



Arti në Shkollë



2024 ANNUAL REPORT

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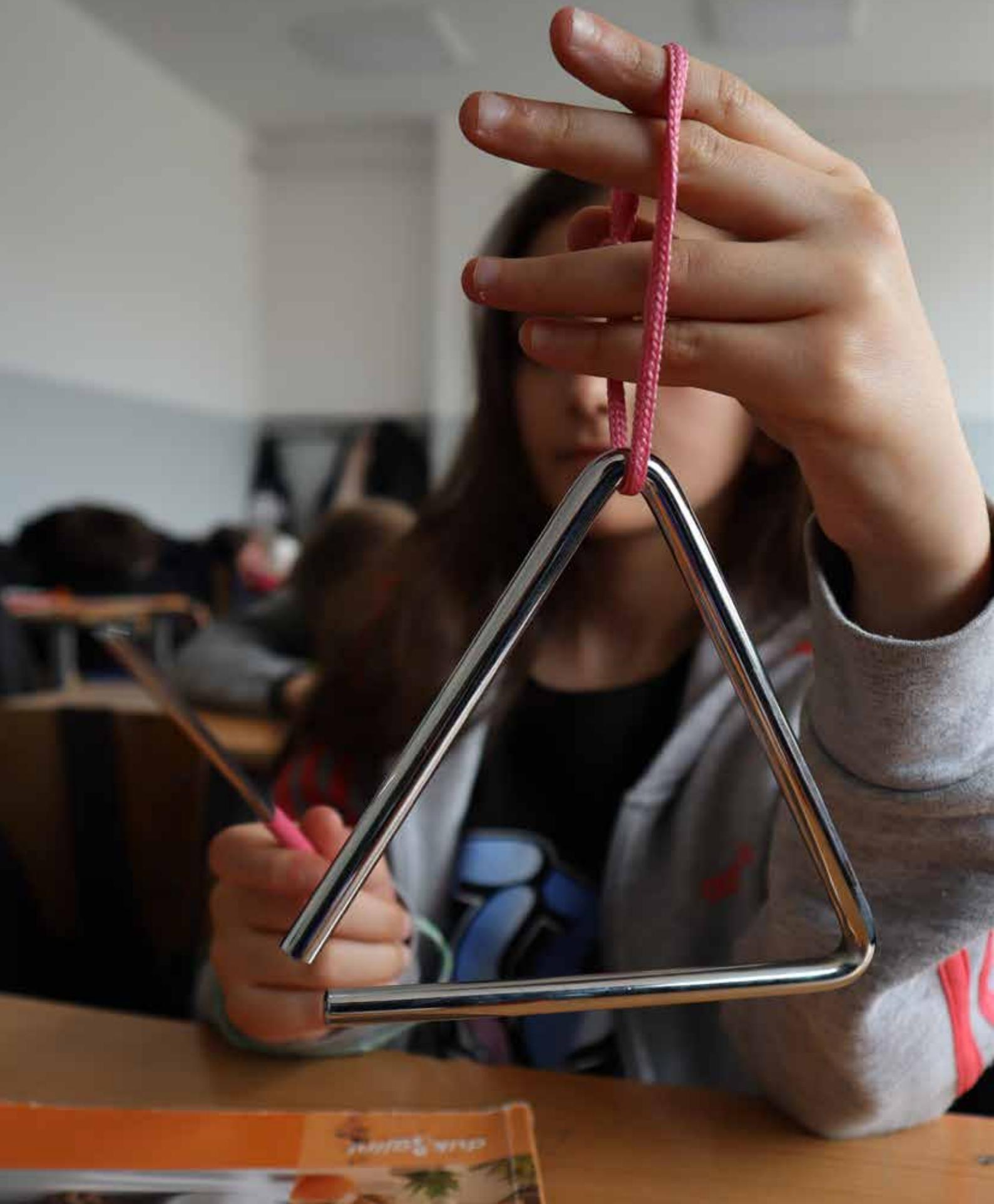
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Introduction Summary

In 2024, Mus-e Kosova advanced its mission to foster creativity, inclusion, and emotional development through arts in education, reaching new heights in both national expansion and international recognition. This year's achievements were made possible thanks to the generous and continued support of Fondazione Araldi Guinetti, the Ministry of Youth, Culture, and Sports of Kosovo, and the Erasmus+ Programme. Their unwavering partnership enabled the implementation of high-quality, inclusive, and innovative art programs in public schools across Kosovo.

