

TCP/KOS/2901

A Strategy for Education for Rural People in Kosovo

(2004 – 2009)



UNMIK

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
MEST**



PISG

**MINISTRY OF AGRICULTURE, FORESTRY AND RURAL DEVELOPMENT
MAFRD**



FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
Extension, Communication and Education Service (SDRE)
Regional Office for Europe (REU)

By Minister of Education, Science and Technology and Minister of Agriculture, Forestry and Rural Development

Foreword

As the Ministers for Education, Science and Technology, and for Agriculture, Forestry and Rural Development, we recognize the difficulties faced by people in rural areas in terms of access to quality basic education and skills training. The disadvantaged status of Kosovo's rural schools and of the school population in the countryside, particularly in some of the poorest areas, and the lack of opportunities for education for adults, calls into question ambitious goals such as "education for all" or "equal opportunities", as well as rural development and poverty reduction.

The Government of Kosovo's education policy has introduced among its priorities the principal of equity in access to education opportunities. It is within this framework that emphasis has been put on improving conditions and education opportunities in the rural areas, and we are grateful for the guidance and support provided by the Food and Agriculture Organization of the United Nations (FAO) in formulating a Strategy for Education for Rural People in Kosovo.

Education is a key instrument for shaping and fulfilling the goals of poverty alleviation and rural transformation. If we keep on ignoring problems related to the rural environment, if we overlook the causes that account for the poor state of education for rural people, as well as its needs, a large part of the population will be doomed to individual and social failure, to poverty and marginalization and underdevelopment will not be alleviated.

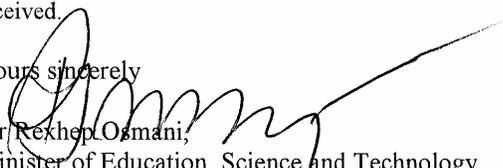
This strategy, which contains a diagnosis of education for rural people, highlights the shortcomings, difficulties and challenges in this field and sets out very concrete actions to address these problems with short, medium and long-term effects on the development of human resources. It seeks greater emphasis on this range of issues and the adoption of solutions by decision makers at central and regional level and by local authorities, the community and other social partners.

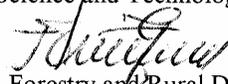
Kosovo is emerging from the tragic events of the last decade and following the emergency phase of international assistance we are now at the beginning of the development phase. We have to take stock and assess what are the problems, the causes and the way forward.

This strategy goes a long way to help us realize that development. It helps us to plan future activities with confidence and which reflect the needs of Kosovo society. We consider ourselves an open partner with all other actors public and private for the formulation of strategic choices for improving education for rural people of Kosovo.

We look to the continuing efforts of the many dedicated professionals in Kosovo and for a continuation of the generous international technical assistance and funding we have already received.

Yours sincerely


Mr. Rexhep Osmani,
Minister of Education, Science and Technology

Mr. Goran Boganovic, 
Minister of Agriculture, Forestry and Rural Development

Executive Summary

Introduction

A medium-term Strategy for Education for Rural People, which has been articulated around eight strategic goals and five intervention programmes, was prepared during 2003 – 2004 by the Ministry of Education Science and Technology and the Ministry of Agriculture, Forestry and Rural Development with the technical support of FAO. The strategy and its' implementation is based on an assessment of the basic education needs of rural people. The strategy and the results of the assessment are presented in this document.

- In several different contexts, Governments throughout the world have made a commitment to reduce poverty and hunger and to meet the basic learning needs of the entire population. It has become clear, however, that the Millennium goals of poverty and hunger eradication and Universal Primary Education will not be achieved by 2015 if rural people do not have better access to quality basic education.
- The Government of Kosovo is a partner in the **Education for Rural People global partnership** initiative led by FAO as part of the **International Alliance Against Hunger** and the **Education for All** global initiative. This strategy for ERP, the result of the work of many people in Kosovo, will contribute, not only to improving education for rural people in Kosovo, but also to the work of other partners.
- In Kosovo, it is estimated that 60 percent of the population is living in rural areas. One of the priorities of the Government is to support rural development, and through modernisation and diversification of agriculture and the rural economy, to provide employment and sustainable livelihoods for the rural population. Basic education and skills training are seen as key elements in enabling the rural population to diversify its activities and find a basis for sustainable development in remote and rural areas.
- Currently Education for Rural People (ERP) in Kosovo is weak and needs reforming. Improvements are needed in access, quality and relevance of basic education and training for rural people, which is non discriminatory and inclusive, and which provides quality learning opportunities for all. This means strengthening existing education provisions, in particular primary education, adult education and training for agriculture and non-agriculture income generating activities.
- The Government of Kosovo, along with international donors, have expressed their interest in and are ready to make their contributions to developing education for rural people, but interventions must be relevant, integrated and coordinated. The Government of Kosovo, therefore, requested the assistance of FAO to **develop a Strategy for Education for Rural People, which will ensure the maximum participation of all stakeholders and which will develop the capacity of staff, particularly within the Ministry of Education, Science and Technology.**

- A strategy is very important as a foundation and framework for further initiatives and interventions, including donor support. It assists in identifying priorities and suggesting ways in which the existing education resources can be better targeted to meet the needs of rural people. However, before producing a strategy the need for various types of education and training has to be clarified, including what can be provided by the public and private sectors. The special problems of education and training for rural women, resource poor farmers and disadvantaged and minority groups (especially the Serbian population) should also be considered. This requires an inclusive, participatory and dynamic approach to strategy development.
- The first stage in developing the strategy was an assessment of the current situation in rural areas, in particular an assessment of educational needs and the problems facing rural people in terms of access to quality basic education. In undertaking this assessment, three villages in each of five municipalities (Lipjan, Prizren, Kamenice, Peje, and Skenderaj) were selected for in-depth study, according to their proximity to a main urban centre - one REMOTE, one SEMI-REMOTE and one CONNECTED village was selected. The assumption being that each village has particular features according to its distance from an urban centre, especially concerning opportunities for economic and social development, access to education, migration, etc. Other criteria for selection of villages included size (around 600-1000 inhabitants) and multi-ethnic representation.
- Information on household economic activities and household members participation in education, was collected from 450 households during the period August 2003 to January 2004. Information relating to the provision of education was collected from the primary and secondary schools attended by children from the 15 villages. Because agriculture is an important economic activity in all the villages, all the Agriculture Secondary Schools in Kosovo, irrespective of whether they were in the study area or not, were included in the assessment. In total, 16 primary schools, (8 offering grades 1-8, and 8 offering grades 1-9) and 22 secondary schools (grades 10-12) were identified for data collection.

Main findings of the assessment

1. Conditions in rural areas

- When differentiating between rural and urban areas, in general terms, reference is usually made to size of settlements, population density, land use and economic activity. Kosovo is a small country both in terms of land area and population. It is said to have a rural:urban population split of around 60:40. However, many rural areas are close to (expanding) urban zones, and the economies of both are often connected – with employment and trading links.
- Life in the rural areas of Kosovo is characterized by features often not present in urban centers. Rural people usually live in extended households or households with a large number of members (average 7-8 persons) clustered in

family groups. The population age structure in rural villages, however, is similar to urban areas where young people (less than 25 years old) are in the majority and there are more males than females in every age group, apart from the over 65s.

- For some rural households (around 20%) the main source of (cash) income is from members who are in wage employment (public or private sector) largely in urban centers. They work in towns and bring their salaries back to the village. Some households rely heavily on remittances from family members working away or overseas and for some households, especially in remote areas, social security or pensions are the main source of income. However, for the majority of rural households, especially in the remote villages, agriculture is the main economic activity both for income generation and/or for food security.
- Rural areas have a wealth of natural resources, which need to be protected but also utilised in a sustainable way, including a diverse flora and fauna, agricultural land, forests, and rivers. Currently utilisation of these resources (except agricultural land) is limited. Agricultural production is on small fragmented farms and is largely mixed farming. It follows very traditional methods and is very inefficient. Opportunities for rural economic development is limited at present other than through better utilization of the natural resources and by establishing small scale (family) businesses for food processing and crafts for sale in nearby urban centres. To be realized, however, this requires the support of public and private investment both in physical and human resources.

2. Access to education for rural people

- Pre-school classes are available in 12 out of the 16 rural primary schools covered by the assessment, but only 22% of 5 year olds in the surveyed households attend pre-school. The main problem associated with participation in pre-school in rural areas, is one of demand rather than supply. Although not all primary schools in the study have pre-school classes, in those villages where pre-school education exists, many children do not attend. The main reasons given are ‘disinterest by parents’ or ‘too far for children to walk’.
- In general, the availability of compulsory basic education (grades 1 – 9) in rural areas is good. Even in remote villages children have access to primary school (at least grades 1 – 4) and, according to household interviews, almost all children aged 7-14 attend school. However, attendance is lower in areas where children have to walk longer distances especially during the winter. The assessment was unable to collect up to date information on primary school drop out rates, (i.e. the number of children who do not complete basic education) but from household interviews and from interviews with primary school directors, it is believed up to 25% do not complete primary school (grade 9), with more females and members of minority groups most likely to drop-out.

- In those villages with satellite schools (grades 1-4), there is a high drop-out at the end of grade 4, especially for girls. Once again, the main reasons given for dropping out of school are, distance to travel (up to 3 km one way for the villages in the study) and security for girls, as well as scarce financial resources in families. A number of children leave school because of family migration and it is likely that they will continue their education elsewhere.
- Participation in post-compulsory education (upper secondary school, grades 10 – 12) is lower for children from rural areas, especially from remote areas, than from urban centres. Although available for all children, secondary schools are located mainly in urban centres and rural children are disadvantaged, having further to travel. Distance to travel and lack of family financial resources remain limiting factors for rural children to attend secondary school. Approximately 50% of rural children attend secondary school, compared to more than 70% from urban areas and there are considerably more male (56%) than female (44%) students. There is a high drop-out (up to 25%) at the end of the first year, grade 10.
- The preferred choice of rural people is for General Secondary (Gymnasium) rather than Vocational Secondary Schools, showing that reform in vocational education, now under way, is very much needed. Generally, students attend the ‘nearest’ secondary school rather than a school of their choice. Recently grade 9 has been added to basic compulsory education, and is a year of “preparation and orientation” for employment or further studies. As a result, it is hoped enrolment and retention in grade 10 will increase, and that students will select secondary schools according to personal interests rather than distance. This may have implications for the provision of boarding facilities to enable rural students to attend some specialized schools.
- The past 15 years of industrial collapse and the war has left Kosovo with a very rural economy. Despite the potential for development in the agricultural sector, Agricultural Vocational Schools are of very little interest to students, especially students from rural areas. The exception is the agricultural school in Lipjan, which is offering new courses in ‘farming as a business’ and provides practical training.
- There is a much greater demand for adult non-formal education in rural areas than supply. Non formal (adult) education and Life Long Learning is organized by a range of private, non-government and government organizations, but it is uncoordinated, organised on an ad-hoc basis and reaches very few people. Within the surveyed households, only 4% had participated in adult education or training programmes. The subjects and levels are very much based on demand and include, literacy programmes, health education, farming, income generation (tailoring, food processing) and business skills.
- Non formal education for out-of-school youth and adults is particularly important at this stage in Kosovo’s development. Over the past 15 years many rural people have ‘missed out’ altogether on education. There are examples of (older) parents being better educated than their children. Within the 15

villages, three quarters of the population over the age of 15 has had less than grade12 (secondary school) education, and of those half have no education or have had less than grade 8, (primary school) education. To maintain and develop skills and competencies, public support to Life Long Learning is essential.

3. Quality of education for rural people

- There are a number of serious problems, which affect the quality of education for rural people. The depressed state of buildings, teaching facilities and equipment, materials and textbooks in rural schools do not inspire teaching or learning and must be upgraded. The school system as a whole is chronically under funded with schools receiving only 18 euros per student per year. In addition, the limited financial resources in many rural households cannot support children with the necessary basic learning “tools” (pencils, paper, books, etc) even clothes (winter) to go to school.
- Initiatives must be taken to raise awareness, not only of parents and the local rural community but also of international donors, of the conditions in rural schools and the need to support learning opportunities. Schools should be given greater autonomy and support to develop their own initiatives in partnerships with local communities. This is particularly important for rural primary schools and for Vocational secondary schools, from where many school leavers will return to rural communities to live and work. This requires increased participation of the rural community in school affairs and improved management and leadership by education professionals at school level. To achieve this, improved training opportunities for school Directors, teachers and members of school boards are vital.
- Motivation of teachers in rural schools is lacking. Education professionals should enjoy better working conditions including improved salary payments, when possible, linked to restructuring of responsibilities and a clearly defined career structure.
- A shortage of basic learning materials and practical teaching facilities in rural schools is hampering curriculum reform. One clear example of this is the introduction of curriculum change without adequate teacher training, materials production and teaching facilities, particularly in rural schools. Change must respond to clearly defined needs. This requires an open and accessible, accurate and continuously updated education information system starting at school level and covering rural schools.
- Greater emphasis and allocation of resources must be directed towards increasing access to quality Non Formal Education (NFE) for adults and out of school youth in rural areas. These are people already living and working in rural communities who, in the main have missed out on formal education, but who need basic education and training to make maximum use of their skills and their opportunities. Community learning and resource centres should be established in villages based on community, NGO and government partnerships.

- Whilst this assessment has highlighted a number of problems, it should not hide the fact that a great deal has already been accomplished (by MEST and other Ministries) since the end of the war in Kosovo (1999) and there are plans to continue with education improvements. Nor should this assessment deter from the fact that there are many dedicated teachers, trainers, education officials and development workers who are working very hard in difficult circumstances to achieve better results. Clearly, however, there are many issues and problems, which a Strategy needs to address to ensure equitable access to quality education for rural people.

A Strategy for Education for Rural People (ERP)

- The Strategy for ERP, outlined in chapter 10 (pages 97-117), highlights the priorities and problems to be addressed (as identified by stakeholders and the assessment study) and the actions to be taken to improve the quality of education for rural people and expand access to education for all as a means to improve life chances. As such, the strategy provides guidance for policy decisions and the allocation of resources to priority areas. This rigorous diagnosis of what needs to be accomplished, also provides robust arguments for negotiating future international aid.
- Some of the objectives and proposed lines of action in the strategy are already included, to a greater or lesser extent, in the education policies and reforms (e.g. Curriculum Reform, and Education Strategy of MEST) already underway in Kosovo, and may also be found among the objectives of donor funded projects, such as those supported by GTZ, UNICEF, and World Bank, as well as in programmes of MAFRD (e.g. SASS) and MLSW. This is to be expected and welcomed, as the intention is, where it is relevant, to integrate the implementation of the strategy into these initiatives, by expanding the scope of these programmes and adapting them to the specific character of rural areas so that people there (pupils, teachers, community) can become direct beneficiaries of the projects being implemented.
- This is a medium term development strategy designed for implementation within a five-year period, 2004 - 2009. In addressing the challenges and achieving the vision of,

“Quality learning and education opportunities for all rural people”

the strategic objectives and actions are directed at the following eight strategic goals:

- 1. To improve school-community cooperation and increase community responsibility for education in rural areas (in order to develop an active partnership in school management)***
- 2. To improve participation and retention of rural children in basic education and develop opportunities for their enrolment into post-compulsory education***

3. *To provide education adapted to the learning needs of children in rural areas.*
4. *To increase participation of rural people in relevant non-formal education and training programmes (adult education), especially linked to income generation*
5. *To improve the physical and material resources of rural schools and ensure at least a minimum level of resources necessary for the teaching process*
6. *To establish a reliable and accessible education information system*
7. *To develop the management capacity and organisational structure of rural schools*
8. *To develop the human resources of education in rural areas by improving the recruitment, training and retention of teachers in rural schools*

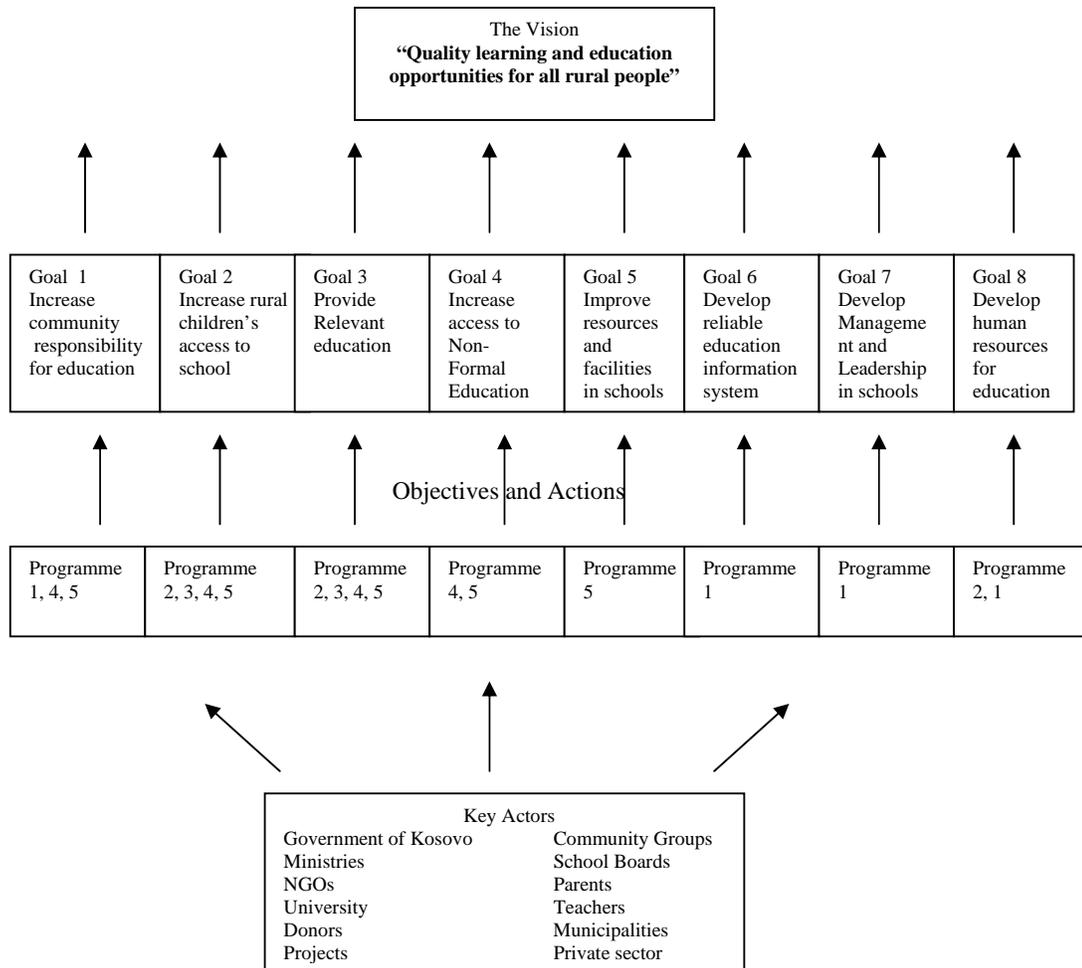
- The responsibility for implementing the strategy lies with the Government and people of Kosovo. Through co-operation and partnerships between multiple actors - different government ministries, NGOs, community groups and private enterprise at local, national and international levels - many of the objectives and strategic goals can be realised. As a first step a special section for Education for Rural People should be established in MEST and a Working Group for ERP comprising key ministries and other stakeholders, especially NGOs, should be established.

- Investment in education in rural areas at this stage in the development of Kosovo should be a priority. In the long-term, many of the objectives and lines of action could be achieved by year on year increases (as funds allow) in the general government budget and targeting funding to priority areas. Also cost savings could be achieved through increased efficiency and by increased community support to education. However, in the short to medium term, to implement the strategy donor support through intervention programmes and projects will be needed, details of five intervention programmes are given in chapter 11 (pages 118-137). The overall financial requirements for implementing the five intervention programmes over a five year period is estimated to be US\$ 17 million. They include:

- **To improve management and leadership in basic education and increase community participation in school affairs**
- **To improve teaching and contextualise the curriculum in rural primary schools so that education is adapted to the learning needs of children in rural areas**
- **To provide adequate teaching materials, books and equipment for rural primary schools (in line with curriculum reforms)**
- **To support community learning and awareness (non-formal adult education) in rural areas**

- **To reorient secondary vocational (agricultural) education towards meeting the learning needs of rural communities**

The contribution of these five intervention programmes to achieving the eight strategic goals is shown in the figure below.



Acknowledgements

This Strategy of Education for Rural People is the outcome of close collaboration between Kosovo's Ministry of Education, Science and Technology (MEST), Ministry of Agriculture, Forestry and Rural Development (MAFRD) and the Food and Agriculture Organization of the United Nations (FAO) within the Technical Cooperation Programme (TCP/KOS/2901). For the formulation of the Education for Rural People strategy and the preparation of the background study, a team was set up, which included international and national consultants and government specialists. The project team included Ms Jill White (Team leader), Mr Naser Krasniqi, Mr Lars Jensen, Mr Halim Gjergjizi, Mr Hysen Bytyqi and Ms Miranda Kasneci (MEST, Project Co-ordinator). The project benefited greatly from the guidance and support provided by Mr Rexhep Osman, Minister of Education, Mr Goran Boganovic, Minister of Agriculture, Mr Isuf Zeneli, Permanent Secretary of MEST, Mr Menderes Ibraj, Permanent Secretary of MAFRD, Mr Xhavit Rexhaj and his successor Mr Agim Berdynaj, Head of Department of Education MEST, and Mr Binak Krasniqi, Head of Rural Development MAFRD, as well as from technical and logistical support received at all stages of the project by government and UNMIK staff. On FAO side, this project was implemented under the technical supervision of Ms Ester Zulberti, Chief of the FAO Extension, Education and Communication Service (SDRE), which was the Lead Technical Unit for the initiative, and of the administrative supervision of Ms Claude Forthomme / Ms Jutta Krause, Regional Representative for Europe (Regional Office for Europe, REU). Ms Lavinia Gasperini (SDRE - Senior Education Officer), Mr Raimund Jehle (REUD – Operations Officer), Mr Nedzad Ajanovic (REUD - Operations Officer) and Mr Richard Eberlin (REUP - Policy Assistance Officer) coordinated the project, provided technical support and reviewed the documents on behalf of FAO. FAO Pristina office and MEST provided logistical support.

This strategy and assessment study would not have been possible without the assistance and support of many people, which includes educators as well as students, parents, community leaders and other stakeholders. The project is particularly grateful to the people living in the 15 study villages, Krojmir, Llugagji and Hallaq i Vogel in Lipjan Municipality, Lubizhde e Hasit, Krushe e Vogel and Shpenadi in Prizren Municipality, Gmice, Kopernice and Berivojce in Kamenice Municipality, Radafc, Zllapek and Bllagaje in Peje Municipality, and Baks, Vitak and Kline e Mesme in Skenderaj Municipality, who generously gave their time to answer many questions. To them we extend our thanks, with the conviction that they contributed to an important step forward towards the improvements in the basic educational opportunities for rural people in Kosovo. Our thanks also go to the 16 Primary Schools and 22 Secondary Schools attended by students from these villages, especially the school Directors who provided important information and shared their views on education for rural people. The project is also especially grateful to the members of the Local Task Teams (see appendix 1) in Lipjan, Prizren, Kamenice, Peje and Skenderaj Municipalities, and members of the Project Steering Group and Strategy Formulation Team (see appendix 2) for their advice and assistance with the study and for discussing in an open and constructive way the results and the Strategy for ERP. We would like to thank Ms Teuta Gashi and Mr Vojislav Vitkovic for their excellent work in translating the report into Albanian and Serbian. We would like to acknowledge the important contribution from Mr Muhedin Nushi who undertook the difficult task of establishing a database from the information collected. Finally, we are

also grateful for the frank and productive collaboration of other international agencies such as UNICEF, the World Bank, ILO, and UNDP.

The generous support of the FAO Technical Cooperation Programm (TCP) in funding the project is gratefully acknowledged; and the substantive inputs and contribution of other concerned Technical Units/Divisions at FAO are highly appreciated.

Pristina, June 2004

Table of Contents		Page
Foreword by Minister of Education and Minister of Agriculture		2
Executive Summary		3
Acknowledgements		11
Table of Contents		13
List of tables and figures		16
Abbreviations and Acronyms		17
Map of Kosovo		18
PART 1	THE CONTEXT	
Chapter 1	Introduction: Basic Education for Rural People	19
1.1	Global imperatives	19
1.2	Education for Rural People in Kosovo	20
1.3	Objective and Purpose of the study	21
1.4	Outline of the report	22
Chapter 2	General Information on Kosovo	23
2.1	Kosovo and its population	23
2.2	Economic situation	24
2.3	Agriculture and the rural sector	24
Chapter 3	Education in Kosovo	26
3.1	Historical perspective	26
3.2	Policy environment	26
3.3	Responsibility for Education and Training	29
3.4	Structure of the formal education system in Kosovo	32
3.5	Education reforms and the role of donors	37
PART 2	AN ASSESSMENT OF EDUCATION IN RURAL AREAS	
Chapter 4	Research Methodology	39
4.1	Selection of the study areas	39
4.2	Selection of respondents	40
4.3	Methods and Techniques of data collection	41
4.4	Data analysis	43
Chapter 5	Conditions in the 15 Study Villages	44
5.1	Introduction	44
5.2	Location	45
5.3	Infrastructure and services	46
5.4	Population	47
5.5	Household Income	51
5.6	Natural Resources and Agriculture	55

5.7	Opportunities for Income Generation	57
5.8	Household Expenditure	58
5.9	Youth in the Village	59
5.10	Conclusions	59
Chapter 6	Access to Education for Rural People	61
6.1	Introduction	61
6.2	Pre-school	61
6.3	Basic Education	63
6.4	Upper Secondary Education	68
6.5	Non-Formal (Youth and Adult) Education	71
6.6	Inclusive Education	74
6.7	Conclusions	75
Chapter 7	Quality of Education for Rural People	77
7.1	Introduction	77
7.2	School Management	77
7.3	Community Participation in Education	79
7.4	Curriculum Reform and Development	80
7.5	Teaching Methods and Teacher Education	82
7.6	Teaching Facilities and Teaching Materials	85
7.7	Education Information System	86
7.8	The Quality of Youth and Adult Non-formal Education	89
7.9	Conclusions	89
Chapter 8	Challenges facing Education for Rural People	91
PART 3	THE STRATEGY	
Preamble		93
Chapter 9	A Participatory Approach to Strategy Development	94
9.1	Introduction	94
9.2	Guidelines for Writing a Strategy	94
9.3	Participatory Methodology	95
Chapter 10	A Strategy for Education for Rural People	97
10.1	Introduction	97
10.2	The Vision and Strategic Goals for ERP	98
10.3	Objectives and Actions necessary to achieve the Strategic Goals	99
10.4	Mechanisms for Implementation and Budgetary Requirements	116

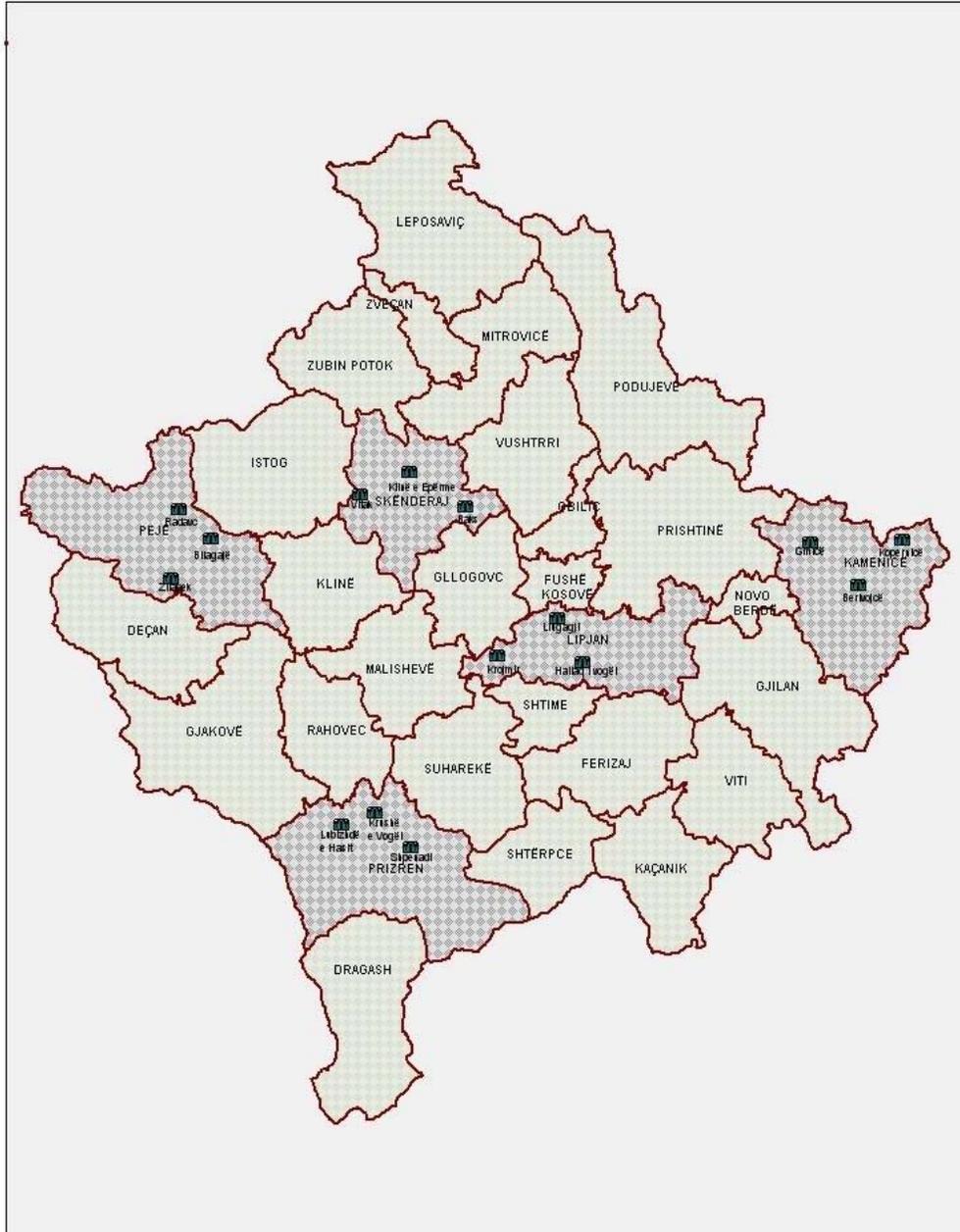
Chapter 11	Implementation of the Strategy through Short-term Intervention Programmes	118
	Introduction	118
	Overview of Programmes and Goals	119
	Programme 1 Schools Leadership and Management Programme	121
	Programme 2 Contextualising the Curriculum in Rural Schools	124
	Programme 3 Teaching Materials, Textbooks and Equipment Provision for Rural Schools	127
	Programme 4 Community Learning and Awareness Programme	130
	Programme 5 Community Participation in Vocational Education	134
	Final Remarks	137
	Bibliography	138
	Appendices	139

List of Tables and Figures		Page
Table 1	Kosovo General Government Budget, Expenditure by Sector 2002-2005	27
Table 2	Education Expenditure by Department and Programme, 2002-2005	28
Figure 1	Ministry of Education, Science and Technology, Organigram	29
Figure 2	Ministry of Education, Science and Technology, Department of Education, Organigram	30
Figure 3	Structure of the Education System in Kosovo, 2003	33
Table 3	Number of schools, Pupils and Pupil/School ratio in basic education 2003/4	34
Table 4	Education staff by position, in basic education 2003/4	34
Table 5	Number of Upper Secondary Schools, Pupils and Pupil/School ratio 2003/4	35
Table 6	Education staff by position, in Upper Secondary Schools 2003/4	35
Table 7	The Study Area	40
Table 8	List of Respondents	41
Figure 4	Ethnic structure of Interviewed Households	42
Table 9	Type of settlement in Kosovo	44
Table 10	Village and Household Population	47
Table 11	Ethnic structure in mixed villages	48
Table 12	Rural Households Composition (450 Households)	49
Table 13	Population by age group and gender (450 Households)	50
Figure 5	Age Structure of Rural Population	51
Table 14	Average Household Income Structure in Euros, in 1999	52
Table 15	Average Household Income Structure in Euros, in 2002	53
Figure 6	Structure of Rural Household Income for the years 1999 and 2002	54
Table 16	Number of household members in employment (450 Households)	55
Table 17	Agriculture Land Average per Household	56
Table 18	Income from Agriculture, all Households in 15 Villages	57
Figure 7	Average Household Expenditure (450 Households)	58
Table 19	Rural Primary Schools offering Pre-School Education (15 Villages)	62
Table 20	Location, Grade and Distance to Primary Schools (15 Villages)	63
Table 21	Total Number of Pupils in 16 Rural Primary Schools, 2003	64
Table 22	Male:Female Enrolments, differences between remote, semi-remote and connected villages	65
Table 23	Level of Education of Household Members over 15 years	66
Figure 8	Education Level of Household Members over 15 years	67
Figure 9	Differences in Education Level according to Location of the Villages	67
Figure 10	Type and Percentage of Secondary Schools 2003/4	68
Table 24	Location, Number of Students and Number of Rural Students (22 Secondary Schools)	69
Table 25	Main Vocational Subjects and Profiles in Secondary School	70
Table 26	Main Organisations Active in Adult Non-Formal Education (Study Area)	72
Table 27	Teacher:Pupil ratio in 16 Rural Primary Schools, 2003	83
Table 28	Teacher:Pupil ratio in 22 Upper Secondary Schools, 2003	84
Table 29	Grade 9 Test Results, 2003	88
Figure 11	Key Actors involved in developing a Strategy for Education for Rural People	96
Figure 12	An Overview of Strategic Goals and Programmes	120

Abbreviations and Acronyms

ADRA	Anglican Development and Relief Agency
CBO	Community Based Organization
CIDA	Canadian International Development Agency
CRS	Catholic Relief Services
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
ERP	Education for Rural people
EU	European Union
FAO	Food and Agriculture Organization of The United Nations
FAO-SARK	FAO-Support to Agriculture Rehabilitation in Kosovo
FSEDK	Finnish Support for the Education Sector in Kosovo
FTP	World Bank Standard and Assesment Unit
FYROM	Former Yugoslavian Republic of Macedonia
GDP	Gross Domestic Product
GTZ	German Technical Assistance
ILO	International Labour Organization of the United Nations
KEC	Kosovo Education Centre
KEDP	Kosovo Education Development Project
KFOR	Kosovo Force (NATO ++)
KLC	Kosovo Law Centre
LSMS	Living Standard Measurement Survey
MAFRD	Ministry of Agriculture, Forestry and Rural Development
MEST	Ministry of Education, Science and Technology
MDG	Millennium Development Goals
MLSW	Ministry of Labour and Social Welfare
NATO	North Atlantic Treaty Organization
NGO	Non Governmental Organization
PISG	Provisional Institutions of Self Governance
SASS	Strengthening Advisory and Support Services (MAFRD)
SGPP	World Bank School Grant Pilot Project
SOK	Kosovo Statistical Office
SPHP-K	Swiss Project for Horticultural Promotion in Kosovo
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UNMIK	United Nations Interim Mission in Kosovo

Map of Kosovo showing the study areas



PART 1 THE CONTEXT

Chapter 1 Introduction: Basic Education for Rural People

1.1 Global imperatives

In several different contexts, Governments throughout the world have made a commitment to reduce poverty and hunger and to meet the basic learning needs of the entire population.

- Several commitments of the World Food Summit (WFS, Rome, 1996) focused on education. Specifically WFS Commitment 2 calls for the implementation of policies aimed at eradicating poverty and inequality and improving physical and economic access by all, at all times, to sufficient, nutritionally adequate and safe food. Commitment 2, Objective 2.4 stresses the need "to promote access for all, especially the poor and members of vulnerable and disadvantaged groups to basic education" in order to "strengthen their capacity for self-reliance". To this end governments, in partnership with all actors of civil society are encouraged to "promote access and support for complete primary education" with particular attention to "children in rural areas and to girls".
- The Education for All Conference (EFA, Jomtien, 1990) - which committed the international community to achieve Education For All (EFA) by the year 2015- in Article 3 of its Declaration stressed that an active commitment must be made to removing educational disparities by focusing on underserved groups and specifically among them, the poor, working children and rural and remote populations. Article 5 of the same Declaration focuses on the need for broadening the means and scope of Basic Education by also focusing on basic skills training for youth and adults, including agriculture techniques.

The interrelation among poverty reduction, food security and EFA was also emphasized by the Millennium Development Goals established in 2000 by the Millennium Summit, which included this topic within its two top priority objectives, out of a set of eight. The eight Millennium Goals set out a direction for development, which is to be integrated into all existing social and economic strategic planning exercises.

It has become clear that the Millennium goals of poverty and hunger eradication and Universal Primary Education will not be achieved by 2015 if rural people do not have better access to quality basic education. More than half of the world's population and more than 70 percent of the world's poor are to be found in rural areas. Despite the fact that education is a basic right, access to education in rural areas is much lower than in urban areas. In response to this concern, FAO and UNESCO joined forces in 2002 to establish a new partnership with the flagship on Education for Rural People (ERP) within the International Alliance Against Hunger initiative and the EFA initiative (<http://www.fao.org/sd/erp/>). The partnership seeks to address rural-urban disparities. It aims to build awareness of the importance of education for rural people, overcome the urban/rural education gap, increase access to basic education by rural

people, improve quality of basic education in rural areas, and foster national capacity to address learning needs of rural people.

