

SITUATIONAL ANALYSIS OF EDUCATION IN KOSOVO



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Situational Analysis of Education in Kosovo

UNICEF Kosovo
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Executive Summary

- Kosovo has gone from a state of emergency and reconstruction to a phase of development. The situation is yet unstable and uncertainty about the final status of the province affects all areas of society.
- The overall economic situation is difficult with a tendency to become worse. International assistance for Kosovo is in decline and unemployment poses a major problem especially for youth and women.
- Civil society is only emerging while "post communist" attitudes and habits prevail.
- The situation remains tense with respect to interethnic relations. Security concerns and access to public services are still an issue for members of non-Albanian communities.
- The education sector has witnessed substantial reforms and improvements since 1999 including:
 - Lowering the school entry age to 6 instead of 7 years.
 - Introduction of a new 5-4-3 years structure with 9 instead of 8 years of compulsory education.
 - Completion of the new Curriculum Framework for Kosovo as a basis for the development of new subject curricula
 - Improved enrolment rates on several school levels including early childhood and special needs education
 - Increased public awareness about the educational and overall needs and rights of women and children, including children with special needs and from minority and rural communities
 - Improved data collection and monitoring of developments in the education sector
- Many reforms and improvements in the education sector are still weak with respect to their sustainability and reach.
- Coordination of initiatives in the education sector has been good and UNICEF as one of the "lead agencies" has played a key role in supporting MEST particularly in the areas of early childhood education, curriculum development and all aspects related to ensuring the realization of children's and women's rights.
- The Ministry of Education, Science and Technology has been established and has begun to take leadership in all education matters including policy development. However, it is yet in the process of developing its management capacity to administer all emerging tasks.
- UNICEF's short- and mid term planning for further support of the education sector will need to focus on securing the sustainability of reform initiatives and on further strengthening and building of human capacity within MEST and its local partner organizations.

Acronyms:

CRS	Catholic Relief Services
DANIDA	Danish International Development Agency
DES	Department of Education and Science
EAR	European Agency for Reconstruction
ECE	Early Childhood Education
ERP	Education for Rural People
ETF	European Training Foundation
EMIS	Electronic Management and Information System
FAO	Food and Agriculture Organization of the United Nations
FSEDK	Finnish Support for the Education Sector in Kosovo
GTZ	German Technical Assistance (Gesellschaft fuer Technische Zusammenarbeit)
KEC	Kosovo Education Centre
KEDP	Kosovo Educator Development Project
KFOS	Kosovo Society for and Open Society
JIAS	Joint Interim Administrative Structure
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labor and Social Welfare
OSCE	Organization for Security and Cooperation in Europe
PISG	Provisional Institutions of Self Governance
PTC	Parent Teacher Council
SBASHK	Union of Education, Science and Culture of Kosovo (Teacher's Union)
SEE	South Eastern Europe
SNE	Special Needs Education
TADES	Transitional Administrative Department of Education and Science
TTRB	Teacher Training Review Board
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Human Rights
UNICEF	United Nations Children's Fund
UNMIK	United Nations Interim Mission in Kosovo
USAID	United States Agency for International Development
WB	The World Bank

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1. Introduction

1.1 BACKGROUND

UNICEF Kosovo has requested this study analyzing the situation of education in Kosovo. The document covers the areas of early-childhood education, primary and secondary education, vocational and non-formal education as well as the current status of major educational reforms, such as teacher training and curriculum.

A task force consisting of UNICEF members of MEST and other organizations approved of the TORs for the study. Universalia was contracted by UNICEF to undertake the situation analysis by mid September 2003.

1.2 GOAL AND PURPOSES OF THE STUDY

The goal of the study is to present a situation analysis of education in Kosovo. The study has several purposes:

- To provide the basis for programmatic decision making for the next program cycle of UNICEF/Kosovo.
- To influence the process of child-centered policy development and planning in the context of current social reforms in Kosovo.
- To serve as reference material for partner organizations, institutions and stakeholders interested in children's issues in Kosovo.
- To increase awareness on the situation of children's rights and needs in Kosovo among policy and decision-makers as well as general public and children themselves.
- To contribute to overall advocacy efforts for the promotion of children's rights and for policies and programs that foster the respect and fulfillment of their needs in accordance with their rights.
- To identify inequities and gaps (gender, rural urban, etc) and provide advice on how to address them

2. Methodology

2.1 ANALYTICAL FRAMEWORK

Universalia developed a framework for the analysis based on the criteria given by UNICEF and the study task force. A copy of the framework is included in Appendix II.

2.2 STUDY ACTIVITIES

As required by UNICEF and its partners, the study is primarily based on the analysis and summary of a variety of existing reports and data on education in Kosovo. Additional information was collected through e-mail contact, phone calls and personal visits in the field during a mission in August 2003. Data analysis, interviews and writing of the report took place in July and August 2003. A first draft was submitted to UNICEF on August 31st 2003.

Main sources of data were:

- 1) Documentation and reports on the education sector and its overall context published by Kosovan¹ and international organizations and institutions including MEST
- 2) Internal and mainly unpublished working papers and reports from some of the same organizations.
- 3) Informants from education and policy communities in Kosovo (including MEST/PISG, international bilateral agencies, NGOs and INGOs, educators, educational administrators, students and parents.)

2.3 UNIVERSALIA TEAM

The study team consisted of two consultants from Universalia Management Group:

- Anette Wenderoth
- Brian Moo Sang

The team was responsible for developing the work plan for the analysis, collecting and analyzing data sources, preparing the draft and revised versions of the study. Senior members of Universalia were consulted throughout the process of data analysis and writing of the study.

2.4 ABOUT THIS DOCUMENT

The study seeks to summarize key developments, achievements and current challenges in the education sector, which characterize the present situation and are likely to influence developments in the near and mid-term future. We assume that the audience of this study is highly familiar with the history and context of Kosovo and its education system (e.g. parallel system before the conflict of 1999), therefore basic historical facts are not mentioned here. Some of the documents cited in the list of references (Appendix III) can provide an overview if required.

The study process was subject to the following limitations and constraints:

- Time constraints: At the request of UNICEF the study was limited to one person/month of work. Although this did allow for a substantial review and analysis of existing data as well as for some additional data collection, in-depth exploration of each topic was not possible.
- Gaps and ambiguities in existing education statistics: Most available data refer to the situation of the education system in the years 1999 - 2001 but not to the present situation. Furthermore data on some topics differs according to different sources and could not be reliably confirmed².
- Difficulties in accessing current data: Communication with MEST and other stakeholders proved to be difficult both via e-mail, but also by means of personal contact. This was partly due to the fact that several people were on holiday while the study was compiled. Others had agreed to send information and data, but had not done so by the time the study was finalized.

3. Overarching Themes

The situational analysis yielded six recurrent themes, which appear to cut-across the education system and educational reform processes in Kosovo. These themes are discussed below to enable the readers to reflect on them as they study this report. The six themes are:

1) Positive Signs of Transformation -- There are numerous examples of major transformations and positive changes, at all levels, towards the creation of a child friendly and children's rights-orientated education system. These transformations have been largely but not solely initiated through international support³.

2) Questionable Sustainability of Reform Processes -- The sustainability of many reforms to date is questionable without significant continued international support.

3) Transition from Post-Conflict Emergency Status to Development and Integration into Europe -- Most observers feel that Kosovo is in the transition from being a post-conflict emergency situation to being a society in which the focus is on more qualitative 'development' issues. The meeting of "European Standards" is a widely shared goal although it remains, at best, vaguely defined in most cases.

4) Ambiguities and Insecurities - In spite of having moved beyond an emergency post-conflict stage, the situation is still widely unstable, which affects personal and political perceptions of security. The unresolved question of the future status of Kosovo is a main source for concerns.

5) Persistent Post-Communist Influences -- Society is still widely characterized by "post communist" features while democratic procedures and attitudes are only beginning to emerge. This characterization is manifest in:

- Weak institutions that lack performance and don't yet meet requirements for sustainability.

- Economic paradoxes e.g. large discrepancies between salaries in the civil service sector and on the free market.
- A lack of institutional transparency linked to little or no public trust in institutions and legal procedures.
- Politicization of all sectors and a tendency not to compromise in principle.
- Hierarchical structures combined with a lack of initiative and individual responsibility. Democratization and decentralization of decision-making is still limited.
- Corruption in public services.

6) Continuing Inequalities - Cultural traditions and legacies sustain gender inequalities, inter-ethnic tensions and disenfranchising of children and youth in all ethnic communities. Also, the access to education and quality of education available to rural people are problematic.

4. Context

4.1 SOCIAL CONTEXT

FINDING 1: THE SITUATION OF CHILDREN, WOMEN, MEMBERS OF MINORITY COMMUNITIES, AND PEOPLE WITH DISABILITIES IS UNSATISFACTORY IN TERMS OF THE FULFILLMENT OF DEMOCRATIC STANDARDS AND BASIC HUMAN RIGHTS.

- Public and personal security is an issue especially for the Serb community, while other minorities are mainly concerned about the issues of human security like unemployment, poverty, and illiteracy⁴.
- Social, political and economic activities are highly male dominated. Women in all ethnic communities continue to be excluded from equal access to resources and services⁵.
- Public awareness about the rights of people with disabilities is rising only slowly and access to education for children with special needs is still minimal.

- Children and youth in particular suffer from increasing family poverty often resulting in child labor, school drop out or trafficking.

- Access to basic education for Children, youth and adults and specifically for young girls and women in rural villages is lower than in urban areas and education quality is less

FINDING 2: THERE ARE NUMEROUS SOURCES FOR POTENTIAL FUTURE CONFLICT BOTH BETWEEN, BUT ALSO WITHIN ETHNIC COMMUNITIES

- There are strong regional tensions between the Serb dominated North and the Albanian dominated South. The ongoing discussions about the status of the province and the option of partition fuel the potential for further conflict.

- Both Albanian and Serb Kosovans regard relations between their communities as tense, expect them to remain tense, and are unwilling to agree upon key issues like the return of refugees from the other group into their communities of origin⁶.