The Art at School program remained at the heart of Mus-e Kosova's work, successfully operating in two primary schools: Mihail Grameno in Fush Kosov and Emin Duraku in Gjakova. Through the dedicated work of professional artists such as Zane Abazi, Fleta Baraku, and Albulena Bokshi, over 300 children participated in weekly sessions in music, visual arts, digital design, and performing arts. These artistic interventions fostered not only creativity but also improved classroom behavior, enhanced social interaction, and promoted empathy, self-expression, and intercultural understanding among students.

The year also marked a series of important milestones for Mus-e Kosova's institutional growth. In February 2024, a new leadership structure was adopted, with

Mrika Hoxha appointed as President, following the dedicated leadership of Werner Schmitt, who remains Honorary President. The same month, the organization deepened its collaboration with the Ministry of Youth and Culture, securing further support for the program and paving the way for future national expansion. Mus-e Kosova's engagement extended beyond national borders, with active participation in international capacity-building activities in Madrid and Crete, enhancing the skills of Mus-e artists and integrating new technologies and inclusive methodologies into the classroom. Additionally, Mus-e Kosova earned a significant European-level recognition, as the MUS-E Programme was selected for publication on the European School Education Platform and included in the Toolkit for School Success—a testament to its relevance in addressing early school leaving and promoting inclusive education through the arts.

This annual report reflects on the progress, challenges, and aspirations of Mus-e Kosova throughout 2024. It celebrates the transformative power of the arts in schools and reaffirms our commitment to nurturing the potential of every child through creative **expression, community engagement, and meaningful partnerships**.

Mus-e Kosova's General Assembly 2024

A Defining Moment for Governance and Strategic Direction

On **February 28th, 2024**, Mus-e Kosova held its **Annual General Assembly**, marking a critical moment of reflection, accountability, and transition. During this assembly, all financial reports, activity records, and strategic outcomes

from the previous year were reviewed and formally approved by the membership, reaffirming the organization's commitment to transparency and good governance.

Honoring a Legacy: Werner Schmitt Named Honorary President

The 2024 Assembly also marked a historic transition in leadership. After years of dedicated service and visionary guidance, **Mr. Werner Schmitt**, one of the founding figures and most influential leaders of Mus-e Kosova, announced his decision to step back from active duties.

In recognition of his immense contributions, the Assembly unanimously appointed him **Honorary President** of the organization. His legacy and experience will continue to shape Mus-e Kosova's trajectory, ensuring that his values and vision remain embedded in its work.



A New Chapter: Appointment of Mrika Hoxha as President

To lead Mus-e Kosova into its next phase of growth, the Assembly elected **Mrika Hoxha** as the new President. With a background in cultural education and civil society development, Ms. Hoxha brings fresh energy, strategic foresight, and a strong commitment to the Mus-e mission. Her appointment signals a generational shift and a renewed focus on expanding the program's reach, strengthening institutional partnerships, and deepening the impact of arts-based education across Kosovo.

Under her leadership, Mus-e Kosova is expected to continue fostering **creativity, inclusion, and intercultural dialogue**, ensuring that the transformative power of the arts remains accessible to all children—regardless of background or community.

Art at School

Art at School: Mihail Grameno Primary School, Fushe Kosova

Expanding Artistic Horizons: Integrating Music and Digital Design into Education

During 2024, Mus-e Kosova deepened its commitment to inclusive arts education through a multidimensional approach implemented at the Mihail Grameno Primary School in Fushe Kosova. This school, serving a

culturally diverse population including Roma, Ashkali, and Egyptian communities, remains a cornerstone of the Mus-e Kosova program due to its openness to innovation and its socio-educational challenges.

Introduction of a New Artistic Dimension: Music Education

In a milestone development for the Mus-e Kosova initiative, music was formally introduced into the curriculum at Mihail Grameno School for the first time. Beginning February 1st, 2024, acclaimed flautist Zane Abazi from the Kosovo Philharmonic Orchestra joined the Mihail Grameno as a Mus-e artist. Working with **five classes** and engaging **117 students**, she conducted **weekly two-hour sessions**, using a student-centred and participatory methodology.