In the past, policies of education for rural development have focused on the expansion of agricultural education at secondary and higher levels. However, this seems to have had little impact on rural development, especially in the poorest countries where the vast majority of the rural population lives. To meet the challenges facing the rural world today – of food security, poverty reduction and meeting the needs of the rural labour market - an integrated view of education is required, centred on access to quality basic education for all. To support rural development, education and training strategies must fully recognize the special nature of the rural environment.

1.2 Education for Rural People in Kosovo

Although representatives from Kosovo were not present at the Millennium Summit in 2000, and thus have not signed its declaration, the Millennium Goals are nonetheless relevant to the situation of Kosovo. Poverty in Kosovo is widespread, with half the population living below the poverty line. Education, which was well established during the communist period, has declined. The events of the last decade have reduced the availability and quality of schools. Women in Kosovo do not stand as equals to men, especially in terms of education and literacy (United Nations Agencies in Kosovo, 2003).

The present situation of Education for Rural People (ERP) in Kosovo has to be seen within the broader political, social and economic changes which have affected the whole education system. During the ten year period 1989-1999 when Kosovo's autonomy was suspended, education in Albanian was not allowed although Albanians organised a parallel education system in private buildings. Many of today's youth have missed out on education and others have been educated to a low standard. Large inequalities exist in access to education, based on income, ethnic group and gender, and as many as 20 percent of children from households in the lowest consumption decile, do not have access to basic education. Inequality in access to secondary education is even more dramatic, with only just over half of Albanian girls aged 15-18 enrolled in secondary school in 2000. In rural areas the situation is worse. There are a high number of illiterates with little education or training. There is a huge skills gap, the majority of the economically active workforce is unemployed (or under-employed) and unskilled. In addition, many of the skills acquired prior to 1989 have become redundant.

In Kosovo, where 60 percent of the population is living in rural areas, basic education and skills training for rural people are seen as key elements in enabling the rural population to diversify its activities and find a basis for sustainable development in remote and rural areas. One of the priorities of the Government of Kosovo is to support rural development, and through modernization and diversification of agriculture and the rural economy, to provide employment and sustainable livelihoods for the rural population. This requires the development of human resource capacity through improved education and training for rural people. However, current Education for Rural People (ERP) in Kosovo is weak and needs reforming. Improvements are needed in access, quality and relevance of basic education and

training for rural people, which is non discriminatory and inclusive, and which provides quality of learning opportunities for all. This means strengthening existing education provisions, in particular primary education, adult education and training for agriculture and non-agriculture income generating activities.

1.3 Objective and Purpose of the Project

The Government of Kosovo along with international donors have expressed their interest in and are ready to make their contributions to improving education for rural people, but interventions should be relevant, integrated and coordinated. This requires a Strategy for Education for Rural People (ERP). The Government of Kosovo, therefore, has requested the assistance of FAO to **develop a Strategy for Education for Rural People, which will ensure the maximum participation of all stakeholders and which will develop the capacity of staff, especially within the Ministry of Education, Science and Technology.** A strategy is particularly important as a foundation and framework for further initiatives and interventions, including donor support. It assists in identifying priorities and suggesting ways in which the existing education resources can be better targeted to meet the needs of rural people. Before producing a strategy, the need for various types of education and training has to be clarified including what can be provided by the public and private sectors. The special problems of education and training for rural women, resource poor farmers and disadvantaged and minority groups (especially the Serbian population) should also be considered. This requires an inclusive, participatory and dynamic approach to strategy development.

Following the first-time democratic elections in Kosovo, it is timely to assist the newly formed Government of Kosovo (and PISGs) to develop a strategy for ERP. The responsibility for developing education policy rests with the Ministry of Education, and an ERP strategy has to fit within and relate to the wider education system, which is currently being reformed. It is equally important that the strategy reflects and supports the policies and strategies currently being developed for agriculture and rural development by MAFRD, and the development of employment related training initiatives by the MLSW. This strategy for ERP, which is presented in part 3 of this report (pages 92 - 134), has been developed through a strong co-operation between representatives (at national and local levels) of the MEST and MAFRD together with representatives of other Ministries, Municipalities, schools, village leaders, private sector, NGOs and rural people.

Policy decisions and actions aimed at improving access to quality basic education for rural people have to be based on accurate and up to date information. One of the key factors acting as a constraint to developing policy and strategy for ERP in Kosovo has been a lack of information on the human resource and training needs (e.g. kind of training, and for whom) and the number, type, level and geographic distribution of necessary educational institutions. Existing information about education for rural people is sketchy. Therefore, before planning activities and interventions focusing on education for rural people, it was necessary to collect information and determine as clearly and accurately as possible what are the problems facing rural people in Kosovo in terms of access to quality basic education. The first phase of the project, therefore, was an assessment of education for rural people in Kosovo as a basis for developing a Strategy. This has involved collecting information on the demand for

and assessment of the capacity of schools and other institutions to provide education and training in relation to the needs of rural people and for rural development, within a market oriented economy. Part 2 of this report presents the findings of that assessment study, which was undertaken in the rural areas of Kosovo between July 2003 and January 2004.

As a result of this project, the following outputs have been achieved:

- A database on education in rural areas, which can be used to inform future decisions and policy making. It is a collection of data relating to rural employment and income generation, training needs, education and training provision, relevance and performance of ERP to meet learning needs, and integration and linkages across the different levels and types of education.
- A Strategy for ERP capable of being implemented and up-dated, which reflects the diverse needs and views of stakeholders, around which organisations and individuals can unite for the betterment of the rural sector
- A group of personnel in the MEST and the Municipalities who are able to develop and use a demand driven approach for developing a strategy for ERP, which meets the diverse needs of the rural sector in Kosovo
- Greater co-operation and co-ordination between government ministries and participation by stakeholders at local and provincial level in planning an ERP strategy. Including, representatives from different levels of the education and training system (primary, secondary, higher and non-formal education), as well as the client groups, the producers and the rural community.

In the longer-term, by providing information for policy and planning decisions, the project will ultimately contribute to improved and sustainable livelihoods for the rural population in Kosovo through greater access to an effective education and training system.

1.4 Outline of the report

This report, which presents a Strategy for ERP in Kosovo, is organized in three parts. Part one provides the context for the strategy. This includes general background information on Kosovo, and in particular gives an overview of the rural sector. This is followed by a description of the education system in Kosovo including its development from pre 1989 to the present day. Part two presents the results of the assessment study on which the strategy is based. It describes the social and economic situation in the selected villages and highlights issues of access to and quality of education for rural people. The opportunities and constraints for sustainable development for rural people, including poverty reduction through income generation activities, are also presented. Based on this analysis, part three (pages 92 - 134) presents the strategy for ERP which outlines how the education and training system in Kosovo could be strengthened to meet the basic learning needs of rural people.

Chapter 2 General Information on Kosovo

2.1 Kosovo and its population

Kosovo is a small and landlocked territory in the centre of the Balkan Peninsula. It borders Macedonia (FYROM), Albania, Serbia and Montenegro. The climate in Kosovo is continental with warm summers and cold winters. Its total land area is 10,877 sq. km., which is about one third the land area of Belgium. Kosovo is at present divided into 30 municipalities. The capital city is Pristina. (See map of Kosovo, page 18). It is a densely populated region with almost 200 persons per sq.km. However, when one considers that around 50% of the land is not suitable for settlements or farming, the population density becomes 420 inhabitants per sq.km. one of the highest in the world.

At the end of the Second World War, Kosovo was predominantly a rural society, with the rural population comprising 80 per cent of the total population. According to the 1981 census, 63 per cent of the population was still rural. In 2000, it was estimated in the (LSMS) Living Standards Measurement Survey (World Bank, 2001) that the rural population was still over 60 per cent (UN, 2003). It is difficult to predict future rural-urban changes, but if Kosovo follows the experience of other Balkan countries, it will experience a rapid shift towards urbanization.

There are at present no reliable statistics on population in Kosovo. Estimates range from 1.7 to 2.4 million, partly depending on what is meant by the Kosovo population. The best estimate of the 'resident' population (persons living in Kosovo) is probably around 1.9 million (PISG, 2003a). There are no reliable population figures for municipalities, towns and villages in Kosovo. It is hoped that a population census will be carried out in 2004.

According to the LSMS 2000, 88 per cent of the population was defined as ethnic Kosovo Albanians. The ethnic Serbian population accounted for 7 per cent while other ethnic groups together accounted for approximately 5 per cent of the total population (mainly Muslims/Bosniaks 1.9 per cent, Romas 1.7 per cent, and Turkish 1.0 per cent).

In an ageing Europe, the population of Kosovo is an exception. The population is very young, about one-third are below 15 years of age and more than half below 25 years. The median age is 22 to 23 years of age. By contrast only 5.5 per cent of the population is aged 65 years and older. The level of the "economically active" population (between 15 and 64 years of age) is about 62 per cent. The dependency ratio is high because of the large proportion of persons under 15 years of age. Another particularity of the population is the shortage of males aged 20 to 50, partly the result of the war but due mainly to emigration for economic reasons. The sex ratio for small children (aged 1-4 years) should also be noted, with significantly more boys (52.6 per cent) than girls (47.4 per cent) in the population (PISG, 2003a).

The population of Kosovo differs from other European populations in many ways. Households are still particularly large. The average household size is estimated at more than 6 members. Rural households are larger than urban households. Kosovo-

Albanian households are larger than Kosovo-Serbian households. The total number of households in Kosovo is estimated at almost 300,000 (SOK, 2002).

There are large differences in educational attainment in Kosovo. Women have a lower educational attainment than men in all age groups. The rural population is less educated. Not surprisingly, the largest differences in educational attainment are found between rural women and urban men (SOK 2002)

2.2 Economic situation

The consequences of the 1999 conflict on the economy and living standards of the population were severe. Industrial output (already at a low level) collapsed, agriculture activities came to a halt and livestock was decimated. Currently the economy is slowly improving but there remain many problems, low investment and high levels of unemployment and poverty. Thanks to massive donor assistance, domestic savings and inflows of funds from Diaspora, the entrepreneurial spirit of the 1980s is slowly reviving, repairs to housing and infrastructure are underway and agricultural activities have begun again.

According to the Living Standard Measurement Survey 2000 (LSMS), 12 per cent of the population is classified as extremely poor and another 40 per cent as poor. Thus, about half the population in Kosovo was poor in the autumn of 2000 (World Bank, 2001). Since then there has been only a small decrease in poverty levels (SOK, 2003). Income levels remain low, the average net wages in Kosovo are about 200 Euros per month, with higher average wages in the private sector than the public sector (SOK, 2003).

Private medium and large-scale firms, apart from trade and finance, are almost non-existent. Agriculture remains the largest sector of employment, but has low productivity, and the manufacturing sector is small. The number employed in agriculture, the largest employer in Kosovo, is 145,000 followed by the non-farm public sector with 112,000 and non-farm private sector with 85,000. Estimates of unemployment in Kosovo range from 30-60 per cent of the workforce (Kosovo General Government Budget 2003) and emigration of the economically active population remains high (PISG, 2003).

2.3 Agriculture and the rural sector

Agriculture is a very important activity in Kosovo. It accounts for a significant share of economic activities and more than 60 percent of the population are engaged in some form of agriculture, of which around half live exclusively from agriculture. The sector faces a number of structural problems. There are a small number of co-operatives and commercial firms (both private and public) – about 1,800 entities – and 143,000 rural household units, 70% of which are defined as farms with an area larger than one hectare. Agriculture has the lowest labour productivity and the lowest monthly wage at 88 euros, but only a small fraction of this remuneration is monetized. About 85% of food produced in Kosovo is for household consumption (subsistence) and only a small amount is delivered to the market and sold for cash.

Agricultural production, though increasing, is still very low as much of the rural infrastructure was destroyed by the war. The old agrokombinats (socially owned agricultural enterprises) and cooperatives are in an extremely poor condition, many fell into decline and broke up in the 1990s. The conflict of 1999 resulted in a standstill in agricultural production and related processing industries. Livestock was lost or killed, farm machinery was damaged, buildings were destroyed and agro-processing equipment looted or made unusable. Since hostilities ended and the interim UN administration (UNMIK) was formed, much effort has been put into revitalising agriculture and rural enterprise with the support of donors and the international community. Although there is an urgent need to increase agricultural production, development of the rural sector and its' transformation to a market economy, is not just a matter of developing agriculture but rather of developing the overall rural economy. Primary agriculture and agribusiness with finite available natural resources cannot sustain full employment for the entire rural workforce in Kosovo.

A strategy for sustainable agriculture and rural development in Kosovo (the Kosovo Greenbook, MAFRD 2003) aims at improving the agriculture and rural sector in Kosovo. Taking into account the fact that 60% of the population live in the rural areas and are often underemployed, the strategy is both an agricultural and a broader rural development one, aiming at income generation activities and a diversification of crops towards more value added products able to cover a greater part of domestic consumption demand. The strategy also addresses regional and EU market opportunities and developing the food chain from the farm to the final food products.

Rural Development, however, should be a priority, not only of the Ministry of Agriculture, but also of all sector policies – including education. During this period of transition, following the break up of the FSRY and the effects of the war, many people are living in the rural areas and, in the absence of economic growth in other sectors, agriculture and related industries remain the main (or only) source of livelihood. Diversification of the rural economy requires trained people and the development of the human resource capacity through education and training as a means of achieving sustainable rural development is essential. Hence a strategy for Education for Rural People, which is supported not only by MEST and MAFRD but also by other government departments, is essential.

Chapter 3 Education in Kosovo

3.1 Historical perspective

When the Serbian government abolished the autonomy of Kosovo in 1989, the largely centralized education system was excluded from any further development and capital investment. The dismissal of most Kosovo-Albanian teachers, closure of companies publishing textbooks in Albanian and the enforcement of Serbian curricula resulted in the majority of Kosovo-Albanian teachers, pupils and students setting up a large and self financed parallel education system. Primary school children could, in some cases, continue to use their schools if Serbian children also attended, so the classrooms were divided in half or a shift system introduced. Most secondary and university students had their lessons in private locations. This parallel system lasted until the armed conflict of 1998/1999, and still has a great symbolic power. During the conflict the output of educated youth deteriorated further and the educational infrastructure was seriously damaged with many schools completely destroyed or burned down.

In 1999, after NATO intervention and the establishment of a UN administration, UNMIK, the task of re-establishing and reforming the educational system began with assistance from several international agencies as well as international and local NGOs. This enormous and complex process of rebuilding the physical infrastructure (school buildings), appointing teachers, developing curricula and teaching materials, was very demanding to the newly established UNMIK Department of Education and Science. These tasks are now continuing under the newly formed Ministry of Education, Science and Technology (MEST), which was formed following parliamentary elections in 2002 and the establishment of Provincial Institutions of Self Government (PISG).

3.2 Policy environment

The emergence of a democratic society from a centralized communist system is still weak. Moreover, the transfer of responsibility to local institutions is a difficult and time-consuming process and handover procedures between UNMIK and Provisional Institutions of Self Governance (PISG) have often been delayed. It must, however, be remembered that a lot has been achieved in a short time and democracy, which is a process and not a product, takes time.

Since the end of 2002, the number of international staff in MEST has been significantly reduced. For the few who remain, their role has changed from co-leading (acting head) of certain departments to that of advisers for their Kosovar counterparts. Since its establishment, the Ministry of Education has given priority to developing its organizational structure, job descriptions, reporting requirements and capacity building of staff. Most Kosovar staff members had limited experience in working in a ministry or similar institution, but in the past two years significant progress has been made. One of the major problems affecting staffing in general is the low level of salaries in the public sector compared to private enterprises or working with international organizations, but hopefully over time this gap will be reduced.

Following the conflict of 1999, emphasis was put on the physical reconstruction of infrastructure (school buildings and facilities), but recently emphasis has been on

improving educational quality. The major guiding principle of the new education policy in Kosovo is that of “Inclusive Education” meaning that all children and young people in Kosovo should be able to attend a unified school rather than schools catering for separate ethnic or religious groups. It also emphasizes improvement in the quality of and access to the education system and the need to bring it in line with EU standards.

Initially, funding of education in Kosovo was from international donors supporting the UNMIK budget, and international NGOs supporting the reconstruction of buildings and specific initiatives in selected areas or schools, but since the establishment of the PISGs, the Ministry of Education (along with other Ministries) has been allocated funds from the Kosovo General Government Budget. The Budget is increasingly financed out of domestic revenues as donor funding for public investment has been reduced sharply over the period 2002 – 2004. Table 1 shows Government expenditure by sector. Within the overall budget, education has a high priority, accounting for almost 20% of the total budget in 2002 and more than 15% in the subsequent years.

Table 1 Kosovo General Government Budget Expenditure by Sector (in Euro million)

Sector	2002 Actual	2003 Approved	2004 Estimate	2005 Estimate
Education ¹	77.741	80.465	81.660	85.273
Health ²	57.657	59.639	56.974	59.895
Social Protection	66.797	82.600	109.015	108.857
Public Order and Security	48.647	63.044	65.440	64.381
Economic Affairs ³	30.601	48.363	51.733	72.704
Other, General Government Spending	120.631	182.748	152.702	165.381
Total, Kosovo General Budget	402.075	516.859	517.524	556.490
% Annual increase total budget		28.5%	0.1%	7.5%

Source: Kosovo General Government 2003 Budget

¹ Includes grants to municipalities for pre-primary, primary and secondary education expenses

² Includes grants to municipalities for primary healthcare expenses

³ Primarily consists of expenses for Ministry of Agriculture and Ministry of Transport and Communications and Kosovo Trust Agency

This table does not include Euro 99.8 million allocated to KEK (Electricity Corporation) in 2002 for capital investments and financed by the cumulative cash surplus.

The breakdown of education expenditure between education departments is given in table 2. These figures show that in 2002, of the total education budget 77.741 million euros, 4.369 million euros was not spent.

Table 2 Education Expenditure by Department/Program (Euro million) 2002-2005

Department/Program	2002	2003	2004	2005
	actual	approved	estimate	Estimate
Pre-school Education	0.471	No data	No data	No data
Primary Education	18.036	No data	No data	No data
Secondary Education	5.915	No data	No data	No data
Boarding Facility/Dormitory	No data	No data	No data	No data
Higher Education	9.381	11.591	13.745	15.968
University of Prishtina	No data	10.188	No data	No data
Students Center	No data	0.745	No data	No data
Institutes	No data	0.657	No data	No data
Other Education	1.053	2.510	3.030	3.626
Special Needs Education	0.777	0.955	1.138	1.305
National University Library	0.242	1.125	1.397	1.727
Teacher Training	0.002	0.230	0.265	0.318
Curriculum Development	0.032	0.200	0.230	0.276
Educational Administration	3.366	4.499	3.020	3.814
Central Administration	No data	2.251	2.759	3.540
Office of the Minister	No data	0.248	0.261	0.274
Capital Grants to Municipalities	No data	2.000	No data	No data
Subtotal, KCB	38.222	18.600	19.795	23.408
Municipalities Grants	35.150	61.865	61.865	61.865
TOTAL	73.372	80.465	81.663	85.273

Source: Kosovo General Government Budget 2003

Although there are a number of data gaps, it is possible to see that in 2002, of the proportion of the budget allocated to pre-school, primary, secondary and higher education, more than half, 53.35% went on primary education, while 27.75% went on higher education, 17.5% on secondary education and 1.4% on pre-school (early childhood education).

3.3 Responsibility for Education and Training

Formal Education

Responsibility for formal education in Kosovo rests with the Ministry of Education Science and Technology (MEST) located in Pristina. Its political head is the Minister of Education and the administrative head is the Permanent Secretary. Figure 1 gives the organizational structure of the Ministry. The Ministry of Education is divided into three departments, and the main one, the Department of Education is further divided into six divisions, see figure 2.

Figure 1

Ministry of Education, Science and Technology

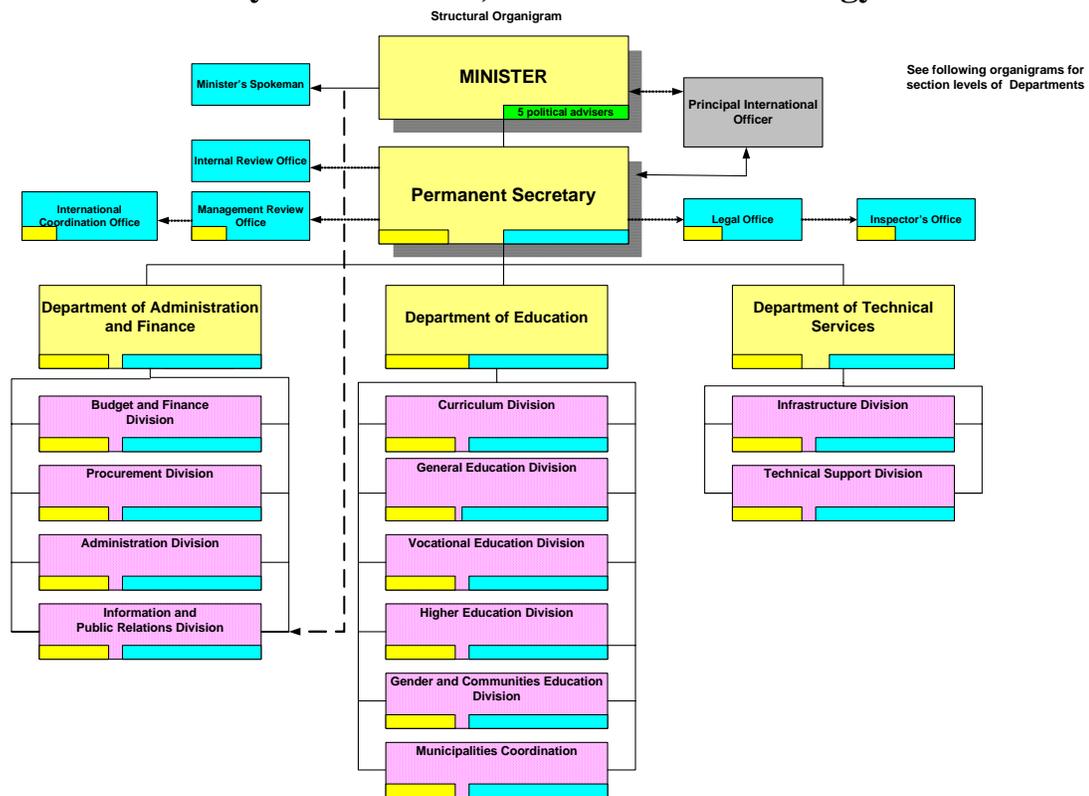
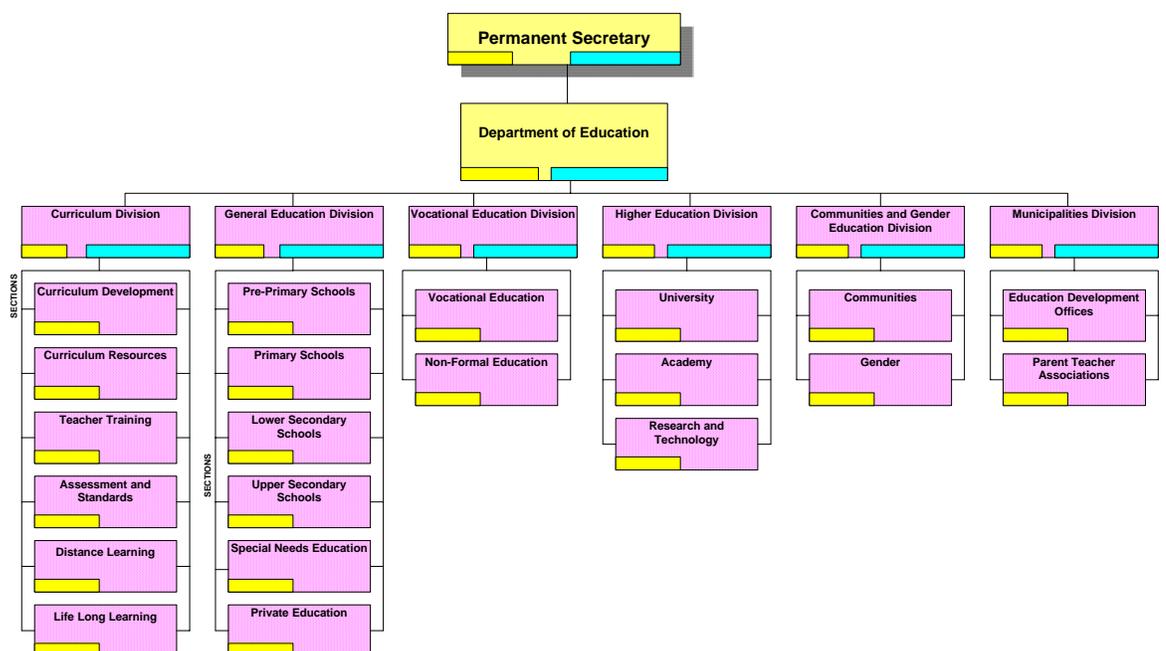


Figure 2

Ministry of Education, Science and Technology Department of Education



In 2001, education offices under MEST were re-established in the 30 municipalities, each staffed with two education officers. They were responsible for education programmes, teaching quality, and implementation of initiatives developed by MEST and partners. These officers also had a municipal employed counterpart responsible for the physical infrastructure (school buildings, transport etc) within their municipality.

With the recent education reforms, seven Regional Education Offices in Pristina, Mitrovica, Peje, Gjakove, Prizren, Ferizaj and Gjilan have been established, each covering several municipalities. These Regional Educational Offices, which were established in 2003, introduce a new tier of management within the education system. Some of the responsibilities of the Municipalities have now been transferred to the regional level. Each of these regional offices has a Senior Officer and between 5 and 7 officers each with specific responsibilities – inspections, administration, community and gender issues, standards and evaluation, and curriculum development. This new structure should lead to improvements in the quality of education through a better coordination of education programming across municipalities and a better use of resources. In the context of education for rural people, this reform should also secure more equal access to funds and resources to poorer rural municipalities, which have often been disadvantaged in the past. Under this new structure, municipalities are still responsible for maintaining local education infrastructure. The Law Nr. 2002/2 on Primary and Secondary Education, which sets out the legal responsibilities, states that municipalities are responsible for:

- Employing and paying educational administrators and non-teaching staff,

- Employing and paying teaching staff,
- Identifying and organizing in-service training of teachers,
- Arranging safe and efficient transport for pupils in compulsory education, and
- Arranging transport for teachers of secondary schools who commute between town schools and satellite (rural) schools.

Community involvement and support for formal education before and during the conflict was very high (the parallel education system) especially in the Kosovo-Albanian communities, but this has reduced considerably since 1999, due mainly to the huge problems facing daily life with economic hardships in the post conflict society. Parent Teacher Councils have been established in most schools with the support from MEST, UNICEF and partner organizations. Parent involvement, however, often lacks quality and substance as participatory processes of decision-making are new to educators and parents, and community involvement in local formal educational policy and management is still very limited. School Youths Councils exist in some schools, but most have very little influence on decision-making processes within their schools, which still operate under the influence of the old authoritarian system.

Non Formal Education

Responsibility for Non-formal Education (NFE) is less clear-cut. There are several ministries (along with private companies and NGOs) involved in the provision of NFE. There is a section of Non-Formal Education within the Vocational Education Division of MEST, and this is concerned with adult basic education programmes. There is currently an Adult Basic Education and Learning for Girls and Women Project managed by MEST with support from UNICEF. The objectives of this project are; to train illiterate women in basic literacy, numeracy and other topics relevant to their life, to identify girls not attending school and provide support for girls to return to school, to develop the framework for future development of Early Childhood Development, and to train monitors and facilitators for building up a good quality Adult Basic Education System. Through this programme a network of 130 training centres has been established throughout Kosovo.

Non Formal Education as it relates to adult skills training for employment, is largely the responsibility of the Ministry of Labour and Social Welfare (MLSW). The establishment of a network of Vocational Training Centres within the five UNMIK regions in co-operation with the Local Employment Offices, provide adults with skills training for employment. The intention is to increase the employability of around 1,000 jobseekers per year. The Ministry of Labour and Social Welfare, with support from the ILO, has allocated approximately 1.7 million Euros annually for this activity. Twelve priority areas for training have so far been identified, but none include training related to agricultural production or rural development, except one course in the maintenance of agricultural/farm machinery. There is little data available on the labour market needs of the agriculture and rural sector and there is no up-to-date information on the training needs of people working in agricultural production or related processing industries, which could be used as a basis for organising such training.

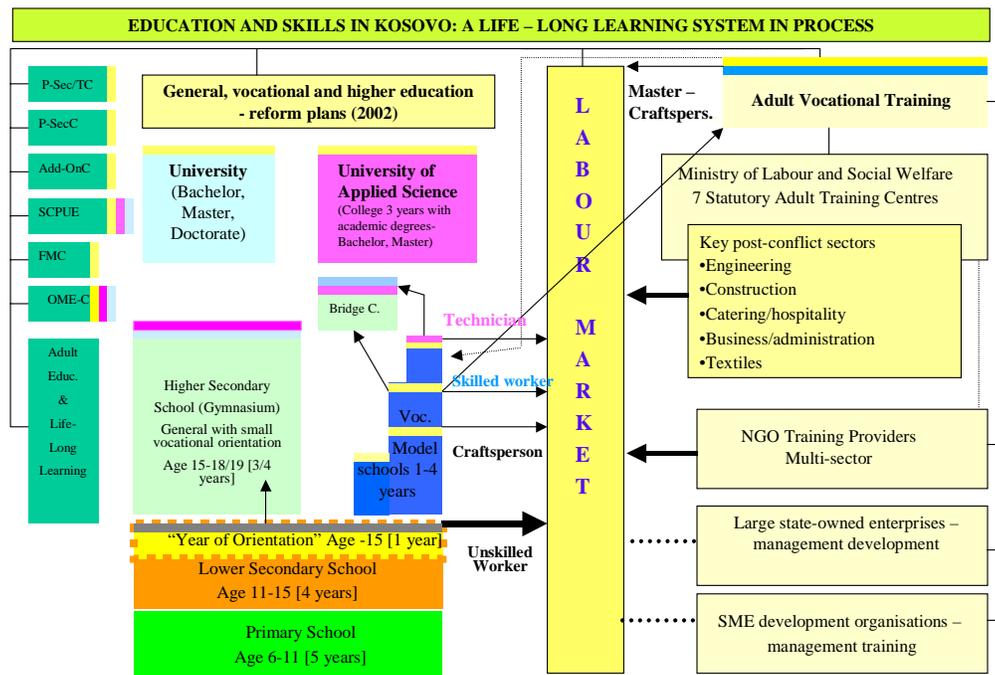
Under the planned economy of the former Yugoslavia, agricultural production and training were organized in agrokombinates and cooperatives. There is no inherited 'state' provision for non-formal education and skills training for small scale private farmers and those working in agriculture or in rural enterprises. Training for farmers and small scale rural entrepreneurs is currently provided on an ad-hoc basis by NGOs, CBOs and farmers organizations which are funded by donors through projects such as FAO-SARK Micro Projects and SPHP-K, both of which started their activities in 2001. Training is mostly on-the-job with an emphasis on practical skills.

The Ministry of Agriculture, Forestry and Rural Development (MAFRD) has recently implemented a programme offering non formal education and in service training to farmers, public service agricultural officers, private agricultural professionals and future advisers through the establishment of training facilities at the Agriculture Institute of Peje. In addition, Lipjan Training Centre (funded by Norwegian aid) and Prizren Rudina Farm (supported by KFOR Germany) also offer training for farmers and rural people. A new initiative by MAFRD for establishing an extension and advisory service in Kosovo (SASS) is now underway, funded by the EU. The detailed activities of this programme are yet to be agreed but the intention is to provide training to Municipal/Regional advisors, who in return will be equipped with the necessary knowledge and techniques to provide advice to farmer associations and rural people.

3.4 The Structure of the Formal Education system in Kosovo

In 2002, MEST introduced a new structure for education, see figure 3 below. The new structure provides 5 years of primary education, followed by 4 years of lower secondary education and 3 or 4 years of upper secondary education. The 5+4+3 model is replacing the former 4+4+4 structure. With the new structure, compulsory basic education is extended by one year to 9 years (grades 1 to 9) and compulsory school age is now from 6 to 15 years. This brings the Kosovo school system in line with EU and several former East European countries.

Figure 3 Structure of the Education System in Kosovo (2003)



Preschool Education

Before the 1998/99 conflict, kindergartens were provided by the state and in some cases built next to factories where parents went to work. The majority of Kosovo Albanian children had no access to these institutions during the parallel system (1989 –1999) and many were damaged during the war. Early Childhood Education (ECE) programmes were started again in 1999, funded by international agencies and NGOs working in cooperation with local NGOs, but still the majority of children in Kosovo do not have access to formal early childhood programmes. Recently, an increasing number of primary schools offer one-year pre-school education for 5 year olds. According to MEST 2003, in Kosovo there are now 273 primary schools offering ECE in which approximately 15,000 children participate. Although there are no up-to-date population figures, it means about one third of five year olds participate in ECE.

The Faculty of Education, at the University of Pristina has recently started training programmes for ECE teachers to increase their skills based on child centered interactive principles of teaching and learning. Kindergartens (Play-Schools) for younger children are found more widely in urban areas than in rural areas. Private Kindergartens, mainly in the larger urban centers, are becoming a more common alternative to the public ones.

Compulsory Basic Education

As discussed above, compulsory basic education has recently been extended to nine years with 5 years primary and 4 years lower secondary education. The introduction of the new 9th grade into basic education has included the development of a new curriculum and teacher orientation. The extra year is ‘an orientation year’ providing students with information and counselling to enable them to make choices for their future education and profession.

The inclusion of grade 9 into basic education has caused considerable pressure on the availability of adequate classrooms, as many schools are already overcrowded and running two or more shifts per day. As a result grade 9 is often located in the premises of secondary schools, most of which are found in urban centres. This adds to the difficulties of transport for students from rural areas. Table 3 shows the number of schools and pupils in compulsory basic education in Kosovo in 2003/4, and table 4 the number of staff in these schools. It is estimated that of the 908 primary schools, two thirds are in rural areas.

Table 3 **Number of schools, pupils and pupil/school ratio in basic education (grades 1–9) 2003/4**

Number of Schools	Number of Pupils	Pupils/School Ratio
908 (508+400 satellite)	394,203	434

Source: MEST (2004)

Table 4 **Education staff by position, in basic education (grades 1-9) 2003/4**

Teachers		Administrative staff		Support staff		Total educ. Staff	
Number	%	Number	%	Number	%	Number	%
16,563	81	1047	5	2742	14	20,352	100

Source: MEST (2004)

On the basis of these figures, the average teacher:pupil ratio in basic education (grades 1-9) in the current school year 2003/04 is 1:24. The Serbian communities in Kosovo are operating a parallel education system based on the former 4+4+4 system and using Serbian curricula. In addition to receiving a salary from the Government of Kosovo (MEST), teachers in Kosovo-Serb schools are also paid a salary from Belgrade. When the new structure 5+4+3 and curriculum reform was approved in Parliament, the Serbian community was allowed by UNMIK to postpone its introduction. Discussions are still underway to see how the new curriculum can be introduced into Serb schools.

Upper Secondary Education

Upper Secondary Education consists of three (or four) years of study for students aged 15 to 18 years, see figure 3. According to figures supplied by MEST, the number of students completing grade 9 (end of lower secondary/compulsory education) in 2002/3 was 30,802 and the number going on to grade 10 (upper secondary) in 2003/4

was 25,126. These figures show that, for the whole of Kosovo, approximately 80% of students completing compulsory basic education are continuing on to upper secondary school. Unfortunately, without population figures we do not know what percentage this is of the 14-15 year old age group. Estimates suggest around 70 percent participation in secondary education.

Secondary education consists of two types, General Education (Gymnasium) and Vocational Education (Technical and Vocational Schools). The most up to date figures available on student participation in secondary education (2003/4) are shown in table 5, and staff numbers in table 6.

Table 5 Number of Upper Secondary Schools (all types), Pupils and Pupil/School ratio in 2003/4

Number of Schools	Number of Pupils	Pupils/School Ratio
78	68,096	873

Source: MEST (2004)

There is a difference between male and female participation in secondary education. Out of 68,098 pupils, 37,976 (56%) are males and 30,120 (44%) are females. The 78 schools comprise 50 Vocational Secondary Schools, 23 General Secondary Schools (Gymnasiums) and 5 mixed General/Technical. Unfortunately up to date figures are not available on how many students attend vocational schools and how many attend general secondary schools, but estimates suggests approximately 60% are in Vocational and 40% in General schools (KEC 2001).

Table 6 Education staff by position, in all types Upper Secondary Schools in 2003/4

Teachers		Administrative staff		Support staff		Total educ. Staff	
Number	%	Number	%	Number	%	Number	%
5813	84	316	4	819	12	6948	100

Source: MEST (2004)

These figures show an average teacher:student ratio in upper secondary education of approximately 1:12, which is low by international standards.

Reform within Secondary Education has been very limited. Teachers have attended teaching methods training courses, but teaching still tends to be highly theoretical and teacher centered. To introduce modern methodology also means adding modern facilities to classrooms, laboratories and facilities for practical training. Improvements are a combination of teacher capacity and school facilities, which must go hand in hand to reform the system.

If reforms are to succeed, community involvement in education is very important, especially in Vocational education. In general, links between vocational schools and the local economic environment do not exist, although a few schools and professions

are in contact (e.g. the Vocational Agriculture School at Lipjan). German Technical Assistance (GTZ) has the lead role in cooperation with MEST to reform activities in the area of vocational education. A strategy for vocational education has been drafted (2003) and a number of vocational pilot schools have been established and renovated with the help of Swisscontact.

