stand there. I had my notebook I wanted to stand and write notes. NGO representative told I should sit. Teacher asked me are you here to stand or to learn? You*

are here to learn by standing not sitting. NGO worker was really upset and again he took the chair and she (the teacher) again told him:” **no, no he doesn't need a chair, he can stand there.**” And then they (NGO workers) went to the principal. The principal told them that Driton is not learning and absent. When they contradicted that I was present and was standing not sitting there. Then what they talked about I don't know.“ (Driton)

There was implied by the teenager’s focus group that beating by teacher is all right if there is a reason for it: „**If you don't do anything the teacher won't beat you.**“ (TFG). Teenager’s focus group also brought up that parents may give their consent to the teacher with beating of their child: „**Teacher slapped me, my father talked to him after to the co-director and told him he can freely beat me.**“ (TFG)

Family 2 contradicts that teachers might be beating children as suggested law framework that protect children against beating: “*The school law is better now because teachers can't hit them(children)*” (Father family 2)

1.1.9 Equality and good relations

Teenager’s focus group, children’s focus group and families 1 and 2 identified good relationships with teacher and feeling of acceptance: “**I feel to be part of my class**” (TFG), “*The teacher pays **the same attention** to me and to others, the same, all the time the same*” (TFG), “**We are all considered by the teacher the same.**” (Children’s focus group), “**We like our teacher**”. (Children’s focus group), “*I have two teachers, one of them is giving English lessons, **they are nice.***” (Child 2 family 1), “**I like everything, teacher, boyfriends, girlfriends.**” (Child 1 family 2)

1.2 Peer relations in the class

Peer relations were based on the interviews divided into categories: good relationships with Albanian peers, Bad relationships with peer and comparison of the relationships with the past.

1.2.1 Good relationships with Albanian classmates

Children’s focus group, teenager’s focus group and family 1 referred to good relationships with their Albanian peer: “*We have 3 girls and one boy, also we have friends (Albanian) in another classes.*” (Children’s focus group), “**I have lots of friends (Albanian) in my class but also in the other classes**” (Children’s focus group), “**I have also Albanian friends**” (Children’s focus group), „*I have friends in the class ...I can't wait till the school begins after vacations.*“ (TFG), “**All classmates are mine friends.**” (Child 1 family 1).

1.2.2 Bad relationships with classmates

Bullying, beating and other physical assault is considered hereby as bad relationships. Physical assault of Albanian children is aimed solely on children from the communities and fighting with Albanian schoolmates was referred by children's focus group, teenager's focus group and families 3, 7, 10: *"Then also there was Albanian boy in our class, he was very problematic. He always wanted to fight with Ashkali guys"* (Children's focus group), *"Beating was reason why I left school. I made a problem so they expelled me. I fought with some Albanians."* (TFG), *"My son was beaten by Albanian children 10 or 11 grade. I spoke to director and teacher about it. Boy was beaten and nobody did anything about it. Just left him there."* (Father Family 3), *"After 2 or 3 lessons other children start to beat me. I said that to the teacher and she replied they are doing good to you... "Children are beating me. When we have a break and I go outside to buy something to drink or to eat. They beat me outside the school. Also when I go to playground and I'm quite.""* (Child family 7), *"The oldest son (16) last year dropped out because of problems with other children. He was fighting in the road with Albanian children. He had troubles because he is from the community."* (Father family 10)

Shpresa and Driton experienced bullying from their Albanian classmates *"They call me magjup, Albanian children tease me, my schoolmates. Mother wanted me to take to another class, I changed to another class and there is another magjup girl as well but she call herself Albanian."* (Shpresa) Shpresa is calling the other girl magjup as it probably already lost the pejorative meaning in her eyes as she is called that way on regular bases. *"No, I don't have friends in the class...Albanian children say that my mom is ugly, it is how Allah made her, she didn't decide to be like that...."* (Shpresa), *"I felt really bad because Albanian were all the time laughing to me. I could get in fight with them but it was just for one NGO representative that I didn't do that."* (Driton)

1.2.3 Comparison with the past

Women's focus group provided comparison of Ashkali Albanian Relationships before the war and now. The group expressed that before the war they didn't experience discrimination their children experience nowadays: *"When I and my brothers used to go to school we were more involved and also we were not teasing each other. Now Roma, Ashkali and Egyptians and Albanians are teasing each other. At that time it was much better. They call us magjup. When some of Albanian children had wedding I used to attend it. It was much better*

at that time. Now we are discriminated. Albanians and Ashkali cooperated much more and had more communication during that time than now.” (Women’s focus group)

1.3 Language problems

Language difficulties due to Romani mother tongue was expressed once by family 8: *“We speak 3 languages, Albanian, Serbian, Roma. They have little problem but not too much.”* (Mother family 8)

1.4 Child’s behaviour at school

School results are dependent on the student himself or herself as much as on the teacher and parent. Truancy, breaking school rules, being naughty was identified during interviews.

1.4.1 Truancy

Truancy was described by children’s focus group, families 2, 3, 6, 7, and 9: *“Also that guy we mentioned him before his mother always prepared his bag and books and notebooks and sent him to school but **he never went**“* (Children’s focus group, *“School is little to far and he (second son) doesn’t like school a lot. Last year I paid for the transport to school and this year he **goes just in front of the school and comes back.**”* (Father family 2), *“When son was in 2nd grade, **he missed 5 months**, He wasn’t accepted again to school. At this point he is in 3rd grade.”* (Father Family 3), *“ **They didn’t go to school. Twice I found them in the street.**”* (Father family 6), *“**He (son) doesn’t learn he doesn’t go regularly to school. He went one year but he was in and out. He also did trouble to teachers.**”* (Mother family 7), *“**They are supposed to go to school but they don’t go to school. They go just near school. They go one week and 2-3 months not.... For us gypsies there is no education. It’s the mentality; they don’t want to go to school.**”* (Father family 9)

1.4.2 Breaking school rules

Children’s focus group referred to a child who was expelled from school as a result of smoking in school: *“We had problem with one Ashkali boy. **He was starting smoking** so he had to go to the director and he put him out of the school“* (Children’s focus group)

1.4.3 Being naughty

Bad behaviour towards teacher and lack of respect was described by children’s focus group and family 5: *“**Sometimes we are bad not only teachers.**“* (Children’s focus group), *“**Children don’t respect adults. They don’t understand at school. I have a shop and I can see children running around the shops in the street all the time, how they behave. Children don’t**”*

understand, I talk to their parents but still nothing changes. Children stay in the door, leave rubbish outside of the shop on the street.” (Father family 5)

Family 8 referred to child’s reluctance to study: *“For the boy, he is learning. **The girl is noisy, doesn’t study.**”* (Mother family 8)

1.5 Learning difficulties

The school system lacks identification procedure of children with learning difficulties resulting in low understanding to the child behaviour by school as well as by family: *“He (son) is noisy; he doesn’t want to read and write. He is very angry...He was angry, he is not quiet. When he was at the director, he gave him pills to be quiet. ... “And last year when he was regular he didn’t do homework he was mostly playing outside. Better stay in the house that go to school and make troubles.” ... “**My child is not for school, not for special school. He tends to be angry when he sees teacher is not happy with him. When teacher is quiet he is angry when the teacher beat him, he is quite. I hope we will find the place.. He is clever. The problem is just he makes trouble at school. He doesn’t read by his own. On Friday when he goes to masque he understands what the imam says. The problem is he doesn’t want to write and to read.**”* (Mother family 7)

1.6 Homework help

Homework help was described as done by three different sources as help of families, NGOs and own initiatives of exploring.

1.6.1 Family

Family homework help was all together identified in families 2, 3, 5, 7, 8, 9, 10,13, teenager’s focus group and Shpresa. In families 5, 10 ,9, and identified by teenager’s focus group it is father or other man helping with homework: *„**My father helps me with mathematics**“*(TFG), *“**I help children to do their homework.**”* (Father family 5) *“Family, yes. **My brother. His children and him.** My brother takes children sometimes to school. He knows how to read and write.”* (Father family 9), *“**I study with my children a lot. I stand beside them until they finish.**”* (Father family 10)

Shpresa and families 2, 7, 8 and 13 referred to mother as to the one who helps with homework: *“With homework **mother, brother and sister help me as well.**”*(Shpresa), *“**Sometimes I teach him at home..**“When he comes back from school. These days not. When he came from school we teach him.”* (Mother family 13), *“**I help him sometimes. Ten times we read one lesson for him to understand. I want to teach my child it’s not I don’t want to but he**”*

doesn't understand... "(Mother family 7), *Sometimes, I help just little, as much as I know.*" (Mother family 8)

Families 2, 3, 7 and 8 expressed limits in terms of homework help and abilities: "***When we know we help when we don't know we can't.***" (Mother family 2), "***I try to help with homework where I know, sometimes.***" (Father Family 3), *I will teach him what I know – to read and to write, mathematics. What I don't know I can't offer to him.*" (Mother family 7), ***Sometimes, I help just little, as much as I know.***" (Mother family 8)

Lack of time and work was defined by family 1 and 2 as a reason not to help with homework: "***I don't have much time but bigger children help the small one and also in the centre.***" (Father family 1), "***No I don't because I go to work. Little does mother, little sisters.***" (Father family 2).