The musical component of the program focused on fostering listening skills, rhythm awareness, vocal training, and basic music theory. Children were introduced to various instruments, particularly flutes and percussion. The use of small flutes became a highlight of the program, providing a tangible entry point into the world of sound, melody, and ensemble play.

Zane Abazi's inclusive and interactive teaching style significantly improved the school atmosphere, promoting a more harmonious, expressive, and cooperative learning environment. Teachers and the school leadership observed a marked improvement in classroom behaviour, emotional expression, and student motivation.



Celebrating Children Through Music: 1st June 2024

One of the crowning moments of the school year was the celebration of International Children's Day on **June 1st, 2024**, where Mus-e Kosova organized a **school-wide music concert**. Featuring a children's choir and instrumental performances prepared by Zane Abazi, the event brought together over **1,000**

attendees, including children, parents, school staff, and municipal representatives. This concert served as a vibrant showcase of the students' musical journey and reinforced the transformative power of arts education in building confidence, community pride, and joyful expression.



Continuation of Visual Arts: 2024–2025 Academic Year

In parallel with the music education component, Mus-e Kosova continued its long-standing visual arts program at Mihailo Grameno, starting from **September**

2024, the program began with **four new school classes** with **134 children**, focusing on traditional and digital art forms.

Phase 1: Painting and Storytelling through Visual Arts

Led by experienced graphic designer and artist **Fleta Baraku** the first phase of the academic year centered around acrylic painting, encouraging students to explore a range of techniques including color mixing, texture building, and symbolic representation. Each session also integrated a narrative component, where students reflected on personal and social themes such as identity, diversity, resilience, and friendship.

Artworks served as a springboard for storytelling activities, with children explaining the emotions and ideas behind their creations. These exercises



nurtured their artistic talents and contributed to developing communication skills, emotional literacy, and peer empathy.

Teachers reported that the program played a pivotal role in reducing incidents of exclusion and bullying while fostering a classroom culture

rooted in dialogue, mutual respect, and creative collaboration.

Mus-e will continue till June 2025 to implement Art at School in Mihal Grameno with the artist Fleta Baraku continued with digital art.

Art at School: Emin Duraku Primary School, Gjakova

Bringing Theater into the Classroom: Empowering Expression Through Performing Arts

During 2024 Mus-e implemented Art at School initiative to the Emin Duraku Primary School in Gjakova, introducing performing arts as a transformative educational tool. Supported by the Ministry of Culture, Youth, and Sports of Kosovo, this program engaged approximately 100 children from four school classes, focusing on drama, expression, and collaborative creativity.

At the heart of the program was artist Albulena Bokshi, a professional theater actress whose approach blended performance techniques with personal development themes. Through weekly

sessions, children were encouraged to explore their emotions, develop stage presence, and express themselves through movement, voice, and improvisational theater.

This was the first time many students had direct contact with theatrical education, and for most, it was a new and exciting form of artistic exploration. The activities aimed not only to enhance self-confidence but also to reduce classroom tension, promote empathy, and build a stronger sense of community among students from diverse ethnic and social backgrounds.



Final Performance: Celebrating Children's Voices Through Art

The program culminated in June 2024 with a theatrical performance prepared and presented by the participating students at Emin Duraku School. This event gathered parents, educators, and community members, offering a powerful demonstration of what children can achieve when given space to explore their imagination and emotions through art.

The performance provided a platform for students to address relevant social themes such as friendship, diversity, discrimination, and self-worth—all topics that emerged organically during the workshop process. The event was widely appreciated for its emotional depth, originality, and the confidence shown by students on stage.



Fostering Social Inclusion and Emotional Growth

The theatre-based curriculum proved especially effective in supporting the inclusion of students from marginalised communities, including children from the Roma community and those with social or behavioural challenges. The project addressed bullying, low self-esteem, and social division by creating a safe and expressive environment.

Teachers observed a noticeable improvement in classroom atmosphere and reported that many students, particularly those previously withdrawn or disengaged, became more active and cooperative during and after the workshops.

