

DREAM TO GROW



ADULT
EDUCATION



WORK
EXPERIENCE



HIGH
SCHOOL



PRIMARY AND
SECONDARY
SCHOOL



PRESCHOOL/
KINDERGARTEN

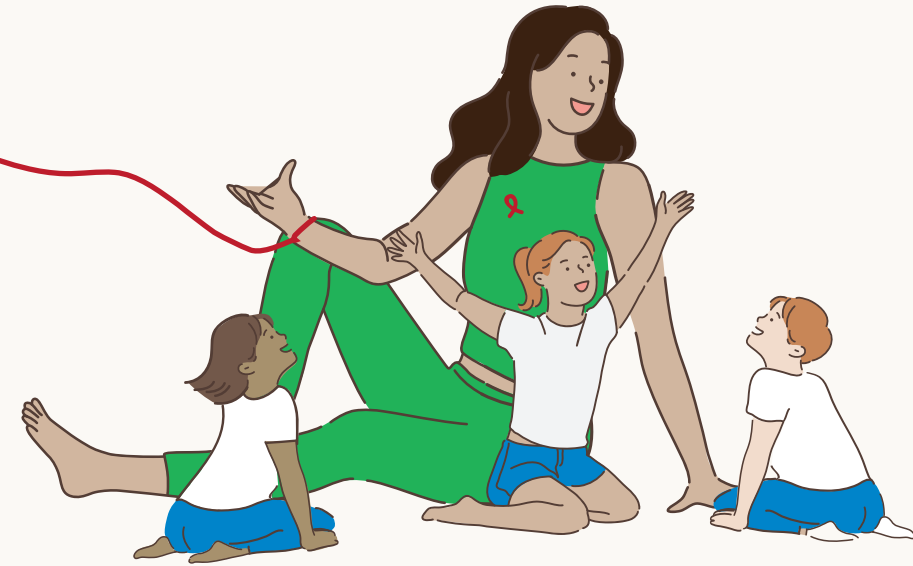
NEFI'S STORY



A LAW PROVIDES CANDIDATES WHO ARE FROM NON-MAJORITY COMMUNITIES, INCLUDING THE ROMA, ASHKALI AND EGYPTIAN COMMUNITIES, WITH RESERVED SEATS IN UNIVERSITIES

I am Nefise from Kosovo. Starting with where I am now, and going back to my early years, I will walk you through my journey to become the person I am today. I will share notable moments in my life – exploring the events that made me strong and introducing you to the individuals who supported me throughout the many challenges I faced on my journey. **I am proud to be Roma, of who I am now, and of my dream to grow.**


I am 49 years old, and I work as a facilitator, supporting Roma, Ashkali, and Egyptian children in their schooling paths. While working with children, I've gone back to school to get my diploma. I am holding on to my dream of becoming a teacher. Even though it is difficult as a mother of three children, I am determined to continue my studies. I want to instill the love of education in children, just as my father did for me.



I once worked as a seamstress. Nevertheless, I stayed informed and attended workshops. I wanted to support children from my community to access education.

With a lot of determination, I became a facilitator in a Learning Centre for Roma, Ashkalia, and Egyptian children.





1,753 ROMA ARE REGISTERED AS UNEMPLOYED (OUT OF WHOM 774 WOMEN AND 1,009 MEN); WHILE 38 ARE EMPLOYED.

2,639 ASHKALIA ARE UNEMPLOYED (OUT OF WHOM 956 WOMEN AND 1,693 MEN); WHILE 40 ARE EMPLOYED.

838 EGYPTIANS ARE UNEMPLOYED (OUT OF WHOM 364 WOMEN AND 474 MALE); WHILE 45 ARE EMPLOYED.

IN PUBLIC INSTITUTIONS THERE ARE NO ROMA, ASHKALI, AND EGYPTIAN ECD PROFESSIONALS. IN EVERY LEARNING CENTER THAT OFFERS EARLY CHILDHOOD DEVELOPMENT PROGRAMS PROGRAMS, THERE ARE AROUND 35 ROMA, ASHKALI, AND EGYPTIAN PARAPROFESSIONALS.

Immediately upon finishing secondary school, I enrolled in high school. I wanted to follow my passion for writing by studying to become a professional typist.

Unfortunately, the school offering that specific program closed. I was at a crossroads and, as my family was struggling financially, I couldn't afford to dwell on it for long. I gave up the dream.