- The decreasing ability of younger generations to speak the language(s) of other ethnic communities in Kosovo carries potential for further tensions⁷.

- Youth are disenfranchised in many areas due to the high social value attributed to seniority. A future "generation clash" especially in urban areas is becoming likely⁸.

- Moral and cultural values, attitudes and practices in urban and rural areas show growing discrepancies and may lead to conflict if the existing gap is widening further. The rural urban educational gap contributes to increase such discrepancies.

- Although religion is at present no source of conflict neither between nor within ethnic communities, it does constitute a dormant force that holds potential for conflict as groups or individuals can easily utilize it as a symbolic token⁹.

4.2 ECONOMIC CONTEXT

FINDING 3: KOSOVO IS FACING SEVERE ECONOMIC PROBLEMS THAT WILL RATHER INCREASE THAN IMPROVE IN THE NEAR FUTURE. THE ECONOMIC SITUATION AFFECTS WOMEN, YOUTH AND CHILDREN IN PARTICULAR.

The problem of unemployment in Kosovo is characterized by:

- High rates among young people (71.6% for the age group 16-24),
- High rates among women (63%),
- A very high level of long-term unemployment (83.1%)
- High rates among people with secondary education (58.5%)
- Higher unemployment in rural than urban areas, partly due to illiteracy and lack of education/training.
- Large numbers of returnees from various European countries are yet expected to come back to Kosovo and could worsen the situation on the labor market.

- Kosovo has one of the highest rates of unemployment in South Eastern Europe.

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 - High rates among people with secondary education (58.5%)
 - Higher unemployment in rural than urban areas, partly due to illiteracy and lack of education/training.
 - Large numbers of returnees from various European countries are yet expected to come back to Kosovo and could worsen the situation on the labor market.
- Donor assistance in 2003 will be reduced to 25% of the amount provided annually during the period 1999-2002¹⁰.

At the same time local and international investments in local enterprises are scarce.

- The scope of changes and improvements in all sectors is affected by the low government budget.
- Salaries in the public sector are very low in comparison to private enterprise or employment with international organizations. Corruption and lack of motivation are frequent.
- Weakened family budgets can affect educational attainment, as parents may decide not to send children to school longer than absolutely necessary. This especially affects girls and rural people¹¹.
- Prostitution and trafficking are growing issues that endanger especially girls, unemployed youth and children from poor families¹².

4.3 POLITICAL AND INSTITUTIONAL CONTEXT

FINDING 4: THE EMERGING CIVIL SOCIETY IS STILL WEAK AND HIGHLY DOMINATED BY POLITICAL POWER STRUGGLES. DISSATISFACTION WITH THE POLITICAL SITUATION IN KOSOVO HAS INCREASED AMONG ALL ETHNIC COMMUNITIES.

- There is not yet sufficient capacity to build sustainable Kosovan institutions that operate bottom up rather than top down. Existing institutions are still weak and widely politicized¹³.
- Corruption is widely spread and staff appointments frequently made based on political party affiliations. Self-initiative and delegation of authority are uncommon.
- The transfer of power from international to local institutions is a difficult and time intensive process. Handover procedures between UNMIK and PISG have been accompanied by disagreements and disputes.

"Political parties are highly influential and tend to be hard lined and averse to compromise. This often results in political uncertainty, delays in political decision-making and potential invalidation of initiatives.

- Further disagreements and polarization of opinions especially concerning issues surrounding Kosovo's final status are expected¹⁴.
- Youth and student groups tend to be politicized and related to a political party. There are several reported cases of teachers expressing political views in school.

5. Enabling Environment for Education

5.1 MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MEST)¹⁵

FINDING 5: THE MINISTRY IS STILL A YOUNG INSTITUTION STRIVING TO DEVELOP THE HUMAN CAPACITIES AND MANAGERIAL CAPABILITIES IT REQUIRES IN ORDER TO MEET A CHALLENGING SET OF RESPONSIBILITIES AND EMERGING TASKS.

- MEST was established in March 2002. In spite of numerous challenges during its first full year of independent operations, the ministry has worked towards creating (and subsequently revising) its organizational structure, clarifying job descriptions, reporting requirements, and completing staffing requirements¹⁶.
- When MEST was established, most Kosovan staff members had limited experience in working in a ministry or similar institution. Considerable progress has been made since then with respect to adding skilled members to MEST staff and training ministry employees. However, there is still noticeable room for improvement of administrative and management skills, particularly skills related to planning, organizing and implementing processes¹⁷.

- As is common in developing institutions, the ministry's overall vision until now has been largely driven by the Minister as a single individual and only partly been embedded in policy and decentralized leadership¹⁸. This phenomenon is already beginning to change. For example, MEST has developed a five-year strategic plan that sets the stage for increasing decentralization and the development of a 'joint vision' among staff members on all levels¹⁹.

- The number of international staff working in MEST has been significantly reduced since 2002 and will be further minimized. Their role has changed from co-leading certain units to advising their Kosovan counterparts. It is widely felt that the success of the advisory model has been limited due to UNMIK's lack of planning of the hand-over process²⁰.

- Like other Kosovan institutions MEST is suffering from a limited budget and more reform plans than funds available. Teacher strikes have been a major challenge in the school year 2002/2003. Salary negotiations continue to date and may give cause to further disruptions of the education process²¹.

- MEST has established and maintained productive collaboration with numerous partner organizations and institutions, including NGOs, and bilateral and multilateral donors²².

5.2 THE REGIONAL EDUCATION ADMINISTRATION

FINDING 6: RESTRUCTURING THE MUNICIPAL EDUCATION PROGRAM OFFICES INTO A REGIONAL STRUCTURE CAN POSITIVELY AFFECT ACCESS TO RESOURCES AND COORDINATION OF INITIATIVES. THE CHANGES ALSO BEAR CHALLENGES, AND ARE DEMANDING FOR MEST AND STAFF AT ALL LEVELS.

- Middle level educational offices serve as key mediators between the school/commu-

nity level and MEST and are essential for passing on and implementing regulations and instructions coming from MEST. Their role is especially relevant in a time where MEST's capacities are still developing.

- In early 2003 MEST began a major reform process of replacing the municipal education program offices with regional ones. If managed well, the new structure will allow for better coordination of education programming across municipalities including equal access to funds and resources also to rural municipalities who have often been disadvantaged in the past²³.

- This is the second major reform of municipal/regional education administration within two years²⁴ and will require considerable time to become fully operational, and have all teams function effectively. As many of the new recruits are familiar with the previous system can help to shorten this period of adaptation.

- The recruiting processes for staffing the regional offices has been accompanied by some frustration as it took longer than initially planned and selection procedures were perceived as having not been fully transparent and competency based. Several of the new regional officers have previously worked on the municipal level, but all new staff will require further orientation and training.

5.3 SCHOOL AND COMMUNITY LEVEL

FINDING 7: "BOTTOM UP" AND GRASS-ROOTS INITIATIVES HAVE CONTRIBUTED SIGNIFICANTLY TO THE CHANGES THAT HAVE OCCURRED ON A CLASSROOM AND SCHOOL LEVEL. MOST INITIATIVES ARE DEPENDENT ON THE PERSONAL ENGAGEMENT AND LEADERSHIP OF INDIVIDUALS AND DO NOT YET REFLECT AN OVERALL TREND IN THE EDUCATION SYSTEM.

- While community support for education both before and during the conflict was high especially among the Albanian com-

munity, the interest and direct involvement of communities and parents in school life have reduced since 1999²⁵. Coping with the immediate post-conflict situation and, then and now, with economic hardships are likely reasons for this development.

- However, there are numerous instances where local level institutions have successfully improved physical learning environments and learning experiences of children on their own initiative or with help from (I)NGOs²⁶. The Child Friendly School initiative led by UNICEF has set a positive example for school improvement and networking across municipalities.

- Supportive and enthusiastic school directors and staff members have played an essential role in most successful initiatives i.e. the school-based training of staff. Courses on school based management and educational leadership have stimulated changes²⁷.

- With support from MEST, UNICEF and partner organizations²⁸, Parent Teacher Councils (PTCs) have been established in most schools, and on municipal level. Parent involvement, however, often lacks quality and substance as participatory processes of decision-making are yet new to educators and parents²⁹.

- School youth councils exist in some schools but tend to be groups led in a rigid authoritarian style with little influence on decision-making processes. Positive exceptions occur especially in schools targeted by general school improvement projects³⁰.

5.4 LEGISLATIVE FRAMEWORK

FINDING 8: STABLE FOUNDATIONS FOR AN ENABLING LEGISLATIVE ENVIRONMENT FOR EDUCATION HAVE BEEN LAID. HOWEVER, IMPLEMENTATION OF AND COMPLIANCE WITH LEGAL REGULATIONS ARE CONTINUING CHALLENGES.

- The legal boundaries of the education

system have been marked by two major laws on education (see exhibit 5.1). DES and its successor MEST have also issued a number of regulations and instructions regulating specific details of the education system.

- There is yet a lack of capacity in MEST to implement and administer existing or upcoming regulations and instructions both on central and regional levels.

- The mere existence of laws, instructions- and regulations does not guarantee their actual application. Educators are often unaware of laws and instructions but also purposefully ignore regulations for personal, political or other reasons³¹. The general lack of trust in legal procedures keeps many educators from using legal measures to claim their rights or to complain about mistreatment and inaccuracies³².

- To ensure that the right to education is also granted to rural people special efforts are underway and the government is preparing a strategy on Education for Rural People with FAO support, and broad stakeholder participation.

5.5 SUPPORT THROUGH INTERNATIONAL DONORS AND NGOS

FINDING 9: DECREASING SUPPORT FROM INTERNATIONAL DONORS AND LIMITED CAPACITIES OF KOSOVAN NGOS THREATEN THE SUSTAINABILITY OF EXISTING REFORM PROCESS AND ENDANGER

PROSPECTS FOR NEW INITIATIVES IN THE EDUCATION SECTOR

- The education sector faced massive financial and human support from international donors immediately after the conflict of 1999. While aid was not always well placed in the beginning, the establishment of DES and the appointment of lead agencies improved the coordination of initiatives. UNICEF has played a key role in the areas of curriculum reform, early childhood education and advocacy for children's and women's rights.