Family 2 and 9 identified as a reason not to help with homework illiteracy: "*Centre helped them to do homework. I don't know to read and write and the centre helped them to know how to do so.*" (Mother family 2) "***To do homework? Me? I don't know even how to write my name. I can't write and read.***" (Father family 9)

Respondents often answer with uncertainty and with expressed words e.g. sometimes, if, when, which indicated that homework help is not very sustained. Interview in family 10 showed that expressed help with homework might be only expression by parent because he or she was asked about it but actual not a reality. Father from family 10 declared he studied with his son "*I study with my children a lot. I stand beside them until they finish.*" (Father family 10) when I asked his son if someone helps him with homework at home he answered: "***No one helps me at home with homework.***" (Child family 10) which was followed by fathers: "*He lies.*" (Father family 10)

1.6.2 NGOs

Children's focus group, teenager's focus group and families 2, 5 and 10 identified that children receive homework help in the learning centre of Balkan Sunflowers: *„I come always to the centre and I never want to stop because the centre helps me. All my grades at school are 5.“* (Children's focus group), *„One day if I can't come to the centre I miss my homework. We do homework, some activities. The centre for me is mother and father.“* (Children's focus group), *„If we don't have the centre I can't learn timetable. This helps me.“* (Children's focus group), *„I learn lot of things in the centre. Especially division I have problems in it. I cannot continue to come to the centre because I'm going to 6th grade“* (Children's focus group), *„What we know we do at home. What we don't know we do here. We have time for food and*

also some activities“ (Children’s focus group), „*I fall asleep once and they came and told me come to school*“ (TFG), „*I come to learn and to do homework*“ (TFG), „*to get help with homework. Sometimes we made it wrong sometimes we made it right*“ (TFG), “*I don’t have much time but bigger children help the small one and also in the centre.*” (Father family 1), “*One thing when children go to school everything the children don’t understand they send them to the centre to help them to do homework.*” (Father family 2), “*What children don’t learn at school they learn in the centre. My kids don’t go to the centre anymore.....*” (Father family 5) “**They go to centre.** It doesn’t help too much. They don’t know before and they don’t know after.” (Father family 10), “*I learn there (in the centre) how to do homework.*” (Child family 10)

Children’s focus group defined that the learning centre concentrates mostly on help with difficult part of homework: „*What we know we do at home. What we don’t know to do here. We have time for food and also some activities*“ (Children’s focus group),

Quality of the learning centre’s homework help wasn’t examined although family 10 and 7 expressed that the centre doesn’t have much impact on education of their child: “They (children) go to centre. *It doesn’t help too much. They don’t know before and they don’t know after.*” (Father family 10), “*He was also in the centre. Sometimes he learns a little sometimes he didn’t learn. He tried to learn. One of their workers told me that children who are not in school can’t go to the centre.*” (Mother family 7) Family 2 sees the quality of the centre base on direct help at home which learning centre doesn’t provide: “**Mediators are helpful but the centre not really. They don’t come here to see why they miss the centre or school**” (Father family 2)

In contrary, children and teenagers in the focus groups were asked to measure by hand how much the learning centres helped them with hand (up meaning the most and down meaning the least) both focus groups showed the highest possible level of help. Also Family 13 describes profit of learning centre “**He (son) profits more from the centre than from school.**” (Father family 13).

Children attending higher than 5th grade at school don’t receive systematic institutional homework support as the BSF learning centre supports students up to the 5th grade although some help is possible: *I cannot continue to come to the centre because I’m going to 6th grade*“ (Children’s focus group), “**BSF can help me. But I didn’t ask for help. We know what to do**”. (TFG)

1.6.3 Own initiatives

Teenager's focus group identified sources of their homework help as internet and English vocabulary: „***I can have a look in the internet***“ (TFG), „***I use vocabulary for English***“ (TFG).

1.7 Valuing importance of education

One of the key questions families were asked was for their opinion on education. The categories extracted from their answers are education itself, practical use, raising aspirations, job advantage, fight against discrimination, degree to attain, importance of preschool education and constraints against educations.

1.7.1 Education itself

Women literacy focus group, women's focus group, Driton, family 6 and 13 expressed simple need, right to and normality of education: “***Girls have also right to be educated***” (Young women's focus group), „***Education is important for us and also for the children***“ (Driton), “***I sent them (to school) because I wanted to have them educated.***” (Women's focus group), “***First thing is the education.***” (Women's focus group), “***Normally it is when children are educated.***” (Father family 6), “***Yes, all of them (sons and daughters). Without should it's like you cannot speak. We all are without high school, without job and nothing without education. Better for children to go to school to be employed. If you are educated you can earn money***” (Mother and father family 13)

Families 8 and 13 identified that their children should go to school to know how to read and write: “***They(children) should go to school to know how to write and to read.***” (Mother family 8), “***He (son) will know how to write his name.***” (Father family 13)

1.7.2 Practical use

Young women's focus group, women's focus group, and women from families 7 and 13 identified importance of education for its practical use to read a letter, sign a document or to know how to register a child to school: „***If we couldn't how to read and write we wouldn't get a job. Or for example letter when we receive it we wouldn't know how to read it.***” (Focus group of young women's), “***I can sign any document, when I go to school. I can also write Serbian better than Albanian.***” (Mother Family 13) “***If you don't have education you even can't sign document. You can't register your children to school. You don't know how to register your children to school. Without school we are nothing. We need this***” (Mother family 7)

Women's focus group implied that education can be used in everyday life e.g. when cleaning: "...better for children themselves and for **cleaning, educating**" (Women's focus group).

1.7.3 Raising aspirations

In contrary to the practical use of education, only men were identifying rising of aspiration and better life as a reason for education. Teenager's focus group, Men's focus group and men from families 1, 2, 12, 13 and 9 defined raising of aspirations in different forms: **"To achieve goals and success.** "(TFG), **„...if my generation and generation after me are left from the education. The future generation would have stopped going to school then. Me and my friend we are really good that we opened the door to education. Don't let the generation after not to do that they should do. My son studies medicine is really a good student imagine if had never passes the door. They are very small children and their potential should be seen.** "(Men's focus group), **"Go to school to be educated, to be employed, to live. According to me, not to send child to school is stupid. If we don't let them in school how will they open their eyes? Only education can prepare them."** (Father family 12), **"School is something. Without education is man like without head. First children learn and after they are ready for everything, they have school."** (Father family 1), **"Education is important because they will have better future not like me in which situation we are now because I wasn't at school."** ... **"Not to be like us. We are like insane without education, without work. We cannot enter anywhere without the school."** (Father family 2), **"If he (son) learns here, he can go everywhere. I can send him everywhere even to faculty for education."** ... **"It will be in the future not now. When he accepts to be educated nobody can stop him. If he wants to go he can go. When he likes the school, nobody can stop him."** (Father family 13), **"It is better to go to school. I can say for myself. I told children if you go to school you will be well. I might die and that happens then?"** (Father family 9)

1.7.4 Job advantage

Young women's focus group, women's focus group, families 12, 2, 3, 13,8 and 9 identified positive correlation between education and employment: **„If we didn't know how to read and write we wouldn't get a job. Or for example letter when we receive it we wouldn't know how to read it."** (Young women's focus group), **„We get diploma, We can get a job when we finish this, get a job"** (Young women's focus group), **"Children can find a job. It was the reason why they send them to school."** (Women's focus group), **"If I have finished my school I would be the one choosing the work and having opportunities to work."**

(Women's focus group), *"I can see it on myself. Without school you can't be employed anywhere. If I get the opportunity to continue school I will take it even though I'm not a child anymore."* (Father family 12), *"Also for work. When you are educated it helps to find a job."* (Mother family 2), *"They should go to school to be educated. Once you should have family, you need job"* (Mother family 3), *"I care about school; you can't go to work without going to school."* ... *"When you are looking for a job education is the most important, even when you are cleaning floors education is the most important."* (Father Family 3), *"With education it would be easier to get a job for him (son)."* (Mother Family 13), *"They can be somebody in their life like doctor or a layer when they finish school until they become somebody in their life and are employed."* (Mother family 8), *"If you know to write and read you can become a doctor or something."* (Father family 9)

Education as a first step for getting a job was expressed by women's focus group: *"After they finish high school they can get license and other stuff so they can bring money later, work and bring money to community"* (Women's focus group)

Families 1 and 2 referred to their experience of looking for a job and employers asking for certain educational attainment: *"When we ask for a job they ask us what education we have achieved. Until now they have always asked me what school have I finished."* (Father family 1), *"I have some wishes to work. When one place is opened for work I have more chances to be hired. That's why I want to finish high school. Even now when I'm applying and they ask if I have high school I say yes."* (Father family 2)

Families 5 and 10 identified they use at work skills and knowledge they learnt at school: *"I have a shop, you need to go to school for it. Need to know how to count."* (Father family 5), *"Before they used to ask for elementary school now they ask for high school. Education is useful I use mathematics when I build houses."* (Father family 10)

Increasing demands on education attained in order to find a job were identified by families 8 and 10: *"There is no job. We don't have faculty so we can't get a job."* (Mother family 8), *"Before they used to ask for elementary school now they ask for high school. Education is useful I use mathematics when I build houses."* ... *"Elementary school is nothing, high school is nothing."* (Father family 10)

Families 4, 2 and 8 indicated that there are no jobs anyway so it doesn't matter if education is attained or not: *"I go to office to municipality to wait for a work, nothing comes up. Even for those one who finished high school they don't have job for me."* (Father family 4), *"They say we need high school but every time they take someone they know, their*

family or so.” (Father family 2), *“There is no job. We don’t have faculty so we can’t get a job.”* (Mother family 8)

1.7.5 Not to stay in the streets and not be ashamed

Stay in the streets out of school was described by teenager’s focus group and family 1 as a reason to go to school: *„Not to stay in the streets“* (TFG), *“I don’t want to stay in the road, that’s why I go to school.”* (Child 1 family 1) Staying in the streets might be a source of shame as identified by family 5: *“It is shame to see kids like that walk around without education.”* (Father family 5)

1.7.6 Fight against exclusion

Teenager’s focus group generated an idea that education brings integration: *„to be more integrated.“* (TFG) Although only one respondent group identified so, separate category as such a thought seems to be important and illustrates the route to bring the vicious circle of exclusion: People are excluded having consequences on education among others, of they receive education, they might achieve better integration and have better access to services in general.