PARTICIPATION SCHOOL DECREASES FROM 5.793 STUDENTS IN PRIMARY SCHOOL TO 582 STUDENTS IN HIGHER SECONDARY SCHOOL (GRADES 10-12).

Ministry of Education, Science and Technology; Kosovo Agency of Statistics, STATISTIKAT E ARSIMIT NË KOSOVË-Sistem për menaxhimin e Informatave në Arsim, 2019, p. 27. Available <http://masht-smia.net/Publikimet/37ALB.pdf>



THE PARTICIPATION
OF ROMA, ASHKALI,
AND EGYPTIAN
CHILDREN IN
PRIMARY EDUCATION
(GRADES 1-5) IS
AROUND 85%.

ONLY 65% OF
THESE PUPILS
(AGED 11-14)
PARTICIPATE IN
LOWER SECONDARY
EDUCATION
(GRADES 6-9).

*ILO, Ada Huibregtse, Perspektivat e të rinjve rom,
ashkali dhe egjiptian mbi mundësitë dhe sfidat për
punë të denjë në Kosovë, Komuna e Gjakovës, Fushë
Kosovës dhe Graçanicës, 2018.*

At my primary school, I was one of the few Roma girls. Thanks to my parents' commitment, I learned quickly to read and write. Writing became my passion. But school was not easy for me; I had to fight prejudices.



My early years were wonderful, I enjoyed playing outside with friends in my community. From a young age, I would pretend that I was a teacher.



THE INFANT MORTALITY RATE FOR ROMA, ASHKALIA AND EGYPTIAN CHILDREN IS THREE TIMES HIGHER THAN THE GENERAL POPULATION.



THE KOSOVO ROMA, ASHKALI AND EGYPTIAN'S EARLY YEARS NETWORK - KRAEEYN IS A NETWORK OF PROFESSIONALS AND PARAPROFESSIONALS THAT SUPPORT THE DEVELOPMENT OF EARLY CHILDHOOD OF ROMA, ASHKALI AND EGYPTIAN COMMUNITIES IN KOSOVO. THE NETWORK WAS ESTABLISHED IN 2016 BASED ON THE CONCEPT OF "ROMANI EARLY YEARS NETWORK (REYN).

KRAEEYN WORKS TOWARDS THE DEVELOPMENT OF SKILLS AND GOOD PRACTICES IN ORDER TO ESTABLISH EFFECTIVE PARTNERSHIPS AND SUPPORT CAPACITY BUILDING OF PROFESSIONALS AND PARAPROFESSIONALS WORKING WITH ROMA, ASHKALI, AND EGYPTIAN CHILDREN IN LEARNING CENTERS, PRE-SCHOOLS, SCHOOLS AND THEIR FAMILIES. THE NETWORK PROMOTES EQUITABLE ACCESS TO EARLY CHILDHOOD EDUCATION FOR CHILDREN OF ROMA, ASHKALI AND EGYPTIAN COMMUNITIES, THROUGH ADVOCATING FOR INCLUSION AND IMPROVING THE QUALITY OF PROVISIONS. SO FAR, THE KRAEYN NETWORK HAS MORE THAN 150 INDIVIDUAL MEMBERS AND 8 MEMBER ORGANIZATIONS, WHO ADVOCATE FOR THE WELFARE OF ROMA, ASHKALI AND EGYPTIAN CHILDREN AND THEIR INVOLVEMENT IN QUALITY AND INCLUSIVE EDUCATION ADVOCATING FOR INCLUSION AND IMPROVING THE QUALITY OF PROVISIONS. SO FAR, THE KRAEYN NETWORK HAS MORE THAN 150 INDIVIDUAL MEMBERS AND 8 MEMBER ORGANIZATIONS, WHO ADVOCATE FOR THE WELFARE OF ROMA, ASHKALI AND EGYPTIAN CHILDREN AND THEIR INVOLVEMENT IN QUALITY AND INCLUSIVE EDUCATION.



Qendra për Arsim e Kosovës
Kosova Education Center



Kosova Education Center (KEC) is a non-governmental and not-for-profit organization founded in 2000 with the idea to focus on provision of in-service teacher training programs. This still remains an important aspect of our operations, but KEC has expanded its scope of work in four key areas: 1) Quality of Education, 2) Human Rights; 3) Networking and participation in

policy making, and 4) Education research. KEC has a wide range of local and international partners that consist of non-governmental organizations, consulting companies, development agencies and state institutions. Since 2004, the school "Mileniumi i Tretë" operates within KEC, and carries out its activities in primary and secondary education.