- With the downsizing of existing programs, the continuation or expansion of qualitative programs on youth participation and gender issues are in particular at risk as they are easily classified as 'non essential'.

- While numerous emergency oriented aid projects have left Kosovo, the major donor organizations (UNICEF, GTZ, World Bank, Finnish government and CIDA/KEDP) have approved or are amiable to continuation of their support for another two to three years.

- With the establishment of MEST the role of the lead agencies has become increasingly an advisory and supportive one. However, MEST is still developing its capacity to fully administer and coordinate activities in all areas and has explicitly requested further support from international partners.

- Opportunities for attracting new donors are scarce³⁷. This is likely to affect the

Exhibit 5.1 Foundations for an enabling legislative environment for education

Document/Law	Area of regulation/ Relevance
The Constitutional Framework for Kosovo	Highlights the right to education for all regardless of gender, ethnic or religious background or disabilities ³³ .
The Law on Primary and Secondary education ³⁴ and the Law on Higher education ³⁵ .	Provide the legal framework for the education system in Kosovo
Administrative instructions and Policy Drafts developed by MEST with (in some cases) advice from TTRB ³⁶ .	Regulating concrete issues in specific areas of the education system e.g. the school calendar for the next year. Policy drafts e.g. on Standards of Professional Practice, Teacher Accreditation or a Code of Ethics for teachers

work of MEST and the feasibility of a number of planned activities and reforms for which funding has not yet been secured. However, there have been examples of successful leverage of resources through cooperation between initiatives and agencies³⁸.

- To date, there is only one significant Kosovan institution working in the field of education (KEC) that has both the financial means and the human capacity for broad and sustainable continuation of its activities.

- MEST's relation with the most influential teachers' union (SBASHK) has recently been overshadowed by salary negotiations and teacher strikes. Other teachers' associations/unions have limited capacities (both human and financial) and lack influence.

6. Sector Specific Analysis and Findings by Theme

6.1 CURRICULUM REFORM AND DEVELOPMENT

FINDING 10: FOUNDATIONS FOR A SUBSTANTIAL CURRICULUM REFORM HAVE BEEN LAID THROUGH A STRONG CURRICULUM FRAMEWORK BUT FURTHER STEPS OF CURRICULUM DEVELOPMENT AND IMPLEMENTATION STILL POSE A SIGNIFICANT CHALLENGE.

Achievements:

- There is wide consensus among most communities in Kosovo that changes of the previous curriculum are needed to align the Kosovo curriculum with European standards³⁹.

- A comprehensive Curriculum Framework for Kosovo has been prepared with support from UNICEF. The document has undergone extensive public consultation and has achieved local and internationally acknowl-

edgement. It provides a stable basis for the development of subject and grade specific curricula.

- Gender issues, children's rights, life skills education, and health and environment education have been included at some extent as cross curricula issues spreading through all subjects and all grade levels of the new school curriculum. They are also included in the pre-service teacher-training program of the Faculty of Education.

- MEST has developed scope and sequence frameworks for all subjects from preschool to grade 13. Local curriculum developers, with the technical assistance of international experts, have worked on developing subject curricula for grades 1, 6 and 10 which will supposedly be implemented in the school year 2003/2004⁴⁰.

- MEST, with support from FAO, is preparing a strategy of education for rural people to ensure equal access to quality and meaningful education for rural people.

Challenges:

- The tendency to politicize the curriculum and attribute symbolic value to it may endanger its integrative and peace building potential. There are a number of sensitive issues and special care needs to be given to avoid discriminatory and exclusionary terminology and concepts⁴¹.

- Expectations among educators and parents are high and may result in frustration once they realize that the new curriculum alone does not suffice to reform teaching and learning.

- Without profound preparation and continuous support, teachers will find it difficult to make adequate use of the more open structure of the new curriculum. This can especially limit the realization of the newly introduced cross cutting topics like gender issues and children's' rights.

- MEST is planning training courses to prepare teachers for using the new curricu-

lum. Time for preparation is scarce though and there is the danger that training may lack depth.

- It is still unresolved which curriculum Serb schools in Kosovo will use in the future. The politicization of the issue can result in disadvantages for K-Serb pupils who would be left behind developments in both Kosovo and Serbia⁴².
- Kosovar Serb educators need to be directly involved in the development of the new subject curricula in order to develop a unified, Kosovo wide curriculum that would be acceptable for all communities.
- The relevance of including regional languages besides English, French or German as part of the curriculum needs to be addressed in more detail. At present, most children do neither speak nor learn the language of another ethnic group living in Kosovo⁴³.

6.2 TEACHER TRAINING

FINDING 11: NUMEROUS POSITIVE CHANGES HAVE OCCURRED IN BOTH IN-SERVICE AND PRE-SERVICE TEACHER TRAINING BUT THE SUSTAINABILITY OF REFORMS UNDERTAKEN TO DATE IS STILL AT STAKE. MEST IS BEGINNING TO TAKE ON A COORDINATING AND LEADING ROLE IN TEACHER TRAINING BUT HAS NOT YET THE CAPACITY TO MANAGE ALL EMERGING TASKS.

Achievements:

- There are numerous examples of teacher training projects that have made positive changes in schools and classrooms. Child-centered methods of teaching are being used more frequently, particularly on primary and lower secondary levels.
- Teachers, in particular younger teachers, from all over Kosovo have shown great interest and enthusiasm to improve their professional skills. Non-financial incentives like learning opportunities and

acknowledgment through colleagues have inspired many educators, to engage as (often unpaid) trainers and mentors for others⁴⁴.

- Training courses have focused on general teaching methodology, but numerous programs have also focused on children's rights, child protection and psychosocial needs of children.
- There is some potential that a semi-independent in-service agency will be developed by MEST and supporting agencies over the next years which would take over some coordinative tasks.
- MEST has taken leadership in developing a framework for reform of the pre-service system of teacher training. The new Faculty of Education was established and a first cohort of 300 students began studies in autumn of 2002 and will enter the teacher system from 2006 onwards⁴⁵.

Challenges:

- In spite of overall good coordination of initiatives in the area of in-service teacher training, there is still a considerable amount of fragmentation that weakens the potential for sustainability. Ongoing administrative tasks are large and exceed the current capacities of the in-service section in MEST.
- A clear framework for in-service teacher training is needed to outline a progressive career path for educators and give incentives for ongoing professional development. MEST and TTRB have begun to develop a first draft, but its implementation will need time and resources.
- The new Faculty of Education has yet a long way to go towards becoming sustainable and it will be another 3 more years until first cohort of students will graduate from new courses.
- Pre-service training for secondary-teachers is still highly subject oriented and lacks pedagogical and practical components. To date the respective faculties in the

University of Pristina have remained opposed to substantial changes of the current program.

6.3 STANDARDS AND EVALUATION

FINDING 12: KOSOVO STILL LACKS A COMPREHENSIVE STRATEGY FOR STANDARDS AND EVALUATION PRACTICES ACROSS THE EDUCATION SECTOR.

Achievements:

- The MEST section for standards and evaluation has developed the first draft for national standards for the subjects of Albanian and Turkish language, Mathematics and Natural sciences for grade 1. A national test for pupils of grade 4 in Albanian and Turkish language and mathematics has been developed, implemented and analyzed.
- Public awareness about the evolving character of educational and academic standards is increasing. International comparisons are being used more frequently to evaluate local standards and procedures.
- There are numerous examples of changing attitudes towards standards and evaluation at classroom and school levels. Teachers are starting to use techniques of pupils' self-evaluation and ongoing assessment through observation. Between colleagues, supportive subjective feedback is beginning to replace traditions of judgmental critique.

Challenges:

- Attitudes among educators towards educational standards and evaluation are still widely shaped by traditional beliefs in homogenous learning abilities and the value of cognitive and repetitive skills.
- Higher value is often given to age and formal qualifications than to skills and performance. Closely related to this, academic standards on all educational levels have not

yet reached European levels with respect to creative, problem solving and critical thinking skills.

- MEST's priorities with respect to defining and improving educational standards are yet unclear. The orientation towards developing unified national tests is running the risk of perpetuating traditional foci on factual knowledge and repetitive skills. Children with other learning styles, from rural areas, and from cultural backgrounds that de-emphasize formal education (e.g. Roma), who often have difficulties in the present system, would continue to be disadvantaged.

6.4 EDUCATION RESOURCES

FINDING 13: EDUCATION FACILITIES HAVE BEEN IMPROVED, BUT THERE IS STILL A LACK OF SPACE AND SERIOUS PROBLEMS WITH SANITARY FACILITIES AND WATER QUALITY ESPECIALLY IN RURAL AREAS.

- Numerous donors including UNICEF have been engaged in the successful rehabilitation or (re) construction of school buildings all over Kosovo. The focus of activities has now shifted to upgrading of facilities, especially water and sanitation installations.
- Most schools still work in at least two shifts per day⁴⁶ with the result that teaching hours are often during times which have negative effect on concentration and performance particularly for young children.
- Due to the shift system, the total number of lessons children attend per week is low: In 2002 grades 1 and 2 pupils had an average of 722 contact hours per school year as compared to 850 -950 hours in Western Europe and the OECD average of 800 hours⁴⁷. Depending on their age and the grade level, children have between 3 and 4.5 hours of instruction per day.
- In some areas, overcrowded schools also derive from lack of planning for construction of new school buildings: some international organizations build schools

without taking existing locations or migration into account. Especially secondary schools tend to be overcrowded⁴⁸.

- KEC with support from international donors has established didactic centers in five municipalities. They are equipped with a variety of materials and provide opportunities for teachers to do research and produce lesson materials. The didactic centers are not yet utilized to their full capacity and their sustainability is questionable due to conflicts between the municipality administrations and MEST.

FINDING 14: LEARNING/WORKING CONDITIONS FOR CHILDREN AND EDUCATORS REMAIN CHALLENGING. TEACHERS ARE BOTH UNDERPAID AND INEFFICIENTLY/UNDER-EMPLOYED.