1.7.7 Degree to attain

Education parents or children themselves want to achieve differ. It varies from basic literacy up to university education. A young man from teenager’s focus group expressed that basic literacy is enough: *„For anything in the world I wouldn’t go back to school because I know how to write in Albanian and Serbian.“* (TFG) Sufficiency of elementary school for a girl was referred by family 10: *“Girls stay at home, go on internet, read. “6th grade is enough. It is dangerous for a girl to go to school when she starts to grow.”* (Father family 10) Fulfilled compulsory education was enough for a boy also implied by family 10: *“16 years is enough for a boy to be educated.”* (Father family 10), and high school or university was referred by family 13: *“From the beginning to the end, all of it. To finish secondary school or university.”* (Mother family 13)

1.7.8 Importance of preschool education

Men’s focus group defined importance of preschool education: *“When we bring children here they are 5 or 6 years old. They get to another world; they get to socialize with other children. This case is different from when you bring a child immediately from home to school. It’s like pre-education. It’s different when they send immediately children to school.”*

They get more integrated, they get more socialised, it's better for them like than to go to primary school directly. It's good to bring them here to this centre." (Men's focus group)

1.7.9 Constrains

Women's focus group identified economic reasons as a main constrain for not attaining education: *"it is difficult though when we don't have electricity"* (Women's focus group)

Men's focus group defined lack of knowledge as an obstacle in education: *„There are parents who are who are really, really interested to send their children even by force to school. Whereas the other parents are those one who don't send their children to school because of the lack of knowledge.*" (Men's focus group)

1.8 Parental support of education

Parent can support education process in various ways. One of the possibilities is homework help which is discussed in one of the sections. Other categories identified were moral support and encouragement and contact with school. Constraints to the support were defined as well.

Families 9, 13,1 Driton and children's focus group defined morally support of parents and encouragement for children to go to school: *„Parents tell me to go to school but the teacher didn't let me to be there.*" (Driton), *“... but he missed only one or two days and he came back because his family pushed him to go to school.*" (Children's focus group), *“I tell them (children) to go to school but they don't want to... “I say go to school, go to centre.”, “I send them to school. I say go to school, go to school. For us gypsies there is no education. It's the mentality; they don't want to go to school.”* (Father family 9), *“They (children) need support of parents children are children but he doesn't need now he knows that he has to go to school. I don't have to tell him go to school. He knows. He missed school sometimes when he was sick.”* (Father family 13). Family 1 supports a child in education by Physical force: *“I want to force him (beat him) but he doesn't want to go to school” ...Yes, I liked it (at school). Once I didn't go to school for 3 months at school and my mother beat me and since then I went to school every day.”* (Father family 1) Children's focus group identified a family where mother was carefully preparing her son for school every day: *“Also that guy we mentioned him before his mother always prepared his bag and books and notebooks and sent him to school but he never went. His mother went to school for parent meeting asked the teacher and was surprised. She sent him and prepared him for school but he never came.”* (Children's focus group)

Another form of parental support is contact with school on regular bases as referred by families 8 and 12: ... *“I don’t know maybe she (teacher) didn’t call us for another meeting but I was there (at the parental meeting) just once.”* (Father family 12), *“I’m in contact with teacher I go to school two or three time a year.”* (Mother family 8)

Teenager’s focus group, Shpresa, and families 12 and 7 and 9 identify parental involvement into school matters when there was a case to be concerned about: *“Teacher slapped me, my father talked to him after to the director and told him he can freely beat me.”* (TFG), *“Mother went to school to speak to the teacher.”* (Shpresa), *“Teacher called us (parents) to school and my husband was at school and spoke to the teacher. He (husband) was told that he (son) is very problematic that he doesn’t learn, doesn’t do homework etc. My husband than came and made me trouble, he was saying look what your child does. So for myself I can’t do more, I don’t have nerves for it. I can’t care also for my kid how he is doing at school, to monitor him.”* (Mother family 7), *“I send them to school. I say go to school, go to school. For us gypsies there is no education. It’s the mentality; they don’t want to go to school.”* (Father family 9)

Family 12 described a case of intervention when their son had academic problems at school which resulted in his drop out: *“I spoke to the teacher many times asked him to explain it to my son more so he could focus on writing. In writing he (son) wasn’t good. When I spoke to the director to place him in another class where the teacher would focus more on writing he said: no it’s ok . Keep him in this class until the 5th grade because we will not make him repeat the class, because there is one law that children will not repeat until 5th grade. He didn’t do anything”. ...“Even at the parent’s meeting when I tried to find the solution to give me clarity where is the problem he didn’t learn how to write. Teacher just told me:” I can’t do more. What we do he can profit but I can’t do more.” Another time when I was in school to see the director the director said:” It’s not a problem. Don’t worry he will not repeat the class until the 5th grade. It is in the law.” ... “I insisted in many ways, teacher, director, mediator to try to change something but it wasn’t possible. So I stopped sending him to school. If my son will go to the same teacher again to the 4th grade I will take him out of the school again. Because he is not a good teacher.”* (Father family 12)

Families 7 expressed that they do enough and they can’t do more: *“He (husband) was told that he (son) is very problematic that he doesn’t learn, doesn’t do homework etc. My husband than came and made me trouble, he was saying look what your child does. So for myself I can’t do more, I don’t have nerves for it. I can’t care also for my kid how he is doing at school, to monitor him.”* (Mother family 7)

Interviews with families 10 and 13 identified mother as the one in charge of education: *“My wife makes me send them to school.”* (Father family 10), *“I’m the one who follow these things because he (husband) works....”* (Mother family 13)

Families 1 and 2 expressed that sometimes discourage their children from going to school: *“Sometimes in the winter I tell them don’t go to the school because there is lots of snow but they go.”* (Father family 1), *“In the morning they are ready. Even when father say don’t go to school they go.”* (Mother family 2)

Shpresa and family 9 described financial constraints and lack of time as reasons for lack of support of education: *“I didn’t see her (daughter’s) grades. I didn’t buy her the student’s book.”* (Father family 9), *“No there was no reason to go there (to school) and speak to them (children). They just don’t go to school. They go one week and 2-3 months not.”* (Father family 9), *“When mother has time she will register me to school”* (Shpresa) Additionally, family 9 also expressed resignation on education: *“For us gypsies there is no education. It’s the mentality; they don’t want to go to school.”* (Father family 9)

1.9 NGO support

Families and focus groups mentioned categories of material support, transportation, and motivating for school. Separate categories are change in the community and cases of interventions done by different NGOs. Homework support provided is brought up in section Homework help mentioned above.

1.9.1 Material support

Material support identified was provided by different actors mainly NGOs although, governmental support was mentioned as well. School supplies as notebooks, pencils and books, food for children, clothes, and school bags is the further classification provided hereby.