Higher Education

Higher education in Kosovo is offered by the University of Pristina (4 years) in 15 faculties, including the new “Faculty of Education”, and by seven Higher Schools located in the regions. The Higher Schools offer 2 or 3 years education to Diploma level. Two schools specialize in Economics, one in Higher Technical studies and four, in Pristina, Prizren, Gjakova and Gjilan, offer Higher Pedagogical studies for training teachers. Currently around 3,500 students are studying to become teachers of the future. In total, approximately 20,000 students are enrolled in higher education. This means in an estimated population of 2 million, around 1 per cent of the population is in higher education. In addition, a few students are undertaking higher education studies abroad.

Agricultural Education

Agricultural education is currently available at secondary vocational and higher education levels but agriculture is not taught at primary (basic education) level. At secondary level, there are three agricultural schools and two vocational schools that offer specialist agriculture courses. Four of these schools are situated in the central and eastern part of Kosovo, namely at Pristina, Gjilan, Ferizaj and Lipjani. Together they have more than 1500 students, of which approximately 40 percent are female. However in the west of the Province, in the Dukagini valley with its excellent opportunities for agricultural development, only a few students attend courses in agriculture. The fifth school at Peje, the only one in the mediterranean zone, closed its agriculture courses in 2001 due to a lack of interest. These agriculture schools offer low quality education. They still use an old curriculum (pre 1989), which is not relevant to the changing situation in Kosovo where the focus is now on small-scale private farms and a diversified (market oriented) rural economy. Teaching methods are didactic, the curriculum is content based, strongly related to academic subjects and not derived from competencies required in the workplace. Few schools have practical facilities or equipment and less than 20 percent of study time is spent in ‘practicals’, which are demonstrations rather than practice. On completing their grade 12 studies, students either return home or look elsewhere for employment, whilst around 5 percent go on to higher education. In effect most remain unemployed.

Higher agricultural education at the Faculty of Agriculture of the University of Pristina, faces similar problems. Academic standards are low and there is a shortage of qualified lecturers, due to poor salaries, no incentives and low morale. There are few practical facilities and very little practical teaching. The curriculum is outdated, courses are not demand driven and there is little collaboration with the Ministry of Agriculture, Forestry and Rural Development and few links with the wider farming and rural community. Funding is from the Ministry of Education and donor funded projects. Currently around 100 students per year enter the Agriculture Faculty, a few from the agricultural secondary schools but the majority from Gymnasiums. Around

50 percent drop out after the first year indicating that wastage rates in the formal (higher) education sector are uneconomically high.

3.5 Education Reforms and the role of Donors

With the enormous challenge to rebuild and reform the education system in Kosovo following the war, UNMIK mandated the “Lead Agencies” to assist technically in this extensive and complex reform process. This process is ongoing and poses a huge challenge for the recently formed Ministry of Education. The main areas of reform are:

- Structural – the change to a 5+4+3 structure;
- Curriculum – developed according to labour market needs and with an orientation towards European standards;
- Teaching methods - practice and action oriented teaching methods (as opposed to theoretical and teacher-centred teaching);
- Standards and assessment - introduction of evaluation, assessment and certification standards for an accreditation system.

Since 1999, the main donor support for Education reform has been provided through the following initiatives:

- UNICEF Curriculum development and “Child Friendly Schools” initiative.
- German Technical Assistance (GTZ) support for vocational education
- Canadian support (CIDA) for Kosovo Education Development Project (KEDP) for teacher in-service-training
- Finnish Support to the Development of Education sector in Kosovo for special needs and inclusive education (FSDEK).
- World Bank funded Education Management and Information System EMIS.
- Kosovo Law Centre (KLC) for reform of the Faculty of Law.
- World Bank funded Standard and Assessment Unit (FTP) for developing standardized tests in the final grade of primary school.
- World Bank Schools Grant Pilot Project (SGPP) implemented by Kosovo Education Centre (KEC) under supervision of MEST. (KEC is the only significant Kosovar institution working in the field of education and providing support to MEST.) This provides funds direct to schools to achieve improvement of access and education attainment at Primary and Secondary education.
- KEDP/CIDA/ADRA Denmark/Save the Children Denmark support for the establishment of the new Faculty of Education.
- FAO assistance to MEST to develop a “Strategy for Education for Rural People”.
- Catholic Relief Services (CRS) support to Parent Teacher Councils.
- Government of Japan for Reconstruction of schools and logistics.
- Royal Norwegian Society for Development support to Agricultural Vocational Education in Lipjan.
- UNICEF support for Adult Basic Education and Learning for Girls and Women Project
- SwissContact, Intercooperation and Care International have all supported non-formal education and training in rural areas.

In addition, numerous NGOs have participated through Lead Agencies or independently during the emergency phase after the conflict in reconstruction and providing training projects at local levels.

PART 2 ASSESSMENT OF EDUCATION IN RURAL AREAS

Chapter 4 Research Methodology

4.1 Selection of the study areas

This is an in-depth assessment of rural people's educational needs and how these are being met, including how they access and use education. The sample size for the study, therefore, was relatively small and careful consideration was given to selecting (geographic) areas and populations that are as representative as possible. This included all ethnic groups, more or less in line with the population structure of Kosovo. Given the timeframe for the research (six months), it was decided to focus data collection on a sample of 15 villages and 450 households throughout Kosovo.

The procedure for selecting the villages for the study was as follows. First, one municipality from each of the five UNMIK regions (Peje, Mitrovice, Prizren, Gjilan and Pristina) was selected. This selection was based on three criteria:

- Poverty and economic activities (low GDP)
- Multi-ethnicity
- Agro-ecological zones

The five municipalities thus selected include:

Peje municipality in the Peje Region (western Kosovo)

Skenderaj municipality in the Mitrovice Region (northern Kosovo)

Prizren municipality in the Prizren Region (southern Kosovo)

Kamenice municipality in the Gjilan Region (eastern Kosovo), and

Lipjan municipality in the Pristina Region (central Kosovo).

Within each of the five municipalities, three villages were selected on the basis of their proximity to a main urban centre, one REMOTE, one SEMI-REMOTE and one CONNECTED. The reason for using this criteria was the assumption that each village has particular features according to its distance from an urban centre, especially concerning opportunities for economic and social development, access to education, migration, etc. Other criteria for selection of villages included size (around 600-1000 inhabitants) and multi-ethnic representation.

Based on these criteria, the 15 villages selected for the study are as follows:

- In Lipjan Municipality, Krojmir (remote), Llugagji (semi-remote) and Hallaq i Vogel (connected)
- In Prizren Municipality, Lubizhde e Hasit (remote), Krushe e Vogel (semi-remote) and Shpenadi (connected)
- In Kamenice Municipality, Gmice (remote), Kopernice (semi-remote) and Berivojce (connected)
- In Peje Municipality, Radavc (remote), Zllapek (semi-remote) and Bllagaje (connected)

- In Skenderaj Municipality, Baks (remote), Vitak (semi-remote) and Kline e Mesme (connected)

Information relating to the provision of education was collected from the schools (primary and secondary) attended by students from the 15 study villages. Identification of these schools was from household data collected in the villages. In addition, it was decided to collect data from all the Agriculture Secondary Schools in Kosovo, irrespective of whether they were in the study area or not. In total, 16 primary schools, (8 offering grades 1-8, and 8 offering grades 1-9) and 22 secondary schools (grades 10-12) were identified for data collection. Table 7 provides a summary of the study area.

Table 7 The Study Area

Region	Municipality	Village	Location of Primary School*	Type of Secondary School
Prishtina	Lipjan	a. Krojmir	In village	Gymnasium Lipjan Technical, Lipjan Gymnasium Shale. Agriculture, Lipjan. Agriculture, Prishtine**
		b. Llugagji	In village	
		c. Hallaq i Vogel	Rufci I ri	
Prizren	Prizren	a. Lubizhde e Hasit	In village	Gymnasium Romaje, Gymnasium Krusha e Madhe, Gymnasium Gjonaj Gymnasium Velezhe Technical , Prizren
		b. Krusha e Vogel	In village	
		c. Shpenadi	Velezhe	
Gjilan	Kamenice	a. Gmice	Tuxhevc	Gymnasium Kamenice Gymnasium Hogosht, Technical Kamenice Agriculture Gjilan** Agriculture Ferizaj**
		b. Kopernice	In village	
		c. Berivojce	2 Schools Kamenice & Berivojce (Serb.)	
Peja	Peja	a. Radafc	Jablanice e Vogel	Gymnasium Peje Voc Medicine Peje Voc Technical Peje Voc Economical Peje
		b. Zllapek	In village	
		c. Bllagaje	Treboviq	
Mitrovice	Skenderaj	a. Baks	Qirez	Gymnasium Skenderaj Voc Technical Skenderaj Voc Technical Runik
		b. Vitak	Qubrel	
		c. Klina e Mesme	Kline e Eperme	
Total	5	15	16	22

Key: a. is a remote village,
b. is a sei-remote village
c. is a connected village

* The name of the villages where the primary schools are located

**Secondary Agricultural Vocational Schools outside the study area

4.2 Selection of Respondents

The respondents are the target groups identified for data collection. In this study the key respondents are the stakeholders in rural education – both providers and participants. In particular, the people living in the 15 study villages (household heads and village leaders) and the schools (primary and secondary) attended by children

from the villages. In addition, information was collected at municipality level from organizations involved in non-formal education, education officers, agricultural and rural development officers, local NGOs and CBOs with activities in rural areas, women’s organizations, and farmers. At National level, officers from different departments within the Ministry of Education, Ministry of Agriculture and Ministry of Labour and Social Welfare, together with international agencies and donors, also provided essential information. A summary of respondents is given in table 8.

Table 8 List of Respondents

Respondents at National and Municipal Level	Respondents at Local Level
1. MEST (Ministry of Education)	1. Rural Families
2. MAFRD (Ministry of Agriculture)	2. Village Leaders/Council members
3. MLSW (Ministry of Labor)	3. Primary School Principals and teachers
4. International Agencies	4. Secondary Schools Principals and teachers
5. NGO (international and local)	5. Farmers
6. Employers and Farmers	

4.3 Methods and Techniques of data collection

This report is based on the collection and analysis of both primary and secondary data. Secondary data relating to education and rural economic and social development in Kosovo has been compiled from reports produced by international and local institutions and organizations, and from official documents and statistics. Collection of primary data has largely been realized through interviews using structured questionnaires. In total six different questionnaires were used (in the following sequence):

- General Information on the Village population structure
- Village Profile
- Household Interview
- Primary school
- Secondary school
- Non-formal education

General Village Questionnaire.

This questionnaire collected demographical data at the village level including, number of families who live in village, number of members for each family according to gender and age groups 0-15 years, 16-30 years and above 30 years, ethnicity of those families, and resources of each family particularly the amount of agriculture land and forest. These data provided an overview of families that live in each village and

served to select families for the household interviews. This questionnaire was completed either by village leaders or council members in the 15 villages. See appendix 3.

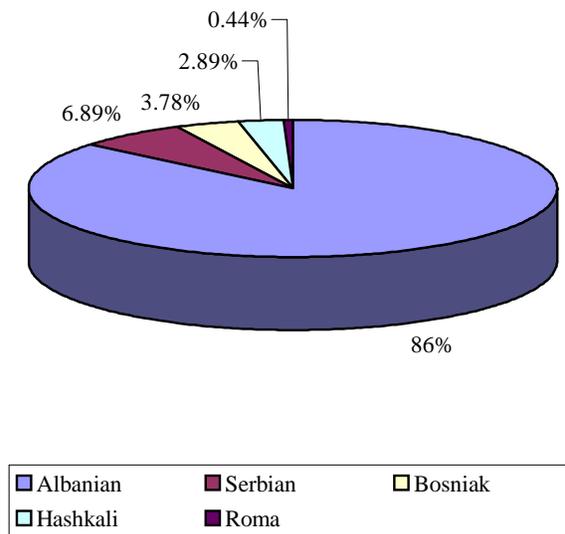
Village Profile Questionnaire.

Through this questionnaire data were collected on the demographical situation in each village, infrastructure of village, economical activities of villagers, natural resources and agricultural capacities of the village, access to education, views on education and how it might be improved, and opportunities for economic development. This data was collected through interviews with village leaders and provided quantitative and qualitative data at the village level. See appendix 4.

Household Interview.

This was the main source of detailed household level data. Quantitative and qualitative data on the rural family were collected through household interviews including, gender and age structure within the family, educational level of each family member as well as economic and social conditions, access to education, opinions on education, needs for additional education and training, structure of family incomes and expenditure, resources and wealth of family etc. See appendix 5. The total number of households interviewed was 450 in 15 villages, an average of 30 households per village. This is approximately 22% of the total number of households in the 15 villages. Selection of households was on the basis of size and ethnicity. Preference was given to those households with the largest number of children. From 450 families, 86% were Albanians and 14% were from minorities, see figure 4. Household interviews took place during the months September-October 2003.

Figure 4 Ethnic structure of interviewed families



Primary School Questionnaire.

From the village profiles, the primary schools attended by children from the 15 villages were identified. Interviews were conducted in the 16 primary schools serving

the 15 villages. Information was collected from the Directors, secretaries or teachers from those schools on number of classes, number of students, curriculum and teaching methods, background and qualifications of teachers and school facilities. See appendix 6.

Secondary School Questionnaire.

Once again, the schools selected are those attended by children from the 15 study villages. They are situated in urban centers but some have rural ‘satellites’. Four secondary agriculture schools were also included even though three are not in the study areas. Interviews were conducted in 22 secondary schools. Information was collected from Directors, teachers or secretaries on number of classes, enrollments, areas of specialisation, school facilities, curriculum and teaching methods. See appendix 7.

Non-formal Education for Adults.

Interviews were held with organizations involved with non-formal education for youth and adults in the study areas. This included, municipal officers (especially in Department of Agriculture), local and international NGOs, and farmers and women’s groups. Information was collected on providers of non-formal education, type of training, who has been trained and what the participants gained from the training. See appendix 8.

4.4 Data analysis

Following data collection a database on education for rural people was established. Each questionnaire was analysed according to identified key variables. Answers were coded and entered into a database using two computer programs, access and excel. Data was analysed at household, school and village level.

Caveat: Validity and Reliability of data

The figures presented in this report and the general conclusions and trends drawn from the data collected from the 450 households, 16 primary schools and 22 secondary schools, are as accurate as its possible to be at this stage. Every attempt has been made to collect data from a variety of sources and to crosscheck where possible. The results present a ‘snap-shot’ of what is happening in 15 villages. We cannot claim that this is the same for other villages but we have no reason to believe that the situation in many other villages is different.

We regret that within the time available, only limited information has been collected from minority groups. Where possible we have tried to emphasise the situation within minorities, especially where they differ from the majority Albanian population. It is hoped that other studies (past and future) will add further information about education for minority groups in Kosovo.

Some reports euphemistically refer to ‘data gaps’. In reality, there are only a few reliable figures or statistics on education in Kosovo.

Chapter 5 Conditions in 15 Villages in Kosovo

5.1 Introduction

To begin, it is important to consider how ‘rural’ is defined within the Kosovo context. When differentiating between rural and urban areas, reference is usually made to size of settlements, to population density and to land use. In the last official census of 1981, the parameters used by the statistical office of Kosovo to define type of settlement, were based on size of population, and percentage of the population engaged in agriculture. Three types of settlement were distinguished, urban, mixed and rural, see table 9.

Table 9 Type of settlement in Kosovo

Settlements according to number of people	Percentage of agricultural population		
	Urban	Mixed	Rural
Up to 299 inhabitants	-----	-----	All
300 – 999	-----	Up to 30 %	More than 31 %
1000 – 1999	-----	Up to 40 %	More than 41 %
2000 – 2999	Up to 10 %	11 – 40 %	More than 41 %
3000 – 9999	Up to 30 %	41 – 60 %	More than 61 %
10000 – 14999	Up to 60 %	61 – 70 %	More than 71 %
More than 15000	Up to 70 %	More than 71 %	-----

Source: Kosovo Statistical Office 1981 census

Kosovo is a small country both in terms of land area and population. It is said to have a rural:urban population split of around 60:40. It must be remembered, however, that many rural areas are close by urban zones, and the economies of both are often connected – with employment and trading links. Nowhere in the rural areas of Kosovo could really be described as ‘remote’ when comparing Kosovo with other countries in the region. Almost every settlement is close to a road, albeit often in poor condition, with access to a larger urban centre.

The criteria for selecting the study villages have been explained in the previous chapter. The 15 selected villages are spread throughout Kosovo in five municipalities (see map of Kosovo page 17), each municipality is in a different region with its own physical and population characteristics. The economic activities within the rural areas of all five municipalities are similar. Industry is no longer working, and the population lives largely through agriculture, trading and remittances.

5.2 Location

Peje municipality is in the western part of Kosovo and its climate is largely Mediterranean. It is situated in the Dukagjini plain, one of the two biggest plains in Kosovo, with high mountains to the west. The majority of the population lives on the plain, which has good quality agricultural land and adequate well water resources.

Skenderaj municipality is located in the northern part of Kosovo and its climate is largely continental. It has both flat and mountainous areas rising from 500 to 1100 metres. The population is spread throughout the municipality and is largely rural. It is one of the poorest municipalities in Kosovo, and poverty is widespread in the rural areas. This municipality has suffered from the conflict much more than other regions.

Prizren municipality is located in the southern part of Kosovo and, in different parts, its climate is both mediterranean and continental. It is characterized by a variety of physical and climatic conditions giving rise to a range of agricultural activities. Most of the rural settlements are found between 350 to 850 metres.

Kamenice municipality is located in the eastern part of Kosovo and again its climate is both mediterranean and continental. The altitude is mainly between 600 to 1100 metres. Some zones of this municipality are inhabited by different ethnic groups (Albanian, Serbian, Roma).

Lipjan municipality is located in the central part of Kosovo on the Kosovo plain. Most of the villages are situated on the plain where there are good conditions for agriculture. There are a few villages located close to high mountains, also with good conditions for agriculture. A number of different ethnic groups (Albanian, Serbian, Roma and Haskali) are found in this municipality.

Within each of these five municipalities, three villages were selected for the study. These represent three groups of rural settlement, namely: Connected villages, Remote villages and Semi-remote villages.

Connected villages

Hallaq I Vogel (Lipjan), Bllagaje (Peje), Shpenadi (Prizren), Kline e Mesme (Skenderaj) and Berivojce (Kamenice), are all situated between 2 to 7 km from an urban centre. Being close to an urban centre brings more opportunities for economic and social development, as well as better access to infrastructure, education facilities and employment opportunities. It also brings greater possibilities for marketing and trading of goods and services. All of the selected connected villages are situated in flat areas surrounded by good agricultural land. Very often these villages are large and more densely populated and therefore may experience land pressures and land shortages. In recent years good agricultural land in and around some of these villages has been used for (housing and commercial) building development.

Remote villages

Krojmir (Lipjan), Radafc (Peje), Lubizhde e Hasit (Prizren), Baks (Skenderaj) and Gmice (Kamenice) are those furthest away from urban centers. These villages are usually in the highlands and deep in mountainous areas. Access to infrastructure and services (roads, water supply, telephone) for most of these villages is very poor.

Remote villages have houses more widely spread with greater land area. Many of these villages are divided into ‘neighbourhoods’ often based on family and ethnic lines. Sometimes these neighbourhoods are several kilometers apart. Remote villages, in this study area, are those situated 15 to 30 km from an urban centre.

Semi-remote villages

Kopernice (Kamenice), Llugagji (Lipjan), Zllapek (Peje), Krushe e Vogel (Prizren) and Vitak (Skenderaj) can be found in a variety of situations, they can be in highland areas such as Vitak (Skenderaj), in flat areas such as Llugagji (Lipjan) or in the hilly areas such as Kopernice (Kamenice) and Zllapek (Peje). They are situated 7 to 15 km from urban centres. The villages in this category exhibit some characteristics of both connected and remote villages but economically they are similar to remote villages.

5.3 Infrastructure and services

The road network, as would be expected, is worse in remote and semi-remote areas, which are far from main roads. Many secondary roads are poorly maintained. In some cases, they are passable only in dry weather and by 4 wheel drive vehicles. All villages have access to electricity (but not 24 hours), none, with the exception of Berivojce, has a landline telephone system. Villages are not connected to a mains water supply, in most villages water is from (untreated) wells or village water network. Sanitation is poor – no sewage treatment or safe means of removal. Only two of the remote villages in the study have health centres.

Within rural areas in general there is good access to primary schools. In the 15 villages, 7 have a primary school and in the other 8 villages children attend school in a nearby village. Those villages that don’t have their own primary school are more likely to be close to an urban centre (connected). The furthest distance children have to travel to reach primary school, in the 15 study villages, is 3 km one way, although it can be up to 5 km in some areas. For young children in remote villages with poor roads, getting to school can be a problem especially during the winter. From household interviews, the majority of children (65%) walk to school, the rest (largely those going to secondary schools in urban centres) travel by public transport. Only in one or two cases do they travel to school by private transport.

After completing basic education, children in the study villages have the opportunity to continue to secondary school, mostly in nearby towns. In the study area four out of five municipalities, (Skenderaj, Prizren, Kamenica and Lipjan), have secondary schools located in some more remote villages. These are ‘satellites’ of larger urban schools.

5.4 Population

The population of the 15 villages is shown below in table 10. The size of the villages varies from 33 households in Gmice (remote) to 278 households in Berivojce (connected). The highest number of households, however, does not equate to the highest population. The village with the highest number of households is a 'connected' village, but the village with the highest population is a remote village.

Table 10 Village and Household population

Distance	Municipality		Village	Nr. Households	Total Population
Connected	Lipjan	1	Hallaq i Vogel	91	613
	Peje	2	Bllagaje	113	660
	Prizren	3	Shpenadi	110	1301
	Skenderaj	4	Kline e Mesme	115	901
	Kamenice	5	Berivojce	278	1518
Semi-remote	Lipjan	6	Llugagji	169	1020
	Peje	7	Zllapek	85	491
	Prizren	8	Krushe e Vogel	76	717
	Skenderaj	9	Vitak	90	1032
	Kamenice	10	Kopernice	199	1451
Remote	Lipjan	11	Krojmir	189	1810
	Peje	12	Radavc	197	1431
	Prizren	13	Lubizhde e Hasit	226	2327
	Skenderaj	14	Baks	130	1033
	Kamenice	15	Gmice	33	222
Total				2101	16527

* Source of information was Village Leaders (figures may be approximate).

The average population in the 15 villages is 1101, and the average size of household is 7.8 members. This varies from village to village with the smallest average size of household 5.4 members in village Zllapek and the highest average of 11.3 in Lubizhde e Hasit. The data shows differences in average household size according to village location. In connected villages, although there are more households, the average household size is 7.0, in semi-remote the average is 7.6 and in remote villages the average is 8.8

Village Gmice (remote) is very small (33 households). When comparing its present size with that indicated in the last population census of 1991, it shows a dramatic drop in number of households and population. In the past few years (following the war) around 40 households (more than half) migrated to urban centers or other villages within Kosovo. Baks and Lubizhde e Hasit (both remote) have also experienced high levels of migration (23 and 25 households) in recent years. The other two remote villages, Krojmir and Radavc, which have better road access, have experienced lower levels of migration. In semi-remote villages the picture is more variable. Both Vitak (Skenderaj) and Zllapek (Peje) have experienced high migration. Connected villages have a much lower level of migration (around 5%) but to some degree, all villages, including connected villages, show recent migration of households.

Ethnic structure

Albanian-Kosovars are living in all 15 villages chosen for the assessment. Five of the 15 villages have a mixed ethnic population, see table 11. The minority groups present are, Serb, Hashkali, Bosniak, and Roma. With the exception of Berovojece, Albanians are in the majority.

Table 11 Ethnic structure in mixed villages

Municipality	Village	Households	No.	%
Lipjan	Hallaq I Vogel	Albanian	53	58 %
		Hashkali	38	42 %
Prizren	Shpenadi	Albanian	104	94.5 %
		Egyptians	6	5.5%
Peje	Zllapek	Albanian	63	75 %
		Bosniak	21	25 %
	Bllagaje	Albanian	90	80 %
		Bosniak/Goran	15	13 %
		Hashkali	8	7 %
Kamenice	Berovojece	Albanian	124	45 %
		Serb	118	42 %
		Roma	36	13 %

Household structure

There are two types of household found in the rural areas, nuclear (parents and children) and extended (nuclear family plus brothers, sisters, grandparents). In the 15 study villages, there are more extended than nuclear families. Within the 450 interviewed households (30 per village), 257 (57%) are extended families, see table 12. Extended families are more widespread in remote villages (approximately 60%), this may be for economic or cultural reasons. A strong patrilineal system is present in rural areas.

Table 12 Rural households' composition (450 households)

			NUMBERS			PERCENTEGE	
			Household				
Distance	Municipality	Village	Extended	Nuclear	Grand Total	Extended	Nuclear
Semi Remote	Kamenice	Kopenice	15	14	29	51.7%	48.3%
	Lipjan	Llugagji	16	14	30	53.3%	46.7%
	Pejë	Zllapek	13	17	30	43.3%	56.7%
	Prizren	Krushe e Vogel	21	9	30	70%	30%
	Skenderaj	Vitak	20	10	30	66.6%	33.4%
Semi remote Total			85	64	149	57%	43%
Connected	Kamenice	Berivojce	21	19	40	52.5%	47.5%
	Lipjan	Hallaq i Vogel	14	17	31	45.1%	54.9%
	Peje	Bllagaje	15	15	30	50%	50%
	Prizren	Shpenadi	23	7	30	76.6%	33.4%
	Skenderaj	Kline e Mesme	18	16	34	52.9%	47.1%
Connected Total			91	74	165	55.1%	44.9%
Remote	Kamenice	Gmice	7	13	20	35%	65%
	Lipjan	Krojmir	16	14	30	53.3%	46.7%
	Peje	Radafc	19	11	30	63.3%	36.6%
	Prizren	Lubizhde e Hasit	22	8	30	73.3%	26.7%
	Skenderaj	Baks	17	9	26	65.3%	34.7%
Remote Total			81	55	136	59.5%	40.5%
Grand Total			257	193	450	57.11%	42.89%

The ratio of nuclear to extended families in the ethnic minority groups shows a greater tendency towards nuclear families, 56% nuclear and 44% extended (the opposite to Albanian households). The average household size for the minority groups is a little lower than Albanians. The average for Serbs is 5.2 members per household, Bosniaks 4.3 members, Roma 7 members and Hashkali 5.8 members per household.

Gender and age structure

In the 450 interviewed households, in the majority of cases the head of the household is a male. The biggest number of female headed households is in the villages of Vitak and Llugagji, where nearly 30% of households are headed by a female, see table 13. There are many rural areas (not included in the study) where the conflict was more severe and lasted longer and where there are many households (up to 90%) without adult males.

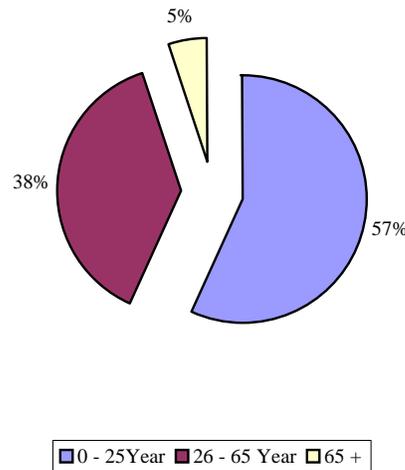
The total population of the 450 households is 3508 members. A classification was made according to school age groups, see table 13.

Table 13 Population by age group and gender in 450 households

Distance	Municipality	Village	0 - 6		7 - 14		15 - 18		19 - 25		26 - 65		65 +		6. 65 +			Grand Total					
			F	M	Total	F	M	Total															
Semi remote	Kamenice	Kopernice	6	7	13	13	25	38	13	9	22	10	16	26	40	38	78	11	7	18	93	102	195
	Lipjan	Llugagji	10	18	28	16	19	35	9	7	16	12	6	18	44	44	88	8	4	12	99	98	197
	Peje	Zllapek	10	18	28	7	13	20	8	6	14	9	18	27	28	34	62	6	4	10	68	93	161
	Prizren	Krushe e Vogel	13	11	24	18	22	40	7	11	18	14	18	32	50	33	83	5	1	6	107	96	203
	Skenderaj	Vitak	32	19	51	13	21	34	8	7	15	19	26	45	46	49	95	7	9	16	125	131	256
Semi remote Total			71	73	144	67	100	167	45	40	85	64	84	148	208	198	406	37	25	62	492	520	1012
Connected	Kamenice	Berivojce	9	9	18	20	20	40	8	8	16	18	16	34	50	53	103	9	9	18	114	115	229
	Lipjan	Hallaq i Vogel	17	16	33	27	32	59	14	17	31	19	16	35	40	44	84	3	4	7	120	129	249
	Peje	Bllagaje	15	12	27	18	16	34	10	8	18	22	16	38	45	48	93	1	4	5	111	104	215
	Prizren	Shpenadi	16	23	39	38	31	69	5	14	19	14	17	31	61	60	121	9	8	17	157	139	296
	Skenderaj	Kline e Mesme	14	17	31	22	21	43	17	16	33	30	37	67	45	52	97	2	5	7	130	148	278
Connected Total			71	77	148	125	120	245	54	63	117	103	102	205	241	257	498	24	30	54	632	635	1267
Remote	Kamenice	Gmice	6	9	15	10	12	22	9	8	17	13	14	27	25	25	50	1	4	5	64	72	136
	Lipjan	Krojmir	23	20	43	30	28	58	10	18	28	17	15	32	50	54	104	7	9	16	137	144	281
	Peje	Radafc	15	20	35	16	26	42	13	6	19	12	15	27	45	47	92	8	4	12	119	108	227
	Prizren	Lubizhde e Hasit	15	27	42	41	45	86	15	22	37	26	21	47	52	54	106	8	12	20	157	181	338
	Skenderaj	Baks	23	20	43	21	22	43	12	19	31	17	15	32	44	44	88	6	4	10	123	124	247
Remote Total			82	96	178	118	133	251	59	73	132	85	80	165	216	224	440	30	33	63	600	629	1229
Grand Total			224	246	470	310	353	663	158	176	334	252	266	518	665	679	1344	91	88	179	1724	1784	3508

The data in table 13 shows that almost 57% of the population in the 450 households, is aged 25 years or below, 38% are between 26 to 65 years and only 5% are aged over 65 years.

Figure 5 Age structure of rural population, 15 Villages



The (average) male to female composition of the 450 households reflects the situation in Kosovo as a whole, 51.54% are males and 48.46% are females. With the exception of the over 65s, in every age group there are more males than females. As table 13 shows, there is considerable variation from village to village, and within different age groups. In general, the remote villages have a slightly higher male to female population with 52% males and 48% females.

5.5 Household Income

From household interviews, the income of rural families varies both in terms of level of income and also sources of income. The average household income for all the 450 households in 15 villages was 3170 euros per year. The lowest incomes per household are in the village of Gmice (remote) in Kamenice municipality, where the average household income is 1959 euros per year. With an average of 6.7 persons (adults and children) per household in this village, it gives an annual income equivalent to 292.4 euros per person per year (less than one euro per person per day). The highest incomes are in the village of Lubizhde e Hasit (also remote) in Prizren municipality, with an average of 6160 euros per family. This village is unique in that it is well known for its ‘bakers’. Out of the 30 households interviewed in this village, 20 have members who are self employed in the bakery industry. Despite the low levels of average income, in 2002 incomes for rural families had increased significantly since 1999, see tables 14 and 15.

Table 14 Average Household income structure in euros, 1999

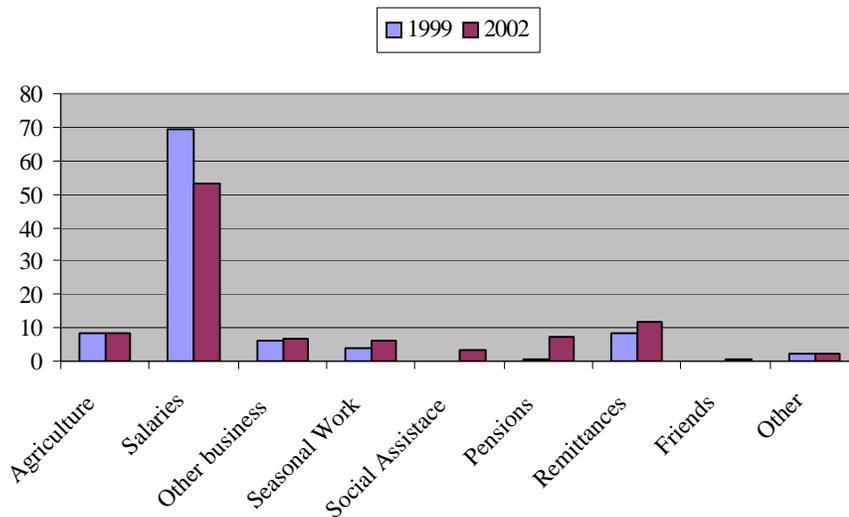
Distance	Municipality	Village	Agriculture	Salaries	Other business	Seasonal work	Social Assistance	Pensions	Remittances	From friends	Other	Total
Semi remote	Kamenice	Kopernice	33	713	317	113	0	0	255	0	0	1431
	Lipjan	Llugagji	0	1074	0	0	0	0	0	13	67	1154
	Peje	Zllapek	100	1083	40	0	0	40	60	0	0	1323
	Prizren	Krushe e Vogel	120	1297	0	0	0	0	50	0	0	1467
	Skenderaj	Vitak	0	1172	0	0	0	0	773	20	0	1965
Semi remote Total			51	1070	70	22	0	8	228	7	13	1468
Connected	Kamenice	Berivojce	240	739	18	8	0	8	8	10	167	1197
	Lipjan	Hallaq i Vogel	100	824	116	94	0	0	171	0	58	1363
	Peje	Bllagaje	592	1379	0	80	60	24	120	0	0	2255
	Prizren	Shpenadi	0	722	373	30	0	12	117	7	173	1434
	Skenderaj	Kline e Mesme	0	731	0	0	0	0	0	0	0	731
Connected Total			185	867	94	40	11	8	77	4	83	1368
Remote	Kamenice	Gmice	326	578	0	216	0	0	0	10	0	1130
	Lipjan	Krojmir	80	847	60	152	0	0	0	0	0	1139
	Peje	Radafc	0	1397	0	80	0	0	200	0	0	1677
	Prizren	Lubizhde e Hasit	365	2553	480	100	0	0	73	0	0	3572
	Skenderaj	Baks	150	1633	85	217	0	55	292	0	0	2433
Remote Total			175	1455	135	147	0	11	116	1	0	2040
Grand Total			137	1112	98	66	4	9	139	4	35	1604

Table 15 Average Household income structure in euros, 2002

Distance	Municipality	Village	Agriculture	Salaries	Other business	Seasonal work	Social assistance	Pensions	Remittances	Friends	Other	Total
Semi remote	Kamenice	Kopernice	45	1032	436	215	21	364	848	0	166	3126
	Lipjan	Llugagji	141	3074	40	13	0	126	14	13	180	3602
	Peje	Zllapek	258	1726	73	38	68	154	180	10	0	2508
	Prizren	Krushe e Vogel	186	2367	0	12	128	81	167	20	0	2960
	Skenderaj	Vitak	341	1228	100	309	302	196	130	0	17	2623
Semi remote Total			195	1891	128	117	104	183	264	9	72	2963
Connected	Kamenice	Berivojce	100	1186	120	15	14	244	5	12	188	1884
	Lipjan	Hallaq i Vogel	245	2300	96	213	96	81	929	71	123	4154
	Peje	Bllagajë	325	1249	552	344	98	70	387	0	0	3025
	Prizren	Shpenadi	40	1148	503	547	36	578	1063	7	310	4232
	Skenderaj	Kline e Mesme	335	930	235	41	171	228	397	15	0	2352
Connected Total			206	1347	288	214	81	239	521	21	125	3041
Remote	Kamenice	Gmice	481	539	0	531	106	132	160	10	0	1959
	Lipjan	Krojmir	265	898	212	276	143	186	541	5	0	2528
	Peje	Radafc	296	1530	343	145	99	442	442	120	0	3417
	Prizren	Lubizhde e Hasit	579	4481	300	180	74	252	280	13	0	6160
	Skenderaj	Baks	625	1505	0	245	352	161	196	8	19	3111
Remote Total			442	1891	189	257	153	244	340	33	4	3553
Grand Total			274	1692	205	195	110	222	381	21	71	3170

Both tables 14 and 15 show salaries (wage employment) are, on average for the 450 households, the highest source of income. These are wages earned by family members working in public or private sector jobs. When comparing 1999 with 2002 it appears that income derived from wage employment has increased. However, as a percentage of total income, salaries have declined from 69.3% of total income to 53.4%. Over the same period, the proportion of income from agriculture has remained roughly the same (around 8.5%) but income from social assistance and pensions has increased from less than 1% to over 10% of family income. Remittances from family members living away from home, account for approximately 12% of income, an increase from 8.6% in 1999. See figure 6 for a summary. These average figures disguise the sources and level of income for individual households.

Figure 6 Structure of rural household income for the years 1999 and 2002



The sources and levels of income vary considerably from household to household. For some families the main source of income is from Diaspora. According to the village profiles (data from village leaders) around 20% of people (3170) from these 15 villages are living outside Kosovo. This gives an average of 1.5 persons per household (see table 10) living outside Kosovo. For some households, especially those without Diaspora or wage employment, their main source of income is from agriculture and for some from social assistance (of 62 euros per month) or pensions.

Within the 450 interviewed households, with a total population of 3508, there are 276 people currently in wage employment. This is equivalent to 7.8% of the total number living in these households. If one takes the ‘economically active’ members of the household, i.e. between 19 and 65 years, the percentage in wage employment is 29%, see table 16 below. Of those in employment the vast majority, 233 out of 273 (85%), are men.