- Lack of motivation among teacher is a frequently named issue and in many schools high rates of teacher absence times pose a problem as they further reduce the small number of teaching hours pupils receive. Teacher salaries are low and are perceived to be insufficient even for a minimal number of hours⁴⁹.

- Teachers in lower and upper secondary schools tend to teach one subject only, no matter what other subjects may require additional staff in the school. This leads to the fact that many schools are over-staffed with under-utilized teachers.

- The average student/teacher ratio is below the average ratio of most EU countries but ratios are not evenly distributed over the province: While some teachers face classrooms with up to 40 children, others have groups of four or five pupils⁵⁰.

FINDING 15: THERE IS A LACK OF MODERN LEARNING MATERIALS ON ALL EDUCATIONAL LEVELS, WHICH IS EASED TO A LIMITED EXTENT THROUGH SELF-MADE ALTERNATIVES DEVELOPED BY TEACHERS.

- The lack of (modern) textbooks and other learning materials is evident on all school levels and may become even more evident with the implementation of the new curriculum.

- However, there are numerous positive examples of teachers using cheap and self-made resources, developing lesson plans and sharing them with colleagues to overcome the lack of textbooks and teaching materials adequate for using child/learner centered instruction⁵¹.

6.5 EARLY CHILDHOOD EDUCATION⁵²

Finding 16: Numerous initiatives have led to significant improvements of the early childhood education sector but the sustainability of reforms is still at stake. Girls, children from minorities and from rural areas as well as children with special needs remain to be widely excluded from access to early childhood education.

Achievements:

- The importance of quality education before the age of six is emphasized in the Law on Primary and Secondary education as well as in the Curriculum Framework for Kosovo. Public awareness about the importance of ECE has also risen due to initiatives of UNICEF, MEST and numerous partner organizations.

- MEST has committed itself to providing improved access and quality education for all children and on all educational levels including Early Childhood Education (ECE). It has developed a 5-year strategic plan for early childhood education in Kosovo and has worked on policy components for the inclusion of children with special needs

- A new pre-school curriculum is being developed with support from UNICEF.

- Several ECE institutions has been equipped and supplied with new didactic materials suitable for early age learning. The "Community Based Early childhood Education Centre Project" supported by UNICEF and MEST has developed a plan to establish new community based ECE centers over the next two years, which take the need for sustainability though local ownership into account⁵³.

- Numerous in-service training courses for ECE teachers have been carried out mainly with support from international agencies. They have achieved considerable success in raising awareness among teachers and increase their professional skills related to child adequate methods of teaching.

- The pre-service training of pre-primary teachers is integrated in the new Faculty of Education. The new program is practice-oriented, and based on child-centered, interactive principles of teaching and learning.

Challenges:

- Lack of clear statistical data about past and present enrolment figures: MEST is stating an increase of overall numbers of enrolments in EC institutions but comparisons are difficult due to differing numbers according to source⁵⁴.

- Access to ECE is not yet equally available for all children, especially for children from minorities and in rural areas (especially girls)⁵⁵.

- Increasing the enrolment and inclusion of children with special needs in EC institutions remains a challenge.

- There is a lack of male ECE teachers who could act as role model for young children⁵⁶. The current gender distribution among teachers supports stereotypes of 'less important' jobs done by women and 'more important' ones held by men

- The first cohort of graduates from the new Faculty of Education will only finish their studies in three years from now.

6.6 COMPULSORY EDUCATION: PRIMARY AND LOWER SECONDARY SCHOOL (GRADES 1-9)⁵⁷

FINDING 17: COMPULSORY EDUCATION IN KOSOVO HAS WITNESSED MAJOR REFORMS RELATED TO THE ORGANIZA-

TION AS WELL AS THE QUALITY OF TEACHING AND LEARNING. EQUAL ACCESS TO EDUCATION AND SECURITY REMAIN ISSUES ESPECIALLY FOR CHILDREN FROM MINORITIES, GIRLS AND CHILDREN FROM POOR FAMILIES.

Achievements:

- Lowering the school entry age to 6 years allows for better international comparisons of educational results and developments.

- With the introduction of the new 5-4-3 structure the period of compulsory education has been extended to 9 instead of 8 years. This brings the Kosovo school system in compliance with most EU and PHARE states⁵⁸.

- Existing data about enrolment, school attendance and drop out indicate slight improvements of enrolment and attendance rates over the past years especially for children from the Albanian community⁵⁹.

- The Education Participation Improvement Project supported by the World Bank is aiming to reduce drop out rates during compulsory education and to improve general enrolment rates in the targeted schools, especially enrolment of children from non-Albanian and non-Serb communities⁶⁰.

- The new grade 9 has been implemented including the development of a new curriculum and teacher orientation⁶¹. It is envisaged to act as an 'orientation year' helping pupils to make choices for their future education and choice of career.

- Considerable improvements on an individual and school level with respect to the quality of teaching and the use of child centered methods of instruction and planning have been made through in-service teacher training.

- Some steps to re-integrate returnee children coming back from the diaspora have been made⁶².

Challenges:

- Enrolment rates for children, especially for girls, from non-Albanian communities still cause concerns⁶³. Economic hardship, non-enforcement of laws that protect the rights of children, and internal and external migrations are additional reasons for restricted access to primary and lower secondary education.
- The introduction of the new grade 9 has been accomplished under immense pressure of time. MEST is currently assessing the academic success through a test all grade 9 students were obliged to take. Passing rates of just over 52% suggest that a critical analysis of the curriculum, teaching materials and additional support for teachers may be needed.
- Due to lack of space grade 9 classes are often located in the premises of secondary schools, which are usually located further away from children's homes. Numerous pupils, especially girls and young people in rural areas are facing difficulties as they lack access to transport.
- The reintegration of returnees remains a challenge. Teachers receive little support and advice in working with returnee children and there is no overall policy or strategy in place. Acknowledgement of certificates and degrees from other countries often causes problems.

6.7 UPPER SECONDARY EDUCATION (GRADES 10-12/13)⁶⁴

FINDING 18: THE SECONDARY LEVEL OF EDUCATION HAS BEEN, COMPARATIVELY, NEGLECTED WITH RESPECT TO SPECIFIC REFORM INITIATIVES. POSITIVE CHANGES THAT HAVE OCCURRED ARE OFTEN 'SIDE EFFECTS' OF INITIATIVES TARGETED AT OTHER LEVELS OF THE EDUCATION SECTOR.

- Although a considerable number of secondary teachers have participated in

teacher-training seminars, teaching on the secondary level still tends to be highly academic and teacher centered. In many cases secondary teachers regard themselves as subject specialists and therefore hesitate to engage in training on general methodology.

- Secondary schools and teachers have largely contributed to the implementation of the new grade nine through offering classroom space and human capacity to teach the new compulsory grade. However the change was widely perceived as 'taking the grade 9 away' from secondary schools and adding it to the lower cycle of education. Some grade nine teachers felt a loss of status by not being part of the secondary cycle of education any longer.
- The pre-service training for secondary teachers is still following traditional, highly subject orientated patterns. University representatives have been unwilling so far to support substantial changes. As lower level pre-service programs are being reformed, there is the danger of a growing "quality gap" between secondary and lower levels of education.

FINDING 19: ENROLMENT RATES OF GIRLS AND CHILDREN FROM MINORITIES TO SECONDARY EDUCATION ARE STILL VERY LOW.

- In comparison to girls' enrolment in lower grades there is a dramatic decrease of numbers in secondary education⁶⁵. Access to secondary education is also limited for children from minorities, and from rural areas⁶⁶.

• Drop out rates in secondary education are high for both girls and boys, but are even higher for boys⁶⁷. Lack of public awareness about the benefits of secondary education can contribute to this as parents and pupils tend to regard secondary education as relevant only if a pupil is aspiring to enter an academic university education.

- The World Bank Education Participation Improvement Project is trying to achieve higher-level transition to and attainment at secondary level especially by girls in the targeted communities⁶⁸.

- Poverty, culture and tradition are the main factors for drop out and non-enrolment. If they need to make a choice, most families give preference to education of boys rather than girls⁶⁹.

6.8 VOCATIONAL EDUCATION

FINDING 20: PROMISING FOUNDATIONS HAVE BEEN LAID TO IMPROVE THE QUALITY AND RELEVANCE OF VOCATIONAL EDUCATION. FINANCIAL CONSTRAINTS AND THE DIFFICULT SITUATION ON THE LABOR MARKET ARE KEY CHALLENGES FOR FUTURE DEVELOPMENTS.

Achievements:

- MEST has drafted a strategic paper on developing vocational education. Data collection and research related to developments of the labor market and employment opportunities have been carried out with support from international experts.
- GTZ has taken on a lead role in coordinating activities in the area of vocational education and providing support to MEST since its establishment⁷⁰.
- Training courses have reached a considerable number of teachers and observable improvements of general teaching skills as well as of subject/vocation specific skills have been achieved.
- Kosovan staff was trained on curriculum development and worked on the vocational component of the new grade-9 curriculum as well as on new curricula for several vocations. New profiles for vocational training courses that are more closely aligned with current labor market needs have been developed⁷¹.
- A number of vocational pilot schools have been established. A draft statute of pilot vocational schools has been jointly developed by MEST, and international partner organizations.
- Efforts to develop a new law for vocational education, to establish vocational

standard committees and a national skill board are currently underway but will need more time to be completed and functional⁷².

Ongoing challenges:

- The number of girls in vocational schools is still very low⁷³. The enrolment supports subject related 'streaming', i.e. female pupils do not enroll for subjects traditionally regarded as 'male' domains like mechanics.
- Teachers are predominantly male, providing no or little female role models for girls in vocational schools⁷⁴.
- There is a lack of qualified and well-trained teachers: Most instructors in vocational schools have no pedagogical background and also lack updated knowledge of the profession they teach. Often the use of modern machinery and equipment, if available at all, cannot be taught. Pre-service training in the faculty of education does not yet include training for vocational teachers.
- Collaboration and coordination between the various ministries responsible, respectively, for labor & social welfare, youth, and education is often challenging for all involved partners.
- While some labor market research has been carried out, there is still a lack of comprehensive and sufficient data on the current situation in Kosovo. This slows down the development of appropriate occupational standards and of a reformed system for identifying professional profiles to be taught in vocational schools.

