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EMPOWERING YOUTH  
FROM THE ROMA,  
ASHKALI, AND  
EGYPTIAN  
COMMUNITIES

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COMMUNITIES

**ADMOVERE**  
(education |  
transitional justice |  
peacebuilding)

## RECOMMENDATIONS

- To carry out more intensive outreach and awareness raising campaigns about the importance of education for pupils from the Roma, Ashkali, and Egyptian communities,
- Establish and maintain a communication network between the pedagogical triangle: teacher – parent – pupil to observe from a close distance whether the pupils from these communities face challenges during the elementary or secondary education, be they financial or of any other nature,
- The schools, in cooperation with the municipal directorates, to support the pupils from the Roma, Ashkali, and Egyptian communities with school materials,
- The schools to ensure a non-discriminatory, inclusive, and equitable environment for all pupils, regardless of the ethnic, racial, gender and other differences,
- The Ministry of Education, Science, Technology and Innovation (MESTI) to review the possibility of providing financial support throughout the university education of youth from the Roma, Ashkali, and Egyptian communities,
- The Students' Center and the Students' Canteen to discharge from payment youth from the Roma, Ashkali, and Egyptian communities who travel from other communities to attend university education,
- The University of Prishtina to consider the possibility of providing lessons in Roma language in any specific department, i.e., the Faculty of Philosophy.

## HIGHER EDUCATION

With regards to higher education, participation of non-majority communities (Roma, Ashkali, Egyptian, and others) is very low. The reasons for this low participation vary but mostly have to do with the socio-economic situation. We recall that the University of Prishtina (UP), as the oldest higher education institution in the country, envisages reserved quota (12%) for students from the non-majority communities. According to a research conducted by the organization Admove, during 2008 – 2020 a total of 5,372 places were envisaged across all Faculties of the UP for the non-majority communities. However, in this period, only 18,42% of these places were filled, with 990 enrolled students from the non-majority communities. Of the 990 enrolled, only 23.93% have graduated. Thus, 237 students from the non-majority communities have graduated from the UP in 12 years<sup>3</sup>.

<sup>1</sup>Thematic report «Difficulties that Roma, Ashkali, and Egyptian Pupils Encounter in Education» drafted by Samir Shahini with the support of the project «Kosovo Initiative for Integration KOSINT 2020» financed by the Open Society Foundation, implemented by the Kosovo Education Centre (KEC) in partnership with the Balkan Sunflowers (BSFK), Syri i Vizionit (SiV) and Roma and Ashkalia Documentation Center (RADC), page 6. June 2019, Prishtina.

<sup>2</sup>Ibid.

<sup>3</sup>Report «Inclusion of Students from the Non-Majority Communities in the University of Prishtina (UP)», Fitore Metbala&Aulonë Memeti, ADMOVERE, page 36. December 2020, Prishtina.

## CHALLENGES IN EDUCATION FOR THE ROMA, ASHKALI, AND EGYPTIAN COMMUNITIES IN KOSOVO

Despite the overall public perception that the situation of the Roma, Ashkali, and Egyptian communities in Kosovo may be good, these communities continue to face problems on daily basis. Challenges in education, access to health services, employment, and others, are concerns that the Roma, Ashkali, and Egyptian citizens in Kosovo have.

## PRE-UNIVERSITY EDUCATION

The participation of Roma, Ashkali, and Egyptian communities in the education system is not satisfactory. These communities continue to be the least involved in elementary education, and even less involved in the secondary and higher education. Also, the Roma, Ashkali, and Egyptian children comprise of the highest share of children who have either dropped out or are at risk of dropping out<sup>1</sup>. We recall that based on the Law, pre-university education includes children aged 6 – 18 years old at three levels: elementary education (grades 1 - 5), lower secondary education (grades 6-9), higher secondary education (grades 10 – 12/13), where the first two levels are part of the compulsory education<sup>2</sup>.