Table 16 Number of household members in employment in 450 Households

Distance	Municipality	Village	Employed	Self employed	Employed abroad	Seasonal work	Total Household Population
Semi Remote	Kamenice	Kopernice	14	5	9	7	195
	Lipjan	Llugagji	31	8		2	197
	Peje	Zllapek	22	6	1	3	161
	Prizren	Krushe e Vogel	21	6	4	5	203
	Skenderaj	Vitak	22	2		11	256
Total Semi Remote			110	27	14	28	1012
Connected	Kamenice	Berivojcë	11	3	5	4	229
	Lipjan	Hallaq i Vogel	23	3	6	10	249
	Peje	Bllagaje	19	8	2	11	215
	Prizren	Shpenadi	11	12	10	9	296
	Skenderaj	Kline e Mesme	17	5		6	278
Total Connected			81	31	23	40	1267
Remote	Kamenice	Gmice	7	6		8	136
	Lipjan	Krojmir	15	14	4	7	281
	Peje	Radafc	25	1	6	7	227
	Prizren	Lubizhde e Hasit	20	20	3	10	338
	Skenderaj	Baks	18	6	3	10	247
Total Remote			85	47	16	42	1229
Total			276	105	53	110	3508

There is considerable variation between villages. Within the 30 interviewed households (total 197 members) in Llugagji (semi-remote) in Lipjan municipality, 31 people are working in wage employment, and in 20 interviewed households (total 136 members) in Gmice (remote) in Kamenice, 7 people are in wage employment. Surprisingly, the figures show that on average, the connected villages have the fewest people in wage employment and the semi-remote the greatest. The remote villages seem to have the highest numbers in self-employment (especially Lubizhde e Hasit) although overall self-employment (outside agriculture) accounts for only 3% of the total population (or 7.8% of the active population).

5.6 Natural Resources and Agriculture

The natural resources within the 15 villages, consist of agricultural land (cultivated and pasture) forest, mountains (not suitable for agriculture) and rivers. In the connected villages, their natural resources are agricultural land, some forest (in two villages) and water resources. In semi-remote villages there is usually good quality agricultural land and good environments for other activities such as nature conservation (national parks) horticulture, forestry, and fishing. In the remote villages, it is more mountainous and pasture for livestock and forest predominate.

All villages possess agricultural land and the amount of land varies from household to household. The average amount of agricultural land per village in the 15 villages is around 274 hectares (according to figures supplied by village leaders). This varies

from a low of around 100 hectares in Spinadi (connected) to the highest of around 1000 hectares in Kopernice (semi-remote). The average amount of agricultural land per household in the 15 study villages is shown in table 17. It ranges from 0.74 ha in Llugaxhi to 3.66 in Gmice. In general, remote villages have more land (but often of poorer quality) per household.

Table 17 Agriculture land average per household in ha. (450 households)

Average (ha)			
Distance	Municipality	Village	Total
Semi remote	Kamenice	Kopernice	1.34
	Lipjan	Llugagji	0.74
	Peje	Zllapek	2.29
	Prizren	Krushe e Vogel	0.92
	Skenderaj	Vitak	3.38
Semi remote Total			1.74
Connected	Kamenice	Berivojce	0.99
	Lipjan	Hallaq i Vogel	2.24
	Peje	Bllagaje	0.87
	Prizren	Shpenadi	1.74
	Skenderaj	Kline e Mesme	1.69
Connected Total			1.5
Remote	Kamenice	Gmice	3.66
	Lipjan	Krojmir	1.11
	Peje	Radafc	1.36
	Prizren	Lubizhde e Hasit	1.00
	Skenderaj	Baks	2.30
Remote Total			2.23
Grand Total			1.82

From information supplied by village leaders, in connected villages all agricultural land is used for production, this is not the case in all villages in remote and semi-remote locations. The highest amount of uncultivated agricultural land is in Zllapek and Kopernice (semi-remote), and in Radafc and Gmice (remote) villages.

On cultivated land the main crops grown in all the 15 villages are grains (mainly corn and wheat) which on average accounts for 70% of production, fruits and vegetables, which accounts for 17% of production, and forage crops, which accounts for 13% of production.

In 13 out of the 15 villages (no data for two villages), almost one third (30.4%) of all households lives entirely from agriculture, more than half (53.2%) live partly from agriculture and approximately 16.4% do not derive income from agriculture. This varies considerably from village to village. In Radafc (remote), Peje municipality, approximately 80% of households are said to live exclusively from agriculture. On the other hand, in 7 out of 13 villages there are some households that do not engage in agriculture at all, see table 18, largely because they do not have access to land (they may however, raise animals and grow vegetables for household consumption). The highest percentage of households that do not engage in agriculture are in Hallac I Vigel

(connected), Berivojce (connected) and Kopernice (semi-remote) where around 50% of households do not engage in agriculture.

Table 18 Income from Agriculture, all households in 15 villages

Distance	Municipality	Village	Households	Incomes only from agriculture	Incomes partly from agriculture	No incomes from agriculture
Connected	Lipjan	Hallaq i Vogel	90	27	18	45
	Peje	Bllagaje	113	0	90	23
	Prizren	Shpenadi	110	10	100	0
	Skenderaj	Kline e Mesme	105	20	85	0
	Kamenice	Berivojce	199	64	33	102
Connected total			617	121	326	170
Semi remote	Lipjan	Llugaxhi	136	51	85	0
	Peje	Zllapek				
	Prizren	Krushe e Vogel	76	60	6	10
	Skenderaj	Vitak	90	85	5	0
	Kamenice	Kopernice	199	20	99	80
Semi remote Total			501	216	195	90
Remote	Lipjan	Krojmir	190	19	152	19
	Peje	Radafc	197	151	46	0
	Prizren	Lubizhde e Hasit	226	30	186	10
	Skenderaj	Baks				
	Kamenice	Gmice	33	0	33	0
Remote Total			646	200	417	29
Grand Total			1764	537	938	289

Note. These figures are taken from village leaders, might be approximate

When looking at types of agriculture, most households have small mixed farms with both crops and livestock. Keeping livestock is one of the main activities of rural people. Animals are raised mainly for household consumption. Livestock are more common in remote and semi-remote areas than in those closer to urban centers. Cattle are the most commonly kept animals, with 1.79 head per household in remote villages, 1.4 in semi-remote and 0.95 in connected villages. Sheep and goats are not so widespread and are found more in remote and semi-remote areas. Poultry are found in almost all rural households. Although there are large areas of forest in Kosovo, it is an underutilized resource. Trees are usually felled for firewood. In remote villages this is an important source of income. There are no data available on fishing.

5.7 Opportunities for income generation

The main problem facing most rural people is poverty. Employment opportunities are very limited. For many families, income generation through increasing household agricultural related activity seems the best strategy for the foreseeable future. The government of Kosovo, along with other donors, has an important role to play in supporting rural economic development. One essential step in that process will be

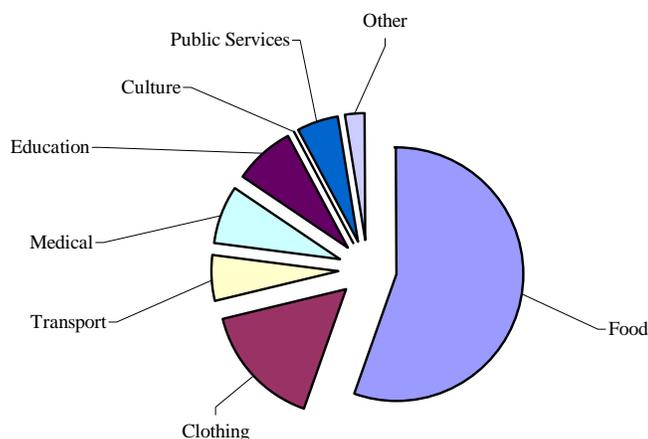
land reform, another will be investment and access to rural credit facilities, and a third will be access to markets.

Rural economic development can be viewed in two ways, development of agricultural activities and development of non-agricultural activities. From the 15 villages, according to the views of village leaders, only 3 believed development (improved rural livelihoods) would not be achieved through increased agriculture production. These are Krojmir, Lipjan municipality and Lubizhde e Hasit, Prizren municipality (both remote) and Hallaq I Hogel, Lipjan municipality, (connected). The reasons given were lack of machinery and inputs for agriculture and (more problematic) shortage of land and poor quality of land. The vast majority believes, with support, they can (to some extent) improve their income generating opportunities through improving agricultural production. All the villages see non-agricultural activities as important for future income generation. When asked, the households did not seem to have many ideas of how this could be achieved but mentioned, small businesses (food processing), handicrafts and rural tourism. Many still hoped for the re-establishment of 'industries' and wage employment.

5.8 Household Expenditure

From the household questionnaires, rural families in all villages distribute their incomes in very similar ways. As shown in figure 7, the largest expense for rural families is for food, which, on average, accounts for 55% of household expenditure, food and clothing together account for almost three quarters of total expenditure. This leaves very little to cover all other costs including, education, medical care, transport, heating and public services.

Figure 7 Household expenditure (450 households)



The household expenditure on education is to cover transport to school, books, pens and notebooks. If average household income in the 15 villages is around 3000 euros per year (see section 5.4), this equates to an average of 210 euros per year on

education costs for (all) children in a household. Of course these are average figures and in households with lower incomes they spend much less on transport, clothing and education. This is discussed more fully in chapter 7.

5.9 Youth in the Village

As we can see from the population figures in the 15 villages, the population as a whole is young, with around 57% aged 25 years or below (see section 5.3). For many young people in the village there are very limited employment opportunities. It is difficult to get information about what happens to students when they leave school, schools keep no information and no research has been done on this issue. Many leave school (around 50%) at the end of compulsory basic education at the age of 14 or 15 years (grade 9), they do not find employment and remain in the village working with their families, mainly in agriculture, or they migrate to towns to live with relatives. Of those who do continue their studies at upper secondary school, around 30% go on to higher education after completing grade 12. Many of those who do not continue to higher education return to the rural areas and engage in agricultural related activities.

However, when asked, very few households wanted their children to work in agriculture, only 16 out of 140 households (4%) said they would like their children to work in agriculture, and very few students choose to study agriculture. On completing basic education, according to school Directors, student's first choice is to go to general secondary school (gymnasium). Their second and third choices are for Vocational Medical school, Vocational Technical (technical trades) school or Vocational Economics school. The least popular choice is Agriculture school. This gives cause for concern, in this context of Education for Rural People, it suggests neither the young generation nor their parents can see a future in agriculture and are still considering agriculture as a low status occupation or as subsistence farming.

As well as limited employment, youth in the villages have little opportunity for social or cultural activities. None of the 15 villages have any organized activities for youth, such as clubs or sports facilities. These issues have to be addressed for rural development to be realised and rural to urban migration to be reduced.

5.10 Conclusions

Kosovo comprises a very small geographic area, and the inhabited part of it even smaller, resulting in high population density. Distance is not considered a big problem in Kosovo. There are remote areas but very few areas without access to basic infrastructure (albeit in poor condition) and basic education as well as health care centres and electricity. Water supply and sanitation remain a problem with very few villages connected to the national drinking water or sewage system. For most rural people (within the 15 study villages) urban centres can be reached within a relatively short time by bus or private cars, which are common in rural areas. Therefore remoteness in the sense of developing nations in general does not fit with Kosovo. Here you find an infrastructure (albeit often in poor condition) to build on and the human capacity to develop.

Life in the rural areas of Kosovo is characterized by features often not present in urban centers. Rural people usually live in extended households or households with a

large number of members (average 7-8 persons) clustered in family groups. The population age structure in rural villages, however, is similar to urban areas where young people (less than 25 years old) are in the majority and there are more males than females in every age group apart from the over 65s.

Basic education is widely available for rural children. Not every village has a primary school and on average, children from 3 villages attend one school. The maximum distance children have to travel (usually by walking) to reach primary school, in the study area, is 3 km one way. Schools offering pre-school education are also found in rural areas, but not as widely as in urban centers. There are some rural secondary schools, which are satellites of an urban school, but they are small with poor resources and facilities and are generally located in the remote areas. After leaving school, opportunities for young people for employment outside agriculture are very limited.

Within the 450 interviewed households, for some the main source of (cash) income is from members who are in wage employment (public or private sector) largely in urban centers. They work in towns and bring their salaries back to the village. Some households rely heavily on remittances from family members working away or overseas and for some households, especially in remote areas, social security or pensions are the main source of income. However, for the majority of rural households, especially in the remote areas, agriculture is the main economic activity either for income generation and/or for food security.

Rural areas have a wealth of natural resources, which need to be protected but also utilized in a sustainable way, including a diverse flora and fauna, agricultural land, forests, and rivers. Currently utilisation of these resources (except agricultural land) is very limited. Agricultural production is on small fragmented farms and is largely mixed farming oriented towards self-consumption. It follows very traditional methods and is very inefficient. There are extensive areas of forest, which are used mainly for firewood. Opportunities for rural economic development is limited at present other than through better utilization of the natural resources, by improving agricultural production and by establishing small scale (family) businesses (SMEs) for food processing and crafts for sale in nearby urban centres. To be realized, however, this requires the support of public and private investment both in physical and human resources.

Chapter 6 Access to Education for Rural People

6.1 Introduction

Participation in education is difficult to measure. School enrolment figures (according to school records) are often not the same as school attendance. In remote villages where there is not a school, children have to walk further to reach school in a nearby village. For young children, especially in poor weather conditions, this can be difficult. Poverty and the lack of warm clothing, food and other items may also deter children from attending schools. In Kosovo, as discussed in earlier chapters, there is not a shortage of schools offering basic education in rural areas, although school space is limited. On the other hand, a detailed and accurate picture of rural children's participation in education does not exist. In this assessment attempts were made to determine both school enrolment and attendance from school records and household interviews. At times it proved very difficult to obtain accurate information. Even where information exists it is often 'patchy' and incomplete and sometimes parents and schools are reluctant to divulge information often putting the 'best gloss' on the situation. The question of access to, and demand for, education for adults in rural areas is important for planners, development workers and training providers. What is presented here is the picture of education participation in 15 villages in Kosovo.

6.2 Pre-School (Early Childhood Education)

Early Childhood Education (ECE) in Kosovo comprises Kindergarten for 3-4 years old and one year Pre-School for 5 year olds. ECE is not part of formal education and is not compulsory. Kindergarten has always been more readily available in urban areas and usually it is organised in privately run centers. One year Pre-school, which is offered within the primary school system, really began to develop after the war in 1999. Recently it has been given more emphasis in the Ministry of Education's five year strategic plan (2002-2007), see chapter 3. In the study area there are 16 rural primary schools attended by children from the 15 villages. Out of these, only 4 schools do **not** offer Pre School classes, see table 19.

Table 19 Rural primary schools offering pre-school education

Municipality	Village	Location of Primary School	Preschool offered		Distance to Preschool Km	Nr Attend Preschool
			Yes	No		
Lipjan	a. Krojmir	In village	1		In village	1
	b. Llugagji	In village	1		In village	0
	c. Hallaq i Vogel	Rufci I ri	1		1-2	3
Prizren	a. Lubizhde e Hasit	In village		1	In village	0
	b. Krusha e Vogel	In village		1	In village	0
	c. Shpenadi	Velezhe	1		1-2	1
Kamenice	a. Gmice	Tuxhevc		1	2-3	1
	b. Kopernice	In village	1		In village	3
	c. Berivojce Alb. Berivojce Serb	Kamenice	1		1-2	0
		In village	1		In village	2
Peja	a. Radafc Vogel	Jabllanice e	1		1-3	0
	b. Zllapek	In village		1	In village	0
	c. Bllagaje	Treboviq	1		1-2	0
Skenderaj	a. Baks	Qirez	1		1-3	1
	b. Vitak	Qubrel	1		1-2	5
	c. Kline e Mesme	Kline e Eperme	1		1-2	0
5	15	16	12	4		17

Selection of villages on their proximity to a main urban center: a. remote, b. semi remote, c. connected
From Household interview findings.

Despite the positive effect of pre-school on children's learning abilities, the motivation shown by parents in rural villages for sending their children to pre-school classes is still low. As shown in table 19, in 15 villages only 17 children from the 450 interviewed households attend pre-school. Of these, 3 children are from remote villages, 8 from semi-remote and 6 from connected. This is 22% of the number of 5 year olds estimated in the 450 households. Out of these 17 children, 11 travel more than 1 km to attend pre-school in another village.

The primary schools that do not offer pre-school facilities, are either in remote villages (2) or semi-remote villages (2). All the primary schools in the connected villages have pre-school classes. Enrolment figures suggest that distance to travel to pre-school does not always deter parents from sending their children to pre-school. Despite this, the reasons given by parents, during the household interviews, who did not send their children to pre-school, can be summarized as:

1. Distance young children have to walk
2. Parents economic reasons
3. Not compulsory
4. Parents not interested

Pre-school is organized for Albanian and Serbian children, but not for Bosnian children. There are 20 pre-school teachers in the 12 study schools, 85% of them are females. Given the total enrolments in pre-school classes in the 12 schools is 184 children, this equates to one teacher for every 9.2 children.

6.3 Basic Education

Compulsory Basic Education has recently been restructured (see chapter 3) and attempts are being made to bring it in line with European standards and regulations. Basic education now comprises, primary level from grades 1 to 5 and lower secondary level from grades 6 to 9. Since both levels are usually taught in the same school, compulsory basic education is often referred to as ‘Primary School’.

Children from villages without a Primary School go to the nearest school in a neighbouring village. Only half (8) of the 16 schools in the 15 selected villages offer complete Basic Education from grades 1 to 9 and eight offer grades 1 – 8, see table 20. This is mainly because of the recent introduction of grade 9, which due to lack of facilities has been “centralized” and, within several municipalities, it takes place in secondary schools. One school in the village of Zllapek is a ‘satellite school. It has only grades 1 to 4 for Albanians but offers grades 1 to 8 for Bosniaks. Satellite schools are very common in the educational system in Kosovo. In Kosovo as a whole there are 508 primary schools and 400 satellites. Many schools have one or more satellites connected to it. Although, with the exception of Zllapek, there were no satellite primary schools included in this study. Many of the satellite schools are found in more remote areas and offer only grades 1-4.

Table 20 Location, grade and distance to primary schools attended by the households interviewed in the 15 selected villages

Municipality	Village	Location of Primary School	Grades		Distance to School Km
			1 – 9	1 – 8	
Lipjan	a. Krojmir	In village	1		In village
	b. Llugagji	In village	1		In village
	c. Hallaq i Vogel	Rufci I ri	1		1-2
Prizren	a. Lubizhde e Hasit	In village	1		In village
	b. Krusha e Vogel	In village		1	In village
	c. Shpenadi	Velezhe	1		1-2
Kamenice	a. Gmice	Tuxhevc*		1	2-3
	b. Kopernice	In village		1	In village
	c. Berivojce Alb. Berivojce Serb	Kamenice In village	1	1	1-2 In village
Peja	a. Radafc	Jabllanice e Vogel		1	1-3
	b. Zllapek	In village**		1	In village
	c. Bllagaje	Trebovig	1		1-2
Skenderaj	a. Baks	Qirez*		1	1-3
	b. Vitak	Qubrel		1	1-2
	c. Klina e Mesme	Kline e Eperme	1		1-2
5	15	16	8	8	

a. remote, b. semi remote, c. connected

Household and primary school interview findings.

*The schools in Tuxhevc and Qirez have satellite schools.

**The School in Zllapek is a satellite school.

According to household interviews, primary school enrolment is almost 100%. Out of the 663 children in the age group 7 – 14 within the 450 households interviewed (see table 13) only 12 were not enrolled in school (6 girls and 6 boys). Of these, 7 are in one village, Lubizhde e Hasit in Prizren municipality. Village Lubizhde e Hasit is on the slopes of the mountains on the border with Albania, northwest of Prizren. It has a total of 2,357 inhabitants out of which 350 to 400 work ‘abroad’ mainly as bakers and/or confectioners a profession inherited from father to son. This craft is very much linked to the Has People in that mountainous region.

These figures from household data, show almost all children in the 15 villages are enrolled in primary school. However, attendance varies during the year and especially during winter periods, school attendance can be very low, especially where children have to travel greater distances. In general, in the 15 villages, primary schools are available and parents do give their children’s education a high priority within the household.

Table 21 Total number of pupils in the 16 rural primary schools 2003

Municipality	Village	Location of Primary School	Male	Female	Total
Lipjan	a. Krojmir	In village	163	176	339
	b. Llugagji	In village	172	141	313
	c. Hallaq i Vogel	Rufci I ri	390	240	630
Prizren	a. Lubizhde e Hasit	In village	330	273	603
	b. Krusha e Vogel	In village	72	78	150
	c. Shpenadi	Velezhe	305	272	577
Kamenice	a. Gmice	Tuxhevc	65	52	117
	b. Kopernice	In village	120	108	228
	c. Berivojce Alb.	Kamenice	668	644	1312
	Berivojce Serb	In village	211	155	366
Peja	a. Radafc	Jabllanice e Vogel	211	200	411
	b. Zllapek	In village	29	15	44
	c. Bllagaje	Treboviq	321	297	618
Skenderaj	a. Baks	Qirez	227	173	400
	b. Vitak	Qubrel	153	166	319
	c. Kline e Mesme	Kline e Eperme	348	260	608
5	15	16	3785 (54%)	3250 (46%)	7035 (100%)

Source: Primary School interviews

These 16 primary schools, in table 21, take children from a much larger catchment area (up to 5 km) - 2 to 3 times larger than our 15 villages. If the (approximate) 6-14 year old population in the 15 study villages, according to information supplied by village leaders, is almost 3000 children, it suggests that a large percentage (more than 90%) of children in rural areas are enrolled in primary school.

As mentioned in chapters 3 and 5, the sex ratio for young children, shows there are significantly more boys (52%) than girls (48%). This, however, explains only part of the difference, shown in table 21, between boys and girls attending rural primary schools. Table 22 below, shows there is a lower attendance from girls no matter the location of the village, although the percentage of girls in school is slightly lower in the connected villages. The average size of schools is much larger in connected villages where there are higher populations.

Table 22 Male:Female enrolments, differences between remote, semi remote and connected:

Location of Village	Enrolment				Total
	Male		Female		
	No.	%	No.	%	
Remote	996	53	874	47	1870
Semi Remote	546	52	508	48	1054
Connected	2243	55	1868	45	4111
Total	3785	54	3250	46	7035

Drop out rates in basic education.

Enrolment figures, and sometimes information provided by households, can disguise ‘drop-out’ rates. By ‘drop-outs’ we are referring to children who do not complete schooling. For example, primary school drop-outs are those who leave school before completing grade 9. In order to determine drop-out rates from primary school, we would need to have accurate annual enrolment figures for one cohort of students as they progress throughout school. This means primary school students who completed grade 9 in 2003 would have enrolled in grade 1 in 1995. To establish drop-out rates, we would need the number of students from this group for each grade from 1995 to 2003. Unfortunately this information is not available in any of the schools covered by the study. School attendance records were either not kept during the period 1989-1999, or they are incomplete or they were destroyed during the war. Only recently has information on school enrolments been collected (by MEST).

One school was able to supply enrolment figures for one cohort (grades 1 to 8) for the period 1987 to 1995. These are shown below.

Enrolments	Male	Female	Total
Grade 1 1987/88	80	75	155
Grade 2 1988/89	72	70	142
Grade 3 1989/90	72	67	139
Grade 4 1990/91	68	63	131
Grade 5 1991/92	70	51	121
Grade 6 1992/93	66	53	119
Grade 7 1993/94	62	53	115
Grade 8 1994/95	64	51	115
Drop out rate (grade 1-8)	20%	32%	25.8%

These figures show an overall drop-out rate, between grades 1 to 8, of approximately 25%, with more females dropping out (especially at the end of grade 4) than males. However, since the reasons for dropping out of school include migration of households, it is likely that children who leave school for this reason will probably continue their education elsewhere. Other reasons given for ‘dropping-out’, as explained in the household interviews, are distance to travel, parents see no need for schooling, children not interested, and employment/to help at home.

A drop-out rate from primary school of around 25% corresponds to the information collected from 450 households about the level of education completed by all household members, see table 23 and figure 8 below.

Table 23 Level of education of household members (over 15 years), in the 450 households

Municipality	Village	Illiterate	Primary not completed	Primary	Secondary not completed	Secondary	High not completed	High	Master	Total members
Lipjan	Krojmir	15	40	82	3	37	-	8	-	185
	Llugaxhi	8	35	29	4	43	11	11	-	141
	Hallaq i Vogel	15	42	49	3	52	4	3	-	168
Prizren	Lubizhde e Hasit	16	90	150	4	1	-	2	-	263
	Krusha e Vogel	10	35	86	8	11	-	3	-	153
	Spinadi	14	47	117	3	18	-	9	-	208
Kamenice	Gmice	8	27	61	0	15	-	2	-	113
	Kopernice	15	33	48	4	44	4	10	-	158
	Berivojce Alb.	7	10	18	-	16	-	-	-	51
	Berivojce Serb	4	9	23	2	63	-	6	-	107
Peja	Radafc	13	39	41	2	54	1	8	1	159
	Zllapek	6	17	48	1	39	-	4	-	115
	Bllagaje	11	36	61	3	49	1	6	1	168
Skenderaj	Baks	10	31	66	12	28	3	8	-	158
	Vitak	15	28	64	8	52	2	5	-	174
	Klina e Mesme	2	26	79	10	60	-	13	-	190
5	15	169	545	1022	67	582	26	98	2	2,511

From Household interview findings.

Note. This table excludes children in these households who are still going to school (age 7-14) and children not old enough to go to school (age 0-6).

Figure 8 Education level of household members over 15 years in %

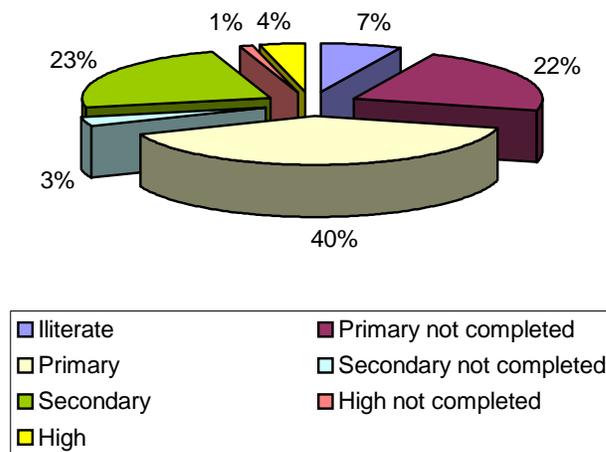
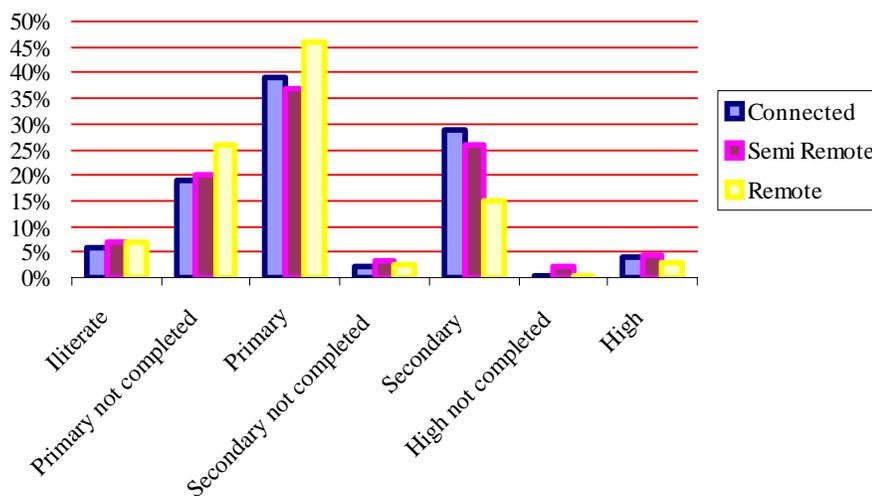


Figure 8 shows that within the adult population (aged 15 years and older) 22% ‘dropped-out’ of primary school i.e. started but did not complete primary level education (grade 8). They also show that almost three quarters of the adult population in the 450 households has less than secondary (grade 12) education. When we consider level of education of household members according to village location, see figure 9, it shows that remoteness does not influence attendance at primary school, but it does significantly influence attendance at secondary school. Secondary education is very often linked to urban centers and the closer a village is linked to urban centers the more attractive is enrolment in secondary education.

Figure 9 Differences in education level according to location of villages in %



Without data, we have no way of knowing whether this trend is still continuing today, and whether 20-25% of children are still ‘dropping out’ during basic education. It is

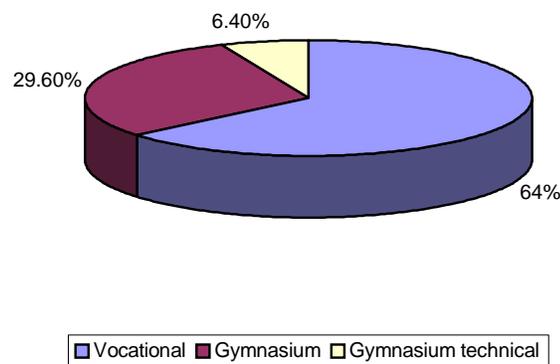
certain that since the end of the war (1999) education opportunities for Albanian-Kosovars has vastly improved, and parents are giving education a higher priority. The educational system, along with the rest of society, is undergoing change, and parents are increasingly seeing education as essential for the economic development of Kosovo.

On completing basic (compulsory) education (grade 9) many school leavers continue on to upper secondary education. The latest figures from MEST show that of the 30,802 students who completed grade 9 in 2003, 25,126 or 80% of them continued on to upper secondary grade 10. As there are no recent population figures for Kosovo, we have no way of knowing what percentage this figure is of the total number of 15 year olds. Best estimates suggest around 70% of children in Kosovo go on to upper secondary education.

6.4 Upper Secondary Education

Upper Secondary Education (referred to as Secondary School), for youth aged 15-18/19 years, comprises grades 10 to 12 (or 13). It represents two types of schools: General Secondary School or Gymnasium, and Vocational Secondary School. According to MEST (2004) there are 78 Secondary Schools in Kosovo with a total of 68,096 students of whom 37,976 are males (56%), and 30,120 are females (44%). The 78 schools comprise, 50 Vocational Secondary schools, 23 Gymnasiums (General Secondary Schools) and 5 Gymnasium/Technical.

Figure 10 Type of Secondary Schools, 2003/04



Unfortunately MEST could not supply figures on the number of students in different types of secondary schools, but according to a survey by Kosovo Education Centre (KEC) from 2000/2001, approximately 60% were enrolled in Vocational Schools, 30% in Gymnasiums and 10% in Gymnasium/Technical.

The study interviewed 22 Secondary Schools attended by students from the 450 households interviewed in the 15 selected villages, of these 10 were General

Secondary Schools or Gymnasiums, and 12 were Vocational Secondary Schools, with the following specialized fields:

- 6 Technical Vocational Schools
- 3 Agricultural Vocational Schools
- 1 Agricultural/Technical Vocational School
- 1 Economic Vocational School
- 1 Medicine Vocational School

Seven of these 22 schools are located in the rural areas. These are all small ‘satellites’ of larger urban schools. There is a total of 12,718 students enrolled in the 22 schools, out of which 5,742 (45%) are from rural areas, see table 24.

Table 24 Location, number of students and number of rural students in 22 secondary schools

School	Number	Location	Total Students		Rural Students		% Rural students	
			M	F	M	F	M	F
Gymnasiums	10	4 Urban	1683	1949	895	896	53	46
		6 Rural	602	463	555	417	92	90
Technical Vocational	6	5 Urban	3472	1496	1410	611	41	41
		1 Rural	203	96	203	96	100	100
Agricultural Vocational	3	3 Urban	928	632	232	75	25	12
Agriculture (Technical Vocational)	1	1 Urban	175	50	102	50	58	100
Economic Vocational	1	1 Urban	300	242	40	60	13	25
Medicine Vocational	1	1 Urban	74	353	20	80	27	23
Total	22		7437	5281	3457	2285	46	43

Secondary School interviews

Gymnasiums or general secondary schools are the most popular and therefore more difficult to gain entrance. Only pupils with the best marks from primary school will enter, and for the rest vocational schools are the second option. Usually the type of vocational school attended is determined by location (nearest) rather than interest for specific subjects. It is perhaps surprising that a much higher percentage of urban than rural students are enrolled in agriculture schools. The main reason seems to relate to location, these schools are in urban centers, reinforcing the view that students go to the nearest available school. Rural students also prefer to select general secondary education, which they hope will lead to higher education, or other vocational areas as a means to take them out of rural society rather than seek their future within the rural areas.

In the 450 households interviewed, there are 334 children in the age group 15 to 18 years, of these 170 (approximately 50%) are said to be attending secondary school. Given it is possible that slightly older (and younger) children may also be attending secondary school, this figure could be a little higher, but it is still considerably less than an average (estimated) national figure of around 70%. According to data from secondary schools, in some there is quite a high drop-out rate at the end of the first year (grade 10) of secondary school. The drop-out rate from grade 10 in the 22

schools can be as high as 25% for both males and females, but there are considerable variations between schools. Reasons given for dropping out include,

- Economic - low level of household income
- Lack of transport
- To take up employment
- Household migration
- Marriage (females)
- No future in Secondary Education

Vocational Secondary Schools

There are 50 Vocational Secondary Schools in Kosovo, each school has particular ‘Directions’ of study and a number of specialisms or ‘profiles’ within each Direction, from which students can choose. As shown in table 25, there are still a large number of profiles (14 in agriculture) offered, each supposedly leading to a particular type of profession or job. These jobs however, no longer exist.

Table 25 Main vocational subjects and profiles

Subject or ‘Direction’	Present no. of profiles	Proposed no. of profiles
Machinery	5	5
Metallurgy/Mining/Geology	9	5
Textile	2	2
Agriculture	14	4
Electrotechnic	13	2
Construction	4	4
Economy	9	4
Transportation	6	1+
Medicine	3	4
Art/Graphics	13	
Art		1++
Music		1++
Graphics		1++

Source MEST

As mentioned earlier, the most popular vocational schools are technical schools, economics schools and medical schools, and the least popular are agricultural schools. Vocational secondary education is seen as a second rate alternative to gymnasium. It is not attractive to young people and is currently undergoing much needed reform by MEST to change it from a ‘supply driven’ to a ‘demand driven’ system. The reforms will be based on a modular curriculum and a reduced number of profiles (related to the labour market). All students will receive the same basic knowledge before specializing in a smaller range of options. German Technical Assistance (GTZ) is assisting MEST in the reform of Vocational Education and a number of Pilot Vocational Schools (nine) have been established to trial reforms before expanding them to the whole sector. The objectives of the reformed (Pilot) Vocational Schools are to:

- Prepare well qualified young people and adults for the labour market.
- Develop and introduce new education methods in accordance with the regional and European standards.

- Develop new curricula within the frame of school autonomy and EU standards.
- Contribute to integration and qualification of all ethnicities living in Kosovo
- Support the position of women
- Support the development of the labour market based on criteria of market economy.
- Assist Kosovar society in developing an education system and employment system oriented towards Europe.

Out of the 9 Pilot Vocational Schools, two offer Agriculture. They are situated in central and northwest Kosovo. It is hoped they will show the way to establish demand driven agriculture/horticulture education and that in future, a similar school will be established somewhere in the Dukagini valley to develop the potentials of this area.

6.5 Non formal (Youth and Adult) Education

There is a huge need for youth and adult education and training in rural areas. Out of school youth and adults have extremely limited access to learning opportunities. Life Long Learning, whether it is fighting illiteracy or returning to basic education, building on already acquired knowledge or adding new competencies, is largely in the hands of individuals, but a supportive public and private system must be at hand to fulfill the needs. Coordinated by MEST, key stakeholders are currently working to create an inter-ministerial body to develop sustainable strategies for Life Long Learning in Kosovo. In the meantime a variety of (Government and non-government) organizations are attempting to meet part of the demand for youth and adult education and training in rural and urban areas.

During the emergency period many local and international NGOs stepped in to assist the return and settlement of refugees in rural areas and, in the absence of government services, took the lead in developing some education and training activities to help people return to normal livelihood. This was uncoordinated and without structure but yielded very needed support at that time. Some of these local NGOs, established with international grants, have developed into more permanent organizations and now offer well established education and training for adults, - for example in farming, food processing, health and social awareness – according to demand. The range and availability of courses is however very limited. Table 26 summarizes the range of adult learning opportunities, which have been available in the municipalities covered by the assessment.