6.9 MINORITY EDUCATION

FINDING 21: NUMEROUS INITIATIVES HAVE ADDRESSED IMMEDIATE NEEDS OF MINORITY COMMUNITIES BUT A KOSOVO WIDE COMPREHENSIVE STRATEGY FOR MINORITY EDUCATION IS YET TO BE DEVELOPED. BROADER POLITICAL ISSUES RELATED TO THE FUTURE STATUS OF KOSOVO AFFECT EDUCATIONAL ISSUES PARTICULARLY FOR THE SERB COMMUNITY.

Achievements:

- The ministry's expressed goal is to achieve integration of all communities that respect ethnic diversity and creation of a multiethnic society through the education. MEST's vision includes the provision of quality education for all at all levels including higher education, and education in the respective mother tongues of the communities living in Kosovo⁷⁵.
- Educators from all ethnic communities have participated in joint professional development activities, round table discussions and symposia and have stated interest in further exchange across ethnic lines⁷⁶. Serb educators have attended teacher-training seminars and Serb schools in North Mitrovica have joined the network of child friendly schools supported by UNICEF.
- UNICEF and KEDP, under UNMIK coordination and with support from MEST offered tailored in service trainings for Serbian teachers and school directors, that helped to further increase the recognition and acceptance of professional development among Serb educators.
- There have been first indications that the current Serbian Ministry of Education and Sport will support the development of a Kosovo specific curriculum that would acknowledge K-Serbian education specificities.
- Some progress has been made in providing early childhood education in their mother tongue for Roma and Turkish children.
- OSCE and MEST organized the first "National Round Table on Roma, Ashkali, Egyptian Education in Kosovo in July 2003 with participation of representatives from Serb and Roma communities.
- MEST has stated that a national strategy for minority education will be prepared within 2003⁷⁷.

Challenges:

- Although the situation has improved, most non-Albanian communities especially Roma, Ashkalija and Egyptian children, are still deprived of full access to all basic services and few minority children receive the same standard of education as majority children⁷⁸.
- Lack of freedom of movement and security for minority communities still prevent the operation of an efficient educational system at all levels, which is in compliance with international human rights standards for minority education⁷⁹.
- Opportunities for pupils from non-Albanian communities to enter higher education are poor⁸⁰. With regards to the education system, lack of access to pre-service teacher training in and for the teaching of their respective mother tongue is of special concern for members of minority communities as it relates back to the overall problem of education in one's mother tongue⁸¹.

Key challenges for the Serb community:

- **Parallel system:** The Serb community continues to work within a parallel education structure and is widely refusing cooperation with the Kosovo authorities and UNMIK. Schools are following the (old) Serb curriculum and school structure i.e. have not adopted the new 9th grade.
- **Politicization:** Choices about curricula, textbooks etc are not necessarily made with the benefit of the pupils in mind but for their symbolic value with respect to the status of Kosovo.
- **Lack of support and supervision through authorities:** Teachers and other educators are caught in a kind of power vacuum with neither Pristina nor Belgrade taking full responsibility for their supervision. There is a danger of Serb educators getting more and more behind educational reforms and developments on both sides - to the disadvantage of their pupils⁸².

- **Transport and security:** There is no comprehensive plan in place to provide secure bus transport for students. Escorts for Serb students have widely been cancelled although experience has shown that numbers of enrolled children increased when there was bussing available⁸³.

- **Discrimination:** Most Serb enclaves can only provide elementary (primary) education - pupils have to travel to other enclaves to attend secondary school⁸⁴.

- **Lack of qualified teaching staff:** qualified Kosovo Serbs teachers who live within the region and who would have to commute are not applying for the posts in the enclaves mostly because of security concerns and problems with transport. Instead hiring of village people who are not/less qualified⁸⁵.

Key challenges for RAE, Bosniak and Turkish communities:

- **Access to education** is still compromised due to discrimination and historical antipathy towards formal education as well as language difficulties.

- **Educational attainment:** Non-Serb minorities receive on average two years less education than Serb and Albanian communities. While attainment rates in Kosovo have generally improved over the last years, figures for the cohort of 16-25 year olds in non-Serb minorities have declined⁸⁶.

- **No comprehensive plan:** The particular educational needs of the RAE communities have not yet been addressed through a comprehensive plan and have mainly remained dependent upon initiatives of internationals or NGOs, only some of which receive support from MEST⁸⁷, and who are not always in ongoing exchange of information with the ministry.

- **Reach:** A series of catch up programs have been implemented successfully but have not yet been able to reach all children in need of additional support.

- **Lack of mother tongue education:** Improvements in access to education in chil-

dren's' mother tongues have occurred but in a rather limited and unsystematic way.

6.10 GENDER AND EDUCATION

FINDING 22: THERE IS PERSISTING GENDER INEQUALITY IN THE EDUCATION SECTOR, WHICH AFFECTS GIRLS FROM MINORITY GROUPS AND FROM RURAL AREAS IN PARTICULAR. A COMPREHENSIVE AND EFFECTIVE POLICY ON GENDER EQUALITY IS STILL LACKING.

Achievements:

- MEST is working towards the explicit goal of achieving equal access to education for both boys and girls as well as promoting and supporting the protection of women's rights in all areas of social, cultural and political life⁸⁸.

- UNIFEM has developed a comprehensive action plan on gender for Kosovo including the education sector, which outlines needs, solutions and organizations with 'responsibility' for cooperating on these issues.

- UNICEF has successfully advocated for including gender as a cross cutting issue in the new curriculum

- Public awareness and awareness among educators about the role of education and gender relations has risen. Gender topics have been included in in-service training and teachers as well as directors of both sexes show great interest in the topic.

- Enrolment rates of boys and girls in primary and lower secondary schools are nearly equal for Albanian and Serb communities.

- A pilot project to reintegrate 'drop out' girls into school has been initiated by MEST in four municipalities.

- The MEST/World Bank Education Participation Improvement Project (EPIP) helps to improve enrolment and retention

of school children, with emphasis on the enrolment/ retention of girls.

- MEST and the Department of Justice collaborate on reintegrating Kosovan victims of human trafficking into schools.
- MEST/KEDP have developed in-service training modules for teachers on methodologies of addressing gender in education.

Challenges:

- Gender issues are still widely understood as 'women's issues' both in the general public but also among educators and administrators. Public awareness has been increased but traditional attitudes not giving high priority to the education of girls and women prevail.
- The current MEST gender-strategy is incomplete and widely unknown among education stakeholders.
- Educational attainment is still higher for males than females, especially in rural areas and in non-Serb minorities⁸⁹. Family obstacles combined with early marriages are the second main factor for interruption of girls' education in rural areas.
- Poverty tends to affect girls' education especially: When in question, many poor families decide to send boys to school than rather girls.
- The proportion of women educators is inverse to the (perceived) relevance of a position: There is a lack of male teachers at the pre-primary and primary levels and lacks of female teachers at secondary, post secondary and educational leadership levels.
- Structural changes of the education system, sometimes resulting in long distances to (secondary) schools, have caused increased drop out rates, especially of girls who do not have access to safe transportation.
- The new curriculum that includes gender as a cross-cutting issue requires appro-

priate training of teachers to ensure appropriate inclusion of gender in teaching and learning.

- The current selection criteria of the University of Pristina are based on merit only, but fail to allow for positive discrimination to increase the number of female students, or students from minority communities, and from rural areas.

6.11 SPECIAL NEEDS EDUCATION

FINDING 23: THE SECTOR OF SPECIAL NEEDS EDUCATION HAS CONSIDERABLY IMPROVED BOTH ON THE LEVEL OF POLICY DEVELOPMENT AND IN SCHOOLS AND CLASSROOMS. SECURING SUSTAINABILITY AND BROADENING THE SCOPE OF EXISTING INITIATIVES WILL REMAIN KEY CHALLENGES IN THE NEAR AND MEDIUM FUTURE.

Achievements:

- School enrolment of children with special needs has increased slightly⁹⁰ and the lack of information about the situation of education for children with special needs been improved through ongoing data collection.
- MEST has developed a detailed and realistic strategy paper on special needs education with the explicit goal to work towards a system of all-inclusive education in Kosovo⁹¹. Attached classes have been introduced in at least one school in each municipality.
- Coordination of donor activities in the Special Needs Education (SNE) sector has worked well under the leadership of MEST and FSDEK. Positive synergy has especially been achieved in the areas of early childhood education and teacher training.
- Teachers who have participated in professional development training have improved their skills with respect to teaching methods, use of teaching materials and

development of individual education plans for their pupils. A first group of Kosovan trainers has begun to provide introductory courses on SNE with support from FSEDK.

- Public awareness about children with special needs has considerably grown due to numerous initiatives of various local and international projects and through MEST.

- A comprehensive draft for an Education Policy for special needs children has been developed in cooperation with the working group for a cross-sectorial disability policy covering education, health, employment and other areas.

- Facilities, especially heating and sanitation facilities, have been renovated and upgraded in all Special Needs schools and a new school for hearing impaired children has been constructed

- Pre-service training for teachers of SNE will be established as part of the new Faculty of Education with support from the Finnish government.

Challenges:

- Equal access to all levels of education for children with special needs remains a major issue especially in rural areas and in minority communities. Although overall enrolment rates have increased they still indicate that only a small part of the estimated number of children with special needs has access to formal education⁹².

- Financial constraints limit the provision of additional in-service training, transport services; equipment for additional special needs classrooms as well as purchase of special materials and teaching aids.

- While the model of special schools and also of attached classrooms in 'normal' schools is widely accepted, full inclusion of children with special needs is still a far away goal⁹³.

- It will take at least 4-5 years until the first graduates from the new pre-service program for Special Needs Education will

graduate. Even longer timeframes apply to the formation of MA or PhD students who could later on lead pre-service training and research independently.