Food provided was mentioned by children and teenager’s focus group and families 8 and 9: *“...We have time for food...”* (Children’s focus group), *“...before we went home we got food.”* (TFG) NGO Shpresa e Jetes located in Pristina was mentioned by families 8 and 9 as the one providing food to children: *“They (Shpresa e Jetes) help with food, drink, clothes sometimes, learn and play games.”* (Mother family 8), *“They go there (Shpresa e Jetes) to eat – get one portion of food, to play.”* (Father family 9)

Balkan Sunflowers, the Ideas Partnership and Verein Netzwerk, and municipality were identified as those providing school supplies. Family 2 and 12 referred to Balkan Sunflowers: *“They give them in the centre (BSF) notebooks and pencils.”* (Father family 2), *“They (BSF) participate in help to children because they give notebooks. Children who come to the centre,*

preschool, high school, university. When they go to high school or faculty we support their transport, also with books and notebooks books and notebooks.” (Father family 12)

Family 13 identified the Ideas Partnership: “**TIP told us that they will bring school bags, municipality helped us only once. They (municipality) brought the school supplies. It’s like only TIP. Every time he (son) goes to TIP he takes some school supplies, pencil. Etc. It is rarely because I go with him, they don’t give just to him.**” (Mother family 13)

Municipality was referred by family 13 as providing school supplies: “**TIP told us that they will bring school bags, municipality helped us only once. They (municipality) brought the school supplies.**” (Mother family 13)

Schoolbags donation was mentioned by families 13 and 9, and men’s focus group as a donation by TIP and Verein Netzwerk: “**TIP told us that they will bring school bags,...**” (Mother family 13), „**There is also one donator from the west - Verein Netzwerk. He gives schoolbags**“ (Men’s focus group), “**Germen organisation helped us. Verein Netzwerk gives us clothes, bags, shoes. Just once a year.**” (Father family 9)

Clothes and shoes donation was mentioned by family 5 and 9 and 8. Each of them mentioned different NGO. Those mentioned are TIP, BSF and Shpresa e Jetes: “**.... My kids don’t go to the centre (BSF) anymore. Now they go to TIP, they get chocolate, clothes; take them around in the summer.**” (Father family 5), “**Mediator (BSF) brought clothes from Red Cross, shoes, but children don’t want to go to school.**” (Father family 9), “**They (Shpresa e Jetes) help with food, drink, clothes sometimes, learn and play games.**” (Mother family 8)

Family 12 identifies material support in form of payments for university: “**They(BSF) participate in help to children because they give notebooks. ... Payments for semester for those at university.**” (Father family 12)

Children’s focus group and men’s focus group implied that all school supplies they need they also get „**Everything we need for school they give us: books, colours, pens, ruler**“ (Children’s focus group), „**...we have enough material.**“ (Men’s focus group)

Men’s focus group and family 7 identified government and municipality as the provider of free books: “**Books we get from government and municipality**“ (Men’s focus group), “**Last year when the mediator (BSF) informed them somebody from the municipality came here and gave us books because we didn’t have them.**“ (Mother family 7)

Recognition of better access to education based on the school supplies provided was described by women’s focus group and family 1 and 2: “**We didn’t have materials like books and notebooks we were lacking that and now we have donation and other help us.**” (Women’s focus group), “**When I used to go to school nobody gave me notebooks and other things**

*for school. Now it's easier for children. (Father family 1), "It was very difficult at my age when I was in school. I finished 8th grade. **We had one notebook.** I took my sister's notebook and I went to school. **I took somebody's pencil to write,** it was very difficult. Because my father didn't have a job and we were too many children. Now they have enough notebooks, books everything."* (Father family 2)

1.9.2 Transportation to school

Support of bus transportation was mentioned in two scenarios. Men's focus group described winter transport for elementary school students: *„(TIP) pays for the bus. It's only one group financed by this bus. Maybe that is that much donation and they don't have more“* (Men's focus group)

Financing of transport for high school students was identified by family 12: *“They (BSF) participate in help **When they (students) go to high school or faculty we support their transport,** also with books and notebooks.”* (Father family 12)

1.9.3 Motivating for school

Men's focus group, women's focus group and family 9 referred to NGOs as to those who motivate for education. Men's focus group and family 9 described support of BSF: *„I am a father of 4 daughters all of them attend the centre (BSF). The oldest two didn't want to attend but the **workers here really encouraged them and helped them to gain enthusiasm again. Now they like to go to school again.** The biggest one is in 3rd class and other one in 2nd. They really enjoy school.“* (Men's focus group), *“Mediator brought clothes from Red Cross, shoes, but children don't want to go to school. **4 times a week he comes to tell them to go to school. They don't understand.**”* (Father family 9)

Women's focus group describes motivation by TIP workers: *“Representative of TIP was saying **they shouldn't stay at home.**”* (Women's focus group), *“Representative of TIP **sent my son there (to school).**”* (Women's focus group), *“I sent them (to school) because I wanted to have them educated. They were teasing each other with other children so they stopped. **Representative of TIP was the person who sent them again to school so Representative of TIP convinced me.**”* (Women's focus group), *“**Most of children I send on my own but Representative of TIP helped me.**”* (Women's focus group)

1.9.4 Change in the community

Families 1, 12 and 13 identified a community change caused by intervention of NGOs especially Balkan Sunflowers: *“Before you couldn't go anywhere. Before the respect wasn't*

good in mahala. **Children are now more educated. Now it will change because the small children know how to read.** When I take document to read children read it before me. We are going to better future if they are studying well. **..Centre is opened children don't fight more together.** Before I couldn't work because I didn't know where my child is. Now I know that they are in the centre and until that time I can work. I know that my children are near the centre and they will not get lost." (Father family 13), **"BSF gave a big push to children and provided better understanding in helping children."** (Father family 12), **"It's very important that children don't stay in the streets and they have a place to go. I know some children who don't go to school but go to the centre children and at least for a short time they are not in the street for those two three hours they stay in the centre."** (Father family 1)

1.9.5 Cases of NGO intervention in school

Cases of NGO intervention were referred by families 12 and 13, children's focus group and Driton. Children's focus group identified intervention by Balkan Sunflowers where a teacher discriminated her students. BSF employees spoke to the teacher and situation changed:

"My teacher really discriminated us in school. I used to go to the centre crying. I spoke to **facilitator he passed it to mediator and we solved it. It is better now.**" *"After they spoke to the teacher she really changed her behaviour."* *"We had a problem as I mentioned before we have 4 Albanian in class we were friend with girls and when they asked friends to give bottle of water to drink when the teacher saw it took Albanian outside and said: "don't take water from them they are dirty". Then also there was Albanian boy in our class, he was very problematic. He always wanted to fight with Ashkali guys. And when the teacher came to class she never touched him. She always beat Ashkali. She never looked whose fault was it. Also with exams. When we had exams teacher took the exams. She controlled what they wrote but she never cared what we had there. In first period he wasn't good but in the second semester worked hard had better result. Teacher put worst mark into the paper saying you were bad in the first semester so you can't have better marks...After they spoke to her she really changed her behaviour. **Now she behaves the same with us. Also the grades were better. She didn't prioritize.**" (Children's focus group)*

This example show that after intervention of facilitators and mediators of BSF the situation could be improved and the teacher changed her behaviour. Families 12 and 13 describe other cases of BSF intervention. Family 12 identifies a special agreement in order to teach a child to read and to write: **"I asked at BSF to give special homework for him (son) to train writing and reading. He profits there more than in the school. For example when he didn't understand one homework they called me that I should work more with him on certain issue. So I worked on it."** (Father family 12) Family 13 referred to a BSF support when they

were dealing with the issue of segregated class BSF mediation was provided. **“We went together (with mediator) to see the teacher both times.”** (Mother family 13)

Driton referred to intervention of the Ideas Partnership when they acted in order to prevent discriminative behaviour of the teacher:

„It was good (at school) but up to the moment when NGO representatives came to talk to the teacher and when they saw me I was standing in the class. They told me I shouldn't be standing and sit. I wanted to stand there. I had my notebook I wanted to stand and write notes. NGO representative told I should sit. Teacher asked me are you here to stand or to learn? You are here to learn by standing not sitting. NGO worker was really upset and again he took the chair and she (the teacher) again told him no, no he doesn't need a chair, he can stand there. And then they (NGO workers) went to the principal. The principal told them that Driton is not learning and absent. When they contradicted that I was present and was standing not sitting there. Then what they talked about I don't know.“,We were talking with the NGO representative and she said she will not take me again in that classroom because she saw what they did to me.“ „I had school books because we bought them but once there was a big brake and security guide told me I can't get inside the school, that it is over. So I left the books there. Missed 3 or 4 days. then I talked to one TIP worker, if he can help me he came with me because I missed school. I went there with him and the teacher was telling only bad things like that I was there only new times. When he asked if she can show him her class book she was giving excuses to escape from the topic. She was showing another class book only with absent days and when he asked her to show another page when he was present she told there is no other page. He said he brought us there to school so he knew I went there. Then he called his colleague because he was sending us to school and he had list. Teacher left with nothing said.“ (Driton)

1.10 Alternative education

Education of girls is influenced by ideas about girl's safety and women's role in the society therefore alternative education for girls and women is a valid source of education. Apart of girls in women literacy programme who use alternative education, women's focus group, Shpresa, family 7, 10 and 13 revealed alternative education as a source of literacy: **“I didn't go to school but I worked with Albanians I worked for them and learnt from them.”**(Women's focus group), **“The youngest daughter started to attend classes for girls. She has just finished 3rd grade.”** (Women's focus group), **“My 15 year old sister goes to classes for girls.”** (Shpresa), **“Just one year. Father didn't let me. I know how to read and write. I was very interested. I can read and write Albanian, Serbian, and Macedonia, Bosnian as well. I was only one year at school but I was interested to learn.”** (Mother family 7), **“15years old daughter wears scarf, she used to go to classes for girls, last year she dropped out from there”**(Father family 10), **“In Novi Sad, there was this centre, only a centre not a school. We learned there to read and write.”** (Mother family 13)

1.11 Catch up classes

Interview with Driton identified catch up classes as a way how he got accepted to school. He was 13 when he went to the 1st grade: „***Because when they do intensive courses. More than 300 of us were there and there was the director calling our names calling names and putting us into grades, I was placed in 3rd grade***“ (Driton)

2 Indirect Factors Influencing Education

Factors classified as indirect influences are as important as the direct one. Nevertheless, it is considered that they are connected to overall background of the life of the people rather than directly connected to education. The categories identified are economic situation, health, safety, society setting, lack of information, infrastructure, distance and transport, discrimination, lack of interest of officials, and dependency on aid.