Table 26 Main organizations active in adult non-formal education in 5 municipalities

Municipality	Organization	Target Group	Training activities
Lipjan	Care Norway International Red Cross Norwegian Red Cross	Lipjan Agricultural school and local farmers	Establishing a center for practical training of students and local farmers
	Local NGO "Flaka"	Women and girls in all areas. Total 2200	Tailoring, Computer, English, Awareness of sending daughters to school
Prizren	GTZ Mercy Corps Goal Ireland Land of Lakes KFOR CIMIC	400-500 Farmers from the villages in the municipality	Training and practical farm visits according to farm activities of the season
	World Doctors Oxfam Belgian Red Cross Relief International	Adults. Approx 400 women and 550 men	Training and health counselling
	Qiriazzi Sisters ACDIVOCA	Women, widowers and village members	Farming, tailoring, cooking, English and literacy.
	Intercooperation (Swiss)	Farmers and Municipal agricultural officers	Training and advising on vegetable and fruit growing
Kamenice	Care International	125 farmers from village Gmice and Kopernice	Agriculture, processing farm products, veterinary and farm marketing.
	International Red Cross	Women	Healthcare, social awareness and farming
	Intercooperation (Swiss)	Farmers and Municipal agricultural officers	Training and advising on vegetable and fruit growing
Peja	Medicines Sans Frontiers in cooperation with local NGO Alba	Women in village Bllagaje	Hygienic training
	Children Trust	Women	Social counselling
	Bergamo for Kosovo	Farmers	Training in livestock
	Family Smile, local NGO	Adults	Counselling and training on Pre School education
	Intercooperation	Farmers and Municipal agricultural officers	Training and advising on vegetable and fruit growing
Skenderaj	NGO "ACT"	Farmers in village Baks, Vitak and Kline e Mesme	General farming and irrigation
	Mercy corps	Women	Social related subjects

Source: Non-formal education information form Municipalities.
Farmers may be either men or women (though usually men)

When assessing the level of participation by adults in non-formal education and training activities, from the 450 households interviewed in this assessment, it is very small, around 4%. In remote villages, 15 adults had participated in some kind of education or training, in semi-remote 21 had participated and in connected villages only 5 adults had participated in NFE. Most people when asked, expressed an interest in further training opportunities related to income generation, in particular, sewing, computer studies, English, health, business studies and crafts, for which demand is much greater than supply. Again farmer training was hardly mentioned, with just over

1% of households interviewed showing interest. The Ministry of Agriculture (MAFRD) has technical field staff located in the Municipalities. To date, they have provided very little training or advice directly to farmers, however MAFRD intends to develop an Extension and Advisory Service, which will provide some training opportunities for farmers.

One very successful initiative is the non-formal education programme for women and girls supported by UNICEF and UNESCO in cooperation with government (MEST), non-government and local organisations. It is a well co-ordinated programme that brings several stakeholders together. It offers basic education for illiterate women and girls throughout Kosovo. The aim is to provide basic education to more than 2000 women and girls with the help of local trainers. A large number of facilitators have already been trained and 130 training centers, many of them in villages, have been established all over Kosovo. This initiative is also supporting skills training for income generation for women, including processing, marketing and basic business skills.

The Ministry of Labour and Social Welfare (MLSW) has established eight (employment related) training centres in the 5 UNMIK regions plus one in each of the cities Ferizaj, Gjakova and North Mitrovica. The establishment of this Vocational Training Centre network is the first attempt to create a structured (government led) system to oversee the skills development of a very large number of unemployed and undereducated craftsmen/women. (Note that Ministry of Labour and Social Welfare have also recently established Non Formal training centres for Agriculture in Gjakove and Peje.) The training provided in the Training Centres is offered only to jobseekers registered with the Ministry's Employment Offices in the municipalities. People aged 16-25 years, minorities and handicapped are given preference. A committee established in each region evaluates the applicants based on above criteria plus the personal and family history, economic situation and craftsman qualifications. The capacity of the eight training centres is approximately 1000 "jobseekers" every year and trainees can select from various professions, including:

- Office work
- Service of office equipment
- Baker and Pastry
- Cook and waiter
- Auto Electrical
- Mechanical work/repair
- Pneumatic and Hydraulics
- Service and repair of household equipment
- Building construction
- Carpentry
- Metal
- Electrical service and installation
- Plumbing and pipefitting
- Welding
- Electronic
- IT
- Agriculture

- Textile
- Graphic design
- Business administrator

By following the trainees after their course, MLSW has shown that in 2002, 25% and in 2003, 35% found employment. Unfortunately there is no information on the number of rural people who have received training under this scheme. One problem is that rural people do not come forward to the Employment Centres to be registered as 'unemployed'. A similar situation applies for women's access to employment oriented skills training such as provided through these regional training centers. The exception is the small number of local NGOs and CBOs who assist women's groups by providing training for women in literacy and income generating skills.

Clearly, the number of rural people who attend non-formal education or training programmes is very small. From this study, the demand for life skills, such as literacy and health education, and (self) employment oriented training or income generating skills for adults, is much higher than supply. The need is to greatly increase provision of NFE, but it must be linked to employment opportunities and demand for a skilled workforce as well as help to create self employment.

6.6 Inclusive Education (Children with Special Needs)

Disabled

Only one of the 16 interviewed rural primary schools in this study had special facilities to cater for the needs of disabled learners. MEST, supported by Finland (FSEDK) is developing its capacity to provide education for mentally and physically disabled children by upgrading facilities and training specialist teachers in primary school. According to FSEDK, between 30 and 45 primary schools (out of a total of 904) have special classes for disabled children. These schools are mainly in urban areas. From figures supplied by MEST/UNICEF, approximately 15 % of children with special needs have access to formal education.

Minorities

Attempts have been made to include all minority groups in rural areas. In the 15 villages, Serbs, Ashkali, Roma and Bosniaks represent approximately 10 % of the interviewed households, with the Serbs representing 50 % of that group. The sample size, however, was very small and therefore it is difficult to draw conclusions or identify trends. It also proved very difficult to obtain information from the Serb community. In general, however, the following findings emerged.

For Serbs, in the school age group from 6 to 18 years, almost all children attend school, either at primary or secondary level. For Ashkalis, only one child out of 15 aged between 6-14 years, did not attend primary school, but two out of six children aged 15-18 years did not attend secondary school. For Bosniaks, three out of eight children aged 15-18 did not attend secondary school, and for Roma, both children in the age group 15-18 did not attend secondary school. This suggests that, from this small sample, more or less all Serb children are in school (inside or outside Kosovo) but for other minority groups participation in education, especially at secondary level, is lower than the Albanian population.

6.7 Conclusions

At pre-school level, the main problem associated with access for children in rural areas is that of demand rather than supply. Although not all primary schools in the assessment have pre-school classes (75% of schools in the study area offer ECE), in those villages where pre-school education exists, many children do not attend. Many families gave the reason as 'disinterest' or 'distance to travel' is too great. To achieve greater participation in pre-school three steps should be considered, the motivation of parents through awareness raising, increasing the number of pre-school classes to cover all primary schools, and improving transport to school where pre-school classes are outside the village

Basic education (grades 1-9) is compulsory, and even in remote villages children have access to primary school. Parents said their children (almost 100%) attended primary school. Unfortunately reliable up to date figures on primary school drop out rates was not available, but from interviews in the households and with school directors, it seems up to 25% of pupils do not complete primary school (grade 9). In those villages with satellite schools (grades 1-4) there is a high drop-out rate at the end of grade 4, especially for girls and children from the minority ethnic groups. Once again, distance to travel (maximum 5 km) and security for girls was cited as a reason for not attending, as well as scarce financial resources in families. Undoubtedly a number of children leave school early because of migration. There is little difference in access to basic education according to village location.

Secondary education is also available for rural people although they have further to travel as most schools are located in urban centres. There are fewer students from the rural areas compared to urban areas in secondary school, and (with the exception of Kosovo-Serbs) fewer children from the ethnic minorities. In general, approximately 50% of rural children attend secondary school, compared to more than 70% from urban areas. Preference is for Gymnasium rather than Vocational schools, showing that the reform in vocational education, now under way, is very much needed. Generally, students attend the 'nearest' secondary school rather than choosing a school with a particular field of study. In this regard, it will be interesting to see the effect of grade 9 on the enrolment of students in upper secondary education. As a year of "preparation" it is hoped that enrolment in grade 10 will increase and that students will select according to personal interests rather than distance to secondary school but travel and household economy are limiting factors. This may also have implications for the provision of boarding facilities for rural students in some specialized secondary schools, such as agriculture schools.

The past 15 years of industrial collapse and the war has left Kosovo with a very rural economy. Despite the potential for development in the agricultural sector, the few agricultural vocational schools are of very little interest to students, especially students from rural areas. The exception is the agricultural school in Lipjan, which has a high enrolment and demand for its' courses. It offers new courses in 'commercial' farming and, with better practical teaching facilities, it is able to provide a more practical training programme.

Adults in rural areas have very limited access to learning. Non-formal education and skills training for adults is organized on an ad-hoc basis by a range of private, non-

government and government organizations. The subjects and levels are based on demand and cover literacy programmes, health education, and income generating and business skills, but the number of courses for rural people are extremely limited, uncoordinated and usually held in urban centres. Non-formal education for out-of-school youth and adults is particularly important at this stage in Kosovo's development. Over the past 15 years many rural people have 'missed out' altogether on education. There are examples of (older) parents being better educated than their children. To maintain and develop skills and competencies, especially for income generation through self employment in rural areas, to protect the environment and increase social awareness, public support for Life Long Learning and encouragement of private initiatives, are essential. Even four years after the conflict the services offered to villagers from different NGOs are a necessary support to the capacity building in rural areas.

Chapter 7 Quality of Education for Rural People

7.1 Introduction

Many of the problems to be addressed in education (at all levels), especially in rural areas, relate to the quality of provision. By quality of education one is referring to the content of education and its relevance to the needs of individuals and of society, and to the learning environment and support mechanisms needed to achieve the learning outcomes. Many of the current reforms in formal education in Kosovo are directed at improving quality. Within the context of this assessment of ERP, the issues, which impact on the quality of education for rural people, include: education management at school level, information management, curriculum development and production of teaching materials, teaching methods and teacher preparation, education facilities, standards and assessment, and community awareness and participation in education. Each of these issues will be considered in relation to both basic (compulsory) and upper secondary education and, where relevant, to adult non-formal education.

7.2 School Management and Leadership

As discussed elsewhere in this report, the education system in Kosovo is undergoing reform and development. During this period of rapid change and development, staff at all levels of the system need support and guidance in 'how to manage change'. Since 1999, there has been considerable international support, through UNMIK and other donors, for education in Kosovo. A lot of those resources have been directed at developing staff structures and capacity within the MEST in Pristina, and over the past two years, there has been significant progress. Recently, as part of the education reforms, attention has turned to strengthening capacity at regional level with the establishment of seven regional education offices, staffed by specialist professional staff (see section 4.3). However, education reform, to be sustainable and successful, requires ownership and participation not only at Ministry (Central and Regional) level, but also at institutional and community levels, where implementation occurs. It is often at local level where 'quality' is determined and reform hampered by problems of financial constraint and poor management.

Under the former communist system of Yugoslavia, education administration in Kosovo was very authoritative and did not allow for individual local initiatives. The system was centralized, hierarchical and controlled. If the education reforms in Kosovo are to succeed in meeting the needs of learners, the system must turn itself around and become flexible and demand driven, not supply driven. Schools must be given autonomy and communities greater responsibilities. Community participation is essential for improving the quality of education. However, this requires good management and leadership skills at institutional and community level. This assessment, therefore, has considered the organizational and management structures and procedures within the 16 rural primary and 22 secondary schools in the study area, and the supporting role of the Municipalities and the local village communities.

Primary and Secondary Schools are headed by a Director, often assisted by a Secretary and (sometimes) a Deputy. These are purely administrative posts and do not have teaching responsibilities. School Directors are appointed by MEST in consultation with the municipal authorities. Within the organizational structure of

individual schools, the Director has responsibility for the academic and general administration and leadership of the school and is supported in these tasks by the municipal education office. Each school has an allocation of teaching and non-teaching (ancillary) support staff with specific responsibilities (see section 7.3). All teachers are employed at the same level, irrespective of qualifications or years of service (teaching experience) and have specific (subject or grade) teaching responsibilities.

The overall impression is of an under-resourced system lacking adequate guidance and direction at local level. Skills in management and leadership at institutional (school) and municipality levels, seem poor or non-existent. This is exacerbated by a chronic shortage of financial resources, and inadequate physical resources. Directors, many of them hard-working and dedicated to improving their schools, have been appointed without any training for school management functions. Apart from some in-service training (provided through KEDP), they have had little help to prepare them for their new role as managers of change. School Directors have many responsibilities relating to teacher and pupil management, curriculum implementation, management of physical and financial resources, transport, security, and information management.

It is too early to say what impact the new regional structure will have on school management and the quality of education in general, but these recently appointed regional officers will need considerable training and support if they are to carry out their functions effectively. At present there is insufficient capacity at regional and municipality level to monitor and support developments in schools. For example, school inspectors are located in the regional offices, but there is only one inspector in each region to cover both primary and secondary schools, and all subjects in those schools. According to their job description, they are responsible for:

- Supervising the implementation of the Law relating to education institutions in the region
- Supervising and controlling the education development process, including implementation of curricula and discipline in education institutions in the region
- Controlling employment procedures for educational personnel
- Cooperation with General Inspectors in MEST
- Other duties as stated by the Senior education regional Officer, ZLRA

(MEST, 2004)

There is clearly a problem of lack of resources within rural schools. All the schools in the study area are short of basic teaching materials and facilities (see chapter 7). To what extent this is due to under-funding or poor management (inefficient use) of financial resources, is difficult to determine, but certainly a combination of both. School budgets reflect the payments received by schools calculated on the basis of pupil numbers. The central Government (Ministry of Finance) allocates funding to Municipalities for education expenditure and from this the Municipalities distribute funds to schools. Each school receives very little per pupil (18 euros) per year. This is expected to cover the cost of goods and services including basic teaching materials (chalk, paper) and where appropriate salaries for ancillary staff such as cleaners or security guards. The heating and maintenance costs should be met directly by municipalities. The school can submit a School Plan to the Municipality for some additional capital funds, or submit a proposal to the World Bank for support through

their Small Grants Project, which has to be approved by MEST. It is very much up to the individual Directors to use good management skills to use resources efficiently and try to raise additional funds. In secondary vocational schools this is especially important as the resources could be used to raise funds for the school.

7.3 Community participation in education (CPE)

CPE has several dimensions. It can be community support for education (for example, as in School Boards or Parent-Teacher Associations), community use of education facilities (for example, when the school buildings are used for council meetings or social/cultural events) and, more importantly, community learning activities where members of the community through their own initiative establish learning facilities and opportunities. In the 15 villages, there is very little evidence of community participation in education.

Very few rural primary schools have functioning School Boards or other school-community links. According to Law Nr. 2002/2 on Primary and Secondary Education, each publicly funded educational institution should have a School Board. The membership of each School Board should comprise: 3 parent representatives, 5 teacher representatives and, in the case of lower and upper secondary school, one pupil representative. Within the study's 16 rural primary schools, with the exception of one school, School Boards did not exist or appear to be functioning. It is questionable whether, under this recent legislation (Law 2002/2), community leaders and parents are aware of their rights and responsibilities in relation to education.

According to the Law, in the event that a School Board cannot be constituted, or it fails to meet for a period of 3 months, its' duties are assumed by the Director. The rights and responsibilities of School Boards include:

- Proposing school rules, for approval by the municipality,
- Participating in the selection of the school Director,
- Deciding on the allocation of additional school funds (outside the public budget),
- Deciding on the school's extra-curricular activities, and
- Keeping school accounts.

In addition, the School Board shall be consulted on; the physical development of the school, school-based curricular matters, responses by the municipality to any policy or consultative documents relating to education in Kosovo, and dates of school holidays. The School Board may also express its' views on any matter relating to the school, or to primary or secondary education in the municipality.

As well as a lack of community support for education, rural schools are rarely used as a 'community resource' except for an occasional community council meeting or for holding special cultural activities during holidays and festivals. None of the rural primary schools in the survey is used as a community learning facility outside normal school classes. This is a missed opportunity to use schools as a community learning resource.

Most (urban) secondary schools seem to have functioning School Boards, but it has not been possible to determine their membership or their effectiveness. It is essential,

especially for Vocational education that there are strong and effective school-community links, this includes strong representation of rural people's interests. Only four of the 22 secondary schools have organised some kind of non-formal education activities for out-of-school youth and adults. In each case the schools co-operate with an international NGO or development organisation. Unfortunately all these secondary schools are located in urban centres. They include:

- The Agricultural Secondary School in Lipjan, which offers training for farmers – this is organized in co-operation with the Royal Norwegian Society for Development;
- The General Secondary School in Peje, in co-operation with a USA based NGO, are organizing short courses and 'clubs' for art, drama, language and culture for local youth and adults;
- The Vocational Medical School in Peje in co-operation with an Italian NGO (COOPU) provides community education in health, social issues and human rights; and
- The Vocational Technical School in Kamenice in co-operation with SwissContact (NGO) and has provided short training programmes for adults in IT and electrical installation.

As discussed in chapter 6, it is private organizations and in particular NGOs who are the main providers of non-formal education (NFE) and training for adults, including people from rural areas. With the exception of a few initiatives (UNICEF/MEST Education Programme for Women and Girls) training has been mostly concentrated in urban centres.

7.4 Curriculum reform and development

The curriculum is one of the most important means for the assurance of quality education for all citizens and for equitable education provisions for every member of society, regardless of gender, ethnicity, social position or other differences. It is not surprising, therefore, that Kosovo's education reform for primary and secondary education centers on reform of the curriculum. In 2001, a discussion white paper 'the New Kosovo Curriculum Framework' was produced, led by the UNMIK education administration. Although not officially 'approved', this document forms the basis of many of the current curriculum reforms in primary and secondary education in Kosovo. So far, new curricula have been introduced in grades 1, 6, 9 (now part of basic education) and grade 10. In 2004 there will be new curricula for grades 2, 7 and 11 for primary and general secondary education. The MEST is leading this curriculum development process and although it is providing in-service training to teachers to help with its implementation, there remain many difficulties. These curriculum reforms are being implemented in all schools and at a very rapid pace. This assessment has considered the situation in a selection of rural schools and the problems associated with implementing these new curricula.

Curriculum development is a complex process involving many people and often requiring new (and additional) resources for implementation and evaluation. Some of the problems associated with managing change have already been discussed (in 7.2) and other issues relating to new teaching methods and materials will be discussed in later sections (7.4 and 7.5). Implementing new curricula does not just involve substituting one set of 'content' for another but introducing new approaches to

teaching and assessment of learning, and developing new teaching/learning materials. All the rural schools surveyed encountered problems of implementing the new curricula. Most of the problems mentioned by teachers were associated with lack of teaching materials, facilities and equipment, but from observations there is also a reluctance (on the part of some schools) to accept the new curriculum and adapt content and methods of teaching. All schools in the assessment reported modification of curricula (both old and new) because of lack of teaching facilities and equipment – this is especially the case within secondary vocational education. Many schools said they modified parts of the curriculum, due to lack of teaching materials and practical facilities. Secondary Schools on average modify about 25 per cent of the curriculum, there is very little practical teaching as there is no equipment.

Contextualising the curriculum

Through the curriculum reform process there is a great opportunity to implement the principle of school autonomy (mentioned in section 7.2) and contextualise learning. Within the new curriculum there is an optional part for all grades (1-12), which schools can use for teaching subjects of their choice. The optional part accounts for between 10 and 20 per cent of the total school timetable, depending on the grade and subject (see the New Kosovo Curriculum Framework, Discussion White Paper September 2001). Although ‘optional’, there are guidelines within the new curriculum on what constitutes optional courses and all individual school proposals have to be approved by MEST. Nevertheless, school based curriculum development provides an important opportunity, especially for rural schools, together with their community, to ‘contextualise’ learning and teach subjects and topics adapted to the specific needs of education in rural areas. This could range from social and cultural practices to life skills and how to protect the environment. The question remains, however, whether teachers and community representatives have the necessary ‘know-how’ at present to undertake this task.

Bearing in mind that almost half of the children in rural areas will leave school at the end of compulsory basic education, one of the most interesting reforms has been the addition of grade 9 into basic (compulsory) education, and the development of a new curriculum. Referred to as an orientation grade, grade 9 aims at ‘orienting students to consider different future options in academic and career orientation’ (Curriculum Framework 2001). As the results of this assessment show, only a little over half of school children are continuing on to upper secondary education, and grade 9 could have a very important role to play in preparing school leavers for a productive life within rural communities. Introducing agriculture and skills in ‘Making a Living’ in the grade 9 curriculum would be particularly important in rural schools.

Vocational education

As mentioned earlier in chapter 6, one of the biggest challenges facing education reform in Kosovo is in vocational secondary education. All vocational schools covered by this study are in a poor state of repair, characterized by lack of laboratories and workshops for practical training, outdated curricula, poor quality or shortage of materials for teachers and students. With assistance from GTZ, MEST is currently reforming the secondary vocational education system. New curricula (based on new professional profiles) are being developed for vocational education, including agriculture. In a situation of high unemployment, where few secondary vocational school leavers find employment or go on to further studies, the question remains what

should be the role of these secondary vocational schools in preparing young people for future life and work? With few exceptions, there are almost no links between vocational schools and the local labour market or the local communities. As discussed in section 5.8, many grade 12 school leavers remain at home and, in the context of this study, they live in villages and assist their families with household (mainly agricultural) production activities.

Agriculture in Kosovo has a low status. There is very little interest shown by rural people in studying agriculture and many people have a negative attitude to working in agriculture. Only 4 out of the 16 rural primary schools in the assessment reported that a few of their students had recently gone on to study agriculture in secondary school. When asked, students ranked studying agriculture in secondary school as their lowest priority. Parents' attitudes are similar. Only 16 out of 450 households (4%) said they would like their children to work in agriculture after leaving school (5 of those households were in the village of Vitak, Skenderaj municipality), yet the majority end up doing just that. Consideration is currently being given to developing new curricula for secondary agriculture schools, which is clearly long overdue. It is essential that new courses should provide the skills necessary to make a living from farming, but it is equally important that this is within the framework of sustainable development and environmental protection.

No matter what subjects students study in school, they have to be equipped with knowledge and skills from the perspective of Life Long Learning and of a learning society. Due to the complexity of today's world, learning cannot be reduced only to the period of formal schooling, but has to be emphasized as a permanent dimension in a person's life. This has implications for schools as providers of learning opportunities, which are available throughout life.

7.5 Teaching methods and teacher education

Another factor impacting on the quality of education is the teaching methods used by teachers. From observations in a number of rural primary and secondary schools, teaching methods are outdated and outmoded. Teaching is predominantly didactic, based on authority (teacher centred) and learning by heart. Young people are rarely introduced to the material as active participants or taught to think creatively and independently. Learning is always more effective and meaningful when contextualised and applied to real life situations (see section 7.3). There was no evidence that in the rurally situated schools in the study, students interacted with the rural environment during the learning process. Teachers, especially in secondary schools, are often passing on the same information to students as they themselves learnt when at school, often using the same textbooks and notes. The modernization of educational methodology is urgently needed, and more practical subjects and interactive learning encouraged. Teaching is largely theoretical, even for 'practical subjects' such as agriculture. Theoretical teaching in secondary schools of all kinds and for all subjects is between 80 and 100 per cent of total time allocated. Half the secondary schools use practical teaching methods, especially in computer science classes, but practical work is used just one hour per week. The exception is the agriculture school at Lipjan, which spends up to half the class time on practical skills learning.

One of the reasons sometimes given to justify the use of ‘didactic’ theoretical teaching methods, is a high pupil to teacher ratio. In the 16 rural primary schools, there are 448 teachers (296 male and 152 female) and approximately 7000 pupils. This gives an average teacher:pupil ratio of around 1:16, a low figure by international standards but also considerably lower than the national average for primary schools of 1:24 (see section 4.4). The figures vary considerably from school to school as table 27 shows.

Table 27 Teacher:Pupil ratio in 16 rural primary schools in 2003

Distance	School	Teachers	Pupils	T:P ratio
Connected schools	Berivojce(Alb.)	63	1312	1:21
	Berivojce(Serb)	45	366	1:8
	Rufc I Ri	28	630	1:22.5
	Treboviq	29	618	1:21
	Velezhe	35	577	1:16.5
	Kline e Eperme	38	608	1:16
Average(Alb)				1:19.4
Semi-remote schools	Kopernice	19	N/A	
	Llugagji	23	313	1:13.6
	Zllapek	12	N/A	
	Krushe e Vogel	11	150	1:13.6
	Qubrel	15	319	1:21
Average				1:16
Remote schools	Tuxhevc	14	117	1:8.3
	Krojmir	45	339	1:7.5
	Radafc	22	411	1:18.6
	Lubizhde e Hasit	23	603	1:26.2
	Qirez	35	432	1:12.3
Average				1:14.5
Average all Alb.				1:16.6

It is difficult to explain these low figures and the variation there seems to be between schools (from 1:8 to 1:26). It could be due to a number of factors. Some teachers may be part-time (less than 20 hours teaching). Many schools have ‘satellites’ in other villages offering grades 1-4. The number of students in these satellite schools is often very small (less than 20) and the teachers from the ‘central’ school travel out to these satellite schools. However, these figures suggest there is no shortage of teachers in primary schools, in fact in many cases there seems to be an oversupply.

The number of teachers in the 22 secondary schools is 1050, 771 males (73%) and 279 females (27%) and the total number of students is 12,718 giving an average teacher:pupil ratio of approximately 1:12, see table 28. This is the same as the average national figure for Kosovo (see section 4.4). The range within the 22 schools is from around 1:5.7 to 1:18.8, a huge variation and once again difficult to explain.

Table 28 Teacher:Pupil ratio in 22 upper secondary schools 2003

Municipality	School	Teachers	Pupils	T:P ratio
Ferizaj	Voc Agriculture	51	470	1:9.2
Gjilan	Voc Agriculture	62	575	1:9.3
Kamenice	General Rural	28	204	1:7.3
	General Urban	35	629	1:18
Lipjan	Voc Technical	40	617	1:15.4
	General Rural	20	216	1:10.8
	General Urban	64	1200	1:18.8
Peje	Voc Agriculture			
	Voc Technical	65	1138	1:17.5
	General Urban	103	1082	1:10.5
Prishtine	Voc Technical	91	874	1:9.6
	Voc Medical	40	427	1:10.7
	Voc Economics	44	542	1:12.3
Prishtine	Voc Agriculture	37	488	1:13.2
Prizren	General Rural	11	63	1:5.7
	General Rural	8	110	1:13.8
	General Rural	12	114	1:9.5
Rahovec	Voc Technical	97	1214	1:12.5
	General Rural	23	358	1:15.6
	General Urban	46	748	1:16.3
Skenderaj	Voc Technical	138	1350	1:9.8
	Voc Technical	35	299	1:8.5
Average schools	all			1:12.1

The general trend shown by the data suggests there are higher pupil to teacher ratios in general secondary schools, than in vocational secondary schools, and lower in rural schools than urban schools.

Teachers are expected to work up to 20 hours of teaching and 20 hours of preparation to receive the full salary. There is no difference in salary levels between teachers despite different levels of qualifications and experience, and there seems to be no differences in terms of duties and responsibilities. Teachers salaries are low (77 euros per pupil up to 21 pupils per year), as is the case throughout the rest of the public sector, and this was cited by many parents as a reason for poor quality of education. Poor working conditions leads to low morale and motivation of teachers and low salaries mean teachers need to do other jobs alongside their teaching responsibilities.

Teacher Education

Over the years, training and qualification of teachers in Kosovo has changed and there are still a considerable number of teachers in rural primary schools who are classed as 'unqualified', which means they have only completed education up to general secondary level. To be 'qualified' a teacher should have completed their studies at specialized Secondary Schools for teachers (till 1970s), or at Higher Pedagogical School or University (any faculty) where some practice teaching is included during their studies. In general, teachers in Kosovo have had little professional training in teaching methods, curriculum and teaching materials development, assessment or educational management. Many have had only theoretical specialist subject training provided by high schools and university. In an attempt to address this problem, the University of Pristina has recently opened a new Faculty of Education offering (4 year) pre-service Teacher Training programmes. This faculty opened two years ago so it is too early to assess its' impact on teacher quality.

In our sample of 16 rural primary schools, according to the Directors, 368 out of 435 teachers, are 'qualified' (85%) and 67 are 'unqualified' (15%). The number varies from school to school, but the unqualified staff are likely to be class teachers for grades 1-4, where there is one teacher for all subjects. In secondary schools, out of 993 teachers approximately 72% are qualified and 28% are unqualified. There are differences between schools according to their location. In rural 'connected' primary schools (near urban centers), 84% of the teachers are qualified, in schools that are semi-remote 44% of teachers are qualified and in schools that are remote from the urban centers only 17% of teachers are qualified. There are also differences according to ethnic group. In Albanian schools 51.4% of teachers are qualified, in Serb schools 98% teachers are qualified and Bosniak schools, only 2.5% teachers are qualified. During household interviews, poor quality of teaching was identified as one of the main problems of education. It is important to stress, however, that 'qualified' does not equate to 'quality of teaching'. There are as many good (or poor) 'unqualified' teachers as there are 'qualified' teachers.

It is almost impossible to successfully introduce curriculum reform without involving teachers in all stages of the process and without improving teaching facilities. This requires an intensive programme of in-service teacher training. As mentioned earlier (section 7.2) there has been some teacher in-service training to accompany the introduction of the new curricula in certain grades at primary and secondary schools. This training is not covering all teachers, but it has included some (subject) teachers from all schools (figures not available). Training is organized by MEST and is held in Pristina or in regional centres, usually at a weekend or during school holidays. It is clear from this study that teachers and school Directors need more support and guidance than they are currently receiving. Teacher assessment and evaluation is also an important mechanism for improving education and the quality of teaching. Some teachers have started to use techniques of self-evaluation and colleagues have started to help each other, in order to replace the tradition of critical judgment. This should be encouraged and extended.

Another aspect of teaching, which urgently needs attention, is teaching practical skills. This seems to be overlooked by most of the current initiatives yet it is one of the most critical areas for improvement, especially in vocational schools. Apart from the lack of practical equipment, teachers themselves often lack practical skills or know how to teach them. There is an urgent need to provide teachers with training in how to teach practical skills.

7.6 Teaching facilities and teaching materials

One of the biggest constraints to improving education quality in rural schools in Kosovo is the shortage of teaching materials and facilities. Many of the primary and secondary schools in the study area are characterized by extremely poor conditions and a chronic shortage of teaching/learning materials and facilities. A lack of these materials, such as teacher's guides and student exercise and textbooks, make it almost impossible to teach the (new) curriculum. Even basic teaching materials such as pencils, crayons, paper, and chalk are missing. There is a shortage of classrooms, desks, heating services, restrooms and clean drinking water. This severely reduces education efforts developed by both teachers and the school system itself. During the

winter months, many rural children have to walk several kilometers in the snow to reach school (7 out of 15 villages did not have a primary school) and when they arrive, there are inadequate heating systems. As a result many pupils abandon school during the winter season.

As mentioned in section 7.2, schools receive funds according to the number of pupils, and due to the way funds are allocated, the larger the school the more money it receives from the municipality. Many rural schools are small. The average number of students per school in the 16 rural primary schools in the study is 423.4 students. Schools near urban centres (in connected villages) are bigger and have an average of 706.8 students, schools that are semi-remote have 274 students, and schools that are remote have 374 students. In rural schools the amount of funding is totally inadequate to meet the cost of even basic teaching facilities and materials. Parents are expected to provide for children's notebooks, textbooks and writing materials. Many parents in rural areas are unable to meet these costs due to their low financial status. Pencils, notebooks, textbooks as well as other stationary items, which are more widely available in urban schools, in rural areas are considered luxury materials and they present an unaffordable cost for many families. Some children may spend months in a class hardly writing a word. These difficulties may induce rural families not to allow their children to attend classes. The result of this behaviour makes the task of developing and improving the social, economic and cultural living condition for people in rural areas more difficult, resulting in increasing poverty.

Due to a shortage of classrooms, most primary and secondary schools operate a multi-shift system, with two or three shifts per day. There are a total of 194 classrooms in the 16 rural primary schools, for a total of 448 teachers and approximately 7000 pupils. This is not unusual as almost all schools in Kosovo operate a 'double shift' system, a morning shift and an afternoon shift, in some (urban) schools there is even a third evening shift. This has the effect of reducing the length of the school day.

Half of the primary schools said they had a library but, when one looks inside, there are very few books. Three schools said they had 'laboratories' but no equipment. In 22 secondary schools in the study area there are 361 classrooms. There are library facilities in 12 out of 22 schools and laboratories in around one third of schools, again with few books or equipment. In every case, rural secondary schools, which are usually satellites of urban secondary schools, have poorer facilities than urban schools.

Facilities for disabled children were found in only 1 out of 16 primary schools. This was in the Albanian school in Kamenice, which is the only urban primary school in the study. The other 15 rural primary schools had disabled children but no special facilities.

7.7 Education Information System

As mentioned several times elsewhere in this report, the shortage of education data in Kosovo is a serious problem. Whereas deficiencies and gaps in information are to be expected for the period 1989-1999, even since 2000 little reliable data is available. Even basic school enrolment figures are often incomplete and poorly analysed. At all levels of the education information system (school, municipality and ministry) there

are 'data gaps' and a tendency towards over-aggregation of data, helping to render it almost useless for planning and decision making. At school level, there are problems in understanding what information to collect, and how to record and use the data. In some cases, there still seems to be some difficulty in sharing information. Data collected at school level is passed up through Municipalities to the Ministry in Pristina. Inaccuracies at school level are exacerbated as the information is aggregated. School Directors, along with education officers in the municipalities and regional offices, urgently need guidance on data collection and information processing, and the equipment to carry it out.

Standards and assessment

Allied to the whole area of education information is the need for a national standardized examination and accreditation system. Currently it is very difficult to assess the standard of education in Kosovo or to compare examination results across schools. There are no nationwide standards or assessments in schools and no quality control mechanisms, although there are plans to introduce these. Assessment of learning is by individual teachers setting and marking tests in a non-standardised way. It has not been possible, therefore, to draw conclusions about the 'standards' reached by children in rural schools or to compare them to their urban counterparts.

The intention (of MEST) is that a new standardized approach to assessment and evaluation of learning should go hand in hand with the new curriculum reforms. The new curricula contain 'expected learning outcomes' which form the basis for teaching and assessing students. Last year (in 2003) a national test for grade 9 was trialled, covering the core subject areas of maths and natural sciences, and languages and social sciences, the results are given in table 29. These tests were set and marked by MEST with assistance from education (subject) specialists. Unfortunately, the information relating to these examination results is limited. It has only been possible to obtain data (averages) aggregated by municipality not by individual schools, which does not allow for comparisons between, for example, urban and rural schools. However, they do show a very considerable range of (average) marks (from 39.8 to 79.4), for Maths and Science. Currently (in 2004) there are plans to introduce a national test for grade 4 in numeracy and literacy, and to set standards for all grades (1-12). This must go hand in hand with an updated and more effective education information system.

Table 29 Grade 9 Test Results 2003

Municipality	Average Maths and Science	Average Language and S. Science
Decan	67.0	64.6
Gjakove	43.3	56.6
Drenas/Glogovc	70.2	58.5
Gjilan	44.3	56.5
Sharr/Dragash	62.2	59.9
Istog	39.8	55.5
Kacanik	45.1	50.7
Kline	55.6	57.2
F. Kosove	46.2	54.9
Dardane/Kamenice*	76.8	60.2
Mitrovice	51.4	58.8
Lipjan*	79.4	67.7
Artane/Novoberde	40.3	53.1
Kastriot	44.8	56.7
Rahovec	59.4	62.1
Peje*	45.7	57.4
Besiane/Podujeve	40.2	50.8
Prishtine	46.1	58.3
Prizren*	47.4	60.5
Skenderaj*	58.2	53.0
Shtimje	60.9	68.1
Shterpc	42.0	54.2
Therrande/Suhareke	49.4	58.7
Ferizaj	40.5	49.8
Viti	60.1	52.4
Vushtrri	46.2	50.7
Malisheve	51.6	53.4
Total Kosovo	50.9	56.8

*Municipalities where the study villages are located

Note. There are 30 municipalities in Kosovo. Three of these Leposavic, Zubin Potok and Zvecan are not under the education system of MEST.

Student performance

Student performance is influenced by many factors including the quality of teaching, the learning environment, the availability and quality of teaching/learning materials, and the motivation and interest of pupils for learning. Studies in many countries have shown that performance at school is also influenced by the interest shown and assistance given to children at home, especially with homework. From this assessment of 450 households, approximately half the families said they did not help children at home with studies whilst half said they did. Of those children who receive help at home, the majority, around 75%, receive help from their mother. This suggests that mothers' education level is an important factor in children's education. When looking at the educational level of mothers in the 15 villages who have children in the age group 15-18 who do not go to secondary school, it shows very few, only 5%, have more than primary education. Of the remainder (95%) approximately half have completed primary (grade 8) and half have either no education (illiterate) or have not completed primary school.

At various points in this assessment attention has been drawn to the situation of women and girls in rural areas and their participation in education. It is clear that women in rural areas generally have fewer opportunities for formal education. Despite the fact that girls, on average, perform better in school than boys, and often girls who

complete their education (grade12) are more able to find employment, it is usually the boys in rural households who are given preference over girls for further education.

7.8 The Quality of Youth and Adult Non-Formal Education

It is clear from this assessment that opportunity for NFE in rural areas is very limited (see chapter 6). What is provided is largely by local NGOs working in difficult conditions with very limited resources. Although the 'quantity' and availability of NFE needs to be addressed, the 'quality' of provision is also critical. Most of the problems identified in this chapter relating to the quality of formal education, apply equally to NFE. There is an enormous need to improve the training of trainers, to provide them with skills in assessing learning needs and designing training programmes. They need skills in adult learning techniques and the production of suitable learning materials.

There is a need to improve the management and organisation of NFE. Generally what is provided is very ad-hoc with little planning or follow-up (monitoring and evaluation). A coordinating body and 'network' should be established, which brings the diverse NFE providers and beneficiaries together, to coordinate their activities, to share resources and experience. Greater responsibility for NFE should lie with the communities themselves. Since non-formal education must respond to local needs, it should be in the hands of local communities and groups who should take greater responsibility for determining and meeting their own learning needs.

7.9 Conclusions

There are a number of serious problems relating to the quality of education for rural people, which need to be addressed. Many of the recent education reforms are aimed at improving quality. However, efforts to introduce new initiatives can be wasted if existing problems are not identified and their causes and solutions clearly understood. One example of this is the introduction of new curricula into primary and secondary schools. Whilst this may be necessary, without improved management, teacher training, materials production and teaching facilities, and without the participation and support of teachers and communities in this process, it is unlikely to succeed.