- A substantial change of public attitudes and attitudes among educators in particular, will require more time and proactive advocacy on behalf of children and adults with special needs.

6.12 NON-FORMAL EDUCATION/ LITERACY

FINDING 24: OVERALL RATES OF ILLITERACY HAVE DECLINED BUT ARE STILL HIGH. GENDER, AGE AND GEOGRAPHICAL LOCATION INCREASE THE LIKELIHOOD OF BEING AFFECTED BY ILLITERACY. MEST IS STILL IN THE PROCESS OF DEVELOPING A COHERENT KOSOVO WIDE STRATEGY ON LITERACY.

Achievements:

- UNICEF in cooperation with UNESCO and MEST has been successfully implementing non-formal education programs for more than 2000 women and girls in 130 centers throughout Kosovo.

- Teaching materials covering literacy and life skills education have been developed locally.

- There are numerous examples of successful initiatives aiming to offer education to women and girls in both urban and rural areas, which are led by Kosovan women's initiatives and NGOs⁹⁴.

- Several studies and surveys on literacy rates in Kosovo have provided a good insight into the current situation and its developments⁹⁵. Given the present high level of enrollment in primary education, illiteracy is expected to drop down to below 5 percent⁹⁶.

- A study on the situation of basic education for rural people is currently being undertaken by MEST and FAO to identify

the main constraints to equal access to basic education for rural people.

Challenges:

- The lack of access to formal education during the 1990s resulted in an increase in illiteracy (15 to 22 percent) among the 16 to 25 year olds, especially among members of non-Serb minorities⁹⁷.
- Literacy programs for RAE communities pose extra challenges due to often unfavorable attitudes of community members towards education.
- Initiatives to reduce illiteracy are fragmented and do not reach all parties in need for support, especially in rural areas. Financial constraints limit the expansion of existing programs
- A comprehensive policy and strategy on non-formal education developed in cooperation with stakeholders from the municipal and community levels is still lacking.
- 99% of women in rural areas are unemployed and have little opportunity to practice and utilize literacy skills, even if they have attended formal education⁹⁸.
- Access to quality basic education for rural people is inhibited by numerous factors, including lack of infrastructure, distances to schools, insufficient child nutrition, inappropriate teacher training, and lack of relevance of education contents⁹⁹.

7. Conclusions and Recommendations

CONCLUSIONS:

- Considerable changes and improvements have been made in nearly all sectors of the education system and on all levels (MEST, regional, school, classroom).
- In most areas of the education sector reforms have left the phase of post-conflict emergency-relief and have entered a stage of development with focus on qualitative improvements and sustainable results. To date sustainability of many initiatives and reforms is questionable without the continuation of international support for at least 1 or 2 years.
- UNICEF has provided important support and leadership in various sectors and has laid successful foundations through local capacity building on several levels of the education system.
- Although cooperation and coordination among NGOs, donor agencies and MEST has been good, there is still considerable fragmentation of projects on school, municipal and regional levels. MEST does not yet have the full capacity to integrate all areas and initiatives.
- The situation in Kosovo is still characterized by inequalities related to gender, ethnicity, disenfranchising of youth and discrimination of children (and adults) with disabilities.

RECOMMENDATIONS:

Based on the 24 thematic findings, the overarching themes and the summarizing conclusions identified in the study, the analysis has yielded 3 key recommendations in response to the study's goal of providing input to UNICEF's next program cycle. They are addressed at UNICEF, but are equally relevant for other audiences and with respect to overall policy development concerning children's rights and needs.

While the first recommendation focuses on 'top down' processes, the second one is targeted more, but not exclusively, at 'bottom up' initiatives. Both levels need to feed into each other and are equally necessary to provide for overall sustainability and local ownership of reforms. The third recommendation is concerned with the need for awareness building across levels and disconnected from social roles and institutional tasks.

1) The international community should focus its investments during the next 3-5 years on building effective and sustainable Kosovan institutions in the education sector and related fields.

Effective and sustainable institutions are key to long-term reforms. At present the performance of most institutions is weakened due to a lack of capacity in the areas of administrative and management skills, in particular skills related to planning, organizing and implementing processes. Public trust in institutions working in education needs to be improved, especially through transparent procedures and continuing communication with stakeholders.

2) During the next program cycle the international community in concert with MEST should put priority on strengthening existing initiatives and improving networking among them.

Capacities that have been built in previous initiatives could be utilized more efficiently if planning occurred increasingly across the (mental) boundaries of projects or affiliation with one particular organization or NGO. At present, the "thinking in boxes" limits the impact of existing resources.

For example: local trainers experienced in modern teaching methodology could be included more effectively in the development and implementation of the new subject curricula and training of their colleagues. Links to the Faculty of Education or the Child Friendly School Initiative would be other means to strengthen the curriculum reform and to support networking among local stakeholders on various levels.

3) The international community should further concentrate on building capacity among Kosovan stakeholders throughout the education system to advocate for and contribute to meeting the rights of women, children and all ethnic groups.

This recommendation addresses the need for continued awareness raising both on an institutional and on a societal level to include children's and women's rights as cross cutting issues in all processes of policy development or decision making. Advocacy in these areas needs to happen disconnected from institutional or individual roles, and has to become a common part of public discourse.

Appendix 1 - List of Findings

FINDING 1: THE SITUATION OF CHILDREN, WOMEN, MEMBERS OF MINORITY COMMUNITIES, AND PEOPLE WITH DISABILITIES IS UNSATISFACTORY IN TERMS OF THE FULFILLMENT OF DEMOCRATIC STANDARDS AND BASIC HUMAN RIGHTS.

FINDING 2: THERE ARE NUMEROUS SOURCES FOR POTENTIAL FUTURE CONFLICT BOTH BETWEEN, BUT ALSO WITHIN ETHNIC COMMUNITIES

FINDING 3: KOSOVO IS FACING SEVERE ECONOMIC PROBLEMS THAT WILL RATHER INCREASE THAN IMPROVE IN THE NEAR FUTURE. THE ECONOMIC SITUATION AFFECTS WOMEN, YOUTH AND CHILDREN IN PARTICULAR.

FINDING 4: THE EMERGING CIVIL SOCIETY IS STILL WEAK AND HIGHLY DOMINATED BY POLITICAL POWER STRUGGLES. DISSATISFACTION WITH THE POLITICAL SITUATION IN KOSOVO HAS INCREASED AMONG ALL ETHNIC COMMUNITIES.

FINDING 5: THE MINISTRY IS STILL A YOUNG INSTITUTION STRIVING TO DEVELOP THE HUMAN CAPACITIES AND MANAGERIAL CAPABILITIES IT REQUIRES IN ORDER TO MEET A CHALLENGING SET OF RESPONSIBILITIES AND EMERGING TASKS.

FINDING 6: RESTRUCTURING THE MUNICIPAL EDUCATION PROGRAM OFFICES INTO A REGIONAL STRUCTURE CAN POSITIVELY AFFECT ACCESS TO RESOURCES AND COORDINATION OF INITIATIVES. THE CHANGES ALSO BEAR CHALLENGES, AND ARE DEMANDING FOR MEST AND STAFF AT ALL LEVELS.

FINDING 7: "BOTTOM UP" AND GRASS-ROOTS INITIATIVES HAVE CONTRIBUTED SIGNIFICANTLY TO THE CHANGES THAT HAVE OCCURRED ON A CLASSROOM AND SCHOOL LEVEL. MOST INITIATIVES ARE DEPENDENT ON THE PERSONAL ENGAGEMENT AND LEADERSHIP OF INDIVIDUALS AND DO NOT YET REFLECT AN OVERALL TREND IN THE EDUCATION SYSTEM.

FINDING 8: STABLE FOUNDATIONS FOR AN ENABLING LEGISLATIVE ENVIRONMENT FOR EDUCATION HAVE BEEN LAID. HOWEVER, IMPLEMENTATION OF AND COMPLIANCE WITH LEGAL REGULATIONS ARE CONTINUING CHALLENGES.

FINDING 9: DECREASING SUPPORT FROM INTERNATIONAL DONORS AND LIMITED CAPACITIES OF KOSOVAN NGOS THREATEN THE SUSTAINABILITY OF EXISTING REFORM PROCESS AND ENDANGER PROSPECTS FOR NEW INITIATIVES IN THE EDUCATION SECTOR

FINDING 10: FOUNDATIONS FOR A SUBSTANTIAL CURRICULUM REFORM HAVE BEEN LAID THROUGH A STRONG CURRICULUM FRAMEWORK BUT FURTHER STEPS OF CURRICULUM DEVELOPMENT AND IMPLEMENTATION STILL POSE A SIGNIFICANT CHALLENGE.

FINDING 11: NUMEROUS POSITIVE CHANGES HAVE OCCURRED IN BOTH IN-SERVICE AND PRE-SERVICE TEACHER TRAINING BUT THE SUSTAINABILITY OF REFORMS UNDERTAKEN TO DATE IS STILL AT STAKE. MEST IS BEGINNING TO TAKE ON A COORDINATING AND LEADING ROLE IN TEACHER TRAINING BUT HAS NOT YET THE CAPACITY TO MANAGE ALL EMERGING TASKS.

FINDING 12: KOSOVO STILL LACKS A COMPREHENSIVE STRATEGY FOR STANDARDS AND EVALUATION PRACTICES ACROSS THE EDUCATION SECTOR.

FINDING 13: EDUCATION FACILITIES HAVE BEEN IMPROVED, BUT THERE IS STILL A LACK OF SPACE AND SERIOUS PROBLEMS WITH SANITARY FACILITIES AND WATER QUALITY ESPECIALLY IN RURAL AREAS.

FINDING 14: LEARNING/WORKING CONDITIONS FOR CHILDREN AND EDUCATORS REMAIN CHALLENGING. TEACHERS ARE BOTH UNDERPAID AND INEFFICIENTLY/UNDER-EMPLOYED. .

FINDING 15: THERE IS A LACK OF MODERN LEARNING MATERIALS ON ALL EDUCATIONAL LEVELS, WHICH IS EASED TO A LIMITED EXTENT THROUGH SELF-MADE ALTERNATIVES DEVELOPED BY TEACHERS.