2.1 Economic situation

Poverty undoubtedly affects many aspects of life including education. Poverty and conditions of provision of social assistance, lack of clothes, and food, additional expenses at school, and high school and university expenses were identified as obstacles in education.

2.1.1 Poverty and social assistance

Difficult economic situation influencing all areas of life was at large identified by Shpresa, women’s focus group, families 8, 9 and 13: “***Father told us he is going to work. Uncle said he didn’t go to work, got married again and went to the other wife. Father wanted to move us to go out of the house. He wanted to sell the house. Uncle sold the house instead, it was his house. Now we stay in cousin’s house, pay for electricity, we don’t have to pay for the rent. We have kitchen two rooms, saloon.***” (Shpresa), “***Sometimes I have to take loan and say I will pay them after I get money here.***” (Women’s focus group), “***Sometimes I go to ask (for money) by myself or with the little girl (6 months old). What shall I do ...Electricity should be paid but I don’t have money. I breastfeed the small one but sometimes I should buy a package from the shop.***” (Mother family 8), “***Electricity has burned the house six months ago. We have stuff to sleep there but nothing else. TIP helped us. They brought food and plastic cover for the house as a protection against the rain. Another association helped too. During Ramadan we got food and some packages. Everyone helped a little. Municipality sent commission to see the house as well as they send for one more burnt house. They have told they***

come in two weeks to fix it but they never came. Where to go. What to do. They say just we will help, we will help but nothing happens. TIP helped us with some clothes. ...I don't have wood and anything for winter. I take social assistance. I go to one shop even without money and pay at the end of the month as I get the money at the end of the month." (Father family 9), *"It would be good to take this off (pointing on metal roof) and continue to build second floor. For the children to have better space to grow up not like now with low conditions... "Like when you are in need you have to do anything to find solution. You are pushed somehow to find your ways. We get 85 Euro per month but what we have to do first is to get clothes for children, to eat, and whatever are the needs in the house"* (Mother family 13)

Problematic situation of receiving social assistance was described by men's focus group and family 1: *„There are statistics about uneducated people. but there are only statistics they don't want to know about people like going deep and study why they leave school and why they are uneducated. Interesting thing is that government made like rule **the ones who get social assistance should not have laminate in the house and their windows shouldn't be plastics. It's ridiculous. These families won't get the assistance from government.** When I used to work 430 families from this community used to take help from government now probably the number has risen. Now when the rule was made probably 300 won't get that the social assistance. Because of this stupid rule. There are houses build from the western countries, especially for this community. They are built with wooden floor and plastic windows so they will not get social assistance. **If the family doesn't get it the children will have to go and work. That's another reason why they leave school. This is not in the statistics.**" (Men's focus group), *"And social assistance. There is assistance until the age of 5 and then it stops when they start to go to school. It would be good to have social assistance until the age of 18 if children go to school and then you would see the parent to get up to make children go to school."* (Father family 1), *„If you have a child which is older than 6-7 you won't get the social assistance. or you have the child 18 years old you also won't get assistance. The government imposes laws not to **respect us.**" (Men's focus group)**

Families 8, 9 and 10 described parallel system of receiving social assistance from Serbian government for school attendance: *"We get social assistance for attendance at Sveti Sava⁹⁷ school. They give 80 Euro per month"* (Mother family 8), *"Three oldest used to go to Sveti Sava and I was receiving money from school. Now none of them goes there. It is*

⁹⁷ Sveti Sava is used name for school Acu Marovic

better for them.” (Father family 10), “**Nothing, we don’t have a document**” (Father family 9). Family 9 doesn’t benefit anyhow as they lack documents.

2.1.2 Lack of clothes for school

Women and men’s focus group identified lack of clothes in general and for winter as an obstacle in education: “*Children don't have clothes for example for winter so we can't send them to school.*” (Women’s focus group), „*Another help would be to have some clothes and other stuff.*“ (Men’s focus group)

2.1.3 Lack of food

Men’s focus group and family 11 defined lack of food as constrain in attaining education: „*Ok, I know about the importance of the education but these children need other things. These children when they are educated like from one day of education they will not get food.*“ (Men’s focus group), “**Most of the days I don’t have enough food to give my children**” (Father family 11)

2.1.4 Additional expenses at school

Interviews referred to additional expenses at school like uniform or photograph and pocket money they would like to give to children when they go to school.

Additional expenses at school were mentioned by family 3, 5, 7 and 10: “**You have to pay for different things at school...Children have too many wishes. At school they ask for some extra expenses.....**” (Father family 10) Family 3 was referring to costs of books and uniforms: “*Until 6th grade children need 6 books, it is difficult, it costs a lot.*” (Mother family 3) “*There are expenses like – books give school, notebook centre - but in the free time children need money to buy something. School asked for 6Euro for uniforms, we gave to school and TIP gave it back to us.*” (Father Family 3) Family 5 and 7 mentioned expenses of photographs they are asked to pay: “**Teacher calls me to ask for money, e.g. want 1 euro for picture. They don’t call about homework.**” (Father family 5), “**Many times teacher asks for money want to take money at school. They ask for money for photo and other things.**” (Mother family 7)

Men’s focus group and families 3 and 10 mentioned pocket money they give to children to buy something: „*Education is getting better but the life is really hard because of the things children need. When they come to school they have to buy food, they might get hurt, they might slip. It is very hard about these things..* (Men’s focus group), “**I must give them money so they are able to buy something at school.**” (Father family 3), “**Kids also want to buy there**

something small. When I don't give them they lose interest. My children don't have money to buy things." (Father family 10)

2.1.5 High school and university expenses

Men's focus group described difficulties when sending children to high school or university: „*Financing high school and university is really hard for parent because they have to work whole day for example it's a question mark if they can send their child to high school if they can afford the things they need. The financial part is the most difficult they are facing. The centre only finance material for school like pencil, books and stuff but more money are needed for other expenses they can't afford them.*“ (Men's focus group)

2.2 Unemployment

Men's focus group, women's focus group and families 8 and 10 defined unemployment makes life difficult in a sense of fulfilling needs and supporting children: „*If we had our salary we would bring the children on our own cars (to school) but we don't have that we have to wait for the donation and other stuff. So this is what the government doesn't think of.*“ (Men's focus group), „*Yes it is (possible to find a job as a woman) but when I don't have what to do? My husband is very sick. The smallest child is 6 months* (Mother family 8), „*If we have job other needs are fulfilled.*“ (Father family 10) „*I and my husband don't earn much money. I would like to have more work and to have a permanent job with specific hours.*“ (Women's focus group)

Women's focus group and family 8 identified strategies they have to use in order to survive which can be bagging in the streets: „*Sometimes I go to ask (for money) by myself or with the little girl (6 months old). What shall I do*“ (Mother family 8) or trash collections: „*Only two boys and I are working. One is collecting cans in the garbage and the other one works in the private company. For example 10 Euros per day and he works a long hours.*“ (Women's focus group)

2.3 Health

Health is connected to poverty and poor living conditions. Separates categories of children's and parental health are provided.

2.3.1 Children

Tuberculosis and epilepsy were identified by Shpresa and families 7 and 10 as diseases children suffer from: „*Sometimes I'm absent at home. I have tuberculosis*“ (Shpresa), „*The*

oldest son has epilepsy.” (Father family 10), *“He has health problems. He has epilepsy. We hope in god that in the new house it is not happening to us anymore.”* (Mother family 7)

2.3.2 Parents

Parent with illness or impairment was identified by Shpresa and families 4, 8 and 9: *“My mother got letter form a doctor that she is sick”*. (Shpresa), *“I have a sick wife and since we came here she (daughter) takes care of her. My wife is everything to me. We came back from Serbia 10 years ago and since then she was at home. We came 2003. Nobody cared at that time... “Sometimes when we have money I buy my wife medicine when I don’t have I can’t buy.”* (Father family 4), *“Now he (husband) is very sick one year he wasn’t at work, still at home. My husband is for one year in the same position nobody from the community come to help.”* (Mother family 8), *“I’m sick and I don’t see on one eye so I get social assistance.”* (Father family 9)

2.4 Safety

Safety as an issue was regarded by children’s focus group, men’s focus group and families 2 and 3. There was identified a problem of being threatened by peers with knife: *“Also when we were in 1st grade a year ago. We had opened window a guy from 9th grade came with a knife and he started to threaten us. We told the teacher and second time when he came we closed the window called the teacher and she sent him to the director.* “(Children’s focus group), a hurt child left without care: *„There is no security. It’s not about being teased by other children but if somebody gets hurt they will leave him like that when he is bleeding, they don’t care. I saw my son falling from the stairs; I saw the blood and nobody had cared. No “Let’s take him home; Let’s take him to the hospital, nobody wanted to call the parent what has happened.”* (Men’s focus group), *“There is no security at school. Big children beat my boy, he was cut above the eye, and nobody took him to the doctor.”* (Father Family 3), and dangerous route to school because of street dogs: *“The road until the end is not safe in the morning there are street dogs.”* (Father family 2).