Encouraging community support for schools and developing the human resources of education are the first steps that can be taken to improve the quality of education for rural people. In most schools, school boards are not functioning and there are few community-school links. School Directors have been appointed without any management training. Many teachers in rural schools are unqualified and their training was undertaken many years ago. Teaching methods and materials are outdated and outmoded and access to further training for teachers is very limited. Motivation of teachers is a serious problem. Education professionals should enjoy better working conditions including improved career prospects and enhanced salary payments, linked to improved performance, restructuring and increased responsibilities.

The depressed state of school buildings, teaching facilities and materials, textbooks and learning resources in many rural schools do not inspire teaching or learning and must be upgraded. The funds available to schools for these facilities are totally

inadequate. Added to this are the limited financial resources in many rural households, which can't support children with the necessary learning "tools" (pencils, paper, books, etc) or in some cases, even clothes (winter) to go to school. This shortage of basic learning materials and practical teaching facilities is hampering curriculum reform and is a serious constraint to improving education.

Through the recent curriculum reforms primary and secondary schools now have responsibility for certain aspects of the curriculum. This provides an opportunity to contextualise learning and to adapt it to the specific needs and situation of education in rural areas. Schools, and in particular teachers, will need help and support to do this with greater participation from the local community. School boards, which provide an opportunity for communities to play a greater role in supporting the work of schools should be strengthened, but also schools should be developed as an important resource for learning in the community.

This would help to provide much needed basic education for adults and youth. These are people already living and working in rural communities who, in the main have missed out on education, but who need training to make maximum use of their skills and their opportunities. Finally and very importantly, is the need for an open and accessible, accurate and updated education information system, which will help to inform policy decisions and prioritise the allocation of scarce resources.

Chapter 8 Challenges facing Education for Rural People

What do the results of this assessment tell us about the state of education in rural areas and the challenges which should be addressed if the learning needs of rural people are to be met? The assessment has looked in depth at the situation in 15 villages in Kosovo, these villages have covered a range of agro-ecological zones and, depending on their proximity to urban centres, are classed as remote, semi-remote or connected villages. One important finding is that in most respects the conditions in these villages are similar, they have similar facilities and face similar problems. Infrastructure and services (telephone, water, sanitation and electricity) are poor and there are few opportunities for employment. Family incomes are low, agriculture, which is the main economic activity, is practiced on small fragmented family farms following traditional methods, production is low and very inefficient.

Whilst this assessment has highlighted many problems relating to access and quality of basic education in rural areas, it should not hide the fact that a great deal has already been accomplished (by MEST and others) since the end of the war in Kosovo (1999). Nor should this assessment deter from the fact that there are many dedicated teachers and education officials who are working very hard in difficult circumstances to achieve better results. Clearly, however, there remain many problems to address.

There is an urgent need to continue with the reforms already underway and modernise the entire education system in Kosovo. The priorities for the development of quality education include ensuring its relevance to a transitional market economy and democratic political system, and preparing young people to belong to World and European society. In addition, the education system must be more dynamic and flexible, and it must respond to the challenge of 'life-long learning'.

Despite the current education reform programmes and donor interventions, a rural dimension or specific issues and needs of education in rural areas have, so far, been overlooked. This is largely because the particular circumstances and problems facing education for rural people are not known. The overall absence of population data and a reliable education information system makes planning very difficult. The overall education level of rural people is very low. The majority of people in rural areas will only have access to poor quality basic education, which is primary level, grades 1 to 9. Pre-school education and non-formal adult education in rural areas is very limited, and only around half of grade 9 leavers continue on to upper secondary education – considerably lower than the average for the whole of Kosovo. Girls in particular are leaving school early, there is poor infrastructure, teachers are under-qualified, textbooks are missing or unsuitable, and family resources are lacking.

Initiatives must be taken to raise awareness, not only of parents and the local community but also of international donors, of the conditions in rural schools and the need to support learning opportunities. The government of Kosovo should give greater autonomy to schools and support them to develop their own initiatives in partnerships with local communities. This is particularly important for rural primary schools and for vocational secondary schools, from where many school leavers will return to rural communities to live and work.

Adult education and training is very limited (almost non-existent) in rural areas and requires both expansion and modernisation. Non-formal education covers a wide variety of public and private educational activities offered to meet the defined basic learning needs of young people and adults who have not attended compulsory schooling within the formal system, or who need additional basic training in life skills or employment related skills. Life Long learning (LLL) is a new concept in Kosovo and one, which has yet to be fully understood both by the individual as well as by society. In order to be realised, a system of LLL requires a well-defined structure and content with clearly defined paths and accreditation between all types and levels of education and training. Most importantly it requires well-developed mechanisms for financing.

It is mainly NGOs and donor funded projects with training components, which are currently providing most adult basic education. Yet there is enormous demand for basic skills training, not only in literacy and life skills, but also in occupational skills such as farming, to enable rural people to improve their livelihoods and reduce poverty. Small-scale farmers (including part-time farmers) make up the biggest (and perhaps the most neglected) rural group in Kosovo, especially those living in remote municipalities. In Kosovo, it is estimated that approximately 1 million people, 150,000 households, depend exclusively or partly on agriculture (including forestry).

The key to longer-term rural economic growth and job creation depends largely on increasing agriculture production and diversifying the rural economy through support to medium and small-scale farming and business enterprises, SMEs. This requires training in new technical and management skills. The paradox is that there is potential for the development of rural areas but a lack of skills and education resources to support that development.

Based on this assessment, one can conclude that there is an urgent need for programmes to **support the strengthening of basic education for rural people and for rural development**. What is required is to improve the existing education system in terms of ACCESS to and QUALITY of basic education and training for rural people. There is a need to rationalise, develop and modernise (strengthen) existing formal education institutions and provide more adult non-formal education relevant to rural people and rural development.

What follows is a **Strategy for Education for Rural People**, which outlines an action-oriented approach for addressing these problems.

PART 3 THE STRATEGY

Preamble

The over-riding problems in Kosovo are a low level of economic development, resulting in high unemployment and low incomes, and political instability and uncertainty (no resolution of the status of Kosovo). In rural areas, as elsewhere, many people are living in poverty. They strive to fulfil their basic needs for survival and improve the quality of life for their family as best they can. Many problems facing rural people are inter-connected and related to lack of access to resources and limited opportunities. Education is seen as a key instrument for shaping and fulfilling the goal of rural transformation. Education in rural areas should contribute to rural development and the well being of rural people - including food security, improved health, increasing opportunity for income generation and employment, protection of the environment and management of natural resources. Improving rural livelihoods should also help to keep young people in the rural areas and so reduce migration and relieve some of the social pressures (from overcrowding) found in urban centres.

The general objective of this strategy, and the assessment upon which it is based, is to improve the quality of education for rural people and increase opportunities for rural people to participate in education in order to improve their life chances. This includes the identification of key strategies and intervention programmes directed at the development of physical and human resources for education and training and the encouragement of initiatives at community and institutional level and of the actors involved in education.

The provision of equal opportunities in education (education for all) for rural people has to be achieved by means of a flexible policy, which responds to local needs and requirements, addresses all categories of disadvantaged people, and takes into account the whole set of social, economic and cultural factors; economic resources, local infrastructure, demographic trends, and the importance of rural development and its growth potential in the overall national development strategy.

Education in rural areas is part and parcel of the overall context for **rural development**. As such, schools and other educational opportunities in rural areas will benefit from all the improvements occurring in other sectors of social, economic and cultural life, for example in the health sector, agriculture sector and infrastructure development, – or on the contrary, they will suffer from any delay in the reforms undertaken in any of these sectors. Considering these interdependencies the actions meant to improve education for rural people should be integrated in the overall objectives of a national strategy for rural development. A strategy for Rural Development in Kosovo has already been defined (in the Greenbook) by MAFRD, its implementation is meant to contribute to solving some of the problems related to the long-term development of rural areas, especially during this period of transition. However, rural development can only become a reality if it is one of the priorities of all sector policies, and if there is cooperation and collaboration between them. Many different stakeholders (and Ministries) have been involved in developing this Strategy for ERP, but its goals will only be achieved through their continued collaboration and support for its implementation.

Chapter 9 A Participatory Approach to Strategy Development

9.1 Introduction

This Strategy for Education for Rural People (ERP) in Kosovo, is the result of a participatory planning process, which has spanned a period of almost 12 months. It has involved key actors at national and local levels who have an interest in or an influence on the strategy. They have provided experience or information, and assisted with the education assessment and strategy planning process. A strategy is a plan of action, based on where you are now, it defines where you want to be in the future and the actions required to get there. It sets out what you want to achieve (strategic vision and goals) and how to achieve it (objectives and actions). Having a strategy is very important; it ensures that day-to-day decisions fit within a longer-term framework for development. It encourages everyone to work together to achieve common goals. It develops partnerships and cooperation. It identifies priorities. It specifies what actions to take, and it informs decision making for the allocation of resources.

The process of developing a strategy is complex, it is time-consuming and it involves many people. First and foremost, **Strategy development is a participatory process**, which should encourage a sense of ownership by all those involved, policy makers and beneficiaries. The more people are included in the process, the more likely they are to support the strategy and contribute to its implementation.

Secondly, **Strategy development is a continuous process**. Although a strategy has a time frame for implementation, it should be regarded as a rolling plan that requires continuous monitoring and adjustment as circumstances change. A Strategy should anticipate change in the external environment and respond accordingly.

9.2 Guidelines for writing a strategy

When formulating a strategy there is no fixed format or structure, but the following points should be born in mind. A strategy should be:

- Relevant
- Realistic (capable of being implemented), and
- Sustainable (supported by key actors)

And it should:

- Respond to clearly identified needs and priorities
- Address the future
- Have a time frame for implementation, and
- Be easily translated into implementable programmes and projects.

It should aim at ‘strengthening’ existing education structures (not creating new ones) and relate to other policies and reforms, which are planned or in progress.

The strategy document can take many forms but it should contain:

- A Title
- Introduction (purpose of the strategy)
- Situation Analysis (the challenges and priorities)
- A Strategic Vision (where you want to be in the long term)

- Strategic Goals (the general outcomes that you want to achieve in the lifetime of the strategy – to achieve the vision – and which reflect the priorities)
- Strategic objectives (specific intentions to achieve the goals)
- Actions (steps required to achieve the objectives, which should be easily translated into intervention programmes and projects)
- Outcomes/targets (to measure progress towards achieving objectives)
- Strategy Implementation (how the strategy will be implemented)
- Resource Implications/Budgetary Requirements (for implementation)

9.3 Participatory Methodology

The **participatory planning approach**, which has been used to develop this Strategy for ERP, has involved key actors at national and local levels, including rural people, teachers, school directors, NGOs, employers, local government officers, national and local institutions and a number of government departments and ministries. Representatives from these stakeholder groups have been brought together to form a national ‘Strategy Formulation Team’ (SFT), see appendix 2. By working together, this team has had the task of identifying priorities for improving Education for Rural People based on an assessment of what is currently provided and what is needed. In so doing, it also builds linkages and encourages cooperation and partnerships between the different stakeholders involved in education in rural areas. At local level, to assist the strategy formulation, Task Teams (made up of key stakeholders) were established in each of the five municipalities selected for the study, see appendix 1. Figure 11 below shows the key actors involved in strategy development.

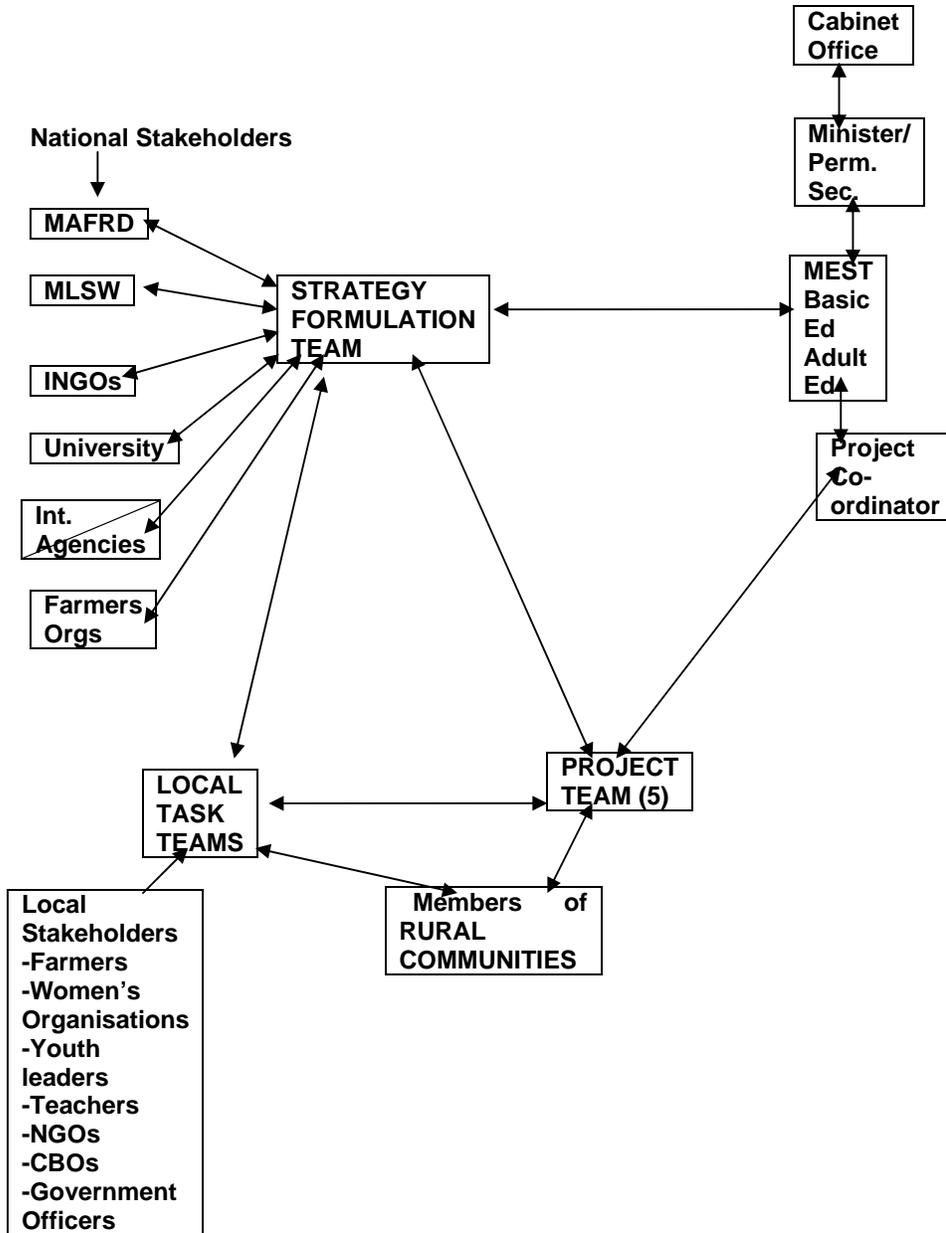
The whole process has spanned a period of 12 months and has consisted of two stages. First, an assessment of education in rural areas was undertaken to determine what are rural people’s education needs and to what extent are these are being met? This was necessary to clarify the present situation, and to identify the problems and priorities, which a strategy has to address. It involved collecting all the relevant information before planning (the strategy) and decision-making. This assessment was undertaken with the help of the local Task Teams, and by rural people defining their own needs. Second, based on this assessment, a strategy for improving education and training for rural people in Kosovo has been formulated with the participation of local and national stakeholders, who together make up the Strategy Formulation Team.

In addition to the strategy, this participatory process has resulted in other benefits:

- Better coordination and cooperation between government departments at all levels,
- Participation by stakeholders (providers and users of education) at local and national level in decision-making,
- A data base on education in rural areas, and
- Key actors, at local and national levels, trained in participatory planning and strategy development through a series of workshops.

Figure 11

Key Actors involved in developing a Strategy for Education for Rural People



Chapter 10 A Strategy for Education for Rural People

10.1 Introduction

The Strategy for ERP outlined here, highlights the priorities to be addressed (as identified by stakeholders and the assessment study) and the actions to be taken to improve the quality of education for rural people and expand access to education for all as a means to improve life chances. As such, the strategy provides guidance for policy decisions and the allocation of education resources to priority areas. This rigorous diagnosis of what needs to be accomplished, also provides robust arguments for negotiating future international aid.

Some of the objectives and proposed lines of action are already included, to a greater or lesser extent, in the education policies and reforms (e.g. Curriculum Reform, and Education Strategy of MEST) already underway in Kosovo, and may also be found among the objectives of donor funded projects, such as those supported by GTZ, UNICEF, and World Bank, as well as in programmes of MAFRD (e.g. SASS) and MLSW. This is to be expected and welcomed, as the intention is, where it is relevant, to integrate the implementation of the strategy into these initiatives, by expanding the scope of these programmes and adapting them to the specific character of rural areas so that people there (pupils, teachers, community) can become direct beneficiaries of the projects being implemented.

The formulation of this strategy for ERP has been guided by the following underlying principles:

- Priority should be given to ensuring quality basic education for all rural people, without which people will be denied equal opportunity to participate in development or access further or higher education.
- The emphasis is largely on improving ‘quality’ rather than the expansion of education, except for pre-school and adult learning opportunities, but account should be taken of the need for expansion in line with the increasing population.
- To introduce, where possible, steps or actions for achieving the goals without increasing ‘recurrent expenditure’, for example by cost savings and reallocation of existing resources to priority areas. (Nevertheless, implementation of the strategy will have consequences for funding and, in large part, this will have to be met from additional funds sourced outside Kosovo - from donors, see chapter 11.)

10.2 The Vision and Strategic Goals for ERP

The strategy covers a broad range of activities and programmes designed to realise the strategic vision. The vision provides a picture of the future, and the vision for ERP is:

“Quality learning and education opportunities for all rural people”

This medium term development strategy is designed for implementation within a five-year time span, 2004 - 2009. In addressing the challenges and achieving the vision, the focus of the strategy is on the following eight strategic goals:

- 1. To improve school-community cooperation and increase community responsibility for education in rural areas (in order to develop an active partnership in school management)*
- 2. To improve participation and retention of rural children in basic education and develop opportunities for their enrolment into post-compulsory education*
- 3. To provide education adapted to the learning needs of children in rural areas.*
- 4. To increase participation of rural people in relevant non-formal education and training programmes (adult education), especially linked to income generation*
- 5. To improve the physical and material resources of rural schools and ensure at least a minimum level of resources necessary for the teaching process*
- 6. To establish a reliable and accessible education information system*
- 7. To develop the management capacity and organisational structure of rural schools*
- 8. To develop the human resources of education in rural areas by improving the recruitment, training and retention of teachers in rural schools*

Several of these goals are inter-related (where one cannot be achieved without the other) and consequently some of the objectives and actions required to achieve them will be similar. For example, goals 1 and 7 are inter-related, and the achievement of these will influence, to a greater or lesser extent, the achievement of all the other goals. Goals 3, 5 and 8 are also clearly linked, where it would be difficult to achieve goal 3 without also achieving goals 5 and 8.

10.3 Objectives and Actions necessary to achieve the Strategic Goals

These strategic goals set out what the strategy aims to achieve within the timeframe of 5 years. On the basis of these, objectives and actions have been formulated, which indicate how the goals can be realised (the strategic plan).

Goal 1. *To improve school-community cooperation and increase community responsibility for education in rural areas (in order to develop an active partnership in school management)*

This goal will address the following problems:

- Lack of information with parents about education reforms
- Insufficient involvement of parents in school matters such as school based curriculum, organising the timetable, fund raising, extracurricular activities
- Little interest of parents for the educational and vocational guidance of their children (also goal 2)
- Lack of confidence in the role of education as an essential factor in the social and professional development of the pupils (also goal 2)
- The negative attitude towards working in agriculture among parents and students
- School boards not functioning and inadequate representation of local actors
- Limited financial resources available to rural families to support school activities
- Lack of information with communities about their responsibilities for education
- No sense of ‘ownership’ of education by the local community
- Lack of school-community links to ensure education is relevant and demand driven
- Lack of school autonomy and flexibility to raise funds and make decisions about the curriculum so that it is adapted to the specific needs of rural areas
- Low interest concerning the role and importance of schools in the development of the rural community (also goal 2)
- Schools are not used by the community as a learning resource

Objectives, which will achieve the goal, are:

1. To increase rural community involvement and responsibility for school management
2. To encourage parents in rural areas to take a more pro-active role in the education of their children
3. To develop a relevant education (contextualised curriculum) for rural areas through school-community links (also goal 3)
4. To develop the village school as a community learning centre for rural people

Actions needed to achieve the objectives:

- Organise local awareness-raising activities for parents and community leaders concerning their role in finding solutions for the problems facing schools
- Identify strategies for collaboration between parents and schools to identify solutions to the problems in schools

- Ensure School Boards are operating effectively and with adequate representation of the community, local authority and businesses
- Involve teachers in the rural areas in adult education, community education, and other programmes addressing the members of the rural community
- Stimulate parent participation in the educational and vocational guidance of the pupils
- Involve parents and local businesses as partners in school development projects
- Encourage participation of parents in school activities and extracurricular activities
- Establish community learning centres (also goal 4) - where appropriate use the village school as a community learning centre
- Provide extra support (scholarships) to those rural families that cannot provide basic learning materials for their children (also goal 2)

Expected Outcomes:

- School Boards meeting regularly and operating effectively
- School Boards given greater responsibilities
- School Boards with wider community representation
- Members of the School Board having received management training (also goal 7)
- Improved learning/teaching resources in schools (also goal 8)
- Improved maintenance and conditions of school buildings (also goal 7)
- Increase in extra curricula activities in rural schools
- Increased use of school facilities by the wider community
- More informed career choices by students

Links with other (donor funded) initiatives:

Catholic Relief Services (CRS) – Support to Parent Teacher Councils

CIDA – Training for School Management

UNICEF – Child Friendly Schools Initiative

Goal 2. *To increase participation and retention of rural children, especially girls and minority groups, in basic education (pre-school and primary school) and develop opportunities for their enrolment into post-compulsory education*

This goal will address the following problems:

- Low level of participation by rural children in pre-school education
- Lower level of participation among girls and ethnic minorities in grades 5-9 of compulsory basic education, as a consequence of the dropout phenomena
- Lower participation in post-compulsory (grades 10-12) upper secondary education, especially by girls and minority groups
- High dropout rate from grade 10
- Lack of confidence by parents and children in the role of education as an essential factor in the social and professional development of pupils (also goal 1)
- Lack of community participation in school matters, essential for improving the quality and level of participation in education (also goal 1)
- Inappropriate courses (especially vocational education), education is supply driven and not adapted to local rural situation
- Poor career choices and selection of secondary schools, students attend nearest school (also goal 1)
- Negative attitude towards studying agriculture and low enrolments in secondary agriculture schools
- Lack of school space (classrooms) resulting in multi-shift system (also goal 5)
- Poor learning environment leading to low motivation of students (also goal 5)
- Inadequate school transport resulting in lower participation in schools in remote areas, especially in lower secondary and upper secondary education
- Parents concern for the safety of their children (especially girls and ethnic minorities)
- High levels of poverty among rural families who cannot afford to send children to school
- Lack of reliable data on participation in school and on the causes of dropping-out of school

Objectives, which will achieve the goal, are:

1. To increase participation of children in rural areas in pre-school (ECE)
2. To increase the retention of students in rural areas in basic education up to grade 9 (especially girls and minority groups)
3. To increase participation of students in rural areas in post-compulsory (upper secondary) education, (especially girls and minority groups)

Actions needed to achieve the objectives:

- Organise awareness raising activities amongst parents and the community about the importance of ECE
- Stimulate the training of members of the rural community as (pre-school) teachers
- Stimulate the members of the ethnic minorities to train as teachers (all levels of education)
- Increase the number of female teachers in rural schools (all grades)
- Provide teacher training scholarships to ensure all of above

- Adjust educational contents (curriculum) to the individual and local rural needs – making school more attractive, stimulating demand by means of the curriculum itself and also by means of extra curricula activities (also goal 3)
- Develop an alternative curriculum for the re-integration of rural children who were not enrolled or who dropped out
- Adjust the structure of the school year (and daily schedule) making it more flexible, taking account of seasonal household activities, and difficult weather conditions which prevents rural children from getting to school
- Improve learning environment in rural schools (also goal 5)
- Offer courses in secondary vocational schools related to rural life (also goal 3)
- Explore how to offer distance learning opportunities in rural areas for post compulsory education
- Involve communities in reducing school drop-outs (also goal 1)
- Provide financial support (scholarships) to poor families for basic learning materials
- Develop the school canteen/kitchens, and consider boarding schools and half-board systems accompanied by social protection measures
- Establish a school-bus network in the rural areas through cooperation between the local public authorities, the school authorities and the representatives of the local communities
- Increase the number of preschool classes in rural primary schools
- Increase number of classrooms in rural primary school to try and reduce multi shift system also plan for increasing number of pupils (birth rate) as funds allow (also goal 5)
- Expand (in line with increasing number of grade 9 leavers) and rationalise upper secondary education (especially vocational education), number of staff, schools, number of profiles
- Improve enrolment policy in secondary schools to allow entrance of more girls from rural areas
- Undertake research into the causes of low attendance and high dropout
- Develop strategies for reducing dropouts and increasing enrolments of girls and minority groups, based on research findings

Expected Outcomes:

- Increase in number of classrooms in rural schools
- Increase in the number of female teachers and teachers from ethnic minorities in rural schools
- Increase in enrolments in pre-school classes
- Improved classroom facilities
- Reduction in number of primary school drop-outs
- Reduction in number of grade 10 drop-outs
- Increase in number of girls from rural areas in upper secondary schools
- Diversified curriculum
- Flexible timetable in rural schools

Links with other (donor funded) initiatives

UNICEF – child friendly schools

Finnish

Aid

-

FSDEK

Goal 3. *To provide education adapted to the learning needs of children in rural areas.*

This goal will address the following problems:

- Lack of involvement by parents and community in school affairs (also goal 1)
- Negative view among parents and children of agriculture and rural life
- Poor life choices for secondary education and future careers
- High drop-out rate of rural children from lower secondary and upper secondary school
- Lack of school autonomy and flexibility to make decisions about the curriculum so that it is adapted to the specific needs of rural areas
- Content of vocational education and training courses not adapted to the specific needs of education in rural areas
- No (or few) links between vocational schools and the local labour market or local communities (self-employment)
- Lack of school management skills (also goal 7)
- Lack of teaching skills for active learning (also goal 8)
- Lack of skills amongst teachers for curriculum development

Objectives, which will achieve the goal, are:

1. To contextualise the curriculum of basic compulsory education, adapting it to meet the specific needs of rural people
2. To increase community involvement in rural children's education
3. To reform vocational education so that it is demand driven and related to the specific development needs of rural areas
4. To improve the training of teachers to ensure it includes the specific needs of rural learners

Actions needed to achieve the objectives:

- Increase autonomy for rural primary and secondary schools (also goal 1)
- Improve school-community links (also goal 1)
- Allow schools (and school boards) a greater say on a segment of the curriculum, and in planning and designing teaching activities
- Introduce the subject 'Making a Living' in lower secondary curriculum
- Introduce the subject 'Caring for the Natural Environment' into the basic education curriculum
- Contextualise the school curriculum through a 'project based' approach to learning
- Introduce active learning techniques in schools through in-service teacher training
- Improve and increase practical skills training in vocational education and link theory to practice
- Involve adults in community education programmes in school, in order to revitalise specific cultural traditions, increase cohesion in the community, stimulate a spirit of tolerance and inter-cultural communication (also goals 1, 2 and 4)
- Provide careers guidance to pupils in rural schools
- Provide training for teachers and school managers in curriculum development

Expected Outcomes:

- Diversified curriculum for basic education
- Improved teaching/learning resources
- Improved (child centred) teaching methods
- Increased motivation of children towards learning
- Improved learning/performance of rural children
- Increased interest in studying agriculture
- Increased knowledge about the natural environment
- Increased parent involvement in school affairs

Links with other (donor funded) initiatives

GTZ - support for the reform of Vocational Education

The Royal Norwegian Society for Development – support for Agricultural Education and training at Lipjan Secondary Vocational School

Finnish

Aid

-

FSDEK

Goal 4. *To increase participation of rural people in relevant non-formal education and training programmes (adult education), especially linked to income generation*

This goal will address the following problems:

- Low level of education among the rural adult population
- Few opportunities for income generation and job creation in rural areas
- Little support to establish small businesses (SMEs) in rural areas
- Low level and inefficient agriculture production
- Under-utilisation of natural resources
- Limited understanding of environmental conservation/protection
- High illiteracy rate, especially among females
- Limited access by rural people (especially women) to adult basic education and training programmes for income generation (only 4% of research sample attended training programmes)
- Limited access of rural people to government (MLSW) employment related training programmes – few rural people do not register as unemployed
- Limited access by rural people to information sources
- Lack of co-ordination and collaboration between multiple providers of adult basic education and (employment related) skills training
- Lack of funding for adult NFE
- Low priority by MEST for adult NFE
- No strategy for Life Long Learning (LLL) – one is planned
- Variable quality of adult education and skills training programmes
- No monitoring or evaluation of NFE
- Education and training programmes which do not meet identified needs
- Variable quality of trainers for NFE
- Lack of learning resources and materials for NFE
- Few community led initiatives for NFE
- No community learning centres in rural areas

Objectives, which will achieve the goal, are:

1. To increase awareness amongst policy makers and communities of role of education and training in rural development
2. To ensure that national (sector) policies and strategies for NFE and skills training take account of the needs of rural people
3. To increase community responsibility for NFE
4. To expand opportunities and ensure rural people have access to NFE
5. To develop relevant and demand driven NFE
6. To develop quality training materials for NFE, accessible to all
7. To improve coordination and collaboration between different ministries, NGOs and private sector providers of NFE
8. To improve quality of trainers working in NFE
9. To provide community learning centres

Actions needed to achieve the objectives:

- MEST to be more active in adult learning, and include adult basic education programmes in the system of educational services provided by primary and secondary schools in the rural areas

- Establish a National Advisory body for NFE, determine ministries responsibilities for NFE and increase cooperation and collaboration (between ministries, NGOs and private sector) in NFE
- Formulate policy for LifeLongLearning (LLL) which takes account of needs (and conditions) of rural people
- Develop partnerships and networks (Govt, NGO, private sector and communities) for providing NFE in rural areas
- Allocate more resources to NFE and set up a funding mechanism (small grants fund) to support community learning initiatives
- Establish a national database for NFE
- Establish a materials production and distribution network
- Organise awareness raising activities among adults in the rural areas concerning literacy and basic skills training
- Empowering rural people to take responsibility for their own learning and to take the initiative for solving problems
- Improve access of adults in rural communities to the information sources available in schools (libraries)
- Establish village libraries/learning resource centres
- Involving adults in community education programmes in school, in order to revitalise specific cultural traditions, increase cohesion in the community, stimulate a spirit of tolerance and inter-cultural communication (also goal 3)
- Increase the range and availability of adult basic education courses for rural people
- Increase accessibility of rural people to skills training for self employment (SMEs) and job creation
- Appoint staff within municipalities as coordinators of NFE
- Establish a coordinating body for NFE within municipalities and ensure rural community representation
- Provide training of trainers programmes for multiple stakeholders providing NFE (including how to identify training needs, develop training programmes, produce training materials and use adult learning methods)
- Encourage use of participatory training approaches in NFE
- Develop short training courses for adults at secondary vocational schools

Expected Outcomes:

- A national advisory body for NFE established with rural community representation
- Improved collaboration and cooperation between multiple NFE providers
- A national strategy for NFE which takes account of rural peoples needs
- A national database for NFE
- A 'library' for resource materials for NFE
- Training programmes developed for NFE trainers
- NFE Committees and NFE Adviser appointed in municipalities
- Training Needs Analysis conducted in rural communities
- Village libraries/learning resource centres established
- Increase in number of NFE courses available for rural people
- A small-grants fund for supporting NFE established and operational

Links with other (donor funded) initiatives

There are many ministries, organisations and agencies (public and private) working in the area of adult learning. It is essential that they work more closely together and that they take adequate account of the specific learning needs of adults (and youth) in rural areas.

MEST/UNICEF – Basic Education for Girls and Women

MLSW/EAR – Employment related skills training

MLSW/EAR – Kosvet programme

ILO/MLSW/Ministry of Trade and Industry

MAFRD/EAR – SASS project

Various NGOs support for NFE – Swisscontact, Intercooperation, Care International

Other Ministries have adult learning programmes (e.g. Health education)

Recently a strategy for Non-Formal Education has been formulated. Led by the MLSW, it has brought together a number of key ministries and other stakeholders. It is important that the objectives and actions outlined here for improving access to NFE for rural people, are also reflected in the NFE strategy.