FINDING 16: NUMEROUS INITIATIVES HAVE LED TO SIGNIFICANT IMPROVEMENTS OF THE EARLY CHILDHOOD EDUCATION SECTOR BUT THE SUSTAINABILITY OF REFORMS IS STILL AT STAKE. GIRLS, CHILDREN FROM MINORITIES AND FROM RURAL AREAS AS WELL AS CHILDREN WITH SPECIAL NEEDS REMAIN TO BE WIDELY EXCLUDED FROM ACCESS TO EARLY CHILDHOOD EDUCATION.

FINDING 17: COMPULSORY EDUCATION IN KOSOVO HAS WITNESSED MAJOR REFORMS RELATED TO THE ORGANIZATION AS WELL AS THE QUALITY OF TEACHING AND LEARNING. EQUAL ACCESS TO EDUCATION AND SECURITY REMAIN ISSUES ESPECIALLY FOR CHILDREN FROM MINORITIES, GIRLS AND CHILDREN FROM POOR FAMILIES.

FINDING 18: THE SECONDARY LEVEL OF EDUCATION HAS BEEN, COMPARATIVELY, NEGLECTED WITH RESPECT TO SPECIFIC REFORM INITIATIVES. POSITIVE CHANGES THAT HAVE OCCURRED ARE OFTEN 'SIDE EFFECTS' OF INITIATIVES TARGETED AT OTHER LEVELS OF THE EDUCATION SECTOR.

FINDING 19: ENROLMENT RATES OF GIRLS AND CHILDREN FROM MINORITIES TO SECONDARY EDUCATION ARE STILL VERY LOW.

FINDING 20: PROMISING FOUNDATIONS HAVE BEEN LAID TO IMPROVE THE QUALITY AND RELEVANCE OF VOCATIONAL EDUCATION. FINANCIAL CONSTRAINTS AND THE DIFFICULT SITUATION ON THE LABOR MARKET ARE KEY CHALLENGES FOR FUTURE DEVELOPMENTS.

FINDING 21: NUMEROUS INITIATIVES HAVE ADDRESSED IMMEDIATE NEEDS OF MINORITY COMMUNITIES BUT A KOSOVO WIDE COMPREHENSIVE STRATEGY FOR MINORITY EDUCATION IS YET TO BE

DEVELOPED. BROADER POLITICAL ISSUES RELATED TO THE FUTURE STATUS OF KOSOVO AFFECT EDUCATIONAL ISSUES PARTICULARLY FOR THE SERB COMMUNITY.

FINDING 22: THERE IS PERSISTING GENDER INEQUALITY IN THE EDUCATION SECTOR, WHICH AFFECTS GIRLS FROM MINORITY GROUPS AND FROM RURAL AREAS IN PARTICULAR. A COMPREHENSIVE AND EFFECTIVE POLICY ON GENDER EQUALITY IS STILL LACKING.

FINDING 23: THE SECTOR OF SPECIAL NEEDS EDUCATION HAS CONSIDERABLY IMPROVED BOTH ON THE LEVEL OF POLICY DEVELOPMENT AND IN SCHOOLS AND CLASSROOMS. SECURING SUSTAINABILITY AND BROADENING THE SCOPE OF EXISTING INITIATIVES WILL REMAIN KEY CHALLENGES IN THE NEAR AND MEDIUM FUTURE.

FINDING 24: OVERALL RATES OF ILLITERACY HAVE DECLINED BUT ARE STILL HIGH. GENDER, AGE AND GEOGRAPHICAL LOCATION INCREASE THE LIKELIHOOD OF BEING AFFECTED BY ILLITERACY. MOST IS STILL IN THE PROCESS OF DEVELOPING A COHERENT KOSOVO WIDE STRATEGY ON LITERACY.

Appendix 2 - Analytical Framework

Exhibit 7.1 Analytical Framework	
SECTOR/TOPIC	GUIDING QUESTIONS
<p>Contextual issues / Key areas:</p> <ul style="list-style-type: none"> • Social and cultural • Economic • Political and institutional 	<ul style="list-style-type: none"> • What characterizes the current situation in the context of education? • What consequences and relations does the context bear for the education sector
<p>The enabling environment for education</p> <ul style="list-style-type: none"> • The Ministry of Education, Science and Technology • Regional and local levels of administration and intervention • Legal environment • Support through donors and local institutions 	<ul style="list-style-type: none"> • What is the current situation with regards to the institutional, legal and social enabling environment for education? • What have been recent developments and achievements in the enabling environment? • What are ongoing or expected challenges and limitations?
<p>Sector specific areas / key areas of education reform</p> <ul style="list-style-type: none"> • Access to education, drop out and attendance • Quantity and quality of teaching • Curriculum and textbook reform • Education resources • Early Childhood Education • Primary and Lower Secondary Education (compulsory education) • Secondary education • Vocational Education • Special Needs Education • Minority Education • Non-formal education/Literacy 	<ul style="list-style-type: none"> • What is the current situation in the respective area? • What implications does the situation bear with regards to the realization of children's' and women's rights? <ul style="list-style-type: none"> • What have been key achievements and developments or improvements (if any) over the past three years? • What are ongoing or expected challenges and limitations? • How sustainable are current improvements and reforms if sustainability is seen as being reliant on: <ul style="list-style-type: none"> - Institutionalization - Leadership/coordination - A critical mass of change agents - The policy environment - Resources and resource generation
<p>Conclusions/ Recommendations</p>	<ul style="list-style-type: none"> • How relevant and effective has UNICEF's support to the education been to date? • What are key challenges in the present situation of the education system? • What recommendations for UNICEF's future support for the education sector can be concluded from the analysis?

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Endnotes

¹We use of the term "Kosovan" throughout the whole document to refer to members of all ethnic communities living in Kosovo. Unlike "Kosovar(s)" the term "Kosovan" carries no ideological connotations.

²See also UNICEF (2003 b) on challenges of data collection, especially cooperation between EMIS, MEST and other actors.

³See the Analytical Framework in appendix II for a more detailed explanation of the term 'sustainability'.

⁴UNDP 2003.

⁵There are surely differences between ethnic communities, yet the overall tendency of disadvantaging women is cross cutting.

⁶UNDP 2003

⁷At present neither the Albanian nor the Serb communities include the respective other language in their curricula. The new curriculum framework for Kosovo does not explicitly exclude the teaching of Serbian/Serbo-Croatian or other regional languages, but also does not emphasize the need for learning any of the regional languages and/or the languages spoken in Kosovo (i.e. Turkish, Romani).

⁸Approx. 46% of Kosovo's population is between 3 and 24 years old. Demographic trends show a continuing high birth rate, although the initial post-conflict baby boom among the Albanian population is expected to start decreasing during the next years. However, since 1999 and until the present day numbers of children in schools have steadily increased. (UNMIK 2003)

⁹For example there have been rather emotional public discussions about girls wearing a headscarf in school - some feel it should not be allowed, others regard it as a basic right. This is intertwined with rumors about Islamic organizations paying women for wearing the headscarf.

¹⁰UNDP 2003.

¹¹UNDP 2002. See also KFOS 2002.

¹²UNDP 2003.

¹³In many cases the existing administration mechanisms in Kosovo so far "generate more dissonances and conflicts than they do governing efficiency". (UNDP 2003)

¹⁴UNDP 2003

¹⁵The Kosovo Ministry of Education, Science and Technology (MEST) was officially established on March 4, 2002 when it took over responsibilities from the JIAS Transitory Administrative Department of Education and Science (TADES). MEST is structured into a political component (represented by the minister and his political advisors) and a civil structure lead by the office of the permanent secretary. The civil structure is hierarchically divided into 3 Departments, 12 Divisions and 30 sections or units. (MEST 2003 a).

¹⁶MEST 2003 a.

¹⁷Martin, Paul A. 2002. OSCE and MEST have recently

investigated possibilities for further provision of training for senior MEST staff and OSCE may be able to provide the support needed to realize this training.

¹⁸Martin, Paul A. 2002.

¹⁹MEST 2003 b.

²⁰This evaluation is based on statements from both Kosovan and international staff in MEST. Both sides have repeatedly expressed disappointment and frustration about the lack of preparation and guidance in the handover process but have also blamed the respective 'other side' for lack of trying or will to cooperate.

²¹In mid August 2003 the government has announced a permanent raise of 20 percent of teachers' salaries and further investigations into other ways of improving the salary system. SBASHK had threatened with new strikes at the beginning of the new school year should the issue of salaries not be addressed satisfactorily.

²²As demonstrated, for example, in "Improving Participation in Education" (MEST, World Bank, KEC); or the joint project of MEST, CRS and four Parent Teacher Associations (PTAs), addressing girl school dropouts.

²³In the past, each municipality used to have one or two Education Officers only responsible for all aspects of education within the municipality. These municipality-based EOs have now been replaced by a team of seven regionally based Officers headed by a Regional or Senior Education Officer. Each EO will deal with one sector - Administration, Communities and Gender, Curriculum & In-service, Inspection, Special Needs, Standards & Assessment, Vocational Education - across the region. An additional position for Communities has recently been created and is to be occupied by a non-Albanian candidate.

²⁴The previous reform, introducing the so-called 'two layer system' of administration, had occurred in early 2001. It resulted in the establishment of municipal Education Development Offices, each with two education officers accountable to MEST. These officers also had a municipal counterpart in the Municipal Directorate of Education, who was responsible for the educational 'hardware' like school buildings and provision of transport, while the DES/MEST officers were mainly concerned with issues of education programming and the quality of instruction. After initial conflicts and disagreements about the division of competencies, the teams in most municipalities cooperated well.

²⁵UNICEF 2003 a.

²⁶Learning experiences have, for example, been improved through locally organized teacher training.

²⁷Courses on educational leadership were for example initiated and carried out by UNICEF, KEC and KEDP.

²⁸Such as CRS, and World Vision.

²⁹CRS 2002.

³⁰E.g. schools included in the Child Friendly School initiative and those targeted by CRS in their PTC project.