External Evaluation: Measuring the Impact of Art at School in Kosovo

Evidence-Based Insights from Mihail Grameno Primary School

As part of its commitment to continuous improvement and accountability, Mus-e Kosova conducted an external evaluation in September 2024 to assess the impact of the Art at School program on participating students. The evaluation focused on key indicators such as student satisfaction, creativity, social interaction, and the perception of bullying and discrimination.

Key Findings

1. Overall Satisfaction with the Program

75% (48 out of 64 students) reported high satisfaction, describing the program as very useful and enjoyable.

19% (12 students) provided a neutral response, describing the experience as average.

6% (4 students) expressed dissatisfaction, indicating the project did not meet their expectations.

2. Impact on Creativity

78% (50 students) acknowledged an improvement in creativity, particularly in their ability to generate new ideas through artistic expression.

16% (10 students) noted a slight improvement, while

6% (4 students) saw no change in their creative thinking.

3. Social Interaction and Collaboration

70% (45 students) reported that the program helped them collaborate more effectively and build stronger relationships with classmates.

A structured questionnaire was administered to 64 students at Mihail Grameno Primary School, offering valuable insights into how the program influenced their personal and educational development.

23% (15 students) observed some improvements in their social interactions.

6% (4 students) experienced no noticeable change.

4. Reduction of Bullying and Discrimination

62% (40 students) perceived a reduction in bullying and discriminatory behavior within their classrooms after participating in the program.

28% (18 students) reported a minor decrease, and

10% (6 students) observed no change in this area.

5. Exposure to Arts and Culture

81% (52 students) stated that this project represented their first meaningful exposure to the arts, and emphasized the importance of this experience.

19% (12 students) had previous contact with art activities but still found the program valuable for their personal development.

The findings from this external evaluation confirm the positive and multidimensional impact of the Mus-e Kosova program. Not only did the project foster creativity and cultural awareness, but it also enhanced social cohesion and reduced exclusionary behavior in the classroom.

These results serve as a strong validation of Mus-e Kosova's methodology and highlight the importance of continuing to integrate the arts into educational environments, especially in contexts where inclusion and personal expression are vital to student well-being.

Recognition of MUS-E Kosova as an Impactful Partner in Art Education

In December 2024, MUS-E Kosova was officially recognized from Mihal Grameno School as a valued partner in the Art at School program, highlighting its significant impact on fostering creativity and artistic expression among students. Acknowledging the program's contribution to arts education, the school presented a formal recognition to MUS-E Kosova for its dedication to enriching students' artistic experiences.

Furthermore, the Partners Association, which has been closely involved in the implementation and oversight of the program, actively participated in the recognition event. Their presence and high appreciation of the initiative reinforced the importance of integrating arts and culture into education. The acknowledgment from both the school and its partners not only underscores the success and sustainability of the MUS-E program but also strengthens its role in shaping creative and inclusive learning environments for students in Kosovo.



Strategic Partnerships for Arts in Education: Strengthening Ties with the Ministry of Youth, Culture, and Sports

Institutional Dialogue and Shared Commitment

In February 2024, the partnership deepened further with the official visit of Mr. Werner Schmitt, then President of Mus-e Kosova. During his meetings with Ministry representatives, Mr. Schmitt presented the broader Mus-e philosophy and international reach, reinforcing the value of embedding arts into formal education. The discussions not only affirmed the Ministry's appreciation for the program's impact but also catalyzed a commitment for ongoing collaboration.

As a result, the Ministry formally agreed to continue supporting the Art at School program in Mihail Grameno Primary School until the end of the 2023–2024 school year. This support included the recognition of Mus-e Kosova's methodologies and alignment with broader national education and youth development strategies.



European Recognition: MUS-e Programme Featured on the European School Education Platform

A Prestigious Milestone in European Educational Innovation

In 2024, the MUS-e Programme, implemented in Kosovo through Mus-e Kosova, achieved an important international milestone: it was officially recognized by the European Commission and selected for publication on the European School Education Platform. This prestigious acknowledgment affirms the program's relevance and effectiveness in advancing inclusive education and in addressing early school leaving, two of the European Union's most critical educational priorities.