Goal 5 To improve the physical and material resources of rural schools and ensure at least a minimum level of resources necessary for the teaching process

This goal will address the following problems:

- Lack of school space leading to multi-shift system
- Poor condition and inadequate school infrastructure (classrooms, school furniture, workshops, libraries, kitchens and toilets)
- Poor condition or absence of basic utilities (heating, electricity, drinking water and sanitation)
- Lack of school resources (basic office equipment, practical equipment for teaching skills, duplicating and printing equipment, computers)
- Shortage of relevant teaching/learning materials (textbooks, teachers guides, visual aids, library books), especially related to curriculum reforms
- Lack of access to information by both teachers and pupils
- Lack of basic learning materials (pens, paper, chalk)
- Extremely limited access to modern information sources and networks
- Inadequate maintenance of school infrastructure and equipment
- Low morale of teachers and pupils due to poor conditions in rural schools

Objectives, which will achieve the goal, are:

1. To improve rural schools' infrastructure through the rehabilitation of existing buildings and utilities, and, where necessary, the construction and equipping of new facilities
2. To increase the provision of textbooks and basic teaching/learning materials in rural schools
3. To inculcate a 'culture' of school maintenance within rural schools, local communities and local education authorities
4. To ensure modern means of communication in rural schools

Actions needed to achieve the objectives:

- Awareness raising among rural communities about their responsibilities for supporting school activities (also goal 1)
- Increase community involvement and support for maintaining and equipping schools through awareness raising workshops (also goal 1)
- Train school managers and school boards in developing and implementing an annual school buildings maintenance plan (also goal 7)
- Allocate funds from municipal education budgets for maintenance, based on submission of school plan
- Priority interventions by the government (MEST) into the poorest schools
- Seek project funds for rehabilitation of school buildings, facilities and utilities (through increased local government budgets, involvement of the community in fund raising, off-budget sources by raising funds through school activities, and by donor supported projects)
- Increase number of classrooms in primary school to try and reduce multi-shift system and plan for increasing number of pupils (birth rate) as funds allow
- Train school managers and school boards in financial planning and management and project development (also goal 7)
- Provide textbooks and improve library facilities in rural schools
- Provide rural schools with basic teaching kits (related to curriculum reform)

- Develop capacity of teachers and staff of MEST to produce teachers' guides and teaching materials and aids relevant to curriculum reforms (also goal 3)
- Provide duplicating/printing equipment at school and/or municipality level
- Provide computers linked to communication network to rural schools
- Explore best means of communication (terrestrial or satellite or radio) for rural schools
- Provide training to teachers in use of computers/IT

Expected Outcomes:

This goal requires considerable additional financial resources, and outcomes (achieving targets) will depend on the funding that is available. By the year 2009, a significant number of rural primary and secondary schools should see improvements in school infrastructure, teaching/learning materials and equipment, specifically;

- Improvements in the condition of rural school buildings
- A schools' maintenance plan operational
- Improved utilities (heating, water, sanitation) for schools
- Increased teaching/learning materials and books
- Increased teaching aids and equipment in classrooms
- An equipped school library
- Modern means of communications
- Teachers and managers trained in IT
- Improved office facilities and equipment in schools

Links with other (donor funded) initiatives:

GTZ – support for reforms in Vocational Education

World Bank – Schools Grant Pilot Project

The Royal Norwegian Society for Development – support to Lipjan vocational school

Government of Japan – support to education

Goal 6. *To establish a reliable and accessible education information system (not only related to rural schools)*

This goal will address the following problems:

- Lack of reliable and accessible data on education
- Lack of information technology for recording, analysing and accessing data in schools and municipal education offices
- Lack of skills in information management (within schools, municipalities, and MEST)
- Few data on student performance to allow comparisons between schools - no standardised assessment or evaluation of learning (except pilot stage for some grades and subjects) to assess the quality of education
- State of education needs further research as a basis for policy decisions and planning

Objectives, which will achieve the goal, are:

1. To establish a reliable and accessible national database on education
2. To provide information technology (computers and software) in schools and municipal education offices (also goal 5)
3. To develop the capacity of education staff (in schools and municipal offices) in information management - collecting, compiling, recording and accessing education data
4. To support the on-going process of developing standards and assessment for all grades and ensure the accurate recording of relevant data in a useable form
5. To establish an Education Research Centre in Kosovo

Actions needed to achieve the objectives:

- Ensure the next population Census contains questions on participation in education
- Recruit specialists (in MEST) for education information management
- Set up an education information system and database (MEST), accessible to all
- Develop staff capacity (in MEST) for information management
- Provide support to assessment and standards section (MEST)
- Provide training in information management for school directors and education staff in municipalities (also goal 7)
- Provide computers in schools and training in IT
- Support the Faculty of Education (University of Pristina) or other institute with resources for education research
- Develop links with other Universities (Education Research) in the region and internationally
- Undertake education research

Expected Outcomes:

- An accessible and reliable national education information system
- Increase in amount and reliability of data collected at school level – especially information on enrolments and student performance
- Increase in skills of education staff (at all levels) to manage information
- IT equipment installed in rural schools and municipality education offices

- An education research centre established
- An education research programme identified and implemented
- Increase in publications on education in Kosovo

Links with other (donor funded) initiatives:

World Bank – support for EMIS

World Bank – support for FTP (Standards and Assessment Unit)

Government of Japan – support to education

Goal 7 To develop the management capacity and organisational structure of rural schools

This goal will address the following problems:

- Lack of management and leadership skills (by school directors, school boards, municipal and regional education officers), which are needed in times of change - to enable schools to become demand led, with greater flexibility and autonomy
- Poor management of the schools' infrastructure and facilities
- Poor management of financial resources, especially when budgets are inadequate to cover all needs, including inadequate management capacity to attract social partners and off-budget financing sources (from parents, donor projects, and by school production activities)
- Poor management of staff resources – the low pupil/teacher ratio in many schools requires rationalisation. Staff costs are the largest share of education expenditure.
- Lack of school inspections and inadequate support and guidance by regional education officers
- Organisational structure of schools outdated and inefficient
- School Boards not functioning effectively (also goal 1)
- Poor school-community links (also goal 1)
- Inadequate training available for school managers
- Inadequate means of communication to allow schools to keep in touch with municipal headquarters, regional and national offices (also goal 5 and 6)
- Lack of access by school staff to information sources (also goal 6)
- Poor state of school buildings and facilities (also goal 5)
- Lack of teaching/learning materials and equipment in schools (also goal 5)
- Poor quality of teaching

Objectives, which will achieve the goal, are:

1. To improve management and leadership skills of school Directors
2. To increase participation by the local community in school management (also goal 1)
3. To improve the management skills of school boards and regional and municipal education officers
4. To increase support and guidance by regional education officers to rural schools
5. To optimise the use of staff and physical resources in rural schools through organisational change
6. To improve the means of communications in rural schools (also goal 5)

Actions needed to achieve the objectives:

- Develop a new organisational structure in rural schools, which clearly identifies positions (grades) and responsibilities of staff
- Rationalise teaching staff based on a new organisational structure
- Make (future) appointment to school director position contingent on prior participation in a training module in school management

- Provide on-the-job training for school managers in more efficient utilisation of existing resources (staff and infrastructure) and financial management (also goal 5)
- Adapt the content of the school management training programmes to the specific needs and problems that rural schools are facing
- Provide training for regional and municipal education staff in management and leadership skills
- Advise school managers on ways to solve financial problems and to identify potential sources of income
- Involve parents and the wider community in school planning and fund raising activities (also goal 1)
- Provide management training for members of the school boards (also goal 1)
- Develop the ability of school directors and senior staff to initiate partnerships with other institutions that provide support to schools (businesses, community, local authorities, mosque/church, the family, NGOs etc)
- Provide training for school directors and senior staff in how to write project proposals and design school development projects
- Develop a schools' communications network (also goal 5)

Expected outcomes:

- Increased capacity of school directors, members of school boards and regional and municipal education officers for managing (scarce) school resources
- School Boards and local community more actively involved in school management
- Regular visits by regional education staff to rural schools and increased guidance for teachers and school directors
- Improvements in rural school infrastructure (buildings, equipment) also goal 5
- A schools' maintenance plan operational (also goal 5)
- Improved utilities (heating, water, sanitation) for schools (also goal 5)
- More efficient use of staff and financial resources in rural schools
- A new organisational structure in schools
- Increase in off-budget finance for schools
- Modern means of communications installed and operational in rural schools
- Improvements in quality of teaching
- Increased staff motivation

Links with other (donor funded) initiatives:

CIDA – Kosovo Education Development Project

Goal 8 *To develop the human resources of education in rural areas by improving the recruitment, training and retention of teachers in rural schools*

This goal will address the following problems:

- High numbers of unqualified teachers in rural schools
- Poor quality of teaching, using outdated and outmoded teaching methods, no active learning or practical skills teaching
- Lack of teaching materials in rural schools
- Limited access of teachers in rural schools to continuing education opportunities
- Inadequate provision of in-service training for teachers and directors in rural schools
- Content of teacher education programmes and curricula not adapted to the specific needs of education in rural areas
- All teachers are employed at the same level and paid at the same level irrespective of qualifications, responsibility or years of service
- Low motivation of teachers due to lack of incentives - poor career prospects, few opportunities for promotion and low salaries
- Poor organisational structure within schools, no clearly defined job description
- No teacher assessment or evaluation (or guidance and support)
- Too many teachers in some schools
- Poor working conditions in rural schools leading to low staff morale

Objectives, which will achieve the goal, are:

1. To update teacher skills and improve teaching methods through in-service training programmes in rural schools
2. To improve the training of new teachers (provided by Faculty of Education) who will work in rural areas
3. To improve the working conditions and terms of employment of teaching staff in rural schools
4. To introduce a system for teacher assessment and evaluation (including guidance and support) in rural schools

Actions needed to achieve the objectives:

- Identify the training needs of teachers in rural schools
- Define national standards for (pre-service) teacher training in order to ensure the quality of training programmes
- Orientate pre-service teacher training programmes towards developing skills and abilities rather than only accumulating academic knowledge
- Adapt the content of (pre-service and in-service) teacher training to the specific needs and problems faced by teachers in the rural areas - update teacher's psychological and pedagogical knowledge, and develop their ability to apply modern teaching methods and methods adapted to children with special educational needs coming from disadvantaged rural families
- Establish and equip regional training centres for in-service training of teachers
- Expand opportunities for teacher training through distance learning modes and study visits or teacher exchange

- Improve information sources for teachers by establishing local (municipality) information and documentation centres equipped with the latest technology (also goal 5)
- Provide training for teachers in the use of information technology
- Improve teaching facilities and materials (also goal 5) in rural schools
- Encourage networking between teachers and between rural schools
- Increase incentives for teachers working in rural areas, to attract qualified teachers of good quality to rural schools
- Introduce a career structure for teachers which offers opportunity for advancement
- Enhance salary for teachers for increased performance or responsibility
- Develop teacher's self evaluation abilities
- Develop the capacity of teachers to produce their own teaching materials (also goal 5)
- Provide training in practical skills and how to teach practical skills (especially for teachers in vocational schools)

Expected Outcomes:

- Increase in number of qualified teachers in rural schools
- Teachers using active (child centred) teaching/learning methods
- Increase in quantity and quality of teaching materials in schools (also goal 5)
- More relevant and diversified curriculum in schools (also goal 3)
- Improved working conditions in rural schools (also goal 5)
- Improved terms of employment for teachers in rural schools (also goal 7)
- New staff organisational structure in schools (also goal 7)
- Regional teacher in-service training centres established
- Increase in number of in-service training courses for rural teachers
- Teachers in rural schools networking together
- Improved assessment and evaluation of teachers (also goal 7)
- Improvement in student's performance (examination results)

Links with other (donor funded) initiatives:

CIDA – Kosovo Education Development Project

10.4 Mechanisms for Implementation and Budgetary Requirements

Mechanisms for Implementation

The responsibility for implementing this strategy lies with the Government and people of Kosovo. Through co-operation and partnerships between different government ministries, NGOs, community groups and private enterprise at local, national and international levels, many actions can be taken and the objectives and strategic goals can be realised. But it requires 1) a more active role and greater responsibility and ownership by the local community in education matters and 2) an enabling (government) environment, which encourages and supports people to find solutions to their problems.

Each of the eight strategic goals requires the involvement of multiple actors to achieve. Although the MEST will be the lead ministry responsible, it will involve other ministries in partnerships with NGOs and the private sector. However, it is at school/community level where many of the actions (implementation) will occur and key actors will be involved. The key actors responsible for implementation are outlined below.

Key Actors

- | | |
|---------|--|
| Goal 1: | Community members, parents, teachers, school directors, school boards, municipal and regional education officers |
| Goal 2: | Community members, parents, teachers, school boards, school directors, municipal and regional education officers |
| Goal 3: | MEST, education (curriculum) specialists, teacher trainers, community members, parents, school boards, school directors, teachers, regional and municipal education staff, employers |
| Goal 4: | Community groups, youth, NGOs, schools, municipal officers, MEST, MAFRD, MLSW, MTI, Training centres, employment offices, employers, farmers |
| Goal 5: | MEST, regional and municipal authorities, utilities (water, electricity supply) teacher trainers, community members, parents, school boards, school directors, teachers |
| Goal 6: | MEST, University of Pristina, IT specialists, regional and municipal education officers, SOK, KEC, school directors, school boards, teachers |
| Goal 7: | School directors, school boards, regional and municipal education officers, MEST, teacher trainers (in the Faculty of Education), specialists in management training |
| Goal 8: | Teachers, teacher trainers (in the Faculty of Education), MEST, regional and municipal education officers, school boards |

Budgetary requirements and sources of funding

This strategy, which addresses many problems facing education in rural areas, requires considerable financial resources to achieve, financial resources which are currently beyond the capacity of the Government to provide. Investment in education in rural areas at this stage in the development of Kosovo should be a priority. In the long-term, many of the objectives and lines of action could be achieved by year on year increases (as funds allow) in the general government budget, for example for

capital expenditure (buildings and equipment) on education, targeted at the poorest rural schools, and for teacher training. Also cost savings could be achieved through increased efficiency (e.g. rationalising staff resources and improving management) and reallocation of the existing education budget towards priority areas such as providing teaching materials (textbooks and teachers guides) in rural schools and extra training for teachers. Increased community support for schools and school fund raising activities are very important and can assist with the purchase of books and teaching equipment as well as encourage greater responsibility for school maintenance.

However, in the short to medium term, financing will have to be largely through donor support for intervention programmes and projects (see chapter 11). Donor support could be for small-scale projects, which provide assistance with teaching/learning materials in schools, teacher training programmes, or community learning initiatives, to large-scale infrastructure projects.

Risks and Obstacles to Implementation

It is important to consider the factors or circumstances that may have an influence on or impede the implementation of the strategy, so that appropriate steps can be taken to reduce the risks. These can be summarised as:

- Lack of awareness or ownership by key actors
- Low priority given to the strategy by the Government (and other key actors)
- Lack of cooperation and collaboration between Ministries and with other key actors
- Lack of funding
- Lack of human resources/capacity to implement
- Lack of political consensus resulting in policy changes following elections
- Lack of autonomy in schools
- Lack of interest and willingness of people to take initiative and get involved

As this is a complex strategy addressing many levels and types of education, it is important to ensure that lead persons or sections responsible (in MEST) for overseeing its' implementation are clearly identified. It is recommended, therefore, that **as a first step a special section for Education for Rural People should be established in MEST and that a Working Group comprising key ministries and other stakeholders (especially NGOs) also be established.**

Chapter 11 Strategy Implementation through Intervention Programmes

Introduction

In order to implement the strategy, this chapter will outline some possible key intervention programmes (including objectives, activities, outputs and budget estimate), which the Government and international donors could support over the next 3-5 years. It must be emphasised that what is provided here is a framework for future interventions (strategy implementation) and for funding, and not detailed project proposals, which would require further feasibility studies and detailed costings.

The assessment of education in rural areas (part 2) has allowed an elaboration of a medium term strategy (part 3) that includes eight goals and lines of action for improving the quality of education for rural people. **Each and every one of these can be implemented.** Many as part of on-going education and training activities, or incorporated into reforms and development programmes already underway. However, the challenges facing education for rural people in terms of access to, and opportunities for quality education, require the implementation of a priority intervention programme in the rural areas. According to the results of this study, and in line with the strategy for ERP, we believe the priority objectives and lines of action for donor support should be the following:

- **To improve management and leadership in basic education and increase community participation in school affairs**
- **To improve teaching and contextualise the curriculum in rural primary schools so that education is adapted to the learning needs of children in rural areas**
- **To provide adequate teaching materials, books and equipment for rural primary schools (in line with curriculum reforms)**
- **To support community learning and awareness (non-formal adult education) in rural areas**
- **To reorient secondary vocational (agricultural) education towards meeting the learning needs of rural communities**

The five programmes outlined here provide support to basic (formal and non-formal) education in rural areas. Although five separate intervention programmes are proposed, these programmes could be joined together or divided into a number of smaller parts, according to donor and government priorities and funding sources. An overview showing the interrelationship between the eight strategic goals and the five intervention programmes (aimed at achieving the goals) is given below.

The budget requirements for implementation of these programmes are considerable. What is suggested here is that in the first instance programmes 1 and 2 and 5 should be implemented on a pilot basis (trials in selected areas or schools), and programmes 3 and 4 (which are large programmes) could attract multiple funders and respond to particular needs or demands. On this basis, a minimum of 17 million US\$ is proposed over a period of 5 years. However, if programmes 1, 2 and 5 were to be expanded to other schools and areas of Kosovo, additional funds would be needed (estimated up to 6 million US\$ per year for 5 years).

Inter-relationship between Programmes and Goals

Programme 1: Schools Leadership and Management Programme

This programme would contribute to the achievement of the following strategic goals:

Goal 1. To improve school-community cooperation and increase community responsibility for education in rural areas (in order to develop an active partnership in school management)

Goal 7. To develop the management capacity and organisational structure of rural schools

Goal 6. To establish a reliable and accessible education information system

Goal 8. To develop the human resources of education in rural areas by improving the recruitment, training and retention of teachers in rural schools

Programme 2: Contextualising the Curriculum in rural schools through Workplace-based Teacher Education (adapting education to the learning needs of children in rural areas)

This programme would contribute to the achievement of the following strategic goals:

Goal 3. To provide education adapted to the learning needs of children in rural areas.

Goal 8. To develop the human resources of education in rural areas by improving the recruitment, training and retention of teachers in rural schools

Goal 2. To improve participation and retention of rural children in basic education and develop opportunities for their enrolment into post-compulsory education

Programme 3: Teaching materials, textbooks and equipment provision for rural schools (in line with curriculum reforms)

This programme would contribute to the achievement of the following strategic goals:

Goal 5. To improve the physical and material resources of rural schools and ensure at least a minimum level of resources necessary for the teaching process

Goal 2. To improve participation and retention of rural children in basic education and develop opportunities for their enrolment into post-compulsory education

Goal 3. To provide education adapted to the learning needs of children in rural areas.

Programme 4: Community Learning and Awareness Programme (non-formal adult education)

This programme would contribute to the achievement of the following strategic goals:

Goal 4. To increase participation of rural people in relevant non-formal education and training programmes

Goal 1. To improve school-community cooperation and increase community responsibility for education in rural areas (in order to develop an active partnership in school management), which in turn would help achieve;

Goal 2. To improve participation and retention of rural children in basic education and develop opportunities for their enrolment into post-compulsory education

Goal 3. To provide education adapted to the learning needs of children in rural areas.

Programme 5: Community Participation in Vocational Education

This programme would contribute to the achievement of the following strategic goals:

Goal 3. To provide (vocational) education adapted to the learning needs of children in rural areas.

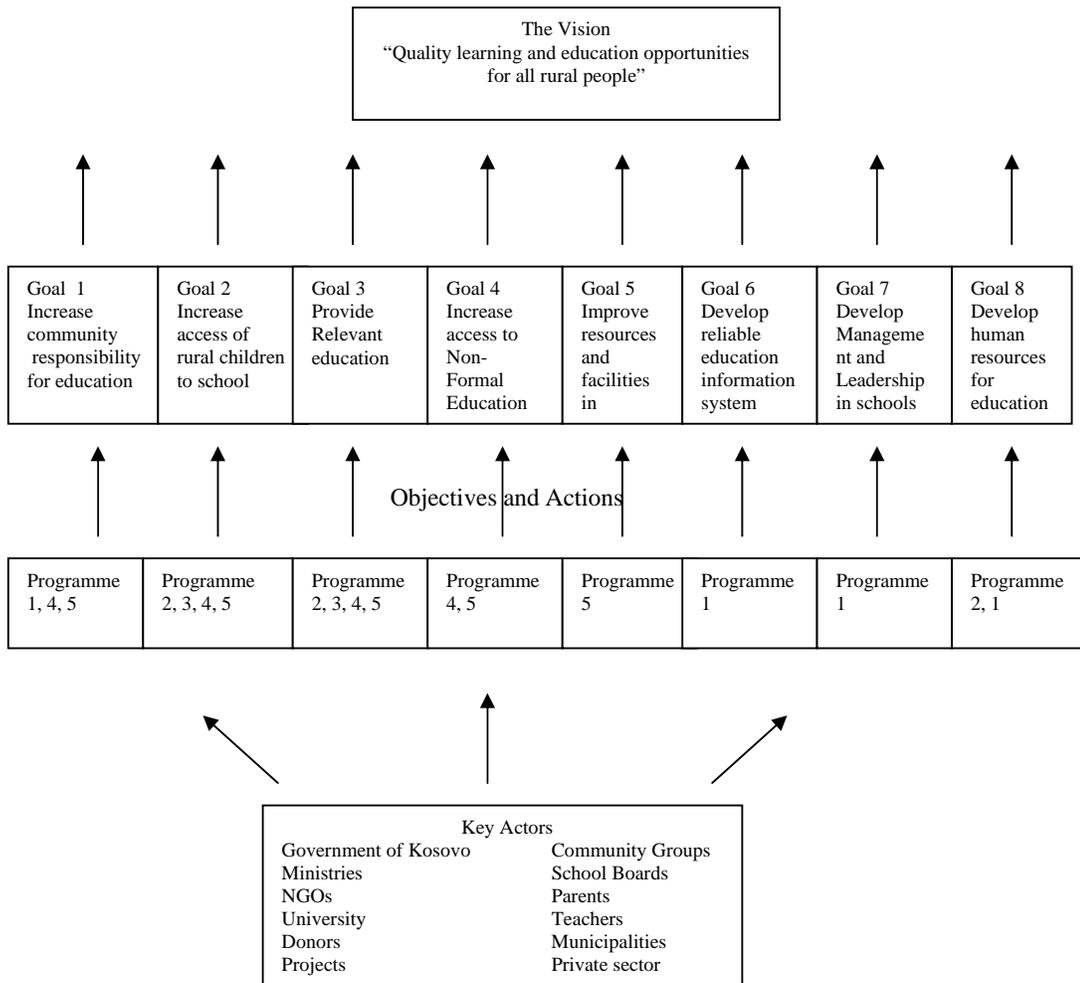
Goal 4. To increase participation of rural people in relevant non-formal education and training programmes

Goal 1. To improve school-community cooperation and increase community responsibility for education in rural areas (in order to develop an active partnership in school management), and through this to contribute to;

Goal 2. To improve participation and retention of rural children in basic education and develop opportunities for their enrolment into post-compulsory education

The contribution of these five intervention programmes to achieving the strategic goals is also shown below in figure 12.

Figure 12 An overview of Strategic Goals and Programmes



Programme 1: Schools Leadership and Management Programme

This programme underpins, to a greater or lesser extent, the achievement of all the eight strategic goals, but in particular goals 1, 6, 7 and 8. The purpose of this programme is to develop a workplace-based programme that addresses the professional development needs of leaders and managers in rural primary schools in pilot municipalities.

Overall Objective

To improve the quality and effectiveness of teaching and learning through enhanced leadership and management in rural primary schools.

This programme will address the following specific problems:

- *The inadequacy of training in leadership and management in basic education.* At school level managers face problems relating to teacher and pupil management, information management, curriculum implementation, maintenance and development of infrastructure, resources, transport, and security. Generally, the more remote (rural) the school the greater these challenges become. Although a certain amount of ad hoc training is taking place, there is currently no systematic on-the-job training for any of the school management functions. School Directors have been appointed without any management training.
- *Insufficient capacity at municipal and regional level to monitor and support developments in school.* Regional education offices have recently been established. The staff have many duties to carry out and need support and increased capacity to do this. In particular, they need to engage in face-to-face contacts with teachers and provide classroom-based support rather than focus on administrative functions.
- *Community awareness needs to be raised and participation increased to guide the provision of more relevant educational service delivery.* Members of School Boards, whose input is crucial for the effective management of their schools, often do not understand their roles and responsibilities, or their limitations (need for training).

Specific Objectives

- To improve management and leadership skills of school Directors
- To increase participation by the local community in school management
- To improve the management skills of school boards and regional and municipal education officers
- To increase support and guidance by regional education officers to rural schools
- To optimise the use of staff and physical resources in rural schools through organisational change
- To improve the means of communications and access to information in rural schools

Outputs (Results)

- Increased capacity of school directors, school boards and regional and municipal education officers for managing (scarce) school resources

- School Boards and local community more actively involved in school management
- Regular visits by regional and municipal education staff to rural schools and increased guidance for teachers and school directors
- A schools' development and maintenance plan operational
- More efficient use of staff and financial resources in rural schools
- A new organisational structure in rural schools which complement and support the process of contextualisation and curriculum reform
- Increase in off-budget finance for rural schools
- Increased staff motivation in rural primary schools
- Municipal and regional level teams established in one (pilot) region to provide effective school-based in-service training, support and monitoring
- Increased capacity in one teacher-training institution (Faculty of Education) to support human resource development and institutional change in rural primary schools

Activities (in pilot schools/municipalities/region)

- Select pilot region/municipalities/schools according to criteria relating to readiness and willingness to spearhead this work
- Undertake and disseminate findings of a baseline study in pilot municipalities, including needs analysis for all levels of training
- Design a workplace-based Schools Leadership and Management Programme (SLMP) that caters for the particular professional development needs of leaders and managers in rural primary schools, including their school boards
- Develop a new organisational structure in (selected) rural schools, which clearly identifies positions (grades) and responsibilities of staff
- Rationalise teaching staff based on a new organisational structure
- Make (future) appointment to school director position contingent on prior participation in a training module in school management
- Implement SLMP in pilot municipalities/schools
- Provide on-the-job training for school managers in more efficient utilisation of existing resources (staff and infrastructure) and financial management
- Adapt the content of the school management training programmes to the specific needs and problems that rural schools are facing
- Improve facilities for municipal/regional level teams in pilot area
- Design a workplace-based trainer-training programme for municipal/regional level teams
- Provide training for regional and municipal education staff in management and leadership skills
- Advise school managers on ways to solve financial problems and to identify potential sources of income
- Involve parents and the wider community in school planning and fund raising activities
- Provide management training for members of the school boards
- Develop the ability of school directors and senior staff to initiate partnerships with other institutions that provide support to schools (businesses, community, local authorities, mosque/church, the family, NGOs etc)

- Provide training for school directors and senior staff in how to write project proposals and design school development projects
- Establish a Schools Leadership and Management Centre at the Faculty of Education
- Provide training for staff at Faculty of Education to support leadership and management in basic education.
(To ensure sustainability, both infrastructure and human resources support should be provided to the relevant Teacher-Training Institution involved in the programme. This will provide for the establishment of *Schools Leadership and Management Centres*, with capacity for undertaking, for instance, training needs analysis, designing short programmes to meet emerging needs, undertaking baseline and monitoring studies and mentoring.)

Budget estimate

It is proposed that this programme be implemented as a pilot in a number of rural schools in one region of Kosovo. It should be a partnership programme between MEST, local government, schools, communities and the University of Pristina (Faculty of Education).

Main activities would include:

- Workplace-based training for Directors, School Boards, and Education officers in, for example, (25 pilot) rural schools, in (2 or 3) municipalities, and (1) regional office
- Development of training programmes and capacity building with MEST and a teacher training institute (Faculty of Education),

Total budget estimate (over 5 years)	US\$ 2,500,000
a) International experts	500,000
b) National experts	250,000
c) Workplace based Training (including resource persons, travel, DSA)	900,000
d) Workshops/meetings (regional offices and MEST)	150,000
e) Equipment in schools (Reprographic, IT, office equipment, communication)	400,000
f) Other costs (Vehicle, translation, casual labour)	150,000
g) General Operating Costs	150,000

Programme 2: Contextualising the Curriculum in rural schools through Workplace-based Teacher Education (adapting education to the learning needs of children in rural areas)

This programme will address strategic goals 8, 3 and 2. The purpose of the programme is to provide training and support for teachers, and teacher trainers, in rural primary schools and in the local community (on a pilot basis) to enable them to base strategies for teaching and learning on a process of contextualisation.

Overall objective

To enhance learning by contextualising the curriculum in rural primary schools and relating it to the environment and experiences of the learners.

This programme will address the following specific problems:

- *Lack of involvement by parents and community in school affairs*
- *Negative view among parents and children of agriculture and rural life*
- *Poor life choices for secondary education and future careers*
- *High drop-out rate of rural children from lower secondary and upper secondary school*
- *Poor learning environment in schools and low motivation of learners*
- *Lack of school autonomy and flexibility to make decisions about the curriculum so that it is adapted to the specific needs of rural areas*
- *Content of education not adapted to the specific needs of education in rural areas*
- *No (or few) links between schools and the wider environment (including local employment opportunities) or local communities*
- *Lack of teaching skills for active learning*
- *Lack of skills amongst teachers for curriculum development*

Teachers rarely have been involved in the process of curriculum development – their role has been as implementers - and little emphasis has been placed on the development of appropriate strategies for curriculum development or teaching and learning based on the immediate context in which the school is located.)

Specific Objectives

- To contextualise the subject matter taught in basic (compulsory) education (grades 1-9), so that it is more relevant to the learning needs of children in rural areas
- To increase community involvement in children's education
- To build the capacity of teachers to develop and contextualise curricula and produce teaching materials
- To encourage and facilitate the development of improved education practices (teaching and learning strategies, development of learning materials, assessment and evaluation procedures, curriculum development) in rural schools
- To improve the training of teachers, to ensure it includes the specific needs of rural learners, by building the capacity of teacher trainers
- To build the capacity of staff in MEST to support schools-based curriculum development

Outputs (Results)

- Contextualised curriculum for basic education which ensures learning is related to the environment and experiences of the learners
- Improved teaching/learning materials in rural schools
- Improved (child centred) teaching methods implemented
- Increased motivation of children towards learning
- Improved learning/performance of rural children
- Increased interest among pupils for studying agriculture
- Increased knowledge among teachers and pupils about the natural (local) environment
- Increased knowledge among parents and children about career choices
- Increased parent involvement in school affairs
- Pupils with a better understanding of work opportunities within their own communities
- Increased skills to make a living within their community
- Links between school, home and the community are strengthened, which in turn enhances the effectiveness of learning in primary schools.
- Self-supporting groups of teachers with the ability to adapt and develop curricula
- Sustainable resources of innovative methods and materials for teaching and training, shared and disseminated through networks of teachers and teacher trainers
- Increased capacity of regional and municipal staff to support curriculum development in schools
- Cross-subject collaboration between teachers
- Improved schools structure and system

Activities (in pilot schools/municipalities)

- (MEST to) Increase autonomy for rural primary and secondary schools by allowing schools (and school boards) a greater say on a segment of the curriculum, and in planning and designing teaching activities
- Select pilot region/municipalities/schools according to criteria relating to readiness and willingness to spearhead this work
- Undertake and disseminate findings of a baseline study in pilot municipalities and schools, to identify all levels of training
- Design a workplace-based Curriculum Development Programme that caters for the particular professional development needs of teachers and managers in rural primary schools, including their school boards
- Contextualise subject matter through a 'project based' approach to learning
- Introduce active learning techniques in schools
- Involve adults in community education programmes in school, in order to revitalise specific cultural traditions, increase cohesion in the community, stimulate a spirit of tolerance and inter-cultural communication
- Increase careers guidance for parents and pupils in rural schools
- Provide training for teachers and school managers in curriculum development and materials production
- Undertake capacity building within a Teacher Training Institute (Faculty of Education) for curriculum development and contextualisation

- Evaluate the impact of contextualised learning on the development of knowledge, skills and attitudes of learners, in schools and in the wider community
- Evaluate the impact of contextualised learning on community production levels, employment and on academic progression of learners and teachers

Budget estimate

It is proposed that this programme be implemented as a pilot in one region of Kosovo. It should be a partnership programme between MEST, local authorities, rural schools and a teacher training institute (Faculty of Education).

Main activities include:

- Workplace-based training for teachers and education officers in, for example, (25 pilot) rural schools, (3) municipalities, and (1) regional office, and
- Development of training programmes and capacity building with MEST and teacher training institute (Faculty of Education),
- Contextualising and production of teaching materials,

Total estimated budget (over 5 years)

US\$ 2,500,000

a) International experts	500,000
b) National experts	250,000
c) Workplace based Training (including resource persons, travel, DSA)	900,000
d) Workshops/meetings (regional offices and MEST)	150,000
e) Equipment in schools (Reprographic, IT, office equipment, communication)	400,000
f) Other costs (Vehicle, translation, casual labour)	150,000
g) General Operating Costs	150,000

Programme 3: Teaching materials, textbooks and equipment provision for rural schools (in line with curriculum reforms)

This programme will address strategic goals 5, 2 and 3. The purpose of the programme is to provide textbooks and materials, mainly for the new curriculum reforms in basic education.

Overall Objective

To improve the quality of basic education through an enhanced learning environment in rural schools.

This programme will address the following specific problems:

- *In the short-term: the need for textbooks and materials related to the new primary school curriculum (grades 1-9),* in particular pupils textbooks and teachers guides and resource books, library books and reference books (encyclopaedias, dictionaries, atlases etc). The MEST, with donor support, is currently engaged in major curriculum development for basic education as a result of the restructuring of basic education (into 9 grades) under the reform programme. Although new syllabus documents are being produced, teachers' guides, textbooks and teachers resource books and materials are lacking. There are virtually no textbooks or learning resources in schools. There are also very few library books. Even basic learning materials are missing.
- *In the longer-term: the need to develop policy and strategies* whereby teaching and learning materials can be produced and distributed in a sustainable, affordable and cost effective manner, consistent with the financial resources available to the education sector.

Specific Objectives

- To provide basic learning materials in rural schools
- To provide pupils books, accompanying teachers guides and resource materials for (selected) subjects in Grades 1-9
- To provide library books and supplementary textbooks through a 'euro for euro' (matched funding) partnership program with schools, local authorities and communities
- To provide school based teacher education for developing and using new curriculum materials to support curriculum contextualising and improving teaching methods.
- To ensure adequate reprographic equipment is available in schools
- To ensure modern means of access to information by staff in rural schools
- To develop a sustainable on-going strategy for providing textbooks and teaching materials in schools
- To strengthen the management capacity of the Curriculum Development Division in MEST

Outputs (Results)

By the year 2009, a significant number of rural primary (and secondary) schools should see improvements in school facilities, teaching/learning materials and equipment, specifically;

- Increased teaching/learning materials and books
- Increased teaching aids and equipment in classrooms
- An equipped school library
- Modern means of communications in schools
- Teachers and managers trained in IT
- Teachers trained in materials production
- Improved office facilities and reprographic equipment in schools
- Improved literacy and numeracy performance by pupils
- Improved teachers' morale and quality of teaching
- More informed future citizens of Kosovo
- Increased staff capacity within the Curriculum Development Division within MEST (at National and Regional levels)

Activities

- Awareness raising among rural communities about their responsibilities for supporting school fund raising activities
- Increase community involvement and support for maintaining and equipping schools through awareness raising workshops
- Identify priority interventions (grades and subjects) in the poorest rural schools
- Identify criteria for the selection and procurement of textbooks and materials (sources)
- Seek project funds for materials and equipment in rural schools (through increased local government budgets, involvement of the community in fund raising, off-budget sources by raising funds through school activities, and by donor supported projects)
- Provide textbooks, resource books and improve library facilities in (selected) rural schools (on a euro for euro basis)
- Provide rural schools with basic teaching equipment (related to curriculum reform)
- Provide training to teachers and staff of MEST to produce teachers' guides and teaching materials and aids relevant to curriculum reforms
- Provide duplicating/printing equipment at school and/or municipality level
- Provide computers linked to communication network to rural schools
- Explore best means of communication (terrestrial or satellite or radio) for rural schools
- Provide training to teachers in use of computers/IT
- Develop strategies (using a participatory planning approach) for long-term cost-effective provision of textbooks and materials in rural schools

Budget estimate

This programme requires considerable financial resources, and coverage will depend on the funding that is available. Decisions would need to be made on the selection of schools, grades and subjects, according to priority and need, and based on available funds.

For example:

In one school for one grade for one subject, the cost of textbooks would be an estimated 600 US\$ (4 subject for 4 grades would cost 9600 US\$ per school, in 200 rural primary schools that is 2 million US\$)

To equip one school with a basic library with 500 reference books would cost an estimated 10,000 US\$ (in 200 rural primary schools that is 2 million US\$)

To develop teaching guides and materials, involving staff training (in schools and MEST) would cost an estimated 20,000 US\$ for each subject and grade (9 grades and 9 subjects is 1.5 million US\$)

To provide basic reprographic/printing/duplicating equipment would cost an estimated 2500 US\$ per school (in 200 schools that is 500,000 US\$)

To provide computers and training in IT would cost an estimated 2000 US\$ per school (in 200 schools that is 400,000 US\$)

To provide basic learning materials (pens, paper, chalk) would cost an estimated 1000 US\$ per school per year (in 200 schools that is 200,000 US\$)

Total Budget estimate (over 5 years)	US\$ 6,000,000
a) International experts	250,000
b) National experts	150,000
c) Training (MEST, regional offices and schools) including resource persons, travel and DSA	300,000
d) Workshops (Regional and MEST)	100,000
e) Equipment (books, teaching guides, library equipment, reprographic)	5,000,000
f) Other costs (vehicle, translation, casual labour)	100,000
g) General Operating Costs	100,000

Programme 4: Community Learning and Awareness Programme (non-formal adult education¹)

This programme relates to strategic goals 4, 1, 3 and 2. The purpose of the programme is to develop community based adult learning/non-formal education in rural areas by providing support to key ministries in partnership with rural communities and the non-government sector.

Overall Objective

To contribute to community development, self-sufficiency, poverty reduction and income generation through increasing rural people's access to relevant learning opportunities.

This programme will address the following specific problems:

- *The status and priority given to NFE.* To further the development of Kosovo and its people, and to reduce poverty in rural areas, the challenges associated with adult literacy and skills development must be addressed. In particular there is lack of awareness and appreciation by government of the role of NFE in human resource development. This is exacerbated by the lack of information about NFE providers and programmes, and insufficient teacher training and learning materials.
- *Management and organisation of NFE.* In most cases, support structures for NFE at municipal level do not exist. There is no policy or strategy (although one is planned) for NFE, and the roles and responsibilities of the key actors need to be clarified. There are few links between policy makers, facilitators and implementers and poor links between different providers (NGOs, government and private sector).
- *Resources and funding for NFE.* Community development is usually 'last in line' for government funding. NFE, seen in the context of community development, is under-funded and under-resourced by government at all levels. NFE is dependent on community action, with support from NGOs, to raise funds through "self-help" projects. NFE is also largely dependent on volunteer teachers.
- *Access and opportunities for NFE.* Opportunities for NFE are very limited, especially in rural areas. Issues of access to NFE relate to remoteness, gender, funding, and limited provision. There is 'high demand but low supply'.
- *Quality issues.* Teacher education for NFE is *ad hoc* and unco-ordinated. There is no monitoring or evaluation of courses and no accreditation for learning to enable people to move in and out of formal education (no policy for life-long learning).

¹ Non-Formal Education (NFE) can be defined as 'all organized learning activities outside formal education'. It provides flexible, short-term learning activities designed to meet people's learning needs in a specific context. In this context, its focus is on education in the traditional 'Informal Sector', i.e. community learning. As such, NFE is a tool for community social and economic development. NFE includes programmes in:

literacy in mother tongue

awareness (including 'empowerment' and life skills for youth and adults such as legal rights, electoral procedures; and

skills development for informal sector employment and income generation through self-employment, and education for personal development.

- *Availability of learning and reading materials.* Few learning materials are available, especially in rural communities and in vernacular languages, to support learning. There is a chronic lack of reading materials in rural communities.

Specific Objectives

- To strengthen capacity of (MEST) NFE staff at National and Municipal levels
- To develop policy and strategies for strengthening NFE in rural areas using a participatory approach and involving key stakeholders
- To develop appropriate systems and structures to support NFE in rural areas which incorporates all stakeholders at National, Municipal and Local levels
- To establish closer relationships and linkages between stakeholders
- To define responsibilities and roles of different stakeholders
- To define funding mechanisms for supporting NFE in rural areas
- To strengthen, where appropriate, capacity and resources of NGOs and other training providers
- To increase opportunities for learning in rural communities
- To empower communities to identify and take steps to meet their own learning needs
- To increase rural community learning resources and materials
- To embed good community learning practices within communities to ensure long term sustainability of NFE

Outputs (Results)

- A national 'NFE Advisory Group' which includes key stakeholders from rural areas to guide developments in NFE
- A policy and strategy for NFE developed using a participatory planning approach, which takes account of the needs of rural people
- Enhanced systems and structures to support NFE in rural areas and NFE providers at Municipal and community levels, which operate on the basis of partnerships between Government, NGOs and communities
- All relevant stakeholders will have a better understanding of their roles and responsibilities
- Enhanced capacity of staff of the MEST and other key ministries at National and Municipal levels to carry out their roles and responsibilities for NFE
- A funding mechanism that is suitable to support NFE in rural areas over the long-term
- An information system on NFE which will enable cooperation and coordination between Government, support agencies and providers
- Increased awareness at all levels of government of importance of NFE in rural community development, poverty reduction and income generation
- Increased awareness in communities and local councils of the importance of NFE in poverty reduction and income generation
- Expanded opportunities for NFE teachers to gain additional skills and knowledge to conduct training programmes
- A municipal level facility with appropriate technology to support materials production for NFE
- Increased access to learning opportunities, especially for women and youth in rural areas

- Improvements in community resources for learning (learning materials, libraries)
- Empowerment of communities to take action to meet their learning needs (action planning)

Activities

- Design a project work plan based on identified priorities of key ministries and other stakeholders
- Undertake studies where appropriate to underpin follow-on activities
- Design and implement awareness campaigns at National, Municipal and community levels
- Conduct Training Workshops for stakeholders
- Establish a flexible Small Grants Incentive Fund for NFE with clearly defined criteria for dispersal which is administered jointly by government and NGOs representatives
- Produce learning materials (books, pamphlets), especially related to income generation activities, social awareness issues and governance and encourage reading for pleasure
- Reproduce existing reading/learning materials
- Distribute reading/learning materials
- In partnership with communities, assist them to establish self-supporting Community Learning Centres and community learning initiatives
- Encourage community planning through workshops
- Provide scholarships for NFE trainers
- Provide scholarships for a small number of staff of MEST and other ministries to meet specific training needs for NFE
- Upgrade facilities and equipment for selected NFE providers
- Upgrade facilities and basic equipment of MEST and other ministries' municipal offices to support Community Learning activities
- Support demand driven curriculum development and learning materials production
- Support Training of Trainers
- Support development of mass media for community learning (local radio, newspapers)
- Encourage dialogue and networking between ministries, NGOs, CBOs, Vocational Training Centres (MLSW) and schools to provide NFE
- Support women's access to education through awareness raising, needs analysis and action planning
- Through the NFE Advisory Group, establish linkages and collaboration with other donor funded and Government NFE initiatives
- Through the NFE Advisory Group, begin to discuss opportunities for developing a system of accreditation for NFE teachers and learners which will allow movement between formal and non-formal education and contribute to Life-Long Learning
- At various stages of the programme, undertake impact assessments

Budget estimate

The funding for this component should be divided between ‘Targeted Funding’ for specific activities and ‘Flexible Funding’ through the operation of a ‘Small Grants Incentive Fund’ administered by a management committee made up of representatives of government (key ministries) and NGOs, to which community groups or training providers can apply for support for NFE activities which will benefit rural people.