³¹For example in the case of corporal punishment: there are reoccurring reports of teachers or school directors

using corporal punishment as a disciplinary measure.

³²For example after the process of dismissing and re-appointment of primary school directors in 2002: While several directors expressed the belief that they had lost their positions due to (or lack of) political affiliations, none of them put in an official complaint or took legal measures to initiate an investigation. Other voices attributed the loss of their positions due to a lack of formal qualifications and/or training.

³³Promulgated by the SRSG on May 15th 2001

³⁴Passed by the Kosovan assembly on 27 July 2002

³⁵Promulgated by the SRSG in early 2003 after lengthy disputes about the status of the (Serb) institute for higher education in North Mitrovica.

³⁶TTRB is an advisory body to MEST that has been established in 2001 with support from KEDP. It is chaired by MEST and includes representatives of various stakeholder groups i.e. parents, teachers and school directors.

³⁷MEST hoped to attract the interest of new donors through a donor's conference held in May 2003. Although the interest in the conference was high, those agencies present were mainly those involved in Kosovo anyway. So far no new or additional investments in the education sector have been indicated.

³⁸E.g.: The Finnish government has recently approved a new project to support the development of pre-service training for special needs teachers. Their engagement was partly dependent on the previous establishment of a new faculty of education, which had been supported by CIDA/KEDP, ADRA Denmark and Save the Children Denmark.

³⁹The need for changes in the curriculum is also acknowledged by parts of the Serb community. However, the majority of Serb educators and parents does not wish a Kosovo specific curriculum but would prefer to continue using the same one as schools in Serbia& Montenegro.

⁴⁰UNICEF has indicated to provide financial support to MEST also for the preparation of the curricula for grades 2, 3 and 11, which are to be developed in 2003/2004.

⁴¹E.g. in developing history curricula or in making decisions about how to name a certain topic --"Mother Tongue" as opposed to "Albanian Language".

⁴²There have been indications that, under certain conditions, the ministry in Belgrade may support the introduction of the Kosovo curriculum in K-Serb schools - if provisions are made to ensure that this curriculum is sensitive vis-à-vis K-Serbian education specificities, and acknowledges them.

⁴³See 4.1; finding No. 2.

⁴⁴The establishment of the practice teaching component of the new pre-service courses within the Faculty of Education gave an example of teachers' engagement: Numerous teachers volunteered to become 'mentor teachers' and have been successfully working with faculty members and students.

⁴⁵The Faculty of Education was established with the

technical assistance provided by KEDP/ CIDA. Classes for the 4-year course started in November 2002. The faculty covers the pre-service teacher training for pre-primary, primary, and lower secondary education, and operates in four regional centers, i.e. the former higher pedagogical schools that have now merged into one Faculty. For more information, see:

<http://www.kedp.ca/>

⁴⁶In urban areas like Pristina, Gjilan, Prizren, Mitrovica and Peja, schools operate in as many as three to four shifts. (MEST 2002)

⁴⁷The World Bank, 2002.

⁴⁸The average number of pupils in secondary schools is 668, as compared to 317 in primary schools and 518 in Pre-school facilities. MEST/EMIS 2002.

⁴⁹On average teachers have 20 hours of teaching on a full-time contract.

⁵⁰The average student/teacher ratio in Kosovo is 19.4 for primary and 18.8 for secondary schools. The EU average is 22. (The World Bank 2002.)

⁵¹For example the ideas compiled in "Messages from the classroom. Sharing learner centred ideas". (Buleshkaj, O. / Mizzi, R. (eds.) 2002). Similar collections have been or are going to be published by KEC, CARE and ADRA Denmark.

⁵²The sector of Early Childhood Education (ECE) in Kosovo includes pre-primary classes for children aged 5-6, and preschool/ kindergarten care for children aged 9 months-6 years. ECE is not compulsory.

⁵³The project is being implemented by the NGO "Every child".

⁵⁴MEST Pre-school Education Section (2003): 15789 children were enrolled in Pre-primary groups in the school year 2002/2003 as compared to 14126 in the year 2001/2002 (= increase of 1663). Preschool classes: according to MEST 5366 children were enrolled in 2002/2003, which would mean a decrease of numbers compared to EMIS data from 2001 which mention 7433 children. (EMIS 2001 as cited by The World Bank 2002). On the other hand KEC (2001) names a total of 5224 children in preschool education for the school year of 2000/2001, which again would support a slight increase of numbers. According to MEST/EMIS (2002) in April 2002 there were 21747 children enrolled in Pre-school, 14454 in pre-primary classes and 7293 in Kindergartens.

⁵⁵SOK 2002.

⁵⁶According to MEST data 54 out of 521 preprimary educators in the school year 2002/2003 were male.

⁵⁷Compulsory education in Kosovo starts at the age of 6 and covers Primary school (grades 1-5) and Lower Secondary School (grade 6-9). Compulsory education has been extended to 9 instead of 8 years in the school year 2002/2003. Out of 060 primary schools in Kosovo 87% have instruction in Albanian, 9.5% in Serbian, 2.4% in Bosnian. (MEST/EMIS 2002)

⁵⁸PHARE states are: Bulgaria, Hungary, Czech Republic, Estonia, Poland, Romania, Latvia, Lithuania, Slovenia and Slovakia.

⁵⁹According to OECD (2001) only 80% of children in the age between 7-15 were included in the educational process and 27% of children enrolled in the 1st class dropped out before reaching the 8th grade. SOK (2002) states enrolment rates of 97% and little drop out rates for both girls and boys during primary education. However, MEST/EMIS 2002 state a slight decrease (1423 pupils less than in the previous year) of overall enrolment in the school year 2001/2002.

⁶⁰The World Bank 2003.

⁶¹According to MEST there were 30.800 pupils in 1045 grade 9 classes. 1650 teachers were engaged in teaching grade 9 in the school year 2002/2003.

⁶²E.g. through a strategy paper developed by MEST and the school-based work of some NGOs like "Empowering Returnees" (EmpoR).

⁶³While data for boys and girls attendance of Albanian children in primary school are nearly equal, only 77% of children from 'other ethnic groups' are attending schools, and in this group only 69% of girls versus 85% of boys are enrolled. (SOK 2002). See also WB 2001.

⁶⁴Upper secondary education (hereafter just referred to as secondary education) consists of three or four years and is divided into grammar school and vocational school (see 6.8). Ca 50% of all secondary students enrolls in grammar schools (gymnasiums). Out of 140 secondary schools, 108 (77%) have instruction in Albanian language, 31 schools (22%) in Serbian, and Turkish is the means of instruction in only 1 school.

⁶⁵SOK 2002: In 2001/2002 only 42% of secondary students was female. In April 2002 44% of all pupils enrolled in Secondary schools were girls. (MEST/EMIS 2002). See also KEC 2001, OECD 2001 on the same topic.

⁶⁶OSCE 2002 and 2003.

⁶⁷SOK 2002.

⁶⁸The World Bank 2003.

⁶⁹Main reasons for non-attendance on all school levels are: the private cost of education, work obligations, lack of interest, safety and access to transportation. (SOK 2002)

⁷⁰Major support was also provided through the Swiss and Danish governments, the European Training Foundation (ETF) and the European Agency for Reconstruction (EAR).

⁷¹MEST with support from international donors has developed 11 new subject profiles that have been piloted in grades 10.

⁷²MEST and the Ministry of Labor and Social Welfare (MLSW) together with GTZ and other international organizations work on this together.

⁷³In the school year 2001/2002 only 38% of vocational students were female, in the municipality of Mitrovica it was only 29%. (SOK 2002)

⁷⁴Reliable data on exact numbers of teachers and the percentage of women were not available.

⁷⁵MEST 2003 a.

⁷⁶For example at Symposium on "Equal Opportunities in

Education" organized by KEDP in March 2003.

⁷⁷UNICEF 2003 b.

⁷⁸Amnesty International 2003. The situation for Serb children is slightly better, and drop out rates among Serb pupils are low.

⁷⁹UNHCR/ OSCE 2002.

⁸⁰K-Serb pupils do have the opportunity to attend higher education in Serbia proper, which contributes to the increasing exodus of younger Serbs from Kosovo.

⁸¹The University of Pristina has recently approved reforms of the pre-service program for teachers of the Lower Secondary School. However, program parts on Bosniak and Turkish language will be decided upon separately- which can, and most likely will be, interpreted as a sign of exclusion and non-integration.

⁸²E.g.: Serbia is presently introducing a new grade 1 curriculum and has provided extensive teacher training for grade teachers in Serbia proper, but not for teachers in Kosovo. K-Serbs are not sure to date which grade 1 curriculum to follow in the next school year.

⁸³Amnesty International 2003.

⁸⁴UNHCR 2002.

⁸⁵According to MEST data there are currently 137 Serb schools in Kosovo (107 main schools + 30 satellite schools) mainly located in enclaves or in municipalities with a considerable number of Kosovo Serb population. At present there are approximately 23,629 K-Serb students Kosovo-wide. The number of K-Serb teaching staff is 2,360, together with 922 non-teaching staff.

⁸⁶SOK 2002.

⁸⁷UNHCR 2003.

⁸⁸MEST 2003 A.

⁸⁹E.g. KFOS 2002, UNICEF/SOK/MEST 2002.

⁹⁰Ca 600 children in 2002 as compared to 503 in 2001. (SOK 2002, MEST Division for Special Needs Education 2002).

⁹¹MEST Division of Special Needs Education 2002.

⁹²Approximately 15% of all children with special needs in Kosovo (600 out of the estimated 4000).

⁹³Which is the case not only in Kosovo but in all countries that aim for a model of inclusion.

⁹⁴For example the NGOs Motrat Quiriazzi, Women for Women and the Kosovo Women's Network.

⁹⁵For example studies compiled by KFOS 2002, UNICEF/ SOK/MEST 2002.

⁹⁶The World Bank 2003.

⁹⁷UNHCR/OSCE 2003; the World Bank 2003.

⁹⁸KFOS 2002.

⁹⁹A detailed analysis of the education situation for rural people will result from the ongoing MEST/FAO participatory study project, which will be concluded in mid 2004.

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