The inclusion of MUS-e in the "Toolkit for School Success", a collection of recommended practices curated by education experts across Europe, positions the program as a model of best practice in the use of arts for improving school environments, student engagement, and overall educational outcomes.

Impact Beyond Borders

This recognition not only elevates the visibility of Mus-e Kosova at the European level but also enables educators, school leaders, and policymakers from across the continent to access and benefit from Mus-e methodologies. Through this platform, teachers and educational practitioners can explore creative, arts-based strategies that promote emotional development, social cohesion, and academic success. As MUS-e Kosovo continues its mission to bring the arts into classrooms, this European spotlight serves as a strong endorsement of its efforts and further strengthens its role as a driver of innovation in education—both nationally and internationally.

Read more on the European School Education Platform: <https://school-education.ec.europa.eu/en/insights/muse-promoting-social-inclusion-through-arts>

Capacity Building and International Exchange: Strengthening the Artistic Core of Mus-e Kosova

Empowering Artists Through Global Collaboration

In 2024, Mus-e Kosova made significant progress in strengthening the professional development of its artist network through targeted capacity-building efforts. With the **continued support of Fondazione Araldi Guinetti**, Mus-e Kosova facilitated the participation of its artists in prominent international training events

and creative exchanges within the broader Mus-e Europe community. These experiences have played a pivotal role in equipping the organization's artistic team with innovative tools and pedagogical approaches, ultimately enriching the quality of arts education delivered to children across Kosovo.

International Learning and Professional Development

1. GENERARTE SOLIDARIZARTE – Interdisciplinary Meeting, Madrid (November 22–24, 2024) / Participant: Fleta Baraku

Mus-e Kosova was represented at the GENERARTE SOLIDARIZARTE conference in Miraflores, Madrid—a high-level international meeting organized for Mus-e artists, coordinators, and managers from across Europe. The event provided a vibrant platform for exchanging practices in the use of art for **social transformation**, with a particular focus on:

- **Storytelling and Creative Action** to address violence prevention and gender equality.
- **Narrative and Performance** as tools to promote emotional intelligence and inclusivity in classrooms.

- Collaborative Planning for Future Projects

within the Mus-e network. Fleta Baraku, representing Mus-e Kosova, brought back critical insights on how to integrate **gender-sensitive approaches** and methodologies for preventing violence through art. These insights are now actively being implemented in school sessions, with a renewed focus on the emotional and social well-being of children. The meeting reinforced Mus-e Kosova's commitment to building **sustainable and transformative arts education** in Kosovo's schools.



2. International Training on Digital Art – Chania, Crete (October 22–25, 2024) / Participant: Fleta Baraku

Organized by the **International Yehudi Menuhin Foundation** in collaboration with the **Technical University of Crete**, this four-day training introduced participating Mus-e artists to emerging technologies and innovative practices in digital arts education.

Key workshops included:

- **The eShadow Theater App** – A modern interpretation of traditional shadow theater using digital storytelling tools.
- **Stop-Motion Animation & Digital Storytelling** – Techniques for engaging children in narrative creation.
- **AI and Creativity** – Exploring the role of artificial intelligence in shaping future art

education.

- **Soundscapes and Visual Narratives**

- Creating immersive experiences using sound and visuals.

These workshops provided **hands-on learning** opportunities and inspired new directions for Mus-e classroom activities. Notably, the **eShadow Theater App** is currently being piloted in Mus-e Kosova schools as a collaborative platform for student storytelling.

The training also fostered stronger ties with other Mus-e programs across Europe, enhancing Mus-e Kosova's role in the **international exchange of artistic and educational practices**.



Lasting Outcomes for Mus-e Kosova's Artistic Community

Through these prestigious international engagements, Mus-e Kosova artists have:

- Integrated **advanced digital tools** into their educational methods.
- Strengthened the use of art for **inclusion, well-being, and social cohesion**.
- Expanded **institutional partnerships** within the European Mus-e network.

These capacity-building experiences have enriched the Mus-e Kosova program and ensured

its continued evolution as a model for innovative, inclusive, and high-quality arts education in the region.

With the unwavering support of **Fondazione Araldi Guinetti**, Mus-e Kosova remains committed to fostering **artistic excellence, diversity, and social impact** in every school it serves.