Teenager’s focus group on the other hand addressed feeling of safety at school: *“I feel safe at school”* (TFG)

2.5 Society setting

Family 10 raised an issue of having too many children to be able to take care of them: *“I take care of too many children.”* (Father family 10)

2.5.1 Education of girls and their role in the society

Men and women's focus group as well as family 1 and 13 stressed out importance of girl's education: „*She (daughter) is very good at school, she doesn't have any bad marks. She is never absent. She is better than my son at school*“ (Men's focus group), *“I would like to educate more my daughters than sons. I want to educate all my children but girls more. Girls go to the husband house alone, is good when she knows what to do.”* (Women's focus group), *“I don't make difference for school if it's girl or a boy.”* (Father family 1), *“When they (daughters) grow up I would like to send them to finish school because after they go to husbands family and I would like them to be there educated. I would like my children to write their name and surname if they don't know they would have to give just a fingerprint.”* (Mother family 13), *“Yes, all of them (sons and daughters). Without should it's like you cannot speak. We all are without high school, without job and nothing without education. Better for children to go to school to be employed. If you are educated you can earn money. Even the university”* (Mother and father family 13)

Mothers from family 7 and 3 expressed that she didn't go to school as at her times girls didn't go to school but it is easier now: *“Just one year. Father didn't let me. I know how to read and write. I was very interested. I can read and write Albanian, Serbian, and Macedonian. Bosnian a well. I was only one year at school but I was interested to learn.”* (Mother family 7), *“I didn't go to school; at that time girls didn't go to school. Before it was more difficult for girls to go to school, Albanian has difficult grammar. Now it is easier.”* (Mother family 3) Nowadays, some girls remain uneducated as per their role in the society as implied by families 2, 4 and 10: *“They (daughters age 12 and 14) help to look after their brothers and do little of cleaning.”* (Father family 2), *“I have a sick wife and since we came here she (12 years old daughter) takes care of her. My wife is everything to me. We came back from Serbia 10 years ago and since then she was at home. We came 2003. Nobody cared at that time ...If I haven't her (daughter) it would be a problem. Nobody would take care of my son...I can send her to the activities those are good there is no problem. But the child is small and someone must care of him. I don't want to send her for one or two days and then stop.”* (Father family 4), *“Girls stay at home, go on internet, read. “6th grade is enough. It is dangerous for a girl to go to school when she starts to grow.”* (Father family 10)

2.5.2 Marriage

Women's focus group and family 2 referred that 14 year old girl is too young to get married: **“It is not good, for example if you get married and you are 14 or 13 because girl**

doesn't know. They need parent and imagine sending them to another family. **They don't know yet who they are and imagine them with other parents.**" (Women's focus group), *"She is only 14 but she looks very mature like 17 or more so people come to ask. But I said no because she is still too young."* (Father family 2), **"She is very young.** She still plays with toys. On TV she watches programmes for children; she is not prepared for marriage to go to husband." (Mother family 2)

The right age for a marriage was defined by women's focus group, family 2, 10 and 13 between the age of 15 and 20: **"The age for girl to get married is 15 to 20.** Before we were getting married at the age of 15 but now because of the law it's 18." (Women's focus group), **"18, 20 the highest age"** (Father family 2), **"The right age to get married is 15, 16, in two years my daughter is gonna get married. When I got married I was 15 and my wife 17"** (Father family 10), **"18, 19, 20 not until 30.** When she gives a birth not to be an old lady. I got married when I was 15 and now I have a son who is 8 years old. I was 16 when gave birth to my son. When I will be 30 we will be 15 or 16. My husband is 32. He is older than me." (Mother family 13) the indicated age range doesn't collide with compulsory school education which indicated marriage is not a reason to end education of a girl.

Women's focus group identified that girls are getting married later now: **"Now most of them they are staying at home and getting married later."** (Women's focus group) Although, cases of early marriage of girl are still present in the communities as referred by family 4 and women's focus group: *"Before we lived in Serbia we were there until their 4th grade. We came here my daughters married here. One of them has 5 children now, the one who is 23. She got married when she was 10, now she has 5 children and the second oldest got married 2 years ago."* (Father family 4). Reasons for early marriage were mentioned in women's focus group as a it is get married at early age and easier to take control if a girl stays at home: **"It is much easier to get married at the early age when girls go to school. If they stay at home it's already too late...It is much easier to take control if they are at home, you can say clean this. If she sees nobody is around she will do what she wants."** (Women's focus group)

2.5.3 Headscarves

Headscarves as a problem were identified by family 2 and women's focus group. Families solve the issue of headscarves differently. Family 2 described that girls stopped to go to school because they wear scarf: **"Girls stopped to go to school because they have scarf. In Kosovo is one document witch stopped them to go to school. They have stopped at the 4th**

*grade because of this law” (Father family 2) Women’s focus group introduced a strategy of taking the scarf of in order the girl have possibility to get educated: “It is a problem with the headscarves law because at school they have problems...**They are discriminated at school. I have taken scarf of my daughter so she can go to school now. One of the TIP representatives made me do that.**” (Women’s focus group)*

2.6 Lack of information

Families 1 and 13 referred to situation when they tried to register a child to school or preschool at age which was inappropriate (the child was too young) which led to misunderstanding and firmness against educational system as they took the rejection of a child personally: “**This year we should register her (5years old daughter) to school. I was at school but they didn’t accept her because they said she is too small. This year she will go to preschool programme in the centre and another year she will go to first grade.**” (Father family 1), “**She was only 4 years old the teacher there in the centre told me she can only enter the preschool when she is 5 years old. I’m not interested anymore of putting her there.**” (Mother family 13)

2.7 Insufficient infrastructure and school distance

Men’s focus group and families 2, 9 and 13 identified inappropriate infrastructure and distance of a school as an issue. Men’s focus group highlighted problem of dusty roads, lack of public lighting infrastructure and lacking rail crossing point for children from neighbourhood 28: „**Also the streets of the neighbourhood are not with asphalt so children get dirty, they are children. That’s another bad condition. Also lightening of the streets is bad and also the street dust.**” (Men’s focus group), „**Children from the neighbourhood 28 have to cross rails.**” (Men’s focus group)

Family 2 highlights distance of school: “Everything is good the only thing is the transport. **School is little bit too far.**” (Father family 2). Moreover, Men’s focus group and family 9 connect the distance to the transportation issue which raises up every winter when it is difficult for children to get to the school: „**Challenge is the winter time, they have difficulties to come. I have children in the 1st and 2nd grade. It would be good to have bus coming to take children to school in the winter**” (Men’s focus group), „**There is a bus transport but we have to pay for it. Municipality and donors don’t help**” (Men’s focus group), „**TIP pays for the bus. It’s only one group that is financed by this bus. Maybe that is that much donation and she doesn’t have more**” (Men’s focus group), “**Children say it’s far**

and little dangerous. The road is dangerous. In the morning they go by bus but after school. To have bus or some other transport would be good. If I had a transport it would be easier to send him every day to school.” (Father family 9)

Family 13 tried to suggest solution to the school problem by idea of opening a new school in the neighbourhood: *“They can open a school here so it is not dangerous to go to the school. All children will be here.*” (Father family 13)

2.8 Discrimination

Men’s focus group referred to discrimination by government and other state institutions connected to education and social assistance: *„The children are lacked behind from the ministries and from the institutions. They don’t want to hear about how to educate other children.* “(Men’s focus group), *„If you have a child which is older than 6-7 you won't get the social assistance. or you have the child 18 years old you also won't get assistance. The government imposes laws not to respect us.* “(Men’s focus group)

Other participant of the focus group brought up an enforcement of a new regulation how to treat street dogs which he found very humiliating as the cost of dog vaccination would cost as much as may by a month budget of one family: *„I have taken part in public debate on the budget 2014/2016 in the municipality. They brought law that they won't kill street dogs. These dogs will need to be vaccinated with a vaccine that costs 70 Euros. They brought families lower that the dogs. Vaccine costs 70 Euros whereas family can live with 70 Euros. Family was brought to the level of a dog.* “ (Men’s focus group)

Families 12, 13 and 5 brought up an issue with discrimination. It is not only children who feel discrimination at school also parents referred to cases when they feel not being taken seriously or discriminated because of wearing a headscarf: *“ I try to help other children (father works for one NGO) but I can’t help my own child. I don’t have much authority. We don’t have right to speak for our child and to care. If I take you now and send you to the director the director or the teacher will be kind with him, love him and when you are not present the reality would be different. They are nice just in front of somebody else.”* (Father family 12), *“I work so I couldn’t go to see the director so I sent my wife. Once they saw woman with scarf then the child suffers from discrimination.”* (Father family 13), *“Until I found the director they were telling me go up, down, up down. They were joking with me....“Director just told me it will be only for some days until other teacher comes. Once when I went to meet the teacher, they had some feast or something and they were making fun of me. And when they saw I have a scarf and I told her (the teacher): why don’t you like my child, why don’t you*

teach my child. She was telling like that the child has the teacher who is sick and he has to wait for the teacher to come for his teacher to come. Then I got angry and they closed the door and put me outside. And I waited. Second time I met the teacher she said she was sorry they were not sensitive last time when we met and stuff.” (Father family 13), **“Education is very important if they respect you while you are being educated. Teachers should respect us even though they don’t know us.”** (Father family 5)