In NFE, ‘a little money goes a long way’. Many (village based) community learning activities require only small amounts of funding.

The main activities include:

- Workshops at national, municipal and local levels for key stakeholders
- Capacity building for NFE within ministries at national and municipal levels
- Conducting awareness campaigns
- Undertaking baseline studies
- Establishing a database for NFE
- Materials production, reproduction and distribution
- Upgrading office facilities for NFE municipal staff
- Conduct community planning workshops
- Scholarships to support training of trainers
- Scholarships for selected NFE staff to meet specific training needs
- Establishing basic municipal level materials production facilities

Flexible funding, through a Small Grants Incentive Fund (SGIF), would be used for, for example:

- Support to training providers (NGOs, government and private training centres) to develop new courses, develop new materials, and undertake training of trainers
- Support to communities to establish community learning centers, adult learning sites or resource centers such as village libraries
- Support to communities to produce learning materials
- Support to communities to increase provision of NFE
- Other activities determined on the basis of need and decided jointly between project implementers and the SGIF management committee

Total Budget estimate (over 5 years)	US\$ 3,000,000
a) International experts	500,000
b) National experts	250,000
c) Training (municipalities, communities, regions) including resource persons, travel and DSA	350,000
d) Workshops and Awareness campaigns	150,000
e) Equipment (reprographic, communication, books, offices)	300,000
f) Other costs (Vehicle, translation, casual labour)	100,000
g) General Operating Costs	100,000
h) Small Grants Incentive Fund	1,250,000

Programme 5: Community Participation in Vocational Education

This programme will address strategic goals 3, 4, 2 and 1. The purpose of this programme is to provide support at the ministry (national), regional, municipal and local levels to reorient vocational education towards meeting the needs of rural communities in (4) pilot municipalities (and agricultural vocational schools) – To transform (selected) secondary vocational schools into centres for community learning.

Overall Objective

To develop an approach to secondary vocational (agricultural) education that provides relevant training to youth and rural communities in an efficient and cost effective manner, and which supports rural development.

This programme will address the following specific problems:

- *A vision for vocational (agricultural) education and training.* A common understanding of the role and direction of vocational education is lacking. The direction generally outlined in various research and strategy documents is one of developing market-oriented, responsive education and training programmes. Not all stakeholders, particularly at municipal, school and community levels, understand this concept of vocational education.
- *Relevance of (agricultural) vocational education.* Vocational Schools (grades 10-12) have no statistical or systematic qualitative data on what happens to their students after they have completed their training. Generally, Vocational (Agriculture) Schools have a limited understanding of the role that they could play in supporting local rural communities through skill and enterprise development (self-employment) and through short courses. Those that have taken steps in this direction have received little guidance. There are currently no guidelines, for example, on how existing staff will be remunerated for teaching outside regular hours.
- *Community involvement.* Community involvement in Vocational Schools is limited. The challenges faced in organising a short course programme reflect, in part, a broader challenge for Vocational Schools of developing closer relationships with the communities they serve. Whilst Vocational Schools have School Management Boards, they are often weak and meetings are poorly attended. Boards seem to have limited decision-making responsibilities. The areas of responsibility outlined in the Education Law are not consistent with the notion of a community-driven vocational education programme.
- *Financial sustainability.* The financial sustainability of vocational education institutions is weak. Vocational education needs to be appropriately funded and adequately staffed and resourced. Schools generally have operating budgets that are well below what they need. This has a bearing on the quality of training they are able to provide. Few schools have developed a strategy for becoming more self-sufficient in terms of meeting their financial needs.
- *Professional and technical capacity of staff.* The technical capacity of vocational education institutions is weak. The technical skills of staff are out-dated. Generally, Vocational Schools have weak links with industry and the opportunities for upgrading and learning skills through short work attachments are

few. There are areas where schools have a skill gap, for example, only a few teachers have knowledge of entrepreneurial skills.

- *Management capacity and accountability.* The management capacity of vocational schools is often weak. The basis on which managers are selected is unclear and the quality of managers is variable. There is no policy for providing training and supervision support to new managers. All these factors impinge on a school's ability to review, develop and implement long-term plans.
- *Resourcing and the effective use of resources.* The arrangements for staffing at Vocational Schools are not consistent with a responsive (demand-driven) training approach. Student/teacher ratios are favourable and cost effectiveness is clearly an issue. Moreover, schools appear to run courses because they have certain established positions on their staff roster. This limits their thinking about alternative approaches to training and to diversifying the skills areas in which they offer training.
- *Responsive training.* The capacity to support community level implementation of vocational education is under-developed. Vocational Schools tend to be supply driven institutions. Communities and institutional managers lack the confidence to determine their own programmes. The same standard programmes are offered year-in, year-out with little attention to their benefit to individual students and their impact on the economies of their communities.

Specific Objectives

- To develop management capacity (of school Directors and Boards of management) in Vocational Schools for community-relevant programmes
- To introduce a competency-based training approach
- To develop and implement a strategy for improving vocational (agricultural) education so that it meets the learning needs of rural people
- To strengthen links between vocational schools and their local communities (in order that schools identify and respond to skill training needs that are of immediate social and economic value)
- To address the professional and technical capacity of staff through the provision of appropriate training
- To provide training opportunities for the wider community

Outputs (Results)

- A strategy for vocational (agricultural) education in secondary schools developed (which links schools with their local communities)
- Pilot schools will have a rolling (management and training) development plan
- Vocational Schools able to identify relevant skill areas and to design and deliver competency-based (demand-driven) training activities to a wider target group
- An expanded range of training materials for use and adaptation by individual schools
- An expanded range of training courses available (to meet the life-long learning needs of the local community)
- School Boards empowered to take a more active role in managing vocational schools

- Schools financial resources increased, through off-budget sources (self-financing)
- Professional capacity of staff increased

Activities (in pilot vocational agriculture schools)

- Select pilot region/municipalities/schools according to criteria relating to readiness and willingness to spearhead this work
- Formulate and implement with stakeholders a strategy for vocational (agricultural) education (that is focused on relevance, opportunity for life-long learning and community driven activities)
- Develop a school plan that includes a financial strategy to support the implementation of training activities
- Review the role and responsibilities of School Boards
- Provide management and leadership training for members of School Boards and school Directors
- Review and rationalise school staffing structures
- Develop and implement a workplace-based programme for professional development of teachers
- Undertake an assessment of training needs (in local community) and develop appropriate training courses
- Upgrade infrastructure and equipment (for teaching practical skills) linked to training and management plans in pilot schools

Budget estimate

It is proposed that this programme be implemented as a pilot in 4 secondary (agricultural) vocational schools.

The main activities include:

- Workplace-based training for Directors, teachers and members of school boards (in management, needs assessment, course development teaching methods etc)
- Scholarships (where relevant) for staff to update/upgrade their technical skills
- Training needs assessments in local communities
- Capacity building within MEST (at national and regional levels)
- To upgrade infrastructure and practical facilities and equipment in (4) pilot schools

Total budget estimate (over 5 years)	US\$ 3,000,000
a) International experts	500,000
b) National experts	250,000
c) Training in schools (including materials, resource persons, travel, DSA)	300,000
d) Workshops (municipalities, regional, national)	150,000
e) Equipment (teaching facilities and practical equipment in schools)	1,500,000
f) Other costs (Vehicle, translation, casual labour)	150,000
g) General Operating Costs	150,000

Final Remarks

The five intervention programmes outlined here would go a long way towards implementing the Strategy for ERP and achieving the eight strategic goals. Each of these programmes is stand-alone and each would have considerable impact, but all are inter-related and when put together would create 'synergy' – where the whole would be greater than the parts. It is recommended that Programme 1 on Leadership and Management in Schools be given priority as this underpins much of what could be achieved in the other programmes.

Bibliography

- FAO (2001) Targeting the Rural Poor: The Role of Education and Training. Paper presented at the International Working Group on Education Lisbon, 19-21 November 2001
- FAO/UNESCO (2002) Education for Rural Development. Towards new policy responses.
- KEC (2001) Education in Kosovo 2000/01. KEC Pristina
- MAFRD (2003) The Kosovo Greenbook. A Strategy for Sustainable Agricultural and Rural Development in Kosovo
- MEST (2001) The New Kosovo Curriculum Framework. Discussion White Paper, September 2001
- MEST (2003a) Education Strategy of Kosovo, Pristina
- MEST (2003b) Strategy for the Development of Vocational Education in Kosovo.
- MEST/UNICEF (no date) Adult Basic Education and Learning for Girls and Women Project.
- PISG (2002) Law Nr. 2002/2 On Primary and Secondary Education in Kosovo
- PISG (2003a) Kosovo and its population
- PISG (2003b) The Kosovo General Government 2003 Budget
- SOK (2001) Statistics office of Kosovo 'Statistics on Education'
- SOK (2002) and (2003) Statistics office of Kosovo 'Statistical Yearbooks'
- UN (2003) Where will we be in 2015? Millenium Development Goals. Baseline Report for Kosovo. UN Agencies in Kosovo
- UNDP (2002) Human Development Report for Kosovo
- UNICEF (2003) Situation Analysis of Education in Kosovo
- World Bank (2000) Economic and Social Reform for Peace and Reconciliation
- World Bank (2001) Kosovo Poverty Assessment (Vol 1 and 2) based on the Living Standard Measurement Survey 2000
- World Bank (2002) Kosovo, FR Yugoslavia. Medium Term Public Expenditure Priorities
- World Bank (2003) School Grant Pilot Project

Appendices

Appendix 1

Local Task Teams (LTT)

EDUCATION FOR RURAL PEOPLE

The Local Task Teams are formed in each of five municipalities. Local Task Teams are composed of different stakeholders at local level including government, non-government and private institutions and individuals.

Lipjan Municipality	
Institutions	Members
Municipal agriculture department	Mr. Afrim Sadiku
Municipal education department	Mr. Rrahim Demiri
Municipal assembly	Ms. Mevlyde Shamolli
Village Llugagji	Mr. Kadri Ratkoceri
Local NGO	Ms. Melihate Dedushi
Primary school, village Krojmir	Mr. Rizah Qeriqi
Primary school, village Llugagji	Mr. Muharrem Ratkoceri
General secondary school, Lipjan	Mr. Musa Bahtiri
Agricultural secondary school, Lipjan	Mr. Feti Krasniqi
Farmer	Mr. Ali Asllani
General secondary school	Mr. Ali Shamolli
Village Krojmir	Mr. Habib Olluri
Primary school, village Rufci I ri	Mr. Ruzhdi Hajdini
Village Hallaq I Vogel	

Peja Municipality	
Municipal agriculture department	Mr. Rasim Gashi & Mr. Mehdi Mulaj
Municipal education department	Mr. Agim Berdynaj
Regional education office	Mr. Uke Osmanaj
Village Zllapek	Mr. Miftar Alijaj
Village Radavc	Mr. Gani Kurtaj
Primary school, Treboviq	Mr. Hasan Qetaj
Primary school, Jablanice e Vogel	Mr. Riza Mujaj
General Secondary school, Peje	Mr. Ramadan Berisha
Vocational secondary school, Peje	Mr. Jakup Smajli

Technical Economical secondary school, Peje	Mr. Vehbi Shala & Mr. Gani Lajqi
Medicinal secondary school, Peje	Mr. Shaqir Studenica
Municipal assembly	Ms. Sebahete Qorkadiu
Farmer	Mr. Avdi Sefaj
Village Bllagaje	Mr. Haxhi Sadiku

<i>Skenderaj Municipality</i>	
Municipal agriculture department	Ms. Eleheme Hetemi & mr. Sabit Ferizi
Municipal education department	Mr. Muhamet Bajraktari & Mr. Adem Muharremi
Village Vitak	Mr. Ajvaz Teraku
Secondary vocational, Runik	Mr. Hysni Miftari
Secondary vocational, Skenderaj	Mr. Faruk Hoti
Primary school, Kline e Eperme	Mr. Ajet Jashari
Primary school, Qirez	Mr. Bajram Nura
Primary school, Qubrel	Mr. Behxhet Ahmeti
Village Baks	Mr. Bedri Ymeri
Village Kline e Mesme	Mr. Fazli Kadriu & Mr. Enver Mehmeti
Secondary general school, Skenderaj	Mr. Hamdi Nuradini

<i>Prizren Municipality</i>	
Municipal agriculture department	Mr. Jakup Kastrati & mr. Hajrullah Hoxha
Village Krushe e Vogel	Mr. Bedri Shehu
Village Lubizhde e Hasit	Mr. Miftar Muqaj
Local NGO	Ms. Marte Prekpalaj
Municipal health department	Ms. Shqipe Gorani
General secondary school, Gjonaj	Ms. Merite Qollaku
General secondary school, Velezhe	Mr. Refki Demaj
Primary school, Lubizhde e Hasit	Mr. Latif muqaj
Farmer	Mr. Frrok Thaqi
Secondary general school, Krushe e Madhe	Mr. Kadri Dellova

Secondary general school, Velezhe	Mr. Kole Ukaj
Primary school, Velezhe	Mr. Bernard Oroshi
Primary school, Krushe e Vogel	Ms. Shpresa Shehu

<i>Kamenice Municipality</i>	
Municipal agriculture department	Mr. Ibrahim Bunjaku
Municipal education department	Mr. Sabri Morina
Village Kopernice	Mr. Nexhat Rexhepi
Village Gmice	Mr. Nazim Korca
Village Berivojce	Mr. Xhevat Kastrati
Primary school, Kamenice	Mr. Ahmet Ibrahim
Primary school, Tuxhevc	Mr. Ramiz Matoshi
Secondary vocational, Kamenice	Mr. Fehmi Kastrati
Secondary general, Kamenice	Mr. Nexhat Rexha
Secondary general, Hogoshte	Mr. Nasert Myrtaj
Primary school, Kopernice	Mr. Kadrushe Rexhepi

Terms of Reference for Local Task Teams

- To represent views of their stakeholder group;
- To attend team meetings, review workshops and the final regional seminar and to meet at other times as requested by the Chair of the Task Team in cooperation with the Project Team;
- To assist the Project team in the collection and analysis of data related to Education for Rural People.
- To discuss findings of the assessment studies, identify priorities and make recommendations for the reform of Education for Rural People, which can assist the development of a Strategy for Education for Rural People.

Duration

As required over 12 months (July 2003 – June 2004)

Appendix 2

Strategy Formulation Team

The Strategy Formulation Team (SFT) is composed of members representing “National” institutions and organizations, International and local NGOs and members elected by the Local Task Teams (LTT) to represent the stakeholders in the five Municipalities.

No	Institution/organization	Members
1	UNICEF	
2	MAFRD	Ms. Shqipe Demiqi
3	MAFRD	Mr. Afrim Frrokaj
4	MAFRD	
5	Kosovo Institute of Agriculture, Peja	Mr. Ergyl Hatashi
6	Ministry of Labor	Mr. Anton Gojani
7	Ministry of Labor	Ms. Jehona Namani
8	Intercooperation	
9	MEST	Ms. Hava Balaj
10	MEST	Mr. Shukri Maxhuni
11	MEST	
12	MEST	
13	Swisscontact	
14	GTZ	Mr. Axel Sachs
15	Women NGO	Ms. Ola Syla
16	Education Faculty	Mr. Deme Hoti
17	ILO	
18	Agric. Sec. School Ferizaj	Mr. Sadik Krasniqi
19	Agric.Sec. School, Gjilan	Mr. Musa Qerimi
20	Agric Sec. School, Pristina	Mr. Beke Mulaj
21	Local NGO	Mr. Fatmir Selimi
22	Norwegian Aid	Mr. Vidar Anzjan
23	Faculty of Agriculture Lipjan Municipality	
24	Agricultural Secondary School	Mr. Feti Krasniqi
25	Dir. Krojmir Primary School	Mr. Rizah Qeriqi
26	Member Municipal Assembly Peja Municipality	Ms. Mevlyde Shamolli
27	Village leader Zllapek	Mr. Miftar Alijaj
28	Village leader Bllagaje	Mr. Haxhi Sadiku
29	Farmer Skenderaj Municipality	Mr. Avdi Sefaj
30	Agricultural Officer	Ms. Elheme Hetemi
31	Dir. Kline e Eperme Primary School	Mr. Ajet Jashari
32	Dir. Runik Secondary School Prizre Municipality	Mr. Hysni Miftari
33	Village leader Krushe i Vogel	Mr. Bedri Shehu
34	Dir. Lubizhde e Hasit, Primary School	Mr. Latif Muqaj
35	Dir. Velezhe Secondary School Kamenice Municipality	Mr. Kole Ukaj
36	Agricultural officer	Mr. Ibrahim Bunjaku
37	Dir. Kamenice Primary School	Mr. Ahmet Ibrahimimi
38	Dir. Kamenice Secondary School	Mr. Nexhat Rexha

Terms of Reference of Strategy Formulation Team (SFT)

1. To cooperate with the Team Leader and other members of the Project Team to agree a methodology and work programme for the implementation of the project;
2. To attend training workshops, Regional Seminar and final ERP strategy formulation workshop and make presentations, as required;
3. To help to identify stakeholders at national and local level, public and private, at different levels of the basic education system, including primary education, lower secondary, formal and non formal basic skills training, including producers and community representatives, in order to facilitate their participation in project activities;
4. To liaise with the stakeholders and specialist local Task Teams and assist the Project Team, as required, to collect and analyse data, including secondary data, relating to education provision, labour market analysis and training needs assessment;
5. Work closely with the Project Team to develop a Strategy for Education for Rural People in Kosovo;
6. Assist in the preparation of the Draft Strategy document.

Duration

As required over 12 months

Project Steering Group

Institution/Organisation	Member
Ministry of Education, Science and Technology	Ms. Miranda Kasneci (project coordinator) Ms. Hava Balaj, Adult literacy non formal
Ministry of Agriculture, Forestry and Rural Development	Ms. Shqipe Dema, Head of Rural Dev. Mr. Afrim Frrokaj
Ministry of Labour and Social Welfare	Mr. Anton Gojani Ms. Jehona Namani
University of Pristina	Mr. Dem Hoti, Dean, Education Faculty,
ILO	Ms. Valli Carbeneze
GTZ	Mr. Axel Sachs, Project Manager
Women Group, Drita e Krushes	Ms. Ola Syla,
Local NGO	Mr. Fatmir Selimi
Education for Rural People (ERP) Team	Dr. Jill White, Team Leader Ms. Miranda Kasneci, Coordinator Mr. Hysen Bytyqi Mr. Naser Krasniqi Mr. Halim Gjergjizi Mr. Lars Jensen

Terms of Reference for Project Steering Group

1. To meet monthly (or otherwise as deemed necessary) throughout the duration of the project and keep up-to-date with the progress of the project ;
2. To advise the team leader and other members of the project team on the methodology and work programme for implementation of the project, including advice on establishing a database for ERP;
3. To assist the project team to facilitate SFT training workshops, Regional Seminar and final ERP strategy formulation workshop and make presentations, as required;
4. To ensure the project team is informed on policies, plans and initiatives (including strategies and reform programmes) related to Education for Rural People and provide guidance on secondary information as required;
5. To ensure their Senior Ministry Officials (or organisation) are kept informed on progress of the project;
6. To liaise with other relevant stakeholders and local Task Teams and keep them informed of project activities;
7. To guide the SFT in developing a Strategy for Education for Rural People in Kosovo;
8. To participate in the preparation of the final Draft Strategy document and ensure its relevance.

Appendix 3

General village information questionnaire

EDUCATION FOR RURAL PEOPLE

Village: _____ Municipality: _____

No	Head of Household	No of H.H members	Structure of H.H					Ethnicity	Land holding	
			Sex -		Age				Arable land (Ha)	Forest (Ha)
			F	M	0-15	16-30	< 30			
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

Village profile questionnaire

EDUCATION FOR RURAL PEOPLE

Village Code: _____

Municipality Code: _____

1. Population number: _____
2. Household number: _____
3. No of people abroad: _____
4. Number of households' migrated (last period): _____

Geographic characteristics of the village:

5. Location of the village Remote Semi- Remote Connected
6. Distance to the municipality center: _____
7. Distance to nearest town: _____

Natural resources:

8. Land owned (Ha):
 - Arable land _____ (Ha)
 - Under irrigation _____ (Ha)
 - Crop production _____ (Ha)
 - Vegetable _____ (Ha)
 - Forage _____ (Ha)
 - Pastures and meadows _____ (Ha)
 - Uncultivated land _____ (Ha)
9. Forest: _____ (Ha)
10. Livestock capacity:
 - Cattle _____ (head)
 - Sheep _____ (head)
 - Goat _____ (head)
 - Chickens _____ (head)
 - Pigs _____ (head)

Other ____ (head)

Village infrastructure:

11. Roads: Asphalt Secondary Very bad

12. Public transport: Bus Minibus Train

13. Telephone network: Yes No

14. Village water supply: Community network Self-network Wells

Social facilities:

15. Pre-school: Yes No

16. Primary school: Completed (1-9) Yes No

(If No, up to what grade, distance to nearest school)

17. Distance way to the nearest secondary school, where?

18. Youth activities after they leave school/university

_____ % Employed, _____ % Unemployed, _____ % Farm activities

19. Type of vocational schools that were attended by villagers. To what extent have the learned knowledge been used in the village activities:

	Very little	A little	Average	At large
Agriculture				
Economy and trading				
Technical skills				
Other				

20. What additional trainings/ educations should be organized for youth/women/men, in terms to develop village activities?

Youth _____

Women _____

Men _____

21. Health facilities (ambulance, doctor) Yes No

22. Factories (private enterprises) Yes No

(If yes what type and how many employees do they have? :)

23. Number of households exclusively living from farming income: _____

24. Number of households partly living from farming income: _____

25. Number of households that do not get any income from farming: _____

26. Number of people employed out of agriculture (type of job): _____

Opportunities for future development:

27. Farming activities: Yes (if yes what kind of agro—activities?)

No (if No, reasons Why?)

28. Non- farming activities: Yes (if yes what type of activities ?:)

No (if no, reasons why?:)

29. Number of households receiving social assistance: _____

Household Interview

EDUCATION FOR RURAL PEOPLE

Basic data:

- 1.1. No of interview..... 1.5. Name of interviewer
 1.2. Date of interview
 1.3. Municipality..... 1.6. Nationality
 1.4. Village.....
 1.7. Logical control: Yes No

I. Demographic and socioeconomic status of the interviewed household

2. Name/surname of interviewee
 3. Age..... Sex (tick) F M
 4. Education

5. Socio-economic data of the household members

5.1. Household members list “ around dinner table”

H.H members number	Sex F/M	Age	Relationship to the HH head
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

(1) Father, mother, son, daughter, daughter in law, grand-father, grand-mother, uncle, aunt, nephew

5.2. Household member's activities:

No. household member's	No. household member's abroad	Language (1)	School where currently is going (2)	Highest grade finished (3)	Status of activities (4)	Do not go to school (5)	Sector of activities (6)	
							Present	Before the conflict (1999)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

(1) Albanian=1, Serbian=2, Turkish=3, Roma=4, Croatian=5, Bosnian=6, Others=7, Unknown=8

(2) Kinder garden=1, Pre school=2, Primary=3, Secondary=4, Secondary vocational=5 Faculty=6, Not attended=7

(3) Illiterate=1, Primary school uncompleted=2, Primary=3, Secondary=4, Secondary school uncompleted=5, Faculty=6, Master degree=6, PhD=7

(4) Employed=1, Self-employed=2, Employed abroad=3, Unemployed – looking for job=4, Housewife=5, child, school-child, student=6, retired=7, Seasonality work=8, Others=9.

(5) School missing =1, Distance to the school=2, Difficult financial condition=3, Migrating out of Kosovo=4, Marriage=5, Other=6

(6) Farming=1, Industry and mine=2, Electrics=3, Construction=4, Trade=5, Tourism and Hotels=6, Handicraft=7, Finance and Banks=8, Health=9, Education=10, Public services=11, Other=12.

6. Household property

6.1. Current household property:

House-(s)		Mark answer
House size	m ²	
Is the HH currently living in their own house, tent or prefabricated house.	H/T/M	
Do the Household owns the house, rented, borrowed or using the collective centers	P/R/B/CS	
Number of rooms in the house	No	
House under construction/reconstruction	Yes/No	
House Interior		
Kitchen	Yes/No	
Bathroom	Yes/No	
Heater system	Yes/No	
Other buildings		
Shop	m ²	
Storage	m ²	
Stable	m ²	
Garage	m ²	
House facilities		
Electric network	Yes/No	
Telephone	Yes/No	
Water supply	Yes/No	
Television	Yes/No	
Satellite dishes	Yes/No	
Transport		
Car, mini-bus	No	
Motorcycle	No	
Wagon	No	
Animals		
Cattle	No	
Poultry	No	
Others (What species)	No	
Agriculture machinery		
Tractor	No	
Other implements	No	
Land		
Land owned	Ha	
Land rented	Ha	
Land under irrigation	Ha	
Arable land	Ha	
Crops	Ha	
Vegetables	Ha	
Forages	Ha	
Fruit trees and grapes	Ha	
Meadows	Ha	
Uncultivated land	Ha	
Other	Ha	
Pastures	Ha	
Forestry	Ha	

7. The household income and expenditure

7.1. Please give all sources of HH income figures in the past and currently (in Euro):

	H.H income per year (in €)		The HH income are provided by the HH member No.	
	Before 1999	Year 2002	Before 1999	Year 2002
1. Farming				
2.Sallaries				
3.Other businesses (what type of business)				
4.Seasonal employment				
5.Social assistance				
6.Pensions				
7. Remittance				
8. Gift from neighbors, friends, etc				
9. Other				
Total:				

7.2 Household expenditure (per month)

	% / Month
Food	
Clothes	
Transport	
Health	
Education	
Cultural services (Cinema, theater, etc)	
Public services (telephone, electricity, water, etc)	
Other	
Total	100 %

II. Education status in the household

8. General situation in education system

8.1. What are the main current problems related to education in Kosovo, (rank based on five priorities):

Problems	Primary	Secondary	Higher
Teacher's low salaries			
Classroom facilities			
Quality of teaching/teachers			
Teaching materials			
Low financial status of the parents			
Low quality of school curricula			
High prices of books			
Low interest shown by school children			
Other			

8.2 Education pace of household members

8.2.1. Who are helping the children with school preparations (tick)

- a) Without help of anybody
- b) With mothers' help
- c) With fathers' help
- d) With other HH members help
- e) Other (mark) _____

8.2.2. How much were the HH expenditures for education of children (year/2002)

Itmes	Total per year / 2002 (€)
Books and notebooks	
Transport	
Food	

8.2.3. How do you cover education expenditures, current situation (tick)

- a) From HH income
- b) Borrowings from relatives/cousins
- c) Borrowings from friends, neighbors
- d) Other (mark).....

8.2.4 Which sources should ensure funds in the future for your children's education (rank by priorities)

- ___ a) Family sources
- ___ b) Ensuring the scholarship
- ___ c) Providing the school fee free of charge
- ___ d) Other (mark).....

9. Education Institutions and ways of education

9.1. Education institutions attended by family members

	Distance (Km)
Uncompleted primary school	
Primary school	
Secondary school	
Non formal education	
Faculty	

9.2. How do your children travel to the school (tick)

- a) By walking
- b) Private transport
- c) Public transport
- d) Other

9.3 How is your family informed about your children's education activities (tick)

- a) Through child
- b) Direct from the teacher
- c) Parents meetings
- d) Parents interest
- e) Other

9.4. Are you satisfied with the present quality of educational of your household members (tick)?

	Satisfy	Average	Unsatisfied	If Unsatisfied, give reasons
1. Pre-school				
2. Primary				
3. Secondary				
4. Higher				
5. Non formal				

9.5 What profession would you like your children to conduct (tick)

- a) Farming
- b) Craft (skills)
- c) Other (specify professions)

10. HH readiness for additional (further) education

10.1. What kind of additional education and training is needed for your household members (rank by 1 to 5 priorities)

- _____ a) Adult's training, in order to read and write
- _____ b) Housewife training on housekeeping and children education
- _____ c) Females training on health care
(if yes, what type) _____
- _____ d) Training in modern farming
(if yes, what skills?) _____
- _____ e) Trainings in skills and handicraft
(if yes, what skills?) _____
- _____ f) Vocation school programs for adults
(if yes, what type of programs?) _____
- _____ g) Educative programs on radio and television
(if yes, what type of programs?) _____
- _____ h) Visit in Kosovo and abroad in order to be introduced with the new skills
(if yes, what skills and where?) _____
- _____ i) Other (mark) _____

10.2. Would you accept to pay fees for private schools for your HH member's? (tick)

Yes No

10.3. If no, point out the reasons (tick)

- a) Lack of funds
- b) Distrust of effectiveness of the existing system
- c) Other
(mark) _____

10.4 If yes, point out the reasons (tick)

- a) Better quality of education
- b) Other (mark) _____

11. What need to be undertaken in order to improve the quality of education for rural people, in Kosovo (order by priorities)

Problems	Primary	Secondary	Higher
Increase of teacher's salary			
Teachers training for new teaching methods			
Modernization of school programs (curricula)			
Application of professional (vocational) trainings for adults			
Establishing (Formation) of private schools			
Opening of new vocational section in the secondary schools			
Other (mark) _____			

11.1. What kind of trainings have your HH members conducted and what is your goal in the future (tick)

	Followed	Goal for the future
General trainings, what kind		
Professional, What kind		

Primary School questionnaire (including pre-school)

EDUCATION FOR RURAL PEOPLE

Name of village: _____

Municipality: _____

Responsible person for the school: _____

Date: _____

Pre-school level

1. Is Pre-school education organized at your school: Yes No
2. If yes, please list villages which send children to pre-school education at your school: _____

3. How many children are attending pre-school education from: (village that is elected for assessment) _____

No. Male _____, No. Female _____
4. How is the pre-school education organized at your school:
 - a. How many days per week _____
 - b. How many hours per day _____
 - c. Is it compulsory to attend the pre-school education at your school:
Yes No
5. If no, what percentage of children attends this level of education:

6. Reasons, for not attending the pre-school education:
(Indicate below in order of importance)
 - a. Distance from the school _____
 - b. Uninterested parents _____
 - c. Non compulsory to attend _____
 - d. Other (please specify) _____

7. Number of teacher's engaged in pre-school education: _____
No. Male _____, No. Female _____

8. List professional skills and qualification of teachers in pre-school:

No.	Qualification
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Primary School level

9. Are all primary school grades held at your school (1 – 9): Yes No

10. If no, up to what grade is offered: _____

11. How are classes organized in primary school:
a. Separate classes b. Combined classes

12. Number of teacher's: _____
No. Male _____, No. Female _____

13. List professional skills and qualification of teachers:

a.

No.	Qualification
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

b. No. of unqualified _____

14. Number of school children in primary school: _____
No. Male _____, No. Female _____

15. Please list the villages, which send children to this primary school:

16. Percentage of children who drop out from each grade:

	Female	Male
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		

17. Reasons, why they drop out early:
(In order of importance)

- a. Distance from the school _____
- b. Not allowed by the parents _____
- c. Uninterested for education _____
- d. Employment _____
- e. Other (please specify) _____



18. Example: Education progression for one school generation, 1- 8:

Class	Number of children's		
	Female	Male	
I (1987)			
II (1988)			
III (1989)			
IV (1990)			
V (1991)			
VI (1992)			
VII (1993)			
VIII (1994)			

19. Does the school offer education for disabled children:
- a. Yes _____
- b. No _____
20. What percentage of primary school leavers go on to secondary school:

- a. % Male _____, b. % Female _____
21. What secondary school's do the children attend after finishing the primary school:
(List in order of importance)
- _____
- _____
- _____
- _____
- _____
- _____
- _____
22. What happens to the children who do not go on to secondary school?
(In order of importance)
- _____
- _____
- _____
23. What percentage of children express an interest to be enrolled in agriculture vocational schools: _____
- a. % Male _____, b. % Female _____
24. How many of them go to agriculture secondary schools: _____
- a. No. Male _____, b. No. Female _____
25. Who developed the education curricula, which are applied in your school?
- _____

Secondary School Questionnaire

EDUCATION FOR RURAL PEOPLE

Type of secondary school: _____

Municipality: _____ Name of the school: _____

Village: _____ Date: _____

1. Who is responsible for managing the secondary school: _____

2. How the school is funded and amount: %

National government ____%

Local government ____%

Fees ____%

Other ____%

3. What teaching departments are offered by the school:

	Name of teaching departments	Duration	Number of students		Total
			Male	Female	
1					
2					
3					
4					
5					
6					
7					
8					

4. School facilities:

a) Number of classrooms _____

b) Library _____

c) Laboratories _____

d) Practical facilities _____

e) Area cultivated for crops _____

f) Livestock area _____

g) Boarding facilities _____

h) Other _____

5. Number of students that comes from rural areas: _____

a) Male _____

b) Female _____

6. From which rural zones students come from:

a) Remote _____ %

b) Semiremote _____ %

7. What geographic area is covered by the school (i.e where do students come from):

8. How many students from rural areas who enroll in first year complete their studies:

No of students enrolled in first year of studies		No of students that complete their studies	
Female	Male	Female	Male

9. Reasons why students leave the school early: _____

10. No of teachers that work on school: _____

Male _____

Female _____

11. Qualification of the teachers:

a) Name of qualification No of teachers

_____	_____
_____	_____
_____	_____
_____	_____

Work experience of qualified teachers in secondary school education (year)

What kind

From 1 – 10 year _____	_____
11-20 year _____	_____
21 – 30 year _____	_____

above 30 _____

b) Not qualified (No): _____

Work experience of not qualified teachers in secondary school education (year) What kind

From 1 – 10 year	_____	_____
11- 20 year	_____	_____
21 – 30 year	_____	_____
above 30	_____	_____

12. What kind of teaching are used in teaching departments:

1	2	3	4	5	6	7	8	
								a) Theoretical %
								b) Practical

13. Which practical subjects are thought and how many hours of practical teaching per week ?

14. Who is responsible for preparing the curricula for this school ?

15. When was the curriculums are developed (year):

16. How much are you satisfied with existing curricula:

- a) Not at all
- b) A little
- c) To some extent
- d) Very

17. To what extent teachers use the existing curricula:

Respected	Modified
%	%

18. In what ways have the curricula been modified:

19. What's happens to the students after they finish this school:

		Total (%)	Male (%)	Female (%)
1.	Wage of employment			
2.	Continue with further education			
3.	Private/ Family agriculture activities (self employment)			
4.	Unemployment			
5.	Other			

20. What changes are needed to increase quality of teaching in the school (by priorities):

- a) Revising curricula (In accordance with region) _____
- b) More practical teaching _____
- c) Improve criteria for enrolment _____
- d) Training for teacher _____
- e) Other, _____

21. School cooperation with community and institutions:

- a) Very good
- b) Good
- c) Not good
- d) Very bad

22. In what ways are the local communities involved in the school:

23. Are there any adult non-formal education programmes offered by the school: Yes ___ No ___

If Yes, give details :

24. What are the future plans/directions of the school:

Non- formal education for (adult) rural people

EDUCATION FOR RURAL PEOPLE

1. Education and training in rural areas (name of organizations, when and where the training took place)

Who is being providing education and training for rural adults in rural areas	Name of Organization's	When the training took place	What villages where covered
1. International Organization (UN, Government and NGO's	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
2. Local Government Institution's	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
3. Local NGO's	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
4. Other	1.		
	2.		
	3.		
	4.		
	5.		
	6.		

2. What is being provided and who is being trained:

No of Organiz ation's	Training programs	Female (No)	Adults (No)	Farmer (No)	Youth (No)	General (No)
	Literacy programs					
	Health					
	Income generating					
	Skills					
	Farm machinery					
	Veterinary health					
	Marketing					
	Business					
	Other _____ _____ _____ _____					

3. Additional trainings:

Category of people	What additional trainings they would like to have (for different category of people)?
For women	
For adults	
For farmer	
For youth	
General	