2.9 Lack of interest of officials

Men’s focus group identified ideas of being left alone without interest of outside word. Main group of ideas identified were lack of interest into children who don’t attend school or who dropped out: **„Imagine when you don’t send your child to school nobody knock on your door why didn’t you send him to school. Whereas, in other countries in Europe they judge you, they can even send you to the court. Why didn’t you send your children to school? Here, when you don’t send children to school nobody cares. It’s really bad.“** (Men’s focus group), **„If anybody would come and registered number of children who go and don’t go to school the numbers of children who don’t go to school would be much higher than those children who go to school.“** (Men’s focus group), **„Whereas the other parents are those one who don’t send their children to school because of the lack of knowledge. About these parents nobody cares“** (Men’s focus group)

The other topic formed was lack of interest of authorities in other basic needs of families mainly connected to employment and social assistance: **„We can thank to government and to the municipality that they give us books. Books we get from government and municipality.. It’s ok, the help is good. Government thinks that it stops with the donation of the books. That they don’t have to do other things. What about the other things children need So it’s like the government doesn’t think, you know only books are needed. Children have to eat, have to sleep, need security, other things. If we had our salary we would bring the children on our own with own cars but we don’t have that we have to wait for the donation and other stuff. So this is what the government doesn’t think of. .“** (Men’s focus group), **„There are statistics about uneducated people. But there are only statistics they don’t want to know about people like going deep and study why they leave school and why they are uneducated. Interesting thing is that government made like rule the ones who get social assistance should not have laminate in the house and their windows shouldn’t be plastics. It’s ridiculous. These families won’t get the assistance from government. When I used to work 430 families from this community used to take help from government now probably the number has risen. Now when**

*the rule was made probably 300 won't get that the social assistance. Because of this stupid rule. There are houses build from the western countries, especially for this community. They are built with wooden floor and plastic windows so they will not get social assistance. **If the family doesn't get it the children will have to go and work. That's another reason why they leave school. This is not in the statistics.***“(Men’s focus group)

2.10 War related changes

Men’s focus group identified problematic attitude of some families towards education as a reason of their own lack of education because of the war when they couldn’t access it: *„**We are lacked behind in the education because of the circumstance. In general, not only we but also some other children. ...I'm sure that when we get to school in our age we will do better than youngsters who are being educated now. There were those circumstances so parents are lacked behind from education.***“ (Men’s focus group), *„**Education is different because in my time there was no education as Serbs persecuted us. My parents and the other parents had two choices to let them to school or let them in the house***“ (Men’s focus group)

Women’s focus group, on the other hand, referred to negative change of relationships with Albanians as a consequences of the war: *”I worked with one Albanian family I had to feed their children I was cleaning, **they had much more trust that they have now. They call me magjup now. I don't know how to explain it but it used to be much better. Maybe because of the war it made things different that's why.***“ (Women’s focus group), *“**I lived in a village and before the war when I was in school they didn't say you are Ashkali you can't work here.***” (Women’s focus group)

2.11 Dependency on aid

Discussion led in the men’s focus group implied signs of dependency on aid forming within the families. It was suggested that more money is needed, bigger centre is wanted, they have to wait for donations: *The centre only finance material for school like pencil, books and stuff **but more money are needed for other expenses they can't afford them.***“ (Men’s focus group) *„**Thanks to the volunteers and centre. I want to thank to the centre which I wanted to be bigger and also thank to you that you came here and you are doing this.***“ (Men’s focus group), *“**Thanks' for being here. We are really please that you got us together. You can come many times and also other after you can come because I'm really pleased you are here. Other can come to hear about our problems.***” (Men’s focus group), *„**If we had our salary we would bring the children on our own cars but we don't have that we have to wait***

for the donation and other stuff. So this is what the government doesn't think of." (Men's focus group)

On the other hand, the participants of the focus group suggested the solution from the dependency on aid: *„If we had our salary we would bring the children on our own cars but we don't have that we have to wait for the donation and other stuff. So this is what the government doesn't think of.*" (Men's focus group) Higher employment opportunities for families would lower their dependency on external help.

3 Reasons for dropping out

Every family interviewee had at least one child who dropped out school. Focus groups and individuals had their inputs as well. Some respondents mentioned several reasons for dropping out whereas, some families didn't mention any reasons during the interviews. The reasons for dropping out mentioned are discrimination, skipping classes, poor results, economic reasons, job related reasons, bureaucratic obstacles, safety, girl related issues, peer ties, transition between 5th and 6th grade, reluctance to education and no reason.

3.1 Discrimination

There are several forms of discrimination all together 3 focus groups, 2 individuals and 4 families identified discrimination as a reason to stop attending school. Discrimination based on the answers can be divided into two groups. First one is discrimination by teacher and the other one is discrimination by Albanian peers, both categories are closely connected to violence.

Teacher's discriminative behaviour was 3 times identified as reason to drop out. Children's focus group and Shpresa identified 2 cases connected to violence. *„One friend stopped to go to school because the teacher always **beat him** behind the head and he started to have blood from his nose. He started to be afraid of the teacher. He never came to school unless we were getting marks we had one exam. The reason is that he was afraid of the teacher.*" (Children's focus group), *“Brother and sister went to Selman Riza school for catch up classes. Brother was doing problems (stopped to go to school). Wasn't there, wasn't going to school for 3 days. Brother slapped teacher. **First teacher slapped brother**. I'm not sure those were brother's words. Don't know if he slapped the teacher or not. He was in the 5th class before.”* (Shpresa)

Other case referred by family 12 represents father's anxiety about disrespect to his child. *„Then as a parent I went to speak to the teacher. Teacher didn't respect him. The teacher*

didn't try to understand. My son was until the 3th grade good (at school), 1th grade, 2nd grade. But after, in all lesson he was very good except from writing. I spoke to the teacher many times asked him to explain it to my son more so he could focus on writing. In writing, he (son) wasn't good. When I spoke to the director to place him in another class where the teacher would focus more on writing he said: no it's ok.... He didn't do anything. I know that outside Kosovo in Europe children don't have to be scared of the teacher, they are respected and they work with psychologist at school. Here nobody works with them. **Nobody respects them in the education.** I insisted in many ways, teacher, director, mediator to try to change something but it wasn't possible. So I stopped sending him to school. If my son will go to the same teacher again to the 4th grade I will take him out of the school again. **Because he is not a good teacher.**" (Father family 12)

There are 6 identified cases of peer related discrimination by Shpresa, women's focus group, teenager's focus group, children's focus group and family 10. Three of them are described as nonviolent: "I stopped going to school because of **Albanian children.**" (Shpresa), "We were working together now my son can't go to school because he is **upset about the classmates.** They say you are gypsy you smell. He is not going to school because of that." (Women's focus group). "I have been to school just in the first grade but since I was writing with my left hand other **children were laughing to me** I stopped to go to school." (Women's focus group) and three as violent: „**Beating** was reason why I left school. I made a problem so they expelled me. I fought with some Albanians.“ (TFG). "The oldest son (16) last year dropped out because of problems with other children. He was **fighting in the road with Albanian children.** He had troubles because he is from the community." (Father family 10). "**Children are beating me.** When we have a break and I go outside to buy something to drink or to eat. They beat me outside the school. Also when I go to playground and I'm quite." (Child family 7)

3.2 Skipping classes

Truancy and skipping classes is described by two families as a reason to drop out as the further consequences let that direction: "My son dropped out this year. First he made a mistake **he didn't go to school for two days.**" (Father family 12) "It is responsibility of the parents. **If the child once twice doesn't go to school he loses the interests.** If they don't go two three days and parents don't tell them go to school, they are not interested anymore." (Father family 1). Father from family 1 describes mechanism of children losing their interest if they are not in constant contact with school.

3.3 Poor results

Children and teenager's focus group referred to poor educational result as a reason to stop education: „*In my class 3 students dropped out because they had bad grades. They said they are not good for school. **They considered themselves that they are not good.** That they don't learn anything.*“ (Children's focus group). „*In my class **many children stopped to go** (to school)...because they didn't learn anything since the first grade. They even don't know how to read.*“ (TFG)

3.4 Economic reasons

Children's focus group and young women's focus group identified economic conditions as a reason for dropping out: „*I have also one other friend, he dropped out school because **he didn't have what to wear** and his father died and after that he didn't return.*“ (Children's focus group) „*There were not good conditions.*“ (Young women's focus group)

3.5 Job related reasons

Children's focus group and family 5 referred to job as a reason to drop out commenting on a boy who stopped attending school: „***because he goes out for work***“ (Children's focus group). „*The oldest son has **stopped the school in order to help me in the shop** and I have bigger profit.*“ (Father family 5)

3.6 Bureaucratic obstacles

Kosovo rigid educational system was recognised as an obstacle in education in three interviews with young women's focus group, Driton and family 11: „*For example you go to school when you are 7, I was 9 years old they (school procedure) **didn't let me because I was 9.***“ (Young women's focus group). „*We **didn't have whom to learn from.** When TIP came I started to learn with them. I started the intensive courses and then I went to the 3rd grade.*“ (Driton). „*The big one didn't go to school. **They didn't accept her.** They were registered and then they were told they are not going.*“ (Father family 11)

3.7 Safety

Family 7 considers safety of her son as a reason to drop out referring to safety at home: „*Every day he (son) says they are beating me and also he beats them and he is no quiet and I have also job in the house. Who will take care of him when I am at home? **Better to be here than make trouble in the road or other places.** Now he starts to listen to me, when I say be quiet or so. I send him to the shop or other place. The other kids make him angry. And whom he*

stays with them is like them. He knows all problems of his mother and father. He knows all the things happening in our life that's why he is more aggressive." (Mother family 7)

3.8 Girl related issues

Attitudes to girl education are more complicated as their parents are concerned about their safety. It is connected to the past and post-war insecure situation as identified by two girls in the women literacy focus group: „*There was the war, they were afraid. **They were afraid that somebody might take us** because we were walking in the street.*" (Women literacy focus group). „*Parents wouldn't let us.*" (Women literacy focus group)

Concern about young woman's safety is also nowadays reason for dropping out. Interpretation of 10 years old Shpresa sounds: "*One sister dropped out because thieves are all around. They were doing vaccination at school and she got scared. Thieves came when it was dark. Thieves are guys, mother told I don't know when. **Father didn't let her go to school then** – he heard about the thieves.*" (Shpresa) also father from family 10 identifies daughter's safety as a reason: "I'm worried about **safety of my daughters** so I don't send them to school anymore." (Father family 10)

Family 2 refer to headscarves as a reason why their daughter had to stop education: "*Daughters stopped to go to school because they have scarf. In Kosovo is one document witch stopped them to go to school. They have stopped at the 4th grade because of this law. It's been 4 years since they wore the scarf*". (Father family 2) Mother from the family 2 implied that knowledge of reading and writing is enough for her daughters: "*They (daughters) know to write and to read they don't need to go to the centre. **They were in the centre but they were told they can't come because the age.***" (Mother family 2)

3.9 Peer ties

Teenager's focus group identified importance of friends' connection within education: „*They asked me to go back to school but I don't want to. I was separated from my friends. **If they put me to the same class with the same friends I would go but since I can't I don't want to return.***" (TFG)

3.10 Transition between 5th and 6th grade

Family 1, 3 and teenager's focus group identified transition from primary school to upper secondary school as to problematic: „*In my class **many children stopped to go** (to school).*" (TFG). "*Children don't want to be at school because. You know until 6th grade he had just one teacher and now since 6th class he has six seven teachers. And **with those seven***

teachers it's really difficult to learn for him (son)." (Father family 1). *"There is a law that children don't repeat school until the 5th grade. They start to repeat the 6th grade. It is not fair, they should repeat at every age if they don't know enough. When kids ends 5th grade and goes to the 6th one the social assistance stops, but we need money to get our children educated."* *There is big difference between 5th and 6th grade.*" (Father family 3)

On the other hand, teenager's focus group referred to transition as to non-problematic period: *"in my class, everyone continued."* (TFG)

3.11 Reluctance to education

Three families implied that their children didn't want to continue their education as a reason of their dropping out: *"My oldest son dropped out because he **didn't want to go**"* (Father family 1), *"He (16 year old son) was **complaining he didn't want to go to school....**They (daughters) also **don't want to go to school.**"* (Father family 10). *"My 17 years old son went to school until 5th grade and then he stopped. **He didn't like the school.** He was fighting with other children and then he started to smoke."* (Father family 6)

3.12 No reasons

Family 2 defined that parents don't have any reasons not to send children to school. Her opinion is that accessibility of education is based on parental will. *"All families know that without school. It was like this without school until now and parents know that if they don't send their children to school they will be in the same situation as their parents. But parent in other families they don't have any reason not to send them. If they want to they can go to school."* (Mother family 2)

4 Changes the communities would like to make

During all interviews and focus groups conducted respondents were provided by a space to express what they would like to change about education so it is easier for them and more accessible. The ones who responded the most to this space were children from the focus group. Identified areas of changes are practical changes in school, safety, level of Integration, changes in school attendance and in social assistance scheme.

4.1 Practical changes it school

Children's focus group had very concrete and practical idea what changes they would like to make at school. They suggest new furniture and school equipment: *„If I could I would*

buy **new chairs and desk** because in some classes are not good. So I would change that....”, and door especially those for bathroom: „... **change the doors** at school especially those in the bathroom those are bad.“, „**Bathrooms also to be more clean with good door**“ (Children’s focus group). Other suggestion is regarding outside area of the school: “We have big tree in the park in front of the school. So to make some **parking for teacher** because they leave cars under the tree and **we can’t stay in shadow**.“, „We have some **benches** in the park without back I would like to have them **fix so we can sit there**.“, „To save the nature and **don’t throw garbage in the streets**.“ (Children’s focus group)

Heating during the winter time appears to be a problem identified by children and men’s focus group: „to have enough **heating for winter**.“ (Children’s focus group), „Until now it's ok but it could be better. **During winter**, I wanted to take my children to school. I agree with others that it is difficult. When I wanted to take my son to **school it was that cold** that he was freezing so we had to take him back home. It's ok but it should be better..... In this case it would be good to do something about this. (Men’s focus group)

4.2 Safety

School is not a safe place for children as suggested by children’s focus group. Enhancement of safety was connected to knife use and violence. Children wished: „**not to take knife to school**.“ „Not in my class but outside during the breaks. One guy from higher grade he goes to kids from 2nd grade with **knife in his hand**. Teacher had to take him to doctor then.“, „Other classes always **want to fight with us**. After classes they go outside, behind them. They go to bakery with knife **they wanted to stab me and a friend**. There was one older Ashkali guy who protected us.” (Children’s focus group)

4.3 Level of Integration

Other required changes are on a level of integration of Ashkali. Children’s focus group and family 12 requested change in the teachers behaviour to be more respectful to Ashkali children: „If I could change teacher. **I wish they didn’t discriminate based on ethnicity, because we are all human**.“, “Do something about who’s fault is it **not to judge just from who is more quite**.” (Children’s focus group), “Give us priority at school and **respect us as we respect Albanian children**.” (Father family 12)

Children’s focus group identified integration of Albanian and Ashkali children they would like to change: Children also wished mutual understanding not only from teachers also

from themselves: *“I would change **behaviour of Albanians and Ashkali they fight with each other.**”* *“I would like that all of us were **friends.**”* (Children’s focus group)

4.4 Higher school attendance and teacher involvement

Family 1 and children’s focus group referred to changes in school attendance they would like to make: *“I would change that **everyone would go to school and nobody stayed in the street.**”* (Children’s focus group) Family 1 suggested stronger implementation of compulsory education: *“ I think it would be good to have a **law to make children go to school. I mean to have it stronger. There are just words in the air. Only words.**”* (Father family 1)

Family 12 would like to increase teacher involvement in their child’s education: *„To help them, to **give them homework, to check their homework** and care more if they finished them or not. Not just to give homework.“*(Father family 12)

4.5 Social assistance

Change suggested by family 12 is to prolong social assistance scheme until the age when a child is 18: *“And social assistance. There is assistance until the age of 5 and then it stops when they start to go to school. It would be good to have social assistance until the age of 18 if children go to school and than you would see the parent to get up to make children go to school.”* (Father family 1)

Appendix IV Photo Documentation



Picture 5 The road connecting railway station to neighbourhoods 28 and 29



Picture 6 View over neighbourhood 29



Picture 7 Neighbourhood 28



Picture 8 A wall separating neighbourhoods



Picture 9 Quality of housing



xlvi Picture 10 Railways dividing neighbourhood 28 and 29



Picture 11 School Daut Bogujevci



Picture 12 the market place



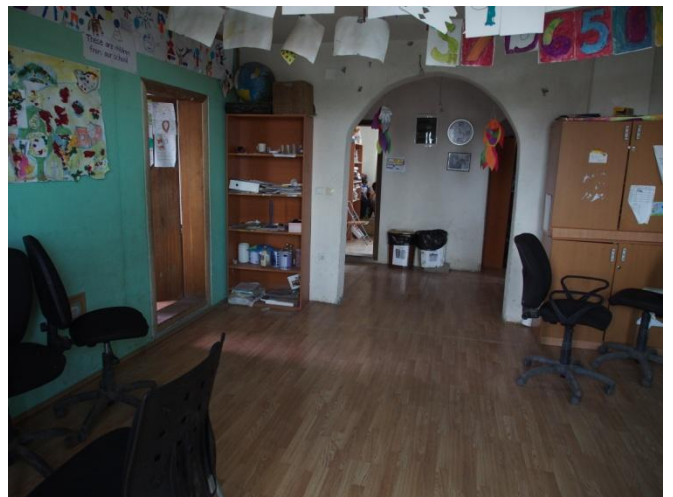
Picture 13 Before catch up class



Picture 14 BSF Learning centre



Picture 15 BSF summer camp performance



Picture 16 Centre TIP



Picture 17 Inside house



Picture 18 Men waiting for job recruiters



Picture 19 Life in the neighbourhood



Picture 20 Life in the neighbourhood 2



Picture 21 Sister and brother



Picture 22 Showing an eagle, Albanian national symbol